

GRADUATE  
CATALOG  
**2011-2012**

F R E E D - H A R D E M A N   U N I V E R S I T Y



# **2011-12 Graduate Catalog of Freed-Hardeman University**

**"Teaching How to Live and How to Make a Living"**

**Freed-Hardeman University  
158 East Main Street  
Henderson, Tennessee 38340-2399  
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(800) FHU-FHU1  
(800) 348-3481**

## **NON-DISCRIMINATORY POLICY AS TO STUDENTS**

Freed-Hardeman University admits qualified students of any race, age, sex, religion, disability, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Freed-Hardeman does not discriminate on the basis of age, sex, religion, disability, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Based upon this commitment, Freed-Hardeman University follows the principle of non-discrimination and operates within applicable federal and state laws. As a recipient of federal financial assistance, Freed-Hardeman University is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admission policies, treatment of students, employment practice or educational programs, except as required by religious tenets of the churches of Christ.

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## **Joe Wiley, President** ***An Invitation to Graduate Study***

There is no more valuable a service provided to our nation, the church, the home, and the individual than Christian higher education. By offering academic excellence and strengthening moral and spiritual values, Freed-Hardeman University is committed to helping you attain your goals. Our quality graduate programs in teacher education, ministerial preparation, business, and counselor training include the Master of Education, Education Specialist, Master of Ministry, Master of Arts in New Testament, Master of Divinity, Master of Business Administration, and Master of Science in Counseling.

We invite you to join a growing number of individuals in these well-designed programs taught by dedicated Christian professionals. You are to be commended for accepting the challenge of a graduate education at Freed-Hardeman. Welcome!

Below is a quick reference listing of key administrators, faculty, and staff. Please contact us if we can assist you. \*All telephone numbers are in the 731 area code.

### **Chief Executive Officer, Public Relations**

Joe Wiley President; 989-6001

### **Chief Operating Officer, Daily Operations, Chief Financial Officer**

Dwayne Wilson, Executive Vice President and Chief Financial Officer; 989-6094

### **Chief Academic Officer**

C. J. Vires, Vice President for Academics and Enrollment Management; 989-6004

### **Spiritual Life**

Sam Jones, Vice President for Spiritual Development; 989-6992

### **Gifts, Bequests**

Dave Clouse, Vice President for University Advancement; 989-6019

### **Student Services**

Wayne Scott, Vice President for Student Services and Dean of Students; 989-6790

### **Information Technology**

Mark Scott, Vice President for Technology and Innovation, 989-6003

### **Registrar**

Larry Oldham; 989-6649

### **University Counseling Center**

Nicole Young, Director; 989-6768

### **Financial Aid**

Jay Satterfield, Interim Director; 989-6662

**Alumni Relations**

Betsy Hesselrode, Assistant Vice President; 989-6021

**Public Relations**

Jud Davis, Director; 989-6418

**Graduate Counseling**

Mike Cravens, Director; 989-6638

**Graduate Bible**

Mark Blackwelder, Director; 989-6769

**Graduate Business**

Tom DeBerry, Director; 989-6659

**Graduate Education**

Elizabeth Saunders, Director; 989-6082



**C. J. Vires**, *Vice President  
for Academics and Enrollment Management*

## ***The Graduate Programs***

The Graduate Catalog is the official listing of the policies governing graduate education at Freed-Hardeman University. This Catalog documents policies and procedures established by the Graduate Council and approved by the faculty. Admissions policies, academic policies (including degree requirements), registration policies, degree programs of study, a roster of Graduate faculty, and calendar of events/activities are among the items to be found in this Catalog.

Freed-Hardeman University is an outstanding university where the administration, faculty, and staff are dedicated to the academic success of each student. The University is committed to providing those resources necessary to support the highest level of excellence for faculty as they seek to prepare students with knowledge, skills, and creative thinking abilities to be successful in their respective discipline. Freed-Hardeman University's mission and vision demonstrate our commitment to lifelong learning and academic excellence.

Thank you for allowing FHU to teach you "*how to live and how to make a living.*"

## **General Information**

### ***Purpose Statement***

Freed-Hardeman University is a private institution, associated with churches of Christ, dedicated to moral and spiritual values, academic excellence, and service in a friendly, supportive environment. The purpose of the University is to provide every student an education permeated with these Christian values.

### ***Aims***

In accomplishing its purpose, the University pursues the following three aims.

#### **Freed-Hardeman provides higher education with a Christian perspective:**

- by recognizing the Bible as the inspired and authoritative Word of God,
- by presenting Jesus, the Christ, as the model for personal behavior,
- by viewing each person as a special creation of God, possessing an everlasting soul, with ultimate accountability to God,

- by promoting racial harmony, religious unity, and respect for individual differences through Christian love and biblical teaching, and
- by offering programs, activities, and worship opportunities that strengthen the University community.

**Freed-Hardeman provides educational opportunities through excellent undergraduate and graduate programs:**

- by employing a qualified, caring Christian faculty,
- by teaching students to be critical thinkers who communicate effectively,
- by offering a balanced education in the liberal arts and sciences as well as specialization in a chosen discipline,
- by offering academic enrichment opportunities to strengthen individual students,
- by equipping students for advanced study and career challenges, and
- by instilling in students a lasting desire for learning.

**Freed-Hardeman provides service to the individual, home, church, community, and world:**

- by facilitating spiritual, intellectual, emotional, social, and physical growth,
- by recognizing the home as the basic unit of society and helping students develop skills for healthy Christian families,
- by encouraging students to love the church and preparing them for active service in a local congregation,
- by offering programs to strengthen and encourage growth of the church, and
- by teaching students to become effective citizens of the local and world communities.

**MOTTO**

“Teaching how to live and how to make a living.”

**NATURE OF THE INSTITUTION**

Freed-Hardeman is primarily an undergraduate, residential institution enrolling full-time students of traditional college age who come to Henderson, Tennessee, from the southeast and from more than two thirds of the United States and from several other countries. Alumni live in all 50 states and in more than 35 other countries. The University also seeks to serve commuting, part-time, and older adult students on-campus and through selected distant learning programs as resources and technology permit. The University offers a limited number of master’s-level graduate programs as resources, needs, and interest permit, offering advanced preparation for service. Most research is focused on institutional or instructional improvement. Arts, science, and professional degrees are conferred.

The goals of the University can best be pursued when a qualified Christian faculty teach and inspire students to learn and when all instruction and activities recognize and honor biblical truth and principles. The University is governed by a self-perpetuating board of trustees who are members of churches of Christ and who hold the institution in trust for its founders, alumni, and supporters. Freed-Hardeman, its faculty, and its students receive support from alumni, churches, and other friends and provide a variety of services to businesses, churches, nonprofit organizations, and to the general public.

Freed-Hardeman seeks to provide a liberal arts education for all students primarily through its general education and general degree requirements. Courses are offered by twelve academic departments organized into six schools—Arts and Humanities, Biblical Studies, Business, Education, Sciences and Mathematics, and the Honors College.

## ***Institutional Governance***

The Board of Trustees is the governing body of Freed-Hardeman University. Through their adoption of fundamental statements of purpose and policy, the board seeks to ensure the accomplishment of the aims of the institution. The President is appointed by the Board of Trustees as the executive officer of the University and is responsible for the operation and development of the University as a whole and for each of its parts.

### **THE GRADUATE COUNCIL**

The Graduate Council is responsible for developing policies on admission, retention, and graduation requirements. The Council reviews the courses of study for each degree and provides suggestions that may strengthen the curriculum. Eligibility requirements for faculty teaching graduate courses are formulated and approved by the Council.

The Council is composed of two faculty from each degree program, faculty members who meet the criteria for teaching in the graduate program and who hold the terminal degree, the Director of Graduate Studies in Education, the Director of Graduate Studies in Bible, the Director of Graduate Studies in Business, and the Director of Graduate Studies in Counseling. The Vice President for Academics who may teach graduate classes also serves as an ex officio member of the Council.

Each director of a graduate program will serve on the Council as long as he/she remains a director. The two faculty representatives from each program will serve for two years. Replacements will be recommended to the Graduate Council by the faculty who teach in the program and the director. The Graduate Council will vote whether or not to accept the faculty recommended. The chair of the Graduate Council will serve for two years and will be elected by the Council from among the directors of the programs.

## ***History of Freed-Hardeman University***

Freed-Hardeman University traces its origins to the 1869 charter of the Henderson Male and Female Institute as a high school and college. Through charter revisions and a new charter in 1907, successor institutions on the present campus have been the Henderson Masonic Male and Female Institute, West Tennessee Christian College, Georgie Robertson Christian College, and the National Teachers Normal and Business College. The institution was renamed in 1919 for A.G. Freed, who had earlier served as president and teacher in Georgie Robertson Christian College and was the first president of NTN&BC, and for N.B. Hardeman, who had served as teacher in GRCC and teacher and vice president in NTN&BC.

Freed-Hardeman and its predecessors have prepared teachers since 1870 and ministers since at least 1885. In the early years of the institution, the teacher-training courses were more disciplinary than pedagogical and teacher certification was based on passing subject area examinations. Freed-Hardeman was approved as a teacher training institution at the two-year level by the Tennessee State Board of Education in 1925. Two years of college work, including eighteen hours of education courses, earned students permanent elementary education certifications in Tennessee for several years. State approval was reaffirmed under the newly-adopted state standards in 1952.

Institutional and program approval to provide teacher certification in elementary education and in selected secondary education subject areas, beginning with the 1976 graduating class, was granted by the state in February of 1976 after a pilot self-study and state examination of curricula under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). National accreditation of teacher education was granted in 1982, retroactive to 1981. Programs have been resubmitted and reapproved again recently under revised state standards. State board policies developed and implemented in the 1990s reformed and extended teacher preparation, requiring disciplinary rather than professional undergraduate majors. The graduate degree will complement the reduced professional component at the undergraduate level.

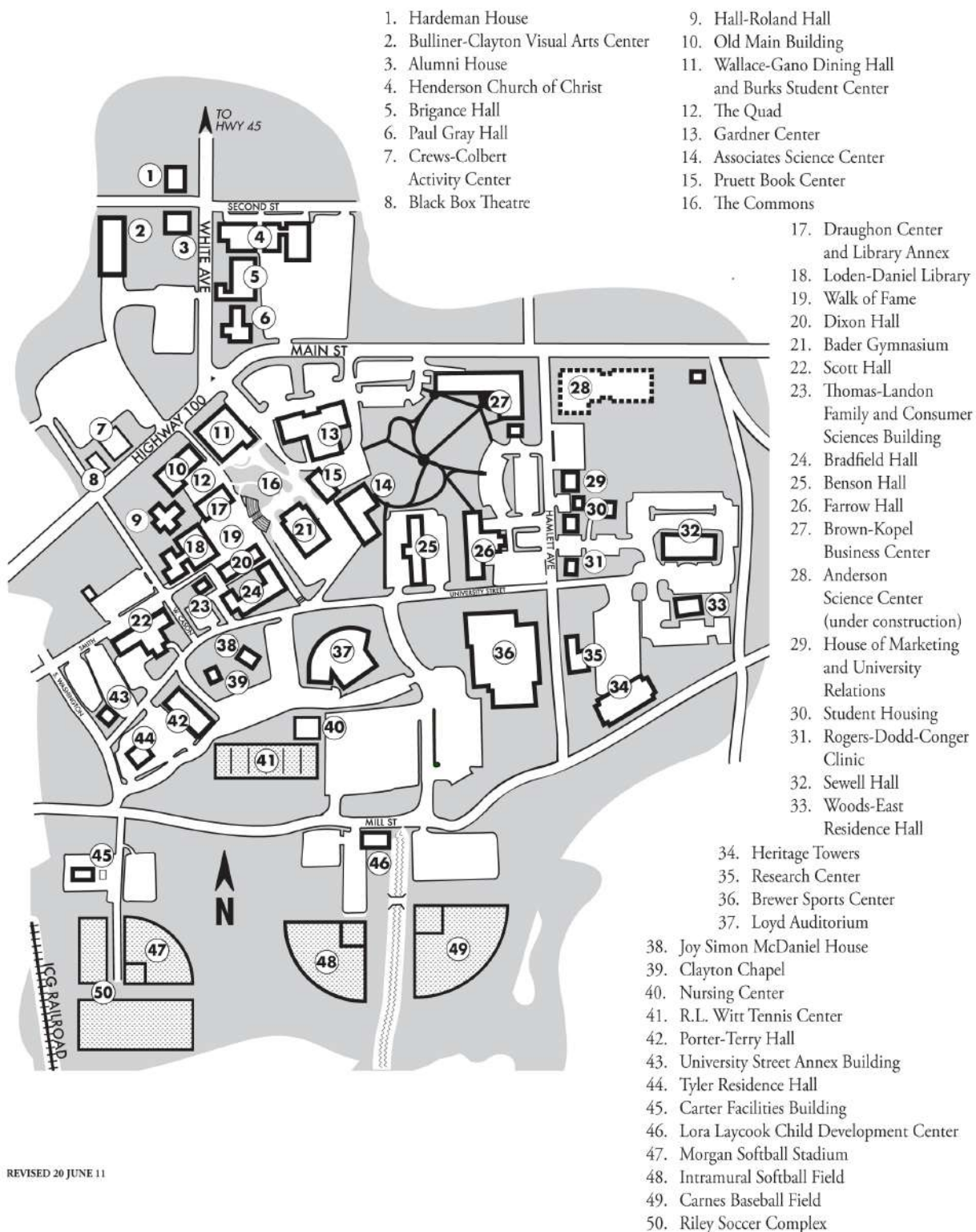
Ministerial education, which began to receive specific attention after 1885, was also based on liberal arts and general education—complemented by Bible studies. West Tennessee Christian College, for example, recommended that those preparing to preach pursue the classical course,

which included English, Greek, and Latin languages, literature, mathematics, natural science, and mental and moral science. Continuing education began after 1925 with special short courses for preachers and since 1937 has been offered most notably through the week-long Annual Bible Lectureship. In recent years, summer short courses, extension courses in such fields as counseling and personal evangelism, the summer Christian Training Series, forums for church workers, and special programs for youth ministers have offered lifelong learning opportunities for educators, ministers, Bible teachers, and other church workers.

In 1908, A.G. Freed articulated his aim as president of the National Teachers Normal and Business College. He wanted "to provide a thorough education under the influence of primitive Christianity." The theme of thoroughness can be traced to Freed-Hardeman University's first predecessor, the Henderson Male and Female Institute. Since the 1950s, the University has used the motto, "Teaching how to live and how to make a living." As a senior institution, character, career, and liberal arts education have been pictured as the sides and base of a triangle, which conceptualizes the balanced education that Freed-Hardeman University and its predecessors have sought to offer.

The University has been regionally accredited since 1956. In 1976, Freed-Hardeman University obtained Level II accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. This accreditation was reaffirmed in 1981. Under the leadership of Dr. E. Claude Gardner, president from 1969-1990, graduate degrees, which had been offered by turn-of-the-century predecessors, were reinstituted. In June 1990 the University was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's degrees. Accreditation to offer bachelor's and master's degrees was reaffirmed in June 1991, and again in December 2001.

# FHU CAMPUS MAP



REVISED 20 JUNE 11

## LOCATION AND FACILITIES

The University is located in a clean, quiet, West Tennessee county seat town of approximately 5,500 citizens. Henderson is fortunate to have more than adequate educational, medical, protective, and business services. The county high school is regionally accredited. The University is adjacent to the city and county courthouses and office buildings and the central business district. Light industry is located away from the campus. The campus consists of about 120 acres with 29 main buildings.

## PROGRAMS OF STUDY

Students may enroll in courses leading to a **Master of Ministry, Master of Arts in New Testament, Master of Business Administration, Master of Education, or Education Specialist** degree. The Master of Education degree offers majors in Curriculum and Instruction, School Counseling, Administration and Supervision, and in Special Education. Each of these degrees requires 37 semester hours. An advanced degree above the masters level, a 34-hour Education Specialist degree, is offered in the School of Education's graduate program. On June 1, 1997, FHU began offering a 48-hour **Master of Science in Counseling** program and degree. In June 2009, the **Master of Science in Counseling** program of study moved to 60 hours. A 36-hour **Master of Business Administration** and an 87-hour **Master of Divinity** were added to the graduate programs of study in the fall of 2005. Scheduling of courses generally accommodates full- and part-time students, including those employed. At least 12 hours of graduate study in each program will be offered in the summer, fall, and spring terms in order to provide the opportunity for full-time students to complete the degrees in a timely fashion. Transient and non-degree seeking students will be accepted on a case-by-case basis. The Graduate Counseling Program also offers three Graduate Certificate programs. These Certificate Programs are: Clinical Mental Health Counseling, Counseling for Church Leaders, and Gerontology. These Certificate Programs are described under the Masters of Science in Counseling program of study.

## ADMINISTRATION OF THE GRADUATE STUDIES PROGRAMS

Dr. C. J. Vires, Vice President for Academics and Enrollment Management, coordinates the graduate studies programs. Policies governing the graduate programs are developed by the Graduate Council. This council is representative of the faculty and functions on a continuous basis. Dr. Elizabeth A. Saunders is Director of Graduate Studies in Education, Dr. Michael Cravens is Director of Graduate Studies in Counseling, Dr. Mark Blackwelder is Director of Graduate Studies in Bible, and Dr. Thomas W. DeBerry is Director of Graduate Studies in Business. Matters pertaining to graduate teacher education are reviewed and approved by the Teacher Education Committee before being presented to the Graduate Council.

## ACCREDITATION AND AFFILIATIONS

Freed-Hardeman University and its predecessors have prepared teachers since 1870. The University was approved as a teacher training institution at the two-year level by the Tennessee State Board of Education in 1925. This approval was reaffirmed in 1952. Institutional and program approval to provide teacher certification in elementary education and in selected secondary education subject areas beginning with the 1976 graduating class was granted by the state in February of 1976. This approval was reaffirmed in 1981. National accreditation of the undergraduate elementary and secondary teacher education programs was granted by the National Council for the Accreditation of Teacher Education in 1982, retroactive to September 1981. This was reaffirmed and extended to the graduate program in 1992. The Ed.S. program was accredited in the fall of 2003. NCATE reaffirmed both the undergraduate and the graduate programs in April, 2005. The Council on Social Work Education accredited the University's bachelor's degree social work program in 1981. This was reaffirmed in 1989, in 1997, and in 2004. The Accreditation Council for Business Schools and Programs (ACBSP) accredited the University's undergraduate business programs in 1994, with reaffirmation occurring in 2004.

Freed-Hardeman University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, master's, and education

specialist's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Freed-Hardeman University. For all other inquiries, contact Freed-Hardeman University directly.

Freed-Hardeman University is an institutional member of the Southern Association of Colleges and Schools, the Tennessee College Association, the Tennessee Independent Colleges Fund, the Tennessee Council of Private Colleges, the Tennessee Association of Colleges for Teacher Education, the American Association of Colleges for Teacher Education, the North American Association of Summer Sessions, and the Association of Independent Liberal Arts Colleges for Teacher Education (National and State). Freed-Hardeman University is a charter member of the Association of Collegiate Business Schools and Programs.

Freed-Hardeman University is authorized to provide educational opportunities for veterans and certain dependents or survivors. All programs except for field study and the individualized major are eligible for veteran's education assistance.

Freed-Hardeman University will seriously consider any written student complaints regarding its accreditation status. Each complaint should be sent to the president and will be reviewed by the president and his cabinet of vice presidents and a written response will be prepared and sent to the student. If this does not satisfactorily resolve the concern, the student will be given an opportunity to meet with the president and his cabinet to explore solutions to the concern. The president may choose to invite the chairman of the board of trustees to attend this meeting if circumstances justify the need for the chairman's presence. A written record of any complaints and responses will be maintained in the president's office for review by accreditation association officials or peer reviewers.



**Wayne Scott, Vice President for Student Services and Dean of Students**

You will be expected, as a student at Freed-Hardeman University, to help realize the ideal of a Christian university by contributing to the friendliness, courtesy, and wholesomeness for which the school is known. The academic and spiritual commitments of students and teachers are manifested in mutual respect, in cooperativeness, and in the assuming of appropriate responsibilities.

## ***General Expectations and Regulations***

In return for the privilege of enrolling in Freed-Hardeman University, you pledge to abide by the policies and regulations set forth in the Graduate catalog. Responsible channels for seeking change or for requesting exceptions are provided.

### **CONDUCT**

You will be expected to respect the property of others and of the University and to avoid any form of cheating, false reporting, plagiarism, or willful destruction or misappropriation of records or property. Computer accounts of others are not to be entered without written authorization.

In keeping with the ideals of a Christian university, profanity, reading obscene or pornographic literature, illicit sex, dancing, gambling, and such like are forbidden. The possession, sale, or use of drugs, including alcohol, is prohibited. The use of tobacco is not permitted. Firearms, hunting knives, and ammunition are prohibited on campus by state law. Fireworks are illegal. Students are expected to obey local, state, and federal laws.

You will be expected to abide by a dress and grooming code which emphasizes Christian modesty and good taste. Dress should be appropriate to the occasion—church, class, or recreation. **Shorts are not permitted in classes at any time.** Tank tops are limited to athletic activities. The health, comfort, and well-being of each student and of his classmates require that standards of personal cleanliness be maintained and that dormitory rooms be kept clean and orderly. The University reserves the right to inspect university-owned quarters under proper supervision and safeguards.

You are expected to observe university regulations while on campus and when participating in university activities.

### **HOUSING**

Graduate students may apply to live in the University residence halls under conditions described under Financial Information.

You will be responsible for keeping your room locked and for any breakage or damage. Repainting, repairs, and replacements will be charged to the one doing the damage or, if this cannot be ascertained, to the occupant(s) of the room. Residence hall hours are included in the

undergraduate student handbook. The University cannot be responsible for damage to or loss of students' personal property due to theft, mischief, fire, water, etc.

## **AUTOMOBILES**

An automobile brought to campus must be properly licensed and insured. You must register the car (permits are available at the Office of Student Services), display a University decal, and park in a designated area. Fines may be imposed for violation of automobile regulations.

## ***Services and Facilities***

### **FOOD SERVICES**

Sodexo operates Wallace-Gano Dining Hall and the Lion's Pride (the University's snack bar), both located in the Student Services Building and KC's Coffeehouse located in the Crews-Colbert Activity Center. Wallace-Gano Dining Hall offers a regular meal line and a deli line, soup and salad bar, and desserts. The Lion's Pride offers short orders, snacks, and light meals.

### **LIBRARY FACILITIES**

The Freed-Hardeman University Library is composed of the Loden-Daniel Library, built in 1973, and the Lawhorn Library, built in 1956. An adjoining library annex which holds the Audiovisual Department is in the Draughon Education Center. The library is the support structure of the University's academic programs. Library holdings include in excess of 145,000 print book volumes and over 122,000 academic ebook volumes, 228,000 microforms, and 26,000 bound periodicals, plus an extensive collection of audiovisual material. There are 87 databases/electronic resources. In total these databases offer indexing and full-text articles from over 70,000 scholarly journals, reference ebooks, popular magazines, and newspapers. The microform holdings consist of periodical volumes, book volumes and ERIC documents. 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 Lyrasis our regional consortium. 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.

Access to the library's holdings can be found on LIONET, the online catalog, and is available from the library's home page, <http://www.fhu.edu/library>. The electronic databases offer indexing and full-text articles from scholarly journals, popular magazines, and newspapers. The library's home page also offers information on and access to electronic databases, Internet resources, and other resources, such as the library's hours and a month-by-month list of new items added to the collection.

The library offers accommodations for reading, studying, and viewing audiovisuals. In conjunction with a large juvenile book collection located on the second floor of the library, there are many teacher resources available. There is also a word processing lab as well as public network access points. The library has several rooms available for group study and media viewing in the library annex. Other services offered are reference help, information services, interlibrary loans, and photocopying. Librarians conduct library instruction and orientation sessions at the request of professors as well as individualized instruction for any student or other patron on a variety of library resources, including the electronic databases and searching the Internet. ID/Library Cards are required for book check-out.

The **Instructional Resources Center** is a small library and laboratory facility primarily for teacher-education faculty and students. It is located on the ground floor of the Gardner Center across the hall from the Graduate School of Education offices. In addition to a reserve section, it contains a collection of school textbooks, professional texts, children's literature, posters, and science and math kits available for checkout. A checkout period of one week for kits and two weeks for books is extended. A variety of supplies and equipment is provided for making instructional materials such as bulletin board supplies, bookbinding supplies, art paper, and transparencies.

Lamination and die-cut services are provided by lab workers, and a fee for each item is charged. An opaque projector and copier are available for student use.

## **COMPUTER SERVICES**

Freed-Hardeman University has advanced voice, data, and video networks connecting virtually every building on campus. Outlets in offices, classrooms, laboratories, and residence hall rooms provide access to these networks. Cable TV service is available in the residence halls and is part of the room charge. Four major student computer laboratories, smaller department laboratories, and library computers are available each day and most evenings during school terms. Access to the Internet and the campus network is provided in dorm rooms wirelessly (802.11b/g/n) and wired via Ethernet jacks. A student may use university-owned laboratory equipment for personal computing when it is available and with some limitations. Every program of study requires the use of computing in one or more courses. Students may use computing resources in the library and in general-use laboratories without additional charge.

## **STUDENTS WITH DISABILITIES**

Freed-Hardeman University is committed to providing equal opportunity in education to qualified students. Students with a disability who are prevented from meeting course requirements in the way the course is regularly taught should contact Jeana Wiley, Director of Disability Services by phone (731) 989-6676 or email [jrwiley@fhu.edu](mailto:jrwiley@fhu.edu). Students must provide documentation from an acceptable evaluator in order to receive accommodations.

The director of disability services will make a decision regarding an accommodation plan and will assist with the implementation by notifying appropriate personnel, coordinating necessary changes, and evaluating the effectiveness of the plan.

The University will assist those who have a documented disability with appropriate accommodation and modification, but does not guarantee successful completion of a course or a program. Students must cooperate with the University and must take responsibility for learning. Those with an approved accommodation plan should, no later than the second class meeting, notify the instructor of any affected class.

## **UNIVERSITY COUNSELING CENTER (UCC)**

College is a unique time in a person's life. New lessons and experiences coupled with poor coping skills can sometimes lead to overwhelming stress, psychological problems, and academic difficulties that impede a student's overall functioning.

Freed-Hardeman University strives to provide confidential, Christian counseling in a manner that incorporates our values and morals as a Christian university, along with educating and developing awareness that will aid the student for a lifetime.

Free counseling services are provided for all FHU students with a focus on short-term counseling. The center also offers referral services to local and surrounding area professionals to meet individual needs. The UCC has both a full-time male and full-time female counselor in case one feels more comfortable speaking with one gender over the other. Crisis intervention is available 24 hours a day, 7 days a week and may be contacted through the counselor on-call at (731) 608-2590 or through a dorm parent, a residential assistant, or security. The UCC also has a link on FHU's website where you can submit questions anonymously which will be answered in the following *Bell Tower*.

For appointments contact Nicole Young at (731) 989-6768 or via email at [nscott@fhu.edu](mailto:nscott@fhu.edu).



**Dwayne Wilson**, *Executive Vice President and Chief Financial Officer*

## Financial Information

Freed-Hardeman University is a nonprofit private institution, operating without direct tax support. It must generate income from the following sources: student tuition and fees, grants, private gifts, endowment earnings, and auxiliary enterprises. This section of the catalog will define the cost of Christian education at Freed-Hardeman University, explain the University policy for meeting financial obligations, and explore areas of assistance available to the students.

### STUDENT ACCOUNTS OFFICE HOURS

The Student Accounts Office is open every weekday from 8:00 a.m. until 5:00 p.m. Those involved in classes on Saturday or during evenings may secure services from the Student Accounts Office by requesting assistance through their instructors. A photo I.D. is required of all registered FHU students. I.D.s can be obtained in the Office of Student Services.

### APPLICATION FEE

There is a \$35 application fee.

### ***Tuition***

The tuition cost is \$420 per graduate hour. This rate also applies to any undergraduate courses required for the master's degree or for teacher licensure when taken by accepted graduate students who have already earned a bachelor's degree. It does not apply to students working toward a second undergraduate degree or major.

**Full-time** graduate students (taking nine or more graduate hours) desiring to take additional undergraduate courses **NOT** required in their graduate program pay \$453 per semester hour for these undergraduate courses. Part-time graduate students (taking fewer than nine graduate hours) pay \$453 per semester hour for non-required undergraduate courses.

### TECHNOLOGY FEE

Technology is a significant part of Freed-Hardeman University's graduate programs. Students benefit from varied technologies including electronic library services and resources, access to e-mail accounts, state-of-the-art campus network, multi-media instructional equipment, administrative software and hardware supporting all academic programs, online access to student's account and student's grades, and others. Each student registering for graduate credit will be assessed a technology fee of \$40 per graduate credit hour.

## HOUSING

Graduate students may apply to live in the University residence halls. Additional information may be obtained through the office of the Dean of Students, (731) 989-6052.

## MEALS

Full-time graduate students living in University housing have the option of participating in the various meal plans in Wallace-Gano Dining Hall or the Lion's Pride, the University snack bar. The University employs Sodexo to operate the campus food facilities.

### Lion Bucks:

Lion Bucks are pre-paid funds determined by the meal plan selection that you made, that are added to your student id card and can be used in the Lion's Pride, KC's Coffeehouse, or the Wallace-Gano Dining Hall. Unused Lion Bucks that are associated with your meal plan will roll over from the fall semester to the spring semester; however, at the end of the spring semester any unused funds will be forfeited.

Resident students, those students living in apartments or commuter students may purchase Lion Bucks at any time during the year. Lion Bucks are purchased with a dollar for dollar exchange rate. (\$100.00 equals \$100.00 in Lion Bucks). These funds are added to your id card and accessed at the register system used by Dining Services. Any funds added to your account that are not part of a specific meal plan will roll over from semester to semester and year to year. To purchase these Lion Bucks, please go to the Dining Services offices in the Wallace-Gano Dining Hall. Cash, check and all major credit cards are accepted. Starting in the fall semester, funds can also be added on-line using the Dining Service website. Should you have a credit on your student account that you want to use to purchase additional Lion Bucks, please contact the Student Accounts Office.

## Special Charges

The following special fees and charges are made per semester where applicable:

Graduate application fee .....	\$35
Student teaching .....	\$305
Counseling Internship and Practicum fee .....	\$165
Education Internship .....	\$165
Thesis Preparation and Defense (MED).....	\$40
Thesis (Graduate Bible) .....	\$40
Non-required undergraduate hours in excess of 9 graduate hours .....	\$453
Audit charges per graduate hour .....	\$158
Room for full-time residents, per semester .....	\$1,990
Private room for full-time residents: additional 50% per semester .....	\$2,985
Board: There are 7 different plans to choose from. For Plans A, B, C, , and S, the meals are lost if not used by the end of each week by the student. Block Plans J, K, and L allow 10% guest meals and 2 swipes per meal period.	
<b>Plan A</b> (per semester-19 meals per week + 20 Lion Bucks).....	\$1,658
<b>Plan B</b> (per semester-15 meals per week + 80 Lion Bucks).....	\$1,658
<b>Plan C</b> (per semester-10 meals per week + 60 Lion Bucks).....	\$1,567
<b>Plan S</b> (per semester-7 meals per week + 40 Lion Bucks).....	\$995
<b>Plan J</b> 300 Block Plan (300 meals per semester + 40 Lion Bucks) .....	\$2,159
<b>Plan K</b> 250 Block Plan (250 meals per semester + 80 Lion Bucks) .....	\$2,095
<b>Plan L</b> 200 Block Plan (200 meals per semester + 160 Lion Bucks) .....	\$1,882
Graduation fee .....	\$110
Honor Stole for graduation (if rented) .....	\$30
Honor Stole for graduation (if purchased).....	\$80
Master of Science in Counseling Comprehensive Exam for Graduation .....	\$45
Key replacement.....	\$25
ID card (Required for library services and admission to certain events) .....	No Charge
Lost or broken ID card replacement.....	1st-3rd: \$25; 4th-following: \$50

Special Examination .....	Fee varies by test
Technology Fee, per credit hour .....	\$40
Online Course Fee (per semester hours) .....	\$50

*Charges are subject to change without notice if conditions warrant.*

## WAIVERS

**Senior Citizens.** Persons aged 62 or over may register for one or more on-campus courses without a tuition charge. This waiver does not apply to special charges, private lessons, or room and board. It also does not apply to online courses, short courses, topical seminars (numbered 599), extension courses, or special noncredit courses.

The **wife of a full-time ministerial student** may enroll as a special (part-time, non-credit) student in Bible courses without charge.

## TITLE IV REFUND POLICY

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. The Office of Business Services encourages you to read this policy carefully. If you are thinking about withdrawing from all classes PRIOR to completing 60% of the semester, you should contact the Financial Aid office to see how your withdrawal will affect your financial aid.

1. This policy shall apply to all students who withdraw, drop out, or are expelled from Freed-Hardeman University and receive financial aid from Title IV funds:
  - a. The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized FFEL loans, subsidized FFEL loans, FFEL PLUS loans, Federal Direct PLUS loans, Federal Pell Grants, Federal SEOG, Leveraging Educational Assistance Partnership Grants (LEAP).
  - b. A student's withdrawal date is:
    - i. the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
    - ii. the midpoint of the period for a student who leaves without notifying the institution; or
    - iii. the student's last date of attendance at a documented academically-related activity.
2. Refunds on all institutional charges, including tuition and fees, will be calculated using the institutional refund policy published in the FHU Catalog.
3. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after that point in time.
  - a. The percentage of Title IV aid earned shall be calculated as follows:  
**Number of days completed by student divided by Total numbers of days in term\* = % of term completed**  
 The percent of term completed shall be the percentage of Title IV aid earned by the student.  
**\*The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.**
  - b. The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100% minus the percent earned.
  - c. Unearned aid shall be returned first by FHU from the student's account calculated as follows:  
**(Total institutional charges X % of unearned aid) = amount returned to program(s)**

Unearned Title IV aid shall be returned to the following programs in the following order:

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Unsubsidized Stafford Loan | 4. Federal Pell Grant            |
| 2. Subsidized Stafford Loan   | 5. Federal SEOG                  |
| 3. GRAD Plus                  | 6. Other Title IV grant programs |

**Exception: no program can receive a refund if the student did not receive aid from that program.**

- d. When the total amount of unearned aid is greater than the amount returned by FHU from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1. Unsubsidized Stafford Loan* | 4. Federal Pell Grant**            |
| 2. Subsidized Stafford Loan*   | 5. Federal SEOG**                  |
| 3. GRAD Plus                   | 6. Other Title IV grant programs** |

\*Loan amounts are returned with the terms of the promissory note.

\*\*Amounts to be returned by the student to federal grant programs will receive a 50% discount.

4. Refunds and adjusted bills will be sent to the student's home address on file in the Registrar's Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.
5. Institutional and student responsibilities in regard to the return of Title IV funds.
  - a. FHU's responsibilities in regard to the return of Title IV funds include:
    - i. providing each student with the information given in this policy;
    - ii. identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
    - iii. returning any Title IV funds that are due the Title IV programs.
  - b. The student's responsibilities in regard to the return of Title IV funds include:
    - i. becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid;
    - ii. returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.
6. The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.
7. Any notification of a withdrawal or cancellation of classes should be in writing and addressed to the Registrar's Office. Such notification may be made by facsimile.

If you would like examples of the refund policy, contact the Student Accounts Office.

## ***Institutional Refund Policy***

Refunds are issued as listed below. The University is not obligated to refund expenses if the withdrawal is unnecessary or due to the student's misconduct.

### **REFUND POLICY FOR COURSE WITHDRAWAL**

If a student withdraws from an individual course (and remains enrolled in a course or courses) before the University drop-add date, he/she will receive a full tuition refund. If a student withdraws from a graduate course after the University drop-add date, but within five business days after the first class meeting, he/she will receive a fifty (50) percent tuition refund and will receive a grade of "W" for the course. If a student withdraws after the five 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.

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

**REFUND POLICY FOR WITHDRAWING FROM AN ONLINE GRADUATE COURSE  
SUMMER SCHOOL**

After the scheduled beginning date of the online course, a graduate student who officially withdraws from an online course during summer school will be refunded based on the following:

- If a graduate student officially withdraws from a summer online course within two days, which includes the starting date of the class, the student will be fully refunded charges for both tuition and technology fee. **(For example: If the class starts on a Monday and the student withdraws on Tuesday before 5:00 p.m., the student is eligible for a full refund.)**
- If a graduate student officially withdraws from a summer online course within three days of the starting date of the class, the student will be refunded 50% of the chargers for both tuition and technology fee, and 25% if the student withdraws within four days of the starting date.
- No refund will be given to the graduate student who officially withdraws after the fourth day of the starting date of an online course.

**FALL AND SPRING SEMESTERS**

After the scheduled beginning date of the online course, a graduate student who officially withdraws from an online course during the fall or spring semester will be refunded based on the following:

- The graduate student who withdraws within two days, which includes the beginning date of the course, is eligible to be refunded all tuition and technology fee. **(For example: If the class starts on a Monday and the student withdraws on Tuesday before 5:00 p.m., the student is eligible for a full refund.)**
- The graduate student who withdraws within five days, which includes the beginning date of the course, is eligible to be refunded 50% of tuition and technology fee, and beginning the sixth day of class the refund will be reduced by 10% per day of the original cost.
- No graduate student is eligible for a refund if the withdrawal occurs after the tenth day of the start of the course.

**REFUND POLICY FOR COMPLETE WITHDRAWAL**

Room and board refunds are determined on a weekly basis over a 17-week term during the regular year and a five-week term during the summer. No credit will be issued if the withdrawal is within two weeks of the end of regular term.

In the event of a student withdrawing from the University, all institutional scholarships and aid shall be refunded to the University on a pro rata basis, based on the number of days the student attended.

There are no refunds of special fees, such as lab fees, or examination fees.

Refunds will be mailed approximately four weeks after an official withdrawal or after the residence hall is vacated.

**AFTER CLASSES BEGIN, CHARGES WILL BE MADE ON THE FOLLOWING BASIS:**

**FALL/SPRING SEMESTERS:**

After first week of classes .....	10%
second week of classes .....	20%
third week of classes .....	40%
fourth week of classes .....	60%
fifth week of classes .....	80%

**SATURDAY CLASS CHARGES WILL BE MADE ON THE FOLLOWING BASIS:**

After first class meeting .....	20%
second class meeting .....	50%
third class meeting .....	80%

**SUMMER TERMS:**

Each class meeting will count as a week of classes. **Full charges will be made after these times.** There are no refunds of special fees, such as change of schedule, or examination fees. Refunds will be mailed approximately four weeks after an official withdrawal or course drop.

***Paying Your Account***

Please refer to the financial information detailed in this catalog under Financial Information to determine the approximate charges for each semester. In addition to tuition and fees, remember to estimate a reasonable amount for textbooks and class supplies. From this total, deduct scholarships, grants, or loans that have been awarded as part of the financial aid package. (Aid awards are usually based on the academic year and will be credited to your account proportionately, i.e., half of the award or offer for each semester you are enrolled as a full-time student or as indicated in the award announcement.) For information concerning financial aid adjustments, contact the financial aid office or review the information provided with your offer of financial aid.

**Students who have registered and selected classes must have their financial arrangements made by August 1, 2011, for the fall semester, and by January 2, 2012, for the spring semester.** Students who register for fall classes after August 1, 2011, or for spring classes after January 2, 2012, must pay their bill in **full** the day they register. Students who have not designated one of the following payment options will not be eligible to attend classes and their classes may be cancelled. You may view your account at [my.fhu.edu](http://my.fhu.edu). The student is responsible for confirming all financial arrangements are made and processed.

**After determining the amount of financial aid you will receive, and if financial aid does not cover all of the charges for the semester, the balance may be paid by one of the following three options:** 1) **Full Pay** – A check for the entire balance can be mailed to FHU Student Accounts Office, 158 E. Main St., Henderson, TN 38340, or paid in cash, check, or credit card at the cashier's window in Gardner Center (Monday-Friday, 8:30 am to 4:30 pm) or 2) **Online Credit Card Payment** – Pay by credit card online at [www.afford.com/fhu](http://www.afford.com/fhu). or 3) **Monthly Budget Plan-Paying through Tuition Management Systems (TMS).** *TMS is an off-campus company the university has contracted with to assist families wanting to spread out payments for school costs. There is an enrollment fee of \$60, and no interest is charged during the school year. You may contact TMS at 800-356-8329, or [www.afford.com](http://www.afford.com). Also, the contract with TMS may be increased at any time to cover any additional balance that arises from changes that are made.*

**Any combination of the options mentioned above is acceptable to pay the bill in full.**

**DISCOUNTS AVAILABLE:**

A **3 percent discount** will be credited to the student's account for amounts paid by cash or check and received on or before July 15 (for the fall semester) and December 15 (for the spring semester).

A **2 percent discount** will be credited to the student's account for amounts paid by cash or check and received from July 16 through August 1 (for the fall semester) and from December 16 through January 2 (for the spring semester).

A **1 percent discount** will be credited to the student's account for amounts paid by cash or check from August 2 through September 30 (for the fall semester) and from January 3 through February 29 (for the spring semester).

**Bookstore charges and other miscellaneous charges the student incurs will be due upon receiving the monthly statements or viewing the statement online. Any unpaid amount from a previous monthly statement will be subject to a 1% per month (12% per year)**

**service charge. Accounts must remain current to maintain charging privileges. If there are any questions about the student's account, you may contact the Student Accounts Office at 731-989-6008, or e-mail [tfish@fhu.edu](mailto:tfish@fhu.edu).**

Transcripts are not released by the University until all outstanding accounts are paid. If, after a student leaves FHU, an obligation is due that requires an outside collection agency, the responsible party agrees to pay collection agency fees, court costs, and attorney fees for collecting the outstanding balance.

## **STUDENT LOANS AND WORK STUDY**

The school year at Freed-Hardeman University begins with the summer term and goes through the following spring term. A Free Application for Federal Student Aid (FAFSA) must be completed each school year to be eligible for government sponsored student loans and work-study. The FAFSA may be completed over the internet at [www.fafsa.gov](http://www.fafsa.gov).

### **DIRECT SUBSIDIZED STAFFORD LOANS**

Under the federally-guaranteed loan program, you may borrow from the federal government an amount needed for graduate studies. The University certifies your application, and the federal government guarantees repayment. Under current regulations, you may borrow up to \$8,500 per academic year in a subsidized loan **if you are taking at least a half-load (minimum of five semester hours) of courses.**

Repayment of a Direct Stafford loan begins six months after graduation or when the student ceases to be enrolled half-time (5 hours). The federal government will pay the interest on the loan while you are in school. The interest rate is fixed at 4.5% for Subsidized Stafford loans.

### **DIRECT UNSUBSIDIZED STAFFORD LOAN FOR STUDENTS**

A full-time graduate student may borrow under the Direct Unsubsidized Stafford Loan program up to \$12,000 per academic year. This loan is not based upon need, but must be held within the total cost of education minus any other financial assistance. The interest rate is fixed at 6.8%. The interest accrues from the beginning of the loan but can be deferred and capitalized if desired. Repayment of a Direct Federal Stafford loan begins six months after graduation or when the student ceases to be enrolled half-time (5 hours).

### **LOAN DISBURSEMENTS**

Loan disbursements for graduate students who have previously withdrawn from graduate work at FHU in prior semesters will be made with 1/2 of the loan proceeds disbursed from the lender at the beginning of the semester (from 10 days prior to the beginning of the semester to 10 days after the beginning of the semester) and the second half will be disbursed after the 60% point in time of the semester. All necessary loan documents would be required prior to disbursement.

All other students will have their loans disbursed at the beginning of the semester (10 days prior to the beginning of the semester to 10 days after the beginning of the semester) providing that the student has completed all the necessary loan documents.

### **FEDERAL WORK STUDY PROGRAM**

Work study may be available. The number of hours per week is based on the need of the student and availability of funds and jobs. Completion of the FAFSA is required for the Federal Work-Study program.

## ***Scholarships and Assistantships***

Scholarships and assistantships may be applied for through the directors of the programs. Those who apply early will have a higher probability of obtaining help. Applications are encouraged to be submitted up to six months before one plans to enroll in classes.

The following factors will be considered in granting scholarships and assistantships:

1. the student's grade point average in previous work;
2. the evidence of professional promise seen in the student; and
3. the student's need for financial aid.

Criteria for assistantships will include evidence of the ability to serve the University in some useful capacity. A ministerial student must meet qualifications given by grantors of certain scholarships. Those qualifications may include stipulations regarding religion, sex, reputation, and potential.

### **VETERAN'S BENEFITS**

Veterans and their dependents may be eligible for benefits. Veterans with more than six months of active duty in the United States Armed Forces may be entitled to monthly payments plus an allowance for dependents for full-time or part-time study. Financial assistance may also be available to children of deceased or disabled veterans. (Need is not a criterion for these benefits.) For further information, see your veteran's service officer or write the registrar at Freed-Hardeman University.

# Admissions

Freed-Hardeman University seeks students for graduate admission who have demonstrated by their academic performance, other achievements, and personal conduct, that they are qualified for advanced study and may be expected to be a credit to the University and of service to their communities and professions.

Freed-Hardeman University does not discriminate on the basis of age, disability, race, color, or national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Except for certain exemptions and limitations provided for by law, the University, in compliance with Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex. The University enrolls students of any or no religious affiliation. As a private, church-related institution, the University is permitted to consider information on the student's conduct and confidential references on ability, reputation, and the apparent potential of the applicant. Religion, sex, and reputation may be considered in placement in churches and church-related roles. Admission is a privilege granted by the University rather than a right to be assumed by those presenting minimal qualifications.

## GENERAL ADMISSION INFORMATION

Applications cannot be processed until all required materials are received. As soon as all materials have been received, the applicant will be notified that his/her file is complete. It is appropriate to assume that the application is incomplete until such notification is received.

Admission, when granted, will be valid only if the applicant enrolls during the term indicated on his/her application.

All application materials become property of Freed-Hardeman University and will not be returned to the applicant.

All admission categories require an application and application fee.

## REGULAR ADMISSION

An applicant must have completed an appropriate baccalaureate degree from a regionally accredited institution. An applicant must submit official undergraduate and graduate transcripts of credit earned from all institutions of higher education previously attended.

**The following criteria exist for regular admission:**

**For the Bible programs (Master of Ministry, Master of Arts in New Testament, and Master of Divinity),** an applicant must have 1) at least 18 undergraduate hours in Bible or Religion from an accredited institution; 2) a minimum cumulative grade point average of 3.0; and 3) a minimum score on one of the following entrance exams:

1. FHU graduates may use their Bible Outcomes Exam score, if 80 or above,
2. The Graduate Record Examination (GRE) – a minimum score of 440 on both the verbal and quantitative writing parts, or
3. The Miller Analogies Test (MAT) – a minimum score of 380.

**For the Master of Business Administration program,** an applicant must have either a minimum cumulative grade point average of 3.0, a minimum score of 450 on the Graduate Management Admissions Test (GMAT), or a minimum score of 910-1050 on the Graduate Record Examination (GRE). Using our admissions formula, an applicant must have a total score of 1050 or above using the GMAT or 1510 or above using the GRE for regular admission. The admissions formula used is  $(\text{GPA} \times 200) + \text{GMAT or GRE}$ . In addition, no applicant with a GMAT score below 350 or a GRE score below 750 may be admitted to this program.

**For the Master of Counseling program,** an applicant must have (1) a minimum cumulative grade point average of 3.0, and (2) either a combined minimum verbal and quantitative score of 800 on the GRE, or a minimum score of 380 on the MAT.

**For the Master of Education program**, an applicant must have (1) a minimum cumulative grade point average of 3.0, and (2) either a combined minimum verbal and quantitative score of 800 on the GRE, or a minimum score of 380 on the MAT, or Tennessee's minimum qualifying score(s) on the required major *Praxis II* tests for the student's license.

Notice that students with GRE/MAT/GMAT/NTE scores older than ten years may be required to retake one of the entrance examinations for graduate admission. The decision will be at the discretion of each program director. Freed-Hardeman University will not accept scores on the MAT if the applicant has been administered the test more than three times in a two-year period.

If an applicant does not meet these criteria, the applicant may request conditional admission as described under **Conditional Admission**. This is granted on an individual basis depending on policies of specific programs.

While no particular undergraduate major is specified as an admissions requirement for Freed-Hardeman University's graduate programs, the following **prerequisites** do apply:

Students applying for admission to the **Graduate Bible** programs will be required to have at least 18 semester hours in Bible and/or religion at the undergraduate level.

The **Accounting emphasis in the Master of Business Administration** requires prerequisites in undergraduate accounting.

The **Master of Counseling** student will be required to have the equivalent of 12 semester hours in Behavioral Science (Psychology, Sociology, Social Work, Family Studies) with a grade point average of 3.0 or better at the undergraduate level.

**Additional requirements for the Master of Counseling, the Master of Education, and the Graduate Bible programs include the following:**

**Written Statement.** A statement of approximately 200 words from the student specifying personal goals and how the program at Freed-Hardeman University will contribute to those goals will be required as indicated in the application materials.

**Recommendation Forms.** Each student must provide recent recommendation for admission forms from two or three individuals as indicated in the application materials.

The **Master of Counseling program** requires a resume describing the applicant's work experience or academic vita. Also, the **Master of Education program** requires a background check using Cogent Systems.

**TOEFL (Test of English as a Foreign Language).** The Test of English as a Foreign Language (TOEFL) is offered in three formats. A score of 500 on the paper-based exam, or a score of 173 on the computer-based exam, or a score of 61 on the Internet-based exam is required of all students for whom English is a second language.

## **FOREIGN TRANSCRIPT INFORMATION**

Freed-Hardeman University welcomes international students to study in our academic programs. Individuals who have completed college or university course work in a non-U.S. institution may be required to obtain a complete evaluation of all their transcripts prior to admission for graduate level course work. Evaluation services provide an advisory opinion about what an individual's foreign education background represents in U.S. terms for purposes such as employment, professional licensure, and further education. FHU will make the final determination about the transferability of specific courses.

Students who have completed college- or university-level courses outside of the U.S. and are requesting admission and/or credit at FHU must submit the following documents to the director of the graduate program in which they wish admission.

1. **Official transcripts**, including English translation.
2. **Detailed course description** for those courses proposed for transfer or college catalog in English.
3. **Official Transcript Evaluation.** The Transcript Evaluation must be completed by an approved Credential Evaluation Service. Reports must include course-by-course reports

with semester unit equivalencies, letter grades, and indication of whether courses are lower or upper division. **NOTE:** The Official Transcript Evaluation must be completed only by agencies recognized by the National Association of Credential Evaluation Services (NACES). The NACES is a membership organization for credential evaluation services. Please refer to the NACES website <http://www.naces.org> for a list of member evaluation services.

Submitted documents may also be reviewed by the program's Graduate Admissions Committee, the Graduate Council, the Registrar, and/or the Vice President for Academics for an advisory opinion for admission to graduate study at FHU.

## **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 Business Administration program**, a potential applicant whose cumulative grade point average is below 2.5 may retake undergraduate courses to effectively raise the applicant's grade point average from what it was at the time of graduation. Once higher grades have been earned on retaken courses sufficient to produce a grade point average that would have been at least 2.5, application for conditional admission may be submitted.

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 to 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.

For the **Graduate Bible program**, a written statement of approximately 200 words specifying goals and how the program will contribute toward these goals and letters of recommendation from two individuals is required. Applicants for the **Graduate Bible programs** who are graduates of non-regionally-accredited institutions must score a minimum of 80 percent on the FHU Comprehensive Bible Test. Bachelor's degree graduates of foreign, nationally-accredited, or pre-accredited (candidates for regional accreditation) institutions may be granted conditional admission.

For the **Master of Counseling Program**, a written statement of approximately 200 words specifying goals and how the program will contribute toward these goals and letters of recommendation from three individuals is required. A potential applicant whose cumulative grade point average is below 2.5 may retake undergraduate courses to effectively raise the applicant's grade point average from what it was at the time of graduation. Once higher grades have been earned on retaken courses sufficient to produce a grade point average that would have been at least 2.5, application for conditional admission may be submitted. Bachelor's degree graduates of foreign, nationally-accredited, or pre-accredited (candidates for regional accreditation) institutions may be granted conditional admission.

A student granted conditional admission may register for a maximum of 12 graduate semester hours; a student may not register for additional courses after completing the maximum of 12 graduate semester hours without first obtaining regular admission status. A student admitted conditionally may be granted regular admission status only after completing the 12 graduate semester hours with all grades of A or B; for the **Master of Business Administration program**, these 12 graduate semester hours must be completed with a minimum grade point average in these courses of 3.25.

## TRANSIENT ADMISSION

An applicant who wishes to take a number of courses for renewal of certification or licensure **may apply for Transient 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. **A minimum cumulative grade point average of 2.5 is required.** Acceptance will be on a case-by-case basis.

## SPECIAL ADMISSION

Special Admission may be available for undergraduate senior students with a **minimum cumulative grade point average of 3.0** who are within nine (9) semester hours of meeting the requirements for an appropriate baccalaureate degree from a regionally accredited institution. Applicants must submit official undergraduate transcripts of credit earned from all institutions of higher education previously attended. The student is not considered a graduate student and may take no more than nine (9) graduate semester hours. Graduate courses taken by qualified undergraduates cannot be used for bachelor's degree requirements. Any financial aid awarded for this special admission category will be awarded on the basis of an undergraduate credit hour.

## GRADUATE CERTIFICATE ADMISSION

Applicants interested in one of the three certificate programs must have completed an undergraduate baccalaureate degree from a regionally accredited institution and be enrolled in one of FHU's graduate programs or have completed a graduate degree from a regionally accredited university. Applicants must submit official undergraduate and graduate transcripts of credit earned from all institutions of higher education previously attended. The applicant must complete the graduate application process and include the application fee.

As a graduate certificate student, one may enroll in any of the courses listed in the certificate program for which he/she has applied.

Students in Graduate Certificate Programs are eligible for federal financial aid.

## RE-ADMISSION POLICY

A former Freed-Hardeman student who plans to re-enroll must submit a new application for readmission. After any period of academic or disciplinary suspension, one must apply to the director of the intended program of study for readmission. In addition to the application, the student should submit a letter stating what plans are being made to ensure academic success. Re-admission is not guaranteed or automatic.

## TRANSFER CREDITS

A student who has earned graduate credit from a regionally accredited institution(s) generally may transfer a maximum of **six (6)** semester hours into an approved degree program or three (3) hours for certificate programs. These must be approved by the appropriate director of graduate studies. Some summer workshops, short courses, video courses, online/distance learning courses, etc. **may not** be accepted as transfer credit.

The **Master of Divinity** student may transfer in (from any accredited institution) as many as 42 hours of A's and B's, which will count toward degree requirements as long as, in the director's judgment, those courses are reasonable substitutes for core or elective courses.

The **Master of Business Administration** student may transfer in (from any accredited institution) a maximum of 12 hours to count toward degree requirements as long as, in the director's judgment, those courses are reasonable substitutes for core or emphasis area courses. No more than 3 of those 12 hours may be for emphasis area courses.

The University is not obligated to accept any courses for transfer of credit. Transfer courses must reflect and be similar to courses within the program of study the student is entering. Only grades of A or B will be accepted. The coursework must not have been used to satisfy a requirement for any degree previously granted (exception in **Graduate Bible**). Graduate credit from foreign

universities is not accepted because of academic and procedural differences between U.S. regionally accredited and foreign institutions. Official transcripts are required before courses can be evaluated, approved, and accepted.

## **NON-DEGREE SEEKING STUDENTS**

A college graduate not planning to enroll in a degree program may register as a non-degree-seeking graduate student. An applicant must have completed an appropriate baccalaureate degree from a regionally accredited institution. An applicant must submit official undergraduate and graduate transcripts of credit earned from all institutions of higher education previously attended. The applicant must complete the graduate application process and include the application fee.

As a non-degree-seeking student, one may enroll for any graduate course for which he/she has the necessary prerequisite course work, with the approval of the director of the program of study offering the course. Certain courses may not be available to non-degree-seeking graduate students. The Director of the program of study may restrict enrollment in the course or give scheduling preference to degree-seeking students.

If an applicant is planning to pursue a degree program, he/she should not enroll as a non-degree-seeking student. While non-degree-seeking students may subsequently apply for a degree program, there is no assurance they will be admitted. In addition, the program of study, at the discretion of the director, may approve a maximum of 12 credit hours of course work (with grades of "B" or higher) taken in non-degree-seeking status to count toward the master's degree.

Non-degree-seeking students are NOT eligible for federal financial aid.

## **APPLICATION FOR ADMISSION AND APPLICATION FEE**

To obtain an application form, go online to <http://www.fhu.edu>. Telephone numbers and email addresses for the various program directors are listed below:

Dr. Elizabeth A. Saunders, Master of Education, (731)-989-6087, [esaunders@fhu.edu](mailto:esaunders@fhu.edu)

Dr. Mark A. Blackwelder, Director, Master of Ministry, Master of Arts in New Testament, or Master of Divinity, (731) 989-6624, [mblackwelder@fhu.edu](mailto:mblackwelder@fhu.edu)

Dr. Michael Cravens, Master of Counseling, (731) 989-6638, [mcravens@fhu.edu](mailto:mcravens@fhu.edu)

Dr. Thomas W. DeBerry, Master of Business Administration, (731) 989-6659, [tdeberry@fhu.edu](mailto:tdeberry@fhu.edu)

**A non-refundable application fee must be included with the completed application form and the other required materials listed above. Send all application materials to the appropriate program director.**

# Academics

Freed-Hardeman is a Christian university. Each student needs to know the academic expectations and policies of the University and is personally responsible for meeting the requirements for any degree. We expect our students to behave in a Christian manner and in accordance with University standards.

## ***Academic Policies***

The Graduate Council is responsible for developing policies and regulations affecting graduate curricula and requirements leading to graduate credits, certification, and degrees.

The Council is composed of two faculty from each program in which a degree is offered, faculty members who meet the criteria for teaching in the graduate program and who hold the terminal degree, the Director of Graduate Studies in Education, the Director of Graduate Studies in Bible, the Director of Graduate Studies in Business, and the Director of Graduate Studies in Counseling.

While every effort will be made to conform to catalog announcements, the University reserves the right to adapt its programs and policies as necessary. Students having matters of concern should see the appropriate director of graduate studies.

### **UNIT OF CREDIT**

The unit of credit is the semester hour. One semester hour of credit represents approximately 15 hours of lecture-discussion activity and examinations.

### **STUDENT LOAD**

**Full-Time Load.** For academic purposes, a student enrolled in 9-13 graduate semester hours is classified as a full-time student.

**Maximum Load.** No student may register for more than 13 graduate hours during a semester or summer term. Students employed full-time may not register for more than seven hours while working without the permission of the appropriate director of graduate studies.

### **SHORT COURSE OFFERINGS**

Short courses are offered in each graduate program. See the graduate schedules for exact dates each course will be offered.

### **LEVELING COURSE WORK**

Courses required to bring the student up to graduate school level will not count in the hours required for the master's degree.

### **ADVISING AND COUNSELING**

Advising and counseling are available. The directors of each graduate program will provide help with academic, career, or personal concerns. The directors and other professionals are prepared to assist you in analyzing personal, family, social, and religious concerns which may trouble you or impede your progress. In the event you need the assistance of a professional counselor, please contact the director of personal counseling.

Each student is referred to the director or advisor of his graduate program for assistance in planning his program, in registering, and in reviewing his progress. The director or assigned advisor should approve each semester's schedule and any changes made. Students may be referred to the Vice President for Academics for additional assistance. **The student is, however, personally responsible for meeting catalog requirements, following handbook policies in their handbook, and seeking written approval of any exceptions.**

## REGISTRATION

After a schedule of classes has been approved by an official advisor, you may register through the director of your chosen graduate program. Students must follow the registration schedule of their particular program and register prior to the beginning of a class or within the add/drop period.

## CHANGE OF SCHEDULE

You may change your schedule during a period specified in the catalog calendar by adding or dropping a course or courses. Changes require permission of your program director and the instructors involved. Tuition will be prorated according to the schedule of charges in this catalog under "Financial Information: Tuition."

## WITHDRAWAL FROM A COURSE OR FROM THE UNIVERSITY

To withdraw from a course after the end of the drop-add period or to withdraw from the University, a student should contact the appropriate graduate program personnel and follow his/her instructions.

## *Grades and Grade Point Average*

### GRADES

Achievement and the quality of work of the student in each course are indicated as follows:

Grade	Significance	Quality Points per Graduate Semester Hour
A	Excellent	4
B	Good	3
C	Satisfactory (Marginal)	2
D	Unacceptable Grade	0
F	Failure	0
I	Incomplete	0
E	Withdrew Failing	0
X	Absent from Final Examination	

The following grades are not used in determining scholarship level or satisfactory progress.

W	Withdrew
N	Noncredit
R	Repeated
S	Satisfactory
U	Unsatisfactory

**S** and **U** grades are used when it is not feasible to evaluate achievement more precisely or when work is still in progress and not overdue.

**N** is the grade assigned for a course audited or otherwise taken without credit. If an auditor/student stops attending, W is assigned.

**R** is the grade assigned a course which is being repeated or duplicated. Credit will not be given twice for the same course or a similar one which duplicates the content of the first. The last grade earned will be the one used to determine if requirements have been met and in calculating averages unless the student withdraws passing. **A failing grade (E or F) may be removed only by repeating the course at Freed-Hardeman University.**

**I** and **X** grades are given only when necessary and not for the convenience of students who wish for more time than their classmates. They are calculated as failing grades unless removed. **A student who has an I grade must make it up by mid-term of the following semester.** An acceptable excuse for an absence from an examination must be presented and an examination taken as soon as possible.

After a final grade has been submitted, it cannot be changed except when it is quite clear that a major error has been made. Students will not be given additional time to raise a grade.

## **GRADE POINT AVERAGE**

Scholarship level is expressed in terms of a grade point average (G.P.A.) calculated by dividing total quality points earned by GPA credits. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine honors, academic probation and suspension, renewal of academic scholarships, and eligibility for certificates and degrees.

## **GRADE REPORTS**

Grade reports are available at [my.fhu.edu](http://my.fhu.edu). Each student should review low grades promptly with his/her advisor.

Official notice of academic probation or suspension can be found at [my.fhu.edu](http://my.fhu.edu), subject to correction of any errors in recording or processing grades. Confirmation by letter may follow.

## **CLASS ATTENDANCE**

Class attendance is required. The class attendance policy shall be in the written syllabus distributed to all class members by the second meeting of that class. The policy is subject to review by the Vice President for Academics. Excessive absences, regardless of the reason, may result in grade reductions or failure in the class.

## **GOOD ACADEMIC STANDING**

The student must maintain a cumulative GPA of 3.0 to remain in good academic standing. No grade below C will be counted toward degree requirements. Grades below C may result in academic suspension or termination at the discretion of the Graduate Council.

## **ACADEMIC PROBATION AND SUSPENSION**

Should the student's cumulative grade point average fall below 3.00, he/she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than 9 hours during any term the probation applies.

The student on probation is required to achieve a 3.00 cumulative GPA the following semester enrolled. Failure to do so will result in suspension from the program. A student on suspension must reapply for admission to the appropriate director.

A course in which a student has earned a grade of C or below may be repeated. The last grade earned will be the grade for the course.

For Master of Education students, no more than two grades of "C" will count toward program requirements.

## **ACADEMIC DISHONESTY**

Academic dishonesty violates the Christian principles and standards of Freed-Hardeman University. The following are examples of intentional academic dishonesty:

1. Cheating – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit.
2. Fabrication – falsifying or inventing any material in an academic exercise.
3. Facilitating academic dishonesty – helping or attempting to help another to violate academic integrity.
4. Plagiarism – adopting or reproducing another person's words or ideas without acknowledgement.

The minimum penalty for an obvious violation of academic integrity is a failing grade on the assignment. In addition, at the discretion of the instructor, the student may receive a failing grade for the course and be dropped from the class.

Academic dishonesty should be reported to the Dean of Students, who may prescribe additional penalties. No student may avoid receiving a failing grade for academic dishonesty by subsequently withdrawing from the course.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." These rights include:

1. Right to inspect and review your education record within a reasonable time after the University receives a request for access. If you would like to review your student record, contact the University office that maintains the record to make the appropriate arrangements.
2. Right to request an amendment of your education record if the individual believes the record is inaccurate or misleading. If you feel there is an error in the record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding the appropriate steps if you do not agree with the decision.
3. Right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" information from your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their duties, and only within the context of their duties, include: university faculty and staff, agents of the institution, students employed by the institution who serve on official institutional committees, and representatives of agencies under contract with the University.
4. Right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

## **STUDENT RIGHTS**

Students have the right to:

- Receive a quality education from a dedicated faculty, aided by a supportive staff and a strong administration.
- Learn in an environment that fosters spiritual, intellectual, physical, emotional, and social development.
- Participate in on- and off-campus events that encourage such growth.
- Engage in all activities of the University free from any form of discrimination, including, but not limited to, harassment on the basis of race, color, creed, national or ethnic origin, religion, sex, disability, age, or veteran status.
- Enjoy personal privacy, except as described in the policies or procedures of the University and as prescribed by law.

- Have access to the University Catalogs, Student Handbook, University Calendar, and other relevant program handbooks via the University website ([www.fhu.edu](http://www.fhu.edu)).
- Voice their opinions and concerns regarding the mission, vision, and core values of the University.
- Express their opinions and concerns about any phase of their college experience to appropriate personnel.
- Have appeals processes in place relating to all aspects of life at the University.
- Be notified regarding changes in University policies or procedures in a timely manner.
- Have access to the University crime report, prepared annually by the Director of Campus Safety.

## **STUDENT RESPONSIBILITIES**

Students have the responsibility to:

- Be familiar with and accountable to the policies and procedures in the current University Catalog, Student Handbook, and other relevant program handbooks.
- Take advantage of the opportunities provided by Freed-Hardeman University to develop spiritually, intellectually, physically, emotionally, and socially.
- Respect the property of Freed-Hardeman University and acknowledge that violators are responsible for any damage or destruction to the property.
- Respect the rights and property of others, including other students, faculty, staff, and administration.
- Respect the personal privacy of others.
- Recognize that parental permission does not supersede any policies and procedures in the current University Catalog, Student Handbook, or other relevant program handbooks.
- Cooperate with faculty and staff members in providing information concerning violations of University policies and procedures.
- Read and review all University mail, including, but not limited to, email, campus mail, and mail disseminated through the Residence Hall Supervisors.
- Recognize that student actions reflect not only on the individuals involved, but also on the entire University community.
- Develop Christian character traits, such as trustworthiness, respect, responsibility, and compassion, and encourage such traits in others.

## **DISCLOSURE OF EDUCATION RECORDS**

A school must:

- Have student's consent prior to the disclosure of education records.
- Ensure that the consent is signed and dated and states the purpose of the disclosure.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

## ACADEMIC GRIEVANCE PROCEDURE

Any grievance concerning grades, competencies, course syllabi, class absences, or other academic matters should be discussed informally with the faculty member, as appropriate. If the grievance is not resolved in this fashion or if the grievant does not feel comfortable discussing the grievance informally, the following procedure must be followed:

1. The grievant will register the complaint in writing using the Academic Grievance Form, available in the office of the appropriate graduate director or on the appropriate graduate studies' website, within (10) school days of the alleged incident. The completed form should be submitted to the director of graduate studies in the area of study, where it will be routed to the appropriate faculty member. The faculty member must respond in writing within five (5) school days of receipt of the grievance.
2. If the faculty member's response does not resolve the complaint, then the grievant may request that the written grievance be submitted to the appropriate graduate director. This request must be made through the appropriate graduate director within five (5) school days of the faculty member's written response. The graduate director must respond in writing within five (5) school days of receipt of the grievance.
3. If the response of the graduate director does not resolve the complaint, then the grievant may request that the written grievance be submitted to the appropriate academic dean. This request must be made to the appropriate academic dean within five (5) school days from the time of the written response of the appropriate graduate director. The dean must meet with the grievant and the faculty member in a joint effort to resolve the complaint. The graduate director should also attend the meeting. One person may accompany the faculty member and/or the grievant, but such guests may not be family members, guardians, or legal counsel. The dean must respond in writing within five (5) days of receipt of the grievance.
4. If the dean's response does not resolve the grievance, then the grievant may request that the written grievance be submitted to the Chair of the Graduate Council. This request must be made to the Chair of the Graduate Council within five (5) school days of the dean's written response. The Chair of the Graduate Council will arrange for a hearing by the Graduate Council, which will serve as the Grievance Committee, herein referred to as Graduate Council. The hearing will be held within five (5) school days of receipt of the grievance, or as soon as a meeting can be arranged with the Council.
  - a. Both the grievant and the faculty member must be present at the hearing. Both have the right to be accompanied by one other person who shall serve as a counterpart (faculty, staff, or student), but that person may not be a family member, guardian, or legal counsel. The grievant's parents, guardian, or legal counsel can only appear before the Graduate Council as witnesses.
  - b. Other than the required attendees listed above and the committee members, the hearing will be "closed" except for any witnesses for either side. Witnesses may be questioned only by members of the Graduate Council (not by the counterpart for either side). The Chair of the Graduate Council will be in charge of the hearing. The chair has the right to hear or not hear the testimony of witnesses and the right to dismiss witnesses at any time.
  - c. The hearing (excluding the deliberations of the Graduate Council) may be recorded by the university.
  - d. The faculty member will explain the reasoning behind his/her actions and answer questions (or the faculty member's counterpart may make a statement). The grievant and his/her counterpart have the right to be in the room during the faculty member's statement and questioning but cannot speak during this portion of the hearing.
  - e. After the faculty member's presentation, the grievant will have the opportunity to make a statement (or his/her counterpart may make the statement) and then answer questions from the Council. The faculty member can listen to the

- statement and can be asked for clarification or other information, but the faculty member cannot interrupt the grievant or his/her counterpart.
- f. Each side will be permitted to present rebuttal evidence and a closing statement.
  - g. Neither the grievant nor the faculty member can be present for the Council's deliberations.
  - h. The Chair of the Graduate Council and the Vice-President of Academics and Enrollment Management will render a written decision within five (5) school days to the grievant. The decision of the Graduate Council will be final.

Records of written grievant's complaints and responses will be kept in his/her file of the appropriate graduate director. In the interest of all involved, if an appeal is submitted just prior to the end of a term, deadlines (for the submission of paperwork, etc.) are subject to modification.

## ***Admission to Candidacy***

All programs of study require each degree-seeking student to apply for and be admitted to candidacy in order to complete the program of study leading to the master's degree. **The candidacy process is used to review a student's progress and compliance with academic policies.**

Programs of study requiring candidacy may establish their own guidelines for the process. Contact the director of graduate studies in the student's area of study for specific information.

In general, a student should apply for admission to candidacy at the completion of six graduate courses at Freed-Hardeman University (18-24 hours for M.S. in Counseling students) with an average grade of B. Grades below C will not be counted in the 18/24 hours. Master of Education students must apply for candidacy upon completion of 12 hours. Master of Divinity students must also apply for candidacy after 18 hours or have transferred into the program 18 credit hours with a 3.0 GPA.) The student will be required to submit a written request for candidacy status. The request will be submitted to the director of graduate studies in the student's area of study. For M.S. in Counseling and Master of Divinity, the request must be accompanied by written recommendations from two teachers with whom the student has taken graduate courses at Freed-Hardeman University.

At the time the request is made for admission to candidacy, the student will file a degree plan with his advisor which shows how all requirements will be met. Candidacy status is required in order to exceed a total of 24 graduate hours. (18 graduate hours for M.Ed.)

## ***Graduation Requirements***

A cumulative GPA of 3.0 on all graduate credits with no grade lower than a "C" is specified, except for the Education Specialist Degree which requires a 3.5 GPA for graduation. No more than six (6) semester hours of grades of "C" may be applied toward graduation requirements.

Specific course requirements which must be met are listed under each program of study.

Participation in commencement ceremonies is required unless an exemption is granted by the Vice President for Academics.

## **APPLICATION FOR DEGREE**

Application for graduation should be made within two weeks of the first day of classes of the last semester of work. The application forms are available online at <http://www.fhu.edu/admissions/graduate/index.aspx>. A list of other requirements for graduation is also available online.

## ***Comprehensive Examinations***

A written comprehensive examination will be required for most degrees. The comprehensive examination will be prepared by a nationally recognized testing organization or at least three members of the graduate faculty who have taught the student. The examination will normally be administered during the student's last semester (except in the case of Master of Divinity students who have taken the comprehensive examinations at the 36-hour level) and candidates will be notified of the time and place of the examination at least one month prior to the examination. An oral examination or interview may be required in addition to the written examination.

Master of Arts in New Testament and Master of Divinity students who write a thesis will do both written and oral exams based TOTALLY on the thesis materials. Comprehensive exams for Bible students who do not write a thesis will be based on three courses the student has taken and those three courses will be selected by the program director.

The Master of Divinity student who has passed comprehensive examinations at the Master of Ministry or Master of Arts in New Testament level will not be expected to repeat them.

Master of Education students will take three objective tests and one essay examination. The examinations will be prepared by graduate faculty who have taught the courses. The objective tests are machine scored and the results are averaged with the professional portfolio score. Faculty who have taught the curriculum area of the essay examination will score the examination as "pass" or "fail" based on a rubric. Reasons will be stipulated when a grade of "fail" is given.

Students will be notified by the director of the program if they passed or failed the comprehensive examination immediately (Bible), within 10 days (Education), or 14 days (Counseling) after the examination has been written.

Students who fail the examination will be given an opportunity to take it again the following semester. Students who fail the comprehensive examination twice must petition the Graduate Council for permission to take the exam again.

### **TIME LIMIT**

All work for the Master of Education and Master of Science in Counseling degrees must be completed within a period of six (6) calendar years. All work for the Master of Ministry, the Master of Arts in New Testament, and the Master of Business Administration degrees must be completed within a period of eight (8) calendar years. The limit for the Master of Divinity is twelve (12) calendar years from the time of entry into the program unless the student has relevant hours from a previous graduate degree which are older than twelve (12) years and which, in the director's judgment, should be counted.

### **THESIS**

Students who write a thesis in partial fulfillment of the requirements for the **Master of Education** or **Master of Arts in New Testament** degrees must hold "regular admission" status, submit a written thesis proposal to the appropriate director, and after receiving the director's approval, present a thesis which reflects original investigation, and then defend it orally.

The **Master of Divinity** student has an option of doing either a thesis or an internship. If such a student chooses to do a thesis, the student must likewise hold "regular admission" status, have a GPA of 3.00 or above on at least 24 hours, submit a proposal, and after receiving the director's approval, present a thesis which reflects original investigation, and then defend it orally. Students who anticipate graduate studies beyond the master's level are encouraged to write a thesis instead of doing an internship. Detailed instructions regarding thesis writing may be obtained in the office of the appropriate director.

The **Master of Divinity** student who has done an acceptable thesis or internship at the **Master of Ministry** or **Master of Arts in New Testament** level will **not** be expected to repeat it.

## APPEALS

Any exceptions to any requirements or regulations would require approval by the Graduate Council. A Request for Exceptions or Exemptions form should be obtained from the Office of Academics, completed, and returned to the Vice President for Academics.

## TRANSCRIPTS

An official photocopy transcript of the student's permanent academic record of work attempted and grades and credit earned will be issued on request of the student. A fee of \$5.00 is charged for each request. Direct transcript requests to the Registrar, or go online at <http://www.fhu.edu/academics/services/registrar/transcript.aspx>. Transcripts will not be issued for students or graduates whose accounts are delinquent.

## AUDITING A COURSE

Up to five (5) students will be allowed to audit for no credit any courses in the Bible/Counseling-related programs at the one-half tuition rates. These students will be admitted on a case-by-case basis after meeting with and being approved by the Director of Graduate Studies in Bible or the Director of Graduate Studies in Counseling.

**Waiver:** The spouse of a Master of Ministry, Master of Arts in New Testament, or Master of Divinity student who is carrying at least 6 credit hours may enroll as a special (part-time, non-credit) student in any graduate Bible course without charge. Any student enrolled for credit in the education or counseling graduate programs may audit undergraduate Bible courses with permission of the instructor without charge.

## DEPARTMENTS AND COURSES OF STUDY

DEPARTMENTS	MAJORS & DEGREES	CONCENTRATIONS	EMPHASIS WITHIN MAJORS
Behavioral Sciences and Family Studies	1. Counseling (M.S.)		Clinical Mental Health
School of Biblical Studies	1. Ministry (M.Min.) 2. New Testament (M.A.) 3. Divinity (M.Div.)		
School of Business	1. Accounting (B.B.A./M.B.A.) 2. Business Administration (M.B.A.)	1. Accounting 2. Corporate Responsibility 3. Leadership	
School of Education	1. Curriculum & Instruction (Non-Licensure Program) (M.Ed.) 2. Curriculum & Instruction (Teaching Licensure Program) (M.Ed.) 3. Administration & Supervision (M.Ed.) 4. School Counseling (M.Ed.) 5. Special Education (M.Ed.) 6. School Leadership (Ed.S.)		1. Special Education (M.Ed.)



**Mark A. Blackwelder, *Director***

## **PROGRAMS OF STUDY IN BIBLE**

### **William R. Smith, *Dean***

Douglas Y. Burleson  
D. Ralph Gilmore  
Samuel E. Hester  
David W. Powell  
Jesse E. Robertson  
Justin Rogers  
Roy Sharp  
Clyde M. Woods

### Assisting:

Earl D. Edwards  
David L. Lipe  
Larry D. Mathis  
Wade E. Osburn

## ***Online Availability of Courses***

Not only do we offer convenient scheduling on campus, we are also now offering our **Master of Ministry** and **Master of Arts in New Testament** programs completely online. (The **Master of Divinity** degree is also available mostly online, though some courses **must** be taken on campus to meet the residency requirement.)

Courses are offered as “hybrids,” meaning that the instructor teaches the course to students *in the classroom* and *online* simultaneously. Distance students may watch the class in real time or view later (by prior agreement with instructor). Interaction with online students is supplemented via the Blackboard Learning System.

## ***Master of Ministry***

The **Master of Ministry (M.Min.)** is designed for students who wish to have advanced study in the practical aspects of ministry. Those who would benefit would be preachers, Bible school teachers, youth ministers, writers of Bible school literature, counselors, and people in the helping fields. The student who earns the **Master of Ministry** degree will complete 30 hours of course work and 6 hours of internship for a total of 36 semester hours. For more information call (731) 989-6624.

**COURSE OF STUDY FOR M.MIN. DEGREE\***

Program Coordinator: Dr. Mark Blackwelder

**Required Courses**

BIB	500	Introduction to Graduate Studies	3 hours
BIB		One Old Testament Text Course	3
BIB		One New Testament Text Course	3
BIB	525	Religious Communication <b>OR</b>	3
BIB	526	Advanced Preaching	(3)
BIB	535	Family Ministry <b>OR</b>	3
BIB	536	Ministerial Counseling <b>OR</b>	(3)
BIB	575	Suffering and the Human Condition	(3)
BIB	545	Christian Leadership <b>OR</b>	3
BIB	546	Education Program of the Church	(3)
BIB	547	Missions and Church Growth <b>OR</b>	3
BIB	555	Contemporary Ethics	(3)
BIB	565	Internship	6
			<hr/> 27 hours
BIB		Electives taken from other BIB courses	9
			<hr/> 36 hours

*\*See the director for a pattern of course offerings for the year.***Master of Arts in New Testament**

The **Master of Arts in New Testament (M.A.)** is designed for students who wish to deepen their knowledge of the New Testament. These would include preachers, associate ministers, educational directors, Bible school teachers, counselors, and people in the helping fields. The student who earns the **Master of Arts in New Testament** degree will complete 30 hours of course work and a six-hour thesis for a total of 36 hours. For more information, call (731) 989-6624.

**COURSE OF STUDY FOR M.A. IN NEW TESTAMENT DEGREE\***

Program Coordinator: Mr. Doug Burleson

**Required Courses**

BIB	500	Introduction to Graduate Studies	3 hours
BIB		One Old Testament Text Course	3
BIB		Two New Testament Text Courses	6
BIB	527	Advanced Introduction to New Testament**	3
BIB	531	Elementary Greek I***	3
BIB	532	Elementary Greek II***	3
BIB	533A,B	Greek Readings	3
BIB	534	Greek Exegesis	3
BIB	585	Thesis	6
			<hr/> 33 hours
BIB		Electives taken from other BIB courses	3
			<hr/> 36 hours

*\*See the director for a pattern of course offerings for the year.**\*\*A student who has passed BIB 420 Critical Introduction to the New Testament at the undergraduate level may substitute one hour of independent study in the area of New Testament Introduction, and add two more elective hours.**\*\*\*A student who has passed Elementary Greek I and II at the undergraduate level with a minimum grade of B may be exempted from these two courses and substitute 6 more hours of electives.*

## Master of Divinity

The **Master of Divinity (M.Div.)** is designed for students who desire advanced study in the Bible and religion. These would include preachers, associate ministers, educational directors, Bible school teachers, counselors, and those who wish to eventually teach in Christian education. The **Master of Divinity** is generally a prerequisite to entrance into a Ph.D. program in theology. The student who earns the **Master of Divinity** degree will complete 81 hours of course work, plus either a 6-hour internship or a 6-hour thesis, for a total of 87 hours. For more information, call (731) 989-6624. (This includes a pattern of course offerings over a three-year span.)

### COURSE OF STUDY FOR M.DIV. DEGREE

Program Coordinator: Dr. Jesse Robertson

**Note: No single course can be used to satisfy more than one of the following requirements.**

#### Required Courses:

BIB	500	Introduction to Graduate Studies	<b>3 hours</b>
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#### One of the following:

BIB	527	Advanced Introduction to New Testament	(3)
BIB	537	Advanced Introduction to Old Testament	(3)

#### Two of the following:

BIB	541	Elementary Hebrew I	(3)
BIB	542	Elementary Hebrew II	(3)
BIB	543	Hebrew Readings	(3)
BIB	544	Hebrew Exegesis (on request)	(3)

#### Three of the following four:\*

BIB	531	Elementary Greek I	(3)
BIB	532	Elementary Greek II	(3)
BIB	533	Greek Readings	(3)
BIB	534	Greek Exegesis	(3)

#### Old Testament – Three of the following:

BIB	511	Seminar in Genesis	(3)
BIB	512	Old Testament Wisdom Literature	(3)
BIB	513	Prophets I: Pre-Exilic	(3)
BIB	515	Seminar in Job	(3)

#### New Testament – Three of the following:

BIB	516	Seminar in John	(3)
BIB	517	I, II Thessalonians & Philippians	(3)
BIB	518	I, II Peter & Jude	(3)
BIB	519	The Corinthian Correspondence	(3)
BIB	520	Life of Paul	(3)
BIB	521	Romans	(3)
BIB	598	The Hebrews Letter (Independent Study)	(3)

#### Apologetics – Two of the following:\*\*

##### Metaphysics

BIB	570	Philosophy of Religion	(3)
BIB	571	History of Apologetics	(3)
BIB	572	Deity of Christ	(3)
BIB	573	Symbolic Logic	(3)

##### Epistemology

BIB	571	History of Apologetics	(3)
BIB	572	Deity of Christ	(3)
BIB	573	Symbolic Logic	(3)
BIB	576	Advanced Christian Evidences	(3)
BIB	577	Biblical Text, Canon, & Inspiration	(3)

BIB	578	Seminar in Epistemology	(3)
BIB	596	Hermeneutics	(3)
<b>Axiology</b>			
BIB	555	Contemporary Ethics	(3)
BIB	573	Symbolic Logic	(3)
BIB	579	Values in Human Thought and Action	(3)
BIB	575	Suffering and the Human Condition	(3)

**Ministry – One of the following: 3**

BIB	535	Family Ministry	(3)
BIB	536	Ministerial Counseling	(3)
BIB	575	Suffering & the Human Condition	(3)

**One of the following: 3**

BIB	525	Religious Communication	(3)
BIB	526	Advanced Preaching	(3)
BIB	545	Christian Leadership	(3)
BIB	546	Education Program of the Church	(3)

**Missions – Two of the following: 6**

BIB	525	Religious Communication	(3)
BIB	528	New Testament World	(3)
BIB	545	Christian Leadership	(3)
BIB	547	Missions and Church Growth	(3)
BIB	548	Contextualization	(3)
BIB	549	Encountering Islam	(3)
BIB	550	Missionary Anthropology	(3)
BIB	598	Intercultural Communication (Independ. Study)	(3)

**Church History – Two of the following: 6**

BIB	591	History of the Reformation Movement	(3)
BIB	592	History of the Restoration Movement	(3)
BIB	593	History of the English Bible	(3)
BIB	594	Systematic Theology I	(3)
BIB	595	Systematic Theology II	(3)
BIB	596	Hermeneutics	(3)

**One of the following: 3**

BIB	525	Religious Communication	(3)
BIB	526	Advanced Preaching	(3)
BIB	528	New Testament World	(3)
BIB	529	Expository Preaching	(3)
BIB	540	Introduction to Christianity	(3)

**One of the following: 6**

BIB	565	Internship	(6)
BIB	585	Thesis***	(6)

**Plus Electives 15**

**TOTAL HOURS 87 hours**

*\*The student who wishes may take three courses in Hebrew rather than Greek. Likewise, a student who wishes to do so may substitute a readings-level course in a modern language like Spanish or French, or similar for either Hebrew or Greek readings. However, the student who opts for an emphasis in either Old Testament or New Testament is encouraged to take not just the three required, but at least four courses in the relative language.*

*\*\*The student with an Apologetics emphasis must have at least one course in each of the three major areas: Metaphysics, Epistemology, and Axiology. If the student has had some of the required courses at undergraduate level, then those courses will be avoided at the graduate level.*

*\*\*\*A student must have a 3.00 GPA on the first 24 hours to qualify for thesis writing.*

## AREAS OF EMPHASIS IN THE MASTER OF DIVINITY

An emphasis is optional, but if a student selects one, it requires 15 hours, as follows:

**A. Old Testament**

Advanced Introduction to Old Testament, the first three Hebrew Language courses, and one Old Testament text course.

**B. New Testament**

Advanced Introduction to New Testament, the first three Greek language courses, and one New Testament text course.

**C. Biblical Languages**

Three language courses in one of the Biblical languages and two in the other. The third course in one's preferred Biblical language may be substituted by a readings course of a modern language (graduate or undergraduate level B or above) which is approved by the director.

**D. Apologetics**

Advanced Christian Evidences; Values in Human Thought and Action; Biblical Text, Canon and Inspiration; Philosophy of Religion; and one other course listed under Apologetics.

**E. Ministry**

Any five of the courses listed under Ministry.

**F. Missions**

Any five of the courses listed under Missions.

**G. Church History**

History of the Reformation Movement, History of the Restoration Movement, one of the Systematic Doctrine courses, plus at least two others in this section.

## GRADUATE CERTIFICATE IN COUNSELING FOR CHURCH LEADERS

The School of Biblical Studies and the Department of Behavioral Sciences and Masters of Science in Counseling Program offers a Graduate Certificate in Counseling for Church Leaders. Ministers, associate ministers, youth ministers, family life ministers and/or elders who have interest or duties in counseling are encouraged to enroll in this certificate program. The interdisciplinary design of the certificate is reflected in a combination of graduate Bible and counseling courses. Students will gain an understanding of basic counseling skills, using scripture in counseling and specific areas of counseling that church leaders are often called upon to perform. The certificate program will give students an opportunity to strengthen and refine their skills whether for members inside the congregation or as an outreach for those in need. Students who successfully complete the Graduate Certificate in Counseling for Church Leaders will be better prepared to meet individual and family needs of those seeking help and support within a church context. This certificate can be taken for audit or graduate credit. Those students completing the Graduate Certificate (for credit) will be presented their certificate and recognized at the appropriate graduation ceremony. If you are interested in obtaining this certificate, see the Graduate Counseling office.

### *Description of Courses*

**BIB 500. Introduction to Graduate Studies. 3 hours. F., Sp.**

The student is introduced to graduate level education with "hands-on" experience in the use of library resources and tools needed for effective research and writing including proper documentation of research projects. The student must take this course in the first or second regular semester of his enrollment.

**BIB 508. Intertestamental Period. 3 hours. Short Course. Spring 2014**

This course seeks to present an introduction to the religious, social, economic, and political situation of the biblical world during the period 400 BC-100 BC.

**BIB 511. Seminar in Genesis. 3 hours. Sp.**

A preliminary to the Law of Moses, Genesis introduces the entire redemptive covenant message of Scripture. This Old Testament course probes the text and theology of this crucial book as foundational for understanding the life and thought of the ancient Hebrews.

**BIB 512. Old Testament Wisdom Literature. 3 hours. F. Odd years.**

An overview of the themes and theology of the books of Psalms, Proverbs, Ecclesiastes, and Song of Solomon followed by exegesis of select passages from each book. Special attention is given to the poetic nature of this literature, as well as to its relationship to cognate literature from the ancient Near East.

**BIB 513. Prophets I: Pre-Exilic. 3 hours. F. Even years.**

A study of selections from the writings of the pre-exilic prophets: Isaiah, Jeremiah, Lamentations, Amos, Hosea, Micah, Jonah, and Nahum. Major prophetic themes are emphasized along with the study of the nature and work of the prophets.

**BIB 515. Seminar in Job. 3 hours. Su., F.**

This Old Testament text study probes the historical significance and the practical relevance of the book of Job. Special emphasis is given to the sovereignty of God and to the problem of suffering.

**BIB 516. Seminar in Gospel of John. 3 hours. F. Odd years.**

The major introductory questions to the Gospel of John will be discussed. The seminar will focus on an in-depth study of key passages. Applications for the twentieth century minister will be emphasized.

**BIB 517. I, II Thessalonians and Philippians. 3 hours. Sp.**

Study will be given to the background of the epistles and then verse-by-verse exegesis will be done with special attention to problems like the second coming of Christ.

**BIB 518. I, II Peter and Jude. 3 hours. Sp.**

Emphasis will be placed on the authorship and the background of the epistles and then a verse-by-verse exegesis will be done with attention to the "false teachers" and other such problems mentioned in the epistles.

**BIB 519. The Corinthian Correspondence. 3 hours. F.**

Study will be given to the background of the epistles and then a verse-by-verse exegesis will be done with special attention to problems like the Lord's Supper, the woman's veil, the resurrection, etc.

**BIB 520. Life of Paul. 3 hours. Su. Even years.**

The course will examine the life, thought, work, and influence of Paul of Tarsus through a study of primary literature (his own letters) and secondary literature (letters about him; i.e., Acts of the Apostles). It will especially be concerned with placing Paul, the communities he addressed, and the literature by or related to him within their religious and social-historical contexts in the Greco-Roman world.

**BIB 521. Romans. 3 hours. F. 2011. Short Course.**

Introductory matters, including questions of chronology, destination, audience, and occasion will be treated. The student will be led through an exegesis of selected passages, consideration of difficult texts, and attention to the teaching of the Gospel, salvation, and man's responsibility to God as presented in these epistles.

**BIB 522. Seminar in Acts. 3 hrs. Su. Odd years.**

An exegetical seminar in Acts of the Apostles. Students will be introduced to the major historical, literary, and theological issues related to the contemporary study of Acts. Students will research, write, and discuss exegetical projects applying contemporary scholarship in the interpretation of the text.

**BIB 525. Communication in Ministry. 3 hours. F. Odd years.**

An examination of communication as it is employed in ministry. Attention will be given to interpersonal and group dynamics, written correspondence and publications, use of media, and use of technology in church settings.

**BIB 526. Advanced Preaching. 3 hours. Sp. Even years.**

The preparation and presentation of topical, textual, and expository sermons in the context of local preaching. Training will include preparation for weddings, funerals, and speaking for special occasions.

**BIB 527. Advanced Introduction to New Testament. 3 hours. Sp. Odd years.**

The origin, background, authorship, and design of New Testament books with some attention to the synoptic problem and general introduction to the New Testament. If the student has passed BIB 420 at undergraduate level, he will add one hour of Independent Study (in the area of New Testament introduction) and two more hours of electives.

**BIB 528. New Testament World. 3 hours. Su. Even years.**

The politics, society, culture, philosophies, and religions of the Greco-Roman world of the time of Christ. Backgrounds of early Christianity, its history and archeology from the 2nd century BC to the 2nd century AD. Same as BIB 452.

**BIB 529. Expository Preaching. 3 hours. Sp. Odd years.**

Study is made of the expository method; emphasis is placed on preaching from the Bible text; opportunity is given for practice, evaluation, and correction. Same as BIB/COM 435.

**BIB 531. Elementary Greek I. 3 hours. F.**

This course includes a study of forms, vocabulary, elementary syntax and it also includes reading/translation of some of the less difficult books of the New Testament.

**BIB 532. Elementary Greek II. 3 hours. Sp.**

A continuation of BIB 531.

**BIB 533 A, B. Greek Readings. 3 hours. F., Su.**

Readings in selected books of the New Testament (A=John; B=principally from Paul). Different New Testament books will be rotated each semester so that the student may take the course a second time as an elective. Emphasis is on vocabulary and grammar and development of facility of reading. Prerequisite: BIB 531 and 532 Elementary Greek I and II.

**BIB 534. Greek Exegesis. 3 hours. Su., Sp.**

Work on exegeting even more difficult passages of the New Testament by emphasis on history, methods, and tools of New Testament exegesis. Prerequisites: BIB 531, BIB 532, and BIB 533.

**BIB 535. Family Ministry. 3 hours. Sp. Odd years.**

The development of family enrichment programs with a view to ministering to the needs of each family. It will also teach the student how to get each family involved in the life and activity of the congregation.

**BIB 536. Ministerial Counseling. 3 hours. Su. Even years.**

Current theories and practices in counseling are needed by ministers and other church leaders. The church leader will gain a fundamental knowledge of general psychopathology, so as to know how and when to make a referral. Topics that have special application to a church setting will be pursued, e.g., basic counseling within the congregation, marital and family counseling (including abuse, infidelity, and divorce), counseling in the hospital, anger and conflict management, crisis counseling, the problem of suffering, spiritual disorders, and ethics. Same as COU 599F.

**BIB 537. Advanced Introduction to the Old Testament. 3 hours. F. Odd years.**

The origins, authorship, outline, and religious values of Old Testament books are considered, with some attention given to general introduction of the Old Testament. A thorough study is made of critical problems concerning the Pentateuch, Isaiah, and Daniel.

**BIB 540. Introduction to Christianity. 3 hours. F., Sp.**

Exploration of the roots of New Testament Christianity in Judaism, its planning, prophecy, beginning, development, and crystallization in various cultures is the focus. The course is designed to give an overview of God's plan for the church in the world. Students in Biblical programs will present and defend the results of their assigned research projects on major themes central to living in the modern/post-modern world.

**BIB 541. Elementary Hebrew I. 3 hours. F.**

Essential principles of the Hebrew language and grammar, acquisition of vocabulary, use of parts of speech, and development of ability to read the narrative portions of the Hebrew Bible. Same as BIB 461.

**BIB 542. Elementary Hebrew II. 3 hours. Sp.**

A continuation of BIB 541. Prerequisite: BIB 541 Elementary Hebrew I. Same as BIB 462.

**BIB 543. Hebrew Readings. 3 hours. Su.**

A study in the translation and exegesis of select narrative and poetic passages from the Hebrew Bible. Special attention is given to advanced Hebrew syntax and its application to Old Testament interpretation. Prerequisites: BIB 541 and BIB 542 Elementary Hebrew I and II.

**BIB 544. Hebrew Exegesis. 3 hours. On demand.**

Work on exegeting even more difficult passages of the Old Testament by emphasis on history, methods, and tools of Old Testament exegesis. Prerequisites: BIB 541 and 542 Elementary Hebrew I and II, and BIB 543 Hebrew Readings.

**BIB 545. Christian Leadership. 3 hours. Su.**

Leadership principles from the business world and from Scripture applied to the church, qualifications of effective spiritual leaders and methods of developing them, and consideration of the urgency of developing leaders. Same as EDU 517.

**BIB 546. Education Program of the Church. 3 hours. Sp. Even years.**

Attention to the principles used to develop and strengthen the education program of the church. Goals, organization, curriculum, facilities, and teachers are major units of study that are included.

**BIB 547. Missions and Church Growth. 3 hours. F. Odd years.**

The Biblical basis of missions, its practice in history, in Catholicism, in Protestantism, and in churches of Christ. The practical principles which need to be mastered to be effective in missions, and anthropological/cultural aspects of mission work.

**BIB 548. Contextualization. 3 hours. Sp. 2014.**

An examination of the critical issues involved in presenting and applying the Gospel in other cultural contexts. Particular emphasis will be given to balancing faithfulness to the Biblical text with meaningfulness within culture.

**BIB 549. Encountering Islam. 3 hours. Sp. 2013. Short Course.**

The history of Islam, the Koran, basic Muslim doctrines compared and contrasted with Bible doctrine, and a study of evangelism among Muslims. Same as BIB 436.

**BIB 550. Missionary Anthropology. 3 hours. F. Even years.**

An examination of basic anthropological insights with application to the missionary enterprise. Culture change and cross-cultural adaptation will be addressed, as well as world view, urbanization, modernization, and westernization of less-developed cultures. Same as ANT 431/BIB 431.

**BIB 555. Contemporary Ethics. 3 hours. F. Even years.**

A study of contemporary theories in philosophical ethics with an emphasis on Biblical applications to current problems in values.

**BIB 565 A, B, C, D, E, F. Internship. 1, 2, 3, 4, 5, 6 hours. Su., F., Sp.**

This course requires extensive time spent in practical "hands-on" work in a supervised program of some local church. The particular church, program, and supervisor must be approved by the course instructor and the Director of Graduate Studies in Bible. Approximately 40 hours of preparation, work, and evaluation, exclusive of travel, will be required for each hour of credit. Internships are available in Ministerial Counseling, Teaching (Job, John, I, II Corinthians or I, II Thessalonians & Philippians), Religious Communication, Education Program, Missions, Preaching, Family Ministry, Church Leadership, and Reformation History.

**BIB 570. Philosophy of Religion. 3 hours. Sp. 2012. Short Course.**

Study and evaluation of classical and contemporary arguments regarding such issues as the existence of God, the essence and attributes of God, the nature of religious faith and its

relationship to reason, the use of religious language, and the relationship between divine sovereignty and free will. Focus will be on Western rational conceptions, but alternative approaches will also be studied.

**BIB 571. History of Apologetics. 3 hours. Su. 2011.**

This course includes a study of apologetics in the New Testament, and a survey of apologists and apologetic systems which will help the student to develop a foundation for contemporary Christian apologetics. Emphasis will be placed on reading key New Testament texts through the lens of an apologist with evangelistic concerns. Students will be exposed to the history of apologetics, not simply through an account of names and dates, but through a practical introduction to historic challenges to the Christian faith and a review of exemplary responses.

**BIB 572. Deity of Christ. 3 hours. Sp. 2013.**

This course begins by considering both Biblical and non-Biblical information supporting the historicity of Christ. It then explores the various claims made by Christ Himself concerning His deity and examines the Biblical testimony which supports these claims. Further evidence indicating that Jesus is the divine Son of God is also considered.

**BIB 573. Critical Thinking. 3 hours. F. 2011.**

To enable ministerial students to think critically. The focus is on equipping students with the logical tools to help them to identify and evaluate evidence that leads to conclusions that are proposed as being true, to use these same tools to identify logical fallacies, to aid them in communicating their beliefs clearly and accurately through critical thinking, and to aid in decision making that will glorify God and promote His kingdom.

**BIB 575. Suffering and the Human Condition. 3 hours. Sp. Odd years.**

Human suffering is one of the most difficult experiences to understand and endure. Those in counseling and ministry are frequently faced with the psychological and physical problems of human suffering. This course explores how we deal with concerns in our own lives and the lives of others. It combines both theory and practice in an examination of the various elements of suffering. This course is an attempt to find value in suffering from a Christian perspective and help formulate a "theology of suffering" from Scripture that will result in successful interventions of the sufferer.

**BIB 576. Advanced Apologetics. 3 hours. F. 2011.**

Advanced apologetics: the study of evidences which prove the Christian faith is from God. Attention is given to systems of thought which oppose the Christian world view, and possible responses are considered. Classical and contemporary arguments for the existence of God, the inspiration of the Bible, and the deity of Christ are considered in detail.

**BIB 577. Biblical Text, Canon, and Inspiration. 3 hours. F. 2011.**

A study of the nature and origin of the Biblical text (including a brief consideration of textual criticism), the definition and extent of the canon, and the definition and nature of inspiration.

**BIB 578. Seminar in Epistemology. 3 hours. Su. 2011.**

This course will focus on such important Biblical concepts as truth, faith, revelation, and knowledge which provide a context for evaluating theories of knowledge.

**BIB 579. Values in Human Thought & Action. 3 hours. Offered on sufficient demand. Sp. 2011 Short Course.**

An exploration of value issues and opportunities for further learning in the liberal arts and sciences. This course will focus on Christian perspectives in value questions which the student will confront in art, music, literature, economics, science, politics, and other related areas. Graduate students present and defend the results of their research on various assigned topics.

**BIB 585. Thesis. 1-6 hours. Su., F., Sp.**

The thesis for the Master of Arts in New Testament/Master of Divinity is written under the guidance of a faculty mentor and allows the student to do deeper research on a topic in his/her area of interest. The student is also examined on the topic by the committee which administers oral comprehensives. A \$40 thesis fee is charged.

**BIB 591. History of Reformation Movement. 3 hours. Su. 2012.**

The events, teachings, and leading figures of the Reformation Movement from its beginning to 1800. Particular attention is given to separation from Catholicism, the development of various denominations, and the rise of the restoration plea.

**BIB 592. History of Restoration Movement. 3 hours. F. 2012.**

The events, teachings, and leading figures of the Restoration Movement from its beginning until the present. Focus is made on the origins, geographical spread of the movement, and various departures.

**BIB 593. History of the English Bible. 3 hours. Su. 2013. Short Course.**

A study of the history of the Bible's development with emphasis on its translation into the English language. Modern English translations will be surveyed and evaluated within the context of their stated goals and methodologies.

**BIB 594. Systematic Theology I. 3 hours. Sp. Even years.**

An introduction to systematic theology, including its necessity, method, and nature. The nature of God, revelation, and humanity are studied with an emphasis on the Biblical foundation of each.

**BIB 595. Systematic Theology II. 3 hours. Su. Even years.**

The nature of Christ, the church, salvation, and last things are studied with an emphasis on the Biblical foundations of each.

**BIB 596. Hermeneutics. 3 hours. F. Even years.**

This course studies the general principles requisite for proper Biblical interpretation. It also examines special principles necessary for properly interpreting different types of literary genre. Attention is given to examples of legitimate interpretation and opportunity is given for application of principles by students. Same as BIB 441.

**BIB 598. Independent Study. 1, 2, 3, or 4 hours. Su., F., Sp.**

The graduate student undertakes a research project of a practical nature under the direct supervision of a member of the graduate faculty. The number of hours credit will be determined by the length of the study and the extent of the student's involvement in the study.

**TOPICAL SEMINARS**

A topical seminar is a graduate course devoted to a significant topic of current interest to several students and an instructor. Topical seminars are offered on sufficient demand and may not be scheduled each year. When offered, these courses would be numbered 599A, B, C, etc.



**Thomas W. DeBerry, *Director***

## **PROGRAMS OF STUDY IN BUSINESS**

**Keith W. Smith, *Dean***

April L. Brashier  
James Q. Edmonds  
Lee E. Hibbett  
Ernest Jobe  
Judy M. McKenzie

Mark H. Steiner

Assisting:  
Etido Akpan  
Lowell E. Pugh, II

### ***Master of Business Administration***

The **Master of Business Administration (M.B.A.)** is designed for students who seek advanced study in business. Students may choose an emphasis in Accounting, Corporate Responsibility, or Leadership. The M.B.A. generally requires 36 hours of course work. The **Accounting emphasis** is designed primarily for those students who wish to take the Uniform Certified Public Accountant (C.P.A.) Examination but require credit hours beyond the bachelor's degree. The **Accounting emphasis** requires prerequisite courses in undergraduate accounting. The **Corporate Responsibility emphasis** has roots in accounting but is without its technical emphasis on mechanics. The **Leadership emphasis** is a unique course of study applicable to leaders in all organizations.

The M.B.A. is available through 1) a totally online format, 2) a totally on-campus format, or 3) a mixed approach (online and on-campus). Courses are scheduled to enable a student to complete the M.B.A. in approximately a year if the student uses the mixed approach. Using either the totally online format or the totally on-campus format lengthens the minimum completion time to approximately two years. Core curriculum courses and emphasis courses for Accounting and for Leadership are available online or in the classroom. Corporate Responsibility emphasis courses are currently available only online.

As a requirement to graduate, students must participate in program assessment activities scheduled near the completion of their coursework. Currently, these assessment activities consist of an exit exam, an exit essay, and opinion surveys; these activities take approximately four hours to complete. Students can complete these on campus on a scheduled date or may work with the Director of Graduate Studies in Business in securing an off-campus testing center that is more convenient for the student to complete these assessment activities. The details of this scheduling are initiated when the student completes the Application for Graduate Degree, which is also a requirement for graduation and must be submitted to the Director of Graduate Studies in Business by the appropriate deadline specified in the University Calendar.

The School of Business also offers a B.B.A./M.B.A. in Accounting program that results in the student earning both an undergraduate degree in Accounting and a M.B.A. with emphasis in Accounting, as well as providing the student with the credits needed to take the C.P.A. exam. This program provides for a somewhat different mix of courses than those in the M.B.A. Accounting emphasis area listed below. This B.B.A./M.B.A. program is detailed in the undergraduate catalog. Students are encouraged to access the following website on a recurring basis for routinely updated information about the M.B.A. program: <http://www.fhu.edu/themba>.

## **COURSE OF STUDY FOR M.B.A.**

Program Coordinator: Dr. Tom DeBerry

### **Core Curriculum**

ACC	530	Accounting for Decision Making	3 hours
BUS	550	Analytical Tools for Decision Making	3
BUS	554*	Legal and Ethical Issues in Decision Making	3
BUS	559	Strategic Decision Making	3
ECO	570	Global Economic Environment	3
FIN	580	Financial Management	3
MGT	540	Integrated Resource Management	3
MIS	520	Information Systems Management	3
MKT	560	Marketing Management	3

### **Choose Emphasis Area (Accounting, Corporate Responsibility, or Leadership)**

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#### **Accounting Emphasis**

ACC	532	Seminar in Accounting Theory	(3)
ACC	533	Taxation of Entities	(3)
ACC	534	Seminar in Auditing Theory	(3)

#### **Corporate Responsibility Emphasis**

RSP	522	Internal Controls	(3)
RSP	523	Fraud Detection and Investigation	(3)
RSP	524	Governance and Accountability	(3)

#### **Leadership Emphasis**

LDR	542	Personal Leadership	(3)
LDR	543	Leading Teams and Organizations	(3)
LDR	544	Managing Careers in Organizations	(3)

33-36 hours

*\*Note: Waived for students with undergraduate course in business law.*

## **Description of Courses**

### **CORE CURRICULUM**

#### **ACC 530. Accounting for Decision Making. 3 hours.**

An intensive review of financial and managerial accounting concepts with emphasis on the managerial viewpoint. This course uses various quantitative techniques to analyze financial and managerial information for planning, controlling, and decision-making purposes.

#### **BUS 550. Analytical Tools for Decision Making. 3 hours.**

The study of various quantitative methods used in business decision making. Topics include a study of statistical theory and procedure, including descriptive statistics and statistical inference, and linear programming. The course focuses on the application of knowledge to real-world problem solving and utilizes Microsoft Excel for assignments and exams.

#### **BUS 554. Legal and Ethical Issues in Decision Making. 3 hours.**

A general introduction to legal and ethical issues relevant to general managers. A primary focus of the course will be on how legal and ethical issues influence the decision making of managers in the context of employment law. Students will explore the relationship of personal values and business decisions and the social responsibilities of managers.

**BUS 559. Strategic Decision Making. 3 hours.**

An integration of the major business subject matter areas. Integration is accomplished within the context of studying the strategic management process. The course relies heavily on cases that deal with the wide range of policy, strategic, and implementation issues faced by companies operating in both domestic and global markets.

**ECO 570. Global Economic Environment. 3 hours.**

An examination of the economic forces, institutions, and policies that govern and shape the global environment in which business operates. Emphasis is placed on the evolution of international trade and current trends in the global economy. Topics include motivations for international trade, risk assessment, trade policies, fiscal and monetary policies, exchange rates, and comparative economic systems.

**FIN 580. Financial Management. 3 hours.**

An examination of the vital role of active financial management within an organization and the impact of financial decisions to a firm's long-term competitiveness and viability. Emphasis is placed on financial statement analysis, working capital management, financial forecasting, capital budgeting, required rates of return theory and calculation methods, operational and financial leverage decisions, long-term financing alternatives, and profit-distribution methods.

**MGT 540. Integrated Resource Management. 3 hours.**

An integration of traditional, total quality, just-in-time, and constraint management philosophies with current practices in services and manufacturing. This course takes a systems perspective on long- and short-term planning, scheduling, implementing, controlling, and measuring operations that produce goods or services, provide customer satisfaction, and support the organization's competitive edge. There is an emphasis on supply-chain and continuous-improvement processes.

**MIS 520. Information Systems Management. 3 hours.**

A study of the rapidly changing capabilities of technology and its impact on an organization's ability to gain competitive advantage. The course focuses on the strategic management of information and builds the skills necessary to analyze business strategies and processes, identify IT-related problems and opportunities, specify required IT capabilities, and manage the design, implementation, and evaluation of IT solutions. Same as ACC 520, ACC 420.

**MKT 560. Marketing Management. 3 hours.**

An examination of the role of marketing in an organization and how effective marketing creates value for customers. There is an emphasis on making strategic marketing decisions in the context of general management. Major topics include market segmentation and targeting, management of the Four Ps, marketing research, sustainable competitive advantage, strategic planning in competitive and dynamic markets, and social and ethical issues in marketing.

**ACCOUNTING EMPHASIS****ACC 520. Information Systems Management. 3 hours.**

A study of the rapidly changing capabilities of technology and its impact on an organization's ability to gain competitive advantage. The course focuses on the strategic management of information and builds the skills necessary to analyze business strategies and processes, identify IT-related problems and opportunities, specify required IT capabilities, and manage the design, implementation, and evaluation of IT solutions. Same as MIS 520, ACC 420.

**ACC 532. Seminar in Accounting Theory. 3 hours.**

An examination of the background and applications of modern accounting theory, with emphasis on the authoritative pronouncements that influence accounting practice and generally accepted accounting principles. Prerequisite: ACC 331 Intermediate Accounting II or equivalent.

**ACC 533. Taxation of Entities. 3 hours.**

A study of the tax laws relating to partnerships, estates, trusts, and corporations, including S corporations. There is an emphasis on research methodology for tax planning. Prerequisite: ACC 430 Principles of Taxation or equivalent.

**ACC 534. Seminar in Auditing Theory. 3 hours.**

A study of audit theory, introduction to auditing research, case studies, and special topics.

Prerequisite: ACC 436 Principles of Auditing or equivalent.

**ACC 535. Advanced Accounting. 3 hours.**

A study of the specialized areas of business combinations and consolidated financial statements. The course includes accounting for partnerships and an extensive examination of accounting for government and not-for-profit entities. Same as ACC 435. Prerequisite: ACC 331 Intermediate Accounting II or equivalent.

**CORPORATE RESPONSIBILITY EMPHASIS****RSP 522. Internal Controls. 3 hours.**

The study of processes designed to minimize risk exposures from such occurrences as accounting errors, non-compliance, theft, and fraud. The course examines such topics as establishing and monitoring internal controls, risk exposures, business processes, transaction cycles, reasonable assurance, segregation of duties, and collusion. Documentation and audit trail, transaction approval and authorization, accountability, security of assets and information, and links to system design and development are also examined.

**RSP 523. Fraud Detection and Investigation. 3 hours.**

The study of fraud detection and the investigation of suspected fraud. The course examines such topics as data analysis/mining tools, tracing illicit transactions, money laundering, red flags of financial fraud, interviewing/interrogation techniques, securities fraud, and intellectual property. Organized crime and terrorism and their impact on fraud incidence are investigated.

**RSP 524. Governance and Accountability. 3 hours.**

The study of governance and the accountability of entities to their stakeholders, including the public. The course examines such topics as responsibilities of boards of directors, officers, and partners, fiduciary responsibility, conflicts of interest, tone at the top, and the requirements of Sarbanes-Oxley. Shareholder impact analysis decision-making approaches, external audit reform, social responsibility, organizational crisis management, environmental economics, and environmental stewardship are also examined.

**LEADERSHIP EMPHASIS****LDR 542. Personal Leadership. 3 hours.**

The study of improving leadership self-awareness and competencies through in-depth self-examination of skills, abilities, personality, attitudes, values, and behaviors. The course examines leadership principles, theories, and models and their application to personal leadership capabilities. The course integrates insights and learning by developing a personalized-leadership development plan and participating in projects and exercises to increase personal leadership skills.

**LDR 543. Leading Teams and Organizations. 3 hours.**

The study of leadership in organizations. While LDR 542 Personal Leadership focuses on exploring one's own skills, abilities, interests, and self-development plans, this course focuses on leading and developing others in organizational settings. Specific topics include developing employees as individuals, leading teams, servant leadership, service to one's community, leading organizations, and building careers of substance.

**LDR 544. Managing Careers in Organizations. 3 hours.**

An examination of the major issues in career training and development, including: (1) increasing students' understanding of theory and research in the area of career development; (2) increasing students' skills in managing their own careers; and (3) increasing students' skills in developing the careers of their subordinates. This course demonstrates that proper employee management has the potential to be a source of sustainable competitive advantage for organizations.

## **ADDITIONAL COURSES**

### **ACC 599A. Special Topics in Accounting. 3 hours.**

The intensive study of a current accounting topic that culminates in a significant research project completed under the supervision of a faculty member.

### **ECO 599A. Special Topics in Economics. 3 hours.**

The intensive study of a current economics topic that culminates in a significant research project completed under the supervision of a faculty member.

### **FIN 599A. Special Topics in Finance. 3 hours.**

The intensive study of a current finance topic that culminates in a significant research project completed under the supervision of a faculty member.

### **LDR 599A. Special Topics in Leadership. 3 hours.**

The intensive study of a current leadership topic that culminates in a significant research project completed under the supervision of a faculty member.

### **MGT 599A. Special Topics in Management. 3 hours.**

The intensive study of a current management topic that culminates in a significant research project completed under the supervision of a faculty member.

### **MIS 599A. Special Topics in Information Systems Management . 3 hours.**

The intensive study of a current information systems topic that culminates in a significant research project completed under the supervision of a faculty member.

### **MKT 599A. Special Topics in Marketing. 3 hours.**

The intensive study of a current marketing topic that culminates in a significant research project completed under the supervision of a faculty member.



**Michael Cravens\***, *Director*

## **PROGRAM OF STUDY IN COUNSELING**

**W. Stephen Johnson**, *Dean*  
**Lisa Beene\***, *Department Chair*  
Dana Baldwin\*  
Mark H. Crowell\*  
Ryan N. Fraser

Assisting:  
Patrick Chapman\*  
Jerry L. Martin\*  
Larry D. Mathis  
Nicole S. Young\*

*\*Currently licensed by State of Tennessee Department of Health or Mississippi State Board of Examiners for Licensed Professional Counselors*

### ***Master of Science in Counseling***

The **Master of Science in Counseling** is designed to meet the needs of college graduates who desire training in counseling-psychotherapy and wish to provide such services to individuals, couples, groups, and families. Freed-Hardeman University's interdisciplinary **M.S. in Counseling** program integrates elements of the core mental health professions with principles of the Christian faith to produce graduates ready for the clinical practice of professional counseling.

The **Master of Science in Counseling** requires that students satisfactorily complete 60 semester hours of course work and pass a comprehensive exam. Included in the 60 hours are two practicums of 150 supervised hours of counseling and counseling-related activities. All counseling supervision is performed by well-trained counselor-supervisors.

**Career Opportunities.** A master's degree in counseling (with advanced graduate work and licensure where required) may lead to employment in a variety of settings, such as community agencies, children and family services agencies, churches, counseling clinics, business-employee assistance programs, and private practice. Further study at the doctoral level may prepare students for faculty positions at various schools, colleges, and universities.

**Note:** Students **will be required** to carry **liability insurance** once accepted into the program. Coverage is offered through a number of insurance agencies; however, joining the American Counseling Association as a student member will give access to the ACA student insurance.

## **COURSE OF STUDY FOR M.S. DEGREE MAJOR IN COUNSELING**

Program Coordinator: Dr. Mike Cravens

### **Required Courses**

COU	000	Orientation to Graduate Studies in Counseling	0 hours
COU	500	Counseling Foundations	3
COU	501	Clinical Intervention I	3
COU	502	Clinical Intervention II	3
COU	505	Life-Cycle Development	3
COU	510	Theories of Counseling and Psychotherapy	3
COU	514	Psychopathology I (Abnormal Behavior)	3
COU	515	Psychopathology II	3
COU	520	Assessment I	3
COU	521	Assessment II	3
COU	525	Marriage and Family Counseling	3
COU	530	Group Counseling	3
COU	535	Ethical Issues in Counseling	3
COU	540	Research Methods in Counseling	3
COU	545	Practicum I	3
COU	550	Career Counseling	3
COU	555	Theories of Personality	3
COU	560	Counseling Diverse Populations	3
COU	599B	Diagnosis and Treatment Planning	3
COU	600	Practicum II	3
			<hr/>
			57 hours

### **Choice of ONE Elective from the following:**

COU	565	Addictions Counseling <b>OR</b>	(3)
COU	570	Crisis Counseling <b>OR</b>	(3)
COU	575	Agency Counseling <b>OR</b>	(3)
COU	585	Psychopharmacology for Counselors <b>OR</b>	(3)
COU	590	Counseling and the Law	(3)
			<hr/>
			60 hours

## **Graduate Certificate Program**

The School of Biblical Studies and the Department of Behavioral Sciences and Masters of Science in Counseling Program offer a **Graduate Certificate in Counseling for Church Leaders**. Ministers, associate ministers, youth ministers, family life ministers and/or elders who have interest or duties in counseling are encouraged to enroll in this certificate program. The interdisciplinary design of the certificate is reflected in a combination of graduate Bible and counseling courses. Students will gain an understanding of basic counseling skills, using scripture in counseling and specific areas of counseling that church leaders are often called upon to perform. The Certificate program will give students an opportunity to strengthen and refine their skills whether for members inside the congregation or as an outreach for those in need. Students who successfully complete the Graduate Certificate in Counseling for Church Leaders will be better prepared to meet individual and family needs of those seeking help and support within a church context. This certificate can be taken for audit or graduate credit.

Those students completing a graduate certificate will be presented an official certificate when the program of study is completed.

## **GRADUATE CERTIFICATE IN COUNSELING FOR CHURCH LEADERS**

### **Required Courses**

BIB	535	Family Ministry <b>OR</b>	3 hours
COU	599D	Premarital Counseling	(3)
BIB	536	Ministerial Counseling <b>OR</b>	3
COU	599F	Counseling for Church Leaders	(3)
BIB	545	Leadership in the Church	3
COU	570	Crisis Counseling <b>OR</b>	3
COU	599H	Domestic Abuse, Violence and Addictions	(3)
COU	599C	Biblical Anthropology and Counseling	3
COU	599E	Grief Counseling <b>OR</b>	3
COU	599H	Domestic Abuse, Violence and Addictions	(3)
			<u>18 hours</u>

## ***National Certification and State Licensure***

Freed-Hardeman University has designed the Master of Science in Counseling with National Certification and State of Tennessee Licensing Requirements as its model.

### **NATIONAL CERTIFICATION (NATIONAL BOARD OF CERTIFIED COUNSELORS)**

- A. Hold a Master's Degree in Counseling from a regionally accredited university.
- B. Complete a minimum of 60 semester hours within the required coursework.
- C. Complete two academic terms of field experience in a counseling setting.
- D. Document two years of postmaster's counseling experience.
- E. Provide two professional reference assessments.
- F. Pass the National Counselor Examination.

### **STATE LICENSURE (QUALIFICATIONS FOR TENNESSEE LICENSURE WITH MENTAL HEALTH SERVICES PROVIDER DESIGNATION)**

- A. Prior to submitting an application, each of the following qualifications must be met by a candidate for professional counselor with Mental Health Services Provider designation:
  1. Be at least 18 years of age.
  2. Must provide evidence that he is highly regarded in moral character and professional ethics (Rule 0450-1-.05).
  3. Meet the following educational requirements prior to the date of application:
    - a. Sixty (60) graduate semester hours, based upon a program of studies with a major in counseling, completed from an institution accredited by the Southern Association of Colleges and Schools, the Counsel for Accreditation of Counseling and Related Educational Programs, or a comparable accrediting body;
    - b. The graduate coursework should include, but is not limited to, the following core areas (one course may satisfy study in more than one of the study areas):
      - 1) Theories of human behavior, learning and personality
      - 2) Abnormal behavior and psychopathology
      - 3) Theories of counseling and psychotherapy
      - 4) Evaluation and appraisal procedures
      - 5) Group dynamics, theories and techniques
      - 6) Counseling techniques
      - 7) Ethics
      - 8) Research

- 9) Use of the DSM
- 10) Treatment and treatment planning
- 11) Clinical practicum or internship (pursuant to T.C.A. 63-22-104):
4. Complete 3000 hours of post-masters professional experience, including 150 hours of supervised experience obtained pursuant to Rule 0450-1-.10(5);
  - a. One thousand five hundred (1500) of the three thousand (3000) hours of supervised post-masters professional experience shall be face-to-face client contact hours;
  - b. One thousand five hundred (1500) of the three thousand (3000) hours of supervised post-masters professional experience shall be clinically-related activities;
5. Pass the examination pursuant to Rule 0450-01-.08.
- B. For the purpose of mental health service provider designation pursuant to T.C.A. 63-22-150, "has completed a minimum of nine (9) graduate semester hours of coursework specifically related to diagnosis, treatment, appraisal and assessment of mental disorders" will be interpreted to mean passing nine (9) semester hours, either during the course of a graduate degree or as post-graduate work, in courses which include diagnosis, treatment and treatment planning, appraisal and assessment of mental disorders, psychopathology, and the use of the DSM, were the entire focus of the course or comprised a substantial portion of the course work.

## ***Description of Courses***

### **COUNSELING CORE COURSES**

#### **COU 500. Counseling Foundations. 3 hours.**

An intensive look at the profession of counseling and the professional roles, tasks-responsibilities, and identity of the counselor. This course also includes an opportunity for an in-depth understanding of the many aspects of professional counseling including similarities and differences of other mental health professions, educational preparation, professional counseling organizations, ethical standards, legal aspects of counseling, and state and national credentialing. The course emphasizes self-awareness and growth as it relates to becoming an effective facilitator of individual, couple, group, and family change.

#### **COU 501. Clinical Intervention I. 3 hours.**

The development of basic counseling techniques with an introduction to counseling theory, philosophy and principles as applied to skill development.

#### **COU 502. Clinical Intervention II. 3 hours.**

A study of advanced counseling techniques. Skills for diagnosis, case conceptualization, treatment planning, intervention and evaluation of treatment will be targeted. A number of counseling approaches-techniques will be examined for student development, demonstration, and possible integration.

#### **COU 505. Life-Cycle Development. 3 hours.**

A thorough survey of the specified divisions of the life cycle from early childhood to death. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social, and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.

#### **COU 510. Theories of Counseling and Psychotherapy. 3 hours.**

An intensive study of selected theories of counseling and psychotherapy with a review and critique of motivation and process dynamics of each theory in light of current research and theory. Students are encouraged to begin to identify and personalize their own theoretical approach.

**COU 514. Psychopathology I. 3 hours.**

An in-depth study of abnormal behavior including the theories of psychopathology, etiology, and epidemiology of mental disorders. The course, prognosis, and cultural differences of each mental disorder are given special attention. Students will be introduced to the DSM-IV approach to defining and diagnosing mental disorders.

**COU 515. Psychopathology II. 3 hours.**

An in-depth study of the DSM approach to diagnosing mental disorders. Emphasis will be given to DSM criteria, case studies, and differential diagnosis of mental disorders. Prerequisite: COU 514 Psychopathology I.

**COU 520. Assessment I. 3 hours.**

A study of the administration, scoring, and interpretation of assessment-appraisal instruments used in counseling. Emphasis is on the use of test results in counseling with individuals and families. Case note fundamentals and report writing are also studied.

**COU 521. Assessment II. 3 hours.**

An intensive study of the application of assessment-appraisal techniques in counseling. Emphasis is on the selection, administration, scoring, and interpretation of personality assessment instruments. Synthesis of various forms of data into a comprehensive assessment report will also be studied. Prerequisite: COU 520 Assessment I.

**COU 525. Marriage and Family Counseling. 3 hours.**

A study of the dynamics of marriage and family relationships with emphasis on understanding of the structure and function of marriage, the various aspects of the marital relationship, family systems, and the way in which the counselor may approach marriage and family counseling as a creative, preventative, and healing avenue.

**COU 530. Group Counseling. 3 hours.**

A study of the principles of group counseling dynamics theory, and techniques. Students participate in face-to-face task groups. Emphasis is placed on developing competencies in self-intervention and growth as well as competence in processes of small group phenomena.

**COU 535. Ethical Issues in Counseling. 3 hours.**

An in-depth study of professional ethics, legalities, and professional issues relating to the professional practice of counseling.

**COU 540. Research Methods in Counseling. 3 hours.**

An introduction to research methods and their application to research problems with emphasis on the conceptualization, design, completion, and evaluation of research in counseling. Prerequisite: 9 hours of counseling courses or permission of director and/or instructor.

**COU 545. Practicum I. 3 hours.**

The student works in a face-to-face relationship with a client under the supervision of a field supervisor. A minimum of 150 clock hours is required for this practicum. Weekly campus meetings are also required. Weekly meetings will be organized and directed by the graduate faculty. An additional fee is charged. Prerequisites: COU 500, COU 501, COU 502, COU 510, COU 514, COU 515, COU 535, and Liability Insurance.

**COU 550. Career Counseling. 3 hours.**

A course that reviews concepts, issues, and trends in the field of career education. It is designed to consider the role of the counselor in the career decision-making process, as well as current issues in the facilitation of career decisions for women and men across the lifespan. Topics will include, but may not be limited to: selected theories of career-life planning and development; techniques designed to bring about greater awareness of needs, ethnicity, values, interests, and abilities related to career decision-making; and a range of techniques counselors may choose to facilitate work with clients.

**COU 555. Theories of Personality. 3 hours.**

Representative theories of personality are analyzed for their contribution to understanding human growth and development, psychopathology, and behavior change. The relationship of theory to assessment and research is examined.

**COU 560. Counseling Diverse Populations. 3 hours.**

A course designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Social change and individual/societal responses and multicultural issues are examined. Other major issues addressed include religion, racial issues, ethnicity, gender issues, sexual preference, aging issues, and subgroup/cultural communication patterns. Methods of addressing the provision of counseling services and alleviating those concerns are explored. Because of the nature of this course, it will be team taught.

**COU 565. Addictions Counseling. 3 hours.**

A course which provides an intensive understanding of the etiology, progress, and counseling strategies for addictive disorders. Emphasis will be given to the DSM classification of addictive disorders, the interaction of addiction within and upon the family system, and effective techniques for counseling addicted persons and their families.

**COU 570. Crisis Counseling. 3 hours.**

An examination of the theory, practice, cultural dynamics, and legal implications of crisis intervention as applied to crisis-induced dysfunctional behavior. Recognizing crisis situations and having knowledge of crisis intervention strategies and brief therapy techniques will be the main objective of this course.

**COU 575. Agency Counseling. 3 hours.**

An advanced study of the clinical skills and administrative knowledge unique to Mental Health Counselors in Agency Settings (i.e. Community Mental Health Centers, profit/non-profit counseling service agencies, psychiatric settings and private practice) with varied clientele. Included are the topics, concepts, and skills of "community" assessment, program development, administration, delivery, and evaluation.

**COU 585. Psychopharmacology for Counselors. 3 hours.**

A course designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system, and the relationship of the system of psychopharmacology. The legitimate use of medications, the importance of treatment for some psychological disorders, and coordinating treatment amongst professionals will also be examined.

**COU 590. Counseling and the Law. 3 hours.**

A course which provides an overview of the American legal system, with special attention given to legal terminology, how to minimize legal problems, how to deal with members of the legal profession, preparing for court appearances, and handling a legal audit. The primary focus of the course is on avoiding malpractice. Topics include informed consent, confidentiality/privileged communication, duty to warn, duty to report, record keeping, and risk management. As time and interest permit, additional topics related to employment law will be discussed.

**COU 598. Independent Study. 1-3 hours.**

A cooperatively planned reading-research course or special project guided and evaluated by a member of the graduate counseling faculty. May be repeated as needed. Prerequisite: student must have "regular admission" status, have completed 12 graduate hours with 3.0 or above GPA, and complete required forms with appropriate signatures before the drop/add date of the semester for which the credit is to be earned OR gain special permission from the director of the Program for Special Circumstances, i.e., Conference Credit, etc. It is the student's responsibility to develop a proposal, initiate contact with a faculty member willing to serve as mentor, and see that all requirements are met.

**COU 600. Practicum II. 3 hours.**

A continuation of Practicum I. The student works in a face-to-face relationship with a client under the supervision of a field supervisor. One-hundred-fifty (150) clock hours of counseling and counseling-related activities is the minimum requirement for successful completion. Weekly campus meetings are also required. Weekly meetings will be organized and directed by the graduate faculty. An additional fee is charged. Prerequisite: COU 545 Practicum I, completion of core course work, and liability insurance.

**COU 605. Internship. 6 hours.**

A field-based clinical-counseling experience supervised by a qualified, licensed mental health professional at a site selected by special arrangement with the intern, the program director, and a mental health agency. Interns spend a minimum of 600 clock hours over one semester for six credit hours. Specific emphasis is placed on direct contact with consumers of mental health counseling services. The internship includes all activities a regularly employed mental health counselor would perform. It provides interns with an opportunity to develop and apply clinical diagnostic skills and counseling skills in a practical setting. An additional fee is charged.

Prerequisites: Completion of core coursework (including and passing practicums with a 3.0 GPA or better), admission to candidacy and completion of final coursework as specified in the student's degree plan (ex. transfer work), and permission of the program director.

**TOPICAL SEMINARS****COU 599A. Counseling Children and Adolescents. 3 hours.**

A topical seminar designed to develop skills in counseling children and adolescents individually and in family therapy. Coordination of services with other agencies, work with the juvenile court system, and the use of assessment instruments with this age group will be studied.

**COU 599B. Diagnosis and Treatment Planning. 3 hours.**

The foundation of an effective treatment plan is the data gathered through biopsychosocial assessment. Data can be obtained from interviews, client history and records, testing, or collateral contacts. This course presents specific steps for developing an effective treatment plan based on assessment data and recognizing the uniqueness of each client. Plans will include a variety of interventions and approaches based on both behavioral problems and/or DSM IV diagnosis. The case-study method will also be used to develop such plans in class for discussion and presentation. Prerequisite: COU 514 and 515 Psychopathology I and II, COU 520 Assessment I, or special permission of instructor.

**COU 599C. Biblical Anthropology and Counseling. 3 hours.**

A topical seminar designed to help increase the student's appreciation for the Scriptures as an adequate handbook to meet the needs and concerns of the "human condition." This course will examine methods of integration of Scripture and counseling methods. This course also provides an intensive investigation into the Judeo-Christian doctrine of man with emphasis on the multifaceted nature of man in God's image, human choice, the fall, human sin, suffering, and sin-related problems. Sin-related problems, which entrap people, will be examined from a biblical perspective along with church and para-church methods of counseling.

**COU 599D. Premarital Counseling. 3 hours.**

A topical seminar designed to introduce the student to the concepts, various models, resources, and process for leading couples through premarital preparation. The student will become familiar with the theological issues as well as the practical implications of having a Christian marriage and family in today's society.

**COU 599E. Grief Counseling. 3 hours.**

A topical seminar which provides content on the concepts of human attachment, loss, death, dying, and bereavement. Special clinical attention is given to the processes of grief therapy in resolving pathological grief and facilitating grief related to special kinds of losses. Grief is studied within the context of family systems.

**COU 599F. Counseling for Church Leaders. 3 hours.**

Current theories and practices in counseling are needed by ministers and other church leaders. The church leader will gain a fundamental knowledge of general psychopathology, so as to know how and when to make a referral. Topics that have special application to a church setting will be pursued, e.g., basic counseling within the congregation, marital and family counseling (including abuse, infidelity, and divorce), counseling in the hospital, anger and conflict management, crisis counseling, the problem of suffering, spiritual disorders, and ethics. Same as BIB 536.

**COU 599H. Domestic Abuse, Violence and Addiction. 3 hours.**

A topical seminar which provides an understanding of the etiology, progress, and counseling strategies for working with abusive and addictive disorders.



**Elizabeth A. Saunders, *Director***

## **PROGRAMS OF STUDY IN EDUCATION**

**Sharen L. Cypress, *Dean***

Karen L. Cypress  
Thomas E. Hughes  
Marie C. Johnson  
William "Bo" Miller  
Gene Reeves, Jr.  
John D. Sweeney  
M. Monte Tatom  
Carol Waymire  
Linda H. Wright

Assisting:

Amy C. Balentine  
Ronald P. Butterfield  
Jeffry A. Cozzens  
Barry A. England  
Aarek W. Farmer  
Lela M. Foxx  
Lovell Hayes  
Angela B. Hinton  
Hattie G. Isen  
David L. Phillips  
Randy S. Shannon  
Delany Smith

### ***Master of Education***

The **Master of Education (M.Ed.)** is designed for those who are teaching, preparing to teach, and/or adding areas of licensure to their credentials. It also offers opportunities for advanced study to people in education support roles and education-related fields. It is possible for a person who holds a non-education baccalaureate degree to meet Tennessee licensure requirements while completing the Master of Education (M.Ed.) program. For more information call (731) 989-6082, (800) FHU-FHU1, or (800) 348-3481.

## **Conceptual Framework — Teaching Licensure Program**

### **REFLECTIVE EDUCATORS SEEKING TO SERVE**

The graduate program at Freed-Hardeman University is guided by a conceptual framework which has its roots in the historical mission of the institution, competencies established by the State of Tennessee, research-based practice, and practice proven over years of successfully preparing teachers for K-12 classrooms.

1. Reflective educators seeking to serve know the academic content of their discipline.
2. Reflective educators seeking to serve find opportunities to serve using Jesus Christ as a model.
3. Reflective educators seeking to serve continually reflect on and evaluate their choices and actions.
4. Reflective educators seeking to serve create instructional opportunities that are adapted to diverse learners.
5. Reflective educators seeking to serve use a variety of instructional strategies that recognize and address variation in learning styles.
6. Reflective educators seeking to serve create a learning community in which students assume responsibilities for themselves and one another.
7. Reflective educators seeking to serve know and use effective verbal, nonverbal, and media communication techniques.
8. Reflective educators seeking to serve use technology as a tool to enhance student learning.
9. Reflective educators seeking to serve know their respective codes of professional ethics.

### **MEMPHIS PROGRAM**

Freed-Hardeman University offers a number of graduate classes in Memphis each semester. Students in the initial teaching licensure program can take most required classes at this site.

A graduate office is located in Memphis at 5565 Shelby Oaks Drive. Dr. Karen Cypress is the director of the Memphis campus. You may also call the main graduate office in Henderson at (800) 348-3481.

### **BIBLE COURSE**

A requirement of the Graduate Studies in Education Program is the successful completion of a Bible course, **BIB 540 Introduction to Christianity**, through which the student is exposed to a basic overview of the Bible. The Bible serves as a foundation for personal conduct and ethical behavior in an educational setting.

Another requirement of the Graduate Studies in Education Program is the successful completion of the course, **EDU 500 Introduction to Graduate Studies**, through which the student is provided an orientation to the University, graduate studies, use of library resources, preparation of a portfolio, and advising. NOTE: Students cannot go beyond six hours in their program without completing this course.

**NOTE:** *Freed-Hardeman University is a private, Christian university. The School of Education reserves the right to deny admission or drop from its programs those who fail to meet program criteria, whose personal conduct is seen as not in harmony with Christian education, or who, for other reasons, are not seen as able to successfully serve as an educator.*

### **Master of Education Major in Curriculum and Instruction (Non-Licensure Program)\***

**PLAN I requires a core (7 hours) and a concentration (12 hours), plus electives (12 hours), and a 6 hour thesis for a total of 37 hours.**

**PLAN II requires a core (7 hours) and a concentration (12 hours) and 18 hours selected from electives for a total of 37 hours.**

**COURSE OF STUDY FOR M.Ed. MAJOR IN CURRICULUM AND INSTRUCTION (NON-LICENSURE PROGRAM)\***

Program Coordinator: Dr. Elizabeth Saunders

**I. Required Core**

EDU	500	Introduction to Graduate Studies	1 hour
EDU	501	Research Methods	3
BIB	540	Introduction to Christianity	3
			<hr/> 7 hours

**II. Required Concentration**

EDU	503	Developmental Psychology	3 hours
EDU	505	Instructional Theory and Design	3
EDU	506	Computer Applications in Education	3
EDU	508	Foundations of Curriculum	3
			<hr/> 12 hours

**III. Electives**

EDU	510	Diagnosis/Remediation of Math Difficulties	3 hours
EDU	511	Diagnosis/Remediation of Reading Difficulties	3
EDU	512	Procedures in Classroom Management	3
EDU	513	Education Law	3
EDU	516	Preparation and Use of Instructional Materials	3
EDU	520	Instructional Strategies K-4	3
EDU	521	Reading in the Content Area	3
EDU	522A	Thesis Research and Planning	3
EDU	522B	Thesis Preparation and Defense	3
EDU	525	Learning Theory and Principles	3
EDU	526	Inclusive Teaching	3
EDU	532	Theories of Child Counseling and Consulting	3
EDU	533	Career Development, Counseling, and Consulting	3
EDU	534	Introduction to Group Counseling in Schools	3
EDU	535	Counseling Diverse Populations in Schools	3
EDU	537	Clinical Techniques in School Counseling	3
EDU	538	Assessments for School Counselors	3
EDU	580	Legal and Ethical Issues in Education	3
EDU	598	Independent Study	3
EDU	615	Service Learning	3
EDU	618	Grant Writing	3
EDU	665	Organization and Administration of School Counseling Services	3
SPE	544	Managing Special-Needs Children	3
SPE	547	Assessment in Special Education	3
SPE	548	Consultation with School, Family, And Community	3
SPE	561	Characteristics and Needs of Exceptional Children I (Modified)	3
SPE	565	Techniques and Strategies I (Modified)	3

*\*Note: School administration courses may be taken as electives upon approval.*

## Master of Education Major in Curriculum and Instruction (Teaching Licensure Program)

This plan consists of 37 hours of course work and a 12-hour student teaching semester. The total program takes four semesters, two of which could be summers.

**Purpose.** The Master of Education/Licensure Program provides a comprehensive program of teacher preparation and licensure for persons who already hold a baccalaureate degree. Licensure may be attained for elementary grades K-6, PreK-3, middle school (grades 4-8), and in secondary areas where it is offered by FHU under Tennessee's new licensure standards.

An evaluation of undergraduate transcripts is necessary to assure state competencies are met. Tuition for any required undergraduate courses will be the same as for graduate courses.

**Program Outcome.** The successful student will exit the program with the **Master of Education Degree (M.Ed.)** with a major in Curriculum and Instruction and licensure to teach.

**Schedule Overview.** Each program participant will be able to earn the M.Ed. degree with a major in Curriculum and Instruction plus meet licensure requirements. Fall and spring classes will be scheduled on Monday, Tuesday, and Thursday evenings (typically beginning at 5:00 p.m. or later) and on designated Saturdays. Summer classes, however, meet both during the day and in the evening. Several online courses are also available.

**Admission to Teacher Education Program.** At the end of 12 graduate semester hours, those seeking teaching licensure 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 plan outlining the completion of the program.
3. Have a GPA of 3.0 or above on 12 or more graduate hours.
4. Be a member of a professional organization.
5. Submit an updated portfolio for review.
6. Participate in an interview with an appropriate advisor. At this time, the advisor will:
  - a. Review the application, portfolio, student disposition forms, and other materials.
  - b. Conduct an interview with each applicant.
  - c. Make a recommendation to the Teacher Education Committee for formal action.

**NOTE:** Admission to the graduate program does not assure a student that he/she will be admitted to the Teacher Education Program, Administration Program, or the School Counseling Program, all leading to licensure. In addition to academic ability, such factors as disposition, reliability, honesty, and suitability for the professional position being sought will be considered. Even if not admitted to the licensure program, the student may be provided an opportunity to complete requirements for the graduate degree.

Students must have a minimum 3.0 graduate GPA and the required Praxis examinations must be passed before a recommendation will be made for a teaching license. Praxis tests related to the specific licensure sought must be taken prior to program completion. Registration materials may be obtained in the Office of the Dean. Students should plan to take the required tests prior to student teaching and must register well in advance of the test date.

### COURSE OF STUDY FOR M.Ed. MAJOR IN CURRICULUM AND INSTRUCTION (TEACHING LICENSURE PROGRAM)

Program Coordinator: Dr. Elizabeth Saunders

The following courses are required for those seeking K-6, PreK-3, 4-8, or secondary licensure.

#### I. Required Core

EDU	500	Introduction to Graduate Studies	1 hour
EDU	501	Research Methods	3
BIB	540	Introduction to Christianity	3
			<hr/>
			7 hours

**II. Required Concentration**

EDU	503	Developmental Psychology	3 hours
EDU	505	Instructional Theory & Design	3
EDU	506	Computer Applications in Education	3
EDU	508	Foundations of Curriculum <b>(Not required For PreK-3 Licensure)</b>	<u>3</u>
			12 hours

**III. Other Courses (Required to meet state competencies)****K-6 License**

EDU	507A	Practicum in Instructional Strategies	3 hours
EDU	510	Diagnosis and Remediation of Math Difficulties	3
EDU	511	Diagnosis and Remediation of Reading Difficulties	3
EDU	512	Procedures in Classroom Management	3
EDU	520	Instructional Strategies K-4	3
EDU	526	Inclusive Teaching	3
EDU	530	Professional Reflective Seminar	<u>1</u>
			19 hours

**PreK-3 License**

EDU	507A	Practicum in Instructional Strategies	3 hours
EDU	510	Diagnosis and Remediation of Math Difficulties	3
EDU	511	Diagnosis and Remediation of Reading Difficulties	3
EDU	512	Procedures in Classroom Management	3
EDU	520	Instructional Strategies K-4	3
EDU	526	Inclusive Teaching	3
EDU	527	Emergent Literacy	3
EDU	530	Professional Reflective Seminar	<u>1</u>
			22 hours

**4-8 License**

EDU	507A	Practicum in Instructional Strategies	3 hours
EDU	510	Diagnosis and Remediation of Math Difficulties	3
EDU	511	Diagnosis and Remediation of Reading Difficulties	3
EDU	512	Procedures in Classroom Management	3
EDU	525	Learning Theory and Principles	3
EDU	526	Inclusive Teaching	3
EDU	530	Professional Reflective Seminar	<u>1</u>
			19 hours

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

EDU	507B	Practicum in Instructional Strategies	3 hours
EDU	512	Procedures in Classroom Management	3
EDU	521	Reading in the Content Area	3
EDU	526	Inclusive Teaching	3
EDU	530	Professional Reflective Seminar	1
EDU	580	Legal and Ethical Issues in Education OR	3
EDU	513	Education Law	(3)
EDU	525	Learning Theory and Principles	<u>3</u>
			19 hours

**IV. Student Teaching**

EDU	524	Enhanced Student Teaching	12 hours
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## Exit Requirements

1. Admission to Teacher Education Program and Candidacy status.
2. Minimum of 24 graduate hours applicable to the teaching licensure program.
3. Successful completion of: EDU 507 Practicum in Instructional Strategies, EDU 510 Diagnosis and Remediation of Math Difficulties, EDU 511 Diagnosis and Remediation of Reading Difficulties or EDU 521 Reading in the Content Area, EDU 512 Procedures in Classroom Management, EDU 520 Teaching Strategies K-4, EDU 526 Inclusive Teaching, EDU 527 Emergent Literacy, and EDU 525 Learning Theory and Principles as the program requires.
4. Cumulative graduate grade point average of 3.0 or above.
5. Acceptable application to student teaching submitted by the required date.
6. Approval of the Teacher Education Committee.

**NOTE:** *Required years of experience as a classroom teacher may be approved as a substitute for student teaching on an individual basis. Teaching experience being used to substitute for student teaching must be formally approved at the beginning of the student's licensure program. To be considered, the following must be true:*

- a. The teaching experience was as a full-time teacher of record in a public K-12 school for a full two years.
  - b. Employment was as a regular classroom teacher in K-12 by the school district (not outside agencies/institutions).
  - c. Required years were within the same grade levels as the initial teaching licensure being sought.
7. Admission to Student Teaching

Applications for student teaching are available online on the School of Education website and should be submitted online no later than **February 1** for the fall semester and **September 1** for the spring semester. The application must be approved by the Director of Field Experiences and the Teacher Education Committee before the student may engage in student teaching. Student teachers must have evidence of liability insurance coverage and must complete an approved background check administered through the Tennessee Bureau of Investigation. Procedures for obtaining the background check are outlined on the School of Education website and the Graduate Studies in Education website. Student teaching is such a demanding responsibility that students may not take additional coursework or participate in extracurricular activities during the student teaching semester.

## Master of Education Major in Special Education (Teaching Licensure Program)

This plan consists of 37 hours of course work and a 12-hour student teaching semester. The total program takes four semesters, two of which could be summers.

**Purpose.** The Master of Special Education/Licensure Program provides a comprehensive program of teacher preparation and licensure for persons who already hold a baccalaureate degree. Licensure may be attained for special education grades K-12.

An evaluation of undergraduate transcripts is necessary to assure state competencies are met. Tuition for any required undergraduate courses will be the same as for graduate courses.

**Program Outcome.** The successful student will exit the program with the Master of Special Education Degree with a major in Special Education and licensure to teach.

**Schedule Overview.** Each program participant will be able to earn the Master's degree with a major in Special Education plus meet licensure requirements. Fall and spring classes will be scheduled on Monday, Tuesday, and Thursday evenings (typically beginning at 5:00 p.m. or later) and on designated Saturdays. Summer classes, however, meet both during the day and in the evening. There are also several online courses available.

**Admission to Teacher Education Program.** At the end of 12 graduate semester hours, those seeking teaching licensure 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 plan outlining the completion of the program.
3. Have a GPA of 3.0 or above on 12 or more graduate hours.
4. Be a member of a professional organization.
5. Submit an updated portfolio for review.
6. Participate in an interview with an appropriate advisor. At this time, the advisor will:
  - a. Review the application, portfolio, student dispositions, and other materials.
  - b. Conduct an interview with each applicant.
  - c. Make a recommendation to the Teacher Education Committee for formal action.

**NOTE:** Admission to the graduate program does not assure a student that he/she will be admitted to the Teacher Education Program, Administration Program, or the School Counseling Program, all leading to licensure. In addition to academic ability, such factors as disposition, reliability, honesty, and suitability for the professional position being sought will be considered. Even if not admitted to the licensure program, the student may be provided an opportunity to complete requirements for the graduate degree.

Students must have a minimum 3.0 graduate GPA and the required Praxis examinations must be passed before a recommendation will be made for a teaching license. Praxis tests related to the specific licensure sought must be taken prior to program completion. Registration materials may be obtained in the office of the dean. Students should plan to take the required tests and must register well in advance of the test date.

#### **COURSE OF STUDY FOR M.Ed. MAJOR IN SPECIAL EDUCATION (TEACHING LICENSURE PROGRAM)**

Program Coordinator: Dr. Marie Johnson

BIB	540	Introduction to Christianity	3 hours
EDU	500	Introduction to Graduate Studies	1
EDU	501	Research Methods	3
EDU	503	Developmental Psychology	3
EDU	505	Instructional Theory & Design	3
EDU	511	Diagnosis and Remediation of Reading Difficulties	3
SPE	544	Managing Special-Needs Children	3
SPE	547	Assessment in Special Education	3
SPE	548	Consultation with School, Family, and Community	3
SPE	578	Technology and the Special Education Teacher	3
<b>Modified</b>			
SPE	543	Diagnostic Teaching	3
SPE	561	Characteristics and Needs of Exceptional Children (Modified)	3
SPE	565	Techniques & Strategies I (Modified)	3
<b>Comprehensive</b>			
SPE	571	Characteristics and Needs of Exceptional Children (Comprehensive)	3
SPE	575	Techniques & Strategies I (Comprehensive)	3
SPE	583	Health and Related Issues	3
<b>Additional Courses Required for Licensure</b>			
EDU	524	Enhanced Student Teaching	12
EDU	530	Professional Reflective Seminar	1

## Exit Requirements

1. Admission to Teacher Education Program and Candidacy status.
2. Minimum of 24 graduate hours applicable to the teaching licensure program.
3. Successful completion of all SPE courses.
4. Cumulative graduate grade point average of 3.0 or above.
5. Acceptable application to student teaching submitted by the required date.
6. Approval of the Teacher Education Committee.

**NOTE:** *No less than 10 months of teaching experience in lieu of Student Teaching. No more than three years (that is school district's decision). The teaching experience has to be full-time teacher of record in a public K-12 school.*

### **Advanced Conceptual Framework Reflective Educators Seeking to Serve (Other School Professionals: *Principals and Professional School Counselors*)**

#### **I. Continuous Improvement**

##### ***Reflective educators seeking to serve:***

- a. engage the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and follow the policies, programs, and timelines of the school district.
- b. create and sustain an organizational structure that supports a 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.
- c. facilitate the development, implementation, evaluation and revision of data- informed, school-wide improvement plans for the purpose of continuous school improvement.
- d. develop collaborations with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
- e. communicate and operate from a strong belief that all students will acquire the attitude, knowledge, and skills to achieve academic success.

#### **II. Culture for Teaching and Learning**

##### ***Reflective educators seeking to serve:***

- a. develop and sustain a school culture based on ethics, diversity, equity, and collaboration.
- b. advocate, nurture, and lead a culture conducive to student learning in order for students to achieve future career success and satisfaction.
- c. develop and sustain a safe, secure, and disciplined learning environment by assuring that students understand safety.
- d. model and communicate to staff, students, and parents self-discipline and engagement in lifelong learning.
- e. assure that students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- f. develop leadership teams designed to share responsibilities and ownership to meet the school's mission.
- g. demonstrate an understanding of research-based change processes and the ability to lead the implementation of productive changes in the school.
- h. recognize and celebrate school accomplishments and address failures.
- i. recruit, hire, and retain diverse staff whose values and instructional frameworks align with the school's mission.

### **III. Instructional Leadership Assessment (*Principals only*)**

#### ***Reflective educators seeking to serve:***

- a. lead a systematic process of student assessment and program evaluation using qualitative and quantitative data.
- b. lead the professional learning community in analyzing and improving curriculum and instruction.
- c. ensure accessibility and monitor a rigorous curriculum that supports high expectations for all students.
- d. recognize that literacy and numeracy are essential for learning and ensure they are embedded in all subject areas.
- e. use research-based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
- f. develop and implement a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

### **IV. Professional Growth**

#### ***Reflective educators seeking to serve:***

- a. systematically supervise and evaluate faculty and staff, and provide leadership opportunities for the professional learning community while mentoring aspiring leaders.
- b. promote, facilitate and evaluate professional development and provide faculty and staff with resources necessary for the successful execution of their jobs.
- c. model continuous learning and engagement in personal professional development.
- d. assure that students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- e. work in collaboration with the school community to align high quality professional development with the school's improvement plan to impact student learning.

### **V. Management of the School (*Principals only*)**

#### ***Reflective educators seeking to serve:***

- a. establish a set of standard operating procedures and routines that are understood and followed by all staff.
- b. garner, employ and mobilize community resources to achieve and support the school's mission.
- c. prepare and regularly monitor an annual operational budget that aligns with the school's improvement plan.
- d. identify potential problems and are strategic in planning proactive responses.

### **VI. Ethics**

#### ***Reflective educators seeking to serve:***

- a. model and adhere to a professional code of ethics and values while performing all professional responsibilities with integrity and fairness.
- b. make decisions within a legal, moral, and ethical content, respecting the dignity of all.
- c. insure that students will be able to make decisions, set goals, and take necessary action to achieve those goals.
- d. 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.
- e. act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

## **VII. Diversity**

### ***Reflective educators seeking to serve:***

- a. develop and implement an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
- b. interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
- c. assure that students understand the relationship between their personal qualities, education, and training and the world of work.
- d. recognize and address cultural, learning and personal differences as a basis for academic decision making.
- e. lead the faculty in engaging families/ parents in the education of their children.

## **Master of Education Major in Administration and Supervision (Licensure Program)**

The Administration and Supervision Masters Program and the add-on Licensure Program are designed as a means by which practicing educators seeking to be administrators can earn a **Master of Education (M.Ed.)** with a major in administration and supervision and licensure as an administrator (Tennessee Instructional Leadership License (TILS)). Standard knowledge, skills, and dispositions common to both principals and supervisors are categorized into the required courses, including reflection, research, theories of leadership, applications and processes, professionalism, changes and improvements, and instructional leadership. The Administration and Supervision licensure program requires three years of successful teaching experience before acceptance.

This is a 37-hour program consisting of a 22-hour core in curriculum and instruction and 15 hours of upper-level administration/supervision courses. The add-on licensure requires passing of the PRAXIS Leadership Test, along with appropriate recommendations for the program.

## **Admissions Criteria (Regular Admission)**

1. Application and application fee.
2. Recommendations from university teacher, employer/supervisor, and from someone who can serve as a reference for character.
3. Transcripts showing all undergraduate and graduate work.
4. Form indicating any criminal background.
5. Test score on one of two tests (MAT or GRE) or a masters degree.
6. Cumulative grade point average of 3.0 or higher on undergraduate work.
7. Interview with appropriate advisor.
8. Twelve hours of the curriculum and instruction core with 3.0 or above G.P.A.
9. Apply for candidacy status at the end of 12 graduate semester hours.
10. Successful completion of EDU 601 Foundations of School Administration and Supervision (submit Program Proposal and be approved before beginning program in EDU 601).
11. For the add-on licensure, application and interview with the Director of Administration and Supervision and completion of application requirements. Verification of three years of successful teaching experience and required portfolio information are also required for acceptance into the program.

## **COURSE OF STUDY FOR M.Ed. DEGREE MAJOR IN ADMINISTRATION AND SUPERVISION (LICENSURE PROGRAM)**

Program Coordinator: Dr. Tom Hughes

### **I. Required Core**

EDU	500	Introduction to Graduate Studies	1 hour
EDU	501	Research Methods	3
EDU	503	Developmental Psychology	3
EDU	505	Instructional Theory and Design	3
EDU	506	Computer Applications in Education	3
EDU	508	Foundations of Curriculum	3
EDU	513	Education Law <b>OR</b>	3
EDU	635	Advanced Legal Issues for Administration	(3)
BIB	540	Introduction to Christianity	3
			<hr/>
			22 hours

### **II. Administrative Courses (Required to meet state/program competencies)**

EDU	601	Foundations of School Administration and Supervision	3 hours
EDU	610	Leadership Theories and Applications	3
EDU	611	School Business Management	3
EDU	612	School and Community Relations	3
EDU	613	Instructional Leadership and Management	3
			<hr/>
			15 hours

### **III. Exit Requirements (M.Ed. and Licensure)**

#### **Exit Requirements**

1. Successful completion of the above course work with a 3.0 GPA and any other requirements for the M.Ed. degree.
2. Completion of all courses within a six-year period (M.Ed.).
3. Passage of the comprehensive examination (M.Ed.).
4. Passage of the PRAXIS Leadership Test (1011) or other appropriate state-approved test.
5. Exit interview with the Director of Administration/Supervision or designee, to include checking all internship requirements of evaluations by mentor(s), signatures by the mentor(s) and system superintendent/director, and other portfolio and file criteria.

#### **Licensure Only (Tennessee Instructional Leader (TIL) Licence)**

Students wanting to complete requirements to be recommended for the TIL licence must meet the following criteria:

1. Master's degree, usually in an education-related area.
2. Three years of verified teaching experience with appropriate licensure. Those teaching on temporary or alternative license, or who have taught in higher education without teaching licensure, must provide documentation of experience before beginning the program.
3. Complete the Exit Requirements as listed for the M.Ed. degree in Administration/Supervision.

## Master of Education Major in School Counseling

Freed-Hardeman University offers a **Master of Education (M.Ed.)** in School Counseling also leading to Tennessee licensure as a school counselor for K-12 schools. This program consists of a unique blend of graduate classes in education, special education, and counseling leading to the knowledge and skills necessary to work with students, parents, teachers, administrators, and outside agencies. The plan consists of 52 hours of coursework including 6 hours of internship. Those without teaching licensure and/or classroom experience are required to complete an additional practicum in a K-12 public classroom setting.

### Admissions Criteria (Regular Admission)

1. Application and application fee
2. Recommendations from university teacher, employer/supervisor, and from someone who can serve as a reference for character
3. Transcripts showing all undergraduate and graduate work
4. Form indicating any criminal background
5. Test score on one of two tests (MAT or GRE) or a masters degree
6. Cumulative grade point average of 3.0 or higher on undergraduate work
7. Interview with appropriate advisor

**NOTE:** *As with other education programs, Freed-Hardeman University reserves the right to deny admission to any applicant due to matters of conduct, background, and/or perceived potential as a counselor or educator.*

Students must have a minimum 3.0 graduate GPA and the required PRAXIS examination must be passed before a recommendation will be made for a license in school counseling. Registration materials may be obtained in the Office of the Dean.

## **COURSE OF STUDY FOR M.Ed. MAJOR IN SCHOOL COUNSELING**

Program Coordinator: Dr. Sharen Cypress

**Program A – Program of Studies for individuals who are seeking a Master’s degree in Education plus licensure in School Counseling.**

### **I. Required Core**

BIB	540	Introduction to Christianity	3 hours
EDU	500	Introduction to Graduate Studies	<u>1</u>
			4

### **II. Required Concentration**

EDU	501	Research Methods	3
EDU	503	Developmental Psychology	3
EDU	526	Inclusion Teaching	3
EDU	532	Theories of Child Counseling and Consulting	3
EDU	533	Career Development, Counseling, and Consulting in Schools	3
EDU	534	Introduction to Group Counseling in Schools	3
EDU	535	Counseling Diverse Populations in Schools	3
EDU	537	Clinical Techniques in School Counseling (Practicum)	3
EDU	538	Assessment for School Counselors	3
EDU	580	Legal & Ethical Issues in Education <b>OR</b>	3
EDU	513	Education Law	(3)
EDU	636	School Improvement	3
EDU	642	Technology for Administrators	3
EDU	665	Organization and Administration of School Counseling	3
SPE	548	Consultation with School, Family, and Community	<u>3</u>
			42 hours

### **III. Required for Licensure/Initial Licensure**

EDU	695B	Supervised Elementary/Middle Internship	3
EDU	695C	Supervised Secondary Internship	<u>3</u>
			6 hours

52 total hours

**Internship.** The internship is the culminating experience in which the student practices the knowledge and skills learned in program coursework and in which he/she is expected to demonstrate mastery. This is a cooperative venture involving the student, a school district, and the university in which there is provided an environment to experience the responsibilities of a school counselor with the support and guidance of a mentor counselor. This experience will consist of the equivalent of full-time work for one semester (600 hours).

**Teaching Experience.** This program will have as an emphasis the preparation of licensed teachers to add to their credentials licensure as school counselors. Those who do not have teaching licensure and/or experience as a classroom teacher will be considered for admission on an individual basis after a formal interview with the program director. If approved, a program will be planned which will include an additional pre-practicum in a K-12 classroom.

The Director of School Counseling will supervise and administer this program in cooperation with the Director of Graduate Studies.

In addition to the competencies required for program approval by the State of Tennessee, those proposed by the American School Counselor Association and the Council for the Accreditation of Counseling and Related Educational Programs were used in the development of this program.

Those currently having a masters degree in counseling or education have the option of pursuing a licensure-only track. These will be evaluated on an individualized basis.

## **COURSE OF STUDY FOR LICENSURE IN SCHOOL COUNSELING**

Program Coordinator: Dr. Sharen Cypress

**Program B – Program of Studies for individuals who are seeking licensure in School Counseling and hold a Master’s degree in Education.**

**I. Individuals who are new to Freed-Hardeman University must complete the following course:**

EDU	500	Introduction to Graduate Studies	1
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**II. \*Individuals seeking licensure in School Counseling, with a M.Ed. and work experience in a PreK-12 educational setting, must complete 18 hours of School Counseling curriculum listed below in addition to both internship courses (6 hours), totaling 24 hours for licensure.**

EDU	532	Theories of Child Counseling and Consulting	3
EDU	533	Career Development, Counseling, and Consulting in Schools	3
EDU	534	Introduction to Group Counseling in Schools	3
EDU	535	Counseling Diverse Populations in Schools	3
EDU	537	Clinical Techniques in School Counseling (Practicum)	3
EDU	538	Assessment for School Counselors	3
EDU	580	Legal and Ethical Issues in Education <b>OR</b>	3
EDU	513	Education Law	(3)
EDU	665	Organization and Administration of School Counseling	3
			<u>3</u>
			(18 hours required)

**III. Required for Licensure**

EDU	695B	Supervised Elementary/Middle Internship	3
EDU	695C	Supervised Secondary Internship	3
			<u>6 hours</u>
			(24 total hours)

***\*Completion of the school counseling licensure will not qualify students for LPC certification.***

## COURSE OF STUDY FOR LICENSURE IN SCHOOL COUNSELING

Program Coordinator: Dr. Sharen Cypress

**Program C – Program of Studies for individuals who are seeking licensure in School Counseling and hold a M.S. in Counseling**

**I. Individuals who are new to Freed-Hardeman University must complete the following course:**

EDU	500	Introduction to Graduate Studies	1
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**II. \*Individuals seeking licensure in School Counseling, with a M.S. in Counseling and work experience in a mental health, community or related counseling setting, must complete 18 hours of School Counseling curriculum listed below in addition to both internship courses (6 hours), totaling 24 hours for licensure.**

EDU	501	Research Methods	3
EDU	503	Developmental Psychology	3
EDU	526	Inclusive Teaching	3
EDU	537	Clinical Techniques in School Counseling (Practicum)	3
EDU	580	Legal and Ethical Issues in Education <b>OR</b>	3
EDU	513	Education Law	(3)
EDU	636	School Improvement	3
EDU	642	Technology for Administrators	3
EDU	665	Organization and Administration of School Counseling	3
SPE	548	Consultation with School, Family, and Community	3
			<u>3</u>

(18 hours required)

**III. Required for Licensure**

EDU	695B	Supervised Elementary/Middle Internship	3
EDU	695C	Supervised Secondary Internship	3
			<u>6 hours</u>

(24 total hours)

**\*Completion of the school counseling licensure will not qualify students for LPC Certification.**

## Exit Requirements

1. Successful completion of the previously mentioned coursework with a 3.0 GPA and other requirements for the M.Ed. degree.
2. Successful completion of required internships.
3. Completion of all courses within a six-year period (M.Ed.).
4. Successful completion of comprehensive exam (M.Ed.).
5. Appropriate score on the state-approved licensure examination.
6. Recommendations by the Director of School Counseling, internship mentors, and superintendent/principal of the district where the internship was completed.

## ***Education Specialist Degree (Ed.S.) Major in School Leadership***

### **Purpose of Ed.S. Program**

The purpose of the Education Specialist Degree (Ed.S.) in School Leadership is to prepare school leaders of integrity to meet the instructional and administrative demands of the modern school in a diverse society.

### **Program Description**

This 34-hour program above a master's is for those who have a Masters degree in an education-related area, have three years of teaching experience, and are seeking a Specialist Degree in School Leadership. Students new to FHU are also required to take BIB 540 Introduction to Christianity, for a total of 37 hours.

Students with a master of education degree and licensure in school administration will meet with an advisor to work out a program that reflects the student's professional goals, previous graduate work, and the FHU program requirements. If not licensed in school administration, EDU 601 Foundations of School Administration and Supervision is a prerequisite.

Students who want to obtain administrative licensure while working toward their Ed.S. should consult with their advisor to see how best to tailor the program to meet their needs. (For licensure requirements, see Administration/Supervision Licensure Program.)

### **Admissions Criteria**

The following are required for admission to the specialist degree program:

1. Successful completion of a Master of Education (or equivalent) from a regionally accredited institution.
2. Cumulative graduate GPA of 3.5 or above.
3. Applicants not meeting the 3.5 GPA can apply for Conditional Admission status.
4. Three years of successful teaching experience.
5. Recommendations from two school administrators.
6. Recent small, professional looking photograph.
7. Current Administrator's License or EDU 601.
8. Submission of a sample of writing to be reviewed.
9. Interview with director of Ed.S. Administrative program.
10. Consideration by an admissions committee.

This is a 34-hour program above a masters. Students who are new to the FHU graduate program will take EDU 500 Introduction to Graduate Studies. This course, an orientation to the University and graduate program, begins the student's professional portfolio and aids the student in the development of a program that meets his professional goals. This course does count in the 34 graduate hours required for the program.

Six hours can be transferred into the program from other institutions if those hours fit into the Leadership framework. A two-part thesis for which the student will receive six graduate hours credit is required during the Ed.S. program. EDU 621 Advanced Leadership is also required. Three other courses make up the required core.

**A cumulative GPA of 3.5 is required to graduate with an Education Specialist Degree.**

## **COURSE OF STUDY FOR Ed.S. DEGREE MAJOR IN SCHOOL LEADERSHIP**

Program Coordinator: Dr. Tom Hughes

**Total hours required for degree = 34. Students new to FHU are also required to take BIB 540 Introduction to Christianity, for a total of 37 hours.**

### **I. Courses That Count Toward Licensure**

EDU	500	Introduction to Graduate Studies	1 hour
EDU	610	Leadership Theories and Applications	3
EDU	611	School Business Management	3
EDU	612	School & Community Relations	3
EDU	613	Instructional Leadership and Management	3

### **II. Required Core**

EDU	621	Advanced Educational Leadership	3
EDU	622A	Thesis Research and Planning	3
EDU	622B	Thesis Preparation and Defense	3
EDU	630	Professionalism and Ethics	3
EDU	638	Instructional Design and Improvement	3
EDU	685	Seminar in Professional Development	3

### **III. Additional Courses (from which to choose for total of 34 hours)**

EDU	618	Grant Writing in Education	3
EDU	620	Administrative Issues in Special Education	3
EDU	632	Research in School Leadership	3
EDU	635	Advanced Legal Issues in School Administration	3
EDU	636	School Improvement	3
EDU	640	Facilities and Services	3
EDU	642	Technology for Administrators <b>(W)</b>	3
EDU	665	Organization and Administration of School Counseling Services	3

## **Description of Courses**

### **CURRICULUM AND INSTRUCTION**

#### **EDU 500. Introduction to Graduate Studies. 1 hour.**

A requirement of the Graduate Studies in Education Program is the successful completion of the course, EDU 500 Introduction to Graduate Studies, through which the student is provided an orientation to the University, graduate studies, use of library resources, preparation of a portfolio, and advising. NOTE: Students cannot go beyond six hours in their program without completing this course.

#### **EDU 501. Research Methods. 3 hours.**

The student will demonstrate the ability to interpret and critique research in the field of education. The student will demonstrate familiarity with statistical techniques and be able to take a question and develop a research plan to answer the question.

#### **EDU 503. Developmental Psychology. 3 hours.**

An advanced study of the physical, emotional, social, and cognitive characteristics of children within grades K-4, 5-8, and 9-12. Students will concentrate on the implications these characteristics have for the classroom setting within the appropriate grade level. Clinical observations will be required.

#### **EDU 505. Instructional Theory and Design. 3 hours.**

This course is an in-depth study of selected models of teaching and supporting research with emphasis on practical application in K-12 classrooms. Importance is placed on designing, applying, and evaluating instructional activities; lesson planning and lesson presentation to produce a community of learners.

**EDU 506. Computer Applications in Education. 3 hours.**

A projects-based course in instructional technology which provides learners with the opportunity to enhance their skills and understanding of the use of varied media (e.g., electronic mail, electronic spreadsheets, HTML authoring systems, presentations software, etc.) to present, record, and share information by engaging them in the creation and application of electronic technologies in their educational settings. This course contains significant writing and technology components; therefore, clinical experiences in fundamentals of computer use for novices are made available outside of class time in the Technology Training Center during its open lab hours.

**EDU 507A. Practicum in Instructional Strategies (Elementary). 3 hours.****EDU 507B. Practicum in Instructional Strategies (Secondary). 3 hours.**

This course is a practicum phase of the Post-baccalaureate Teacher Preparation Program and will involve research, instructional design and technology, methods, materials, and media appropriate to the student's area of licensure. A 30-hour field experience in a local school system is an integral part of this practicum.

**EDU 508. Foundations of Curriculum. 3 hours.**

This course is an introduction to curriculum and the relationship of social goals and educational purposes regarding community, district, region, nation, and world. Organizational patterns of schools, curriculum settings, and issues relevant to content areas are included. Attention is given to the teacher's role and values in the school and society.

**EDU 510. Diagnosis and Remediation of Math Difficulties. 3 hours.**

This course is an in-depth study of math curriculum for grades K-8. An emphasis on constructivist teaching practices with hands-on learning, problem solving, and communicating mathematical difficulties are stressed. Attention to grade level and remediation are included.

**EDU 511. Diagnosis and Remediation of Reading Difficulties. 3 hours.**

Focuses on principles of measurement and evaluation in reading. Stresses formal and informal techniques used by the classroom teacher in assessing a child's reading potential. Includes materials, programs, and techniques used to correct reading disabilities. Emphasizes corrective, remedial, and clinical approaches to the treatment of reading problems.

**EDU 512. Procedures in Classroom Management. 3 hours.**

A study and application of procedures for dealing with pupil discipline and management in the elementary and secondary grades. Special attention is given to management of pupils in the classroom.

**EDU 513. Education Law. 3 hours.**

A study of laws and court decisions having direct implications for the teacher and/or administrator in the professional setting. The teacher/administrator as an employee, classroom management, safety/security issues, negligence and torts, students' rights, instruction, and administration/supervision are among topics to be covered.

**EDU 516. Preparation and Use of Instructional Materials. 3 hours.**

This course will cover how to produce and use teacher-made materials to enrich and extend the school curriculum. Emphasis will be on developing alternatives to traditional materials.

**EDU 518. Seminars. 1-3 hours.**

Studies in various academic content areas and instructional practice directly related to levels of instruction from pre-school through post-secondary. For graduate and professional students.

**EDU 520. Teaching Strategies K-4. 3 hours.**

A study of materials and methods for teaching children in grades K-4. This course involves instructional design, methods, materials, and technology appropriate for those ages and a 15-hour practicum in a kindergarten setting.

**EDU 521. Reading in the Content Area. 3 hours.**

A general study of strategies used in building and reinforcing reading skills in respective content areas of secondary grades. Prerequisite: Admission to teacher education. Same as RDG 321.

**EDU 522 A. Thesis Research and Planning. 3 hours.**

This course is the first part of the six-hour thesis process in partial fulfillment for the Master of Education Degree. In this course, students will review significant aspects of research, learn the thesis process, select their thesis project, research the literature, and develop the thesis proposal. The student must hold "regular admission" status.

**EDU 522 B. Thesis Preparation and Defense. 3 hours.**

This course is the second part of the six-hour thesis process in which students will work independently to follow their planned thesis proposal, periodically meeting with their assigned mentor and defending the final product before a thesis committee. A \$40 thesis fee is charged. Prerequisite: EDU 522A Thesis Research and Planning.

**EDU 523 A, B. Internship (Curriculum and Instruction). 3, 6 hours.**

The internship provides focused supervised opportunities to extend knowledge and professional competencies in curriculum and instruction. Each internship is designed individually and must be approved by the Director of Graduate Studies in Education. Approximately 40 hours of preparation, work, and evaluation, exclusive of travel, will be required for each hour of credit. A fee of \$165 is charged.

**EDU 524. Enhanced Student Teaching. 12 hours.**

The enhanced field experience consists of an entire semester with the student working as a student teacher in two sequentially assigned classroom settings. During this time the student is expected to demonstrate skills in teaching appropriate to the age of the children and the subject for which licensure is being sought according to specific areas of knowledge and skills. Students will also meet in a weekly, on-campus seminar to discuss experiences and other areas of interest and/or need. A student teaching fee of \$165 is charged.

**EDU 525. Learning Theory and Principles. 3 hours.**

This course will cover theories of learning and ways of implementing this body of knowledge in a school-wide counseling program and in assisting teachers in their professional responsibilities with students.

**EDU 526. Inclusive Teaching. 3 hours.**

This course is intended to help students demonstrate knowledge, skills, and dispositions related to working with children with exceptionalities. The focus will be on best teaching practices in general and special education and the understanding of students with widely different academic, social-emotional, and sensory-physical abilities.

**EDU 527. Emergent Literacy. 3 hours. Sp.**

An analysis of literacy development in preschool through primary grades which includes methods, materials, organization, and evaluation techniques for fostering beginning reading and writing consistent with current research. Same as RDG 325.

**EDU 530. Professional Reflective Seminar. 1 hour.**

A course bringing closure to the initial licensure program in which the student will present a portfolio, complete content competencies required for licensure, prepare for and pass Praxis, and take any remedial steps required to obtain a teaching/counseling licensure. The student will also develop and implement a professional development plan for the following year.

**EDU 532. Theories of Child Counseling and Consulting. 3 hours. Su., Sp.**

This course provides a comprehensive study in person-centered, behavioral and related theories in counseling children. Experiences include exercises in counseling, consulting, and coordinating with a focus on elementary and middle school students.

**EDU 533. Career Development, Counseling, and Consulting in Schools. 3 hours.**

This course provides intensive study in the processes of career development and planning, career and lifestyle counseling, planning, and development with a focus on secondary students.

**EDU 534. Introduction to Group Counseling in Schools. 3 hours. Su., Sp.**

This course is designed to provide students with methods, materials, leadership skills, and counseling techniques appropriate for group work in a school setting. The course will address group and classroom approaches for promoting academic achievement and success in school for the at-risk student. Principles and practices of group counseling, group dynamics, teaching and training models and skills, teaming and collaboration, and working with parent groups will be covered. This course is designed to provide students with methods, materials, leadership skills, and counseling techniques appropriate for group work and collaboration with teams in a school setting.

**EDU 535. Counseling Diverse Populations in Schools. 3 hours. F., Sp.**

This course involves an in-depth study in the theory and research on individual and group multicultural counseling in schools with particular attention to social development and academic achievement.

**EDU 537. Clinical Techniques in School Counseling (Practicum). 3 hours. F., Sp.**

This course provides the implementation and practice of counseling theories; modeling, school counseling strategies for preK-12 students, and critique of counseling skills for school counselors. This course includes a 50-hour practicum to be completed during the semester in which the course is taken. (Students will complete this practicum at the elementary/middle level or secondary level.) Prerequisites: EDU 665 Organization and Administration to School Counseling, EDU 532 Theories of Child Counseling and Consulting, EDU 534 Introduction to Group Counseling, and EDU 538 Assessments.

**EDU 538. Assessments for School Counselors. 3 hours. Su., F.**

This course provides an advanced study of standardized tests used in schools, including achievement, aptitude, intelligence, interests, motivation, and structured interview instruments. Students will also be introduced to principles of measurement, rationale for tests selection, guidelines for administration, and the use of appraisal data for decision-making.

**EDU 580. Legal and Ethical Issues in Education. 3 hours.**

A study of the laws, court decisions, codes of ethics, and ethical issues having direct implications on the school counselor and administrator in the professional setting.

**EDU 597. Mentoring in the Classroom. 1 hour. F., Sp.**

This mentoring will include face-to-face meetings, classroom observations, formal evaluations, attendance at in-service in identified areas of need, and attendance at group meetings of all candidates. Course is pass/fail and can be repeated for credit.

**EDU/SPE 598. Independent Study. 3 hours.**

A cooperatively planned reading-research course or special project guided and evaluated by a member of the graduate faculty. May be repeated. Prerequisite: student must have "regular admission" status, have completed 12 graduate hours with 3.0 or above, and completed required forms with appropriate signatures before the drop/add date of the semester for which the credit is to be earned. It is the student's responsibility to develop a proposal, initiate contact with a faculty member willing to serve as mentor, and see that all requirements are met. A maximum of six semester hours may be counted toward a master's degree at FHU.

**EDU 601. Foundations of School Administration and Supervision. 3 hours.**

A study of the relationships between people's behavior and their beliefs and/or value structures; the relationships between people's beliefs about the nature of humans and their leadership behavior; group process as a problem solving device; various leadership styles and their consequences; the student's own concept of educational administration; and the importance of the continuance of one's own professional growth. Prerequisite: 12 hours of 500-level core courses. This course will include field experiences and projects or activities in the areas covered.

**EDU 610. Leadership Theories and Applications. 3 hours.**

A study of the organizational structure for the administrator to facilitate the goals and objectives of the unit; implementation of a management process for the administrator most appropriate to a specific administrator's position; prediction of the consequences of selected management processes; verbalization and demonstration of technical skills that are necessary to perform formative and summative teacher evaluations; verbalization and demonstration of supervisory skills. Field experiences and/or projects and activities will be included in this course. Prerequisite: EDU 601 and admission to Administration Program.

**EDU 611. School Business Management. 3 hours.**

This course requires that students identify a specific school district and verbalize the budgetary responsibilities of each of its administrative components; do an operating cost analysis of a specific program after having been given a specific program in a school and a traditional line-item budget; compare the procedures and capabilities of a Planning Programming Budgeting System of budgeting model with a traditional budgeting model; develop an appropriate budgeting model and identify the steps necessary for its implementation for an identified school district; conceptualize the business management competencies necessary to function as a business administrator or unit head in a specified school. National and state finance issues and trends will be addressed. Field experiences, projects, and activities will be included. Prerequisite: EDU 601 and admission to administration program.

**EDU 612. School and Community Relations. 3 hours.**

A study of processes, systems, and instruments for obtaining and disseminating information pertaining to school and community; the investigation and analysis of procedures for utilizing human and physical community resources for improving education. This course will include field activities, group projects, and individual activities. Prerequisite: EDU 601 and admission to administration program.

**EDU 613. Instructional Leadership. 3 hours.**

This course will focus on the role and responsibilities of the school leader in effectively moving his/her school toward improved student achievement. Instructional techniques and strategies, personal and professional development, teacher-process-program evaluation, success for all students, and motivational morale will be covered. Other topics include dealing with change, collecting and using data, curriculum, scheduling, and facilities and services. Field experiences, group and individual activities, and assigned projects will be included during this course.

**EDU 615. Service Learning: Principles and Practice. 3 hours. Sp.**

A practical experience designed to prepare educators to develop and lead service learning experiences through experiential education, theories of service and service learning, strategies for facilitation and effective teaching practice, and critical reflection. The course requires each student to present a paper in a FHU Saturday "Service Learning" Conference. This course is not a part of the licensure or Ed.S. programs.

**EDU 618. Grant Writing. 3 hours.**

This course will study the requisite knowledge and skills necessary to develop programs dependent on competitive funding. It will include an overview of proposal development strategies; skills in determining, critiquing, and assessing criteria of successful proposals; a systems approach in project development; and skills in identifying and critiquing viable sources of funding for developed projects.

**EDU 620. Administrative Issues in Special Education. 3 hours.**

This course will explore various legal and administrative issues associated with special education programs in the public school setting. It is intended primarily for those working as school administrators in the Education Specialist Degree Program.

**EDU 621. Advanced Educational Leadership. 3 hours.**

School leaders are entrusted with overseeing the education of the present and the next generation. They are held by the public and by their staff and faculty to high professional standards and expectations. This course is designed for prospective school administrators and supervisors to expand and enhance their knowledge and skills in leadership areas.

**EDU 622A. Thesis Research and Planning. 3 hours.**

**Prerequisite:** Students enrolled in the Ed.S. program are required to complete a minimum of 18 hours before registering for this course.

This course is the first part of the six-hour thesis process. In this course, students will review significant aspects of research, learn the thesis process, select their thesis project, research the literature, and develop the thesis proposal.

**EDU 622B. Thesis Preparation and Defense. 3 hours.**

**Prerequisite:** Students enrolled in the Ed.S. program are required to complete a minimum of 18 hours before registering for this course.

This course is the second part of the six-hour thesis process in which students will work independently to follow their planned thesis proposal, periodically meeting with their assigned mentor, and defending the final product before a thesis committee. Prerequisite: EDU 622A Thesis Research and Planning.

**EDU 630. Professionalism and Ethics. 3 hours.**

School leaders are expected to model and promote professional and ethical standards in their actions and in their decisions. This course will research national, state, local, and organizational leadership expectations of professional behavior. Students will study, discuss, and practice desired behaviors through written in-basket activities and role play.

**EDU 632. Research in Leadership. 3 hours.**

The information on types and styles of leadership and on prevalent uses and current changes in leadership needs and expectations is growing rapidly. This course will focus on research through various media sources and on practical application of the results of this study into developing research-driven leadership strategies.

**EDU 635. Advanced Legal Issues in School Administration. 3 hours.**

This course will concentrate on legal issues that were not covered in EDU 513 and on issues that have recently been changed by the courts in subjects covered in other law courses. This course is designed for local building administrators as well as the central office administrators.

**EDU 636. School Improvement. 3 hours.**

A study and evaluation of the modern practices and strategies used for school improvement with the emphasis on enhancing K-12 school learning.

**EDU 638. Instructional Design and Improvement. 3 hours.**

An overview of learning centered on leadership, addressing the improvement of instruction through research findings. Emphasis is also placed on the demonstration of instructional improvement in various settings and the development of leaders who can facilitate the process of educational change.

**EDU 640. Facilities and Services. 3 hours.**

A study of school facilities and a brief overview of the services provided within the facilities as part of the normal operations. Topics to be covered include the following: planning and needs assessment, community expectations, financing of school facilities, site selection criteria, design and construction, agency approvals, food service, maintenance and operations, and transportation services.

**EDU 642. Technology for Administrators. (W) 3 hours.**

A projects-based course in technology usage for school administrators and/or school counselors and for prospects seeking to enhance their skills in and understanding of varied technology media. The course is intended to help students to assimilate, analyze, and evaluate data through problem-solving strategies related to their educational settings. This course includes significant writing and technology components.

**EDU 665. Organization and Administration of School Counseling Services. 3 hours.**

This course will expose students to the knowledge and skills necessary to develop, implement, and coordinate a comprehensive school-wide counseling program involving students, teachers, parents, and outside agencies.

**EDU 685. Seminar in Professional Development. 3 hours.**

This course provides students the opportunity of a planned field-based experience to demonstrate the development of identified professional competencies related to the student's concentration and area of professional interest and scheduled periods for reflection and professional collaboration with peers. Each student will supply documentary validation of demonstrated identified professional competencies. The course is designed to be a guided induction experience and will be the equivalent of at least one semester, spent full-time in a school setting with a mentor principal. Prerequisite: Approval of advisor.

**EDU 695B. Supervised Elementary/Middle Internship. 3 hours.**

This internship course will give graduate students an opportunity to develop school counseling skills and demonstrate competence as school counselors while participating in a clinical experience at the elementary/middle level (K-6). Students and the University will mutually arrange a placement with a licensed school counselor in a participating school district where they will complete 300 clock hours, engaging in a variety of school counseling related activities. A fee of \$83 is charged.

Prerequisites: EDU 532 Theories of Child Counseling and Consulting, EDU 533 Career Development, Counseling and Consulting in Schools, EDU 534 Introduction to Group Counseling in Schools, EDU 535 Counseling Diverse Populations in Schools, EDU 537 Clinical Techniques in School Counseling (Practicum), EDU 538 Assessments for School Counselors, and EDU 665 Organization and Administration of School Counseling Services.

**EDU 695C. Supervised Secondary Internship. 3 hours.**

This internship course will give graduate students an opportunity to develop school counseling skills and demonstrate competence as school counselors while participating in a clinical experience at the secondary level (7-12). Students and the University will mutually arrange a placement with a licensed school counselor in a participating school district where they will complete 300 clock hours, engaging in a variety of school counseling related activities. A fee of \$83 is charged.

Prerequisites: EDU 532 Theories of Child Counseling and Consulting, EDU 533 Career Development, Counseling, and Consulting in Schools, EDU 534 Introduction to Group Counseling in Schools, EDU 535 Counseling Diverse Populations in Schools, EDU 537 Clinical Techniques in School Counseling (Practicum), EDU 538 Assessments for School Counselors, and EDU 665 Organization and Administration of School Counseling Services.

**EDU 695D. Supervised Internship (Alternative License). 3 hours. Su., F., Sp.**

Mentoring for individuals who are working as a school counselor on an Alternative License in the PreK-12 school setting. It provides individuals an opportunity to develop school counseling skills and demonstrate competence as school counselors while participating in face-to-face meetings with their university mentor, observations, formal evaluations, and attendance at professional development activities in identified areas of need. The course is pass/fail.

**EDU 698. Independent Study. 3 hours.**

A cooperatively planned reading-research course or special project guided and evaluated by the Director of Administration and Supervision Program or his designee. This course would normally be one applied to the Ed.S. Prerequisite: Admission to the Education Specialist Degree Program. The subject of the independent study cannot be applied by the student to their thesis.

**SPECIAL EDUCATION****SPE 543. Diagnostic Teaching. 3 hours.**

This course addresses techniques for identifying specific learning problems of students with disabilities and developing intervention strategies. It requires clinical observations and practicum experiences. Same as SPE 343.

**SPE 544. Managing Special-Needs Children. 3 hours.**

This course is designed to acquaint students with the origin of inappropriate behavior on the part of children with special needs. An emphasis is placed on understanding the social and emotional aspects of behavior and how misbehavior impacts academic achievement. Students will also gain an understanding of effective techniques and approaches to deal with inappropriate behavior in the classroom. Attention will also be given to an understanding of at-risk behaviors in children and how those behaviors impact learning. Same as SPE 444.

**SPE 547. Assessment in Special Education. 3 hours. F.**

Concerns appropriate assessment instruments and procedures for students with disabilities or suspected of having disabilities. Provides training in the administration and interpretation of psycho-educational tests. Requires a practicum experience. Same as SPE 447.

**SPE 548. Consultation with School, Family, and Community. 3 hours. Sp.**

This course focuses on the development of skills in communicating and collaborating with parents, general education teachers, school administrators, support service personnel in the school, and with other service agencies in the community. Includes topics such as special education resources, laws and regulations, professional ethics, licensure requirements, and professional organizations and successful strategies for parent interaction. Same as SPE 448.

**SPE 561. Characteristics and Needs of Exceptional Children I (Modified). 3 hours.**

This course deals with etiology, characteristics, and educational needs of individuals with mild disabilities such as learning disabilities, general mental retardation, behavior disorders, attention deficit disorders, traumatic brain injury, and other health impairments. Discussions and practical applications of educational methods, strategies, and techniques will also be incorporated. Same as SPE 461.

**SPE 565. Techniques and Strategies I (Modified). 3 hours.**

This course focuses on effective instructional techniques and strategies to use in teaching students with mild disabilities. Includes strategies for academic studies as well as social and behavioral skills. Requires clinical observations and practicum experiences. Same as SPE 465.

**SPE 571. Characteristics & Needs of Exceptional Children (Comprehensive). 3 hours.**

This course addresses the characteristics and educational needs of students with moderate and severe disabilities. Requires clinical observation and practicum experience. Same as SPE 471.

**SPE 575. Techniques and Strategies II (Comprehensive). 3 hours. Sp.**

This course focuses on effective instructional techniques and strategies to use in teaching students with moderate to severe disabilities. Includes strategies for teaching academic, social, and behavior skills in dependent living environments. Includes communication and self-help skills. Requires clinical observation, practicum experience, and the use of technology. Same as SPE 475.

**SPE 578. Technology and the Special Education Teacher. 3 hours.**

This course focuses on the introduction of assistive technology services and devices to special education teachers in order to help students with disabilities use technology to assist them in learning, making the environment more accessible, enabling them to compete in the workplace, and enhancing their independence. Same as SPE 348.

**SPE 583. Health and Related Issues. 3 hours. Su.**

This course examines medical procedures performed as related services for children with disabilities in the classroom. Content includes seizure monitoring, the administration of medication, CPR, first aid, positioning and lifting, respiratory assistance, external drainage procedures, suctioning, and safety precautions.

**SPE 595. Practicum in a Comprehensive Setting. 3 hours.**

A faculty supervised field experience in a setting with students who have moderate and severe disabilities which will require the student to submit lesson plans, tests, logs, and other work samples.

**SPE 597. Practicum in Special Education. 3 hours.**

A faculty supervised field experience in special education which will require the student to submit lesson plans, tests, and other work samples as well. An evaluation of performance based on observations by designated faculty will also be involved. This practicum will meet the needs of licensed teachers working in a special education setting who are seeking special education endorsement and the benefit of student teaching in special education.



**Samuel T. Jones, Vice President  
for Spiritual Development**

### ***Mission of Spiritual Development***

To plan, organize, develop, and promote the spiritual formation and well-being of its students and campus community.

Spiritual development at Freed-Hardeman University is a process whereby students are formed and transformed into the image of their Heavenly Father. The Apostle Paul told the Corinthians,

***And we, who with unveiled faces all reflect the Lord's glory, are being transformed into His likeness with ever-increasing glory, which comes from the Lord, who is the Spirit.  
(2 Corinthians 3:18 NIV)***

The Office of Spiritual Development offers resources and programs for the spiritual growth of our students to deepen their spiritual life and to enhance their relationship with the Creator. The School of Biblical Studies provides the curricula for teaching the Bible. This office assists by providing opportunities for students to foster their spiritual development by participating in daily chapel, dorm devotionals, mission trips, mission emphasis days, involvement with a local congregation, spiritual clubs, ministerial counseling, special events, Bible Lectureship, Student Lectureship, Christian Training Series, Horizons, GO!, and various camps. Students also have opportunities to grow spiritually by interacting with fellow students, faculty, and staff. For the spiritual formation or development to occur, it requires a plan, prayer, patience, perseverance, and practice.

We strongly encourage students to find a church home while attending FHU. A list of the area local churches of Christ is provided on the University website with their location and days and times of services.

For information, contact Dr. Sam Jones at 731-989-6992 or email him at [sjones@fhu.edu](mailto:sjones@fhu.edu). The Office of Spiritual Development is located on the first floor of the Old Main Building.



**Dave Clouse, Vice President  
for University Advancement**

### ***Mission of University Advancement***

To establish and maintain relationships that make possible learning integrated with faith, facilities that match our dreams, and a solid financial foundation for Freed-Hardeman University.

### ***Division of Responsibility***

**Tonya Hyde, Administrative Assistant to Vice President for University Advancement**

### **OFFICE OF ALUMNI RELATIONS AND ANNUAL GIVING**

**Betsy Hesselrode, Assistant Vice President**

The Office of Alumni Relations and Annual Giving is responsible for helping the University to stay connected with former students and to build relationships with current students. This office coordinates Homecoming, Golden Year Reunion, graduation receptions, alumni chapters, and the activities of the Student Alumni Association. This office is also responsible for coordinating our Student Development Officer calling, direct mail, and online giving programs.

### **OFFICE OF DEVELOPMENT SERVICES**

**David Newberry, Assistant Vice President**

The Office of Development Services is responsible for receiving, receipting, and properly recording donations to the university. This office also helps maintain the accuracy of our computer records and many of the other administrative functions of the Advancement Division. This office is also responsible for our stewardship efforts, applying for grants and funds from foundations, and research.

### **CENTER FOR ESTATE AND GIFT PLANNING /REGIONAL DEVELOPMENT**

**Kyle Lamb, Assistant Vice President**

The Center for Estate and Gift Planning is responsible for helping individuals develop plans for giving to the University through wills, annuities, insurance programs, trusts, and other means of planned giving. The Center provides educational services in financial and estate planning through seminars, mailings, and personal sessions. By coordinating the work of the Regional Development Directors and the Director of Church Relations, this office is also responsible for raising the funds needed to bridge the gap between what students pay and the total cost of a Freed-Hardeman education.

## **OFFICE OF PRINCIPAL SUPPORT**

**William Tucker**, *Assistant Vice President*

The Office of Principal Support is responsible for effectively managing relationships with individual donors and prospective donors to achieve the philanthropic goals of both the University and the donor. This office helps individuals understand what constitutes a major gift, the many ways a major commitment can be made, and what initiatives may be supported.



**Mark Scott, Vice President  
for Technology and Innovation**

## **INFORMATION TECHNOLOGY**

Information technology is a significant component of Freed-Hardeman University. Information Technology exists to provide technology resources and support, enabling the University to offer quality, state-of-the-art education and services to its students and constituents.

Information Technology consists of four areas: Instructional Technology, Network Operations, Web Services, and Workstation Support. These areas work together in providing information technology support and services to both academic and non-academic related functions of the University.

### ***Division of Responsibility***

**Arika Young, Administrative Assistant to Vice President for Innovation and Technology**

## **CENTER FOR INSTRUCTIONAL TECHNOLOGY (CIT)**

**Patrick Bolton, A. B. White, Instructional Technologists**

CIT provides strategic leadership that will shape the University's pedagogical technology initiatives. CIT continually introduces faculty and students to innovative technology models thereby creating a culture of "technology enhanced" teaching and learning.

## **NETWORK OPERATIONS**

**Greg Maples, Director**

Network Operations includes all support for the Local Area Network, Internet connectivity, voice, data, and video wiring, Cable TV, telephone systems, multi-media teaching tools, and all University servers. The Network Operations area is staffed by a Director, a Network and AV Administrator, a Plant Cabling Administrator, and student workers.

## **WEB SERVICES**

**Michael Plyler, Webmaster**

The area of Web Services is responsible for the planning, development, and management of the University web site as well as the student and faculty/staff portal. Web Services is staffed by a full-time Webmaster and a Web Programmer.

## **WORKSTATION SUPPORT**

**Chris Hodges**, *Director*

The area of Workstation Support provides support for all University-owned computers and peripherals including the iKnow Initiative. Workstation Support is staffed by Workstation Support Specialists, student workers, and student Interns.

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Administrative Assistant, Graduate Studies in Education..... Sherye Holley  
Director of Admissions and Career Services for Graduate Business..... Jim Brown  
Director of Graduate Studies in Education, Memphis Program..... Karen L. Cypress  
Director of School Counseling ..... Sharen L. Cypress  
Director of Administration and Supervision Program .....Thomas E. Hughes

## **GRADUATE COUNCIL**

Thomas W. DeBerry, *Chair*, Professor of Accounting  
Dana C. Baldwin, Assistant Professor of Counseling  
Lisa M. Beene, Assistant Professor of Social Work  
Mark A. Blackwelder, Associate Professor of Bible and Missions  
Michael Cravens, Professor of Counseling and of Family Studies  
Sharen L. Cypress, Associate Professor of Education  
Thomas E. Hughes, Associate Professor of Education  
Ernest Jobe, Professor of Finance  
Larry Oldham, Registrar, Ex Officio  
Elizabeth A. Saunders, Professor of Education  
Keith W. Smith, Professor of Accounting  
William R. Smith, Professor of Bible  
C. J. Vires, Vice President for Academics and Enrollment Management, Ex Officio  
Clyde M. Woods, Professor of Bible  
Dwayne H. Wilson, Executive Vice President and Chief Financial Officer, Ex Officio

## **DIRECTORS OF GRADUATE PROGRAMS**

C. J. Vice President for Academics and Enrollment Management, Coordinator of Graduate Studies  
Mark A. Blackwelder, Director of Graduate Studies in Bible  
Michael Cravens, Director of Graduate Studies in Counseling  
Thomas W. DeBerry, Director of Graduate Studies in Business  
Elizabeth A. Saunders, Director of Graduate Studies in Education

## ***Administrative Personnel***

### **JOE A. WILEY, B.S., M.S., Ph.D. – 2008**

*President*

B.S., Southeastern Oklahoma State University, 1972; M.S., University of Arkansas, Fayetteville, 1974; Ph.D., University of Arkansas, Fayetteville, 1980; University of Colorado, Boulder, 1980-81.

### **DWAYNE H. WILSON, A.A., B.S., M.B.A., Ph.D. – 1975**

*Executive Vice President and Chief Financial Officer; Professor of Business*

A.A., Freed-Hardeman College, 1971; B.S., University of Tennessee at Martin, 1973; M.B.A., University of Mississippi, 1974; Ph.D., University of Mississippi, 1991.

### **CHARLES H. VIRES, JR., B.M.Ed., M.Ed., Ph.D. - 2010**

*Vice President for Academics and Enrollment Management, Director of Graduate Studies*

B.M.Ed., East Central University, 1987; M.Ed., East Central University, 1994; Ph.D., University of Oklahoma, 2009.

**VICKI M. JOHNSON, A.A., B.S., M.S., Ed.D., C.P.S. – 1979**

*Associate Vice President for Academics; Professor of Business*

A.A., Freed-Hardeman College, 1974; B.S., Freed-Hardeman College, 1976; M.S., University of Tennessee, 1979; Ed.D., University of Mississippi, 1986.

**JAMES Q. EDMONDS II, B.S., J.D., M.B.A., B.A., M.Min. – 1981**

*Assistant Vice President for Institutional Effectiveness; Professor of Business Law; Distinguished Professor, 2010-2013*

Freed-Hardeman College, 1973-75; B.S., Harding College, 1977; J.D., University of Tennessee at Knoxville, 1980; Arkansas State University, 1986; University of North Alabama, 1986; M.B.A., Murray State University, 1987; Memphis State University, 1989; Middle Tennessee State University, 1989-90; B.A., Freed-Hardeman University, 1992; M.Min., Freed-Hardeman University, 1998.

**SAMUEL T. JONES, B.S., M.A., Ph.D. – 1991**

*Vice President for Spiritual Development; Professor of Family Studies, of Bible, and of Counseling*

B.S., Freed-Hardeman College, 1979; M.A., Mississippi State University, 1983; Ph.D., Mississippi State University, 1988.

**E. WAYNE SCOTT, B.A. M.Ed., Ed.D. – 1987-1989, 1992**

*Vice President for Student Services and Dean of Students*

North Alabama State University, 1982-84; B.A., Freed Hardeman College, 1987; M.Ed., Freed Hardeman University, 1997; Ed.D., Azusa Pacific University, 2010.

**DAVID A. CLOUSE, B.A., M.A., CFRE - 1996**

*Vice President for University Advancement*

B.A., Freed-Hardeman College, 1987; M.A. University of Memphis, 2004; Certified Fund Raising Executive (CFRE), 2006.

**DAVID NEWBERRY, B.A., M.A.R., CFRE - 1996**

*Assistant Vice President for Development Services, Grants and Foundations and Research and Stewardship*

B.A., Freed-Hardeman College, 1978; M.A.R., David Lipscomb University, 1993; Certified Fund Raising Executive (CFRE), 2009.

**KYLE LAMB, B.B.A. , CFP® – 2000**

*Assistant Vice President for Estate Planning and Regional Development*

B.B.A., Freed-Hardeman University, 2000; CFP, College of Financial Planning, 2006.

**WILLIAM TUCKER, B.S., J.D. - 1965**

*Assistant Vice President for Major Gift Program and Estate Planning Support*

B.S., Harding University, 1965; J.D., University of Alabama School of Law, 1968.

**BETSY HESSELRODE, B.A., J.D. - 2007**

*Assistant Vice president for Alumni Relations and Annual Fund*

B.A., Freed-Hardeman University, 1999; J.D., University of Tulsa, 2003.

**R. MARK SCOTT, B.S., M.S., A.B.D.- 2002**

*Vice President of Technology and Innovation*

Freed-Hardeman College, 1972-74; A.S., Northwest Mississippi Junior College, 1975-77; B.S., Memphis State University, 1981; M.S., Christian Brothers University, 1995, A.B.D., Capella University 2005-2008.

## **Faculty**

### **DANA C. BALDWIN, B.A., M.A.R., D.Min – 2006**

*Assistant Professor of Child and Family Studies*

B.A., David Lipscomb University, 1981; M.A.R., Harding Graduate School of Religion, 1986; D.Min., Southern Christian University, 2003.

### **LISA M. BEENE, B.S., M.S.S.W., A.C.S.W. – 1987**

*Chair of the Department of Behavioral Sciences and Family Studies; Associate Professor of Social Work*

B.S., Freed-Hardeman College, 1981; M.S.S.W., University of Tennessee, 1982; A.C.S.W., 1988; L.C.S.W., 1994.

### **MARK A. BLACKWELDER, B.A., M.Min., Ph.D. – 1996**

*Director of Graduate Studies in Bible; Associate Professor of Bible and of Missions*

B.A., Freed-Hardeman University, 1991; M.Min., Freed-Hardeman University, 1992; Harding Graduate School of Religion, 1997-99; Ph.D., Regent University, 2007.

### **APRIL L. BRASHIER, B.B.A., M.A., M.Acc., Ph.D. – 2005**

*Assistant Professor of Accounting and Economics (Part-time)*

B.B.A., University of North Alabama, 2000; M.A., University of Alabama at Tuscaloosa, 2001; M.Acc., University of Alabama at Tuscaloosa, 2003; Ph.D., University of Alabama at Tuscaloosa, 2008.

### **DOUGLAS Y. BURLESON, B.A., M.A., M.Div., M.Th., A.B.D. -- 2010**

*Assistant Professor of Bible*

B.A., Freed-Hardeman University, 1999; M.A., Freed-Hardeman University, 2001; M.Div., Lipscomb University, 2003; M.Th., New Orleans Baptist Theological Seminary, 2007; A.B.D., New Orleans Baptist Seminary, 2010.

### **GAYLE MICHAEL CRAVENS, A.A., B.A., M.S., M.A., N.C.C., D.H.S., Ed.D. – 1987**

*Director of Graduate Studies in Counseling; Professor of Counseling and of Family Studies*

A.A., Freed-Hardeman College, 1976; B.A., Harding College, 1976; M.S., University of Nebraska, 1980; M.A., Eastern Michigan University, 1983; N.C.C., 1983; D.H.S., Clayton University, 1986; Liberty University, 1988-90; 1992; University of Memphis, 1990; 1993; California College for Health Sciences, 1996-; Ed.D., Argosy University, 2004.

### **MARK H. CROWELL, B.A., M.S.S.W., A.C.S.W., D.S.W. – 1976**

*Associate Professor of Social Work*

B.A., David Lipscomb College, 1971; M.S.S.W., University of Tennessee, 1973; A.C.S.W., 1977, D.S.W., University of Alabama, 1988.

### **KAREN L. CYPRESS, B.S.W., M.S., Ed.D. – 1998**

*Director of Graduate Studies in Education, Memphis Program; Associate Professor of Special Education*

B.S.W., Freed-Hardeman University, 1991; M.S., University of Memphis, 1995; Ed.D., University of Memphis, 2003.

### **SHAREN L. CYPRESS, B.S. in Ed., M.Ed., Ed.D. – 1998**

*Dean of the School of Education; Director of School Counseling; Director of Teacher Education; Associate Professor of Education*

B.S. in Ed., Freed-Hardeman University, 1991; M.Ed., University of Memphis, 1995; Ed.D., University of Memphis, 2003.

**THOMAS W. DEBERRY, B.S., M.S., Ph.D. – 1982-83; 2006**

*Director of Graduate Studies in Business; Professor of Accounting*

B.S., Lubbock Christian University, 1978; M.S., Texas Tech University, 1979; Ph.D., Texas Tech University, 1994.

**JAMES Q. EDMONDS II, B.S., J.D., M.B.A., B.A., M.Min. – 1981**

*Assistant Vice President for Institutional Effectiveness; Professor of Business Law; Distinguished Professor, 2010-2013*

Freed-Hardeman College, 1973-75; B.S., Harding College, 1977; J.D., University of Tennessee at Knoxville, 1980; Arkansas State University, 1986; University of North Alabama, 1986; M.B.A., Murray State University, 1987; Memphis State University, 1989; Middle Tennessee State University, 1989-90; B.A., Freed-Hardeman University, 1992; M.Min., Freed-Hardeman University, 1998.

**RYAN N. FRASER, B.A., M.Min., M.Div., Ph.D. – 2006**

*Assistant Professor of Counseling*

B.A., Freed-Hardeman University, 1989; M.Min., Freed-Hardeman University, 1991; Harding Graduate School of Religion, 1991; M.Div., Abilene Christian University, 2002; Midwestern State University, 1999-00; Texas Woman's University, 2004; Ph.D., Texas Christian University, 2010.

**D. RALPH GILMORE, A.A., B.A., M.A., Ph.D. – 1981**

*Professor of Bible and of Philosophy*

A.A., Freed-Hardeman College, 1971; B.A., David Lipscomb College, 1972; M.A., Harding College Graduate School of Religion, 1975; Memphis State University, 1976; Southern Illinois University, 1977; Ph.D., University of Tennessee, 1981.

**LEE E. HIBBETT, B.S., M.B.A., Ph.D. – 2003**

*Assistant Professor of Marketing*

B.S., Freed-Hardeman University, 1989; M.B.A., University of Mississippi, 1990; Ph.D., Touro University, 2007.

**THOMAS E. HUGHES, B.A., M.Ed., Ed.D. – 2002**

*Director of Education Specialist Program; Professor of Education*

B.A., David Lipscomb College, 1966; M.Ed., Middle Tennessee State University, 1974; Ed.D., Tennessee State University, 1998.

**ERNEST D. JOBE, B.S., M.B.A., D.B.A. – 2009**

*Professor of Finance*

Northeast Mississippi Junior College, 1961-63; B.S., Mississippi State University, 1966; M.B.A., Mississippi State University, 1969; D.B.A., Mississippi State University, 1972.

**MARIE C. JOHNSON, A.A., B.S., M.Ed., Ed.D. – 1986-92, 2000**

*Assistant Professor of Special Education*

A.A., Freed-Hardeman College, 1969; B.S., David Lipscomb College, 1971; University of Illinois, 1973; University of Tennessee at Martin, 1974; M.Ed., Memphis State University, 1988; Ed.D., University of Sarasota, 2006.

**JUDY M. McKENZIE, A.A., B.A., C.P.A., M.S. – 1981-1982; 1987**

*Associate Professor of Accounting*

A.A., Freed-Hardeman College, 1966; B.A., Harding College, 1968; Freed-Hardeman College, 1974-1978; Liberty University, 1988; M.S., Memphis State University, 1990.

**WILLIAM A. "BO" MILLER, B.S.in Ed., M.Ed., Ph.D. – 1991-2001; 2002**

*Associate Professor of Education*

B.S. in Ed., Memphis State University, 1972; M.Ed., Memphis State University, 1974; Memphis State University, 1974-77; University of Tennessee at Chattanooga, 1978; Ph.D., George Peabody College for Teachers, 1984.

**WADE E. OSBURN, B.A., M.L.I.S., M.Div. – 2002**

*Reference and Theological Librarian, Assistant Professor of Library Services*

B.A., Harding University, 1993; M.L.I.S., University of Texas at Austin, 1998; M.Div., Abilene Christian University, 1999.

**DAVID W. POWELL, B.A., M.Th., D.MIN. – 1994**

*Assistant Dean of the School of Biblical Studies; Director of Horizons; Assistant Professor of Bible*

B.A., Freed-Hardeman College, 1981; M.Th., Harding Graduate School of Religion, 1986; Freed-Hardeman University, 1991; D.Min., Harding Graduate School of Religion, 2000.

**GENE REEVES, JR., B.S.Ed., M.S., Ed.D. – 1996**

*Associate Professor of Special Education*

B.S.Ed., University of Tennessee-Knoxville, 1973; M.S., University of Tennessee-Knoxville, 1976; University of Tennessee-Martin, 1979-83; Ed.D., University of Memphis, 2002.

**JESSE E. ROBERTSON, B.A., B.S. in Engineering, M.Div., Ph.D. – 2002**

*Assistant Professor of Bible*

B.A., Freed-Hardeman University, 1991; B.S. in Engineering, Tennessee Technological University, 1993; M.Div., Harding Graduate School of Religion, 2004; Ph.D., Baylor University, 2010.

**JUSTIN M. ROGERS, B.A., M.A., A.B.D. – 2010**

*Instructor in Bible*

B.A., Freed-Hardeman University, 2003; M.A., Freed-Hardeman University, 2006; A.B.D., Hebrew Union College, 2010.

**ELIZABETH A. SAUNDERS, A.A., B.S., M.Ed., Ed.D. – 1978**

*Director of Graduate Studies in Education; Professor of Education*

A.A., Freed-Hardeman College, 1967; B.S., Memphis State University, 1970; M.Ed., Memphis State University, 1975; Memphis State University, 1976, 1985-86; Appalachian State University, 1980; Ed.D., East Tennessee State University, 1983; Memphis State University, 1985.

**ROY G. SHARP, A.A., B.A., B.S. in Ed., M.Ed., D.A., M.A.R., M.S. – 1971**

*Professor of Bible*

A.A., Freed-Hardeman College, 1968; B.A. and B.S. in Ed., Oklahoma Christian College, 1970; M.Ed., Central State University, 1971; D.A., Middle Tennessee State University, 1976; M.A.R., Harding University Graduate School of Religion, 1980; M.S., Freed-Hardeman University, 1998.

**KEITH W. SMITH, A.A., B.S., M.B.A., B.S., C.P.A., Ph.D. – 1974-76; 77-81; 86-89; 2000**

*Dean of the School of Business; Professor of Accounting*

A.A., Freed-Hardeman College, 1970; B.S., University of Tennessee-Martin, 1972; M.B.A., University of Mississippi, 1974; B.S., University of Tennessee-Martin, 1977; C.P.A., 1978; Ph.D., University of Mississippi, 1988.

**WILLIAM R. "BILLY" SMITH, A.A., B.A., M.A., M.Th., D.Min. – 1978**

*Dean of the School of Biblical Studies; Director of Horizons; Professor of Bible*

A.A., Freed-Hardeman College, 1970; B.A., David Lipscomb College, 1972; M.A., Harding College Graduate School of Religion, 1976; Memphis State University, 1979; M.Th., Harding University Graduate School of Religion, 1985; D.Min., Harding University Graduate School of Religion, 1990.

**MARK H. STEINER, A.A., B.A., M.B.A. – 2006**

*Assistant Professor of Management*

A.A., University of South Florida, 1980; B.A., University of South Florida, 1982; M.B.A., Kennesaw State University, 2006.

**JOHN D. SWEENEY, B.S., M.Ed., Ph.D. – 1990**

*Professor of Education*

B.S., Mississippi State University, 1969; M.E., University of Mississippi, 1982; Ph.D., University of Mississippi, 1989.

**M. MONTE TATOM, B.A., B.A., M.Ed., Ed.S., Ed.D. – 2006**

*Assistant Professor of Education*

B.A., Harding College, 1977; B.A., Harding College, 1978; M.Ed., University of South Alabama, 1983; Ed.S., University of South Alabama, 1990; Ed.D., Auburn University, 1998.

**CAROL H. WAYMIRE, A.A., B.A., M.S., Ed.D. – 1978-99; 2007**

*Associate Professor of Education*

A.A., Freed-Hardeman College, 1972; B.A., Harding College, 1974; M.S., University of Tennessee, 1977; Ed.D., University of Mississippi, 1994.

**CLYDE M. WOODS, A.A., B.A., M.A., M.R.E., M.Th., Ph.D. – 1965**

*Professor of Bible (part-time)*

Memphis State University, 1956; A.A., Freed-Hardeman College, 1957; B.A., Abilene Christian College, 1958; M.A., Harding Graduate School of Religion, 1959; M.R.E., M.Th., Harding Graduate School of Religion, 1961; Ph.D., Hebrew Union College, 1965; Hebrew Union College, 1971.

**LINDA H. WRIGHT, A.A., B.A., M.Ed., Ed.D. – 1982**

*Associate Professor of Education*

A.A., Freed-Hardeman College, 1970; B.S., University of Tennessee at Martin, 1972; M.Ed., Memphis State University, 1977; Ed.D., Memphis State University, 1993.

**ADJUNCT GRADUATE FACULTY**

**ETIDO OLIVER AKPAN, B.B.A., B.S., M.B.A., D.B.A. – 2009**

*Lecturer in Business*

B.B.A., Freed-Hardeman University, 1995; B.S., Freed-Hardeman University, 1995; M.B.A., Union University, 2001; D.B.A., Argosy University, 2004.

**AMY VALENTINE, B.A., M.A., Ph.D. – 2007**

*Lecturer in Education*

B.A., Harding University, 1995; M.A., University of Kentucky, 1999; Ph.D., University of Kentucky, 2002.

**RONALD P. BUTTERFIELD, B.A., M.A., M.S. in Ed., C.A.S., Ed.D. – 1988**

*Lecturer in Education*

B.A., Harding College, 1961; M.A., Harding Graduate School of Bible and Religion, 1966; M.S. in Ed., State University of New York College at Cortland, 1970; Certificate of Advanced Studies, State University College at Oswego, New York, 1976; Ed.D., Syracuse University, 1987.

**PATRICK S. CHAPMAN, B.A., B.S., M.S., Ed.D. – 2004**

*Lecturer in Counseling*

B.A., Freed Hardeman University, 1993; B.S., Freed-Hardeman University, 1993; M.S. in Counseling, Freed-Hardeman University, 1995; Ed.D., University of Sarasota, 2001.

**JEFFRY A. COZZENS, B.M.E., M.Ed., Ed.D. – 2007**

*Lecturer in Education*

B.M.E., University of Tennessee at Martin, 1981; M.Ed., Memphis State University, 1984; Ed.D., University of Memphis, 2004.

**EARL D. EDWARDS, B.A., M.Th., D.Miss. – 1982**

*Lecturer in Bible*

Central Christian College, 1951-53; B.A., David Lipscomb College, 1956; M.Th., Harding Graduate School of Religion, 1983; D.Miss., Trinity Evangelical Divinity School, 1985.

**BARRY A. ENGLAND, B.S., M.S., Ed.D. – 1997**

*Lecturer in Education*

B.S., Freed-Hardeman College, 1983; M.S., University of South Alabama, 1988; Ed.D., University of Memphis, 2000.

**AAREK W. FARMER, B.S., M.Ed. – 2010**

*Lecturer in Education*

B.S., Freed-Hardeman University, 2003; M.Ed., Freed-Hardeman University, 2006; University of Memphis, 2007-.

**LELA M. FOXX, B.A., M.A., Ph.D. – 2000**

*Lecturer in Education*

B.A., Harding College, 1975; M.A., Memphis State University, 1980; Ph.D., University of Memphis, 1995.

**LOVELL C. HAYES, A.A., B.S., M.A., D.Min. – 1995**

*Lecturer in Education*

A.A., Southwestern Christian College, 1970; B.S., Abilene Christian College, 1973; California State University-Bakersfield, 1981-82; M.A., University of Illinois-Springfield, 1986; Freed-Hardeman University, 2001; University of Memphis, 2001; D.Min., Southern Christian University, 2005.

**ANGELA B. HINTON, B.A., M.Ed., Ed.S., Ed.D. – 2008**

*Lecturer in Education*

University of Arkansas at Little Rock, 1993-94; B.A., Harding University, 1996; M.Ed., Freed-Hardeman University, 2002; Ed.S., Freed-Hardeman University, 2004; Ed.D., Arkansas State University, 2008.

**HATTIE G. ISEN, B.S., M.S., Ph.D. – 2010**

*Lecturer in Education*

B.S., Tennessee State University, 1966; M.S., Tennessee State University, 1970; Ph.D., University of Iowa, 1975.

**DAVID L. LIPE, A.A., B.A., M.A., Ph.D., M.S., N.C.C. – 1990**

*Director of the Annual Bible Lectureship; Lecturer in Bible and Philosophy*

A.A., Freed-Hardeman College, 1970; B.A., Harding College, 1971; M.A., Harding College Graduate School of Religion, 1975; University of Dallas, 1977-78; Ph.D., University of Tennessee, 1986; University of North Alabama, 1988; M.S., University of Memphis, 1994.

**SUZANNE P. MARRERO, B.S., M.Ed., Ph.D. – 2010**

*Lecturer in Education*

B.S., Freed-Hardeman University, 1996; M.Ed., Freed-Hardeman University, 1999; Ph.D., Indiana University, 2005.

**JERRY MARTIN, B.A., M.S., Ph.D. – 2011**

*Lecturer in Counseling*

B.A., Amridge University, 1996; M.S., Amridge University, 1998; Ph.D., Amridge University, 2008.

**LARRY D. MATHIS, A.A., B.S., M.A., M.A.R., M.Div., M.S., D.Min. – 1997**

*Lecturer in Bible*

A.A., Freed-Hardeman College, 1975; B.S., Freed-Hardeman College, 1981; M.A., Southern Christian University, 1990; M.A.R., David Lipscomb University, 1993; M.Div., Southern Christian University, 1994; M.S., Southern Christian University, 1996; D.Min., Southern Baptist Theological Seminary, 1998; Tennessee State University, 2005-.

**DAVID L. PHILLIPS, A.A., B.A., M.A., M.A.R., M.Div., D.Min. – 1998**

*Lecturer in Education*

A.A., Freed-Hardeman College, 1976; B.A., Freed-Hardeman College, 1978; M.A., University of Arkansas at Little Rock, 1992; M.A.R., Harding Graduate School of Religion, 1996; University of Memphis, 1998; Covenant Theological Seminary, 1999; M.Div., Harding Graduate School of Religion, 2000; University of Memphis, 1998; D.Min., Harding Graduate School of Religion, 2005.

**LOWELL PUGH, B.S., J.D. – 2008**

*Lecturer in Business*

B.S., Freed-Hardeman College, 1978; J.D., Vanderbilt University, 1981.

**RANDY S. SHANNON, B.S., M.Ed., M.Ed., Ed.D. – 2002**

*Lecturer in Education*

B.S., Freed-Hardeman University, 1990; University of Memphis, 1990-94; M.Ed., Trevecca Nazarene University, 1995; M.Ed., Trevecca Nazarene University, 1997; Ed.D., Trevecca Nazarene University, 2001.

**DELANY SMITH, B.A., M.Ed., Ph.D. – 2001**

*Lecturer in Education*

B.A., Harding University, 1989; M.Ed., Harding University, 1990; University of Arkansas-Little Rock, 1992-95; University of Alaska Southeast, 1996; University of Alaska Fairbanks, 1996; University of Alaska Anchorage, 1995-98; Ph.D., University of Southern Mississippi, 2002.

**NICOLE S. YOUNG, B.S.W., M.S.S.W. – 2007**

*Lecturer in Counseling (Staff)*

B.S.W., Freed-Hardman University, 1998; M.S.S.W., University of Tennessee, 2000.

# Calendar 2011-12

## **Summer 2011**

<b>SHORT COURSES:</b>	Classes Arranged by each Graduate Director
<b>FIRST TERM:</b>	Classes Arranged by each Graduate Director
<b>SECOND TERM:</b>	Classes Arranged by each Graduate Director
May 30	Memorial Day Holiday (no classes)
July 4	Independence Day Holiday

## **Fall 2011**

August 8-19	August Short Courses
August 22	Classes begin
September 2	Last day to change schedule or register for a regular course
September 5	Labor Day Holiday (no classes)
September 16	Last day to apply for a degree in December
October 10-14	Mid-Term Week
October 21	Last day to withdraw passing from a course
November 11-12	Homecoming
November 19-27	Thanksgiving Holidays, Saturday-Sunday (no classes)
December 15	Graduation Rehearsal, 5:30 p.m.
December 16	Commencement, 6:00 p.m., Loyd Auditorium

## **Spring 2012**

January 2-13	January Short Courses
January 16	Martin Luther King, Jr. Holiday (no classes)
January 17	Classes begin
January 27	Last day to change schedule or register for a regular course
February 10	Last day to apply for a degree in May or August
February 5-10	Annual Bible Lectureship
March 5-9	Mid-Term Week
March 25	Last day to withdraw passing from a course
March	Spring Vacation
April	Spring Weekend/Makin' Music
May 11	Graduation Rehearsal, 10:00 a.m., Loyd Auditorium; Final grades due, 1:00 p.m.
May 12	Commencement, 10:00 a.m., Loyd Auditorium

## **Calendar, 2012-13 (Tentative)**

### **Summer 2012 (Tentative)**

<b>SHORT COURSES:</b>	Classes Arranged by each Graduate Director
<b>FIRST TERM:</b>	Classes Arranged by each Graduate Director
<b>SECOND TERM:</b>	Classes Arranged by each Graduate Director
May 28	Memorial Day Holiday (no classes)
July 4	Independence Day Holiday

## ***Fall 2012 (Tentative)***

August 6-17	August Short Courses
August 20	Classes begin
August 31	Last day to change schedule or register for a regular course
September 3	Labor Day Holiday (no classes)
September 14	Last day to apply for a degree in December
October 8-12	Mid-Term Week
October 19	Last day to withdraw passing from a course
November 9-10	Homecoming
November 17-25	Thanksgiving Holidays, Saturday-Sunday (no classes)
December 13	Graduation Rehearsal, 5:30 p.m.
December 14	Commencement, 6:00 p.m., Loyd Auditorium

## ***Spring 2013 (Tentative)***

January 7-18	January Short Courses
January 21	Martin Luther King, Jr. Holiday (no classes)
January 23	Classes begin
February 1	Last day to change schedule or register for a regular course
February 8	Last day to apply for a degree in May or August
February 3-8	Annual Bible Lectureship
March 11-15	Mid-Term Week
March 16-24	Spring Vacation
March 29	Last day to withdraw passing from a course
April 5-6	Spring Weekend/Makin' Music
May 10	Graduation Rehearsal, 10:00 a.m., Loyd Auditorium; Final grades due, 1:00 p.m.
May 11	Commencement, 10:00 a.m., Loyd Auditorium

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