

GRADUATE CATALOG

FREED-HARDEMAN UNIVERSITY 2013-14



2013–14 Graduate Catalog of Freed-Hardeman University

Learning, Achieving, Serving

“Teaching How to Live and How to Make a Living”

**Freed-Hardeman University
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(800) 348-3481**

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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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Dr. Joe Wiley, *President*

An Invitation to Graduate Study

Welcome to graduate studies at Freed-Hardeman University. You have chosen a program and school dedicated to helping you reach your educational and career goals. Whether you want to advance within your current career or completely change your vocational direction, an advanced degree from FHU will place you on the right track.

Affordable costs and flexible scheduling make graduate study at FHU the right choice for you. Courses are available in a variety of formats and time frames to help you maximize your time and efforts. The proven quality of a degree from a fully accredited program where courses are taught within a Christian framework makes our graduates highly marketable.

The faculty, staff, and administration of FHU are ready to help you reach your goals. Call any of the professionals listed below if you need assistance. All telephone numbers are in the 731 area code.

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Jesse Robertson, Dean; 989-6101

Graduate Bible

Mark Blackwelder, Director; 989-6769

Graduate Business

Tom DeBerry, Director; 989-6659

Graduate Counseling

Mike Cravens, Director; 989-6638

Graduate Education

Elizabeth Saunders, Director; 989-6082

General Information

Identity Statement

Freed-Hardeman University is an academic community, associated with churches of Christ, which is dedicated to providing an excellent education for undergraduate and graduate students. This private institution exists to serve the church and society by helping shape students into the image of Christ while empowering them to face the challenges of a changing world.

Mission Statement

The mission of Freed-Hardeman University is to provide every student an education permeated with Christian values. The University is dedicated to Christian faith and practice and the pursuit of academic excellence in a supportive environment.

Vision Statement

Building on our heritage, Freed-Hardeman University will be the preferred academic community for students who seek to grow in faith, knowledge, and service in a changing world.

Aims

In accomplishing its mission, 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 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, 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 both an undergraduate and graduate institution enrolling both part-time and full-time students from two thirds of the United States and from several other countries. Alumni live in all 50 states and more than 35 other countries. The University seeks to serve graduate students through innovative and convenient means of course delivery. In addition to coursework at the campus in Henderson, Tennessee, graduate classes are also offered at the Bucy Center in Memphis, as well as online and via web conferencing. Graduate programs in biblical studies, business, counseling, and education offer a variety of degrees and concentrations.

The goals of the University can best be pursued when 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 eleven academic departments organized into six colleges—Arts and Sciences, Biblical Studies, Business, Education and Behavioral Sciences, 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 mission 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.

ADMINISTRATION OF THE GRADUATE STUDIES PROGRAMS

Dr. Charles Vires, Jr., 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. Jesse Robertson is Dean of Graduate Studies and Outreach, Dr. Elizabeth A. Saunders is Director of Graduate Studies in Education, Dr. Michael Cravens is Director of Graduate Studies in Clinical Mental Health 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.

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, the director of graduate studies in counseling, and the dean of graduate studies and outreach. The vice president for academics and enrollment management, 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 origin to the 1869 charter of a private high school and college located in Henderson. The first recorded school in Henderson was taught in the latter half of the 1860s in a frame house located on the property where Hall-Roland Hall and the Old Main Administration Building now stand. It was last headed by A. S. Sayle. The Tennessee legislature, on November 30, 1869, incorporated the Henderson Male and Female Institute in an act which authorized the institute to offer high school and college courses of study and to confer degrees. In 1870, the school opened in a two-story frame building on what is now known as the Milan-Sitka property, where it operated for 15 years. In March of 1877, the legislature changed the name to the Henderson Masonic Male and Female Institute, the nominal term Masonic having come into use earlier. Beginning in 1871, Prof. George M. Savage managed the school, and John Bunyan Inman taught and served as principal for ten years. H. G. Savage was chairman of the faculty while his son, George M. Savage, was away during part of this era.

In August 1885, the charter of the institute was amended to change the name to West Tennessee Christian College and to change somewhat the membership of the board of trustees. On the first Monday in October, the college opened with J. B. Inman as its president. President Inman died in 1889, and G. A. Lewellen was elected president. Lewellen resigned in 1893, and C. H. Duncan was elected to succeed him. In 1895, Arvy Glenn Freed, an alumnus of Valparaiso University in Indiana who had become, in 1889, the first president of Southern Tennessee Normal College at Essary Springs, Tennessee, became president of West Tennessee Christian College. The name of the college was changed to Georgie Robertson Christian College in 1897. In 1902, Ernest C. McDougale became co-president with Freed, and when Freed resigned in 1905, McDougale continued as president until the college closed at the end of the spring term in 1907.

On May 21, 1907, the National Teachers' Normal and Business College was incorporated. Construction of the Administration Building began that fall, and the college opened in the fall of 1908 with A. G. Freed as president and N. B. Hardeman, who had studied and taught at Georgie Robertson Christian College, as vice president. The college was renamed for them in 1919. In February 1990, it became Freed-Hardeman University.

W. Claude Hall served as president and C. P. Roland as dean from 1923 to 1925. In 1925, N.B. Hardeman and Hall C. Calhoun were elected associate presidents. Calhoun resigned at the close of the session, and Hardeman served as president until 1950. He was succeeded by H. A. Dixon, who served until his death in 1969.

E. Claude Gardner became president in December 1969. He became chancellor in June 1990 and president emeritus in 1992. Milton R. Sewell, an alumnus who had formerly served as vice president for institutional advancement, succeeded Gardner as president in June 1990 and became chancellor in April 2008. Joe Wiley became president in April 2008.

At various times, Freed-Hardeman University and its predecessors have offered associate, bachelor's, and advanced degrees. Secondary work was offered until the early 1930s and elementary into the 1940s. From 1925 through 1974, the institution operated as a standard junior college awarding diplomas and, beginning in 1956, associate degrees. Some students continued their studies in Bible for a third year, and junior-level courses in Bible were offered beginning in 1953. In 1974–1975, the junior year was added in all departments, and senior-level courses were added in 1975–1976. Graduate degree programs in education and in ministry were added during the summer of 1989, graduate programs in counseling and in New Testament were added in 1994, and the graduate program in business was added in 2005.

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 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 for the undergraduate and graduate degrees was most recently reaffirmed in December 2011.

LOCATION AND FACILITIES

The University is located in a quiet, West Tennessee county-seat town of approximately 6,400 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 26 main buildings.

Bucy Center. Freed-Hardeman University offers a number of graduate programs at the Bucy Center in Memphis, Tennessee. Programs offered at the Bucy Center include Bible, business, education, and mental health counseling. Courses are offered in traditional, web conferencing, online, and hybrid formats, as well as on weekends and evenings.

The Bucy Center is an off-campus instructional site located at 5565 Shelby Oaks. The Bucy Center is a 12,000 square foot facility that includes offices, classrooms, and a large meeting room.

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 2005 and in 2012. 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, in 2004, and in 2012. The Accreditation Council for Business Schools and Programs (ACBSP) accredited the University's undergraduate business programs in 1994, with reaffirmation occurring in 2004, and the graduate MBA program in 2010.

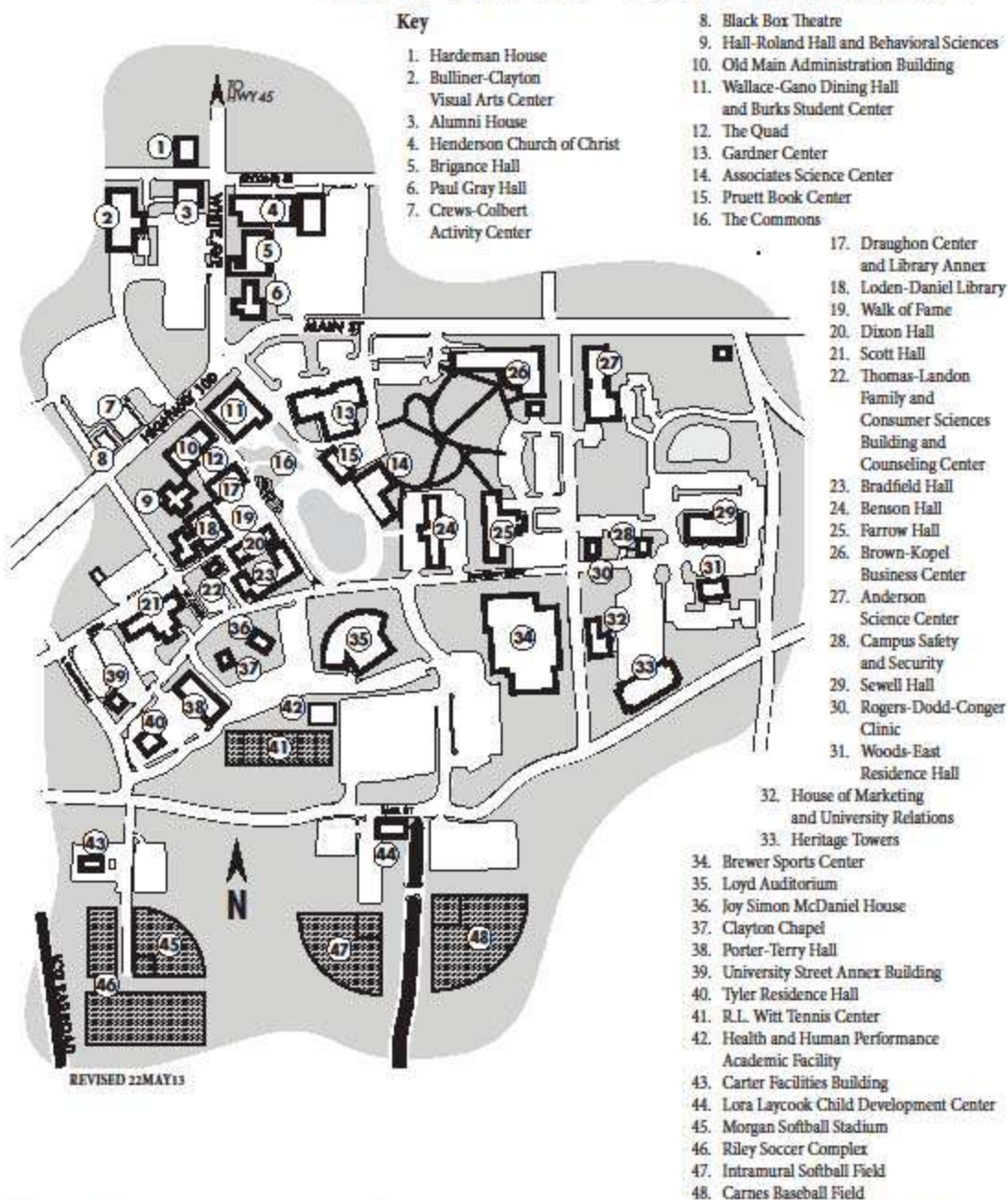
Freed-Hardeman University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, master's, and education specialist's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 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.

CAMPUS MAP



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



Dr. 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 comprehensive charge, 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.

Comprehensive Charge

The comprehensive charge is \$530 per graduate hour. This rate also applies to any undergraduate courses taken by graduate students.

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 equals \$100 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.

Special Charges

The following special charges are made per semester where applicable:

Audit charges (per graduate hour, no charge for full-time students)	\$170
Room for full-time residents, per semester	\$1,990
Private room for full-time residents: (per semester)	\$2,985
Privileged Housing (per semester)	\$2,875
Board: There are 5 different plans to choose from. For Plans A, C, D, and S, the meals are lost if not used by the end of each week by the student.	
Plan A (per semester—19 meals per week + 20 Lion Bucks)	\$1,705
Plan C (per semester—15 meals per week + 80 Lion Bucks)	\$1,705
Plan D (per semester—10 meals per week + 60 Lion Bucks)	\$1,612
Plan S (per semester—7 meals per week + 40 Lion Bucks)	\$1,023
Plan U (unlimited access + 40 Lion Bucks)	\$1,851
Honor Stole for graduation (if purchased)	\$80
Key replacement	\$25
Lost or broken ID card replacement	1st-3rd: \$25; 4th-following: \$50
Special Examination	Charges vary by test

WAIVERS

Senior Citizens. Persons aged 62 or over may take one or more on-campus non-credit (audit) courses without a charge on a space available basis.

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 percent 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 percent of the term will have “earned” only 30 percent of any Title IV aid received. The remaining 70 percent must be returned by the school and/or the student. **The Student Account Office encourages you to read this policy carefully.** If you are thinking about withdrawing from all classes PRIOR to completing 60 percent of the semester, you should contact the Student Account Office to see how your withdrawal will affect your financial aid.

- 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:
 - 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).
 - A student’s withdrawal date is:
 - the date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or
 - the midpoint of the period for a student who leaves without notifying the institution; or
 - the student’s last date of attendance at a documented academically-related activity.
- Refunds on all institutional charges will be calculated using the institutional refund policy published in the FHU Catalog.

- Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after that point in time.
 - The percent of Title IV aid earned shall be calculated as follows:
Number of days completed by student divided by total numbers of days in term* = percent 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.**
 - The percent of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100 percent minus the percent earned.
 - 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
 2. Subsidized Stafford Loan
 3. Parent Loans to Undergraduate Students (PLUS)
 4. Federal Pell Grant
 5. Federal SEOG
 6. Other Title IV grant programs**Exception: no program can receive a refund if the student did not receive aid from that program.**
 - 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*
 2. Subsidized Stafford Loan*
 3. Parent Loans to Undergraduate Students (PLUS)*
 4. Federal Pell Grant**
 5. Federal SEOG**
 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 percent discount.
- 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.
- Institutional and student responsibilities in regard to the return of Title IV funds.
 - FHU's responsibilities in regard to the return of Title IV funds include:
 - providing each student with the information given in this policy;
 - identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
 - returning any Title IV funds that are due the Title IV programs.

- The student's responsibilities in regard to the return of Title IV funds include:
 - becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid;
 - 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.
- The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.
- 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

Upon withdrawal from the University prior to the end of the drop/add period, the Comprehensive Charge and Room will be refunded at 100 percent. After the drop/add period, there is no refund of the Comprehensive Charge or Room. This policy applies to regular terms, summer terms, and two-week courses. Meal plan charges are prorated and refunded based on the date of withdrawal.

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 the comprehensive charge, 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 Office of Student Financial Services 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, 2013, for the fall semester, and by January 2, 2014, for the spring semester. Students who register for fall classes after August 1, 2013, or for spring classes after January 2, 2014, 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. 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. Paid in Full – Check payment for balance owed can be mailed to Student Financial Services, 158 East Main Street, Henderson, TN 38340. Balance can also be paid by cash or check at the cashier's window in the Gardner Center, or by credit card by calling 731-989-6363.**
- 2. Online Payment – Pay by credit card online at www.afford.com/fhu.**
- 3. Tuition Management Systems (TMS) Monthly payment plan through Tuition Management Systems. There is an enrollment fee of \$65, and no interest is charged during the school year. You may contact TMS at 800-356-8329, or www.afford.com.**

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

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. If there are any questions about the student's account, you may contact the Office of Student Financial Services at (731)989-6008, or email studentaccounts@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.



Dr. Wayne Scott

Vice President for Student Services

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

Keeping an automobile on campus is a privilege. The University reserves the right to revoke this privilege in the event of a serious and/or persistent violation. Students must register their vehicles online at <http://cartags.fhu.edu>. A hangtag permit must be hung from the rearview mirror with the front facing the windshield and be unobstructed by any other object. Failure to register a vehicle or display the hangtag may result in a \$100 fine. Hangtags may be obtained from the Office of Security.

Services and Facilities

FOOD SERVICES

Sodexo operates Wallace-Gano Dining Hall, Lion's Pride (the University's snack bar), and KC's Coffeehouse. 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 iLearn Commons, where students can receive technology assistance for class assignments, is located on the second floor.

The library is the support structure of the University's academic programs. Library holdings include in excess of 150,000 print book volumes and over 142,000 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.

The catalog of the library's holdings is publicly accessible from the library's home page through a familiar Google-like search box. The library uses WorldCat Local as its catalog interface, enabling users to search the Freed-Hardeman University Library as well as global libraries with ease and accuracy. Users are now able to find and retrieve over 100 million unique items worldwide including books, journals, media, government publications, maps, digital collections, and more! Library users also have the ability to place holds on checked out items or request a loan of an item from another library right from their search page. In addition to the catalog interface, the library website offers information on and access to electronic databases, Internet resources, and other resources.

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 **Learning Resource Library** is a collaborative effort between the Loden-Daniel Library staff and the Department of Education. The Learning Resource Library ensures education students and faculty have access to educational resources that are needed to successfully learn and teach. Materials may be used by all students, faculty, staff, and their families. The following resources are provided: over 14,000 books for the preschool through 12th grade audience; "Big Books" and teacher "idea books" all searchable through the Library's catalog; bound and electronic journals; equipment such as opaque projectors, multiple computers (PC and Mac), CutOut Maker, and printer-scanner-copiers; K-12 textbooks; and teaching kits and manipulatives for math, science, social studies, language, and arts. Die cuts, laminating, and similar materials may also be purchased.

For students attending at the Bucy Center in Memphis, Tennessee, several services ensure access to library resources. Off-campus and online students may visit the FHU Loden-Daniel Library at <http://www.fhu.edu/library/off-campus.aspx>. The electronic catalog is available online, and also allows access to thousands of e-books, electronic reference materials, and online journals. Access to reference assistance from a librarian is available by way of phone, email, library tutorials via iTunes U, blogs, and online research guides and online tutorials for subject disciplines and specific course work. Faculty and library staff provide instruction about library materials and access as part of new student orientation and as needed during the course of the program.

When students at the Bucy Center need library resources that are only available in print form, library staff will send via email scanned copies of articles or chapters (within copyright limits). These will be provided to students at no additional charge. In addition, faculty members travelling between the main campus and the Bucy Center regularly deliver print materials from the FHU library. Students may contact the Library to check out print materials and to arrange for those materials to be delivered to the Bucy Center.

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. Three major student computer laboratories, smaller department laboratories, and library computers are available each day and most evenings during school terms. Wireless access to the Internet and to the campus network is available in most campus facilities.

STUDENTS WITH DISABILITIES

Freed-Hardeman University is committed to providing equal opportunity in education to qualified students. The University looks to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 for standards. Those students with a disability who are prevented from meeting course requirements in the way the course is regularly taught should contact the director of disability services by phone (731) 989-6676 or by email jrwiley@fhu.edu. Students are required to provide documentation from an acceptable evaluator in order to receive accommodations.

The University will assist an individual who has a documented disability with appropriate accommodations and modifications; but does not, however, guarantee successful completion of a course or a program. Students must cooperate with the University and take responsibility for learning. Those with an approved accommodation plan should, within the first three class sessions, notify the instructor of any affected class.

UNIVERSITY COUNSELING CENTER (UCC)

Graduate school 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 nyoung@fhu.edu.

UNIVERSITY CAREER CENTER

The University Career Center aims to provide the highest quality career services to all students and alumni of Freed-Hardeman University. The Center is an important part of the student's educational experience and will help develop and implement career plans. The University Career Center creates partnerships with employers, alumni, faculty/staff, and the community to increase participation in providing career development opportunities for FHU students.

The University Career Center is happy to serve all FHU students and alumni. The Center can assist with selecting a major, pursuing a job, or changing careers. The Center's objective is to determine where students are in the career development process and help achieve career goals.

Services provided by the University Career Center:

- Career Counseling
- Career Exploration
- FHU Alumni Mentoring Network
- Job Shadowing
- Resume Development
- Cover Letter Development
- Job Interview Preparations
- Mock Interviews
- Career Fairs
- Job Interview Opportunities
- Internship Opportunities
- Full-time Employment Opportunities

For more information about the University Career Center, go to www.fhu.edu/careercenter. To schedule an appointment, contact the director of the university career center, at (800) 348-3481, (731) 989-6449, or careers@fhu.edu.



Dr. Charles Vires, Jr.
***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."*

Student Financial Services

The Student Financial Services staff is available to help students make arrangements to cover the cost of their education. One-on-one counseling aids students in finding the best financial paths to their educational goals. The University offers several scholarship, grant, and loan programs. The initial step in receiving financial aid is completing the Free Application for Federal Student Aid (FAFSA).

OFFICE OF STUDENT FINANCIAL SERVICES HOURS

The Office of Student Financial Services is open every weekday from 8:00 a.m. until 4:30 p.m. Those involved in classes on Saturday or during evenings hours may secure assistance by contacting the Office of Student Financial Services at 1-800-FHU-FHU1 or finaid@fhu.edu.

APPLYING FOR FINANCIAL AID

All federal grants, loans, and federal work study program funds are awarded based on the information provided on the FAFSA.

There are three ways to apply for federal aid:

- By submitting the paper FAFSA application to FHU,
- By completing FAFSA documentation on the web at www.fafsa.gov, or
- By mailing your FAFSA directly to the Department of Education.

Make sure to list FHU in Step Six: Student's School Information on the FAFSA. FHU's school code is 003492. **In order to receive federal financial aid, you must complete the FAFSA and submit it for processing. Students must apply for financial aid every year.** If you have questions about the FAFSA, please contact the Office of Student Financial Services at 800-FHU-FHU1, ext. 6662 or (731)989-6662.

If the FAFSA is completed on the web, you will need to apply for a U.S. Department of Education PIN (Personal Identification Number). If a parent's information is required on the FAFSA, your parent must also apply for a PIN in his/her name. Using a PIN will allow you to sign your FAFSA application electronically. The website to request a PIN is www.pin.ed.gov. Do NOT share your PIN with anyone!

Once the FAFSA application is processed, you will receive a Student Aid Report (SAR) in approximately three to five days (if an email address is provided). If SAR is marked for verification by the Department of Education, you will be asked to submit additional documents to the FHU Office of Student Financial Services. You will receive a letter from the Office of Student Financial Services detailing the additional required documents. Once verification is completed, an award letter detailing the financial assistance will be sent to you. Follow the instructions to accept, reduce, or decline any awards and complete any required loan documents online.

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.

Federal work study may be available. The number of hours per week is limited to 6 hours and paid at the Federal Minimum Wage rate. Completion of the FAFSA is required for the Federal Work Study program.

DIRECT UNSUBSIDIZED STAFFORD LOANS FOR STUDENTS

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.

A full-time graduate student may borrow under the Direct Unsubsidized Stafford Loan program up to \$20,500 per academic year or up to the cost of attendance. 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 percent. 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 government at the beginning of the semester (from 7 days prior to the beginning of the semester to 7 days after the beginning of the semester) and the second half will be disbursed after the 60 percent 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 (7 days prior to the beginning of the semester to 7 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 limited to six hours and is paid at the Federal Minimum Wage rate. Completion of the FAFSA is required for the Federal Work Study program.

FEDERAL FINANCIAL AID: SATISFACTORY PROGRESS REQUIREMENT

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish minimum standards of "satisfactory academic progress" for students receiving federal financial assistance. Progress is evaluated at the end of fall, spring, and summer semesters to ensure that the student is on track to obtain a degree.

These standards apply to all federal and state grants and loans. These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment.

The criteria used to define academic progress for purposes of determining eligibility for federal financial aid are Cumulative Grade Point Average, Pace of Completion, and Maximum Time Frame.

CUMULATIVE GRADE POINT AVERAGE

Students must meet FHU's minimum GPA requirement for Good Academic Standing in order to demonstrate satisfactory academic progress. The following grade point averages must be met in order to maintain Good Academic Standing and to be eligible for federal financial assistance.

- Undergraduate students who have completed 24 credit hours or less must have a minimum cumulative GPA of 1.75.
- Undergraduate students who have completed 25–47 credit hours must have a minimum cumulative GPA of 1.90.
- Undergraduate students who have completed 48 or more credit hours must have a minimum cumulative GPA of 2.0.
- Graduate students must maintain a minimum cumulative GPA as required by their specific program of study.

Federal Financial Aid Warning. If a student fails to meet these minimum GPA criteria for Good Academic Standing and is placed on academic warning, he or she will be placed on federal financial aid warning for one semester and will have a conditional period of one regular semester during which he or she may continue to receive aid.

Federal Financial Aid Suspension. If at the end of the warning semester, the student has not raised his or her GPA to return to Good Academic Standing, he or she will be placed on federal financial aid suspension and will not be eligible to receive federal financial aid the following semester. If at the end of the warning semester, the student has brought his or her GPA up to a level that allows the student to return to Good Academic Standing, he or she will be removed from federal financial aid warning and will be eligible to receive federal financial aid. If at the end of the warning semester, the student has not raised his GPA to return to Good Academic Standing but has met the semester GPA requirement necessary to continue in academic probation, he or she will continue to be placed on federal financial aid warning and will be eligible to receive federal financial aid. Suspensions may be appealed through the Office of Student Financial Services. See the Financial Aid Suspension Appeals section for additional information.

PACE OF COMPLETION

- Graduate students must successfully complete a minimum of 67 percent of credit hours attempted. To successfully complete means to receive a final grade of A, B, C, D, H, P, or M.
- Pace of Completion is calculated by dividing the cumulative number of hours completed by the cumulative number of hours attempted.
- Transfer credits accepted by FHU count as both hours attempted and hours completed. Courses dropped after the last day to drop without academic record for the enrollment period count as hours attempted. Audited classes are not counted.
- Students whose completion rate is less than 67 percent will be placed on Federal Financial Aid Warning for one semester and will have a conditional period of one regular semester during which they may continue to receive aid.
- Students previously placed on warning whose completion rate does not improve to at least 67 percent by the next review, will be suspended from eligibility for federal grants, loans, and work-study employment and placed on suspension. Suspensions may be appealed through the Office of Student Financial Services. See the Financial Aid Suspension Appeals section for additional information.

MAXIMUM TIME FRAME

The maximum time limitation for graduate students will be 150 percent of the standards established by the graduate studies office and published in the Graduate Catalog. Hours accepted for transfer credit will reduce this time frame.

INCOMPLETE GRADES

A grade of "incomplete" will be factored into calculating satisfactory academic progress. This may result in failure to achieve satisfactory progress and denial of aid until a final grade is earned. A student should contact the Office of Student Financial Services when an incomplete grade is changed to a final grade for recalculation of satisfactory progress.

REPEATED COURSES

Repeated courses affect academic progress as follows:

- GPA – Only the most recent grade counts in the student's GPA.
- Pace of Completion and Maximum Time Frame – Each time a course is repeated it will be counted as attempted hours.

WITHDRAWAL FROM CLASSES

Once a student has begun attendance in a semester, if he/she then withdraws from a class or classes after the last day to drop, those credit hours will be counted as credit hours attempted in calculating Grade Point Average, Pace of Completion, and Maximum Time Frame.

A student who withdraws from a semester and returns the following semester must meet the academic progress requirements in order to be eligible for federal aid.

TRANSFER STUDENTS

Transfer hours accepted by FHU are counted as hours attempted and hours completed for calculating Pace of Completion. Transfer hours and semesters accepted by FHU are included in the student's Cumulative Grade Point Average and overall Maximum Time Frame.

New transfer students will be eligible for federal aid their first semester at FHU unless they have already exceeded their Maximum Time Frame.

Transfer students who previously were enrolled at FHU will have their eligibility determined by evaluating past credits/grades earned at FHU combined with transfer credits accepted.

READMITTED STUDENTS

A student who is readmitted to FHU whose prior academic record does not meet the standards for satisfactory progress is considered to be on Financial Aid Suspension and will not be eligible to receive financial aid. The student may follow the appeal process and if successful will be put on Financial Aid Probation and be eligible to receive aid for at least one semester.

NOTIFICATION

Students who fail to make satisfactory progress at the end of a semester will be notified by the Office of Student Financial Services within ten business days following the deadline for grades to be posted.

FINANCIAL AID SUSPENSION APPEAL PROCESS

Students who have lost eligibility for aid due to GPA or Pace of Completion may appeal based on serious illness or injury to the student, death of a relative, or other special circumstances which were unexpected and beyond the student's control.

Appeal is made by submitting a letter to the director of student financial services explaining:

- why the student failed to make satisfactory progress, and
- what has changed in the student's situation that will allow him/her to make satisfactory progress at the next evaluation.

The director of student financial services and the Financial Aid Committee will review all appeals.

The student whose appeal is approved will be placed on Financial Aid Probation and will be eligible to receive aid for at least one semester if:

- it is determined that he/she should be able to meet the standards after the subsequent semester **OR**
- the student is placed on an Academic Plan that when followed will ensure the student will meet the standards by a specific time.

The student who fails to meet the satisfactory progress requirements at the end of a semester of Financial Aid Probation, or is not adhering to the requirements of an Academic Plan, will be put on Financial Aid Suspension and will not be eligible to receive federal aid until eligibility has been reinstated. If there are extenuating circumstances, a student may be given an opportunity for a subsequent appeal.

Students who have lost eligibility for aid due to exceeding the 150 percent maximum time frame may appeal if they have changed their major since beginning attendance at FHU. Appeal should be made in writing to the director of student financial services and accompanied by documentation from their Academic Advisor showing the student's new major and the credit hours which will apply toward the new major. The student will be allowed to appeal on the basis of a change in major one time.

Students will be informed by campus email of the results of their appeal.

Students who lose eligibility and do not appeal or whose appeal is not approved will be placed on Financial Aid Suspension and will not receive federal aid until eligibility has been reinstated.

REINSTATEMENT OF ELIGIBILITY

After at least one semester of Financial Aid Suspension, a student may reestablish eligibility for aid as follows:

- In the case of insufficient GPA, bringing his/her cumulative GPA back up to the standard.
- In the case of insufficient Pace of Completion, making up the deficit hours as to bring up the percentage to at least 67 percent.
- In the case of both insufficient GPA and insufficient Pace of Completion, student must be making satisfactory progress in both before eligibility can be reinstated.

When a student believes that he has regained eligibility, he/she should send a request in writing or by email to the director of student financial services that eligibility be reinstated. The student will be notified by campus email the results of this request.

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:

- The student's grade point average in previous work,
- The evidence of professional promise seen in the student, and
- 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, or 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 gender. 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, gender, 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 application 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.

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:
 - FHU graduates may use their Bible Outcomes Exam score, if 80 or above,
 - The Graduate Record Examination (GRE) – a minimum score of 150 on the Verbal Reasoning portion and 3.5 or higher on the Analytical Writing portion, or
 - The Miller Analogies Test (MAT) – a minimum score of 380.

For the Master of Business Administration program, an applicant must have

1. a minimum cumulative grade point average of 3.0 and
2. a minimum score of either a 450 on the Graduate Management Admissions Test (GMAT) or a combined 290 on the Graduate Record Examination (GRE).

All admissions examination scores stated in these criteria reflect scoring scales in effect February 2012.

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 Arts in Teaching program and 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.

For the **Master of Business Administration program**, FHU will consider those students who completed their undergraduate degree in a field typically recognized as business as having satisfied all Common Professional Component (CPC) areas. The Director of Graduate Studies in Business (Director) will make this determination. The Director will further evaluate transcripts of students whose undergraduate degree is not in business to identify all completed courses that satisfy CPC requirements. Students with any unsatisfied CPC areas will, with completion of other requirements for Conditional Admission, be admitted in the status of Conditionally Admitted – CPC Deficiency.

The **Master of Clinical Mental Health 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 Clinical Mental Health 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 Clinical Mental Health Counseling program** requires a resume describing the applicant's work experience or academic vita. Also, the **Master of Arts in Teaching program** and the **Master of Education program** require a background check using Cogent Systems.

Test of English as a Foreign Language (TOEFL). 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.

- **Official transcripts**, including English translation.
- **Detailed course description** for those courses proposed for transfer or college catalog in English.
- **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 associate 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**.

With permission, graduate students may be admitted into the Graduate Studies in Education Programs on **conditional status**. If graduate students have met all admission requirements except meeting the required score on one of the admission tests, they may take 6–7 hours with the condition that they must meet the required score on one of the admissions tests before they can continue in the program.

A student granted conditional admission in any graduate program 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**, 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. To be considered for admission in the status of Conditionally Admitted – GPA Deficiency, an applicant with the required minimum grade point average for conditional admission must score at least 500 on the GMAT or a combined 295 on the GRE. (All admissions examination scores stated in these criteria reflect scoring scales in effect February 2012.) A student admitted with the status of Conditionally Admitted – GPA Deficiency must complete the first 12 graduate semester hours in the program with a minimum grade point average in these courses of 3.25 in order to be granted regular admission status. Students admitted with the status of Conditionally Admitted – CPC Deficiency must satisfy all CPC deficiencies in order to achieve the regular admission status. The program will work with each student using multiple options through which students may satisfy CPC deficiencies – including

1. completion of specified undergraduate or graduate courses with a minimum grade of C;
2. earning credit by examination (CLEP or DSST) for specified undergraduate courses;
3. achieving a minimum grade on the pre-test for specified commercially-marketed CPC competence non-credit courses; **OR**
4. successful completion of such specified commercially-marketed CPC non-credit courses.

Even while in the Conditionally Admitted – CPC Deficiency status, the student may register for any core curriculum course in the program for which the student does have the corresponding CPC area satisfied.

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. 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 Clinical Mental Health 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.

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 the certificate program 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.

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 the certificate program. 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.

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.

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

Online applications are available through www.fhu.edu/grad.

Telephone numbers and email addresses useful for graduate students are listed below:

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

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

Dr. Michael Cravens, Master of Clinical Mental Health Counseling, (731) 989-6638, mcravens@fhu.edu.

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

Dr. Jesse E. Robertson, Dean of Graduate Studies and Outreach, (731) 989-6101, jrobertson@fhu.edu.

Dr. C. J. Vires, Vice President for Academics and Enrollment Management, (731) 989-6004, cvires@fhu.edu.

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. Students are expected 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 7 hours while working without the permission of the appropriate director of graduate studies.

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

Students are referred to the director or advisor of their graduate program for assistance in planning their program, in registering, and in reviewing their progress. The director or assigned advisor should approve each semester's schedule and any changes made. Students may be referred to the associate 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 my.fhu.edu. Students must follow the registration schedule of their particular program and register prior to the beginning of a class or within the drop/add period.

CHANGE OF SCHEDULE

Students may change their schedules until the drop/add date specified in the academic calendar. Schedule changes after classes begin require the permission of the program director as well as the course instructors. Schedules may be changed through my.fhu.edu.

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 office 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. Unless a grade of I (Incomplete) has been assigned, coursework submitted after final grades have been posted is not a basis for a change of grade.

GRADE POINT AVERAGE

Scholarship level is expressed in terms of a grade point average (GPA) 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. 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, 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 and enrollment management. 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 nine 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.

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 an 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

MINIMUM COMPUTING REQUIREMENTS

The following requirements represent basic computing configurations for (1) undergraduate courses taken at the Henderson campus and (2) courses taken online or through web conferencing. FHU's learning systems also require high speed Internet access (1.5 Mb or higher).

For graduate courses, the following standards have been developed to ensure that students have a quality educational experience.

Apple Mac OS X Computers

Item	Description
Operating System	Mac OS X 10.8 (or greater)
Processor	Intel Core 2 Duo 1.8 GHz
Memory	4GB Ram Minimum
Disk Space	160GB Hard Drive Minimum
Wireless Network Access	802.11 g/n
Other Hardware	Web Camera and Microphone (Included with all MacBooks)
Application Software	Microsoft Office 2011

Microsoft Windows Computers

Item	Description
Operating System	Windows 7 (or greater)
Processor	Intel Core 2 Duo 1.8 GHz
Memory	4GB Ram Minimum
Disk Space	160GB Hard Drive Minimum
Wireless Network Access	802.11 g/n
Other Hardware	Web Camera and Microphone
Application Software	Microsoft Office 2010 and Antivirus Software

ADDITIONAL SOFTWARE AND/OR HARDWARE REQUIREMENTS

Some courses may require additional hardware and/or software to successfully complete the course. Specific hardware and/or software required for each course will be noted in the course syllabus.

TECHNOLOGY ASSISTANCE

Students may contact the iKnow Student HelpDesk at <http://helpdesk.fhu.edu> or by phone at 731-989-6111 for additional technology-related assistance.

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).
- 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 appeal 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 and security.

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 Academic Grievance Procedure should be followed:

Grievance Procedure

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. A grievance should be well-documented and follow the Academic Grievance Procedure prior to appealing to any off-campus authority. Complaints to off-campus authorities may be routed as noted below:
 - Complaints related to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Secondary Schools (SACS), (<http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>);
 - Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
 - Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer/>).

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 Clinical Mental Health Counseling** students) with an average grade of B or higher. 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 Clinical Mental Health 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 encouraged.

APPLICATION FOR DEGREE

Application for graduation should be made in the last semester of course work prior to the deadline established in the Academic Calendar located near the end of this catalog. 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 members 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 in the **Master of Clinical Mental Health Counseling** program will need to be prepared to pay the cost (\$45) of the National Counselor Preparation Comprehensive Exam (CPCE), a required exit exam for graduation.

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**, **Education Specialist**, and **Master of Science in Clinical Mental Health 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 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. An academic petition form can be obtained from the appropriate graduate director's office, completed, and returned to the associate vice president for academics.

TRANSCRIPTS

Freed-Hardeman University has authorized the National Student Clearinghouse to provide transcript ordering via the web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed. To order an official transcript, login to the Clearinghouse secure site.

The site has instructions for placing an order, including delivery options and fees. More than one transcript can be ordered in a single session at a cost of \$5 per transcript. A \$2.25 processing fee will be charged per recipient. Order updates will be emailed. Order status or order history can be checked online. For help or questions about the Clearinghouse transcript ordering service, contact them by telephone at (703) 742-7791 or by email at transcripts@studentclearinghouse.org.

Students may also obtain a copy of transcripts by requesting a copy in writing from the Registrar's Office. The first transcript is free, and all others are \$5 each.

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 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 clinical mental health 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 business, education, or counseling graduate programs may audit undergraduate Bible courses with permission of the instructor without charge.

COURSES OF STUDY

COLLEGES	MAJORS & DEGREES	CONCENTRATIONS	EMPHASIS WITHIN MAJORS
College of Biblical Studies	<ol style="list-style-type: none"> 1. Ministry (M.Min.) 2. New Testament (M.A.) 3. Divinity (M.Div.) 		
College of Business	<ol style="list-style-type: none"> 1. Accounting (B.B.A./M.B.A.) 2. Business Administration Degree Completion (B.B.A./M.B.A.) 3. Finance (B.B.A./M.B.A.) 4. Management (B.B.A./M.B.A.) 5. Management Degree Completion (B.B.A./M.B.A.) 6. Marketing (B.B.A./M.B.A.) 		
College of Education and Behavioral Sciences	<ol style="list-style-type: none"> 1. Counseling (M.S.) 2. Masters of Arts in Teaching (Teaching Licensure Program) (M.A.T.) 3. Curriculum & Instruction (Non-Licensure Program) (M.Ed.) 4. Special Education (M.Ed.) 5. School Counseling (M.Ed.) 6. Instructional Leadership (M.Ed.) 7. Instructional Leadership (Ed.S.) 	<p>(Instructional Leadership-M.Ed. only)</p> <ol style="list-style-type: none"> 1. Administration and Supervision 2. Teacher Leadership <p>(Instructional Leadership-Ed.S. only)</p> <ol style="list-style-type: none"> 1. Administration and Supervision 2. Teacher Leadership 	<p>(M.S. only)</p> <ol style="list-style-type: none"> 1. Clinical Mental Health <p>(M.A.T. only)</p> <ol style="list-style-type: none"> 1. PreK–3 2. Elementary K–6 3. Middle Grades 4–8 4. Secondary 7–12



Graduate Studies and Outreach

Dr. Jesse E. Robertson

Dean

Graduate programs at Freed-Hardeman University provide the specialized tools needed for lifelong development in today's knowledge economy. Whether you desire to advance your current career, change jobs, or simply enrich your life, a master's or specialist's degree from FHU can accelerate you toward those goals.

Our Christian heritage means that you will be assisted by caring, supportive faculty in a program that is permeated by Christian values. Our emphasis on the best instructional innovation and technology means convenience and flexibility for your schedule. Our reputation for producing highly sought-after Christian professionals means that your degree will be recognized for its quality and will open doors of opportunity.

It is our pleasure to share in your success.



PROGRAMS OF STUDY IN BIBLE

Dr. Mark Blackwelder

Director; Associate Professor

Dr. Billy R. Smith, *Dean; Professor*
Dr. Doug Burleson, *Assistant Professor*
Dr. Ralph Gilmore, *Professor*
Dr. Justin Rogers, *Assistant Professor*

Assisting:
Dr. Earl Edwards
Dr. David Lipe
Mr. Wade Osburn
Dr. Jesse Robertson
Dr. Clyde Woods

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 through web conferencing, meaning that the instructor teaches the course to students in the classroom and via web conference tools 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) 989-6769.

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	Communication in Ministry OR	3
BIB	526	Advanced Preaching	(3)
BIB	535	Family Ministry OR	3
BIB	536	Ministerial Counseling OR	(3)
BIB	575	Suffering and the Human Condition	(3)
BIB	545	Christian Leadership OR	3
BIB	546	Education Program of the Church	(3)
BIB	547	Missions and Church Growth OR	3
BIB	555	Contemporary Ethics	(3)
BIB	565	Internship	6
			<u>27 hours</u>
BIB		Electives taken from other BIB courses	9
			<u>36 hours</u>

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 6-hour thesis for a total of 36 hours. For more information, call (731) 989-6769.

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

Program Coordinator: Dr. Justin Rogers

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	<u>6</u>
			33 hours
BIB		Electives taken from other BIB courses	<u>3</u>
			36 hours

**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) 989-6769. (This includes a pattern of course offerings over a three-year span.)

COURSE OF STUDY FOR M.DIV. DEGREE

Program Coordinator: Dr. Doug Burleson

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

Required Courses:

BIB	500	Introduction to Graduate Studies	3 hours
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One of the following:

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

Biblical Languages – Three of one; two of the other:

15

Hebrew Language:

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

Greek Language:

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:

9

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)

Between the Testaments

BIB	508	The Intertestamental Period	3
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New Testament – Three of the following:

9

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	522	Seminar in Acts	(3)
BIB	598	The Hebrews Letter (Independent Study)	(3)

Apologetics – Two of the following: **

6

BIB	555	Contemporary Ethics	(3)
BIB	570	Philosophy of Religion	(3)
BIB	571	History of Apologetics	(3)
BIB	572	Deity of Christ	(3)
BIB	573	Critical Thinking	(3)
BIB	575	Suffering and the Human Condition	(3)
BIB	576	Advanced Christian Evidences	(3)
BIB	577	Biblical Text, Canon, & Inspiration	(3)

BIB	578	Seminar in Epistemology	(3)
BIB	596	Hermeneutics	(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	Communication in Ministry	(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	Communication in Ministry	(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 (Independent Study)	(3)
Historical/Doctrinal – 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	Communication in Ministry	(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			<u>15</u>
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 College of Biblical Studies and the Department of Behavioral Sciences and Masters of Science in Clinical Mental Health 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 an official certificate when the program of study is completed. If you are interested in obtaining this certificate, contact 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.

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 twenty-first 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. 2015.

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.

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. 2014. 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 this epistle.

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. Su. 2013.

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. 2014.

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. 2015.

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.

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. 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.

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.

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. On demand.

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. Sp. 2014.

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.

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. Su. 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. 2014. 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.

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. Su. 2013.

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. 1–6 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 Teaching (John, I, II Peter and Jude, or Old Testament Wisdom Literature), Communication in Ministry, Education Program, Missions, Preaching, Family Ministry, Church Leadership, and Reformation History.

BIB 570. Philosophy of Religion. 3 hours. Sp. 2015. 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.

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. F. 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. 2014.

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. F. 2014.

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. Sp. 2014.

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. Su. 2013.

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. On demand.

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.

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.

BIB 591. History of Reformation Movement. 3 hours. Su. 2015.

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. Sp. 2015.

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. Su. 2014.

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. Sp. 2015.

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. 2015.

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. 1–4 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.



PROGRAMS OF STUDY IN BUSINESS

Dr. Tom DeBerry
Director; Professor

Mr. Mark Steiner, *Dean; Assistant Professor*

Dr. Bryan Black, *Assistant Professor*

Dr. Joe Cotter, *Assistant Professor*

Dr. Lee Hibbett, *Associate Professor*

Dr. Ernest Jobe, *Professor*

Dr. Keith Smith, *Professor*

Assisting:

Dr. Robert Trimm

Master of Business Administration

The **Master of Business Administration (M.B.A.)** is designed for students who seek advanced study in business. The M.B.A. requires 30 hours of course work. The program of study for the M.B.A. includes nine hours that may be recorded as hours of accounting, providing required credit hours beyond the bachelor's degree for these students who wish to take the Uniform Certified Public Accountant (C.P.A.) Examination. As described on page 30 of this catalog (under the heading "Conditional Admission"), a student may be admitted to the program in the status of Conditionally Admitted – CPC Deficiency if the student has not completed an undergraduate level of all ten areas of the Common Professional Component (CPC) recognized by the accrediting body (Accreditation Council of Business Schools and Programs) that accredits College of Business undergraduate and graduate programs. These ten areas are marketing, business ethics, business finance, accounting, management, legal environment of business, economics, global dimensions of business, information systems, and quantitative techniques/statistics. The CPC area of business policies is satisfied in the MBA capstone course BUS 559 Strategic Decision Making. These CPC areas represent the prerequisites for courses in the M.B.A. program.

M.B.A. courses are all available through a totally online format or through a hybrid of synchronous (face-to-face, F2F) and asynchronous (online facilitated by the University's learning management system, currently Blackboard) format. Courses are scheduled to enable a student to complete the M.B.A. in approximately a year. The F2F component is delivered in Henderson and in Memphis – with the student choosing which location to utilize.

As a requirement to graduate, students **must participate** in program assessment activities scheduled near the completion of their coursework. Required program assessment activities consist of an integrative case and an integrative exit exam – each as assignments in BUS 559 Strategic Decision Making – as well as opinion surveys. BUS 559 is a capstone course for the M.B.A. program.

The College of Business also offers a B.B.A./M.B.A. in accounting, finance, management, or marketing that result in the student earning both an undergraduate degree and a M.B.A. 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

Curriculum

ACC	530	Accounting for Internal Decision Making	3 hours
ACC	536	Accounting for External Decision Making	3
ACC/BUS	537	Business Controls and Accountability	3
BUS	550	Analytical Decision Tools	3
BUS	559*	Strategic Decision Making	3
ECO	570	Economic Thought	3
FIN	580	Financial Management	3
LDR	543	Leading Teams and Organizations	3
MGT	540	Operations Management	3
MKT	560	Marketing Management	<u>3</u>
			30 hours

*Functions as a capstone course for the program, to be taken during the last spring or last fall semester before anticipated graduation.

Description of Courses

CORE CURRICULUM

ACC 530. Accounting for Internal 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.

ACC 536. Accounting for External Decision Making. 3 hours.

An introductory examination of accounting for use by external decision makers, including the background and application of modern accounting theory and generally accepted accounting principles, and the theory and practice of auditing of accounting information.

ACC 537. Business Controls and Accountability. 3 hours.

A study of processes designed to minimize risk exposures from such occurrences as accounting errors, non-compliance, theft, and fraud—as well as the investigation of suspected fraud. The course examines a sample from such topics as establishing and monitoring internal controls, risk exposures, business processes, transaction cycles, reasonable assurance, segregation of duties, collusion, documentation and audit trail, transaction approval and authorization, accountability, security of assets and laundering, red flags of fraud, and interviewing/interrogation techniques. Same as BUS 537.

BUS 537. Business Controls and Accountability. 3 hours.

A study of processes designed to minimize risk exposures from such occurrences as accounting errors, non-compliance, theft, and fraud—as well as the investigation of suspected fraud. The course examines a sample from such topics as establishing and monitoring internal controls, risk exposures, business processes, transaction cycles, reasonable assurance, segregation of duties, collusion, documentation and audit trail, transaction approval and authorization, accountability, security of assets and laundering, red flags of fraud, and interviewing/interrogation techniques. Same as ACC 537.

BUS 550. Analytical Decision Tools. 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 559. Strategic Decision Making. 3 hours.

A capstone study of the strategic management process that is based on the premise that successful strategy incorporates biblical principles. The course integrates the major business subjects in the development and demonstration of ethical decision-making, leadership and teamwork, and communication skills – all from a Christian perspective. The course relies heavily on cases that deal with a wide range of policy, strategic, and implementation issues faced by both employer entities and individual employees in both domestic and global markets. This course must be taken during the student's final fall semester (for December program completion) or final spring semester (for May or July program completion).

ECO 570. Economic Thought. 3 hours.

An examination of economic concepts, forces, institutions, and policies that shape and govern the environments in which people live and business operates. Key concepts in economics are examined and related to individual decision-making and to such business topics as production, comparative economic systems and market structures, fiscal and monetary policies, government control and regulation, and international trade. Emphasis is placed on current applications in the economy.

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.

LDR 543. Leading Teams and Organizations. 3 hours.

The study of leadership in organizations, focusing 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.

MGT 540. Operations 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.

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.



PROGRAM OF STUDY IN CLINICAL MENTAL HEALTH COUNSELING

Dr. Mike Cravens*

Director; Professor

Mrs. Lisa Beene*, *Chair; Associate Professor*

Dr. Dana Baldwin*, *Assistant Professor*

Dr. Mark Crowell*, *Associate Professor*

Dr. Ryan Fraser, *Assistant Professor*

Assisting:

Dr. Patrick Chapman*

Dr. Chris Creecy

Dr. James Dalton

Dr. Lela Foxx*

Mr. Jeremy Northrop

Mr. Brent Rudder*

Mrs. Nicole Young*

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

Master of Science in Clinical Mental Health Counseling

The **Master of Science in Clinical Mental Health 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 Clinical Mental Health 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 Clinical Mental Health 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 clinical mental health counseling (with additional 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 CLINICAL MENTAL HEALTH 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	565	Addictions Counseling	3
COU	560	Counseling Diverse Populations	3
COU	599B	Diagnosis and Treatment Planning	3
COU	600	Practicum II	3
			57 hours

Choice of ONE elective from the following:

COU	555	Theories of Personality OR	(3)
COU	570	Crisis Counseling OR	(3)
COU	575	Agency Counseling OR	(3)
COU	585	Psychopharmacology for Counselors OR	(3)
COU	590	Counseling and the Law	(3)
			60 hours

Graduate Certificate Program

The College of Biblical Studies and the Department of Behavioral Sciences and Master of Science in Clinical Mental Health 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 (**for credit**) will be presented an official certificate when the program of study is completed. If you are interested in obtaining this certificate, contact the Graduate Counseling office.

GRADUATE CERTIFICATE IN COUNSELING FOR CHURCH LEADERS

Required Courses

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

National Certification and State Licensure

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

NATIONAL CERTIFICATION (NATIONAL BOARD OF CERTIFIED COUNSELORS)

- Completion of an eligible Master's degree or higher in counseling. This achievement is documented with a sealed, official transcript showing degree conferral.
- Graduate-level credit of two semester hours or greater in eight content areas and at least six semester hours of field experience.
- Content Area Requirements:
Human Growth and Development
Social and Cultural Foundations
Helping Relationships

Group Work
Career and Lifestyle Development
Appraisal
Research and Program Evaluation
Professional Orientation to Counseling
Field Experience (in a counseling setting) (Minimum of 6 credit hours)
- FHU Equivalent:
COU 505 Life-Cycle Development
COU 560 Counseling Diverse Populations
COU 510 Theories of Counseling and Psychotherapy
COU 530 Group Counseling
COU 550 Career Counseling
COU 520 Assessment I
COU 540 Research Methods and Counseling
COU 500 Counseling Foundations
COU 545 Practicum I; COU 600 Practicum II; COU 605 Internship
- Passing score on the National Counselor Exam (NCE)
- Documentation of post-graduate counseling experience and supervision: 3,000 hours with a minimum of 100 hours of counseling supervision – both over a 24-month post-master's period. Supervisors must hold a master's degree or higher in a mental health field.

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

- 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:
 - Be at least 18 years of age.
 - Must provide evidence that he is highly regarded in moral character and professional ethics (Rule 0450-1-.05).
 - Meet the following educational requirements prior to the date of application:
 - 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;

- 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):
 - Theories of human behavior, learning and personality
 - Abnormal behavior and psychopathology
 - Theories of counseling and psychotherapy
 - Evaluation and appraisal procedures
 - Group dynamics, theories and techniques
 - Counseling techniques
 - Ethics
 - Research
 - Use of the DSM
 - Treatment and treatment planning
 - Clinical practicum or internship (pursuant to T.C.A. 63-22-104)
- Complete 3,000 hours of post-masters professional experience, including 150 hours of supervised experience obtained pursuant to Rule 0450-1-.10(5);
 - One thousand five hundred (1,500) of the three thousand (3,000) hours of supervised post-masters professional experience shall be face-to-face client contact hours;
 - One thousand five hundred (1,500) of the three thousand (3,000) hours of supervised post-masters professional experience shall be clinically-related activities;
- Pass the examination pursuant to Rule 0450-01-.08.
- 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. Prerequisite: COU 501 Clinical Intervention I.

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. 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.

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. 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. Offered on Sufficient Demand.**

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 and 521 Assessment I and II, 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.



PROGRAMS OF STUDY IN EDUCATION

Dr. Elizabeth Saunders

Director; Professor

Dr. Sharen Cypress, *Dean; Associate Professor*
 Dr. Jeff Cozzens, *Assistant Professor*
 Dr. Karen Cypress, *Associate Professor*
 Dr. Aarek Farmer, *Assistant Professor*
 Dr. Marie Johnson, *Assistant Professor*
 Dr. Bo Miller, *Associate Professor*
 Dr. Gene Reeves, *Associate Professor*
 Dr. Monte Tatom, *Associate Professor*
 Dr. Carol Waymire, *Associate Professor*
 Dr. Linda Wright, *Associate Professor*

Assisting:
 Dr. Ron Butterfield
 Dr. Barry England
 Dr. Lela Foxx
 Dr. Lovell Hayes
 Dr. Angela Hinton
 Dr. Nancy Hutchison
 Dr. Hattie Isen
 Dr. David Phillips
 Dr. Randy Shannon

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.

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

- Reflective educators seeking to serve continually reflect on and evaluate choices and actions to improve instruction through critical self-reflection and inquiry.
- Reflective educators seeking to serve create a supportive learning community in which students assume responsibility for themselves and for one another.
- Reflective educators seeking to serve use effective verbal and nonverbal communications in working with students and media communications that will enhance instruction.
- Reflective educators seeking to serve use technology effectively to enhance student learning and for managing the teaching and learning process.
- Reflective educators seeking to serve know and demonstrate codes of professional ethics and legal responsibilities of PreK–12 classroom teachers and other school professionals.

MEMPHIS PROGRAM

Freed-Hardeman University offers a number of graduate classes in Memphis each semester. Courses offered are in the areas of Education, Leadership, Counseling, and Business. Courses are offered in a variety of ways—traditional, web conferencing, online, and weekend—to provide the opportunity for anyone needing classes.

The Bucy Center Campus is located at 5565 Shelby Oaks Drive, Memphis, TN 38134. Dr. Karen Cypress is the director of this campus. Students may also call the graduate office in Henderson at (800) 348-3481.

BIBLE COURSE

A requirement of the Graduate Studies in Education Program is the successful completion of the 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 College of Education and Behavioral Sciences 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 (Online Non-Licensure Program)

The Master of Education Major in Curriculum and Instruction (**online non-licensure program**) is designed for students who have a teacher license, but seek advanced study in education, or wish to work in education-related fields without a license. A M.Ed. in Curriculum and Instruction is available **online** and is based on 36 hours of course work. Eighteen of these hours follow a list of required courses, 12 are selected from among approved electives and a culminating capstone action research project for 6 hours. Students may choose electives in Curriculum and Instruction, Special Education, School Counseling, Teacher Leadership, or a combination of electives from all of the programs. The M.Ed. generally requires 36 hours of course work.

The M.Ed. is available through a totally **online format** utilizing a learning management system and web conferencing. Courses are scheduled to enable a student to complete the M.Ed. in approximately two years. All courses—core curriculum, elective courses, and capstone courses—are available **online**. For a listing of semester schedules, visit fhu.edu/academics/schedules.

As a requirement to graduate, students **must participate** in program assessment activities scheduled at the beginning, middle, and near completion of their course work. Currently, these

assessment activities consist of securing a Task Stream (Assessment Management System for Department of Education) account, uploading documents in Task Stream, and completing surveys and assessments in Task Stream. The details of this process are initiated when the student enrolls in the program. The program coordinator will serve as the advisor for the program. In order to complete this program, **students must have their own computer and a high speed internet service.**

A two-part thesis or action research project for which the student will receive six graduate hours credit is required.

Students are encouraged to access the following website on a recurring basis for routinely updated information about the M.Ed. program: <http://www.fhu.edu/academics/graduateprograms/education>.

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

Program Coordinator: Dr. Aarek Farmer

Core Curriculum

EDU	501	Research Methods (Web Conferencing)	3 hours
EDU	503	Developmental Psychology	3
EDU	505	Instructional Theory and Design (Web Conferencing)	3
EDU	506	Computer Applications in Education	3
EDU	508	Foundations of Curriculum	3
BIB	540	Introduction to Christianity (Web Conferencing)	3
			<u>3</u>
			18 hours

Electives

Curriculum and Instruction

EDU	512	Procedures in Classroom Management	3
EDU	521	Reading in the Content Area	3
EDU	525	Learning Theory and Principles	3
EDU	526	Inclusive Teaching	3
			<u>3</u>
			12 hours

School Counseling

EDU	532	Theories of Child Counseling and Consulting	3
EDU	533	Career Development, Counseling, and Consulting in Schools	3
EDU	535	Counseling Diverse Populations in Schools	3
EDU	642	Advanced Technology for Educators	3
			<u>3</u>
			12 hours

Special Education

SPE	544	Managing Special-Needs Children	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) (Web Conferencing)	3
			<u>3</u>
			12 hours

Teacher Leadership

EDU	618	Grant Writing	3
EDU	630	Professionalism and Ethics	3
EDU	634	Seminar in Multicultural and Diversity Issues in Education (Web Conferencing)	3
EDU	642	Advanced Technology for Educators	3
			<u>3</u>
			12 hours

Capstone Courses (to be taken at the end of the program)

EDU	522A	Thesis Research and Planning	3
EDU	522B	Thesis Preparation and Defense	3
			<u>3</u>
			6 hours

Total Hours **36 hours**

Master of Arts in Teaching (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 Arts in Teaching/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 Arts in Teaching (M.A.T)** degree and licensure to teach.

Schedule Overview. Each program participant will be able to earn the M.A.T. degree plus meet licensure requirements. Fall and spring classes will be scheduled on Monday, Tuesday, and Thursday evenings (typically beginning at 5 p.m. or later) and on designated Saturdays. Summer classes, however, meet both during the day and in the evening. Several online and web conferencing 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, Special Education 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.A.T. (TEACHING LICENSURE PROGRAM)

Program Coordinator: Dr. Linda Wright

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

Required Core

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

(continued on next page)

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 (Not required for PreK–3 Licensure)	<u>3</u>
			12 hours

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

Student Teaching

EDU	524	Enhanced Student Teaching OR	12 hours
EDU	597	Mentoring in the Classroom*	1

*Required for students hired on a transitional license.

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 503 Developmental Psychology, EDU 505 Instructional Theory and Design, EDU 507 Practicum in Instructional Strategies, EDU 508 Foundations in Curriculum, 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. No less than ten months of teaching experience in lieu of Student Teaching can be applied. No more than three years (that is school district's decision) can be applied. The teaching experience has to be full-time teacher of record in a public K–12 school.*

7. Admission to Student Teaching

Applications for student teaching are available online on the Department 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. For approval for admission to student teaching, the student must have successfully completed all courses required for licensure for the selected discipline. 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 Department of Education website and the Graduate Studies in Education website. All student teachers are required to purchase a one semester Taskstream subscription at the beginning of the student teaching semester.

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 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 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

Required Core

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	<u>3</u>
			28 hours

Modified

SPE	543	Diagnostic Teaching	3
SPE	561	Characteristics and Needs of Exceptional Children (Modified)	3
SPE	565	Techniques & Strategies I (Modified)	<u>3</u>

OR

Comprehensive

SPE	571	Characteristics and Needs of Exceptional Children (Comprehensive)	3
SPE	575	Techniques & Strategies I (Comprehensive)	3
SPE	583	Health and Related Issues	<u>3</u>
			9 hours
			37 hours

Additional Courses Required for Licensure

EDU	524	Enhanced Student Teaching*	12
EDU	530	Professional Reflective Seminar	1

*If working on Transitional License, candidates will take EDU 597 Mentoring in the Classroom for 1 hour credit in lieu of student teaching. Please contact FHU's licensure officer, Rhonda Jones, at (731) 989-6074.

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.

***Master of Education Major in Instructional Leadership* with a Concentration in Administration and Supervision (Licensure Program) OR a Concentration in Teacher Leadership (Non-Licensure Program)**

The Instructional Leadership 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 instructional leadership and licensure as an administrator based on the Tennessee Instructional Leadership Standards (TILS). Standard knowledge, skills, and dispositions are categorized into the required courses, including reflection, research, theories of leadership, applications and processes, professionalism, changes and improvements, and instructional leadership. The Instructional Leadership Licensure (ILL) program requires three years of successful teaching experience.

This is a 40-hour program consisting of a 22-hour core in curriculum and instruction and 18 hours of upper-level instructional leadership courses. The add-on licensure requires passing of the PRAXIS Instructional Leadership Test, along with appropriate recommendations for the program.

The University shares a signed contract with each school system hiring administrative interns in our program. The student, as an intern, will work collaboratively with a mentor assigned by the school system. The mentor will be a part of the completion process.

Admissions Criteria for the M.Ed. in Instructional Leadership (Regular Admission)

1. Application and application fee.
2. Recommendations from university teacher, P–12 administrator from the candidates school system or independent school, and from someone who can serve as a reference for character.
3. Transcripts showing all undergraduate and graduate work.
4. Background check.
5. Test score on one of two tests (MAT or GRE) or a master's degree.
6. Cumulative grade point average of 3.0 or higher on undergraduate work.
7. Interview with appropriate advisor.
8. Nine hours of the curriculum and instruction core with 3.0 or above G.P.A.
9. Students will apply for candidacy to the Instructional Leadership Licensure (ILL) program after taking at least 12 semester hours. The candidacy process will be completed in conjunction with EDU 601 Foundations of School Administration and Supervision.
 - A. While enrolled in EDU 601, students will be formally interviewed by a practicing P–12 administrator and at least one full-time instructional leadership faculty member. Interview questions will be aligned to the following areas:
 - 1) Implementation of innovative learning strategies in their classrooms;
 - 2) Evidence of good communications, human relations, and organizational skills;
 - 3) Use of student data and work samples to make instructional decisions; and
 - 4) Demonstration of high ethical standards.
 - B. Each student will present a portfolio demonstrating his/her potential as an instructional leader. Student portfolio artifact items are in accordance with the Tennessee Learning Centered Leadership Policy. They are as follows:
 - 1) Latest composite teacher evaluations to include State Department TVAAS scores.
 - 2) Current Professional Development.
 - 3) Evidence of ability to improve student achievement and also demonstration of leadership in coaching other teachers to raise student achievement.
 - 4) A personal statement of career goals and how the preparation program would assist the candidate in reaching stated goals.

- 5) Evidence of knowledge about curriculum, instruction, and assessment.
 - 6) Evidence that describes qualities of collaboration, cooperation, and relationship building.
 - 7) Evidence of challenging students through rigorous, standards-based teaching.
 - 8) Evidence of integrating technology into daily teaching.
 - 9) Evidence of working collaboratively on teaching/learning issues with teaching teams.
 - 10) Evidence of analyzed research applied to practice.
 - 11) Demonstration of leadership in the larger community, to include civic and faith-based organizations.
 - 12) Demonstration of the ability to articulate and implement a vision.
 - 13) Evidence of shown commitment to continuous improvement.
10. Successful completion of EDU 601 Foundations of School Administration and Supervision. Upon receiving candidacy status, each student's submitted Internship Proposal will be reviewed by the instructor and by the Director of Instructional Leadership. Once the candidate's Internship Proposal has been approved, the Director of Instructional Leadership must approve any changes. It is the candidate's professional responsibility to keep the Director of Instructional Leadership apprised of any changes to the proposal. *Failure to keep the Director updated on any Internship Proposal changes could result in repeating course work.*
11. For the add-on licensure, application, and interview with the Director of Instructional Leadership and completion of application, admissions and candidacy requirements outlined above for M.Ed. in Instructional Leadership – see item #10. Verification of three years of successful teaching experience and candidacy acceptance are also required for acceptance into the program.

The **Master of Education Major in Instructional Leadership** is structured into two concentrations for depth, relevance, and flexibility:

1. The above Instructional Leadership with a concentration in Administration and Supervision (Licensure) or
2. The Instructional Leadership with a concentration in Teacher Leadership (Non-Licensure).

The **Master of Education in Teacher Leadership Program** is designed as a means by which practicing educators can acquire the knowledge, skills, and competencies teachers need to assume leadership roles in their schools, districts, and the profession. This program constitutes the full range of competencies that teacher leaders need to possess. This program is distinguished from, but in tandem with, formal administrative leadership roles to support good teaching and promote student learning.

Teacher leadership is integral to serving the needs of students, schools, and the teaching profession. To that end, the Teacher Leadership Exploratory Consortium has developed standards to codify, promote, and support teacher leadership. The M.Ed. in Teacher Leadership Program mirrors these standards. The M.Ed. in Teacher Leadership Program requires three years of successful teaching experience before acceptance.

This is a 37-hour program consisting of 22-hour core in curriculum and instruction and 15 hours of upper-level leadership courses.

Admissions Criteria for the M.Ed. in Teacher Leadership Program (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. Test score on one of the three tests (MAT, GRE, or state required score on the PRAXIS II in the initial license content area).

5. Background check.
6. Cumulative grade point average of 3.0 or higher on undergraduate work.
7. Interview with appropriate advisor.
8. Nine 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.

COURSE OF STUDY FOR M.Ed. DEGREE MAJOR INSTRUCTIONAL LEADERSHIP WITH A CONCENTRATION IN ADMINISTRATION AND SUPERVISION (LICENSURE PROGRAM)

Program Coordinator: Dr. Jeff Cozzens

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 OR	3
EDU	635	Advanced Legal Issues in School Administration	(3)
BIB	540	Introduction to Christianity	<u>3</u>
			22 hours

Administrative Courses*

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	The Principalship	3
EDU	614	Instructional Leadership Licensure Internship	<u>3</u>
			18 hours

Total Hours **40 hours**

*FHU is obligated to maintain compliance with the Instructional Leadership Licensure (ILL) requirements as established by the Tennessee Department of Education (TNDOE). The TNDOE may change ILL requirements as directed by the appropriate oversight commissions **at any time**. FHU will make appropriate modifications to the curriculum based on the directives received by the TNDOE.

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.). Upon enrolling in EDU 601 Foundations of School Administration and Supervision, students will have three years to complete Instructional Leadership Licensure (ILL) requirements.
3. Passage of the comprehensive examination (M.Ed.).
4. Passage of the PRAXIS Leadership Test (6011) or other appropriate state-approved test.
5. Exit interview with the Director of Instructional Leadership will include insuring that candidate's internship *artifacts* demonstrate the required competencies outlined in the

Tennessee Instructional Leadership Standards (TILS). Students will electronically record internship artifacts on Taskstream. Dr. Gene Reeves (greeves@fhu.edu) is the candidate's point of contact for this task. Completed disposition assessments by the candidate's mentor in EDU 610, 611, 612, and 613 will be submitted. The candidate will present their final TILS assessment, signed by the student and mentor, to the Director of Instructional Leadership program for an exit interview. Other file criteria must be completed at the candidate's exit interview as directed by the Director of Instructional Leadership Program.

Exit Requirements Licensure Only (Tennessee Instructional Leader Licensure (TILS))

Students wanting to complete requirements to be recommended for the **Tennessee Instructional Leader Licensure (TILS)** must meet the following criteria to be admitted as candidates for this Tennessee endorsement:

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 same entrance **and** exit requirements as listed for the M.Ed. degree in Administration and Supervision. More specifically, licensure only students must meet the same candidacy requirements as all graduates seeking the Instructional Leadership Licensure (ILL). The program of study for licensure must be completed within three (3) years of enrolling in EDU 601 Foundations of School Administration and Supervision.

COURSE OF STUDY FOR M.Ed. DEGREE MAJOR INSTRUCTIONAL LEADERSHIP WITH A CONCENTRATION IN TEACHER LEADERSHIP (NON-LICENSURE PROGRAM)

Program Coordinator: Dr. Elizabeth Saunders

Required Core

EDU	500	Introduction to Graduate Studies	1 hour
EDU	501	Research Methods	3
EDU	503	Developmental Psychology	3
EDU	506	Computer Applications in Education	3
EDU	508	Foundations of Curriculum	3
EDU	513	Education Law OR	3
EDU	635	Advanced Legal Issues in School Administration	(3)
BIB	540	Introduction to Christianity	<u>3</u>
			19 hours

Teacher Leadership Courses

EDU	601	Foundations of School Administration and Supervision	3 hours
EDU	610	Leadership Theories and Applications	3
EDU	620	Administrative Issues in Special Education	3
EDU	637	Data Analysis for School Improvement	3
EDU	639	Development of Professional Learning Communities	<u>3</u>
			15 hours
Total Hours			34 hours

Exit Requirements Licensure Only

1. Successful completions of the above course work with a 3.0 G.P.A. and any other requirements for the M.Ed. degree.
2. Completion of all course work within a six-year period (M.Ed.).
3. Passage of the comprehensive examination (M.Ed.).

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. Carol Waymire

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

Required Core

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

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 OR	3
EDU	513	Education Law	(3)
EDU	636	School Improvement	3
EDU	642	Advanced Technology for Educators	3
EDU	665	Organization and Administration of School Counseling	3
SPE	548	Consultation with School, Family, and Community	<u>3</u>
			42 hours

Required for Licensure/Initial Licensure

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

Total hours **52 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).

Beginning Fall 2013, when a student is engaged in the first internship process, the first internship class must be completed with a grade of "P" **before** the second internship class can be taken. An "I" (incomplete) for the course will stand for the first internship **until it is completed**; therefore, another internship class **cannot be taken until the "I" is removed by completion of the first internship**. The second internship "I" will be removed when the first **internship is completed** with a "P" grade, the **clinical portfolio finished**, the School Counseling **PRAXIS passed** and the student has had **an exit interview** with the director of school counseling. Each internship must be **completed in three semesters**, excluding summer semesters.

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. Carol Waymire

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

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

EDU	500	Introduction to Graduate Studies	1
* Individuals seeking licensure in School Counseling, with a M.Ed. and work experience in a PreK–12 educational setting, <u>must complete 18 hours</u> of School Counseling curriculum listed below in addition to both internship courses (6 hours).			
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 OR	3
EDU	513	Education Law	(3)
EDU	665	Organization and Administration of School Counseling	3
			<u>3</u>
			18 hours
Required for Licensure			
EDU	695B	Supervised Elementary/Middle Internship	3
EDU	695C	Supervised Secondary Internship	3
			<u>3</u>
			6 hours
Total hours			25 hours
<i>*Completion of the school counseling licensure will not qualify students for LPC certification.</i>			

COURSE OF STUDY FOR LICENSURE IN SCHOOL COUNSELING

Program Coordinator: Dr. Carol Waymire

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

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

EDU	500	Introduction to Graduate Studies	1
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***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).**

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 OR	3
EDU	513	Education Law	(3)
EDU	636	School Improvement	3
EDU	642	Advanced Technology for Educators	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 for Licensure

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

Total Hours	25 hours
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****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 Instructional Leadership with a Concentration in Administration and Supervision (Licensure Program) or a Concentration in Teacher Leadership (Non-Licensure Program)

Purpose of Ed.S. Program Major in Instructional Leadership with a Concentration in Administration and Supervision

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

Purpose of Ed.S. Program Major in Instructional Leadership with a Concentration in Teacher Leadership

The purpose of the Education Specialist Degree (Ed.S.) in Teacher Leadership (non-licensure program) is to prepare teacher leaders of integrity to assume leadership roles in their schools, districts, and the profession. This form of leadership can be distinguished from, but in tandem with, formal administrative leadership (school leadership).

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 Instructional Leadership. Students new to FHU are also required to take BIB 540 Introduction to Christianity, for a total of 37 hours.

For the concentration in Administration and Supervision, 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 instructional leadership, EDU 601 Foundations of School Administration and Supervision is a prerequisite.

For the concentration in Teacher Leadership, students with a master degree 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. EDU 601 Foundations of School Administration and Supervision is a prerequisite.

Students who want to obtain the Instructional Leadership Licensure (ILL) while working toward their Ed.S. should consult with their advisor to see how best to tailor the program to meet their needs. The Ed.S. curriculum with an Instructional Leadership Licensure (ILL) requires a separate application process. (For licensure requirements, see Administrative/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. Students electing to add an Instructional Leadership Licensure (ILL) must apply to the ILL program while taking EDU 601.
7. Recent small, professional looking photograph.
8. Current Instructional Leadership License (ILL) or EDU 601. Students who wish to declare the desire to apply for licensure must follow the procedures outlined in Instructional Leadership Licensure (ILL) Program.

9. Submission of a sample of writing to be reviewed.
10. Interview with director of Ed.S. Instructional Leadership program.
11. 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. Also, candidates must complete the Ed.S. application before being approved for admission.

Six hours can be transferred into the program from other institutions if those hours fit into the Instructional Leadership framework. A two-part thesis for which the student will receive six graduate hours credit is required during the Ed.S. program.

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

COURSE OF STUDY FOR Ed.S. DEGREE MAJOR IN INSTRUCTIONAL LEADERSHIP WITH A CONCENTRATION IN ADMINISTRATION AND SUPERVISION (LICENSURE PROGRAM)

Program Coordinator: Dr. Jeff Cozzens

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.

Prerequisite Only – Credit Only to be Used for Admission to the Ed.S. Program

BIB	540	Introduction to Christianity	3 hours
EDU	500	Introduction to Graduate Studies	1
EDU	601*	Foundations of School Administration and Supervision	3

*Must be taken by students that do not hold an Instructional Leadership Licensure (ILL) as a prerequisite to program admission

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	The Principalship	3
EDU	614	Instructional Leadership Licensure Internship	<u>3</u>
			16 hours

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	632	Research in Leadership	3
EDU	638	Instructional Design and Improvement	<u>3</u>
			18 hours

FHU is obligated to maintain compliance with the Instructional Leadership Licensure (ILL) requirements as established by the Tennessee Department of Education (TNDOE). The TNDOE may change ILL requirements as directed by the appropriate oversight commissions **at any time. FHU will make appropriate modifications to the curriculum based on the directives received by the TNDOE.

Additional Courses

EDU	618	Grant Writing in Education	3
EDU	620	Administrative Issues in Special Education	3
EDU	635	Advanced Legal Issues in School Administration	3
EDU	636	School Improvement	3
EDU	640	Facilities and Services	3
EDU	642	Advanced Technology for Educators	3
EDU	665	Organization and Administration of School Counseling Services	3
EDU	685	Seminar in Professional Development	3

Total Hours 34 hours

COURSE OF STUDY FOR Ed.S. DEGREE MAJOR IN EDUCATIONAL LEADERSHIP WITH A CONCENTRATION IN TEACHER LEADERSHIP (NON-LICENSURE PROGRAM)

Program Coordinator: Dr. Elizabeth Saunders

Total hours required for degree = 37. Students new to FHU are also required to take BIB 540 Introduction to Christianity and EDU 500 Introduction to Graduate Studies for a total of 37 hours.

Prerequisite Courses

BIB	540	Introduction to Christianity	3 hours
EDU	500	Introduction to Graduate Studies	1
EDU	601	Foundations of School Administration and Supervision	3

Required Core

EDU	602	Theories of Supervision	3 hours
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	632	Research in Leadership	3
EDU	634	Seminar in Multicultural and Diversity Issues in Education	3
EDU	635	Advanced Legal Issues	3
EDU	638	Instructional Design and Improvement	3
EDU	642	Advanced Technology for Educators	3

Total Hours			37 hours
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Description of Courses

CURRICULUM AND INSTRUCTION

EDU 500. Introduction to Graduate Studies. 1 hour. F., Sp., Su.

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. A student portfolio development fee for Taskstream is charged.

EDU 501. Research Methods. 3 hours. F., Sp., Su.

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. F., Sp., Su.

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. F., Sp., Su.

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. F., Sp., Su.

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. F., Sp.

EDU 507B. Practicum in Instructional Strategies (Secondary). 3 hours. F., Sp.

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. F., Sp., Su.

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. Su.

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. F., Sp., Su.

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. F., Sp., Su.

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. F., Sp., Su.

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. Offered on sufficient demand.

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. F.

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. F., Sp., Su.

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. F.

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. Sp.

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 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.

EDU 524. Enhanced Student Teaching. 12 hours. F., Sp.

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.

EDU 525. Learning Theory and Principles. 3 hours. F., Sp., and Su.

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. F., Sp., and Su.

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. Offered on sufficient demand.

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. F., Sp., and Su.

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. Sp., Su.

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. Sp., Su.

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. Sp., Su.

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. F., Su.

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. Offered on sufficient demand.

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. F., Sp., Su.

A study of the relationships between people’s behavior and their beliefs and/or value structures; groups 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. In addition, this course will assess the student’s qualifications and dispositions to meet professional and personal leadership goals. Students will prepare a professional portfolio, produce an on-demand writing sample and be interviewed by a practicing P–12 administrator and a member(s) from the FHU instructional leadership faculty. Based on these artifacts, the instructional leadership staff will determine candidacy for the Teacher Leadership (TL) Program or Instructional Leadership Licensure (ILL) Program. Prerequisite: 12 hours of 500-level core courses. This course will include field experiences and projects or activities in the areas covered.

EDU 602. Theories of Supervision. 3 hours. Sp., Su.

This course provides knowledge and strategies in the areas of developmental supervision, supervisory behavior and technical skills of supervision. Training in the tasks of supervision as well as designing school improvement programs and encouraging teacher-directed Action Research and inquiry are included.

EDU 610. Leadership Theories and Applications. 3 hours. F., Sp., Su.

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. Sp., Su.

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. F., Sp.

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. The Principalship. 3 hours. F., Sp.

School leadership strategies and practices of organization, supervision, and management appropriate to elementary, middle, and high school are studied. The course will focus on engagement both psycho-socially and academically. It will also challenge preconceived constructs of what the principal should know and do.

EDU 614. Instructional Leadership Licensure Internship. 3 hours. F., Sp., Su.

A course that brings closure to the initial Instructional Leadership Program in which the intern will prepare an electronic portfolio, complete content competencies aligned to the Tennessee Instructional Leadership Licensure (TILL) and pass the PRAXIS exam. The intern will take any remedial steps required to obtain a TILL. The student will also develop and implement a professional development plan for the following year.

EDU 615. Service Learning: Principles and Practice. 3 hours. Offered on sufficient demand.

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. F., Sp., Su.

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. Issues in Special Education. 3 hours. Sp.

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. F., Su.

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. F.

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. This course requires students to prepare and present their thesis proposal to the Institutional Review Board (IRB) for approval. Prerequisites: Students must be enrolled in the Ed.S. program, have taken EDU 632 Research in Leadership, and completed 22 hours before registering for this course.

EDU 622B. Thesis Preparation and Defense. 3 hours. Sp.

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. Prerequisites: Students must be enrolled in the Ed.S. program, have taken EDU 622A Thesis Research and Planning, and completed 25 hours before registering for this course.

EDU 630. Professionalism and Ethics. 3 hours. F., Sp., Su.

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. F., Su.

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 634. Seminar in Multicultural and Diversity Issues in Education. 3 hours. F.

This graduate seminar provides an overview of the issues, principles, and practices associated with effective teaching in diverse contexts. Students will explore theory and pedagogy as they relate to culturally responsive teaching from the perspectives of both the teacher and the learner in school settings. In addition, teachers' and students' diverse and multiple social identities and a variety of student learning styles, course topics will include problem-based learning, inquiry-based teaching, and other models for ensuring engagement and inclusion. The interaction of theory and practice is an important theme (and challenge) of the course.

EDU 635. Advanced Legal Issues in School Administration. 3 hours. Sp.

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. Sp.

A study and evaluation of the modern practices and strategies used for school improvement with the emphasis on enhancing K–12 school learning.

EDU 637. Data Analysis for School Improvement. 3 hours. Sp.

Using data to guide decision making and continuous improvement is predicated on consistent, reliable, and informative sources of data. While schools assess students with tremendous frequency, the lack of distribution, organization, and explanation of data often prevents its meaningful application. This course is intended to develop the capacity of teacher leaders to address these problems and lead their school to more systematic application of data to guide decision making and continuous improvement.

EDU 638. Instructional Design and Improvement. 3 hours. F., Sp.

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 639. Development of Professional Learning Communities. 3 hours. Su.

Professional Learning Communities (PLC) has emerged as an effective model for school improvement and higher student achievement. This course will orient participants around the concepts of PLC, where PLC fits in the broader perspective of school reform, and strategies for implementing PLC. The PLC is an essential component of fostering a collaborative culture to support educator development and student achievement.

EDU 640. Facilities and Services. 3 hours. Sp.

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. Advanced Technology for Educators. (W) 3 hours. F., Sp.

A projects-based course in technology usage for teachers working on their +30, school administrators, teacher leaders and/or school counselors seeking to enhance their skills in and understanding of varied technology media. The online course is intended to help candidates gain a clear understanding of the International Society of Technology in Education (ISTE) National Educational Technology Standards (NETS) for students, teachers, administrators, and coaches in order to assimilate, analyze, and evaluate data through problem-solving strategies related to their educational settings. This online course includes significant writing, blogging, tweeting, Skyping, podcasting, and vidcasting.

EDU 665. Organization and Administration of School Counseling Services. 3 hours. F., Sp., Su.

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. F.

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. F., Sp., Su.

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. 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. F., Sp., Su.

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. 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. F., Sp., Su.

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. Su.**

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. Sp., Su.

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. Sp.

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. F.

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, Sp.

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. Su.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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.



Dr. Sam 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 College 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 (www.fhu.edu/spiritualdevelopment) 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. The Office of Spiritual Development is located on the first floor of the Old Main Building.

Holly Chism, Administrative Assistant to Vice President for Spiritual Development



Mr. 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

Ryan Malecha, *Director of Alumni Relations and the Annual Fund*

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.



Mr. Mark Scott
Vice President for Innovation and Technology

Mission of Innovation and Technology

The mission of Innovation and Technology (IT) is to provide the technology infrastructure and support necessary for the institution to meet its strategic goals and objectives. It also serves to encourage, promote, and facilitate the innovative use of technology in faculty pedagogy and student learning.

IT Leadership

Mark Scott – *Vice President for Innovation and Technology*
Shannon Chasteen – *Administrative Assistant and Customer Service Specialist*
Greg Maples – *Director of Technology Operations and Support*
Michael Plyler – *Director of Web Services*

We are partners, innovators and good stewards of the resources allocated to us and understand the importance of managing those resources in the most beneficial and efficient ways.

Innovation and Technology consists of two main areas. These work together in providing information technology support and services to both academic and non-academic related functions of the University.

Technology Operations and Support

Technology Operations and Support provides the best experience possible for all end-users of technology on campus. We collaborate and implement the best methods for deploying, maintaining, and supporting the equipment and infrastructure necessary to complete this experience. This includes workstation systems, mobile devices, software, telecommunication systems, cable television, our data network, and server systems.

Web Services

Web Services provides leadership and support for Freed-Hardeman's website and both academic and non-academic web application environments. Web Services is dedicated to researching and providing web technologies that enhance learning, service, and efficiency. This is done while maintaining a focus of reliability, usability, and accessibility.

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

B.M.Ed., East Central University, 1987; M.Ed., East Central University, 1994; Ph.D., University of Oklahoma, 2009.

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.

R. MARK SCOTT, B.S., M.S. – 2002

Vice President for Innovation and Technology

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, Capella University 2005–08.

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.

DOUGLAS Y. BURLESON, B.A., M.A., M.Div., M.Th. – 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; New Orleans Baptist Seminary, 2007-.

JEFFRY A. COZZENS, B.M.E., M.Ed., Ed.D. – 2007

Coordinator of Educational Leadership Studies; Assistant Professor of Education

B.M.E., University of Tennessee at Martin, 1981; M.Ed., Memphis State University, 1984; Ed.D., University of Memphis, 2004.

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.

CHRISTOPHER A. CREECY, B.S., M.S., Ph.D. – 2007

Assistant Professor of Psychology

B.S., Freed-Hardeman University, 1996; M.S., Freed-Hardeman University, 2006; Ph.D., Capella University, 2013.

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; 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.

AAREK W. FARMER, B.S., M.Ed., Ed. – 2013

Assistant Professor of Education

B.S., Freed-Hardeman University, 2003; M.Ed., Freed-Hardeman University, 2006; Ed.D., University of Memphis, 2010.

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

Associate Professor of Marketing

B.S., Freed-Hardeman University, 1989; M.B.A., University of Mississippi, 1990; Ph.D., Touro University, 2007.

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.

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.

STEPHEN H. MORRIS, B.A., J.D. – 2002

University Counsel; Associate Professor of Political Science

Itawamba Junior College, 1982; Harding University, 1983–86; B.A., University of Mississippi, 1987; J.D., University of Mississippi, 1990; Virginia Polytechnic Institute and State University, 2003–.

WADE E. OSBURN, B.A., M.L.I.S., M.Div. – 2002

Interim Library Director; 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; 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

Dean of Graduate Studies and Outreach; 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., Ph.D. – 2010

Assistant Professor of Bible

B.A., Freed-Hardeman University, 2003; M.A., Freed-Hardeman University, 2006; Ph.D., Hebrew Union College, 2012.

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.

KEITH W. SMITH, A.A., B.S., M.B.A., B.S., C.P.A., Ph.D. – 1974–76; 77–81; 86–89; 2000

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; 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

Dean of the School of Business; 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.

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

Internship Coordinator; 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.

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

BELINDA J. ANDERSON, B.S.E., M.Ed., Ed.D. – 2013

Lecturer in Education

B.S.E., Freed-Hardeman University, 1991; M.Ed., Freed-Hardeman University, 1993; Ph.D., University of Memphis, 1998.

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.

JAMES H. DALTON, B.A., M.S., Ph.D. – 2013

Lecturer in Counseling

B.A., Freed-Hardeman University, 2004; M.S., Freed-Hardeman University, 2008; John Brown University, 2012; Ph.D., Regent University, 2012.

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.

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.

NANCY HUTCHISON, B.A., M.Ed., Ed.S., Ed.D. – 2013

Lecturer in Education

B.A., Union University, 1988; M.Ed., Union University, 1994; Ed.S., Liberty University, 2009; Ed.D., Liberty University, 2012.

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

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.

JEREMY M. NORTHROP, B.B.A., M.A., M.S. – 2013

Lecturer in Counseling

B.B.A., Freed-Hardeman University, 1999; M.A., Freed-Hardeman University, 2003; M.S., Freed-Hardeman University, 2008; Capella University, 2009-.

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.

M. BRENT RUDDER, B.A., M.S.N. – 2008

Lecturer in Counseling

B.A., Lipscomb University, 1995; M.S.N., Vanderbilt University, 2001.

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.

ROBERT E. TRIMM, B.A., M.A., Ph.D. – 2011

Lecturer in Business

B.A., University of North Alabama, 1992; M.A., University of Mississippi, 1995; Ph.D., University of Mississippi, 2002.

CLYDE M. WOODS, A.A., B.A., M.A., M.R.E., M.Th., Ph.D. – 1965

Lecturer in Bible

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.

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.

Graduate Calendar, 2013–2014

Summer Term 2013 (May 13–July 19)

Summer 2013 Two-Week Session

May 13–24	May Two-Week Session
May 13	Classes begin Last day to register for Two-Week courses Drop/Add Period to change Two-Week Session schedule ends, 5 p.m.
May 17	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 24	Final Exams

Summer 2013 Four-Week Sessions

May 27	Memorial Day Holiday (no classes)
May 28–June 21	First Four-Week Session
May 28	Classes begin
May 31	Last day to register for First Four-Week courses Drop/Add Period to change First Four-Week Session schedule ends, 5 p.m.
June 7	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 21	Final Exams (or may be given the last day of class) Deadline for removing spring semester incomplete grades
June 24–July 19	Second Four-Week Session
June 24	Classes begin
June 28	Last day to register for Second Four-Week courses Drop/Add Period to change Second Four-Week Session schedule ends, 5 p.m.
July 4	Independence Day (no classes)
July 9	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
July 19	Final Exams (or may be given the last day of class)

Summer 2013 Eight-Week Session

May 27	Memorial Day Holiday (no classes)
May 28–July 19	Eight-Week Session
May 28	Classes begin
May 31	Last day to register for Eight-Week courses Drop/Add Period to change Eight-Week Session schedule ends, 5 p.m.
June 21	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade) Deadline for removing spring semester incomplete grades
July 4	Independence Day (no classes)
July 19	Final Exams (or may be given the last day of class)

Fall Term 2013 (August 5–December 13)

Fall 2013 Two-Week Session

August 5–16

August 5

August Two-Week Session

Classes begin

Last day to register for August Two-Week courses

Drop/Add Period to change August Two-Week Session schedule ends, 5 p.m.

August 9

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

August 16

Final Exams

Fall 2013 Sixteen-Week Session

August 21–

December 12

August 21

August 30

Sixteen-Week Session

Classes begin

Last day to register for Sixteen-Week courses

Drop/Add Period to change Sixteen-Week Session schedule ends, 5 p.m.

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

September 2

Labor Day Holiday (no classes)

October 7–11

Mid-Term Week

October 11

All summer incomplete grades and all mid-term grades due in Registrar's Office, 1 p.m.

October 18

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

November 8–9

Homecoming

November 23–

December 1

Thanksgiving Holidays, Saturday–Sunday (no classes)

December 9–13

Final Exams (or may be given the last day of class)

December 12

Graduation Rehearsal, 5:30 p.m., Loyd Auditorium

Final grades due, 9 a.m.

December 13

Commencement, 6 p.m., Loyd Auditorium

Fall 2013 Eight-Week Sessions

August 17–

October 12

August 17

August 30

First Eight-Week Session

Classes begin

Last day to register for first Eight-Week courses

Drop/Add Period to change first Eight-Week Session schedule ends, 5 p.m.

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

September 2

Labor Day Holiday (no classes)

September 13

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

October 7–12

Final Exams (or may be given the last day of class)

October 14–

December 13

August 30

October 14

Second Eight-Week Session

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

Classes begin

October 18	Last day to register for second Eight-Week courses Drop/Add Period to change second Eight-Week Session schedule ends, 5 p.m.
November 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
December 9–12	Final Exams (or may be given the last day of class)
December 12	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium Final grades due, 9 a.m.
December 13	Commencement, 6 p.m., Loyd Auditorium
August 17– September 13	First Four-Week Session
August 17	Classes begin – Students must register prior to the first class meeting
August 23	Last day to drop First Four-Week course, 5 p.m., Registrar's Office
August 30	Last day for December graduates to apply for graduation Last day to submit Special Studies forms to Dean's Office Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
September 10	Labor Day Holiday (no classes)
September 7–13	Final Exams (or may be given the last class day)
September 16	Final grades due, 5 p.m.
September 14– October 11	Second Four-Week Session
September 14	Classes begin – Students must register prior to the first class meeting
September 20	Last day to drop Second Four-Week course, 5 p.m., Registrar's Office
September 27	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
October 5–11	Final Exams (or may be given the last class day)
October 11	All summer incomplete grades due in Registrar's Office, 1 p.m.
October 14	Final grades due, 5 p.m.
October 12– November 8	Third Four-Week Session
October 12	Classes begin – Students must register prior to the first class meeting
October 18	Last day to drop Third Four-Week course, 5 p.m., Registrar's Office
October 25	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 2–8	Final Exams (or may be given the last class day)
November 11	Final grades due, 5 p.m.
November 9– December 12	Fourth Four-Week Session
November 9	Classes begin – Students must register prior to the first class meeting
November 15	Last day to drop Fourth Four-Week course, 5 p.m., Registrar's Office
November 22	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 23– December 1	Thanksgiving Holidays, Saturday–Sunday (no classes)
December 7–12	Final Exams (or may be given the last class day)
December 12	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium
December 13	Final grades due, 9 a.m. Commencement, 6 p.m., Loyd Auditorium

Spring Term 2014 (January 6 – May 16)

Spring 2014 Two-Week Session

January 6–17	January Two-Week Session
January 6	Classes begin
	Last day to register for January Two-Week courses
	Drop/Add Period to change January Two-Week Session schedule ends, 5 p.m.
January 10	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
January 17	Final Exams
January 20	Martin Luther King, Jr. Holiday (no classes)

Spring 2014 Sixteen-Week Session

January 22– May 16	Sixteen-Week Session
January 22	Classes begin
January 31	Last day to register for Sixteen-Week courses
	Drop/Add Period to change January Two-Week Session schedule ends, 5 p.m.
	Last day for May and August graduates to apply for graduation
	Last day to submit Special Studies forms to Dean's office
February 2–6	Annual Bible Lectureship
March 10–14	Mid-Term Week
March 14	All summer incomplete grades and all mid-term grades due in registrar's office, 1 p.m.
March 21	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 22–30	Spring Vacation (no classes)
April 11–12	Spring Weekend/Makin' Music
May 12–16	Final Exams (or may be given the last day of class)
May 16	Graduation Rehearsal, 10 a.m., Loyd Auditorium
May 17	Final grades due, 1 p.m.
	Commencement, 10 a.m., Loyd Auditorium

Spring 2014 Eight-Week Sessions

January 18– March 15	First Eight-Week Session
January 18	Classes begin
January 31	Last day to register for first Eight-Week courses
	Drop/Add Period to change first Eight-Week Session schedule ends, 5 p.m.
	Last day for May and August graduates to apply for graduation
	Last day to submit Special Studies forms to Dean's office
February 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 10–15	Final Exams (or may be given the last day of class)

March 17–May 16	Second Eight-Week Session
January 31	Last day for May and August graduates to apply for graduation
March 17	Last day to submit Special Studies forms to Dean's office
March 21	Classes begin
	Last day to register for second Eight-Week courses
	Drop/Add Period to change second Eight-Week Session schedule ends, 5 p.m.
March 22–30	Spring Vacation (no classes)
April 18	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 12–16	Final Exams (or may be given the last day of class)
May 16	Graduation Rehearsal, 10 a.m., Loyd Auditorium
May 17	Final grades due, 1 p.m.
	Commencement, 10 a.m., Loyd Auditorium
January 18–February 14	First Four-Week Session
January 18	Classes begin – Students must register prior to the first class meeting
January 20	Martin Luther King, Jr. Holiday (no classes)
January 24	Last day to drop First Four-Week course, 5 p.m., Registrar's Office
January 31	Last day for May and August graduates to apply for graduation
	Last day to submit Special Studies forms to Dean's Office
	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
February 8–14	Final Exams (or may be given the last class day)
February 17	Final grades due, 5 p.m.
February 15–March 14	Second Four-Week Session
February 15	Classes begin – Students must register prior to the first class meeting
February 21	Last day to drop Second Four-Week course, 5 p.m., Registrar's Office
February 28	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 8–14	Final Exams (or may be given the last class day)
March 14	All fall incomplete grades due in Registrar's Office, 1 p.m.
March 17	Final grades due, 5 p.m.
March 15–April 18	Third Four-Week Session
March 15	Classes begin – Students must register prior to the first class meeting
March 21	Last day to drop Third Four-Week course, 5 p.m., Registrar's Office
March 23–30	Spring Vacation (no classes)
April 4	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
April 12–18	Final Exams (or may be given the last class day)
April 21	Final grades due, 5 p.m.
April 19–May 16	Fourth Four-Week Session
April 19	Classes begin – Students must register prior to the first class meeting
April 25	Last day to drop Fourth Four-Week course, 5 p.m., Registrar's Office
May 2	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 10–16	Final Exams (or may be given the last class day)
May 16	Graduation Rehearsal, 10 a.m., Loyd Auditorium
May 17	Final grades due, 1 p.m.
	Commencement, 10 a.m., Loyd Auditorium

Graduate Calendar, 2014–2015 (Tentative)

Summer Term 2014 (May 19–July 25) (Tentative)

Summer 2014 Two-Week Session

May 19–30	Two-Week Session
May 19	Classes begin
	Last day to register for Two-Week courses
	Drop/Add period to change Two-Week Session schedule ends, 5 p.m.
May 23	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 26	Memorial Day Holiday (no classes)
May 30	Final Exams

Summer 2014 Four-Week Sessions

June 2–27	First Four-Week Session
June 2	Classes begin
June 6	Last day to register for First Four-Week courses
	Drop/Add Period to change First Four-Week Session schedule ends, 5 p.m.
June 13	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 27	Final Exams (or may be given the last day of class) Deadline for removing spring semester incomplete grades
June 30–July 25	Second Four-Week Session
June 30	Classes begin
July 3	Last day to register for Second Four-Week courses
	Drop/Add Period to change Second Four-Week Session schedule ends, 5 p.m.
July 4	Independence Day Holiday (no Classes)
July 11	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
July 25	Final Exams (or may be given the last day of class)

Summer 2014 Eight-Week Session

June 2–July 25	Eight-Week Session
June 2	Classes begin
June 6	Last day to register for Eight-Week courses
	Drop/Add Period to change Eight-Week Session schedule ends, 5 p.m.
June 27	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
	Deadline for removing spring semester incomplete grades
July 4	Independence Day Holiday (no classes)
July 25	Final Exams (or may be given the last day of class)

Fall Term 2014 (August 4 – December 11) (Tentative)

Fall 2014 Two-Week Session

August 4–15

August 4

August Two-Week Session

Classes begin

Last day to register for August Two-Week courses

Drop/Add Period to change August Two-Week Session schedule ends, 5 p.m.

August 8

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

August 15

Final Exams

Fall 2014 Sixteen-Week Session

August 20–

December 12

August 20

August 29

Sixteen-Week Session

Fall classes begin

Last day to register for Sixteen-Week courses

Drop/Add Period to change Sixteen-Week Session schedule ends, 5 p.m.

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

September 1

Labor Day Holiday (no classes)

October 6–10

Mid-Term Week

October 10

All summer incomplete grades and all mid-term grades due in registrar's office, 1 p.m.

October 17

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

November 7–8

Homecoming

November 22–30

Thanksgiving Holidays, Saturday–Sunday (no classes)

December 8–11

Final Exams (or may be given the last day of class)

December 11

Graduation Rehearsal, 5:30 p.m., Loyd Auditorium

December 12

Final grades due, 9 a.m.

Commencement, 6 p.m., Loyd Auditorium

Fall 2014 Eight-Week Sessions

August 16–

October 11

August 16

August 29

First Eight-Week Session

Classes begin

Last day to register for first Eight-Week courses

Drop/Add Period to change first Eight-Week Session schedule ends, 5 p.m.

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

September 1

Labor Day Holiday (no classes)

September 12

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

October 6–11

Final Exams (or may be given the last day of class)

October 13–

December 11

August 29

Second Eight-Week Session

Last day for December graduates to apply for graduation

Last day to submit Special Studies forms to Dean's Office

October 13	Classes begin
October 17	Last day to register for second Eight-Week courses Drop/Add Period to change second Eight-Week Session schedule ends, 5 p.m.
November 7	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
December 8–11	Final Exams (or may be given the last day of class)
December 11	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium Final grades due, 9 a.m.
December 12	Commencement, 6 p.m., Loyd Auditorium

Spring Term 2015 (January 5 – May 15) (Tentative)

Spring 2015 Two-Week Session

January 5–16	January Two-Week Session
January 5	Classes begin Last day to register for a January Two-Week course Drop/Add Period to change January Two-Week Session schedule ends, 5 p.m.
January 9	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
January 16	Final Exams
January 19	Martin Luther King Holiday (no classes)

Spring 2015 Sixteen-Week Session

January 21–May 15	Sixteen-Week Session
January 21	Classes begin
January 30	Last day to register for Sixteen-Week course Drop/Add Period to change Sixteen-Week Session schedule ends, 5 p.m. Last day for May and August graduates to apply for graduation Last day to submit Special Studies forms to Dean's Office
February 1–6	Annual Bible Lectureship
March 9–13	Mid-Term Week
March 13	All fall incomplete grades and all mid-term grades due in registrar's office, 1 p.m.
March 20	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 21–29	Spring Vacation (no classes)
April 10–11	Spring Weekend/Makin' Music
May 11–15	Final Exams (or may be given the last day of class)
May 15	Graduation Rehearsal, 10 a.m., Loyd Auditorium Final grades due, 1 p.m.
May 16	Commencement, 10 a.m., Loyd Auditorium

Spring 2015 Eight-Week Sessions

January 17–

March 14

January 17

January 30

First Eight-Week Session

Classes begin

Last day to register for first Eight-Week courses

Drop/Add Period to change first Eight-Week Session schedule ends, 5 p.m.

Last day for May and August graduates to apply for graduation

Last day to submit Special Studies forms to Dean's office

February 13

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

March 9–14

Final Exams (or may be given the last day of class)

March 16–

May 15

January 30

March 16

March 20

Second Eight-Week Session

Last day for May and August graduates to apply for graduation

Last day to submit Special Studies forms to Dean's office

Classes begin

Last day to register for second Eight-Week courses

Drop/Add Period to change second Eight-Week Session schedule ends, 5 p.m.

March 21–29

Spring Vacation (no classes)

April 10

Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)

May 11–15

Final Exams (or may be given the last day of class)

May 15

Graduation Rehearsal, 10 a.m., Loyd Auditorium

Final grades due, 1 p.m.

May 16

Commencement, 10 a.m., Loyd Auditorium

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