FREED-HARDEMAN UNIVERSITY

ACADEMIC CATALOG

2018 - 2019

2018–2019 Academic Catalog of Freed–Hardeman University

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

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Non–discriminatory Policy as to Students

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

Based upon this commitment, FHU follows the principle of non-discrimination and operates within applicable federal and state laws. As a recipient of federal financial assistance, FHU 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.

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT 3

UNDERGRADUATE ADMISSIONS 10

GRADUATE ADMISSIONS 17

FINANCIAL INFORMATION 25
Student Charges and Expenses (Beginning June 1, 2018) 26

FINANCIAL AID 28
Undergraduate Scholarships 29
FHU/Dickson Student Scholarships 31
Graduate Scholarships 32
Federal Financial Aid Programs 35
Paying Your Account 41
Student Account Timeline 2018–2019 43

GENERAL EXPECTATIONS AND REGULATIONS 44
Student Services and Facilities 46

GENERAL ACADEMIC INFORMATION 50
Grades 54
Academic Probation 57
Academic Suspension 57
Student Rights and Responsibilities 60
Transcripts 61
Student Academic Grievance Procedure 61
Withdrawal from the University 64
Class Attendance 64
Special Academic Programs 67
FHU Abroad 68

ACADEMIC PROGRAMS 76
Colleges and Departments 76

MAJORS AND DEGREES 77

LIBERAL ARTS CORE 84
Liberal Arts Course Requirements 84
Graduation Requirements 86

FHU/DICKSON 229

FHU/MEMPHIS 234

COURSE DESCRIPTIONS 237

BOARD OF TRUSTEES 344

ADMINISTRATION AND FACULTY 345

UNIVERSITY COMMITTEES 363

ACADEMIC CALENDAR 364

INDEX 373

Mr. David Shannon
President

MESSAGE FROM THE PRESIDENT

Welcome to Freed–Hardeman University! You will find this to be a warm, welcoming place where every student is treated with the respect and compassion due a child of God. That is our goal.

In addition, you will have the opportunity to gain an excellent education from a distinctly Christian perspective. You will be encouraged to use your God-given talents and abilities for His glory, whether those talents are in the classroom, on the athletic fields, on the stage, or in the community. The University seeks to provide you with opportunities to flourish in every area of your life: intellectually, socially, physically, and spiritually.

You will find this catalog to be helpful as you plan your course of study. It tells you in detail what you need to do in order to receive a degree from Freed–Hardeman University (FHU). Use it, as well as the excellent academic advisors available to you, as you make the transition from student to alumnus.

We are glad you are here. Have a great four years!

A Word About This Catalog

The catalog has been designed to provide you with clear, current, and useful information about FHU. In it, you will learn about the University's history and traditions, its distinctive commitments, and its programs and services.

You will learn from the catalog what you may expect of the University and what the University expects of you as a student. It tells how you may earn a degree and with what kind of regulations you must comply to remain in good standing. It is an authoritative reference for students, faculty, and administration, and no one may waive its requirements or regulations without a written request approved in writing by the appropriate administrative officer. Errors may, of course, be corrected. Oral advice or assurances that differ from the catalog should not be accepted or relied upon.

Provisions of this catalog are subject to change without notice and do not constitute an irrevocable contract between any student and the University. Regulations, courses, and programs of study may be added, modified, or discontinued to meet changing student and faculty interests, requirements of accreditation or certification agencies, or for other appropriate reasons. Announcements of changes will be made on campus or in University publications. More detail on student life and activities will be found in the Student Handbook. Each faculty has access to school policies that he/she may use in answering questions about attendance policies, independent studies, field

studies, or other areas. Further interpretation or information may be sought from a college dean or from the vice president for academics.

Accreditation and Affiliations

Freed–Hardeman University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award an associate, bachelor's, master's, education specialist's, and doctorate 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 FHU. For all other inquiries, contact FHU directly.

Freed–Hardeman University also maintains program specific accreditations. 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 2013. National accreditation of the undergraduate elementary and secondary teacher education programs was granted by the National Council for the Accreditation of Teacher Education (NCATE) in 1982, retroactive to September 1981. This was reaffirmed and extended to the graduate program in 1992. The Education Specialist degree program was accredited in Fall 2003. The Accreditation of Teacher Education most recently reaffirmed accreditation of the undergraduate and the graduate education programs in 2013.

The Council on Social Work Education first accredited the University's bachelor's degree in the social work program in 1981. This accreditation was reaffirmed in 1989, 1997, 2004, and 2012.

The Accreditation Council for Business Schools and Programs (ACBSP) first accredited the University's undergraduate business programs in 1994. The accreditation was reaffirmed in 2004 and 2014. The ACBSP accredits the Bachelor of Business Administration (B.B.A.) degrees in accounting, finance, management, and marketing; and the Master of Business Administration (M.B.A.) degree.

The Graduate School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275–1110; (412) 788-6505, ext. 226. The following degree programs are approved by the Commission on Accrediting: The Master of Arts in Ministry and the Master of Divinity.

The Tennessee Board of Nursing extended full approval to FHU's baccalaureate program in nursing in August 2013. The Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) accredited the baccalaureate degree program in nursing in November 2014.

Freed–Hardeman University is an institutional member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Tennessee College Association, the Tennessee Association of Colleges for Teacher Education, the American Association of Colleges for Teacher Education, and the Association of Independent Liberal Arts Colleges for Teacher Education (National and State). Freed–Hardeman University is a charter member of the Accreditation Council for Business Schools and Programs. Freed–Hardeman University is also affiliated with the Tennessee Independent Colleges and Universities Association (TICUA), the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), and the Council for Higher Education Association (CHEA).

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.

State Authorizations (Distant Education Programs)

Freed–Hardeman University is committed to complying with all states' and federal regulations for its distant learning programs. Freed–Hardeman University has been approved by Tennessee to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-

SARA is a voluntary, regional approach to state oversight of postsecondary distance education. For specific information regarding state authorization, approval, licensure or exemption, please contact the associate vice president for academics.

Please note that Freed–Hardeman University's programs that may lead to a professional licensure or certification (e.g., Accounting, Counseling, Psychology, Social Work, Teacher Education, etc.) are designed to meet the licensure requirements for the state of Tennessee. The University does not explicitly or implicitly attest that licensure programs meet the licensure requirements for any state other than Tennessee. Please reference the Accreditations and State Authorizations webpage on FHU's website prior to enrolling in a licensure program to obtain further information, including contact information for the applicable licensing board in your respective state of residence. Contact the Office of Graduate Admissions for more information if it is applicable to a graduate program.

Nature of the Institution

Freed–Hardeman University is a private, not-for-profit, institution that is associated with the churches of Christ. The University offers baccalaureate, master's, education specialist's, and doctorate degrees in art, business, divinity, education, fine arts, ministry, nursing, science, and social work. The University serves undergraduate and graduate student populations who, on average, originate from 35 states and 20 countries. Freed–Hardeman University serves a large number of traditional, full-time, undergraduate, residential students at its location in Henderson, Tennessee. The University also serves a growing number of commuter, part-time, and adult undergraduate and graduate students at Henderson, at its off-campus instructional sites in Memphis and in Dickson, and through its distant-learning programs.

The mission of the University is advanced by a qualified Christian faculty who teach and inspire students to learn through instruction and activities that 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 University, its faculty, and its students receive support from alumni, churches, and other friends, and provides a variety of services to businesses, churches, nonprofit organizations, and to the general public.

Freed–Hardeman University provides a liberal arts education for undergraduate students through its liberal arts core and degree programs. Courses are offered by ten academic departments organized into five colleges—Arts and Sciences, Biblical Studies, Business, Education and Behavioral Sciences, and the Honors College.

Identity Statement

Freed–Hardeman University is an academic community, associated with churches of Christ, which is dedicated to providing excellent undergraduate, graduate, and professional programs.

Mission Statement

The mission of Freed–Hardeman University is to help students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service.

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:

1. Freed–Hardeman University 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.
2. Freed–Hardeman University provides educational opportunities through excellent undergraduate, graduate, and professional 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 engaging academic opportunities to strengthen individual students,
    - by equipping students for advanced study and career challenges,
    - by instilling in students a lasting desire for learning, and
    - by engaging in the scholarship of discovery, integration, application, and/or teaching in ways that are appropriate to its various disciplines of study, degrees awarded, and professional programs.
3. Freed–Hardeman University 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.

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 that 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 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. McDougle became co-president with Freed, and when Freed resigned in 1905, McDougle 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 and served until June 2017 when David R. Shannon succeeded him as the 16th president for Freed–Hardeman University.

At various times, FHU and its predecessors have offered an 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. The University's first doctoral program was offered in Fall 2014.

In 1999, FHU expanded course offerings to Memphis, Tennessee. Initially, the University offered graduate education programs at a site shared with the Harding Graduate School of Religion. In June 2011, the University opened the Bucy Center in Memphis, a 12,000 square foot facility located at 5565 Shelby Oaks Drive. Programming at the facility was also expanded at that time to include courses for the M.S. in Clinical Mental Health Counseling. The facility was named in honor of G. C. and Pam Bucy; both were Freed–Hardeman alumni and long-time educators.

In November 2013, FHU received a gift of property located in Dickson, Tennessee from the Jackson Foundation, Inc. known as the Renaissance Center. This facility was an 110,000 square foot learning facility that included classroom space, conference rooms, theatre and performance areas, art studios, film and audio production studios, and office spaces. Beginning in Fall 2014, the University offered undergraduate and graduate programs in business, education, nursing, and clinical mental health counseling at the Renaissance Center. Programming was expanded to include criminal justice, psychology, and social work in Fall 2015, and nursing was added in Fall 2016.

Freed–Hardeman University has been accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1956 with the most recent reaffirmation occurring in 2011. In 1976, FHU obtained accreditation to award baccalaureate degrees. In June 1990, SACSCOC accreditation was expanded to allow the University to offer master's degrees, and in December 2013, SACSCOC accreditation was further expanded to allow the offering of doctorate degrees.

Institutional Governance

The governing body of Freed–Hardeman University is the Board of Trustees. Through their adoption of fundamental statements of mission and policy, the board seeks to ensure the accomplishment of the mission 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.

Students will find administrators willing to discuss any University policy or regulation. Students, teachers, and administrators serve on standing University Committees. Through these committees and through the Student Government Association (SGA), policy recommendations are made to the president.

Locations and Facilities

Henderson Campus

The University's main campus is located in a quiet, West Tennessee, county-seat town of approximately 6,500 citizens. Henderson is fortunate to have more than adequate educational, medical, protective, and business services and facilities. The county high school is regionally accredited. Physicians, licensed nurse practitioners, dentists, optometrists, and pharmacies are located within walking distance of the campus. The University is adjacent to the city and county courthouses, office buildings, and the central business district. Light industry is located away from the campus. The campus consists of about 120 acres with 26 buildings.

Town and University relationships are good. University facilities are frequently made available to local civic clubs, senior citizens, and scout groups, and faculty and staff members are active participants in community organizations such as the Chester County Red Cross and other civic groups. Campus groups cooperate with community blood drives and provide volunteer services for children with disabilities classes, the county nursing home, and other entities.

Supplementing the cultural, entertainment, medical, and shopping facilities of Henderson are those of the regional center of Jackson, located 17 miles north.

Chickasaw State Park, Pinson Mounds State Archaeological Park, and Shiloh National Military Park are nearby and are the sites of University outings. The 77–acre Mid–South Youth Camp owned by the University is located just north of Henderson and is available for picnics and other activities. Classes and clubs frequently make field trips to Memphis or Nashville.

Hope Barber Shull Academic Resource Center

The **Hope Barber Shull Academic Resource Center (ARC)** is the heart of the FHU academic community, a place where people come together to engage in the academics enterprise – teaching and learning, scholarship, and service. The ARC includes over 49,500 square feet dedicated to this purpose. The ARC opened in January 2016 and is named in honor of FHU's long-time library director, Hope Barber Shull. A memorial reading area dedicated to Hope Barber Shull is located near the west entrance.

The ARC is home to the Loden–Daniel Library, the Hope Barber Shull Library, KC's Coffee House, the Learning Center, and the Center for Instructional Innovation (CII). In addition, the ARC provides reading and study areas, wireless internet access, group study rooms, and a quiet room. Print and copy rooms are located on the first and second floors. The University's Archives are located on the second floor, and the Learning Commons and HelpDesk, where students can receive technology assistance for class assignments, is located near the east, first-floor entrance. During the academic year, the Hope Barber Shull Academic Resource Center is open 86.5 hours per week. Daily and holiday hours are posted on the library's website.

The **Loden–Daniel Library** is the two-story portion of the Academic Resource Center that is located on the east side. The Loden–Daniel Library was built in 1973 and named in 1974 in honor of the parents of Mr. and Mrs. F.W. Loden III. The Loden–Daniel Library was built as an addition to the former Lawhorn Library, which was built in 1956 and named in honor of Mr. and Mrs. W.F.

Lawhorn. The **Hope Barber Shull Library** is the three-story, 29,000 square foot, part of the building that was added to the west side of the Loden–Daniel Library in 2016.

The Loden–Daniel Library and the Hope Barber Shull Library house books, periodicals, and a wide variety of audiovisual media materials. The libraries contain approximately 140,000 print book volumes and over 280,000 academic eBook volumes. There are 70 databases and 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 and book volumes. Both readers and printers are available for accessing these holdings. Special collections include a Rare Book Collection and a Religious Restoration Collection that contain letters, notes, and materials pertaining to the church and restoration history that is located in the University Archives Room located on the second floor. Magazines, other leisure reading materials, and the FLIX collection, a large collection of over 2,500 popular DVD titles, are located near KC's Coffee House on the first floor.

The catalog holdings is publicly accessible from the home page for the libraries, through a familiar Google-like search box. WorldCat Local is its catalog interface that enables users to search holdings as well as global libraries. Users can find and retrieve over 100 million unique items worldwide including books, journals, media, government publications, maps, digital collections, and more. Patrons 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's website offers information on and access to electronic databases, internet resources, and other resources.

Librarians conduct instruction and orientation sessions at the request of professors as well as individualized instruction for any student or other patron. Face-to-face and virtual forms of research instruction like FHU's iTunes U, podcasts, and online research guides are also available. FHU ID cards are required for book check-out, and online authentication using the FHU username and password is required for remote access to electronic library resources, eBooks, and databases.

The library uses OCLC WorldShare Management Services as its ILS, integrating library functions with WorldCat Local. The library maintains memberships in the American Library Association (ALA), Lyrasis, a regional library consortium, the West Tennessee Academic Library Consortium (WeTALC), the Christian Colleges Librarians Consortium, and TENN–SHARE, a statewide resource-sharing consortium.

FHU/Memphis

The University operates an off-campus instructional site at the Bucy Center located at 5565 Shelby Oaks Drive in Memphis, Tennessee. This 12,000 square foot facility was opened in June 2011 and includes: classrooms, offices, and a multi-purpose room. Graduate courses in education and in clinical mental health counseling are offered at the site. The facility was named in honor of G. C. and Pam Bucy; both were Freed–Hardeman alumni and long-time educators.

FHU/Dickson

The University also operates an off-campus instructional site at the Renaissance Center located at 855 Highway 46 South in Dickson, Tennessee. Freed–Hardeman University received the Renaissance Center as a gift of property from the Jackson Foundation, Inc. in November 2013. This facility is a 110,000 square foot learning facility that includes: classroom space, conference rooms, theatre and performance areas, art studios, film and audio production studios, and office spaces. In Fall 2014, the University first offered undergraduate and graduate programs at the Renaissance Center.

Enrollment Management
Mr. Joe Askew
Associate Vice President

UNDERGRADUATE ADMISSIONS

Freed–Hardeman University seeks applicants who are highly qualified academically and who possess good moral character. Your eligibility for admission to FHU depends upon your previous education, your character, and your sincere interest in a Christian education. Qualified applicants are accepted regardless of race, religion, sex, disability, or national origin. Freed–Hardeman University reserves the right to deny admission or readmission to any applicant whose academic preparation or personal conduct is deemed inconsistent with the mission of the University.

Admission, when granted, will be valid only if the applicant enrolls during the term indicated on his/her application. All application materials become the property of FHU and will not be returned to the applicant. All admission categories require an application.

Admissions Procedures (Undergraduate)

Applying for admission to FHU includes the following steps:

- Submit a completed application form in one of three simple ways:
    - Fill out the online application at: www.fhu.edu/apply
    - Call (800) 348-3481 or (731) 989-6651 for an application packet
    - Email your request to: admissions@fhu.edu
- Submit an official transcript (or equivalent) from all previously attended institutions. If you have received dual–enrollment college credit in high school, an official transcript must be submitted from the institution issuing the college credit. Dual–enrollment credit may not be issued from the high school transcript.
    - High school students may apply for admission as high school juniors or seniors. "Conditional Admission" may be granted on the basis of credit completed through the junior year.
    - If admission is granted, students are also required to submit a final high school transcript by the end of the drop/add period.
    - Transfer students with fewer than 30 hours must also submit an official high school transcript.
    - Transfer students who have completed at least 30 transferable college credit hours are not required to submit a high school transcript.
- Arrange for an official report of ACT or SAT scores to be sent to FHU. Freed–Hardeman University's code for ACT is 3962 and for SAT is 1230.

- Complete a housing application, available online at: www.fhu.edu/admissions. All exceptions must be approved by the vice president for student services.
- Have a physician complete and sign the FHU Health Form, available online at: www.fhu.edu/admissions/apply. Completed form must be submitted to the Office of Admissions electronically via email at: admissions@fhu.edu; mailed to: Freed–Hardeman University Office of Admissions, 158 East Main Street, Henderson, TN 38340; or faxed to (731) 989-6047. Immunization records from a medical professional must also be submitted with the FHU Health Form. DD214 is accepted documentation for immunization records.
    - An applicant has until the end of the drop/add period to submit a completed health form and immunization records.
    - Any applicant failing to meet this deadline will not be allowed to continue enrollment.

Students who have been admitted are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed beginning in October of the applicant's senior year of high school. The FAFSA may be returned to the Freed–Hardeman University Office of Student Financial Services or, for faster results, completed online at: www.fafsa.ed.gov. The FHU school code for FAFSA is 003492. Contact the Office of Admissions to schedule a campus visit and to learn how to register for courses online or in person.

Enrollment Deposit (2018-2019)

Admitted students are also encouraged to submit their $250 enrollment deposit. An enrollment deposit is required for first–time freshmen and transfer students. Students will not be allowed to register for classes without first paying this deposit. The enrollment deposit is refundable if a cancellation and request is made by April 1 for summer and/or fall semester and November 1 for spring semester. No refund will be given on any cancellation made after these dates. If the student is not accepted for admission, all deposits will be refunded. Requests for refund of tuition deposit must be submitted in writing to the Director of Admissions at: admissions.fhu.edu.

Enrollment Pledge (2019-2020)

Beginning in Summer 2019, an enrollment pledge of $250 is required for all first–time freshmen and transfer students. Students will not be allowed to register for classes without first paying the enrollment pledge. Except in the case of non-admittance, the enrollment pledge is non-refundable.

Admission Requirements for Freshman Students

High school graduates, qualifying for "Unconditional Admission" to Freed–Hardeman University, are required to meet the following admission requirements:

- Applicants must have graduated from a high school, completed a comparable homeschool curriculum, or completed the General Educational Development (GED) curriculum or the HiSET high school equivalency test.
    - Applicants must have a minimum grade point average (GPA) of 2.25 on a 4–point scale.
    - Applicants must have a minimum ACT composite score of 19 or New SAT score of 980 (ERW+M).
- Applicants accepted with a math ACT score below 17 may be required to take MAT 100E Fundamental Concepts of Math (Enhanced) and/or MAT 101E College Algebra (Enhanced). Placement in these courses will be based on the ACT Math subscore. Applicants may request that a secondary placement test (ACCUPLACER) be administered to show proficiency. This placement exam is free, untimed, and offered in a low-stress environment. An appointment can be made by contacting the Learning Center at (731) 989-6061. The results of the ACT Math subscore and the ACCUPLACER Examination will provide information for placement in the correct course for optimal academic achievement.

- Applicants admitted with an English ACT score below 17 may be required to take ENG 100 Introduction to College Writing. Placement in this course will be based on the ACT English subscore. Applicants may request that a secondary placement test (ACCUPLACER) be administered to show proficiency. This placement exam is free, untimed, and offered in a low-stress environment. An appointment can be made by contacting the Learning Center at (731) 989-6061. The results of the ACT English subscore and the ACCUPLACER Examination will provide information for placement in the correct course for optimal academic achievement.
- Applicants whose native language is not English must furnish proof of current English proficiency. (See Admission of International Students.) ACT and ACCUPLACER scores will determine placement in English courses for students from countries where the native language is not English.

Applicants who do not meet the above admission requirements will be considered by the Academic Review Committee, which may request additional evidence indicating the probability of the applicant's success. If accepted by committee action, the applicant will be admitted on restriction. Students admitted on restriction will be required to take a course of study as prescribed; to participate in tutoring and study as identified; to limit participation in campus activities; and to take no more than 15 hours without approval. These students have a full academic year to establish satisfactory academic progress.

Admission to Programs

Admission to the University does not guarantee admission to a particular program of study. Some programs, such as business, honors, nursing, social work, and teacher education, have specific admission requirements. Consult the respective program of study in the catalog or the director of the academic program for information.

Early Admission

Outstanding high school juniors and seniors are eligible to apply for acceptance into one of the following programs: the **Rising Senior Program** or the **Accelerated Senior Program.**

The Rising Senior Program allows a high school junior to enroll for a maximum of 14 semester hours during the summer prior to the student's senior year of high school. Students are required to meet the following criteria:

- Written recommendation of the high school counselor or principal
- Minimum high school grade point average of 3.20 on a 4–point scale
- An ACT composite score of 22 or above or a combined New SAT score of 1110 or above (ERW+M)

The Accelerated Senior Program allows a student to enroll at FHU concurrent with, or rather than, attending the student's senior year in high school. Students are required to meet the following criteria:

- Written recommendation of the high school counselor or principal
- Minimum high school grade point average of 3.20 on a 4–point scale
- An ACT composite score of 23 or above or a combined New SAT score of 1130 or above (ERW+M)

Students participating in the Accelerated Senior Program may enroll in up to 11 hours a semester. Students enrolled through this program may not participate in intercollegiate sports, intramural sports, travel as representatives of the University, participate in Makin' Music, become a member of a social club, or participate in UPC, CDT, SAA, or SGA.

Dual Admission

FHU/Dickson students have the ability to be dual admitted to both FHU and Nashville State Community College (NSCC). "Dual Admission" offers a structured, guaranteed pathway to assist in a seamless progression from an associate program directly to a bachelor's program. "Dual Admission" offers enhanced advisement and transition support services to help students as they pursue their degree(s).

Concurrent Enrollment

Freed–Hardeman University and Nashville State Community College (NSCC) have established an agreement allowing for concurrent enrollment between the universities. Students who are concurrently enrolled have access to the following facilities and programs offered jointly by the two institutions:

- Advising for proper program and course selection
- Class registration at each institution
- Access to computer laboratories and internet accounts
- Library access
- Student identification cards
- Access to sporting events
- Access to online transcripts with degree-plan analysis

Dual–Enrollment

Freed–Hardeman University's dual–enrollment program is open to outstanding high school juniors and seniors from partnering institutions. Those desiring to enroll in FHU's dual–enrollment program must apply through the Office of Admissions and meet the following criteria:

- Minimum high school grade point average of 3.00 or better on a 4-point scale
- An ACT composite score of 21 or above

Students participating in the dual–enrollment program may not participate in intercollegiate sports, intramural sports, travel as representatives of the University, participate in Makin' Music, become a member of a social club, or participate in UPC, CDT, SAA, or SGA.

Home–Schooled Students

Freed–Hardeman University seeks to admit and enroll applicants who have completed a home-school curriculum that includes the following requirements:

Math – 4 courses, including Algebra I, II, Geometry, and a fourth higher–level math course

English – 4 courses

Science – 3 courses

Social Studies – 3 courses

Home-schooled applicants who have completed this course of study may obtain "Unconditional Admission" provided they meet minimum ACT or SAT scores and GPA requirements. (See Admission Requirements for Freshman Students.) Students who do not meet the curriculum requirements will have admission materials submitted to the Academic Review Committee for review.

Transfer Students (Undergraduate)

Freed–Hardeman University welcomes applications from transfer students from a regionally accredited institution recognized by the U.S. Department of Education. Transfer students need to submit to FHU an official transcript from all previously attended institutions.

The registrar and program coordinators will evaluate transfer students' previously completed courses that will either fulfill liberal arts core requirements; count toward major requirements; be registered as elective credit; or be awarded no credit because the courses are remedial, developmental, occupational, or technical in nature or because the transfer courses do not align with the University's Identity and Mission. A student may petition the Office of Academics through the student petition process if there is a dispute as to the credits assigned to the FHU transcript.

Freed–Hardeman University will not accept for transfer any courses that are remedial, developmental, occupational, or technical in nature. In addition, the University will not accept for transfer any courses that do not align with the University's Identity and/or Mission.

To be admitted to FHU, students must be eligible to return to their previous institutions and have a minimum grade point average (GPA) based on the cumulative semester hours they have attempted. Students who do not meet these admissions requirements may have their applications reviewed by the Academic Review Committee for possible admission on restriction for first–time freshmen or probation for those students with more than 15 hours. For students with fewer than 30 hours of transfer credit, a high school transcript is required for admittance and financial aid purposes.

Credit Hours	College GPA	H.S. Transcript	ACT or SAT
1–14	1.75	2.25 GPA and transcript	19 ACT or 980 New SAT (ERW+M)
15–24	1.75	Transcript required	NA
25–47	1.90	NA	NA
48+	2.00	NA	NA

Students transferring to FHU with an associate (A.A. or A.S.) or baccalaureate degree from a regionally accredited institution will have satisfied FHU's liberal arts core requirements except for the following required courses that must be completed: BIB 121 The Life of Christ, BIB 122 Acts of Apostles, BIB 346 Foundations of Faith or BIB 446 Christian Evidences, and BIB/HUM 495 Values in Human Thought and Action.

No more than 32 credit hours may transfer from a school of preaching. No more than 66 credit hours transferred from a two–year regionally accredited institution may apply toward a bachelor's degree from FHU. Credits from an accredited two–year institution will transfer as lower-division hours but may satisfy upper-division course requirements.

Education majors must correct such deficiencies as may be demanded by licensure requirements. Candidates for the B.S.W. must take at FHU such courses as may be required by the program approved by the Council on Social Work Education. Candidates for the B.B.A. must complete the business core and one of the concentrations offered by the College of Business.

International Students

International students must meet all admissions requirements for either first–time freshmen or for transfer students. In addition, international students must submit the following items:

- Completed academic credentials (certificates, diplomas, matriculation, examination results, degrees, etc.) carrying the seal or stamp of the issuing educational institution.
- Official transcripts, including English translation.
- Official Test of English as a Foreign Language (TOEFL) scores (if English is a second language). To be eligible for admission, applicants whose primary language is not English must prove proficiency in English by submitting one of the following:
    - Internet-based TOEFL score of 61
    - TOEFL computer-based exam score of 173
    - TOEFL written exam score of 500
    - ACT English score of 17
    - New SAT Reading Test score of 23
    - Transfer students who have completed at least 30 hours from a regionally accredited institution recognized by the U.S. Department of Education and who have a cumulative GPA of 3.00 or higher and have earned a grade of "C" or higher in all English composition or writing classes
- Personal reference forms, available online at: www.fhu.edu/admissions.
- Financial certificate that verifies adequate financial resources for enrolling, available online at: www.fhu.edu/admissions.
- International Health Form, available online at: www.fhu.edu/admissions.

Once these requirements are met, applicants are sent a letter of acceptance. A $9,000 tuition deposit is required before the I–20 Form (Certificate of Eligibility) is issued. The I–20 Form, a valid passport, and financial certificate must be presented at the nearest U.S. Embassy or Consulate in the prospective student's country of citizenship or permanent residence to obtain the F–1 student visa necessary for study in the United States.

Students admitted to the United States on an F–1 student visa must attend the University on a full-time basis (undergraduate minimum of 12 hours; graduate minimum of 9 hours) to maintain status. International students may not engage in unauthorized employment. All international students must purchase and maintain health insurance valid in the United States. If the health insurance is purchased in another country, an English translation of the insurance must be provided showing proof of validity. While enrolled, the international students should direct all questions regarding immigration to the international student advisor.

Former Students (Undergraduate)

Undergraduate students admitted to FHU who have not attended for one or more semesters must apply for readmission. Undergraduate students who have been suspended from FHU for academic or disciplinary reasons must apply for readmission following the suspension period. (See Academic Suspension.) These students must submit an appeal letter to the associate vice president for academics. The letter must be received two weeks prior to the beginning of the semester in which the student is seeking enrollment.

Non–Degree Seeking Students

Students should be aware that degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution. Applicants who are not pursuing a degree or certificate from FHU or who desire to take courses on a non-credit (audit) basis may apply for admission as a special student. Acceptance as non-degree seeking students is subject to approval by the Office of Admissions, and these students are subject to the same admissions requirements and policies as degree-seeking students. Non-degree seeking students are not eligible to receive University scholarships or honors.

Credit for Non–Collegiate Courses

Evaluation of credit earned in non–collegiate courses generally follows the recommendation of the program on Non–Collegiate Sponsored Instruction of the American Council on Education's Office on Educational Credit as recommended by the Tennessee Higher Education Commission. These recommendations can be found at: www.acenet.edu/nationalguide in the *National Guide to College Credit for Workforce Training.* Academic, professional, and other college-parallel studies will be considered for credit. The appropriate department chair or dean, along with the registrar, will determine whether such credit will substitute for requirements, count as elective credit, or be rejected for duplication of collegiate credit earned or to be earned.

Educational Experiences in the Armed Forces

Evaluation of credit earned in the armed services generally follows the recommendations of the *Guide to the Evaluation of Educational Experiences in the Armed Forces* published by the American Council of Education. Academic and other college-parallel studies will be considered for credit. Two semester hours of physical education activity credit may be awarded to a student for prior military service of at least one year. Veterans should apply to the registrar for physical education credit and to the associate vice president of academics for other credit. The grade of "P" (pass) is assigned.

Provisional Status (Undergraduate)

Provisional Status is available for enrolled students who have not submitted all their official transcripts, ACT/SAT scores, and immunization records. All credit hours completed while in this status will not be transferred as regular matriculated credit hours until the status has officially been changed. This "Provisional Status" is removed only when students have completed all admissions requirements.

Students granted admission on "Provisional Status" will be required to sign a contract defining provisional status and accepting the terms of the status. A student is allowed to remain on "Provisional Status" only for one semester.

By mid-term the Office of Admissions will provide the associate vice president for academics a list of students who have not completed all the admissions requirements. Students who have not submitted all documents to complete the admissions procedure by mid-term will not be allowed to register for classes the next semester. Students who have not submitted all documents by the end of the semester will not be eligible to return for the next semester.

Graduate Admissions
Mrs. Sara Wood
Director

GRADUATE ADMISSIONS

Freed–Hardeman University seeks applicants who are highly qualified academically and who possess good moral character. Eligibility for admission to FHU depends upon previous education, character, and sincere interest in a Christian education. Qualified applicants are accepted regardless of race, religion, sex, disability, or national origin. Freed–Hardeman University reserves the right to deny admission or readmission to any applicant whose academic preparation or personal conduct is deemed inconsistent with the mission of the University.

Admission, when granted, will be valid only if the applicant enrolls during the term indicated on his/her application. All application materials become the property of FHU and will not be returned to the applicant. All admission categories require an application. An application to a graduate program is valid for two years. If the applicant does not enroll within that two–year period, he/she must submit a new application and updated application materials in order to enroll.

If a current student wishes to change from one graduate program area to another (for example, from M.B.A. to M.Ed.) or apply to another degree level (for example, from master's to specialist's), the student must submit a new application for the new program. Changing degree programs at the same degree level within a content area (for example, M.Ed. in Curriculum and Instruction to M.Ed. in Instructional Leadership) does not require a new application.

Admissions Procedures (Graduate)

For regular admission to **any** graduate program at FHU, all applicants must:

- Submit an application (www.fhu.edu/apply).
- Have an appropriate baccalaureate degree from a regionally accredited institution or an institution accredited by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program director or coordinator.
- An applicant to a graduate program who is still finishing a previous degree may be admitted as an "Early Admission." Such students are evaluated for admission based on transcripts up through the last semester completed. Students are required to provide final transcripts upon completion of their previous degree. All final transcripts must be submitted by the end of the student's first term. Students who fail to turn in missing transcripts will not be eligible to register for the following semester.

- Have a minimum cumulative graduate GPA of 3.00 for master's programs or a 3.50 for Ed.S. or Ed.D. programs. The GPAs are calculated based on the following criteria:
    - For those applicants who have only completed an undergraduate degree, the cumulative GPA for admission will be based on all work completed at the undergraduate level.
    - For those applicants who have completed an undergraduate degree and some graduate coursework, the cumulative GPA for admission will be based on all work completed at the undergraduate level and all completed graduate work.
    - For those applicants who have completed a graduate degree, the cumulative GPA for admission will be based on all work completed at the graduate level.
- Students must apply and be accepted in a program before taking a course.
- Submit official undergraduate and graduate transcripts from all institutions previously attended to:

  Freed–Hardeman University
  Graduate Admissions
  158 East Main Street
  Henderson, TN 38340
- Submit a signed payment/credit agreement.
- For students for whom English is a secondary language, official scores for the **Test of English as a Foreign Language (TOEFL)**. Minimum scores:
    - 500 on the paper-based exam
    - 173 on the computer-based exam
    - 61 on the internet-based exam
- Provide the additional materials and meet the minimum criteria specific to each program.

Former Students (Graduate)

Graduate students who have been suspended from FHU for academic or disciplinary reasons must submit an appeal letter to the associate vice president for academics if seeking readmission. The letter must be received two weeks prior to the beginning of the semester in which the student is seeking enrollment. (See Academic Suspension.)

A graduate student already accepted into a degree program who does not enroll for one or more semesters (a "stop-out" student) and who has not been suspended need not reapply in order to re-enroll in classes in the same graduate program so long as they are still within the maximum time allowed for program completion. Graduate students can also file an academic petition to extend the time allowed to complete their program. (See Time Limit.)

Program Specific Requirements

Graduate Studies in Business

1. Prerequisites: Undergraduate coursework must provide equivalents to the Common Professional Component (CPC) requirements recognized by the Accreditation Council for Business Schools and Programs (ACBSP).
    - Applicants with an undergraduate degree in business satisfy this requirement.
    - For other applicants, the Director of the M.B.A. program will evaluate transcripts to determine if all CPC requirements have been met. Individuals with CPC deficiencies will be enrolled in BUS 501 Business Foundations I, BUS 502 Business Foundations II, or BUS 503 Business Foundations III each eight–week term until all areas are satisfied.

Graduate Studies in Behavioral Science

Master of Science in Clinical Mental Health Counseling

1. Prerequisites: The Master of Science in 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 3.00 or better at the undergraduate level.
2. Official test scores from one of the following:
    - Graduate Record Exam (GRE): minimum combined score of 290.
    - Miller Analogies Test (MAT): minimum score of 380.
      (Standardized test scores are waived as an entrance requirement for applicants who already hold a master's degree from a regionally accredited university.)
    - (Applicants with lower test scores, see Conditional Admission.)
3. Personal essay specifying your goals and how the FHU program will help you meet those goals (300–500 words).
4. Freedom from Conviction of Crimes Form.
5. Interview with the Counseling Admissions Committee.

Doctor of Behavioral Health Program

Consistent with other graduate programs offered at FHU, applicants for admission into the Doctor of Behavioral Health (D.B.H.) program must submit and comply with the following for consideration and acceptance:

1. Provide a copy of current unencumbered license in the state in which the practice will occur.
2. Submit three completed electronic recommendation forms: one from an employer or supervisor, one from a church leader or leader in another service organization, and one from a professional colleague.
3. Write and present an essay providing a professional statement of past clinical and/or work experiences, scholarly activities, and community service and goals in obtaining this professional doctorate.
4. Present a current resume or curriculum vitae.
5. Interview in person with the current Doctoral Admissions Committee. After the initial review of the application, applicants may be contacted for a formal interview. If the interview results in a positive evaluation, the applicant will continue to be considered for acceptance.
6. Demonstrate good spiritual, mental, and emotional health/stability consistent with the demands of the D.B.H. program and FHU's heritage of Christian values.

Note: Applicants are required to be computer literate and have a computer, printer, and Internet service provider with high-speed broadband Internet access. If accepted, each D.B.H. student will be required to comply with FHU's Academic Computing Standards for Students.

Graduate Studies in Education

Master's Programs (M.Ed. and M.A.T.):

1. Official test scores from one of the following:
    - Graduate Record Exam (GRE): minimum combined score of 290.
    - Miller Analogies Test (MAT): minimum score of 380.
    - Tennessee's minimum qualifying score(s) on the required major *Praxis II* tests for the student's license (Master of Arts in Teaching [M.A.T.] program only).
        - (Graduate Record Exam and Miller Analogies Test scores are waived as an entrance requirement for applicants who already hold a master's degree from a regionally accredited institution or an institution accredited by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator.)
        - (Applicants with lower test scores, see Conditional Admission.)
2. Personal essay specifying your goals and how the FHU program will help you meet those goals (300–500 words).
3. Background check.
4. Interview with the program director.
5. Applicants for the M.Ed. in Instructional Leadership: Administration and Supervision are required to provide evidence of three years of successful teaching experience, such as documentation from the State Department of Education or a letter from a principal.

Specialist's Program (Ed.S) and Doctoral Program (Ed.D.):

1. M.Ed. or equivalent from a regionally accredited institution or an institution accredited by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator.
2. Minimum cumulative GPA of 3.50 (applicants with a lower GPA, see Conditional Admission.
3. Evidence of three years of successful teaching experience, such as documentation from the State Department of Education or a letter from a principal.
4. Background check.
5. Interview with a member of the Instructional Leadership faculty.

Graduate School of Theology

1. Essay specifying goals and how the FHU program will help meet those goals (300–500 words).
2. Submit three completed electronic recommendation forms: one from an employer or supervisor, one from a church leader or leader in another service organization, and one from a professional colleague.
3. Scholarship application (optional).

Conditional Admission (Graduate)

Applicants whose academic qualifications do not meet the regular minimums required for the selected program will be considered by the Admissions Committee of the respective graduate program, which may request additional evidence indicating the probability of the applicant's success. If accepted by committee action, the applicant will be admitted "conditionally," with the stipulations indicated in the catalog for that admission's status. Bachelor's degree graduates of foreign, nationally accredited, or pre-accredited (candidates for regional accreditation) institutions may also be granted "Conditional Admission."

A student granted "Conditional Admission" in any graduate program may register for a maximum of 12 graduate semester hours. After a student has accumulated 12 attempted hours used in determining satisfactory progress, the student must have a cumulative, graduate GPA of at least 3.00. (Please see the "Grades" section of this catalog for the list of grades used in calculating satisfactory progress.) If after accumulating 12 attempted hours toward satisfactory progress the student has not achieved a minimum 3.00 graduate GPA, the student will be dismissed from the program. Dismissed students may petition the Graduate Council for permission to retake up to six hours of graduate work to raise his/her GPA for reconsideration of "Regular Admission." Students who choose to petition must demonstrate and provide documentation for either an extenuating circumstance or University error.

To be considered for "Conditional Admission" to any graduate program at FHU, **all applicants must provide all the materials required for "Regular Admission" as noted above.**

Graduate Clinical Mental Health Counseling

1. Minimum GPA: 2.50
2. All other criteria remain unchanged

Graduate School of Theology

1. Minimum GPA: 2.50
2. All other criteria remain unchanged

Provisional Admission (Graduate)

Applicants with missing documents or who have not met all of the requirements for "Regular Admission" or "Conditional Admission" may apply for "Provisional Admission." Under "Provisional Admission" a student may register for a maximum of 7 graduate semester hours. In order to take additional coursework beyond 7 semester hours or beyond the semester of initial enrollment, the student's status must be changed to "Regular Admission" or "Conditional Admission."

For "Provisional Admission" to any graduate program at FHU, all applicants must meet all the requirements for "Conditional Admission" with the following exceptions:

- Unofficial transcripts will be accepted in lieu of official transcripts, but official transcripts must be submitted before the student can enroll for another semester.
- Minimum test scores on the GRE, MAT, or Praxis II are temporarily waived.
- Recommendations are temporarily waived.

Admission to Candidacy (Graduate)

Most graduate programs require students to be admitted to candidacy in order to complete a program of study. **The candidacy process is used to review a student's progress, to review the student's compliance with academic policies, and to assess the student's readiness to successfully complete the program of study.** Programs requiring "Admission to Candidacy" may establish guidelines for the process. Students should review the Academic Catalog and contact program coordinators and directors for program specific information.

- **Doctor of Behavioral Health.** Students are expected to apply for candidacy at the end of their core coursework and prior to beginning capstone courses and the capstone project. By admitting the student to candidacy, the D.B.H. program and faculty states in its judgment that the student has the knowledge, ability, and motivation to complete the capstone project as well as the oral examination within the applicable time limits. Students may not begin the capstone project until the application for candidacy has been approved. Students are required to maintain active candidacy through conferral of the doctoral degree.
- **Doctor of Education.** Students are expected to apply for candidacy after the successful completion of their (a) comprehensive examinations and (b) research proposal defense and prior to beginning any 700–level coursework.
- **M.A. in Ministry, New Testament, Old Testament, and Pastoral Care and Counseling.** Students must apply for "Admission to Candidacy" upon completion of 18 hours. Students may not take more than 24 hours until candidacy is approved (except by special permission as approved by the Director of the Graduate School of Theology).
- **M.A.T. in Special Education or Teaching Licensure.** Students must apply for "Admission to Candidacy" upon completion of 12 hours. Students may not take more than 18 hours until candidacy is approved.
- **M.S. in Clinical Mental Health Counseling.** Students may apply for "Admission to Candidacy" during the semester in which they will complete ten core courses (third semester for full-time students, sixth semester for part-time students; see course rotation). Students must have earned a grade of "C" or higher in all ten core courses and have a cumulative GPA of 3.00 or higher. Students may not enroll in practicum or internship courses until candidacy is approved.
- **M.Ed. in Curriculum and Instruction, Instructional Leadership, or School Counseling.** Students must apply for "Admission to Candidacy" upon completion of 12 hours. Students may not take more than 18 hours until candidacy is approved.
- **Master of Divinity.** Students must apply for "Admission to Candidacy" upon completion of 18 hours or upon having transferred 18 hours with a cumulative GPA of 3.00 or higher. Students may not take more than 24 hours until candidacy is approved.

Foreign Transcript Information

Freed–Hardeman University welcomes international students to study in our academic programs. Individuals who have completed college or university coursework in a non–U.S. institution may be required to obtain a complete evaluation of all their transcripts prior to admission for graduate level coursework. 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. Freed–Hardeman University 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 official 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 Committee, the registrar, and/or the associate vice president for academics for an advisory opinion for admission to graduate study at FHU.

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 or by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator. 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 2.50 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 3.00** who are within nine (9) semester hours of meeting the requirements for an appropriate baccalaureate degree from a regionally accredited institution or an institution accredited by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator. 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 a certificate program must have completed an undergraduate baccalaureate degree from a regionally accredited institution or by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator. He/she must be enrolled in one of FHU's graduate programs or have completed a graduate degree from a regionally accredited university or a university accredited by an agency recognized by the Council for Higher Education Accreditation and approved by the appropriate graduate program coordinator. 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.

Transfer Credits

A student who has earned graduate credit from a regionally accredited institution 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 Theology**). 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.

The **Doctorate of Education** student may transfer a maximum of twenty-one (21) hours of prior coursework from a regionally accredited institution into the Ed.D program. Students who have completed an Education Specialist Degree at FHU may transfer up to thirty-nine (39) hours of their coursework from FHU, which they have completed beyond their master's degree. Coursework counted toward the Ed.D. may not have been taken more than six (6) years prior to graduation from the program.

Time Limit

All work for the **Doctorate of Education, Education Specialist, Master of Arts in Teaching, Master of Education,** and **Master of Science in Clinical Mental Health Counseling** degrees must be completed within a period of six (6) calendar years. The limit for the **Doctorate of Behavioral Health** is seven (7) calendar years. All work for the **Master of Arts in Ministry**, the **Master of Arts in New Testament**, **Master of Arts in Old Testament, Master of Arts in Pastoral Care and Counseling,** 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 ten (10) calendar years from the time of entry into the program unless the student has relevant hours from a previous graduate degree that are older than ten (10) years and which, in the director's judgment, should be counted.

Financial Services

Dr. Dwayne H. Wilson

Executive Vice President and Chief Financial Officer

FINANCIAL INFORMATION

Freed–Hardeman University is a not-for-profit, private institution. This section of the catalog will define the cost of Christian education at FHU, explain the University policy for meeting financial obligations, and explore areas of assistance available to the student.

Most students and parents will use university catalogs to compare prices. Those making cost comparisons between universities are encouraged to look closely at all potential charges to ensure that accurate costs are compared. Comprehensive charge, room, and board are areas where comparisons should be made. Freed–Hardeman University has elected not to hide fees or charge additional class fees so that you can know exactly what your costs will include.

When comparing tuition costs, it is important to search the catalog of potential institutions to see how many credit hours are required to complete a degree (At FHU, 126 credit hours are required for graduation.) By dividing that number by the assumed eight (8) semester college career, the average number of credit hours needed per semester can be calculated. The average at most institutions is 16 to 16.5 credit hours per semester. At FHU, it is 15.75 hours.

Costs for room, board, and fees of other institutions should also be considered. The number of meals taken in the University cafeteria per week determines the cost of board. The type residence hall and the choice of a private or shared room determine the cost of housing. Activity fees, general fees, and class or lab fees of other institutions must also be considered. These vary greatly between institutions. Freed–Hardeman University does not charge any of these types of fees.

Freed–Hardeman University will make every effort to provide a high quality education at the lowest possible price.

STUDENT CHARGES AND EXPENSES (BEGINNING JUNE 1, 2018)

Undergraduate Summer and Two–Week Courses 2018–2019

Comprehensive Charge (per credit hour)	$ 590
Room (per week or partial week)	$ 57
Board (per week or partial week, required if in the residence hall)	$ 100
Privileged Housing Room (per week or partial week)	$ 170

Undergraduate Comprehensive Charge for 2018–2019

Full–Time Comprehensive Charge (includes fall and spring)	$21,950
Part–Time Comprehensive Charge (per credit hour for fall and spring)	$ 725
Belgium Comprehensive Charge (per credit hour, does not include travel costs)	$ 590
FHU/Dickson Comprehensive Charge (per credit hour for fall and spring)	$ 450

Graduate Comprehensive Charge for 2018–2019

Full-Time or Part-Time Comprehensive Charge (per credit hour)	$ 590

Room and Board for 2018–2019

Housing

Room for Residence Halls (per semester, includes Basic and Expanded HD Charter Cable Services, laundry, internet connection, and WiFi)	$ 2,160
Private Room for Residence Halls (per semester, includes Basic and Expanded HD Charter Cable Services, laundry, internet connection, and WiFi)	$ 3,155
Room for Privileged Housing (per semester, apartment-style halls for seniors, includes Basic and Expanded HD Charter Cable Services, laundry, internet connection, and WiFi)	$ 3,045

Meal Plans

There are three different plans to choose from (4 for seniors). For Plans A, B, and S, the meals are per week and do not carry over to the following week. You can use one meal plan in any given meal period. The weekly allotment of meals begins on Sunday and ends on Saturday after closing.

Plan A (per semester – 14 meals per week + 80 Dining Dollars)	$ 1,815
Plan B (per semester – 10 meals per week + 60 Dining Dollars)	$ 1,735
Plan S (per semester – 7 meals per week + 40 Dining Dollars) *(Plan S is for students who have completed 90 or more hours at the beginning of the semester or nursing students during clinicals.)*	$ 1,090
Plan U (unlimited access + 40 Dining Dollars)	$ 1,970

Single students not living with parents or other relatives live in University housing and have a choice of four meal plans. The cost and details of each plan are described above. The University contracts with Sodexo to operate the campus food facilities. One of these four meal plans must be chosen by resident students unless they are living in the apartments. The last day to decrease your meal plan for Fall 2018 is August 30, 2018. The last day to decrease your meal plan for Spring 2019 is January 24, 2019. You can increase your meal plan at any time during the semester on a pro-rated basis of weeks remaining that semester. Meal plans may be changed in the Office of Student Financial Services.

Dining Dollars 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 Coffee House, or Wallace–Gano Dining Hall. Unused Dining Dollars 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 commuters may purchase Dining Dollars at any time during the year. Voluntary Dining Dollars are purchased with a dollar-for-dollar exchange rate. ($100 equals $100 in Dining Dollars). 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 Service Office in the Wallace–Gano Dining Hall. Cash, check, and all major credit cards are accepted. Funds can also be added online through the Dining Service website.

All summer two–week session meals are served from Monday morning of each week to Friday noon of each week.

Cost for Full–time Undergraduate Students

	PER SEMESTER	PER YEAR
Comprehensive Charge	$ 10,975	$ 21,950
Room (double occupancy, Residence Hall)	$ 2,160	$ 4,320
Board (Plan A: see previous description)	$ 1,815	$ 3,630
TOTALS:	$ 14,950	$ 29,900

Special Charges

Stole for graduation (if purchased)	$ 80.00
Ed.S. or M.Div. personalized medallion (if purchased)	$ 50.00
Diploma Reorder (additional $10 for cover)	$ 65.00
Transcripts: (per copy costs after the first free copy)	
Electronic eTranscript (per copy)	$ 7.50
Paper:	
Pick-up at Registrar's Office	$ 7.50
Standard USPS	$ 7.50*
USPS–International	$ 10.50*
USPS–Domestic Priority	$ 12.00*
USPS–Overnight Domestic (depending on package and location)	$ 60-80*
FedEx Express Domestic Service	$ 28.00*
FedEX Express International Service	$ 50.00*
Audit Charge (per semester hour, no charge for full-time students)	$ 170.00
Key Replacement	$ 35.00
Lost or Broken ID card:	
1st, 2nd, 3rd Replacement	$ 25.00
4th Replacement +	$ 50.00
Special Examination(s) (charges vary by test)	

**Postage rates subject to change by USPS and FedEx*

Waivers

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.

Student Financial Services
Mrs. Summer Judd
Director of Student Financial Services

FINANCIAL AID

The Student Financial Services Office 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).

Applying for Federal Financial Aid

All federal grants, loans, and Federal Work–Study program funds are awarded based on the information provided on the FAFSA. The FAFSA needs to be completed as soon as possible after October 1 of each year. To complete the FAFSA go to: fafsa.gov.

Make sure to list Freed–Hardeman University in Step Six: Student's School Information on the FAFSA. Freed–Hardeman University'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.

To complete the FAFSA online, you will need to apply for a U.S. Department of Education FSA (Federal Student Aid) ID and password. If a parent's information is required on the FAFSA, your parent must also apply for a FSA ID in his/her name. Using a ID will allow you to sign your FAFSA application electronically. The website to request a ID is: fsaid.ed.gov.

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 Freed–Hardeman University Office of Student Financial Services. You will receive a letter from the Office of Student Financial Services detailing the additional required documents.

Financial Aid Specific to Freed–Hardeman University

Information regarding financial aid in this catalog supersedes any other correspondence, other than the official award letter. The recipients and amounts of other University-awarded scholarships may change from year to year. The Director of Student Financial Services has the final authority in awarding and administering institutional and federal aid.

The following federal and state programs are based on need as determined by the FAFSA. These programs include: Federal Pell Grants, Tennessee Student Assistance Awards (TN residents only), Federal Supplemental Education Opportunity Grants, Federal Work–Study, and Federal Direct Subsidized Stafford Loans. You will be notified of your eligibility for federal- and state-aid programs based on need. Aid applications need to be completed as soon as possible after October 1 to meet all deadlines.

Aid packages (combinations of federal, state, and university grants, loans, work-study, and scholarships) are assembled and awarded to applicants as soon as federal program allocations are announced or are made conditionally based on expected allocations. Later applications are accepted and some late and mid-year awards will be made as funds are available. An early application is necessary to ensure consideration along with other applicants.

The following discounts are also available for undergraduate students:

Christian School Discounts

- Students whose parents are full-time employees at a K–12 school with membership in the National Christian School Association (NCSA) will receive a discount of up to $5,000 per year. They must complete the Christian School Discount Form each year to verify employment. The form is located on the FHU website at: www.fhu.edu/finaid/scholarships. Scholarships and discounts are subject to availability of funds.
- Students whose parents are full-time employees at the following universities receive a discount of up to $10,000 per year: Abilene Christian University, Faulkner University, Harding University, Lipscomb University, Lubbock Christian University, Ohio Valley University, Oklahoma Christian University, and Pepperdine University. They must complete the Christian School Discount Form each year to verify employment. The form is located on the FHU website at: www.fhu.edu/finaid/scholarships. Scholarships and discounts are subject to availability of funds.
- All graduates of any K–12 school with membership in the NCSA will receive a discount of up to $5,000 per year. Chester County high school graduates will also receive a discount of up to $5,000 per year. Scholarships and discounts are subject to availability of funds.

Christian Minister's Discount. An annual award of up to $5,000 is available to dependents of full-time pulpit and youth ministers. Full-time employment is defined as a 40 hour per week paid position. Ministers must have been employed at least five years prior to receiving the discount. The Christian Minister's Discount Form must be completed for the student to receive the discount for the parent's employment. The form is located on the FHU website at: www.fhu.edu/finaid/scholarships. Scholarships and discounts are subject to availability of funds.

UNDERGRADUATE SCHOLARSHIPS

Freed–Hardeman University offers institutional scholarships to qualified students. Students must complete the Free Application for Federal Student Aid (FAFSA) to be eligible for all institutional funds awarded through the Office of Student Financial Services. The financial aid award letter will list any institutional funds that you receive.

Scholarships for undergraduates are awarded only to full-time students. Institutional scholarships and discounts are limited to eight semesters. Scholarships will be limited to $7,500 per year for non-boarding students and $15,000 per year for boarding undergraduate students. The University reserves the right to limit the number of scholarships awarded and reserves the right to correct any clerical errors.

You will be notified of your eligibility for a merit scholarship after the necessary information is available. While most University scholarships are not based on need, any aid received through the University or through another agency will be considered in developing a financial aid package. Please notify the Office of Student Financial Services of any company, service club, state, or other scholarships or grants not awarded from the University.

Merit Scholarships. Merit scholarships for first–time freshmen are awarded on the basis of GPA from high school and the ACT or SAT test scores. (Only national ACT or SAT scores can be used to determine eligibility for Merit Scholarships.) Scholarships will be limited to $7,500 per year for non-boarding students and $15,000 per year for boarding students. Students must have full-time status to receive the merit scholarship. (In order to receive an offer of a merit scholarship, FHU must have the following forms in the Office of Admissions: a completed application for admission, at least a three–year transcript from high school, and an ACT or SAT score.) Merit scholarships begin at the 3.00 GPA level and a 19 on the ACT, which is equivalent to a 980 on the SAT. Early merit awarding will begin after the student's junior year of high school. First–time freshmen and students who transfer fewer than 30 hours [excluding dual–enrollment hours, College–Level Examination Program (CLEP) or AP hours] must maintain at least a 2.75 cumulative GPA each semester during the first academic year to maintain merit scholarship money.

Upperclassmen and students who transfer 30 hours or more [excluding dual–enrollment hours, College–Level Examination Program (CLEP), or AP hours] must maintain a 3.00 cumulative GPA each semester to maintain merit scholarship money. GPAs will be checked at the end of each fall, spring, and summer semester. A GPA that falls below 2.75 for freshmen and below 3.00 for the upperclassmen will result in that student being put on merit-scholarship probation. A student who raises his/her GPA to the appropriate level by the end of the probationary semester will not lose his/her merit scholarship money. If a student does not raise his/her GPA during the probationary semester, he/she will lose his/her merit scholarship for the following semester and all subsequent semesters unless he/she obtains merit-scholarship reinstatement. A student is allowed a one-time reinstatement of merit scholarship after merit scholarship has been lost. To receive reinstatement, a student must submit the required form to the Office of Student Financial Services, and it will be reviewed and reinstated if the GPA requirement is met. In the event that a student does not maintain the required GPA, FHU will notify the student of the absence of the Merit Scholarship on the student's award letter, the billing statements, and/or by email.

Trustees' Scholar. The Trustees' Scholar Award, FHU's largest merit award, is equal to $15,000 per year (limited to 8 full-time semesters) and is awarded to those who have earned a cumulative high school GPA of at least a 3.50 and at least an ACT score of 30 or an SAT score of at least 1390. (Only national ACT or SAT scores can be used to establish eligibility for the Trustees' Scholarship.) All Trustees' Scholars must maintain a 3.40 cumulative GPA each semester enrolled at FHU [excluding dual–enrollment hours, College–Level Examination Program (CLEP), or AP hours] to maintain distinction as a Trustees' Scholar. Students who fall below a 3.40 cumulative GPA during any semester will have one semester of probation. A student will not lose the Trustees' Scholar Award during the probationary semester. At the end of the probationary semester, if a Trustees' Scholar has not achieved a 3.40 cumulative GPA he/she will lose his/her Trustees' Scholar Award for the next semester and all subsequent semesters unless he/she qualifies for the Trustees' Scholar Award reinstatement. The Office of Student Financial Services will award Trustees' Scholars a lesser scholarship award should a Trustees' Scholar lose the Trustees' Scholar Award but still maintain a 3.00 GPA for that semester (and all subsequent semesters, providing the student maintains a 3.00 GPA). A student qualifies for Trustees' Scholar Award reinstatement by bringing his/her GPA up to a 3.40 and submitting the required form to the Office of Student Financial Services. Recipients of this award must live in University housing or a lesser award will be given.

National Merit Finalists. Students achieving this honor will receive a $15,000 per year award. To receive this scholarship, please send the official score report to the Office of Admissions. A photocopy will not be accepted. Students awarded this scholarship must maintain a 3.40 college cumulative GPA, which is evaluated after every semester. Recipients of this award must live in University housing or a lesser award will be given.

Transfer and Continuing Student Scholarships

Scholarships for students transferring 30 or more hours of college work and for continuing students who are not eligible initially will be computed on the basis of their cumulative college GPA. The student's college cumulative GPA is evaluated at the end of every semester. Students who receive the Transfer Scholarship must maintain a 3.00 college cumulative GPA.

Cumulative GPA	Resident Award	Commuter Award
3.50–4.00	$7,000	$5,000
3.00–3.49	$5,000	$3,000
2.50–2.99	$3,000	$2,000
2.00–2.49	$2,000	$1,000

Transfer students may also qualify for the same scholarships as first–time freshmen ranging from $1,000 to $15,000 per year based on his/her high school GPA and ACT/SAT scores.

Church Scholarship Match Program. Available for students whose home congregations provide scholarships. Freed–Hardeman University will match a congregational scholarship up to $2,500 annually. The award is applicable only to the comprehensive charge. This matching award is renewable for up to four years and is subject to review and adjustment by the Office of Student Financial Services each year. The student must continue to receive a church scholarship equal to or greater than the matching award, take at least 12 hours each semester, and maintain at least a 2.75 cumulative GPA during the first academic year and at least a 3.00 cumulative GPA each year thereafter.

FHU Promise. Guarantees over $19,500 annually in scholarships, grants, and discounts to new, and transfer full-time, residential students who are receiving Pell Grants, have a minimum ACT of 21 (1060 SAT) and a 3.00 high school GPA. The maximum amount FHU Promise students must borrow or spend out-of-pocket to cover the remaining direct cost of attendance is $4,750 per semester for the student's freshman year. This amount will be adjusted based on Stafford Loan eligibility in subsequent years. This is less than $1,000 above the cost of room and board each semester. Scholarships and discounts are subject to the availability of funds.

Scholarships and discounts can be stacked together up to $15,000 per year (or $21,500 with Honors Scholarship Competition or Church Scholarship Match Program).

FHU/DICKSON STUDENT SCHOLARSHIPS

Scholarships for full-time FHU/Dickson undergraduate students are computed on the basis of his/her cumulative college GPA. The student's cumulative college GPA is evaluated at the end of every semester. Students who receive scholarships must maintain a 3.00 college cumulative GPA.

Cumulative GPA	Scholarship per Credit Hour	Tuition per Credit Hour with Scholarship
3.50–4.00	$150	$300
3.00–3.49	$100	$350
2.50–2.99	$50	$400
2.00–2.49	$25	$425
<2.00	None	$450

GRADUATE SCHOLARSHIPS

Assistantships. Assistantships may be applied for through the directors of the programs. Those who apply early will have a higher probability of obtaining assistance. Applications are encouraged to be submitted up to six months before one plans to enroll in classes. Each program determines the specific requirements for the assistantships.

The following factors will be considered in granting assistantships:

- The student's GPA 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.

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 eligibility period.

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.

Undergraduates

- 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 2.00.

Graduates

- The student must maintain a cumulative GPA of 3.00 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.

Federal Financial Aid Warning. If a student fails to meet these minimum GPA criteria for good academic standing and is placed on academic probation, he/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/she may continue to receive aid.

Federal Financial Aid Suspension. If at the end of the probation semester, the student has not raised his or her GPA to return to good academic standing, he/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 probation semester, the student has brought his or her GPA up to a level that allows the student to return to good academic standing, he/she will be removed from federal financial aid warning and will be eligible to receive Federal Financial Aid. If at the end of the probation semester, the student has not raised his GPA to return to good academic standing but has met the semester GPA requirement necessary to continue on academic probation, he/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

Undergraduate and 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.

Federal Financial Aid Maximum Eligibility Period

Undergraduate Students. The maximum eligibility period for federal financial aid is 150 percent of the published length of the educational program for a full-time student. Therefore, a full-time student may receive Federal Financial Aid at Freed–Hardeman University until he/she graduates or for a maximum of six academic years (12 semesters) or 189 hours attempted, whichever comes first. This time limitation does not include remedial or developmental courses for which the maximum federal limitation is 30 hours. The 189 hours includes all transfer hours, all attempted hours, and hours attempted while not receiving financial aid.

Graduate Students. The maximum eligibility period for graduate students will be 150 percent of the standards established by the Office of Graduate Studies. Hours accepted for transfer credit will reduce this time frame.

Incomplete Grades

A grade of "I" (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 eligibility period—Each time a course is repeated it will be counted as attempted hours.
- A student may **not** repeat a graduate course with a grade of "A." A student may repeat a graduate course with a grade of "B" only once to increase his/her GPA.

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 pace of completion, maximum eligibility period, and, in some cases, grade point average.

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 eligibility period.

New transfer students will be eligible for federal aid their first semester at FHU unless they have already exceeded their maximum eligibility period.

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 that 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 eligibility period may appeal if they have changed their major since beginning attendance at FHU. An appeal should be made in writing to the Director of Student Financial Services and accompanied by documentation from his/her academic advisor showing the student's new major and the credit hours that will apply toward the new major. The student will be allowed to appeal once on the basis of a change in major.

Students seeking a second undergraduate degree who have exceeded the maximum eligibility period may appeal to extend their time frame. The student must submit to the Director of Student Financial Services a degree plan from his/her academic advisor listing all courses needed to complete the second undergraduate degree. A new time frame will be calculated based on the number of hours needed.

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, a student must be making satisfactory progress in both before eligibility can be reinstated.

When a student believes that he/she has regained eligibility, he/she should complete the Academic Scholarship Reinstatement Form. The form is located on the FHU website at: www.fhu.edu/finaid/forms. The student will be notified by campus email the results of this request.

FEDERAL FINANCIAL AID PROGRAMS

All funds can be applied for by submitting a Free Application for Federal Student Aid (FAFSA) each year. Students who need assistance in financing their education may apply for a federally guaranteed Stafford Loan. Loan programs and regulations are subject to change by legislation or by the University.

Undergraduate Federal Financial Aid Programs

Federal Direct Stafford Loans. Under the Direct Stafford Loan Program, you may borrow from the federal government. The University certifies your application, and the federal government guarantees repayment. Under current regulations, you may borrow up to $5,500 for the freshmen year, $6,500 for the sophomore year, and $7,500 for a junior or senior year, up to a cumulative total of $31,000. There is a 1.069 percent origination fee deducted from the amount of the loan when the loan is processed.

There are two kinds of Stafford Loan Programs. One is subsidized, meaning the federal government pays the interest on the loan while the student is in school. The other is unsubsidized, meaning

that the student is responsible for quarterly interest payments while the student is in school. However, the federal government will accumulate the interest while the student is in school and will add the interest to the loan principal at the beginning of repayment.

Repayment of a Federal Direct Stafford Loan begins six months after graduation or when the student ceases to be enrolled half–time (6 hours). The interest rate is a fixed rate of 5.045 percent for subsidized and 6.595 percent for unsubsidized.

Additional Federal Direct Unsubsidized Stafford Loans. An additional Direct Unsubsidized Federal Stafford Loan is available for independent students for up to $4,000 for freshmen and sophomores and up to $5,000 per year for juniors and seniors. Also, in some cases, a dependent student may obtain an additional Unsubsidized Federal Direct Stafford Loan. The maximum that can be borrowed under the additional Federal Direct Unsubsidized Federal Stafford Loan Program is $26,500 for undergraduate work.

Federal Direct PLUS Loans. Federal Direct Parents Loan for Undergraduate Students (PLUS) Loans are available through the federal government. The amount of the Federal Direct PLUS Loan is determined by the cost of attendance less any other financial aid the student receives, such as grants, loans, scholarships (institutional or external), or work–study. Interest is a fixed interest rate of 7.595 percent. A 4.27 percent origination fee is deducted from the amount of the loan when the loan is processed.

Graduate Federal Financial Aid Programs

Federal Direct Loans. A graduate student enrolled at least half–time (5 hours) may borrow under the Direct Unsubsidized Stafford Loan Program up to $20,500 per academic year or up to the cost of attendance. The aggregate lifetime limit for Stafford loans is $138,500. 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 6.595 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).

Federal Direct Graduate PLUS Loans are available through the Department of Education. The Graduate PLUS Loan is a federal loan that is credit based. It has no grace period, and it goes into repayment as soon as the funds are disbursed. It has the same deferment and forbearance options as the Stafford Loan Program. As such, graduate students can postpone repayment using in-school deferment while enrolled at least half–time in a degree program of study.

Grants

Students are eligible to receive Federal Pell Grants and Federal Supplemental Educational Opportunity Grants only until they meet the requirements for the first degree. The state grant is limited to eight semesters or meeting degree requirements, whichever comes first.

Federal Pell Grants from $652 to $6,095 per academic year may be used for regular academic–year expenses at FHU.

Federal Supplemental Educational Opportunity Grant amounts ranging from $250 to $1,000 per academic year may be awarded by the University as a part of the financial aid package.

The Federal TEACH Grant was established to benefit current and prospective teachers. Students must be currently completing or plan on completing coursework necessary to begin a career in teaching. The academic requirements are that the student has to have at least a 3.25 cumulative GPA for each payment period (each semester) or have a score above the 75th percentile on the ACT. The award amount is up to $4,000 per academic year. Aggregate amounts are $16,000 for undergraduates. The student must teach full-time for at least four years within eight years of completing a program as a highly qualified teacher, at a Title I school, and in a specified subject area. If service is not met, the grant must be repaid as an Unsubsidized Direct Student Loan with interest from the date(s) of original disbursement.

Veterans and 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 payment plus allowances

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 Freed–Hardeman University Registrar.

Vocational rehabilitation assistance and service may be available to disabled students, provided the student's rehabilitation counselor approves of his or her career objective and the University plans. Contact the Vocational Rehabilitation Director of the Department of Education in your state for further information.

State of Tennessee Grants and Scholarships

Tennessee Student Assistance Awards are to provide non-repayable financial assistance to financially needy undergraduate students who are residents of Tennessee and are enrolled, or accepted for enrollment, at a public or an eligible non-public postsecondary educational institution in Tennessee. Students must be enrolled at least half time and have an Expected Family Contribution (EFC) of 2100 or below. Based on funding, first priority is given to U.S. citizens. The amount per year is $4,000. No student will receive an award greater than the amount of tuition and mandatory fees assessed by the institution attended. A student's eligibility is determined in the same manner as is eligibility for a Federal Pell Grant. Students must have their Free Application for Federal Student Aid (FAFSA) received by the federal processor as soon as possible after October 1 for the upcoming school year. However, these funds are limited, so it is highly recommended that a student apply early in order to have an application processed in time to receive money from the Tennessee Student Assistance Award Program.

Tennessee Education Lottery Scholarship (HOPE) is defined as a grant for study at an eligible postsecondary institution that is funded from net proceeds of the state lottery and awarded to students who are enrolled in college courses at eligible postsecondary institutions. It is designed to provide financial assistance to qualified college students in pursuit of postsecondary study at an eligible Tennessee public or private institution. The award amounts for the HOPE Scholarship are $3,500 per year for freshmen and sophomores and $4,500 per year for juniors and seniors attending four–year institutions. Requirements for the scholarship are:

- Must complete the Free Application for Federal Student Aid (FAFSA). Applications must be received by September 1 for the fall semester and February 1 for the spring and summer semesters. Early application is recommended.
- Must have been a Tennessee resident for one year as of September 1 of the academic year of enrollment.
- Student must graduate from a Tennessee high school or from a category 1, 2, 3, or 4 private school. Categories 1–3 can meet the HOPE requirements based on ACT or GPA. Category 4 schools can meet the HOPE requirements by ACT only.
- Dependent children of U.S. military, Tennessee National Guard on active duty, and Department of Defense employees, who maintain Tennessee residency while stationed out-of-state are eligible.
- Must be enrolled full-time in one of the Tennessee public or private institutions, unless approved by the Office of Student Financial Services. Contact the Office of Student Financial Services for more details.
- Must enroll within 16 months of high school graduation or completion of a home-school or GED program.
- Home-school students must have been enrolled in an accredited home-school program for a minimum of two years prior to graduating. Home-school criteria is based on the category of the home school. Check at College Pays or www.tn.gov/collegepays for more information.
- An entering freshman (High school class of 2005 and thereafter) must have a minimum of a 21 ACT (1060 SAT) or an overall unweighted minimum 3.00 GPA.
- GED applicants must have a minimum 525 and 21 ACT (1060 SAT).

Renewal eligibility for the HOPE Scholarship will be reviewed by the institution at the end of the semesters in which the student has attempted a total of 24, 48, 72, 96, and 120 semester hours. The students must meet the following criteria to receive the HOPE each year:

- Must have a minimum cumulative GPA of 2.75 after 24 and 48 attempted semester hours; AND
- Must have a minimum cumulative GPA of 3.00 after 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter; **OR**
- Must have between a 2.75 and a 2.99 cumulative GPA after 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter and have a semester GPA of at least a 3.00 in the semester in which the student attempted 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter. The student will be reviewed on a semester-by-semester basis and must maintain full-time enrollment. HOPE Scholarship eligibility is capped at 120 semester hours.
- If a student ceases to be academically eligible for the HOPE Scholarship, the student may regain the award one time only. The award may be re-established once the student meets any of the above criteria and continues to meet non-academic requirements.
- Must be continuously enrolled at an eligible postsecondary institution in the fall and spring semesters and maintain satisfactory academic progress.

Note: A "WA" or "WF" grade is counted as an "F." The HOPE Scholarship calculates GPA based on attempted hours instead of earned hours.

The *Aspire Award* is a supplement to the Tennessee HOPE Scholarship. It is for $1,500 per year. To receive the *Aspire Award*, the student must meet the Tennessee HOPE Scholarship requirements and must have a parents' or independent student's and spouse's adjusted gross income (AGI) of $36,000 or less on the IRS Tax Form.

The *Tennessee HOPE Access Grant* is non-renewable. It is $2,750 per year for four–year institutions. The requirements for the Access Grant is that entering freshmen must have a minimum unweighted 2.75 GPA and 18–20 ACT (940–1050 SAT) and the AGI must be $36,000 or less on the IRS Tax Form for the parents or independent students and spouses. After the first year, the student receiving this grant will be eligible for the Tennessee HOPE Scholarship by meeting HOPE Scholarship renewal criteria.

The *General Assembly Merit Scholarship* is a supplement to the Tennessee HOPE Scholarship. It is $1,000 per year. An entering freshman must have a minimum 3.75 weighted GPA and 29 ACT (1350 SAT). Home-school students must complete 12 college credit hours (at least four courses) with a minimum 3.00 GPA at a Tennessee college or university while they are enrolled in the home-school program.

Other Tennessee Award Programs are the Foster Care Tuition Grant, Helping Heroes Grant, and the HOPE Non–Traditional Scholarship Program. You can find information about these on Tennessee Student Assistance Corporation's (TSAC) website at College Pays or www.tn.gov/collegepays.

Minority Teaching Fellows Program was established in 1989 to attract talented minority Tennesseans to enter the teaching field. The award is for $5,000 per year to pursue teacher certification. Those who receive the award incur an obligation to teach at some K–12 level in a Tennessee public school one year for each year the award is received. To be eligible to apply, the applicant must be a minority Tennessee resident, a citizen of the United States, and a high school senior or a continuing college student. To be considered, high school seniors must have achieved at least a 2.75 high school cumulative GPA and either have scored a minimum composite score of 18 on the ACT (or its SAT equivalent) or have been in the top 25 percent of his/her high school graduation class. Continuing college students must have achieved at least a 2.50 college cumulative GPA. Applications are available online at College Pays or www.tn.gov/collegepays. TSAC must receive the completed application by April 15.

Tennessee Teaching Scholars Program is designed to encourage exemplary students who are Tennessee residents and U.S. citizens to enter the teaching field. Participation is limited to college juniors, seniors, and post–baccalaureate candidates admitted to a state–approved teacher education program at an eligible Tennessee college or university. Participants in this program incur an obligation to teach one year in a Tennessee K–12 level public school for each year an award is received. To be considered, applicants must have at least a 2.75 cumulative GPA and be admitted to the Department of Education at their postsecondary institution. Students must be Tennessee residents and U.S. citizens. Applicants cannot be a licensed teacher or receive the scholarship while employed in a teaching position. Applications are available at financial aid offices and TSAC. Awards are very competitive and are based on funding. Applicants seeking initial licensure are considered. The Tennessee Student Assistance Corporation must receive the completed application by April 15.

Army Senior Reserve Officers Training Corps (SROTC) Scholarships Program is a cross-campus agreement between Freed–Hardeman University and the SROTC Program hosted at the University of Tennessee at Martin (UTM). Please review UTM's website (http://www.utm.edu/departments/milsci/) about the program.

Athletic Scholarships

Information may be obtained by contacting the athletic director or one of the following coaches: basketball, baseball, softball, tennis, volleyball, soccer, cross-country, track, golf, or cheerleading. All scholarship awarding is handled by the coach.

Work Study

Many students are able to finance part of the cost of their education through part-time work while in school and full-time employment during the summer or other off-campus employment during the semester. Students desiring campus employment must complete the Free Application for Federal Student Aid (FAFSA). Students may not have more than one campus job.

The Federal Work–Study program is available to undergraduate students with established financial need as determined by the FAFSA. Students can work up to six hours per week. Campus jobs are available most often in the cafeteria, the library, faculty offices, the Brewer Sports Center, and facilities. Specific assignments and schedules are finalized after registration by the Student Employment Office. Contact the Office of Financial Services for more information (731) 989-6025.

Endowed Academic Scholarships

Two thirds of FHU's endowment is composed of scholarships. All scholarship funds are combined and invested by the Investment Committee of FHU. Freed–Hardeman University's Investment Committee of the Board of Trustees has established a 5 percent spending policy on endowed funds. Therefore, awards from endowed funds will not exceed an amount above 5 percent of the total invested amount of the fund. These scholarships have the same recipient requirements as the academic scholarships and are awarded by the Director of Student Financial Services.

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 Financial Services 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 FHU 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 loans, subsidized loans, Federal Direct PLUS loans, Federal Pell Grants, and Federal SEOG.
    - 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.
- 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 Loan)
      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.
- Refunds and adjusted bills will be sent to the student's home address on file in the Office of the Registrar following withdrawal. Students are responsible for any portion of his/her 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.
    - Freed–Hardeman University'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 for 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 Office of the Registrar. Such notification may be made by facsimile.

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

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, eight–week terms, and two–week courses. Meal plan charges are prorated and refunded based on the week of withdrawal.

PAYING YOUR ACCOUNT

Please refer to the financial information detailed in this catalog under Financial Information: Student Charges and Expenses to determine the approximate charges for each semester. In addition to room, board, and the comprehensive charge, remember to estimate a reasonable amount for textbooks and class supplies. The total of these charges represents the comprehensive charge, room, and board charges for the semester. From this total, deduct scholarships, grants, or loans that have been awarded or offered 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 3, 2018, for the fall semester, and by January 4, 2019, for the spring semester. Students who register for fall classes after August 3, 2018, or for spring classes after January 4, 2019, 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. The student's account may be viewed on my.fhu.edu. The student is responsible for confirming that all financial arrangements are made and processed.

After determining the amount of financial aid a student 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:

- Paying by eCheck or credit card at: www.afford.com/fhu and select "Make a One Time Payment;" or
- Paying by cash or check at the Cashier Window located in the Gardner Center Lobby; or

- Mailing a check to: Freed–Hardeman University, Student Accounts, 158 East Main Street, Henderson, TN 38340; or
- Paying with a monthly payment plan through Tuition Management Systems by going to: www.afford.com/fhu

Any combination of the options mentioned above is acceptable to pay the account 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 remaining after the semesters balance due date will be subject to a 1 percent per month (12 percent 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) 989-6662 or by email at: finaid@fhu.edu.

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

STUDENT ACCOUNT TIMELINE 2018–2019

Fall 2018 Account Information

June 11	Students can view account on my.fhu.edu. The bill is online and payable at this time.
August 3	All FALL payments must be received in the Office of Student Financial Services by 4:30 p.m.
August 20	Advising and registration of new students
August 21	Advising and registration for continuing and returning students
August 22	Classes begin
August 30	Last day to change schedule or register for regular class (Drop/Add) Last day to change meal plans
September 3	Labor Day Holiday (no classes)
September 7	Direct deposits will be disbursed. A student must complete both forms at: www.fhu.edu/studentrefund each semester they wish to request a refund of credit on their student account. A direct deposit will be issued if the paperwork is completed, and there is a credit balance on the account after all charges have been paid.

Spring 2019 Account Information

November 16	Students can view account on my.fhu.edu. The bill is online and payable at this time.
January 4	All SPRING payments must be received in the Office of Student Financial Services by 4:30 p.m.
January 21	Martin Luther King Holiday (no classes)
January 22	Advising and registration
January 23	Classes begin
January 31	Last day to change schedule or register for a regular class (Drop/Add) Last day to change meal plans
February 8	Direct deposits will be disbursed. A student must complete both forms at: www.fhu.edu/studentrefund each semester they wish to request a refund of credit on their student account. A direct deposit will be issued if the paperwork is completed, and there is a credit balance on the account after all charges have been paid.

Student Services
Dr. Wayne Scott
Vice President for Student Services

GENERAL EXPECTATIONS AND REGULATIONS

Students at Freed–Hardeman University are expected 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, cooperativeness, and the assumption of appropriate responsibilities.

By enrolling in FHU, students pledge to abide by the policies and regulations set forth in the Academic Catalog and in the Student Handbook in effect during their enrollment. Responsible channels for seeking change or for requesting exceptions are provided. The person who is not supportive of the purposes and ideals of the institution will not, however, want to enroll or to continue as a student.

Disciplinary matters are handled by the Dean of Students. Serious or persistent violation of University rules may result in probation, suspension, or dismissal. If charges that may lead to dismissal are brought against a student, he/she will be informed of the charges and will have an opportunity to present a defense. The University reserves the right to deny readmission to a student at the beginning of any semester or to remove the student at any time if it is thought the student's influence is injurious.

Conduct

Students 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 unauthorized possession, sale, or use of drugs, including alcohol, is prohibited. The use of tobacco is not permitted. Firearms, hunting knives, and ammunition are prohibited by state law. Fireworks are illegal. Students are expected to obey local, state, and federal laws.

All students will be expected to abide by a dress and grooming code that emphasizes Christian modesty and good taste. Dress should be appropriate to the occasion—church, class, or recreation. The health, comfort, and well-being of each student and of his/her classmates require that standards of personal cleanliness be maintained and that residence hall rooms or apartments be kept clean and orderly. The University reserves the right to inspect University–owned quarters under proper supervision and safeguards.

Commuting students are expected to observe University regulations while on campus and when participating in University activities and to avoid conduct both on- and off-campus that will indicate a lack of alignment with University ideals.

Boarding Students

All single students (both full-and part-time) not living at home with their parents or parental-type relatives and who are under the age of 23 must live in University housing. Any single student requesting other arrangements should file an off-campus housing application with the Office of Residence Life. Residence–hall students must participate in one of the meal plans that offers many different options in both Wallace–Gano Dining Hall and the Lion's Pride snack bar.

Undergraduate students who are at least 23 years of age, or who take most of their classes at FHU/Dickson, and graduate students may live off-campus; and they may also live on campus with approval from the Director of Residence Life. Students aged 25 years or older are not permitted to live on campus (without permission from the Director of Residence Life). Married students are not permitted to live in the residence halls.

Students who live on campus will be responsible for keeping their rooms locked and for any damage. Repainting, repairs, and replacements will be charged to the one doing the damage or, if this cannot be ascertained, to the occupants of the room. Residence hall hours are included in the Student Handbook. The University is not responsible for damage to or loss of students' personal property due to theft, mischief, fire, water, etc.

Security

The Office of Campus Safety seeks to provide a safe environment for the University community. The security personnel are committed to developing a good relationship with students, faculty, staff, and administration by providing professional security services.

Security Officers can be reached 24 hours a day, 7 days a week by calling 6911 (on campus) and (731) 989–6911 (off–campus).

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 Campus Security.

Emergency Notification System

To provide a mode of mass communication, FHU has partnered with RAVE Mobile Safety, a communication company that specializes in campus communications. On our campus, this network is known as LionAlert. Through the LionAlert system, we have the ability to communicate with our student body, faculty, and staff quickly concerning severe weather or any other emergency situation.

All faculty, staff, and students automatically have a LionAlert account created for them and are able to log into their RAVE account to manage their notification preferences and settings. In an emergency situation, alerts outlining the situation and recommended precautionary measures are sent to all subscribers via text and email notifications.

To access LionAlert, campus users can go to: http://www.fhu.edu/LionAlert.

Student Activities and Organizations

Students may desire to participate in one of the many campus clubs and activities. Through these activities, social, intellectual, physical, and spiritual growth are cultivated, and opportunities for leadership and service are provided.

Each club must have a constitution or by-laws approved by the assistant vice president of Student Life to insure purposes and a democratic organization consistent with University aims. Each club is sponsored and supervised by a faculty/staff member or another person approved by the assistant vice president of Student Life. Through these extracurricular and co-curricular activities, closer student–faculty/staff relationships are cultivated. For more information see the Student Handbook.

Chapel Assembly

Students, teachers, and administrators have the opportunity to attend chapel each morning, Monday through Friday. After a devotional led by faculty/staff, students, or guests, the programs may be informative, inspirational, or entertaining. Chapel affords an opportunity to share in the joy and sorrow of other members of the University family and is vital to the communication and sense of community that are so important.

STUDENT SERVICES AND FACILITIES

Students of FHU have access to a number of services and facilities designed to make their enrollment comfortable, enjoyable, and successful. Use these wisely and well.

Housing

Living on campus is a valuable college experience and enables students to take maximum advantage of the activities and services offered. Single students may choose from the residence halls listed below.

Residence Halls for Women

W. A. Bradfield Hall for women opened in 1973. It accommodates 144 students in double rooms. Bradfield Hall is named for the noted evangelist and long-time teacher and Director of Public Relations, who died in 1972.

H. A. Dixon Hall, dedicated at Homecoming, November 27, 1958, was built that year and named in honor of H. A. Dixon, then president of the College. The four-story residence hall accommodates 132 women in two-bedroom suites.

Hall–Roland Hall, the oldest residence hall with a capacity of 70 women, is a favorite of many women students. Formerly called Oakland Hall, this three-story residence hall was renamed Hall–Roland Hall at Homecoming, November 27, 1958, in appreciation of the long tenure and service of the late W. Claude Hall and C. P. Roland. It was renovated in 1984. The ground floor, remodeled in 1994, includes faculty offices, graduate studies in clinical mental health counseling, and the Department of Behavioral Sciences.

Porter–Terry Hall opened in January 1977. This three-story residence provides housing for 154 women in suites, each of which accommodates six students with three double-bed rooms, living room, and bath. It was named in honor of the late Lucy Porter and Dovie Terry of Henderson.

Thomas E. and LaVonne B. Scott Hall, a four-story women's hall, is designed for 148 students. It was opened in Fall 1971 and named for the late Mr. Scott, who had served as chair of the Department of Social Sciences and as a Bible teacher, as well as the late Mrs. Scott who served as an English and languages teacher.

Tyler Residence Hall, which opened in 2004 and accommodates 48 students, was named in honor of Katherine Tyler. Students must have completed 90 hours, have a good discipline record, and make application through the Office of Residence Life. Each apartment has four bedrooms, a kitchen, a living room, and a washer and dryer. Students living in privileged housing are not required to purchase a University meal plan.

Residence Halls for Men

George S. Benson Hall, a three-story men's hall opened in 1970, is designed for 144 students, four to each two-bedroom suite. It is named in honor of the late Dr. George S. Benson, noted missionary, Christian educator, and speaker.

Farrow Hall opened in 1973. It accommodates 144 men in double rooms. On August 31, 1978, it was named in memory of Edward Gatewood Farrow and his wife, Jane Oliver Farrow, of Jacks Creek.

Sewell Hall, which opened in 2007, is named for Freed–Hardeman University's former President and First Lady, Milton and Laurel Sewell. It has 100 resident hall rooms and accommodates 200 male students. Among the amenities is a large activities room on the second floor, pool table, lounge furniture, and fully equipped kitchen.

Woods–East Residence Hall, which opened in 2004 and accommodates 48 students, was named in honor of Kenneth and Rebecca Woods and Bob and Regina East. Students must have completed 90 hours, have a good discipline record, and make application through the Office of Residence Life. Each apartment has four bedrooms, a kitchen, a living room, and a washer and dryer. Students living in privileged housing are not required to purchase a University meal plan.

Applying for Housing

When students apply for admission, they should also apply for housing available in one of our ten residence halls. They may do this by completing either an online form located on the FHU website at: https://www.fhu.edu/forms/admissions/housing.aspx or they may request a Housing Form from an admissions counselor. Housing placement begins on the date of the received application.

The order for residence hall placement for the upcoming semester is:

1. Returning students who made their request during the preceding semester.
2. All incoming students who have a processed housing application and are accepted in order as received.

The Housing Forms should be sent to the Office of Admissions. When applying for housing, students may request a particular residence hall and roommate. Private rooms may also be requested. Every effort will be made to accommodate the request; however, because space is limited, no guarantees can be made. Requests for a particular roommate will be honored if feasible and mutually agreeable, but the University reserves the right to make changes as deemed necessary.

Reporting to and Vacating the Residence Hall

The University calendar, preceding the index of this catalog, provides the opening date of residence halls. Students should not arrive on campus before the time specified unless special permission is granted by the Director of Residence Life. During official school breaks, residence halls must be vacated by the time specified in the calendar.

Food and Miscellaneous Services

The Student Services Building was opened in November 1966. The Burks Student Center is located on the first floor. In it are the Lion's Pride, post office, and Office of Student Services.

The Wallace–Gano Dining Hall, on the second level, was named in recognition of G. K. Wallace and Cecil and Alice Gano. The food service is operated by Sodexo. Special meals are also provided for University outings, banquets, and other occasions.

Health Services

FHU Prime Care. The FHU Prime Care Clinic is located at 155 Hamlett Street. The clinic is open Monday, Wednesday, Thursday, and Friday from 8 a.m. to noon. The clinic is staffed by a FNP, registered nurse, and a receptionist. Services are provided by Prime Care Medical Center.

Other services. The County Health Department Office provides food-handlers' certificates and the tuberculin skin test. Private health professionals within walking distance of the campus include dentists, physicians, nurse–practitioners, and optometrists. In nearby Jackson are medical specialists and two hospitals that are fully accredited by the Joint Commission on the Accreditation of Hospitals. An approved ambulance service is on-call at all times. Each student is responsible for payment of his or her medical fees and hospital or ambulance charges.

Illness or injury. In case of serious sickness or injury, the University will notify a student's family. While coaches and others seek to promote safety, participation in athletics, or any other activity on– or off–campus, whether personal or University–sponsored, is at the student's own risk. The University cannot accept liability for illnesses, accidents, or other injuries.

Insurance. Students are urged to carry some type of reputable and adequate hospitalization insurance. All students participating in intramural athletics must carry insurance and sign a waiver relieving the University of liability.

Wellness Program. A Wellness Program is coordinated by the Wellness Committee to provide information that will promote a healthier lifestyle for all of the Freed–Hardeman University family.

Students with Disabilities

Disability Services Policy and Procedure

Mission. It is the mission of Freed–Hardeman University to provide qualified person with reasonable accommodations to ensure equitable access to educational opportunities, programs, and activities in the most appropriate integrated setting.

Policy. It is the policy of Freed–Hardeman University to comply with section 504 of the Rehabilitation Act of 1973 (PL 93–112), as amended (PL 93–516), and with Title II of the American with Disabilities Act of 1990 (ADA).

Procedure for registering with the Office of Disabilities.

a. Contact the Office of Disability Services Coordinator to obtain registration paperwork. These are available in the Office of Disability Services, which is located in the Burks Student Center.
b. The student will meet with the Office of Disability Services staff for an initial intake interview, discussion, and required paperwork.
c. Documentation may be sent to the Office of Disability Services, Freed–Hardeman University, 158 East Main Street, Henderson, TN 38340. The phone number is (731) 989-6029 or email: mellis@fhu.edu. The fax number is (731) 989-6976.
d. It is the responsibility of the student to follow up with healthcare professionals to ensure that the proper documentation has been sent.
e. After completion of the registration form and after documentation is received, the student will be contacted by the Office of Disability Services to arrange a time to meet to discuss individualizing a plan.

Accommodations: What they are and what they are not.

a. Accommodations are provided for the purpose of ensuring equal access to an education. They are not a guarantee of a certain grade or of success in a particular class; rather, they are intended to "level the playing field" for students with disabilities. Students with disabilities are expected to fulfill all academic and course requirements and evaluation standards as is expected of all students.
b. Accommodations are provided on a case-by-case basis. They are assigned depending on the documentation that each student submits, the impact of each student's disability, and our conversations with each student regarding his/her strengths, weaknesses, and needs.
c. Accommodations are also provided on a class-by-class basis. An accommodation which is reasonable in one class may not be reasonable in another. No accommodation will be provided if it compromises or alters essential elements or evaluation standards of a course.
d. Accommodations are considered to be classroom supplements. They are not intended to replace regular classroom attendance or participation.
e. Accommodations are not provided retroactively. The Office of Disability Services is unable to provide accommodations for academic work completed before the student is verified as eligible for accommodations or before the student requests accommodations. Therefore, it is imperative that students request accommodations as early in the semester as possible.

Requesting and Maintaining Accommodations.

a. The Office of Disability Services is responsible for providing reasonable accommodations in a timely manner. Non-compliance on the part of the student with the procedures involved in the accommodation process may result in delays or denial of the provision of accommodations. Students will be notified of the policies as registration.

University Counseling Center (UCC)

College is a unique time in a person's life. New lessons and experiences can sometimes cause overwhelming stress, academic difficulties, and even psychological problems that impede a student's performance.

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 FHU students with the focus on short-term counseling. The University Counseling Center (UCC) also offers referral services to local and surrounding area professionals to meet individual needs. The UCC has both a full-time male and female counselor. Crisis intervention is available 24 hours a day, 7 days a week and may be contacted through the counselor on-call by phone (731) 608-2590 or through a residence-hall supervisor, a residential assistant, or campus security. For appointments contact Nicole Young by phone at (731) 989-6768 or by email at: nyoung@fhu.edu.

Career Services Center (CSC)

The mission of the Career Services Center (CSC) is to provide career services in a supportive and proactive manner for FHU students and alumni; including informing, educating, and counseling on career choices, graduate and professional schools, co-op and internships and part-time and permanent-employment opportunities. The Career Services Center's main focus is on engaging undergraduate and graduate students in the career development process to help them achieve their professional goals. The CSC also provides effective and efficient services to employers through recruitment programs and activities. You may learn more about the CSC by emailing Jeana Wiley, Associate Vice President for Student Services, at jrwiley@fhu.edu or by phone at (731) 989-6676. The Career Services Center is located in the Burks Student Center.

Academics
Dr. Charles Vires, Jr.
Provost and Vice President for Academics

GENERAL ACADEMIC INFORMATION

Mission of Academics

The Division of Academics exists to help students develop their God-given gifts for His glory. To achieve this mission, we seek to foster the growth and continuous improvement of a dynamic community of Christian scholars where students are actively engaged in meaningful learning experiences that equip them with the knowledge, skills, and Christian understanding necessary to impact the world, locally and globally.

Unit of Credit

The semester hour is the unit of credit used at FHU. The following section codifies the practices guiding the awarding of academic credit at FHU for various types of courses and course modalities. In determining the amount of credit awarded, FHU applies the following definition from Section 600.2 of the Education Opportunity Act:

> *Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—*
>
> a. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
> b. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Traditional Lecture Delivery

For traditional, face-to-face courses, one semester hour of credit represents approximately 15 hours of direct faculty instruction (e.g., lecture, discussion, examination, or other learning activities).

Online/Hybrid/Web–Conference Delivery

Courses delivered in an online, hybrid, or web-conference format must require an amount of work equivalent to that expected in traditional courses. All online, hybrid, or web-conference courses must comply with Freed–Hardeman University Policy 2.9 Digital Learning Environments. Policy 2.9 specifies that distance education courses must meet the same expectations as courses taught in a traditional setting. Specifically, the DLE review process, as outlined in Policy 2.9, requires that:

a. For courses that are offered in both traditional and non-traditional formats, the learning outcomes, course content, and assessments in the non-traditional format must be equivalent to those in the traditional format; or
b. For courses that are offered only in the non-traditional format, the learning outcomes, course, content, and assessments must be sufficient to facilitate mastery of course outcomes and appropriate for the number of credit hours awarded.

Special Studies

Credit for special studies is based on an estimate of work, learning, or proficiency approximately equivalent to that gained from regular college–level instruction.

Laboratory Work. The credit earned for a laboratory course is determined by the total amount of direct instruction and individual student work. One hour of credit requires approximately 45 hours of work. The amount of direct laboratory instruction is specified in the course description. The remainder of the work is individual student work completed outside of the laboratory.

Independent Studies. A faculty member works with the student to outline a topic of study, a study design, and the resources to be used. The quality and quantity of total work must approximate the amount of work that would be required in a traditional class for the same number of credits.

Individualized Instruction. Individualized instruction relies on courses that currently exist in the University's curriculum which the student cannot take when scheduled based on certain criteria. The learning outcomes, course content, and assessments in the non-traditional format must be approximately equivalent to those in the traditional format.

Field Work. A student may earn one credit hour for each 120 clock hours of performance, assuming all other course objectives are met. Up to four hours of credit may be earned in any one work setting.

Field Laboratory, Practicum or Internship. An undergraduate student may earn one credit hour for each 40 of field activity hours of performance, assuming all other course objectives are met. Up to 9 hours of credit may be earned through field laboratories. Specific graduate programs may require additional hours.

Student Load (Undergraduate)

Hours limitations apply to courses taken at FHU and/or other academic institutions during a given semester.

Full–time. An undergraduate student must register for and carry 12 or more credit hours to be classified as a full-time student in summer, fall, or spring.

Part–time. Undergraduate students carrying fewer than 12 credit hours in any semester are considered part-time and are ineligible for institutional honors during that semester and may not remove academic probation or suspension except by raising their cumulative GPA to the required level.

Summer. In the ten weeks of the summer semester, the maximum load for an undergraduate student is 15 credit hours. The maximum load in a four–week term is 7 hours. Summer–term undergraduate students who enroll for as many as 12 credit hours must include a Bible course in their schedules.

Two–week courses. An undergraduate student may enroll in no more than one two–week course concurrently. Hours taken during a two–week course offered in January, May, or August will not count towards the maximum hours allowed for the spring, summer, or fall semesters. However, hours taken during a two–week course will count toward full-time status.

Four–week courses. An undergraduate student may enroll in no more than 7 hours in one four–week term.

Hours limitation. Depending on his/her status, an undergraduate student may register for the following number of hours in the fall and spring semesters. Two–week courses taken in August, January, and May do not count toward the total allowable hours in the fall, spring, and summer semesters, respectively.

- Academic probation – up to 15 hours
- First–time freshman – up to 17 hours
- Cumulative GPA below 3.00 – up to 17 hours
- Cumulative GPA above 3.00 – up to 19 hours

An Academic Petition Form must be submitted if registered hours exceed these limits. The petition must be approved by the academic advisor and dean of the college in which the student's major is based. In addition, the Director of the Academic Success Center must approve petitions for students on academic probation. Petitions for 20 hours or more (excluding two–week courses), regardless of the status, must be approved by the associate vice president for academics.

Courses will be dropped by the end of drop/add week at the discretion of the Office of Academics for any petitions not properly filed and approved.

Student Load (Graduate)

Hours limitations apply to courses taken at FHU and/or other academic institutions during a given semester.

Full–time. A graduate student must be enrolled in at least 9 hours to be considered full-time in summer, fall, or spring.

Hours limitation. No graduate student may register for more than 13 hours during a semester without the written permission of the appropriate graduate program director or coordinator.

Academic Success Center

The Academic Success Center provides academic support for prospective and enrolled students. Entering freshmen are advised by an advisor from the Academic Success Center. After a student has completed the paperwork to declare a major, the student's file is transferred to the department or college in which the major is housed, and the student is assigned to an advisor for that major. (See Choosing a Major.) The Academic Success Center also provides tutoring, retention, and testing services. For details regarding testing and tutoring, students should check the Academic Success Center's website at: https://www.fhu.edu/academics/services or call (731) 989-6061.

Advising

Each student is assigned a faculty advisor for assistance in planning, in registering, and in reviewing his/her program of study. The advisor reviews and approves each semester's schedule of classes before the student may register. **The student is personally responsible for meeting catalog requirements or seeking written approval from the appropriate administrator for any exceptions.**

Personnel in the Academic Success Center coordinate the initial advising of freshmen and advising of students who have not declared a major. After a student has declared a major, a member of the student's major department provides advising.

Learning Assistance

Free tutoring is available for certain courses in math, science, and writing. Call (731) 989-6061 for additional information.

For those students needing specialized tutoring, peer tutoring is available by application to the Learning Center (Hope Barber Shull Academic Resource Center, third floor, room 314). A nominal fee is charged. Call (731) 989-6061 for additional information.

Supplemental Instruction, a program using peer instructional leaders to promote independent learning, is available for some courses. Call the Learning Center at (731) 989-6061 for information regarding courses implementing this program.

Course Prefix and Number

Each course is identified by a three–letter prefix and a three–digit number. The prefix indicates the course discipline. The first digit indicates the course level:

000–099 developmental (institutional credit only)

100–199 freshman

200–299 sophomore

300–399 junior

400–499 senior

500–794 graduate

Note: Junior– and senior–level courses are considered upper–division.

An undergraduate student may not enroll in a course whose level is more than one year above the classification of the student unless special permission is granted through an Academic Petition Form for exception approved by the dean in the college in which the course is housed. For example, a sophomore may enroll in courses at or below junior–level but may not enroll in senior–level courses. In addition, some courses may have prerequisites or corequisites that must be met in order for a student to be eligible to enroll.

Writing Courses (W)

In order to further develop writing skills, especially in major fields of study, each undergraduate student must take three (3) writing courses as part of his/her major. These courses include a significant writing component. The writing itself will be graded and will be a significant part of the course grade. Writing courses of this type are identified by **(W)** in the list of courses for each major, and in the course description by **(W)** after the title, and in a sentence at the end of the course description.

Semesters in which Courses are Offered

After each course title, in the course descriptions of each college/department, is an indication of the semester or semesters in which the course is expected to be offered. This is for the convenience of students in planning schedules. It is, however, subject to change, and current class schedules should be consulted. Faculty unavailability or low student enrollment may cause a course to be cancelled, rescheduled, or not scheduled when anticipated. In some instances, the course may be available by individual instruction. Su., F., and Sp. indicate summer, fall, and spring semesters. Odd and Even refer to odd– or even–numbered calendar years. Indication that a course is "Offered on sufficient demand" is not a guarantee of course availability.

January two–week courses are counted in the spring semester, May two–week courses are counted in the summer semester, and August two–week courses are counted in the fall semester.

Departmental Courses of Study

Departmental courses of study may include required and recommended courses. While student schedules must be approved by a faculty advisor and departments must recommend candidates for graduation, no department may require majors to take more than the approved requirements. A student may elect additional courses in his or her major, but the bachelor's degree requires 63 semester hours (half of the 126 required for a degree) outside of a student's major.

Student Assessment

Freed–Hardeman University's commitment to excellence obligates the University to seek ways to accurately assess the development of students. Students who enroll as freshmen are expected to have taken either the ACT or SAT tests. Those who have not done this will be required to take this test on campus before registration will be permitted. Additional examinations or other assessment may be required by the University.

Academic Classification

Early Admission Freshmen—students enrolled prior to their completion of high school (See Early Admission)

Freshmen—students who have earned 0–29 semester hours of credit

Sophomores—students who have earned 30–59 semester hours of credit

Juniors—students who have earned 60–89 semester hours of credit

Seniors—students who have earned 90 or more semester hours of credit

Special—students not working toward a certificate or degree at FHU, including transient students, adult and continuing education students, and non-credit students

Graduates—students who have an earned bachelor's degree

GRADES

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

Grade	Significance	Quality Points per Semester Hour
H	Honors	4
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Low passing	1
WA	Withdrawn administratively	0
WF	Withdrew failing	0
F	Failing	0

The following grades are not used in determining satisfactory progress:

I	Incomplete
IP	In progress
X	Absent from final examination
W	Withdrew
N	Non-credit
P	Passing
M	Mastery
S	Satisfactory
U	Unsatisfactory

S and **U** are the grades assigned at mid-semester only when it is not feasible to evaluate achievement more precisely.

P is the grade assigned for satisfactory performance on a departmental proficiency examination, in field work, or in an independent study when conventional grades are not awarded.

M is the grade assigned when credit is earned by College–Level Examination Program (CLEP) or other standardized tests.

A failing grade (**WA, WF**, or **F**) earned at Freed–Hardeman University cannot be removed by individual instruction.

N is the grade assigned for a course audited or otherwise taken without credit. If an auditor/ student stops attending, a grade of **W** is assigned. **W** grades do not affect grade point average (GPA).

W is the grade assigned when a student officially withdraws from a course before the end of the ninth week of classes (second week for 4–week term; fourth week for 8–week term; and first week for 2–week courses). Failing grades assigned for academic dishonesty cannot be changed by withdrawal from the course.

WA is the grade assigned when a student is withdrawn administratively from the University or from a class, including withdrawn for excessive absences.

WF is the grade assigned when a student officially withdraws from a course after the ninth week of classes. A student who officially withdraws from the University before the end of the ninth week of classes (second week for 4–week term; fourth week for 8–week term; and first week for 2–week courses) will receive a **W** grade for each course. After the ninth week of classes, any student who officially withdraws from the University will receive **WF** grades, except in a case of extenuating circumstances as determined by the associate vice president for academics.

I is the grade assigned only when, in the judgment of the instructor, circumstances prevent a student from completing a course. **I** grades are not assigned simply for the convenience of students who wish more time than their classmates. The **I** grade is calculated as a failing grade unless removed. A student who has an **I** must complete the work by mid-term of the following semester (for dates, refer to the calendar at the back of this book). An unresolved **I** grade will convert to an **F** grade.

IP is the grade assigned for courses in which the required work stretches across multiple semesters. After the end of the semester of initial enrollment, an **IP** grade will be assigned. At that time, the instructor will complete a Change of Grade Form. An **IP** grade will not be carried beyond the end of the second semester following the semester of initial enrollment. At that time, **IP** grades will be converted to **F** grades. For example, an **IP** grade issued for a course taken in the fall semester would be converted to an **F** grade if it remains an **IP** grade at the end of the following summer semester.

X grades are assigned only when, in the judgment of the instructor, circumstances prevent a student from completing the final exam. **X** grades are not assigned simply for the convenience of students who wish more time than their classmates. The **X** grade is calculated as a failing grade unless removed. A student who has an **X** grade must present an appropriate excuse to the instructor and take the final examination as soon as possible, but no later than mid-term of the following semester. An unresolved **X** grade will convert to an **F** grade. A fee may be charged for a make-up examination.

Credit may not be given twice for the same course or one that 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.

After a final grade has been submitted, it cannot be changed except with irrefutable evidence that an error has been made. A student will not be given additional time to raise a grade. Any grievance concerning grades should first be discussed informally with the faculty member. If the grievance is not resolved in this fashion or if the student does not feel comfortable discussing the grievance informally, a formal grievance must be filed within ten (10) school days of final grades being

posted for the semester. Please consult the Student Academic Grievance Procedure for additional information.

Grade Point Average (GPA)

The grade point average (GPA) is the standard measure of student academic achievement. It is calculated by dividing the total quality points earned by the 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.

Grading Policy/Syllabus

A syllabus will be provided to students enrolled in each course by the second class meeting. The syllabus will explain both the grading policy and the grading scale.

Students Admitted on Restriction/Probation (Undergraduate)

Students entering with less than a 2.25 high school grade point average, Enhanced ACT composite score of less than 19, or a combined New SAT score of 980 (ERW+M) must be approved by the Academic Review Committee for admission on either restriction or probation.

Students admitted on restriction have a full academic year to establish satisfactory academic progress and will be required:

- To take a course of study as prescribed,
- To participate in tutoring and study hall as recommended,
- To limit participation in campus activities, and
- To take no more than 15 hours without approval.

Students admitted on probation have only one semester to establish satisfactory academic progress and will be required:

- To further limit participation in campus activities,
- To take no more than 15 hours without approval, and
- To participate in ACA 070 Academic Recovery.

Good Academic Standing

Undergraduate. To be considered in good academic standing, a student must maintain a certain minimum cumulative GPA. The minimum GPA required depends on the number of cumulative semester hours attempted as outlined in the following table.

Cumulative Semester Hours Attempted	Minimum Cumulative GPA Required to be in Good Academic Standing
24 or less	1.75
25–47	1.90
48 or more	2.00

Graduate. The student must maintain a cumulative GPA of 3.00 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.

No more than six (6) semester hours of grades of "C" may be applied toward graduation requirements. 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. A student may not repeat a graduate course with a grade of "A." A student may repeat a graduate course with a grade of "B" only once to increase his/her GPA.

ACADEMIC PROBATION

Undergraduate. An undergraduate student who fails to maintain good academic standing will be placed on academic probation. Academic probation is removed by attaining a cumulative GPA high enough to be in good academic standing. If a student on probation achieves a semester GPA of 2.00 or higher, but he/she does not attain a cumulative GPA high enough to be in good academic standing, the student continues on academic probation. A freshman on academic probation must take ACA 070 Academic Recovery.

An undergraduate student on academic probation during the spring or fall semesters may not register for more than a total of 15 hours. A student on academic probation during the summer term may not enroll for more than a total of 9 hours. (See Students Admitted on Restriction/Probation.)

An undergraduate student on academic probation is not permitted to participate in intercollegiate sports, to travel as a representative of the University, to participate in Makin' Music, or to be a member of any social club, UPC, CDT, SAA, or SGA. The Dean of Student Life will be responsible for enforcing this policy.

Graduate. A graduate student who fails to maintain a cumulative GPA of 3.00 or better for all graduate studies will be placed on academic probation. Academic probation is removed by attaining a cumulative GPA of 3.00 or higher for all graduate studies completed at FHU or transferred into the student's program of study. If a student on probation achieves a semester GPA of 3.00 or higher, but he/she does not attain a cumulative GPA of 3.00 or higher for all graduate studies, the student continues on academic probation.

A graduate student on academic probation will not be allowed to enroll for more than nine hours during any term the probation applies.

ACADEMIC SUSPENSION

Undergraduate or Graduate. A student on probation who fails to meet the conditions required to continue probation or remove probation will be suspended. The period for a first academic suspension is one semester (not including summer: undergraduate; including summer: graduate). The period for a second academic suspension is two semesters (not including summer: undergraduate; including summer: graduate). Subsequent academic suspensions are for an indefinite period but not less than three semesters (not including summer: undergraduate; including summer: graduate). A student suspended at the end of the fall semester may not enroll in the two–week course period in January. A student suspended at the end of the spring semester may not enroll in the two–week course period in May. A student suspended at the end of the summer term may not enroll in the two–week course period in August. Readmission after an academic suspension is not automatic but requires an appeal to the associate vice president for academics and possible discretionary action by the Academic Review Committee.

A suspended student may appeal to the associate vice president for academics who will consider the appeal for a waiver of suspension. If granted, the student will be allowed to return to school, but the student is still considered to have received the academic suspension. Academic Petition Forms must be received no later than two weeks after the student was suspended.

Any credits completed at another school by a student during a period of disciplinary or academic suspension will not be accepted by FHU.

A student suspended for the first time after the spring semester may appeal to the associate vice president for academics for permission to take classes during the summer term in order to earn a

waiver of academic suspension. A student can earn a waiver by attaining at least a semester GPA of 2.00 (undergraduate) or 3.00 (graduate) on at least eight hours, as approved by the associate vice president for academics. If a waiver is earned, the student will be allowed to return to school, but the student is still considered to have received the academic suspension. Academic Petition Forms must be received no later than one week after grades are posted for the spring semester.

Academic Renewal

Students may petition the associate vice president for academics to have up to one academic year of previous work completed at FHU or other regionally accredited institutions of higher education disregarded for institutional purposes. If approved, all of the work (not selected courses) in one or more semesters may be disregarded in calculating grade point averages, except in the case of academic honors. The credit hours are lost, but courses passed need not be repeated. Three calendar years must have elapsed since the semester(s) under consideration, **AND undergraduate** students must have subsequently completed a minimum of 15 semester hours with at least a 3.00 GPA, 30 semester hours with at least a 2.50 GPA, or 45 semester hours with at least a 2.00 GPA; **OR graduate** students must have subsequently completed a minimum of 12 semester hours with at least a 3.00 GPA. For details, students should check with the associate vice president for academics.

Academic Dishonesty

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

- 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.
- Fabrication—falsifying or inventing any material in an academic exercise.
- Facilitating academic dishonesty—helping or attempting to help another to violate academic integrity.
- 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 at the undergraduate level should be reported to the Dean of Students, who may prescribe additional penalties. Academic dishonesty at the graduate level should be reported to the appropriate director or dean of the respective college, 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. An education record is covered by FERPA once a student enrolls and is in attendance at an institution of higher education. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Family Educational Rights and Privacy Act gives parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level, and these rights take effect once a student is enrolled and in attendance at FHU. Students to whom the rights have transferred are "eligible students." These rights include:

- 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.

- Right to request an amendment of your education record if the individual believes the record is inaccurate or misleading. If you believe 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. The appropriate office will notify you of the decision and advise you regarding the appropriate steps if you do not agree with the decision.
- 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 that 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/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.
- 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.

The University may also release information that is deemed "directory information." Freed–Hardeman University defines directory information as including: student's name, address, telephone number, email address, date of birth, major of study, grade level, enrollment status, award and honors, and dates of attendance. Directory information cannot include: race, gender, social security number, grades, GPA, country of citizenship, or religion. Every student must have the opportunity to suppress their directory information from public release. As this does have various implications for the student, any student interested in keeping their information from release must come by the Registrar's Office for a consultation before finalizing their decision.

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

Disclosure of Education Records. In order to disclose academic 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.

STUDENT RIGHTS AND RESPONSIBILITIES

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 Academic Catalog, 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 Aims of the University.
- Express their opinions and concerns about any phase of their college experience to appropriate personnel.
- Have appeals processes in place relating to all aspects of life at the University.
- Be notified regarding changes in University policies or procedures in a timely manner.
- Have access to the University Crime Report, prepared annually by the Director of Campus Safety.

Students have the responsibility to:

- Be familiar with and accountable to the policies and procedures in the current Academic Catalog, Student Handbook, and other relevant program handbooks.
- Take advantage of the opportunities provided by FHU to develop spiritually, intellectually, physically, emotionally, and socially.
- Respect the property of FHU 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 Academic 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.

TRANSCRIPTS

Freed–Hardeman University has authorized Parchment and the National Student Clearinghouse to provide transcript ordering via the web. Transcripts can be ordered by using any major credit card. The card will only be charged after the order has been completed. To order an official transcript, login to the site of your choice. Each site has instructions for placing an order, including delivery options and fees.

The National Student Clearinghouse has options for mailed delivery, faxed delivery, or in-office pickup. You can place your order online at getmytranscript.com.

Before placing an order for a faxed copy of the transcript, it is the responsibility of the student to ensure that the faxed record will be considered official by the receiving party. Any change in delivery method or change in the full address where transcript will be sent will require a new order to be completed along with payment for the new order.

Students may also obtain a copy of transcripts by requesting a copy in writing from the Office of the Registrar. The first transcript is free, and all others are $7.50 each. Order updates will be emailed. Order status or order history can be checked online. For help or questions, please contact the Office of the Registrar at (731) 989-6456.

Please note that the Office of the Registrar only produces official copies of FHU transcripts. We cannot produce or send unofficial copies of records. Current students can produce an unofficial copy of their transcript through my.fhu.edu. After graduation or termination of enrollment, students will only have the option of ordering official copies of their transcript from the Office of the Registrar. The Registrar's Office cannot produce official copies of transcripts from previous institutions.

The Office of the Registrar should be informed of all changes in the student's legal name, place of residence, mailing address, billing address, and telephone number. Freed–Hardeman University is not responsible for a student not receiving official information if the student failed to notify the University of any of the changes stated above. Change of name requires documentation, e.g., marriage license, divorce decree, passport, driver's license, or social security card.

STUDENT ACADEMIC GRIEVANCE PROCEDURE

The purpose of this policy is to provide an opportunity for students at Freed–Hardeman University to have grievances addressed in a fair and professional manner. All parties involved in the grievance process are expected to conduct themselves in a manner consistent with the Christian standards of the university.

Freed–Hardeman University strives to provide educational opportunities, experiences, and services that are of the highest quality. Occasionally, there may be those who have complaints that they wish to share with the University. The University views such complaints as potential opportunities for improvements.

All complaints should first be routed through the appropriate complaint, appeal, or grievance procedures. Depending on the nature of complaint, the matter should be brought to the attention of the office directly responsible for that area of the University for informal resolution.

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 student does not feel comfortable discussing the grievance informally, the following procedure must be followed:

1. The student will register the complaint in writing using the Academic Grievance Form, available on the FHU website (www.fhu.edu/academics/complaintguidelines), in the dean's office, or in the graduate program director's office. The completed form should be submitted to the associate vice president for academics within ten (10) school days of the alleged incident. The associate vice president for academics will route the form to the appropriate faculty member. The faculty member must respond in writing, using the Academic

Grievance Form, within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for academics.

2. If the faculty member's response does not resolve the complaint, then the student may request to the associate vice president for academics that the written grievance be submitted to the appropriate department chair (undergraduate students) or graduate director (graduate students). (Skip to Step 3 if there is no department chair.) This request must be made within five (5) school days of the faculty member's written response. The department chair or graduate director must respond in writing within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for academics.
3. If the response of the department chair or graduate director does not resolve the complaint, then the student may request to the associate vice president for academics that the written grievance be submitted to the appropriate dean. This request must be made within five (5) school days from the time of the written response of the department chair or graduate director. The dean must respond in writing within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for academics.
4. If the dean's response does not resolve the complaint, then the student may request that the written grievance be submitted to the vice president for academics. This request must be made through the associate vice president for academics within five (5) school days of the dean's written response. The vice president for academics must respond in writing within five (5) school days of receipt of the academic grievance. The Academic Grievance Form should be returned to the associate vice president for academics. The vice president for academics' ruling is final.

Records of written student complaints and responses will be kept in the Office of Academics. In the interest of all involved, if an Academic Grievance Form is submitted just prior to the end of a term, deadlines (for the submission of paperwork, etc.) are subject to modification as determined by the associate vice president for academics at the point a written grievance is received.

Formal complaints, petitions, and grievances should be well documented and move through the appropriate campus process 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 Commission on Colleges (SACSCOC) (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 Board 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).
- Complaints related to consumer protection laws that involve distance learning education offered under the terms and conditions of State Authorization Reciprocity Agreement (SARA), the student must first file a complaint with the institution to seek resolution. Complaints not satisfied with the outcome of the University's internal process may be appealed, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/Complaint_Form_(Rev._12.16)_1-26-17.pdf). For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws,

standards or regulations incorporated by the SARA Policies and Standards (http://www.nc-sara.org/content/sara-manual) have been violated by the institution operating under the terms of SARA. For a list of SARA member states, please visit the NC–SARA website (http://nc-sara.org/sara-states-institutions). Students residing in non-SARA states should consult their respective state of residence for further instruction for filing a complaint.

Bullying and Disruptive Classroom Behavior

The University seeks to promote a teaching and learning environment of mutual respect. Faculty members have the authority and responsibility to effectively manage their classroom environments and their interaction with students outside the classroom. Bullying behavior by the student is prohibited. Bullying is defined as disruptive behavior that interferes with or obstructs the teaching or learning process. Bullying also includes conduct that distracts or intimidates others, attempts to humiliate, fails to adhere to the faculty's rules that are outlined in the course syllabus, and interferes with the appropriate faculty/student conduct outside the classroom. Bullying abuse can be emotional, verbal, or physical and may take place in a variety of settings and means including but not limited to the classroom, email, text messaging, phone calls, social media, or other electronic means.

Students who engage in bullying or other disruptive behavior in the classroom may be directed by the faculty member to leave the class for the remainder of the class period. If the student refuses to leave, the faculty member may summon the University Security Department to remove the student from the classroom. Also, the student could be bullying through electronic means or face-to-face conversations outside the classroom.

After an incident of bullying, the faculty member should communicate with the student as soon as possible in writing and identify the behavior, review classroom rules, and give the expected behavior in future class meetings. The faculty member should send in writing notification to his/her department chair and/or dean.

If there is a repeated incident of bullying, the faculty member may administratively withdraw the student from the course. The faculty member should provide written notification to his/her department chair, and/or dean, and the vice president for academics.

Based on the severity or frequency of the bullying or disruptive behavior, the vice president for academics may immediately suspend the student from the University. The length of the suspension period will be for the remainder of the current semester plus one additional semester.

If a student is administratively withdrawn from a course or is suspended for bullying or disruptive classroom behavior, the student may appeal the action by submitting a petition to the associate vice president for academics. The Freed–Hardeman University Judicial Board will hear the petition. The FHU Judicial Board will consist of five members: three faculty members appointed by the president, the Student Government Association (SGA) vice president, and one staff member appointed by the president.

The role of the FHU Judicial Board in reviewing petitions is to:

1) determine if the facts of the situation would cause a person to conclude a bullying violation or disruptive classroom behavior occurred, and
2) determine if the disciplinary action issued falls within stated policy.

The ruling of the FHU Judicial Board is final.

CHANGE OF SCHEDULE

Before Drop/Add Deadline. After consulting their advisors, students may change their schedules up to the end of the drop/add period by adding or dropping a course or courses at my.fhu.edu. For graduate students, schedule changes after classes begin require the permission of the program director as well as the course instructors.

After Drop/Add Deadline. To withdraw from a course after the end of the drop/add period, a student should contact the program advisor.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw from the University, an undergraduate student should contact the Academic Retention Coordinator at (731) 989-6225 who is located in the Gardner Center (GC), first floor. A graduate student who wishes to withdraw from the University should contact the appropriate graduate program office.

Medical Withdrawal. A student may petition the associate vice president for academics to be considered for a medical withdrawal when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing classes. The medical withdrawal covers both physical and psychological health difficulties. The student requesting a medical withdrawal must submit with the Academic Petition Form official documentation from a healthcare provider showing the following information:

- Date of onset of illness
- Dates the student was under professional care
- General nature of the student's medical condition
- Why or how it is preventing or prevented the student from completing the semester
- Last date the student was able to attend classes

Requests for less than a complete withdrawal must also be well documented to justify the selective nature of the medical withdrawal. The letter or documentation from the healthcare provider must be on the provider's letterhead stationery.

Students receiving financial aid, loans, or veterans' benefits are required to have an exit interview with the Director of Student Financial Services. For additional information about a medical withdrawal, please contact the associate vice president for academics by phone at (731) 989-6438.

CLASS ATTENDANCE

Learning that occurs within the classroom is at the heart of the FHU experience. Student interactions with faculty and with other students, and the relationships that grow from those interactions, are instrumental toward achieving the University's student learning and spiritual formation outcomes. In cases of poor class attendance, accomplishment of these outcomes, as well as the capacity of the University to achieve its overall mission, is in jeopardy. The University has established there is a strong correlation between class attendance and academic success as measured by semester grade point averages. Therefore, students are expected to attend class daily.

Undergraduate. Students must attend at least 75 percent of all scheduled class meetings in order to receive academic credit for completing a class. Students who do not complete 75 percent of all scheduled class meetings will be dropped from that class and receive a grade of "WA." Every absence, whether excused or unexcused, will count when determining whether students have missed more than 25 percent of all scheduled class meetings. Absences due to late registration or change of class prior to the drop/add period will be included in the above percentage.

In extreme situations, students may appeal their grade of "WA" with an Academic Petition Form to the associate vice president for academics. This must be done within five school days following the dismissal from class. The student should continue to attend the class until the appeal has been decided.

Faculty within a college may establish additional attendance requirements. Attendance requirements adopted by a college must at least require 75 percent attendance as outlined in this policy; however, college attendance requirements may be greater. College attendance requirements, if adopted, must treat excused and unexcused absences consistent with the definitions found in this policy. If adopted, attendance requirements by a college shall be consistently implemented by all faculty teaching courses within the college. Attendance requirements adopted by a college are subject to approval by the vice president for academics.

A faculty member may also establish attendance requirements for a specific class taught by him/her. Class attendance requirements established by a faculty member must at least require 75 percent attendance as outlined in this policy and must at least require attendance consistent with any college requirements. Class attendance requirements adopted by faculty must treat excused and unexcused absences consistent with the definitions found in this policy. Class attendance requirements adopted by faculty are subject to approval by the department chair, the graduate director, the dean, and/or the vice president for academics.

The University's attendance policy, as well as any additional attendance requirements adopted by the college or a faculty member, shall be stated in the syllabus distributed to all students enrolled by the second meeting of that class.

**Practicums, honor contracts, online courses, or individualized instructions are governed by separately published policies.*

Graduate. 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. Excessive absences, regardless of the reason, may result in grade reductions or failure in the class.

Excused Absences

Absences for officially approved school business, sponsored trips, athletic contests, illness accompanied by a doctor's note, required military training or service (less than 30 days), or a death in the student's immediate family are excusable and will not be penalized, provided they are explained within one week of the student's return to class. These absences, and all excused or unexcused absences, will count toward the 75 percent class attendance explained in the section above regarding undergraduate class attendance. Sponsors should provide a written notice to each student for presentation to the instructor, and one copy should be sent by the sponsor to the Office of Academics.

A faculty member may assign reasonable and relevant makeup work for excused absences. In case a student misses an examination and has an excused absence, the faculty member may give a makeup examination or average the other grades without considering the examination missed. Final exams must be taken. A student may not be penalized for missing an examination when the student has a clearly demonstrated excused absence. In the case of military service, a copy of military orders should be presented to the instructor as soon as they are available and preferably before the leave takes place.

Unexcused Absences

Penalties for absences that do not meet the excused absence criteria, as stated above, and for tardiness shall be left to the discretion of the faculty member but must adhere to individual college parameters.

Faculty members may assign reasonable and relevant makeup work, extend a deadline, or give a makeup examination for any or all missed assignments for an unexcused absence but are not under obligation to do so.

Absences Tied to Long–Term Military Leave

In the case of longer activation or deployment (two or more weeks), the student should consult with his/her advisor to determine the best course of action based on the length of absence and percentage of the term completed. The resolutions may include adjusting course requirements to meet student needs, withdrawal from semester courses, or incomplete/in progress grades given.

- To adjust course requirements, students should contact the course instructor. The instructor will determine if course requirements could be met and completed in an absentee format (i.e, papers submitted through email, courses completed online through Blackboard Learn, etc.). Many courses may not have the capability to adjust in this manner.
- To withdraw from courses, students should contact the Registrar's Office. Students may withdraw from the semester without receiving academic penalty. After the last day to drop a class, financial refunds are not issued; however, students on long-term military leave will have the option of receiving "W" grades for coursework, which does not impact the student's cumulative GPA.
- To receive in progress ("IP") grades, students should contact the course instructor. The instructor will determine if course requirements can be met and completed in the noted time frame. If the instructor approves, students will have until mid-term of two semesters after the semester of initial enrollment to complete coursework.

Bible Class Attendance (Undergraduate)

Freed–Hardeman University firmly believes that the regular study of the Bible available through Bible courses is a vital aspect of a Christian education at FHU and is a vital aspect of a student's spiritual formation during his/her time at FHU. Therefore, all full-time undergraduate students in residence, taking 12 or more credit hours in a given semester, are required to register for credit (not audit) and to attend at least one Bible course. Those involved in student teaching or in a full-time social work practicum, however, are not considered in residence. Summer–term students enrolled for as many as 12 credit hours, including a two–week course, online course, independent study, individualized instruction, and/or field work, must include a Bible course in their schedules. In addition, students who have previously earned a bachelor's degree at FHU and are completing a second bachelor's degree are not considered in residence.

Undergraduate students registered for 12 or more hours at the end of the drop/add period may not withdraw from their only Bible class. Students also may not repeat a Bible class in which they have earned a grade of "C" or higher except with an approved Academic Petition Form through the Office of Academics.

Bible Class Attendance Probation (Undergraduate)

If a full-time, undergraduate student has excessive absences in his/her only Bible course for the first time, the student will be withdrawn from the class, will receive the grade of an "WA", and will be placed on Bible class attendance probation.

A student placed on Bible class attendance probation **must** sign a Bible Class Attendance Contract in the Office of Academics prior to completing the current semester and before registering for the next semester. Bible class attendance probation will continue through graduation.

A full-time, undergraduate student who is on Bible class attendance probation and who has excessive absences in his/her only Bible course in a subsequent semester will be withdrawn from the Bible class and will be suspended from the University at the end of the semester.

Bible Requirement for Dual Degree Undergraduate/Graduate Students

Any FHU student who has been accepted into a dual degree undergraduate/graduate program (e.g., B.B.A./M.B.A.) will not be required to take a Bible course as he/she continues in the graduate program if:

- The student has completed 126 hours of undergraduate study.
- The student has met the Bible requirements for a degree or graduation at the undergraduate level.

SPECIAL ACADEMIC PROGRAMS

Pre–Professional Programs. In keeping with its education mission and commitment to its students and their futures, FHU offers a variety of programs that allows students to pursue a liberal arts education at a Christian University while, at the same time, preparing for a career in a professional field. Relevant sections in the catalog explain what the colleges of FHU have to offer students preparing for careers that will demand training or education beyond this campus. Those interested in opportunities related to pre-professional training are encouraged to consult administrators and advisors associated with the various programs of colleges throughout the University. The student is, however, personally responsible for meeting requirements for graduation from this institution and/or admission to schools or programs after work is completed at FHU. Graduate and professional school admission is competitive.

Basically, the Pre–Professional Programs are of three types: preparation for graduate or professional school, dual degree, or transfer. Dual degree programs allow a student to plan a program of study that will allow a degree to be earned from FHU while completing requirements for an additional degree at another institution. Transfer programs allow a student to complete part of the requirements for a degree at another institution while enrolled at FHU and then to transfer and complete the degree.

Preparation for Graduate or Professional School. Each college in the University anticipates that students may want to pursue advanced degrees after completing a course of undergraduate study. Some career choices may require post–baccalaureate study before a student is ready to enter professional life. Programs to assist FHU students as they prepare for admission to such post–baccalaureate study are maintained in several colleges of the University and listed in the following section. Examples of such careers include: law, medicine, pharmacy, dentistry, and veterinary medicine.

Dual Degree Programs. Dual degree programs allow a student to earn a degree from FHU when they complete requirements for a degree from another institution. For example, the dual degree program in pre-engineering is a 3–2 program, including three years at FHU and two years at an ABET accredited school of engineering. Upon completion of this three–year program of study, and reception of a baccalaureate degree from an ABET accredited school of engineering, the student can request to be awarded the Bachelor of Science degree in physical science from FHU.

Transfer Programs. Accreditation with regional and national associations makes acceptance for graduate or professional study or transfer for other undergraduate programs possible for FHU students. Further details about such matters may be found in the section on Accreditation and Affiliations in the General Information section of this catalog.

For any program of study that may require transfer or admission at another institution for further training, students need early consultation with FHU advisors. In addition, they should review the catalog of the school or schools considered for transfer or post–baccalaureate admission and plan for timely contact with admissions representatives and advisors from such schools. While degree planning and schedule approval is pursued with an academic advisor in the student's major department at FHU, other advising services are also available on campus. See the sections on Advising and Counseling, Student Assessment, Faculty Advising, Honors Program, and Law School Preparation elsewhere in this catalog.

Pre–Professional Programs Administered Within Specific Colleges:

College of Arts and Sciences

- Teaching Licensure (see College of Education and Behavioral Sciences)
- Pre–Professional Health Arts (such as pre-medicine, pre-pharmacy, pre-optometry, or pre-veterinary) (see Department of Biological, Physical, and Human Sciences)
- Pre–Engineering (see Department of Biological, Physical, and Human Sciences)

College of Education and Behavioral Sciences

- Teaching Licensure and Certification
- Elementary Education
- Middle Grades
- Secondary Education
- Special Education

Law School Preparation

Law schools have no specific requirements for any pre-law courses and do not recommend any particular undergraduate major or minor. Instead, law schools prefer a liberal arts education that will prepare the student for the wide variety of ways a law career may intersect life and culture. According to the Official Guide to U.S. Law Schools, the range of majors is wide; the quality of education received is most important. How a student rises to the academic challenge is central whether the undergraduate major is in the sciences, liberal arts, business, or elsewhere. An undergraduate career that is narrow, unchallenging, or vocationally oriented is not the best preparation for law school. For these reasons, there is no single pre-law major at FHU.

Generally, law school admission requires an undergraduate college degree and acceptable scores on the Law School Admissions Test (LSAT). Law school admission committees place great emphasis on the development of the student's ability to read and comprehend accurately, thoroughly, and rapidly; to speak and write clearly and correctly; to think precisely; and to analyze complex situations and weigh and appraise their several elements. Critical thinking ability and good study habits are important. Though many factors are considered by law school admissions committees, two factors usually outweigh the rest: prior academic performance and the LSAT.

At FHU the law school admission counselor is Dr. Nathan Warf, Assistant Professor of Political Studies. (See also the Pre–Law Society under the catalog entry for Professional and Special Interest Organizations.)

FHU Abroad

Freed–Hardeman University is committed to enriching the educational experience of our students through travel and study abroad. Students come to a better understanding of their own culture through studying and experiencing other cultures as they travel and live in them.

To participate in any FHU Abroad Program, a student must be enrolled at FHU and have a minimum GPA of 2.50 by the end of the semester preceding departure. Formal acceptance for participation in the semester-long program occurs at the beginning of the last full semester before the semester of participation.

Students who are on any kind of probation are not eligible to participate. Any student who has applied or who has been accepted for any FHU Abroad Program will become ineligible to participate if placed on any type of probation up through the time of departure. Such persons will be placed on a waiting list and may participate in the program during the following year if the probation is removed and if there are openings.

Most FHU Abroad Programs require participation in a pre-departure orientation program. Students who fail to complete the required pre-departure orientation program are not eligible to study abroad.

Interested persons should contact Josh Barber/FHU Abroad Assistant Director, Freed–Hardeman University, Henderson, TN 38340. For more information and an online application, consult the University website at: http://www.fhu.edu/abroad; or email at: fhuabroad@fhu.edu.

Belgium. Freed–Hardeman University offers a semester-long program in Verviers, Belgium during fall and spring semesters. A short course is sometimes offered for three weeks during the summer. Students who intend to participate in the FHU Abroad Program in Belgium should plan ahead and reserve the courses offered there for the semester of participation. If a student needs a particular course that may be taken by independent study or by individual instruction, the student should consult the program director and his/her faculty advisor. The following courses are regularly offered in conjunction with the Belgium Program: BIB 399X The Life of Paul (3 hours), HUM 120 Conversational French (3 hours), and HUM 399A Our Western Heritage (3 hours). Additional courses are offered in Belgium based on faculty who participate. Students must maintain a course load of at least 12 credit hours.

The Bible Lands. Freed–Hardeman University offers a short-term visit to various biblically significant locations in the Eastern Mediterranean region. The Bible Lands Program is open to learners of all ages, both students and non-students. The program is typically offered in January and/or May, prior to or after the spring semester. Locations may include: Israel, Palestine, Greece, Turkey, and Egypt. Student participants will be enrolled in BIB 299A/399A Middle Eastern Cultures, a spring semester course associated with the program.

Haiti. Freed–Hardeman University offers a short-term, service-learning experience in Haiti. This faculty-led experience supplements a medical missions course in the Nursing Program (NSG 299A/399A Nursing Medical Missions: Haiti, 3 hours). Through this experience, students will learn about the language, history, culture, and health conditions of Haiti. When offered, the course will meet during the first week of the January two–week session, with the mission trip to Haiti occurring the second week. While in Haiti, the program works with LiveBeyond, which maintains a gated facility in Thomazeau and provides dormitory-style living quarters, showers, and internet access. Credit is available.

Madrid. The University's Spanish department and a third-party provider, Modern Language Studies Abroad (MLSA), offer a summer Spanish–Immersion Program in Madrid, Spain during July of even years. This one–month immersion experience involves intensive coursework at the Universidad Complutense de Madrid, as well as cultural activities and excursions to destinations elsewhere in Spain. Credit is available.

Costa Rica. Freed–Hardeman University offers a short-term, faculty-led study abroad program in Costa Rica. The country's diverse landscapes and rich biodiversity provide excellent opportunities for photography and wildlife observation, and the international experience in Costa Rica supplements courses in biology and photography offered during the spring semester prior to the program. The program is based at the Laguna del Lagarto Lodge near Boca Tapada, Costa Rica, surrounded by 1,250 acres of tropical rainforest with more than ten kilometers of forest trails and three lagoons. The program is typically offered in May of odd years. Participants will earn credit for either BIO 299G/399G Field Research or ART 299C/399C Special Topics in Photography.

Enhanced Studies

The Enhanced Studies Program is made up of courses designed to strengthen critical areas identified as needing support in entering freshmen. Placement and continuation in enhanced classes is based on ACT scores and predictive information, high school performance, and additional placement tests given at the beginning of the initial semester. The primary objective of this program is to enhance the chances of academic and personal success in the University experience.

Any freshman entering with less than a 2.25 high school average or an Enhanced ACT composite score of less than 19 will be admitted on restriction and will be required to take a course of study prescribed by freshman advisors, to participate in tutoring and study as recommended, and to limit participation in campus activities. A freshman on academic probation must participate in ACA 070 Academic Recovery.

Academic Credit by Examination (Undergraduate)

A student may not take a Proficiency Examination for any course in which he/she has been enrolled. When acceptable tests are available for courses offered at FHU, then credit by examination may be earned through Proficiency Examination, the International Baccalaureate (IB), Cambridge International Exams (CIE), Advanced Placement (AP), College–Level Examination Program (CLEP) Examination, and DSST Subject Examination. Students will need to be prepared to pay the cost of the Proficiency Examination, the CLEP Examination, the DSST Subject Examination, and Tennessee Statewide Dual Credit. No more than one fourth of the credit applied to any degree may be earned by extension, correspondence, Proficiency Examination, International Baccalaureate, Cambridge International Exams, Advanced Placement, CLEP Examination, and/or DSST Subject Examination. (See the following paragraphs that describe each examination.)

- **Academic Credit by Proficiency Examination.** A student may earn college credit for a course by Proficiency Examination for a nominal charge as set by FHU. The grade of a "P" (pass) will be assigned if the student demonstrates proficiency equivalent to the grade of a "C" or higher for a given course. There will be no recorded grade if a student fails to establish proficiency. A student may only take one Proficiency Examination for a given course. A student may contact the dean of the appropriate college to schedule a Proficiency Examination.
- **The International Baccalaureate.** Freed–Hardeman University accepts the International Baccalaureate (IB) in lieu of a high school diploma. Credit for relevant courses will be awarded for scores of 5, 6, or 7 on the IB 7–point scale. For students with an IB diploma, a score of 4 will be accepted for credit.
- **Cambridge International Exams (CIE).** Freed–Hardeman University accepts the Cambridge Advanced International Certificate of Education (AICE) diploma in lieu of a high school diploma. Credit for relevant Cambridge International Exams (CIE) will be awarded for grades of "A*", "A", "B", "C", on the Cambridge grading scale. For students with a complete AICE diploma, a score of "A*", "A", "B", "C", or "D" will be accepted for credit. An "A*" grade is the highest grade possible for CIE.
- **Advanced Placement.** Credit will be awarded for college–level courses completed in high school under the Advanced Placement (AP) Program of the College Entrance Examination Board, provided a score of 3, 4, or 5 is earned on the official AP Examination administered in high school at the end of the course. Advanced Placement credit will be automatically posted on a student's transcript after submission of the official AP scores.
- **CLEP Examinations.** Standardized examinations are offered in the College–Level Examination Program (CLEP) in 33 subjects. A student must register and pay for these exams online at: https://clep.collegeboard.org/register and then contact the Testing Center at (731) 989-6061 to schedule an appointment to take the test. Appointments should be made at least a week in advance. Freed–Hardeman University charges a nominal fee to administer the test. The scores are available to candidates upon completion of the exam. Candidates should check with the registrar or at: www.fhu.edu to determine the specific CLEP policy, as each institution determines which exams are accepted and what constitutes a passing score.
- To receive a credit for English Composition I, FHU students must:
    - Demonstrate proficiency in English by earning a score of 28 or higher on the English section of the ACT, or a score of 630 or higher on the Critical Reasoning section of the SAT, or a score of 50 or higher on the CLEP Examination; **AND**
    - Write a successful research essay on a topic provided by the FHU English faculty.

- To receive credit for English Composition II, students must:
    - Demonstrate proficiency in English by earning a score of 28 or higher on the English section of the ACT, or a score of 630 or higher on the Critical Reasoning section of the SAT, or a score of 50 or higher on the CLEP Examination; **AND**
    - Write a successful research essay on a topic provided by the FHU English faculty.
- **DSST Examinations.** The DSST (formerly known as DANTES) is a credit-by-examination testing program to measure knowledge in a particular subject area. There are 37 test titles in a wide range of college–level academic, technical, and business subjects. Each test is administered on the computer, and a candidate's score is available upon completion of the exam. Each institution may determine its passing score requirements for the DSST. Contact the Academic Success Center, (731) 989-6061, for additional information about individual tests, cost, and testing appointments.
- **Course Placement Examinations.** Students may achieve advanced placement in Intermediate Spanish courses by taking the CLEP Examination and earning scores sufficient to receive credit for prerequisite courses. Passing the CLEP for elementary Spanish qualifies the student for the corresponding intermediate course. Students may also be placed in intermediate Spanish based on dual–enrollment credit or AP credit that meets prerequisite requirements of the course. Students who have lived in Spanish–speaking countries may also be placed in intermediate language courses.
- **ACT.** Freed–Hardeman University is an approved residual ACT testing center. Tests are given to prospective students to gain admission to the University and to enrolled students who need to gain entrance into the Teacher Education program. A student must have applied for admission before taking the residual ACT. A student is allowed to take the residual ACT twice (between November 15 and October 15) for the purpose of admission to the University. **Students must wait 60 days before retaking the residual ACT**. Scores from a residual testing center may be used only at the institution where the test is given Residual ACT testing may not be used for athletic eligibility, academic scholarships, or the HOPE Scholarship program.

  The fee for an ACT Examination, disclosed when making the appointment, is payable at the time of testing. An unofficial score is mailed to the student as soon as possible following testing. Tests may be scheduled for individual appointments by calling (731) 989-6061.

Tennessee Statewide Dual Credit. Earned credit will be awarded for Tennessee Statewide Dual Credit courses in College Algebra and Sociology, provided the student submits the certification that the course was successfully completed and the challenge exam passed. Upon submission of the state–issued certificate to the Registrar's Office, the credit will automatically be posted on the student's transcript. The College Algebra course will equate to 3 hours of MAT 101 College Algebra. The Sociology course will equate to 3 hours of SOC 241 General Sociology. These courses will be posted with an "M" grade.

Special Studies

The following special studies may be taken by special permission of the student's teacher, advisor, department chair, and/or dean, and by completing the proper paperwork. Individualized instruction also requires approval by the associate vice president for academics.

- **Independent Studies.** Undergraduate students that have attained sophomore standing and have a cumulative GPA of 2.50 or above, and graduate students who are in good academic standing, may request permission to investigate a subject of special interest under the guidance of an instructor for a course not listed in the catalog. The study must not duplicate a regular course. Approval from the dean of the college in which the course is to be taken must be obtained. The student must propose the topic, the design of the study, and describe the resources to be used. If a teacher consents to assist a student, the teacher

will recommend approval to the department chair and the dean. Grading will be "Pass/Fail" or conventional at the instructor's option.

- **Individualized Instruction.** If a student needs a catalog course offered at a different time than the published, scheduled period, one of the following criteria must be met in order for it to be approved by the associate vice president for academics: (1) a scheduling error, within the student's specific college, with senior–level courses; (2) the student is a transfer student and not part of the Tennessee Transfer Pathways; (3) the student changed majors and courses are not offered every semester or once a year; (4) the student has experienced health issues and has medical documentation from health providers or the Office of Student Disabilities; (5) the student's major program has changed and courses do not need to be replaced by a substitute due to course content; or (6) the student is a participant in the Belgium Program and other solutions cannot be implemented; no more than two courses can be individualized for the Belgium student. **Students who have failed a regular offering of a course cannot replace the grade by taking the course through individual instruction.** The instructor who agrees to provide individual instruction will meet with the student at least once a week. Grading will be conventional.
- **Field Work.** Students may explore a career field, develop career skills, or add to liberal arts education through approved field work. Part-time field work may be begun concurrently with your second semester, and full-time field work is possible after the freshman year. The chairman of the appropriate department and the dean of the college must approve the request before the field experience is begun.
- **Cross–Campus Studies.** An arrangement has been made with Union University in Jackson, Tennessee for cross-campus registration. Students who need a major course that cannot be scheduled at FHU may apply for cross-campus registration through the Office of Academics. The credits for which a student is enrolled by cross-campus registration will be counted as a part of the credit load at FHU. An additional fee may be assessed to a student's account for cross-campus registration. Students must provide their own transportation to and from Union University and must make arrangements for lodging and meals when the school calendars are not the same. **Students may not drop or withdraw from cross-campus courses except for unavoidable and extenuating circumstances.**

Courses Available in All Departments

With the prior approval of the department chair and the dean of the college, a student may register for the following courses in any department.

(Disc.) 190, 290, 390, 490. Field Work. 1–4 hours maximum credit in any one work setting.

Field work is planned and supervised field activity related to the student's liberal arts education, major or career goals, designed to provide the student with a general work experience without specific courses as prerequisites. The prerequisites are 25 credit hours earned and a minimum 2.00 GPA. Under general field supervision, the student may be awarded one credit hour for each 120 clock hours of performance. The award of credit will be based on supervisor's reports and a written evaluation of the learning experience by the student. Grading is "Pass/Fail." The registrar assigns the grade.

(Disc.) 296, 396, 496. Field Laboratory. 1–9 hours credit each. Total maximum 9 hours.

Field laboratory is a carefully planned activity based on college–level prerequisites or corequisites. Specific objectives, activities, and evaluative criteria are designed and effected jointly by a faculty member and the field supervisor. A field laboratory includes either private or classroom instruction by a faculty member, who also determines the final grade. A minimum of 40 hours of field activity is required for one credit hour. Grading is conventional as assigned by the faculty supervisor.

(Disc.) 397, 497. Practicum or Internship. 1–9 hours credit.

Senior practicum or internship is a professional field experience under the supervision of an experienced professional carefully selected and approved by the University. Prerequisites for the senior practicum are senior status and courses determined by the department. Close contact is maintained between the field supervisor and the faculty supervisor. A minimum of 40 clock hours of field activity is required for one credit hour. Grading is conventional as assigned by the faculty supervisor. The Internship/Practicum Form must be completed by the student and approved by the dean of the college in which the course is housed prior to the start date of the internship or practicum. Internships or practicums completed in the summer are classified and billed as summer courses. Internships or practicums started in the summer and completed the subsequent fall semester are classified and billed as fall courses, and the cost is included in the fall comprehensive charge.

(Disc.) 298, 398, 498. Independent Study. 1–4 hours credit each.

An independent study is a reading-research course or special project planned in consultation with and guided and evaluated by an instructor. Open to students with a cumulative GPA of 2.50 or above. Grading will be "Pass/Fail" or conventional at the discretion of the instructor. It may not duplicate a course listed in the catalog.

(Disc.) 199, 299, 399, 499. Topical Seminar. 1–4 hours credit each.

A topical seminar course is devoted to a significant topic of current interest to students and an instructor. The permanent academic record will show the exact topic of the seminar and a descriptive title for independent study, field work, field laboratory, and senior practicum. Topical seminars are offered on sufficient demand and may not be scheduled each year. Grading is conventional as assigned by the faculty supervisor.

Lifelong Learning

Extension courses may be offered in selected areas where qualified instructors and sufficient demand exist. Extension courses are equivalent in requirements to on-campus courses and may be taken for credit or by audit.

Summer Semester

The summer semester includes a ten–week semester consisting of two–, four–, eight–, and ten–week courses. Courses meet for time approximately equivalent to that of regular academic–year courses. No undergraduate student may register for more than 15 semester hours, and no graduate student may register for more than 13 semester hours during the summer semester. A student may enroll in no more than one two–week course concurrently. However, a student may enroll concurrently in a two–week course and a four–week course, eight–week course, or ten–week course during the summer semester. Undergraduate students must register for a Bible course if they enroll in 12 or more credit hours.

Two–week Course Sessions

Regular catalog courses and topical seminars are offered during January, May, and August as two–week courses. These courses are full-time studies that meet for time approximately equivalent to that of regular academic–year courses. Additional work beyond the two–week period may be required. Work must be completed prior to grades being posted approximately two weeks following the last class period. Two–week course grades are included in the grade point average in the semester following the course. Bible courses taken during the January, May, and August two–week sessions will meet the required Bible class for all full-time residential undergraduate students during the respective semester following the two–week session.

Earning Credit at Other Institutions (Undergraduate)

Freed–Hardeman University undergraduate students who complete coursework from regionally accredited institutions will have their work posted on their transcripts as earned credit. An FHU undergraduate student who plans to earn credit at another institution and use it to meet FHU requirements should meet with his/her advisor and obtain written approval in order to ensure the course equivalency of the work the student plans to complete. Without written approval from the dean, a student is not guaranteed that transfer courses will meet major or liberal arts core requirements.

Reverse Transfer

FHU participates in Tennessee Reverse Transfer Pathways. Tennessee Reverse Transfer is a process allowing students who have transferred from a Tennessee community college campus to FHU to combine credits from both institutions and apply them toward an associate degree. This means transfer students can complete the associate degree they previously started while continuing to work toward a bachelor's degree.

Eligible transfer students will be contacted by email and informed of how to take advantage of this opportunity. For more information, visit: www.tnreversetransfer.org or talk with your four–year academic advisor.

Nashville State Community College Reverse Transfer

Students who are concurrently enrolled in FHU and Nashville State Community College (NSCC) will be encouraged to complete their associate degree. Reverse transfer allows students to transfer coursework from FHU back to NSCC to meet requirements for completing their associate degree. To participate in reverse transfer, students must have completed a total of 15 earned credit hours toward an associate degree at NSCC. Additionally, students may need to complete any required exit exams at NSCC in order to receive his/her degree.

Minimum Computing Requirements

The FHU network, helpdesk, and classroom experiences for undergraduate courses taken at the Henderson campus have generally been developed for a Mac–only environment. Undergraduate students at the Henderson campus will have the best academic experience when using a Macbook.

The following represent minimum computing requirements for FHU. In addition, FHU's learning systems require high speed Internet access (1.5 Mb or higher).

	Minimum	Recommendation
Operating System	Mac OS X 10.12 Windows 10 (64-bit)	Mac OS X 10.13 Windows 10 (64-bit)
Processor	Intel i5 (2.0 GHz or higher)	Intel i7 (2.67 GHz or higher)
Memory	4GB RAM Minimum	8GB RAM
Disk Space	250GB Hard Drive Minimum	500GB Hard Drive or more Solid State Drive (Performance)
Wireless Network Access	802.11 n	802.11 n/ac
Other Hardware	Web Camera and Microphone	Web Camera and Microphone
Application Software	Microsoft Office	Microsoft Office

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 FHU HelpDesk at: http://helpdesk.fhu.edu or by phone at (731) 989-6111 for additional technology-related assistance.

Online Courses

Students register for online courses through my.fhu.edu the same way they would for an on-campus class. No one will be allowed to audit an online course. In order to withdraw from an online course, students must notify the Office of the Registrar before the drop/add deadline. Students can contact the registrar by telephone at (731) 989-6649 or by email at: jgott@fhu.edu.

ACADEMIC PROGRAMS

COLLEGES AND DEPARTMENTS

Academic programs within the Division of Academics are organized within five colleges, which are coordinated by deans.

College of Arts and Sciences

Dr. LeAnn Davis, Dean
- Departments:
  - Biological, Physical, and Human Sciences; Dr. Brian Butterfield, Chair
  - Communication and Literature; Dr. Margaret Payne, Chair
  - Fine Arts; Dr. Barbara England, Chair
  - History, Philosophy, and Political Studies; Dr. Greg Massey, Chair
  - Mathematics and Computer Science; Dr. Mike Johnson, Chair
  - Nursing; Dr. Chris White, Chair

College of Biblical Studies

Dr. Billy R. Smith, Dean
- Graduate School of Theology; Dr. Mark A. Blackwelder, Director

College of Business

Dr. Jason Brashier, Dean

College of Education and Behavioral Sciences

Dr. Sharen L. Cypress, Dean
- Departments:
  - Behavioral Sciences; Mrs. Lisa Beene, Chair
  - Education; Dr. Sarah Hartman, Chair

Honors College

Dr. Jennifer S. Johnson, Dean

MAJORS AND DEGREES

Students at Freed–Hardeman University have a variety of academic program options. Students may pursue the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Doctorate of Behavioral Health Science, Doctorate of Education, Education Specialist, Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, and Master of Science.

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Arts & Humanities Program	**Undergraduate:** 1. Arts and Humanities (B.A., B.S.)*			
Behavioral Sciences	**Undergraduate:** 1. Child and Family Studies (B.S.)* 2. Criminal Justice (B.S.)[D] 3. Psychology (B.S.)*[D] 4. Social Work (B.S.W.)[D] **Graduate:** 1. Clinical Mental Health Counseling (M.S.)[DM] 2. Behavioral Health (D.B.H.)			1. Child Studies 2. Criminal Justice 3. Family Studies 4. Psychology 5. Social Work 6. Sociology
College of Biblical Studies and Graduate School of Theology	**Undergraduate:** 1. Bible (B.A., B.S.) **Graduate:** 1. Divinity (M.Div.) 2. Ministry (M.A.) 3. New Testament (M.A.) 4. Old Testament (M.A.) 5. Pastoral Care and Counseling (M.A.)		**Undergraduate:** (B.A., B.S., Bible): 1. Biblical Languages 2. Bible Text 3. Christian Apologetics 4. Ministry 5. Missions 6. Preaching 7. Youth and Family Ministry **Graduate:** (M.Div.) *Optional*: 1. Old Testament 2. New Testament 3. Biblical Languages 4. Apologetics 5. Ministry 6. Missions 7. Church History (M.A., Ministry) *Optional*: 1. Leadership 2. Missions 3. Preaching	(Non-Bible Majors): 1. Biblical Languages 2. Bible Text 3. Christian Apologetics 4. Ministry 5. Missions 6. Preaching 7. Youth and Family Ministry

Table continued…

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Department of Biological, Physical, and Human Sciences	**Undergraduate:** 1. Biology (B.S.)* (Includes pre-professional health arts, such as: pre-dentistry, pre-medicine, pre-optometry. Pre-med students may also major in chemistry or in another discipline.) 2. Chemistry (B.S.)* 3. Kinesiology (B.S.)* 4. Physical Science: Pre-engineering (B.S.)		(B.S., Biology): 1. General 2. Professional 3. Environmental Science (B.S., Chemistry): 1. Biochemistry 2. Chemistry (B.S., Kinesiology): 1. Exercise Science 2. Health and Human Performance	1. Biology 2. Chemistry 3. Conservation and Wildlife Biology 4. Health 5. Kinesiology
College of Business	**Undergraduate or Dual:** 1. Accounting (B.B.A.)[D] 2. Accounting (B.B.A./M.B.A.) 3. Business Analytics (B.B.A.) 4. Business Analytics (B.B.A./M.B.A.) 5. Finance (B.B.A.) 6. Finance (B.B.A./M.B.A.) 7. Management (B.B.A.)[D] 8. Management (B.B.A./M.B.A.) 9. Marketing (B.B.A.) 10. Marketing (B.B.A./M.B.A.) 11. Healthcare Management (B.B.A./M.B.A.) **Graduate:** 1. Business Administration (M.B.A.) 2. Healthcare Management (M.B.A.)			(For Non-Business Majors): 1. Accounting 2. Business Administration 3. Business Analytics 4. Business for Creatives 5. Finance 6. Management 7. Marketing

Table continued…

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Department of Communication & Literature	**Undergraduate:** 1. Communication (B.A.) 2. English (B.A.)* 3. Spanish (B.A.)*		**Undergraduate:** (B.A., Communication): 1. Public Relations 2. Speech Communication	1. Communication 2. Electronic Media Communications 3. English 4. Journalism 5. Spanish
Department of Education	**Undergraduate:** 1. Interdisciplinary Studies (B.S.)* 2. Special Education (B.S.)* (Second Majors only): 1. Education (Early Childhood) (B.S.) 2. Education (Secondary) (B.A., B.S.) **Graduate:** 1. Curriculum and Instruction (M.Ed.)[DM] 2. Instructional Leadership (M.Ed.) 3. Instructional Leadership (Ed.S.) 4. Instructional Leadership (Ed.D.) 5. Instructional Technology (M.Ed.) 6. School Counseling (M.Ed.)[DM] 7. Special Education (M.A.T.)[DM] 8. Teaching Licensure (M.A.T.)[DM]	**Undergraduate:** (B.S., Interdisciplinary Studies): 1. Elementary Education (K-5)*[D] 2. Middle Grades Education 6-8* **Graduate:** (M.Ed., Instructional Leadership): 1. Administration and Supervision[DM] (Ed.S., Instructional Leadership): 1. Administration and Supervision[DM] 2. Teacher Leadership[DM] (Ed.D., Instructional Leadership): 1. Administration and Supervision[M] 2. Teacher Leadership[M]	**Undergraduate:** (B.S., Special Education): 1. K-8 Interventionist 2. 6-12 Interventionist 3. K-12 Comprehensive **Graduate:** (M.A.T. Teaching Licensure): 1. PreK-3 2. K-5 3. 6-12 and K-12 Art, Music, and Physical Education	

Table continued…

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Department of Fine Arts	**Undergraduate:** 1. Art (B.A., B.F.A.)* 2. Interactive Digital Design (B.A.) 3. Music (B.A.)* 4. Photography (B.A.) 5. Theatre (B.A.)*		**Undergraduate:** (B.A., Art): 1. Graphic Design 2. Studio Art (B.A., Interactive Digital Design): 1. Designer (B.A., Theatre): 1. Design/Production 2. Performance (B.F.A., Art): 1. Studio Art	1. Art 2. Digital Music Production 3. Fine Arts 4. Music 5. Photography 6. Theatre
Department of History, Philosophy & Political Studies	**Undergraduate:** 1. History (B.A.)* 2. Law and Politics (B.A.)			1. History 2. Philosophy 3. Political Studies
Department of Mathematics & Computer Science	**Undergraduate:** 1. Computer Science (B.S.) 2. Interactive Digital Design (B.S.) 3. Mathematics (B.S.)*	(B.S., Computer Science): 1. Information Systems 2. Software Development	**Undergraduate:** (B.S., Interactive Digital Design): 1. Developer	1. Computer Science 2. Mathematics
Department of Nursing	**Undergraduate:** 1. Nursing (B.S.N.)[D]			

Key:
*** Teaching Licensure offered in these majors**
D Offered at FHU/Dickson
M Offered at FHU/Memphis

Undergraduate Majors, Concentrations, Minors, and Emphases

A major consists of 30 or more semester hours as specified by the department in which the student is majoring. At least half of the required courses must be upper-division courses. The maximum number of credits allowed for a major is 63 hours.

A concentration within a major consists of 24 or more hours as specified by the department in which the concentration is earned. At least nine hours of the required courses must be upper-division courses.

A minor consists of 18 or more semester hours as specified by the department in which the minor is earned. At least six of the required hours must be upper-division. A minor may be completed within a major department only if requirements do not overlap or if additional courses are taken to offset any overlap.

An emphasis within a major consists of at least 18 hours as specified by the department. An emphasis is not recorded as part of the permanent academic record. A minimum of six hours of the required courses must be upper-division courses.

Choosing (Declaring) A Major (Specific Area of Study) (Undergraduate)

All students entering the University must complete certain liberal arts core requirements during the course of their University career. These courses are the basis of the liberal arts education that is received at FHU. As progress is made, students will need to declare a major. They will need to choose a specific area of study that will prepare them for a career or for graduate school after they earn a baccalaureate degree from FHU. Freed–Hardeman University offers 36 majors for its undergraduate students. In addition, students may choose a concentration, emphasis, or a minor in an area of study requiring fewer credit hours that can be added to the major. Although a major, and in some cases, a concentration or an emphasis **must** be selected, in most cases, it is optional to add a minor. Students should check with their advisor for exceptions.

Freshmen in good academic standing may declare a major during their initial advising and enrollment session at FHU. **The declaration-of-major process may be completed during this initial advising and enrollment session.** During this session, the student will work with the advisor to complete a Declaration of Major Form. Following the drop/add period of the student's initial semester, the student's file is transferred to the college/department in which the major is housed, and the student is assigned to an advisor for that major. The registrar is notified of the choice of major, and the student's academic record is updated to indicate the chosen major. The student's file remains with that advisor until the student either graduates with a bachelor's degree or decides to change the major.

Transfer students may declare a major during their initial advising and enrollment session as well.

Changing A Major/Adding A Secondary Major/Adding A Minor/Adding A Concentration (Undergraduate)

Students desiring to make any change from the original major declaration must contact the department of their current major and complete a Change of Major Form.

The college/department administrative assistant transfers the student's academic file from the old major advisor to the new major advisor. The registrar is notified of the new choice of major/concentration/minor, and the registrar updates the student's academic record to reflect the desired changes. From this point, the new advisor will advise the student. His/her file will remain with that advisor until the student either graduates with a bachelor's degree or decides again to change the major.

There is a period in each semester when students cannot declare or change majors. This dead period lasts about two weeks and begins five days prior to the date for seniors to begin registering for the following semester and continues through the Monday following freshmen registration. Students will not be able to change or declare a major during this period.

B.A. or B.S. in the Individualized Major

An individualized major may be requested when a student does not find a current catalog major fitting his/her personal or career goals.

In order to request an individualized major, a student must:

1. Complete the Application for individualized major obtained from the coordinator of the individualized majors program,
2. Research requirements for the proposed individualized major from at least three non-FHU school catalogs of accredited universities that currently offer the major,
3. Compare these requirements with courses available at FHU and prepare a proposed curriculum that draws from courses in at least two departments. The individualized major must consist of 30–44 hours of coursework with a minimum of 15 hours of upper-division courses. At least three courses must be writing emphasis courses, designated with a **(W)** in the catalog, and

4. Submit the proposed individualized major curriculum, along with copies of the requirements from the three other school catalogs, to the coordinator of the individualized majors program.

A Faculty Committee must recommend the proposed curriculum. Therefore, after receiving the necessary documents, the coordinator will recommend an appropriate advisor from the college supplying the largest component to the major requirements for the proposed program. The coordinator will contact the dean of the college of the proposed advisor, and in cooperation with the dean, will appoint the advisor for the proposed individualized major. An advisory committee appointed by the coordinator will include: 1) the dean of the college supplying the largest component of the proposed curriculum for the major, 2) the advisor, 3) one faculty member from another department in the University, and 4) the coordinator. The committee may accept the curriculum as submitted, accept it with modifications, or reject it.

The student will be expected to complete the liberal arts core requirements applicable to all degree candidates, the approved individualized major curriculum, and sufficient electives to total a minimum of 126 semester hours. Following the completion of the semester in which an individualized major is approved by the individualized major advisory committee, the student must earn a minimum of 32 semester hours credit before a bachelor's degree will be conferred based on the approved individualized major.

Individualized programs are developed based on University resources, faculty load, and the aptitude of the student. An individualized major offered to one student does not guarantee that a similar program will be subsequently offered to others. Anyone interested in an individualized major should contact Dr. Kippy L. Myers, Coordinator of the Individualized Major program.

Multiple Majors/Minors (Undergraduate)

A student may earn multiple majors. At least 18 unduplicated hours must be included in each major. If major course requirements overlap, other courses must be substituted in order for each major to have at least 18 unduplicated hours.

A student may earn multiple minors. At least 15 unduplicated hours must be included in each minor. If minor course requirements overlap, other courses must be substituted in order for each minor to have at least 15 unduplicated hours.

A Second Bachelor's Degree

A student who is completing two majors simultaneously must meet the liberal arts core requirements for only one degree if both majors are in the arts and sciences (B.A., B.S.). If a student is seeking an additional major that normally leads to a professional degree (B.S.W., B.B.A., or B.S.N.), he/she must complete the additional liberal arts core requirements appropriate to that degree that may be different from the arts and sciences. At least 24 unduplicated hours must be included in each of the majors. A minimum of 150 hours is required. If departmental course requirements overlap, other courses must be substituted.

Note: Although a student may have multiple majors within the same degree area (B.A., B.S., B.B.A.), the student may not earn two of the same degrees, such as two B.A.s or two B.S.s. The student may earn one degree containing two majors, or, two different degrees may be earned, B.A., B.S., B.B.A., B.S.W., or B.S.N.

A student who has earned a baccalaureate degree from another accredited institution may complete a different or additional bachelor's degree from FHU by meeting the liberal arts core requirements for the degree and the requirements for at least one major. A minimum of 32 semester hours must be taken at FHU.

A student who has earned a baccalaureate degree from FHU and returns to earn a different bachelor's degree will have satisfied the liberal arts core requirements for the degree. A minimum of 32 semester hours must be taken at FHU in order to obtain an additional bachelor's degree.

A Second Graduate Degree

A student may earn multiple graduate degrees. At least 50 percent of the hours earned in each degree for the same degree level (i.e., master's, specialist's, or doctorate) must be unduplicated. If a student earns two degrees at the master's level, at least 50 percent of the hours earned in each degree must be unduplicated. If degree course requirements overlap, other courses must be substituted in order for each degree to have at least 50 percent unduplicated hours.

Accelerated and Extended Degree Programs

Depending upon academic preparation, ability, interests, needs, and progress, students may take more or less than four years to earn the bachelor's degree.

Extended Programs. Students who need assistance in compensating for deficiencies in their preparation for college studies or who encounter difficulties with particular courses may take advantage of the program of special services. Advising, tutoring, counseling, helping with adjusting, reading and study skills, and communicating skills are available in a program offered through the Academic Success Center.

While students need not extend their degree program in order to use one or more of the special services, many students will want to reduce their regular academic–year load by utilizing the summer semester. Those with heavy work schedules may also wish to distribute their studies through summer, fall, and spring semesters.

Accelerated Programs. Pre-professional health arts students who will need to take advanced biology or chemistry courses in the fall and spring semesters should take the prerequisite courses the first summer.

Through credit by examination and year-round study, it is possible to complete the bachelor's degree in as little as three years. Accelerated programs differ depending upon proficiencies and educational needs. All course and hour requirements for the degree must be met.

See the chair of the Department of Mathematics and Computer Science for the course of study leading to a B.S. in Math or the chair of the Department of Biological, Physical, and Human Sciences for the course of study leading to a B.S. in Physical Science that will prepare the student for admission to engineering school.

ESSENTIAL LEARNING OUTCOMES

Freed–Hardeman University has adopted essential learning outcomes for its undergraduate curriculum. These essential learning outcomes are a comprehensive set of goals that are fostered and developed across a student's entire academic experience. As student's progress through the University's liberal arts core and into their major fields of study, the University's essential learning outcomes help ensure that students grow in their understanding of human culture and the physical and natural world within a Biblical context. The essential learning outcomes establish those Christian values, knowledge, skills, and habits of mind that Freed–Hardeman University desires for all students and include the following areas:

A. Intellectual and Practical Skills, including:

1. Inquiry and analysis
2. Critical thinking
3. Creative thinking
4. Reading
5. Written communication
6. Oral communication

7. Quantitative literacy
8. Information literacy
9. Problem solving

B. Personal and Social Responsibility, including:

1. Intercultural knowledge and competence
2. Ethical reasoning and action based in a Biblical context

LIBERAL ARTS CORE

The University's general education requirements are embodied in its liberal arts core. The liberal arts core introduces students to FHU's essential learning outcomes and prepares students for growth in these areas throughout the duration of their studies while at Freed–Hardeman University. Courses included in the liberal arts core are included in the following display.

Note: A single course may not be used to satisfy more than one liberal arts core requirement, but, in some instances, it may meet both liberal arts core requirement and a major or minor requirement.

Further, undergraduate students should consult the college/department display of liberal arts core requirements for specific courses required for each major or minor. Substitutions, exceptions, or waivers must be approved by the associate vice president for academics.

LIBERAL ARTS COURSE REQUIREMENTS			**34 HOURS**
I.	**Biblical Values:**		
A.	**Bible**		7 hours
BIB	121	The Life of Christ	2
BIB	122	Acts of Apostles	2
BIB	346	Foundations of Faith **OR**	3
BIB	446	Christian Evidences	(3)
II.	**Basic Skills:**		
A.	**Written Communication**		6 hours
ENG	101	English Composition I	3
ENG	102	English Composition II	3
B.	**Oral Communication**		3 hours
COM	140	Speech Communication	3
C.	**Quantitative Reasoning (minimum of 3 hours)**		3-4 hours
MAT	100	Fundamental Concepts of Mathematics	(3)
MAT	101	College Algebra	(3)
MAT	120	Pre-calculus	(4)
MAT	122	Analytics and Calculus I	(4)
MAT	235	Introductory Statistics	(3)
III.	**Broadened Perspectives:**		
A.	**Behavioral Sciences**		3 hours
BIB/FAM	230	Marriage and the Family	(3)
PSY	210	General Psychology	(3)

Table continued…

	SOC	241	General Sociology	(3)
	SWK	251	HBSE I: Childhood and Adolescents	(3)
B.	**Natural Sciences (minimum of 3 hours)**			3-4 hours
	BIO	100	Human Biology	(3)
	BIO	105	Principles of Conservation Biology	(3)
	BIO	110	Principles of Biology	(3)
	BIO	111	General Biology I	(4)
	BIO	112	General Biology II	(4)
	BIO	211	Human Anatomy and Physiology I	(4)
	CHE	121	General Chemistry I **WITH**	(3)
	CHE	121L	General Chemistry I Lab	(1)
	PHS	111	Physical Science I	(3)
	PHS	112	Physical Science II	(3)
	PHS	201	General Physics I	(4)
	PHS	211	Physics for Science and Engineering I	(4)
C.	**Arts and Humanities**			
	1. History			3 hours
	HIS	111	Survey of Civilization I	(3)
	HIS	112	Survey of Civilization II	(3)
	HIS	221	American History I	(3)
	HIS	222	American History II	(3)
	POL	251	Fundamentals of Political Geography	(3)
	2. Critical and Creative Works			3 hours
	ART	110	Art Appreciation	(3)
	ART	234	Introduction to Creativity	(3)
	ENG	225	English Literature I	(3)
	ENG	226	English Literature II	(3)
	ENG	235	American Literature I	(3)
	ENG	236	American Literature II	(3)
	ENG	245	World Literature I	(3)
	ENG	246	World Literature II	(3)
	ENG	299A/399A	Special Topics in Literature	(3)
	MUS	110	Music Appreciation	(3)
	MUS	214	Development of American Music	(3)
	PHI	243	Introduction to Philosophy	(3)
	PHI	245	History of Philosophy I	(3)
	PHI	246	History of Philosophy II	(3)
	THE	160	Introduction to Theatre	(3)
	THE	265	Acting I	(3)
	THE	299A/399A	New York Theatre Survey	(3)
	3. Humanities Capstone			3 hours
	BIB/HUM	495	Values in Human Thought	3

Degree Completion and Changes in Degree Requirements

A student may complete any degree and major offered under any of the catalogs in effect from the date of the student's initial enrollment at FHU until, and including, the catalog in effect at the time of the student's graduation, provided the student's initial enrollment is not more than eight years prior to the graduation date and the major or minor has not been deleted. All requirements for a student's primary major, liberal arts core, and graduation must come from the same catalog. Minor(s) or additional major(s) may come from different catalogs.

GRADUATION REQUIREMENTS

Undergraduate. Candidates qualifying for a bachelor's degree must complete the following requirements to graduate (some programs may have additional requirements or higher standards):

- Complete a minimum of 126 hours, excluding courses designated as Institutional Credit only.
- Earn a minimum cumulative GPA of 2.00 on all courses and on all courses in the major and minor (if applicable).
- Satisfy the liberal art core requirements.
- Complete a minimum of 42 hours of upper-division courses.
- Complete a minimum of 63 hours outside the major.
- Complete a minimum of 32 semester hours from FHU.
- Complete 24 of the last 33 semester hours in residence, unless approved by the Office of Academics.
- Complete a minimum of 60 hours at a senior–level institution.
- Complete a minimum of 7 hours of Bible courses including: BIB 121 The Life of Christ, BIB 122 Acts of Apostles, BIB 346 Foundations of Faith or BIB 446 Christian Evidences. (All full-time students are required to take a Bible course every semester.)
- Complete BIB/HUM 495 Values in Human Thought and Action.
- Earn no more than one fourth of the credit hours applied to any degree through examination or special studies. (See the Academic Credit by Examination and Special Studies sections.)
- Complete an approved program of study in a major, including licensure requirement, where applicable.
- Submit a completed counseling guide to the Office of the Registrar.
- Submit all transfer credit to the Registrar's Office by mid-term of the semester of graduation.
- Complete all credit by examination and submit that credit to the Registrar's Office by mid-term week of the semester of graduation.
- Meet all financial obligations.
- Complete all assessment requirements, such as standardized senior exams, portfolios, and student opinion surveys.
- Receive degree(s) in graduation exercises unless excused by the Office of Academics.

Graduate. Candidates qualifying for a graduate degree must complete the following requirements to graduate (some programs may have additional requirements or higher standards):

- Earn a cumulative GPA of 3.00 on all graduate credits with no grade lower than a "C," except for the Education Specialist and Doctorate of Education degrees, which requires a 3.50 GPA for graduation.
- No more than six (6) semester hours of "C" grades or lower may be applied toward graduation requirements.

- Complete all credit by examination, comprehensive exams, thesis defense, and dissertation defense by mid-term of the semester of graduation. Any student that has not completed his/her degree requirements by mid-term may not receive his/her diploma at commencement.
- Participation in commencement ceremonies is encouraged. A graduate student may not participate in commencement prior to completion of all course and degree requirements in the degree program.
- A graduate student completing course and degree requirements in the summer may participate in the following December commencement.
- Students completing a dual undergraduate/graduate degree (e.g., B.B.A./M.B.A.) and anticipating completion of graduation requirements during the summer term may petition before the May commencement. Approval will depend on students complying with the following conditions:
    - Must be within 12 hours of completing all credit hours required for graduation.
    - Must submit a completed counseling guide to the Office of the Registrar, showing a plan for completing all requirements during the summer term. (This must be completed with the advice and signature of their advisor.)

Comprehensive Examinations (Graduate)

- A written, comprehensive examination will be required for most graduate 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 Science in Clinical Mental Health Counseling** students who take the comprehensive examination before obtaining candidacy), 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, and/or public presentation on their capstone project may be required in addition to the written examination.
- Comprehensive examinations for **Graduate Theology** students 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 Arts in Ministry** or **Master of Arts in New Testament** 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. Master of Education students wishing to take Comprehensive Examinations must attend a face-to-face information session with the Comprehensive Examinations Coordinator the semester prior to taking the exams. Until Master of Education students attend a face-to-face information session, they may not register to take Comprehensive Examinations. Master of Education students must register for Comprehensive Examinations the semester prior to taking the exams except when extenuating circumstances prevent them from doing so.
- Students in the **Master of Science in Clinical Mental Health Counseling** program will need to be prepared to pay the cost 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 **(Theology)**; within ten days **(Education)**; or within three workdays **(Counseling)** after the examination has been completed and officially scored by the Center for Credentialing and Education. (This process takes four to six weeks.)
- **Doctorate of Education** students must complete two exams: (1) a Leadership Examination and (2) a Statistics Examination. For students in the Administration and Supervision program, the PRAXIS ILLB 6011 (fee to be paid by the student) will serve as the Leadership Exam. For students in the Teacher Leadership program, an FHU-designed Leadership Exam will be utilized (*the PRAXIS ILLB 6011 can also serve as the Teacher Leadership Exam for students in the Teacher Leadership program, but is not required). The Statistics Exam will be designed by the professor of EDU 671A Quantitative Statistics Applied to Social Science Research I.
- Students who fail the examination will be given an opportunity to take it again the following semester. Students may take the comprehensive examination two times (three times for **Clinical Mental Health Counseling** students). Students with extenuating circumstances that interfered with their performance must petition the Graduate Council to request permission to take the exam again.

Commencement Ceremonies (Undergraduate)

May Commencement Ceremony. Undergraduate students who have completed all of the requirements for graduation prior to the commencement ceremony are required to participate in the ceremony. Any exception must be approved by the associate vice president for academics. Undergraduate students anticipating completion of graduation requirements during the summer term may petition the Office of the Registrar for approval to participate in the May commencement. Approval will depend on students complying with the following conditions:

- Must be within 12 hours of completing all credit hours required for graduation, and
- Must submit a completed counseling guide to the Office of the Registrar, showing a plan for completing all requirements during the summer term. (This must be completed with the advice and signature of their advisor.)

December Commencement Ceremony. Only students who have completed all of the requirements for graduation will be permitted to participate in the December commencement. There will be no exceptions.

Diplomas. All students will receive an empty diploma cover during each commencement ceremony. Diplomas will be mailed following commencement once students have satisfied all requirements for graduation.

Commencement Ceremonies (Graduate)

Participation in commencement ceremonies is encouraged. A graduate student may not participate in commencement prior to completion of all course and degree requirements. There will be **no exceptions**.

Academic Honors (Undergraduate)

President's and Dean's Lists. Full-time students earning a 4.00 grade point average in any semester will be placed on the President's List. Full-time students earning a 3.40 to 3.99 in any semester will be placed on the Dean's List. A student who has a grade below "C" (not counting "W," "P," "N," or "R") or is on probation is disqualified.

Alpha Chi. Chapter 167 of the Alpha Chi National Honor Scholarship Society was chartered as the Tennessee Iota chapter on April 22, 1977. Invitations to membership may be extended to juniors and seniors of good reputation who are in the upper 10 percent of their class and who have cumulative GPAs of 3.75 or above on 80 or more hours.

Graduation Honors. Honor graduates are determined based on the cumulative grade point average of the semester prior to the semester in which the student graduates. For example, honors for a student graduating in May will be based upon the student's cumulative grade point average at the end of the fall semester. Honors distinctions include the following:

Summa Cum Laude	3.85 cumulative GPA
Magna Cum Laude	3.60 cumulative GPA
Cum Laude	3.40 cumulative GPA

Honors graduates who graduate during the summer and participate in May commencement will be preliminarily identified based on the student's cumulative GPA at the end of the fall semester. However, final honors distinctions will be determined based on the student's cumulative GPA at the end of the spring semester.

Graduation with University Honors. Requirements for graduation as an Honors Scholar or as an Honors Scholar with University Honors are described in the Academic Catalog. (See Graduation Through the Honors College.)

Faculty Scholarship–Leadership Medal. In 1938, the faculty began awarding on each spring commencement day a medal to the student in the graduating class who possesses to the highest degree the following attributes: ability, quality of work, accuracy, love of knowledge, and leadership. The Alpha Chi Honor Society presents an accompanying cash award.

College of Arts and Sciences
Dr. LeAnn Davis
Dean; Associate Professor

Mission

The College of Arts and Sciences promotes discovery and learning by students and faculty in sciences, humanities, and the arts. The college faculty are committed to offering courses and programs within a Christian framework that prepare students for a lifetime of service and achievement.

The College of Arts and Sciences is the largest of the academic colleges. The college is comprised of seven departments or units:

- Arts and Humanities
- Biological, Physical, and Human Sciences
- Communication and Literature
- Fine Arts
- History, Philosophy, and Political Studies
- Mathematics and Computer Science
- Nursing

A strong background in any of the majors within the college provides the student a solid foundation for many varied professions whereby one can seek to serve the church and community.

Arts and Humanities Program
Dr. Kippy Myers
Program Coordinator; Professor

Assisting:

Dr. Susan Binkley
Dr. Jim Gardner
Dr. Ralph Gilmore
Dr. Jennifer Johnson
Mr. Larry Moran
Dr. Nathan Warf

The Arts and Humanities program provides courses in the liberal arts core as well as majors and minors.

B.A./B.S. Major in Arts and Humanities		**126 HOURS**
Program Coordinator: Dr. Kippy Myers		
For a complete listing of requirements for graduation, see Academics: Degree/Graduation		
I.	**Liberal Arts Core Requirements:**	**45 hours**
	Listed in this catalog under Academics: Liberal Arts Core	
II.	**Major Requirements:***	**36 hours**
	Arts and Humanities	6
	Arts and Humanities (upper-division)	12
	Social and Behavioral Sciences	6
	Social and Behavioral Sciences (upper-division)	3
	Mathematics and Natural Sciences	6
	Mathematics and Natural Sciences (upper-division)	3
III.	**Additional Requirements:**	**3–4 hours**
	Humanities course for B.A. Degree **OR**	(3–4)
	Math/Science course for B.S. Degree	(3–4)
IV.	**Electives (including additional Bible):**	**40–41 hours**
	Courses taken must include three (3) writing **(W) courses.*	

Department of Biological, Physical, and Human Sciences

Dr. Brian P. Butterfield
Chair; Professor

Mr. Jim Barr, *Instructor*
Mr. Lee Barton, *Instructor*
Dr. Elise Chaffin, *Assistant Professor*
Dr. LeAnn Davis, *Dean; Associate Professor*
Dr. Paul Fader, *Professor*
Mrs. Wendy Gean, *Instructor*
Dr. Caleb Kersey, *Associate Professor*
Dr. Nick McClary, *Assistant Professor*
Ms. Gayle McDonald, *Assistant Professor*
Dr. Ashley Prentice, *Assistant Professor*
Dr. Rachel Stevens Salmon, *Associate Professor*
Dr. Charles Tucker, *Professor*

Assisting:
Mrs. Kay Butterfield
Dr. Sandra Dudley
Dr. Raven Wentworth
Dr. Chris White

Mission

The Department of Biological, Physical, and Human Sciences seeks to further the aims and purposes of Freed–Hardeman University by: 1) making the student more conscious of God and design in natural phenomena; 2) furthering the student's liberal arts education by contributing to his or her cultural background and helping him or her to enjoy the aesthetic qualities of the natural world; 3) imparting some understanding of the methods of scientific investigation, thus building a foundation for further research and advanced study in sciences and various related fields; 4) preparing students in the health-related pre-professional fields and offering a sound background for those preparing themselves to teach; and 5) preparing students for positions in industry, civil service, and other areas.

The Department of Biological, Physical, and Human Sciences offers baccalaureate minors in biology, conservation and wildlife biology, chemistry, health, and kinesiology. Bachelor's degrees in biology, chemistry, kinesiology, and physical science are offered within the department. The department offers two options in pre-engineering: the standard two–year pre-engineering curriculum or a dual degree program in which the student may receive a bachelor's degree with a major in physical science from FHU and a degree in engineering from an ABET–accredited school of engineering after the successful completion of the prescribed curricula at both schools. The dual degree is a 3–2 program, including three years at FHU and two years at an ABET–accredited school of engineering.

Requirements for Teacher Licensure in Tennessee and most states may be met in biology and general science. A four–year professional program is offered to develop competent teachers and leaders in the fields of kinesiology, exercise science, and fitness. Teacher Licensure is available through the additional courses and requirements of the College of Education and Behavioral Sciences.

Pre–Pharmacy Program

The Department of Biological, Physical, and Human Sciences offers a three–year program in pre-pharmacy. Each pharmacy school has unique requirements for the pre-professional phase. Therefore, no one Pre-Pharmacy program could provide the required courses in the timeliest fashion for all pharmacy programs. Many pharmacy programs require 68 hours or less of coursework for entry into their program. Therefore, the student should identify his or her pharmacy schools of interest within the first academic year to ensure that all courses required for application to the schools of choice have been completed in a two–year period.

The coursework outlined in this program is designed to specifically meet the requirements for the Pharmacy program at the University of Tennessee at Memphis (90 hours required for admission), while allowing the student to graduate with a B.S. in Chemistry with an option to receive a concentration in biochemistry within a four–year period if he/she desires.

Registration in the Department of Biological, Physical, and Human Sciences does not guarantee admission to the professional phase of a school of pharmacy. Enrollment in the professional phase is limited, and the student will be accepted in accord with his or her scholastic standing and aptitude for a career in pharmacy. Final selection of students is made by an admission committee from the school of pharmacy.

Four–Hour Courses with Lab

Most four–hour biology and chemistry courses meet for three hours of lecture and three hours of laboratory work each week during a regular semester.

B.S. Major in Biology **126 HOURS**
Program Coordinator: Dr. Rachel Stevens Salmon
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **35 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Basic skills to any MAT course that fulfills the liberal arts core requirement except MAT 100 Fundamental Concepts of Mathematics
Limit III. B. Natural Sciences to CHE 121 General Chemistry I with CHE 121L General Chemistry I Lab

II. Major Requirements: **23 hours**

BIO	111	General Biology I	4
BIO	112	General Biology II	4
BIO	205	Cell Biology	3
BIO	321	Ecology **(W)**	4
BIO	333	Cell Biology & Molecular Genetics **OR**	4
BIO	335	Genetics	(4)
BIO	444	Biological Concepts of Origins **(W)**	3
BPH	100	Special Topics in Science	0.5
BPH	200	Special Topics in Science	0.5

III. Additional Requirements (choose one emphasis below): **18–22 hours**

A. Biology – General
(Recommended for those seeking Teacher Licensure or admission to Physical Therapy or Occupational Therapy School.)

Table continued…

	BIO		Biology (upper-division Botany)	4
	BIO		Biology (upper-division Zoology)*	3 (4)
	BIO		Electives	5
	BPH	300	Special Topics in Science	1
	BPH	400	Science Seminar **(W)**	1
	CHE	122	General Chemistry II	3
	CHE	122L	General Chemistry II Lab	1
B.	**Biology – Professional**			
	(Recommended for those seeking admission to medical school.)			
	BIO		Biology (upper-division Botany)	4
	BIO		Biology (upper-division Zoology)*	3 (4)
	BIO		Electives	12
	BPH	300	Special Topics in Science	1
	BPH	400	Science Seminar **(W)**	1
C.	**Environmental Science**			
	BIO	323	Plant Taxonomy	4
	BIO	345	Wildlife Ecology **(W)**	4
	BPH	300	Special Topics in Science	1
	BPH	400	Science Seminar **(W)**	1
	MAT	235	Introductory Statistics	3
	Plus eight (8) hours chosen from the following courses:			8 hours
	BIO	105	Principles of Conservation Biology	(3)
	BIO	215	Microbiology	(4)
	BIO	299B/399B	Biology of Freshwater Game Fishes	(3)
	BIO	299G/399G	Field Research	(3)
	BIO	299I/399I	Environmental Pollution	(3)
	BIO	311	Entomology	(4)
	BIO	331	Vertebrate Zoology	(4)
	BIO	355	Natural Resource Conservation **(W)**	(4)
	BIO	416	Herpetology **(W)**	(4)
	BIO	417	Animal Behavior **(W)**	(4)
	BIO	498	Research	(1–3)
IV.	**Required Chemistry minor for Professional and Environmental Science Emphasis hours:**			**16 hours**
	CHE	122	General Chemistry II	3
	CHE	122L	General Chemistry II Lab	1
	CHE	321	Organic Chemistry I **(W)**	4
	CHE	322	Organic Chemistry II **(W)**	4
	CHE	331	Biochemistry I **(W)** (Professional Emphasis) **OR**	4
	CHE	356	Aquatic Chemistry (Environmental Emphasis)	(4)
V.	**Electives (including additional Bible):**			**34–54 hours**
	A foreign language, mathematics (including MAT 235 Introductory Statistics), and physics are strongly recommended.			

**This must be a regular catalog laboratory course.*

Requirements for Teaching Licensure in Biology and General Science:

1. Completion of the B.S. major in biology as outlined above.
2. Required professional education courses. (See Department of Education entry.)

Pre–Professional Curricula

Pre-professional work is provided in several fields: medicine, dentistry, nursing, veterinary medicine, optometry, physical therapy, cytotechnology, dental hygiene, etc. The student's advisor will offer special assistance to the student in planning an acceptable program of study. A student should examine the catalog of the institution to which he/she will transfer while planning a program of study at FHU. Plans to include credit by examination in a pre-professional program should be discussed in advance with the department chair. Professional school admission is competitive.

Pre-medical students may major in chemistry or in other disciplines if they meet admission requirements at the institution to which they will transfer.

B.S. Major in Chemistry **126 HOURS**
Program Coordinator: Mr. Jim Barr
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**36 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
	Limit II. C. Quantitative Reasoning to MAT 122 Analytics and Calculus I			
	Limit III. B. Natural Sciences to PHS 211 Physics for Science and Engineering I			
II.	**Common Chemistry Core:**			**26 hours**
	BIO	444	Biological Concepts of Origins **(W)**	3
	BPH	100	Special Topics in Science	0.5
	BPH	200	Special Topics in Science	0.5
	BPH	300	Special Topics in Science	1
	BPH	400	Science Seminar **(W)**	1
	CHE	121/122	General Chemistry I & II	6
	CHE	121L/122L	General Chemistry I & II Labs	2
	CHE	321/322	Organic Chemistry I & II **(W)**	8
	CHE	421	Quantum Chemistry **OR**	4
	CHE	422	Chemical Kinetics and Thermodynamics	(4)
III.	**Additional Requirements (choose one emphasis below):**			**23 hours**
A.	**Chemistry**			
	CHE	221	Analytical Chemistry	4
	CHE	421	Quantum Chemistry **OR**	4
	CHE	422	Chemical Kinetics and Thermodynamics	(4)
	CHE		Chemistry Electives*	7
	MAT	223	Analytics and Calculus II	4
	PHS	212	Physics for Science and Engineering II **(W)**	4
B.	**Biochemistry**			
	BIO	205	Cell Biology	3
	BIO	333	Cell Biology and Molecular Genetics	4
	CHE	331	Biochemistry I	4
	CHE	332	Biochemistry II	4
	CHE/BIO		Additional Chemistry or Biology*	8

Table continued…

IV. Electives (including additional Bible): 41 hours

**Students may substitute MAT 224 Analytics and Calculus III or upper-division mathematics courses for up to four (4) of the additional required credit hours. Students may also use CHE 498 or HON 498 Independent Study (must be chemistry or biology related) for up to three (3) of the additional required credit hours. Students completing the Pre-Engineering program may count ENS 231 Engineering Mechanics I and ENS 232 Engineering Mechanics II toward meeting the seven (7) chemistry elective hours.*

Requirements for Teaching Licensure in Chemistry:

1. Completion of the B.S. major in chemistry as outlined above.
2. Required professional education courses. (See Department of Education entry.)

B.S. Major in Kinesiology 126 HOURS
Program Coordinator: Dr. Brian Butterfield
For a complete listing of requirements for graduation, see Academics: Degree/Graduation
Must choose an emphasis: Exercise Science or Health and Human Performance (with or without Teacher Licensure).

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 101 College Algebra
Limit III. A. Behavioral Sciences to PSY210 General Psychology
***Limit III. B. Natural Sciences to CHE 121 and 121L (General Chemistry I and Lab)**

II. Major Requirements: 34 hours

BIO	100	Human Biology **OR**	4
BIO	211	Human Anatomy and Physiology I	(4)
HEA	121	Principles of Nutrition	3
HEA	217	First Aid and CPR	2
KIN	120	Foundations of Kinesiology **(W)**	3
KIN	327	Care and Prevention of Athletic Injuries **(W)**	3
KIN	328	Anatomical Kinesiology	3
KIN	329	Biomechanics of Human Movement	3
KIN	338	Physiology of Exercise **(W)**	3
KIN	420	Motor Learning	2
KIN	425	Organization and Administration of Physical Education **(W)**	3
KIN	426	Adaptive Physical Education **(W)**	3
PEA	100	Lifetime Wellness	1
PEA	156	Weight Training	1

III. Additional Requirements (choose one emphasis below): 18 hours

A. Exercise Science*

BIO	212	Human Anatomy and Physiology II	4
KIN	397/497	Practicum in Exercise Science	4
KIN	437	Exercise Testing and Prescription	3
KIN		Elective(s)	4
MAT	235	Introductory Statistics	3

Table continued…

B.	**Health and Human Performance**			
	HEA	216	Personal Health	3
	KIN	100	Fundamentals of Movement	1
	KIN	225	Physical Activities for Children	3
	KIN	235	Fundamentals of Sport Skills	3
	KIN	320	Measurement and Evaluation in Physical Education **(W)**	3
	KIN/PEA		Elective(s)**	5
IV.	**Electives (including additional Bible):**			**40 hours**

**Exercise Science emphasis requires taking BIO 211.*
***Three (3) hours must be upper-division.*

The program in kinesiology emphasizes knowledge and awareness of human movement and performance related to the major sub-disciplines and their interactions. Courses will present the historical and philosophical foundations of kinesiology and its development over the years as an academic discipline. The fundamentals of human anatomy, physiology, and biomechanics will be examined to provide a framework from which to begin an in-depth study of human movement. The physiological responses and adaptations that the body makes to exercise and movement will be considered. The effect of selected psychological variables on human performance, the acquisition and development of motor skills, and the control of human movement will be probed. Research related to the study of human movement and related areas will be explored in an attempt to apply the information to future movements, regardless of whether the movement is in everyday activities or performed in a sport or athletic event.

Requirements for Teaching Licensure in Physical Education (Kinesiology):

1. Completion of the B.S. major in kinesiology as outlined above.
2. Required professional education courses. (See Department of Education entry.)

B.S. Major in Physical Science (Pre–Engineering)
Program Coordinator: Dr. Charles Tucker
The advisor for the Pre-Engineering program will prescribe the course of study for each student based upon the branch of engineering selected and the school of engineering chosen for completion of the program. A typical course of study is outlined below.

A pre-engineering student may be awarded a B.S. degree in Physical Science from FHU provided he/she has completed a three–year, 99 semester–hour program of study outlined by the program coordinator, plus a completed degree in engineering from an ABET–accredited school of engineering.

It is the responsibility of the student to notify the program coordinator of his/her intentions to graduate from FHU and to contact the registrar to complete the application and other procedures for graduation. Application must be made at least one semester prior to the intended graduation date.

I. Liberal Arts Core Requirements: 36 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 120 Pre–calculus
Limit III. B. Natural Sciences to PHS 211 Physics for Science and Engineering I

II. Major Requirements: 42 hours

CHE	121/122	General Chemistry I & II	6
CHE	121L/122L	General Chemistry I & II Labs	2
CIS	171	Computer Programming I	3
ENS	101	Introduction to Engineering	2
ENS	103	Engineering Graphics	3
ENS	231/232	Engineering Mechanics I and II	6
MAT	122	Analytics and Calculus I	5
MAT	223	Analytics and Calculus II	4
MAT	224	Analytics and Calculus III	4
MAT	345	Differential Equations	3
PHS	212	Physics for Science and Engineering II **(W)**	4

III. Additional Requirements (choose one concentration below): 6–8 hours

A. Students planning to major in Chemical Engineering should substitute:

CHE	321	Organic Chemistry I **(W)**	4
CHE	322	Organic Chemistry II **(W)**	4

B. Students planning to major in Industrial Engineering should add:

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3

IV. Electives (including additional Bible): 13–15 hours

MINORS

Minor in Biology

BIO	111	General Biology I	4
BIO	112	General Biology II	4
Lab courses (must include eight upper-division hours)*			12
			20 hours

*__Note:__ *Two–week courses will not meet these requirements.*

Minor in Chemistry

CHE	121	General Chemistry I	3
CHE	121L	General Chemistry I Lab	1
CHE	122	General Chemistry II	3
CHE	122L	General Chemistry II Lab	1
CHE	331	Biochemistry I **OR**	4
CHE	356	Aquatic Chemistry	(4)
Chemistry Electives (must include four upper-division hours)			7
			19 hours

Minor in Conservation and Wildlife Biology

BIO	105	Principles of Conservation Biology	3
PLUS			
Choose one (1) of the following courses:			4
BIO	321	Ecology	(4)
BIO	345	Wildlife Ecology	(4)
PLUS			
Choice of three (3) to four (4) hours from the following courses:			3–4
BIO	399B	Biology of Freshwater Game Fishes	(3)
BIO	399G	Field Research	(3)
BIO	416	Herpetology	(4)
PLUS			
Choice of seven (7) to eight (8) hours from the following courses:			7–8
BIO	299B/399B	Biology of Freshwater Game Fishes	(3)
BIO	299G/399G	Field Research	(3)
BIO	299I/399I	Environmental Pollution	(3)
BIO	321	Ecology	(4)
BIO	323	Plant Taxonomy	(4)
BIO	331	Vertebrate Zoology	(4)
BIO	345	Wildlife Ecology	(4)
BIO	355	Natural Resource Conservation	(4)
BIO	416	Herpetology	(4)
BIO	417	Animal Behavior	(4)
BIO	498	Research	(1–3)
BIO	356	Aquatic Chemistry	(4)
			18–19 hours

Minor in Health

HEA	121	Principles of Nutrition	3
HEA	216	Personal Health	3
HEA	217	First Aid and CPR	2
FAM/BIB	230	Marriage and the Family **OR**	3
FAM	335	Human Sexuality	(3)
BIO	100	Human Biology	4
BPH	310	Community Health	3
HEA	316	Substance Abuse Education **OR**	3
HEA	299F/399F	Substance Abuse	(3)
HEA	410	The School Health Program	3
			24 hours

Minor in Kinesiology

BIO	100	Human Biology	4
KIN	120	Foundations of Kinesiology **(W)**	3
HEA	217	First Aid and CPR	2
KIN	327	Care and Prevention of Athletic Injuries **(W)**	3
KIN	328	Anatomical Kinesiology	3
KIN	338	Physiology of Exercise **(W)**	3
KIN	425	Organization and Administration of Physical Education **(W)**	3
PEA	130	Aerobic Activities	1
PEA	156	Weight Training	1
			23 hours

Department of Communication and Literature

Dr. Margaret Payne
Chair; Professor

Dr. Janine Dunlap, *Associate Professor*
Mr. Robert Franks, *Instructor*
Mr. Perry Hardin, *Instructor*
Dr. John McLaughlin, *Associate Professor*
Dr. Linda Moran, *Assistant Professor*
Mr. Neil Segars, *Instructor*
Dr. Derrick Spradlin, *Associate Professor*
Mrs. Loren Warf, *Instructor*

Assisting:
Mr. Jud Davis
Dr. Billy Smith

Mission

The Department of Communication and Literature seeks to assist students 1) in developing oral and written communication skills that will enhance their personal effectiveness; 2) in preparing for careers that involve the exercise of communication proficiencies; 3) in learning to read and respond to literature with appreciation and discrimination; 4) in becoming responsible world citizens by attaining proficiency in foreign language; and 5) in developing the intellectual tools necessary for advanced study.

The department offers a general B.A. in Communications with two emphases: public relations and speech communication. B.A. majors in English and Spanish are also offered. Each of these majors is appropriate as a Pre-Law program.

The department offers minors in communication, English, journalism, and Spanish.

The department also hosts a chapter of the Sigma Tau Delta, and International English Honors Society offering students opportunities for travel, leadership, and scholarly research and presentation. Subject-appropriate travel is often available for students in English and Spanish to enhance their coursework.

Electronic Media

Freed–Hardeman University provides co-curricular learning opportunities for communication students. Student media outlets include WFHU radio station and the *Bell Tower* online newspaper. A student-run newspaper has operated at FHU since 1923; starting as *Sky Rocket* and then being renamed *Bell Tower* in 1972. WFHU "FM91" began broadcasting in 1967 and provides student-produced music, news, and sports programming.

B.A. Major in Communications **126 HOURS**

Program Coordinator: Dr. Janine Dunlap

For a complete listing of requirements for graduation, see Academics: Degree/Graduation
(A portfolio is required in addition to course requirements.)

I. Liberal Arts Core Requirements: **34 hours**

Listed in this catalog under Academics: Liberal Arts Core

II. Core Requirements: **13 hours**

COM	151	Radio Station Operations	1
COM	241	Small Group Communication **OR**	3
COM	243	Interpersonal Communication	(3)
COM	442	Communication Theories **(W)**	3
COM	356	Communication Law **(W)**	3
COM	396	Field Lab (on– or off–campus)	2
COM	489	Senior Seminar*	1

III. Major Requirements: **18–27 hours**

Select appropriate courses for desired major (see tables below)

IV. Electives (including additional Bible): **52–61 hours**

**A digital portfolio is required for graduation in addition to the coursework.*

B.A. Major in Communications: Public Relations **27 hours**

Program Coordinator: Dr. Janine Dunlap

III. Major Requirements:

ART	230	Digital Graphic Fundamentals	3
COM	253	Digital Storytelling **(W)**	3
COM	358	Social Media	3
COM	383	Public Relations	3
COM	385	Public Relations Methods **(W)**	3
COM	399I	Special Topics in Communication **(W)**	3
COM	483	Public Relations Case Studies **(W)**	3
JOU	274	Basic Media Writing (W)	3
JOU	374	Advanced Media Writing **(W)**	3

NOTE: *A minor in marketing, photography/art, or political science is strongly suggested.*

B.A. Major in Communications: Speech Communication **15 hours**

Program Coordinator: Dr. Janine Dunlap

III. Major Requirements:

COM	240	Public Speaking	3
COM	241	Small Group Communication **OR**	3
COM	243	Interpersonal Communication	(3)
COM	236	Intercultural Communication	3
COM	399I	Special Topics in Communication **(W)**	3
COM		Elective	3

B.A. Major in English **126 HOURS**
Program Coordinator: Dr. John McLaughlin
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

All English majors must register for and take either the Literature Subject Area Test of the Graduate Record Examination (GRE) or the Major Field Test: Literature in English Test (ETS) during the semester in which the student is enrolled in ENG 495 Senior Project. This test score must be on file for the student to graduate, or the student must present verification that the test has been taken.

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **42 hours**
(In addition to the Liberal Arts Core requirement of three (3) hours of Literature*, six (6) additional hours of Literature are required, so that the student has credit in all three areas of Literature: English, American, and World.)

ENG	295	Introduction to English Studies **(W)**	2
ENG	305	Advanced Traditional Grammar	3
ENG	335	Romantic Poetry and Prose **OR**	3
ENG	385	Victorian Poetry and Prose	(3)
ENG	365	Renaissance Drama **(W)**	3
ENG	405	Advanced Composition **(W)**	3
ENG	425	The British Novel **OR**	3
ENG	435	American Fiction	(3)
ENG	495	Senior Project **(W)**	1
ENG		Additional upper-division English	12
SPA	131	Elementary Spanish I	3
SPA	132	Elementary Spanish II	3

Choose six (6) hours of Literature from the following courses: 6 hours

ENG	225	English Literature I	(3)
ENG	226	English Literature II	(3)
ENG	235	American Literature I	(3)
ENG	236	American Literature II	(3)
ENG	245	World Literature I	(3)
ENG	246	World Literature II	(3)

III. Additional Requirements: **3–4 hours**
Humanities course for B.A. Degree

IV. Electives (including additional Bible): **46–47 hours**

**Students must take at least three (3) hours of a theory-based, upper-division literature class. A theory-based course is one designated with the letters "TH" on the course schedule.*

Requirements for Teaching Licensure in English:

1. Completion of the B.A. major in English as outlined above.
2. Required professional education courses. (See Department of Education entry.)

B.A. Major in Spanish **126 HOURS**
Program Coordinator: Dr. Linda Moran
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **35 hours**

SPA	231	Intermediate Spanish I	3
SPA	232	Intermediate Spanish II	3
SPA	271	Introduction to Latin American and Peninsular Literature	3
SPA	325	Phonetics and Diction	3
SPA	331	Survey of Peninsular Literature I **(W) OR**	3
SPA	332	Survey of Peninsular Literature II **(W)**	(3)
SPA	365	Latin American Civilization and Cultures **(W)**	3
SPA	366	Peninsular Civilizations and Cultures	3
SPA	367	Spanish Immersion Program/Study Abroad	1
SPA	499B	Advanced Grammar and Spanish Conversation*	6
SPA	431	Survey of Latin American Literature I **(W) OR**	3
SPA	432	Survey of Latin American Literature II **(W)**	(3)
SPA	490	Capstone in Peninsular and Latin American Studies	1

Choose a minimum of three (3) additional hours from the following: 3 hours

SPA	296	Field Laboratory	(1)
SPA	299A/399A/ 499A	Special Topics in Spanish**	(3)
BIB	236	Intercultural Communication	(3)
BIB		Bible course in Spanish***	(2)

III. Electives (including additional Bible): **57 hours**

**These upper-division credit hours must be earned during the Spanish Immersion Program/Study Abroad.*

***Students seeking a Secondary Education major must take two 400–level courses. These can be substituted for SPA 365 or SPA 366. (SPA 490 is a mandatory course.)*

****This course may count as a student's Bible course for one semester. However, the student cannot receive credit for this course if he/she has already received credit for the same study in English. Prerequisites: SPA 232 Intermediate Spanish or permission from the instructor. SPA 336 Spanish Conversation is strongly recommended and will be taught by Spanish–speaking instructor as available.*

Requirements for Teaching Licensure in Spanish:

1. Completion of the B.A. major in Spanish as outlined above.
2. Required professional education courses. (See Department of Education entry.)

Foreign Language Placement

Students may achieve advanced placement in Intermediate Spanish courses by taking the College–Level Examination Program (CLEP) Examination and earning scores sufficient to receive credit for prerequisite courses. Passing the CLEP for Spanish qualifies the student for the corresponding intermediate course. Students may also be placed in Intermediate Spanish based on dual–enrollment credit or AP credit that meets prerequisite requirements of the course. Students who have lived in Spanish–speaking countries may also be placed in intermediate–level language courses.

MINORS

Minor in Communications

COM	140	Speech Communication	3
COM	241	Small Group Communications **OR**	3
COM	243	Interpersonal Communications	(3)
COM	399I	Special Topics in Communication **(W)**	3
COM/JOU electives (must include three upper-division hours)			9
			18 hours

Minor in Electronic Media Communications

COM	140	Speech Communication	3
COM	151	Radio Station Operations	1
COM	253	Digital Storytelling	3
JOU	274	Basic Media Writing **(W)**	3
COM	296/396	Field Laboratory	5–6
COM/JOU electives (must include three upper-division hours)			3
			18–19 hours

Minor in English

ENG	225	English Literature I **OR**	3
ENG	226	English Literature II	(3)
ENG	235	American Literature I **OR**	3
ENG	236	American Literature II	(3)

PLUS

Twelve (12) additional hours of English (excluding: ENG 101 English Comp I and ENG 102 English Comp II), six of which must be Upper-division*	12
	18 hours

Minor in Journalism

ART	201	Introduction to Photography	3
COM	358	Social Media	3
COM	399I	Special Topics in Communication **(W)**	3
JOU	274	Basic Media Writing **(W)**	3
JOU	374	Advanced Media Writing **(W)**	3
JOU	396	Field Lab **(W)**	3
			18 hours

Minor in Spanish

SPA	131	Elementary Spanish I	3
SPA	132	Elementary Spanish II	3
SPA	231	Intermediate Spanish I	3
SPA	232	Intermediate Spanish II	3
SPA	271	Introduction to Latin American and Peninsular Literature	3
SPA	336	Spanish Conversation	3
SPA	365	Latin American Civilization and Culture **(W) OR**	3
SPA	366	Peninsular Civilization and Cultures	(3)

PLUS

One (1) of the following upper–level literature courses:			3
SPA	331	Survey of Peninsular Literature I **(W)**	(3)
SPA	332	Survey of Peninsular Literature II **(W)**	(3)
SPA	431	Survey of Latin American Literature I **(W)**	(3)
SPA	432	Survey of Latin American Literature II **(W)**	(3)
			24 hours

Department of Fine Arts
Dr. Barbara England
Chair; Professor

Mr. Brian Bundren, *Assistant Professor*
Mr. Jud Davis, *Assistant Professor*
Dr. Richard England, Jr., *Professor*
Mr. Brandyn Graves, *Assistant Professor*
Dr. Alan Kinningham, *Assistant Professor*
Dr. Gary McKnight, *Associate Professor*
Dr. Cliff Thompson, *Professor*
Ms. Laquita Thomson, *Professor*

Assisting:
Mrs. Sherry Thompson

Mission

The Department of Fine Arts offers a B.A. major in art with an emphasis in studio or graphic design, a B.A. major in interactive digital design (designer emphasis), a B.A. major in music, a B.A. major in photography, a B.A. major in theatre with an emphasis in performance or design/production, and minors in art, fine arts, music, digital music, photography, and theatre. A B.F.A. major is available in art with an emphasis in studio art. Teacher Licensure is also available in art, music, and theatre.

The visual and performing arts serve as the venue for the uniquely human ability to express the sciences, literature, mathematics, and historical perspectives through creative processes. The Department of Fine Arts offers a curriculum that provides students opportunities to develop critical thinking skills within the context of aesthetic principles. The department seeks to provide students opportunities to develop specific skills to work with tools and materials within a chosen area of fine arts.

B.A. Major in Art with an Emphasis in Graphic Design **126 HOURS**
Program Coordinator: Mr. Jud Davis
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:** *Listed in this catalog under Academics: Liberal Arts Core*			**34 hours**
II.	**Major Requirements:**			**39 hours**
	ART	120	Drawing I	3
	ART	130	2–D Design	3
	ART	220	Drawing II	3
	ART	230	Digital Graphic Fundamentals	3
	ART	235	Graphic Design I **(W)**	3
	ART	240	Painting I	3

Table continued…

	ART	314	Modern Art **(W) OR**	3
	ART	410	Readings in Art History **(W)**	(3)
	ART	336	Illustration **(W)**	3
	ART	337	Graphic Design II	3
	ART	340	Painting II	3
	ART	370	Photo Arts **(W)**	3
	ART	380	Printmaking I	3
	ART	496	Field Laboratory	3
III.	**Electives (including additional Bible):**			**53 hours**

B.A. Major in Art with an Emphasis in Studio Art **126 HOURS**
Program Coordinator: Ms. Laquita Thomson
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
II.	**Major Requirements*:**			**40–43 hours**
	ART	120	Drawing I	3
	ART	130	2–D Design	3
	ART	201	Introduction to Photography	3
	ART	220	Drawing II	3
	ART	240	Painting I	3
	ART	311	Ancient Art **(W) OR**	3
	ART	312	Medieval and Asian Art **(W)**	(3)
	ART	313	Renaissance Art **OR**	3
	ART	314	Modern Art **(W)**	(3)
	ART	332	3–D Design and Sculptural Techniques	3
	ART	340	Painting II	3
	ART	350	Sculpture **OR**	3
	ART	380	Printmaking I	(3)
	ART	410	Readings in Art History **(W)**	3
	ART	440	Painting III	3
	ART	460A–D	Senior Exhibit and Seminar **(W)****	1–4
	ART		Electives	3
III.	**Electives (including additional Bible):**			**52–55 hours**

**A senior exhibit and portfolio are required in addition to course requirements.*

***Teaching majors take seminar for 1 hour credit.*

Requirements for Teaching Licensure in Art:

1. Completion of the B.A. major in art as outlined above.
2. Must take HUM 310 Arts and Ideas and ART 355 Art for Children.
3. Required professional education courses. (See Department of Education, Professional Core–Secondary Education.)

B.A. Major in Interactive Digital Design (Designer Emphasis) 126 HOURS
Program Coordinator: Dr. Barbara England
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II C. Quantitative Reasoning to MAT 101 College Algebra

II. Program Requirements: 54 hours

ART	120	Drawing I	3
ART	130	2–D Design	3
ART	230	Digital Graphics Fundamentals	3
ART	235	Graphic Design I **(W)**	3
ART	201	Introduction to Photography	3
ART	332	3–D Design and Sculptural Techniques	3
ART	337	Graphic Design II	3
ART	370	Photo Arts **(W)**	3
ART	410	Readings in Art History **(W)**	3
CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS/ART	495	Capstone Senior Design Project **(W)**	3
CIS/ART		Electives (must be upper-division)	12

III. Electives (including additional Bible): 38 hours

B.A. Major in Music **126 HOURS**
Program Coordinator: Dr. Richard England
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

Desirable High School Requirements:
The student desiring to major in music should make the following preparations: Have private lessons in voice or major instrument; participate in vocal/instrumental ensembles; acquire a working knowledge of the piano; and have a knowledge of music theory and sight singing.

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **39 hours***

MUS	102	Sight Singing and Ear Training	3
MUS	200	Introduction to Music Technology	3
MUS	201	Music Theory I	3
MUS	202	Music Theory II	3
MUS	214	The Development of American Music	3
MUS	310	Principles of Conducting	3
MUS	311	Music History I **(W)**	3
MUS	312	Music History II **(W)**	3
MUS	316	Instrumentation and Orchestration **(W)**	3
MUS	324	Survey of Music Literature	3
MUS	400	Form Analysis	3
MUS		Private Voice **OR**	2
MUS		Private Piano	(2)
MUS		Applied Music (Proficiencies must be passed by junior year)	4

III. Electives (including additional Bible): **53 hours****

**Participation in an organized performance ensemble or approved music group, approved by the Department of Fine Arts, or accompanying is required of all majors each semester (except the student teaching semester).*

*****Recommended electives in music:***
MUS 318 and MUS 320 (These electives are required for all music education majors.)

Requirements for Teaching Licensure in Music:

1. Completion of the B.A. major in music as outlined above.
2. Required professional education courses. (See Department of Education entry.)
3. Complete the required additional courses: MUS 200 Introduction to Music Technology, MUS 318 Introduction to Digital Music Production I, and MUS 410 Music Education for Schools.

B.A. Major in Photography **126 HOURS**
Program Coordinator: Mr. Jud Davis
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **33 hours**

ART	130	2–D Design	3
ART	201	Introduction to Photography	3
ART	260	Black and White Photography	3
ART	270	Digital Photographic Fundamentals	3
ART	304	History of Photography **(W)**	3
ART	370	Photo Arts **(W)**	3
ART	405	Digital Craft	3
ART	407	Studio Craft	3
ART	470	Senior Photography Project/Portfolio	3
ART	497	Internship	3
COM	358	Social Media	3

II. Electives (including additional Bible): **59 hours**

B.A. Major in Theatre with an Emphasis in Performance **126 HOURS**
Program Coordinator: Dr. Cliff Thompson
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core
For Teaching Licensure, limit III. C. 2. Critical and Creative Works to THE 160 Introduction to Theatre

II. Major Requirements: **39–41 hours**

Theatre Core:			20–22 hours
THE	161	Theatre Lab: Set	1
THE	180	Concepts in Theatre Design	3
THE	266	Technical Theatre Production	3
THE	365	History of Theatre I **(W)**	3
THE	366	History of Theatre II **(W)**	3
THE	465	Directing	3
THE	467	Theatre and the Christian **(W)**	3
THE	468A,B,C	Senior Seminar/Project	1–3
Theatre Performance:			7 hours
MUS	151	Voice I	1
THE	265	Acting I	3
THE	362	Working in Theatre	1
THE		Theatre Labs: 2 additional hours	2

Table continued…

	Choose three (3) hours from the following courses:			3 hours
	THE	268	Acting II	(3)
	THE	285	Acting for the Camera	(3)
	THE	377	Period Styles of Acting	(3)
	Choose nine (9) hours of THE courses: (excluding labs and THE 160*)			9 hours
III.	**Electives (including additional Bible):**			**51–53 hours**

***Students certifying to teach **must** take THE 268 Acting II and THE 368 Creative Dramatics for Children.*

Requirements for Teaching Licensure in Theatre:

1. Completion of the B.A. major in theatre as outlined above.
2. Required professional education courses. (See Department of Education entry.)
3. THE 160 Introduction to Theatre to meet liberal arts fine arts requirement.
4. Must take THE 368 Creative Dramatics for Children.
5. Must take THE 268 Acting II.

B.A. Major in Theatre with an Emphasis in Design/Production **126 HOURS**
Program Coordinator: Dr. Cliff Thompson
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core ***Students may not pursue the Design/Production Emphasis for Teaching Licensure.***			
II.	**Major Requirements:**			**43–45 hours**
	Theatre Core:			20–22 hours
	THE	161	Theatre Lab: Set	1
	THE	180	Concepts in Theatre Design	3
	THE	266	Technical Theatre Production	3
	THE	365	History of Theatre I **(W)**	3
	THE	366	History of Theatre II **(W)**	3
	THE	465	Directing	3
	THE	467	Theatre and the Christian **(W)**	3
	THE	468A,B,C	Senior Seminar/Project	1–3
	Theatre Design/Production:			14 hours
	ART	234	Introduction to Creativity	3
	THE	271	Design Process	3
	THE	371	Studio I	3
	THE	372	Studio II	3
	THE		Theatre Labs: 2 additional hours	2
	Choose nine (9) hours of THE Courses: (excluding labs and THE 160)			9 hours
III.	**Electives (including additional Bible):**			**47–49 hours**

B.F.A. Major in Art with an Emphasis in Studio Art **126 HOURS**
Program Coordinator: Mr. Brian Bundren
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **58–61 hours**

ART	120	Drawing I	3
ART	130	2–D Design	3
ART	220	Drawing II	3
ART	240	Painting I	3
ART	260	Black and White Photography	3
ART	314	Modern Art **(W)**	3
ART	332	3–D Design and Sculptural Techniques	3
ART	340	Painting II	3
ART	380	Printmaking I	3
ART	390	Studio Research Drawing I	3
ART	391	Studio Research Drawing II	3
ART	410	Readings in Art History **(W)**	3
ART	381	Printmaking II **OR**	3
ART	440	Painting III	(3)
ART	460A–D	Senior Exhibit and Seminar **(W)***	1–4
ART	490	Studio Research 2–D Medium I **(W)**	3
ART	491	Studio Research 2–D Medium II **(W)**	3
ART	492	Studio Research 2–D Medium III **(W)**	3
ART	493	Studio Research 2–D Medium IV **(W)**	3

Choose six (6) hours from the following courses: 6 hours

ART	311	Ancient Art **(W)**	(3)
ART	312	Medieval and Asian Art **(W)**	(3)
ART	313	Renaissance Art	(3)

III. Electives (including additional Bible): **31–34 hours**

**Students certifying to teach should take this course for 1 hour credit.*

MINORS

Minor in Art

ART	120	Drawing I	3
ART	130	2–D Design	3
ART	220	Drawing II	3
ART	240	Painting I	3
ART	332	3–D Design and Sculptural Techniques	3
Six (6) additional hours of upper-division Art			6
PLUS			
Choose one (1) of the following courses:			3
ART	311	Ancient Art **(W)**	(3)
ART	312	Medieval & Asian Art **(W)**	(3)
ART	313	Renaissance Art	(3)
ART	314	Modern Art **(W)**	(3)
ART	410	Readings in Art History **(W)**	(3)
			24 hours

Minor in Digital Music Production

MUS	102	Sight Singing and Ear Training	3
MUS	201	Music Theory I	3
MUS	202	Music Theory II	3
MUS	316	Instrumentation and Orchestration	3
MUS	318	Introduction to Digital Music Production I	3
MUS	320	Introduction to Digital Music Production II	3
Applied Music (any applied area such as voice, piano, instrument, composition, or songwriting)			2
			20 hours

Minor in Fine Arts

ART	130	2–D Design	3
MUS	311	Music History I **(W) OR**	3
MUS	312	Music History II **(W)**	(3)
THE	265	Acting I	3
Fine Arts electives from at least two areas, three (3) hours of which must be upper-division			9
			18 hours

Minor in Music

MUS	102	Sight Singing and Ear Training	3
MUS	201	Music Theory I	3
MUS	311	Music History I **(W) OR**	3
MUS	312	Music History II **(W)**	(3)
MUS		Voice	1
MUS		Piano	1

PLUS

Choice of nine (9) hours from the following courses:			9
MUS	100M	Music for Song Leaders	(3)
MUS	200	Introduction to Music Technology	(3)
MUS	214	Development of American Music	(3)
MUS	310	Principles of Conducting	(3)
MUS	316	Instrumentation and Orchestration	(3)
MUS	318	Introduction to Digital Music Production I	(3)
MUS	320	Introduction to Digital Music Production II	(3)
MUS	410	Music Education for Schools	(3)
Applied Music (voice or piano)			(3)

20 hours

Minor in Photography

ART	130	2–D Design	3
ART	201	Introduction to Photography	3
ART	270	Digital Photographic Fundamentals	3
ART	304	History of Photography	3
ART	370	Photo Arts	3
ART	405	Digital Craft **OR**	3
ART	407	Studio Craft	(3)

18 hours

Minor in Theatre

THE	160	Introduction to Theatre	3
THE	180	Concepts in Theatre Design **OR**	3
THE	265	Acting I	(3)
THE	365	History of Theatre I **(W) OR**	3
THE	366	History of Theatre II **(W)**	(3)
THE		Theatre Labs (Choose 3)	3

PLUS

Select six (6) additional hours of THE courses, three (3) of which must be upper-division (excluding theatre labs)	6

18 hours

Department of History, Philosophy, and Political Studies

Dr. Greg Massey
Chair; Professor

Dr. Corey Markum, *Assistant Professor*
Dr. Stephen Morris, *Professor*
Dr. Nathan Warf, *Assistant Professor*

Assisting:
Dr. Jennifer Johnson
Dr. Kippy Myers

Mission

The goal of the Department of History, Philosophy, and Political Studies is twofold. First, the department provides academic courses and experiences to prepare the graduate with the skills and knowledge for either employment or graduate and professional studies. The content of the majors and minors gives an overview of the progress of civilization by the study of history, cultures, ideas, and politics from a Christian context. Second, courses in the department are designed to meet the liberal arts core requirements of all students by cultivating an understanding of our political, intellectual, and cultural heritage.

The department offers B.A. majors in history; in history with Teaching Licensure, 7–12; and in law and politics. The department also offers minors in history, philosophy, and political studies.

The study of history develops an understanding of the past as it relates to the modern world. The knowledge of the conflicts and achievements of the past promotes thoughtful and responsible citizenship. In addition, the study of history encourages an appreciation and understanding of the diversity in the world community. The study of history develops skills in perceptive reading, critical thinking, good writing, and the ability to communicate intelligently and clearly.

The study of philosophy provides opportunities to apply critical thinking skills to ordinary and extraordinary aspects of life. It explores areas of the philosophy of mind, science, religion, logic, ethics, and knowledge from a Christian perspective. The study of philosophy encourages a search for truth and meaning in life. It is also a way of thinking that encourages a rational and critical approach to the human experience.

The study of law and politics focuses on the study of American national and state government, constitutional foundations, law, policy development and implementation, political behavior, and civil liberties. In addition, studies in comparative government and international relations offer opportunities to understand the political complexity of the modern global community and the conduct of the business of nations.

Only the teaching majors in history and law and politics lead directly to a professional career. However, a major in the department prepares graduates for advanced study in law and other fields. Employers in government and business search for the skills and broadened perspectives learned in the department.

B.A. Major in History **126 HOURS**
Program Coordinator: Dr. Greg Massey
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
II.	**Major Requirements:**			**41 hours**
	HIS	111	Survey of Civilization I	3
	HIS	112	Survey of Civilization II	3
	HIS	221/222	American History I and II	6
	HIS	337	Research and Writing of History I **(W)**	3
	HIS	338	Research and Writing of History II **(W)**	3
	HIS	397	Internship	1
	HIS	440	History Capstone	1
	HIS		Upper-division course	3
	POL	251	Fundamentals of Political Geography	3
	Select six (6) hours from the following list:			6 hours
	HIS	314	Ancient and Classical Civilizations **(W)**	(3)
	HIS	328	Modern Latin American History	(3)
	HIS	415	Twentieth Century World	(3)
	Select six (6) hours from the following list:			6 hours
	HIS	323	American Colonial and Early National Period, 1500–1800	(3)
	HIS	325	The Civil War	(3)
	HIS	424	Twentieth Century America **(W)**	(3)
	Select three (3) hours from the following list:			3 hours
	HIS	410	Christianity in the West	(3)
	POL	412	Western Political Thought **(W)**	(3)
III.	**Electives (including additional Bible):**			**51 hours**

Requirements for Teaching Licensure in History:

1. Completion of the B.A. major in history as outlined above.
2. Required professional education courses. (See Department of Education entry.)

B.A. Major in Law and Politics **126 HOURS**
Program Coordinator: Dr. Stephen Morris
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
II.	**Major Requirements:**			**45–54 hours**
	POL	231	American Government	3
	POL	232	American Politics	3
	POL	251	Political Geography	3
	POL	412	Western Political Thought **(W)**	3
	POL	435	Constitutional Law **(W)**	3
	POL	475	American Legal Tradition **(W)**	3
	Choose nine (9) hours from the following courses:			9 hours
	BUS	354	Legal Environment of Business	(3)
	BUS	357	Commercial Law	(3)
	POL	385	Fundamentals of Criminal Law **(W)**	(3)
	POL	389	American Civil Liberties	(3)
	POL	393	Religion and the Law	(3)
	Choose four (4) courses from the following:			12–21 hours
	POL	299/399F	Special Topics in Political Studies	(3)
	POL	335	International Relations	(3)
	POL	337	Comparative Governments	(3)
	POL	339	Congress and Legislative Process	(3)
	POL	341	American Presidency	(3)
	POL	496	Field Lab	(3–12)
	Choose six (6) hours from the following courses:			6 hours
	HUM	320	Diversity in America	(3)
	PHI	340	Logic	(3)
	HIS	324	American Political Biography	(3)
	HIS	415	Twentieth Century World	(3)
	HIS	424	Twentieth Century America	(3)
III.	**Electives (including additional Bible):**			**38–47 hours**

Requirements for Teaching Licensure in Government:

1. Completion of the B.A. major in law and politics as outlined above.
2. Required professional education courses. (See Department of Education entry.)

MINORS

Minor in History

HIS	111	Survey of Civilization I **AND**	3
HIS	112	Survey of Civilization II **OR**	3
HIS	221	American History I **AND**	(3)
HIS	222	American History II	(3)

PLUS

Choice of twelve (12) additional hours in history; six (6) of which must be upper-division 12

18 hours

Minor in Philosophy

PHI	243	Introduction to Philosophy **(W)**	3
PHI	245	History of Philosophy I **(W) OR**	3
PHI	246	History of Philosophy II **(W)**	(3)
PHI/BIB	340	Logic	3
PHI/BIB	344*	Ethics	3

PLUS

Choice of six (6) hours from the following list: 6

BIB	445	World Religions **(W)**	(3)
HUM	310	Arts and Ideas	(3)
PHI	498	Independent Study in Philosophy	(3)
PHI	245	History of Philosophy I **(W)**	(3)
PHI	246	History of Philosophy II **(W)**	(3)
PHI	299B/399B	Special Topics in Philosophy	(3)

18 hours

**An Independent Study and/or Topical Seminar may be substituted for PHI/BIB 344.*

Minor in Political Studies**

POL	231	American Government	3
POL	232	American Politics	3
POL	337	Comparative Governments	3

PLUS

Choice of nine (9) additional hours in Political Studies; three (3) of which must be upper-division 9

18 hours

***Government emphasis to History Licensure, 7–12.*

Department of Mathematics and Computer Science

Dr. Mike Johnson
Chair; Associate Professor

Dr. Kenan Casey, *Associate Professor*
Dr. Jared Collins, *Assistant Professor*
Dr. Pat Evans, *Professor*
Mr. Greg Hollamon, *Instructor*
Mr. Mark Scott, *Assistant Professor*

Mission

The mission of the Department of Mathematics and Computer Science is to serve the University by providing training in the development of computing skills among students and faculty and to support other curricula by providing foundational mathematics for students preparing for professional skills and graduate school. The department also seeks to prepare students in mathematics and computer science by sustaining an environment that stimulates and nourishes critical-thinking skills.

The department offers baccalaureate minors in computer science and in mathematics, a B.S. major in computer science, a B.S. major in interactive digital design, a B.S. major in mathematics, and Teacher Licensure in mathematics.

B.S. Major in Computer Science **126 HOURS**
Program Coordinator: Dr. Kenan Casey
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **35–39 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 122 Analytics and Calculus I
The following limit applies ONLY to students choosing the Software Development concentration under III. Additional Requirements:
Limit III. B. Natural Sciences to PHS 211 Physics for Science and Engineering I

II. Computer Science Core: **39 hours**

CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	267	Application Development I **(W)**	3
CIS	268	Application Development II	3
CIS	273	Data Structures	3
CIS	324	Database Systems	3
CIS	345	Computer Networks	3
CIS	374	Algorithms	3
CIS	460	Operating Systems **(W)**	3
CIS	474	Artificial Intelligence	3
CIS	491	Advanced Topics in Computer Science **(W)**	3
MAT	235	Introductory Statistics	3
MAT	240	Discrete Mathematics	3

III. Additional Requirements: **23–24 hours**
(choose one of the two concentrations below)

A. Information Systems Requirements:

CIS	180	Introduction to System Administration	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
CIS	388	Mobile Application Development	3
CIS	441	System Administration and Security	3
CIS	497	Internship	3
CIS		300–400 Level Electives	3

B. Software Development Requirements:

CIS	368	Software Engineering **(W)**	3
CIS	386	Architecture and Assembly Language	3
CIS	444	Parallel Programming	3
CIS	470	Programming Languages: Theory and Practice	3
CIS		300–400 Level Electives	3
MAT	223	Analytics and Calculus II	4
PHS	212	Physics for Science and Engineering II **(W)**	4

Table continued…

IV. Electives and Recommended Courses: (including additional Bible) **25–28 hours**

A. Information Systems Recommended Electives:

CIS	368	Software Engineering **(W)**	3
CIS	417	Advanced Computer Programming	3
CIS	444	Parallel Programming	3
MAT	223	Analytics and Calculus II	4
MGT	241	Principles of Management	3
MGT	346	Leadership	3

B. Software Development Recommended Electives:

CIS	211	Introduction to Web Design	3
CIS	322	Human–Computer Interaction	3
CIS	388	Mobile Application Development	3
CIS	417	Advanced Computer Programming	3
CIS	441	System Administration and Security	3
MAT	224	Analytics and Calculus III	4
MAT	330	Linear Algebra	3

B.S. Major in Interactive Digital Design (Developer Emphasis) **126 HOURS**
Program Coordinator: Dr. Kenan Casey
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 101 College Algebra

II. Program Requirements: **54 hours**

ART	130	2–D Design	3
ART	230	Digital Graphics Fundamentals	3
ART	201	Introduction to Photography	3
ART	332	3–D Design and Sculptural Techniques	3
CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	211	Introduction to Web Design	3
CIS	267	Application Development I **(W)**	3
CIS	268	Application Development II	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
CIS	324	Database Systems	3
CIS	388	Mobile Application Development	3
CIS/ART	495	Capstone Senior Design Project **(W)**	3
CIS	497	Internship	3
CIS/ART		Electives (must be upper-division)	9

III. Electives (including additional Bible): **38 hours**

B.S. Major in Mathematics **126 HOURS**
Program Coordinator: Dr. Mike Johnson
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **36 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 122 Analytics and Calculus I
Limit III. B. Natural Sciences to PHS 211 Physics for Science and Engineering I

II. Core Requirements:			**42 hours**
CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
MAT	223	Analytics and Calculus II	4
MAT	224	Analytics and Calculus III	4
MAT	240	Discrete Mathematics	3
MAT	306	Foundations of Geometry **(W)**	3
MAT	330	Linear Algebra	3
MAT	345	Differential Equations	3
MAT	351	Probability	3
MAT	353	Statistical Inference	3
MAT	424	Complex Analysis **OR**	3
MAT	426	Advanced Calculus **(W)**	(3)
MAT	430	Abstract Algebra **(W)**	3
MAT	441	Number Theory **(W)**	3
MAT	495	Mathematics Seminar	1

III. Recommended Courses and Electives: (including additional Bible)			**48 hours**
PHS	212	Physics for Science and Engineering II **(W)**	4

Requirements for Teaching Licensure in Mathematics:

1. Completion of the B.S. major in mathematics as outlined above.
2. Required professional secondary education courses. (See Department of Education entry.)

MINORS

Minor in Computer Science

CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	180	Introduction to System Administration	3
CIS	273	Data Structures	3
Six (6) upper-division hours in Computer Science			6
			18 hours

Minor in Mathematics

MAT	122	Analytics and Calculus I	4
MAT	223	Analytics and Calculus II	4
MAT	224	Analytics and Calculus III	4
Six (6) upper-division hours in Mathematics			6
			18 hours

Department of Nursing
Dr. Chris White
Chair; Associate Professor

Mrs. Rebecca Bush, *Assistant Professor*
Mrs. Suzanne Gillson, *Assistant Professor*
Mrs. Linda Hodges, *Instructor*
Dr. Sarah Pierce, *Assistant Professor*
Dr. Robert Spencer, *Associate Professor*
Dr. Raven Wentworth, *Associate Professor*
Dr. Beth Youngblood, *Associate Professor*

Assisting:
Mrs. Laura Reid

Mission

The mission of Freed–Hardeman University's Department of Nursing is to provide graduates with a foundation of Christian values on which nursing knowledge, skills, and attitudes are learned for the purpose of providing holistic care to individuals, groups, and communities in need and for succeeding in the dynamic and challenging discipline of professional nursing.

The Department of Nursing offers a Bachelor of Science in Nursing (B.S.N.). The baccalaureate degree in the nursing program is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). The Bachelor of Science in Nursing curriculum is divided into two sections. The first section consists of liberal arts core content derived from the natural sciences, behavioral sciences, liberal arts, humanities, and Bible. The second section consists of nursing courses with content from the major nursing areas: fundamental concepts of nursing; skills for healthcare professionals; and care of adults, children, maternity patients, and the mentally, as well as the physically ill. Nursing care of all age groups, promotion and maintenance of health, prevention and detection of illness, and restoration of health are included. Clinical, simulation, and skills lab are included. **Any student interested in nursing should focus on the pre-nursing course of study.**

Nursing courses must be taken in sequence. Nursing courses involve lecture, independent learning experiences, and clinical experiences within the community. Students must earn a grade of "C" or better in all nursing courses taken in order to progress to the next semester of the nursing program.

Upon successful completion of the B.S.N., the graduates will then be required to obtain their license to practice as a Registered Nurse. Graduates can apply for licensure in the state of his/her choosing.

To ensure public protection, the National Council of State Boards of Nursing (NCSBN) requires a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry–level nurse. This examination is the National Council Licensure Examination for Registered Nurses (NCLEX–RN). The FHU Department of Nursing will assist the student through the application process during the nursing capstone course in their senior year.

Pre–Nursing
Program Coordinator: Dr. Chris White
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

To be accepted into the Nursing program a student must have completed:

- **ENG 101, ENG 102, BIO 211, BIO 212, BIO 215, BIO 318, CHE 121/121L, MAT 101, and MAT 235**
- **A cumulative GPA of at least 2.8**
- **A Science GPA (BIO 211, BIO 212, BIO 215, BIO 318, CHE 121/121L) of at least 2.50**
- **A TEAS score of "Proficient" or higher and a TEAS Science subscore of at least 52.17**
- **Less than 12 hours of liberal art core classes remaining plus Bible**
- **No more than one science course repeated with a grade of at least a "C"**

I. Liberal Arts Core Requirements: 35 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 101 College Algebra
Limit III. B. 2. Natural Sciences to CHE 121 General Chemistry I with CHE 121L General Chemistry I Lab

II. Professional Support Courses: 18 hours

BIO	211	Human Anatomy and Physiology I and Lab	4
BIO	212	Human Anatomy and Physiology II and Lab	4
BIO	215	Microbiology	4
BIO	318	Pathophysiology	3
MAT	235	Introductory Statistics	3

B.S.N. Major in Nursing 126 HOURS
Program Coordinator: Dr. Chris White
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 35 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 101 College Algebra
Limit III. B. Natural Sciences or CHE 121 General Chemistry I with CHE 121L General Chemistry I Lab

II. Professional Support Courses: 18 hours

BIO	211	Human Anatomy and Physiology I and Lab	4
BIO	212	Human Anatomy and Physiology II and Lab	4
BIO	215	Microbiology	4
BIO	318	Pathophysiology	3
MAT	235	Introductory Statistics	3

III. Professional Nursing Courses: 54 hours
(Must be accepted into the Nursing program to take the following)

NSG	300	Essentials of Medication Administration and Dosage Calculation	1
NSG	301	Fundamentals of Nursing	4

Table continued…

	NSG	303	Basic Nursing Care	2
	NSG	315	Health Assessment	2
	NSG	315L	Health Assessment Lab	1
	NSG	325	Pharmacology I	2
	NSG	326	Pharmacology II	2
	NSG	332	Pediatric Nursing	3
	NSG	332L	Pediatric Practicum	1
	NSG	334	Mental Health Nursing **(W)**	3
	NSG	334L	Mental Health Practicum	1
	NSG	365	Introduction to Evidence–Based Practice Nursing **(W)**	3
	NSG	431	Women's Health	3
	NSG	431L	Women and Newborn Practicum	1
	NSG	432	Faith–Based Community Nursing	3
	NSG	432L	Community Practicum	1
	NSG	440	Adult Nursing I	4
	NSG	440L	Adult Practicum I	3
	NSG	441	Adult Nursing II	4
	NSG	441L	Adult Practicum II	3
	NSG	455	Professional Issues **(W)**	2
	NSG	470	Leadership Management Nursing	3
	NSG	470L	Preceptorship	1
	NSG	485	Nursing Capstone	1
IV.	**Recommended Electives (or chosen by your advisor):**			**3 hours**
	(Choose a minimum of three hours from the following courses)			
	BIO	115	Medical Terminology	(1)
	HEA	121	Principles of Nutrition	(3)
	NSG	299/399	Special Topics in Nursing	(3)
	HEA	316	Substance Abuse Education	(3)
	NSG	425	Geriatric Nursing	(2)
	PSY	218	Abnormal Psychology	(3)
	PSY	310	Developmental Psychology	(3)
V.	**Additional Bible:**			**16 hours**

College of Biblical Studies
Dr. Billy R. Smith
Dean; Professor

Dr. David Powell, *Assistant Dean, Assistant Professor*
Dr. Mark Blackwelder, *Director, Graduate School of Theology; Professor*
Dr. Richard Brumback, *Associate Professor*
Dr. Doug Burleson, *Associate Professor*
Mr. Matt Cook, *Instructor*
Dr. Ralph Gilmore, *Professor*
Dr. Stan Mitchell, *Assistant Professor*
Dr. Kevin Moore, *Professor*
Dr. Justin Rogers, *Associate Professor*

Assisting:

Mr. David Baker
Dr. Dana C. Baldwin
Dr. Ryan Fraser
Dr. Jim Gardner
Mr. Martin Johnson
Dr. Bryan McAlister
Mr. Richard McCaskill
Dr. Kippy Myers
Mr. Wade Osburn
Mrs. Cathy Powell
Dr. Nathan Warf
Mr. Dan Winkler

Mission

The College of Biblical Studies seeks to teach the Bible to all students, to provide a unifying core of truth and Christian ideals for the University, and to help educate capable preachers of the gospel. Since the study of the eternal truths of the Bible contributes to the strength, dignity, wisdom, and ethical standards considered essential to those in any career, Bible study is integrated into each student's program. Courses emphasize global awareness and critical thinking skills.

The college offers a B.A. and a B.S. degree both with emphasis in: Bible Text, Biblical Languages, Christian Apologetics, Ministry, Missions, Preaching, and Youth and Family Ministry. There are core classes that all Bible majors take. The college offers seven minors in Bible.

Undergraduate Bible Requirements for Transfer Students Majoring in Bible

Any transfer student majoring in Bible must complete at least 12 semester hours in Bible at FHU to receive his/her degree.

Transfer Policy Relating to Schools of Preaching

The College of Biblical Studies at FHU will accept graduates from schools of preaching (two–year, full-time programs) as transfer students. A student so admitted will usually receive up to 32 hours of transfer credit after evaluation of an official transcript. All credit is accepted as lower-division credit regardless of the course designation at the school of preaching.

Students who have attended but have not graduated from schools of preaching may also have some transfer hours accepted.

Bible majors who would like to have consideration given to acceptance of additional hours must petition the Dean of the College of Biblical Studies in writing during their first semester as a Bible major. The student must demonstrate that the mastery of subject matter is comparable to that of students enrolling in these courses at FHU.

Credit between 16 and 32 hours may be accepted as determined by a committee of two members of the FHU Bible faculty. A decision regarding the specific number of credits will be made on the basis of the following:

- The student's official transcript and a letter of recommendation from the school of preaching,
- Catalog descriptions of courses under consideration,
- Review of syllabi, tests, and requirements for some courses may be required, and
- Review of faculty credentials.

Each transfer student will be considered individually within the guidelines of this policy. Students are therefore encouraged to make the request early in their first semester of enrollment at FHU.

Credit for Bible languages will not be accepted for transfer. Students may request a Proficiency Examination to show competency for enrollment in advanced language courses.

A minimum of 15 upper-division hours in Bible at FHU must be earned to complete a major in Bible. No more than 12 hours from a school of preaching may be applied to a minor within the College of Biblical Studies.

Transfer students from schools of preaching must meet all FHU graduation requirements.

B.A. Major in Bible **126 HOURS**
Program Coordinator: Dr. Ralph Gilmore
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:** *Listed in this catalog under Academics: Liberal Arts Core* **Limit I. A. Bible to BIB 446 Christian Evidences (not BIB 346 Foundations of Faith.)**			**34 hours**
II.	**Core Requirements:**			**24 hours**
	BIB	130	Personal Evangelism	3
	BIB/COM	231*	Preparation and Delivery of Sermons	3
	BIB	250	Church History **OR**	3
	BIB	350	Restoration Theology **OR**	(3)
	BIB	352	Early Christian Theology	(3)
	BIB	330	Congregational Ministry	3
	BIB	347	Systematic Christian Doctrine **(W)**	3
	BIB	410	Critical Introduction to the Old Testament **(W)**	3
	BIB	420	Critical Introduction to the New Testament **(W)**	3
	BIB	296/396/496	Field Laboratory	3
III.	**Major Requirements:**			**12 hours**
	BIB	261	New Testament Greek I	3
	BIB	262	New Testament Greek II	3
	BIB	361	New Testament Greek Readings	3
	BIB	362	New Testament Greek Exegesis	3

Table continued…

IV.	**Additional Requirements:** **(Choose one of the following seven emphases)**			**18 hours**
A.	**Bible Text:**			
	BIB	110	Survey of the Old Testament	2
	BIB	120	Survey of the New Testament	2
	BIB		Additional Old Testament course	2
	BIB		Additional New Testament course in Pauline Text	2
	BIB		Additional New Testament course in non–Pauline Text	2
	Plus eight (8) hours of BIB text or language courses *Six (6) hours must be upper-division*			8
B.	**Biblical Languages:**			
	BIB	263	Elementary Hebrew I	3
	BIB	264	Elementary Hebrew II	3
	BIB	363	Advanced Hebrew Readings	3
	BIB	364	Advanced Hebrew Exegesis	3
	BIB	461	Advanced Greek Readings	3
	BIB	462	Advanced Greek Exegesis	3
C.	**Christian Apologetics:**			
	PHI	243	Introduction to Philosophy **(W)**	3
	PHI	245	History of Philosophy I **(W) OR**	3
	PHI	246	History of Philosophy II **(W)**	(3)
	BIB	299E/399E	The Problem of Suffering	3
	BIB/PHI	344	Ethics	3
	PHI	345	Philosophy of Creation and Evolution	3
	BIB	443	Critical Thinking	3
D.	**Ministry:**			
	BIB	237	Fundamentals of Youth and Family Ministry	3
	BIB	331	Organizational and Administration of Bible School	3
	BIB	345	Contemporary Concerns	3
	BIB	434	Seminar for Bible Majors	3
	Plus six (6) hours from any of the following courses:			6 hours
	BIB	232	Missionary Principles and Practices	(3)
	BIB	333W	Teaching the Bible to Children *(women only)*	(3)
	BIB	343	Christian Worship	(3)
	BIB	433	Personal Counseling	(3)
E.	**Missions:**			
	BIB	200	Bible Basis of Missions	3
	BIB	232	Missionary Principles and Practices	3
	BIB/COM	236	Intercultural Communication **OR**	3
	BIB/ANT	431	Missionary Anthropology	(3)

Table continued…

	BIB	332	History of Missions	3
	BIB	338	Urban Church Growth	3
	BIB	432	Seminar in Missions	3
F.	**Preaching:**			
	BIB/COM	336	Electronic Media Evangelism	3
	BIB	342	Current Religious Thought	3
	BIB	345	Contemporary Concerns	3
	BIB	433	Personal Counseling	3
	BIB	434	Seminar for Bible Majors	3
	BIB	435	Expository Preaching	3
G.	**Youth and Family Ministry:**			
	BIB	237	Fundamentals of Youth and Family Ministry	3
	BIB	337	Adolescent Spiritual Development	3
	BIB	345	Contemporary Concerns	3
	BIB	433	Personal Counseling	3
	BIB	437	Seminar in Youth and Family Ministry	3
	Plus three (3) hours from any of the following courses:			3 hours
	BIB	329	Biblical Leadership	(3)
	BIB	331	Organization and Administration of Bible School	(3)
	BIB	336	Electronic Media Evangelism	(3)
	BIB	435	Expository Preaching	(3)

V. Electives (including additional Bible): 38 hours

**Women Bible majors may substitute COM 231 Preparation and Delivery of Sermons with BIB 233W The Christian Woman, BIB 235W Message Design and Delivery, or BIB 333W Teaching the Bible to Children (women only).*

B.S. Major in Bible 126 HOURS
Program Coordinator: Dr. David Powell
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit I. A. Bible to BIB 446 Christian Evidences (not BIB 346 Foundations of Faith)

II.	**Core Requirements:**			**24 hours**
	BIB	130	Personal Evangelism	3
	BIB/COM	231*	Preparation and Delivery of Sermons	3
	BIB	250	Church History **OR**	3
	BIB	350	Restoration Theology **OR**	(3)
	BIB	352	Early Christian Theology	(3)
	BIB	330	Congregational Ministry	3
	BIB	347	Systematic Christian Doctrine **(W)**	3
	BIB	410	Critical Introduction to the Old Testament **(W)**	3
	BIB	420	Critical Introduction to the New Testament **(W)**	3
	BIB	296/396/496	Field Laboratory	3

Table continued…

III.	**Major Requirements:**			**12 hours**
	BIB	242	Biblical Exegesis	3
	BIB	341	Interpreting the Bible	3
	BIB		One lower-division text course	2
	BIB		Two upper-division text courses	4
IV.	**Additional Requirements:**			**18 hours**
	(Choose one of the following seven emphases)			
A.	**Bible Text:**			
	BIB	110	Survey of the Old Testament	2
	BIB	120	Survey of the New Testament	2
	BIB		Additional Old Testament course	2
	BIB		Additional New Testament course in Pauline Text	2
	BIB		Additional New Testament course in non–Pauline Text	2
	Plus eight (8) hours of BIB text or language courses			8 hours
	Six (6) hours must be upper-division			
B.	**Biblical Languages:**			
	BIB	261	New Testament Greek I	3
	BIB	262	New Testament Greek II	3
	BIB	263	Elementary Hebrew I	3
	BIB	264	Elementary Hebrew II	3
	BIB	361	New Testament Greek Readings	3
	BIB	362	New Testament Greek Exegesis	3
C.	**Christian Apologetics:**			
	PHI	243	Introduction to Philosophy **(W)**	3
	PHI	245	History of Philosophy I **(W) OR**	3
	PHI	246	History of Philosophy II **(W)**	(3)
	BIB	299E/399E	The Problem of Suffering	3
	BIB/PHI	344	Ethics	3
	PHI	345	Philosophy of Creation and Evolution	3
	BIB	443	Critical Thinking	3
D.	**Ministry:**			
	BIB	237	Fundamentals of Youth and Family Ministry	3
	BIB	331	Organizational and Administration of Bible School	3
	BIB	345	Contemporary Concerns	3
	BIB	434	Seminar for Bible Majors	3
	Plus six (6) hours from any of the following courses:			6 hours
	BIB	232	Missionary Principles and Practices	(3)
	BIB	333W	Teaching the Bible to Children *(women only)*	(3)
	BIB	343	Christian Worship	(3)
	BIB	433	Personal Counseling	(3)

Table continued…

E.	**Missions:**			
	BIB	200	Bible Basis of Missions	3
	BIB	232	Missionary Principles and Practices	3
	BIB/COM	236	Intercultural Communication **OR**	3
	BIB/ANT	431	Missionary Anthropology	(3)
	BIB	332	History of Missions	3
	BIB	338	Urban Church Growth	3
	BIB	432	Seminar in Missions	3
F.	**Preaching:**			
	BIB/COM	336	Electronic Media Evangelism	3
	BIB	342	Current Religious Thought	3
	BIB	345	Contemporary Concerns	3
	BIB	433	Personal Counseling	3
	BIB	434	Seminar for Bible Majors	3
	BIB	435	Expository Preaching	3
G.	**Youth and Family Ministry:**			
	BIB	237	Fundamentals of Youth and Family Ministry	3
	BIB	337	Adolescent Spiritual Development	3
	BIB	345	Contemporary Concerns	3
	BIB	433	Personal Counseling	3
	BIB	437	Seminar in Youth and Family Ministry	3
	Plus three (3) hours from any of the following courses:			3 hours
	BIB	329	Biblical Leadership	(3)
	BIB	331	Organization and Administration of Bible School	(3)
	BIB	336	Electronic Media Evangelism	(3)
	BIB	435	Expository Preaching	(3)
V.	**Electives (including additional Bible):**			**38 hours**

**Women Bible majors may substitute COM 231 Preparation and Delivery of Sermons with BIB 233W The Christian Woman, BIB 235W Message Design and Delivery, or BIB 333W Teaching the Bible to Children (women only).*

MINORS

Minor in Biblical Languages

BIB	261	New Testament Greek I	3
BIB	262	New Testament Greek II	3
BIB	263	Elementary Hebrew I	3
BIB	264	Elementary Hebrew II	3
BIB	361	New Testament Greek Readings	3
BIB	362	New Testament Greek Exegesis	3
			18 hours

Minor in Bible Text

BIB	110	Survey of the Old Testament	2
BIB	120	Survey of the New Testament	2
BIB		Additional Old Testament course	2
BIB		Additional New Testament course in Pauline text	2
BIB		Additional New Testament course in non–Pauline text	2
Eight (8) additional hours of BIB text or language courses (six hours must be upper-division)*			8
			18 hours

**The student must complete at least six (6) hours in Bible courses, required, and/or electives at FHU.*

Minor in Christian Apologetics

PHI	243	Introduction to Philosophy **(W)**	3
PHI	245	History of Philosophy I **(W) OR**	3
PHI	246	History of Philosophy II **(W)**	(3)
BIB	299E/399E	The Problem of Suffering	3
BIB/PHI	344	Ethics	3
PHI	345	Philosophy of Evolution and Creation	3
BIB	443	Critical Thinking	3
			18 hours

Minor in Ministry

BIB	237	Fundamentals of Youth Ministry	3
BIB	331	Organization and Administration of Bible School	3
BIB	343	Christian Worship	3
BIB	345	Contemporary Concerns	3
PLUS			
Choice of six (6) hours from the following courses:			6
BIB	130	Personal Evangelism	(3)
BIB/COM	231	Preparation and Delivery of Sermons	(3)
BIB	232	Missionary Principles and Practices	(3)
BIB	330	Congregational Ministry	(3)
BIB	333W	Teaching the Bible to Children *(women only)*	(3)
BIB	433	Personal Counseling	(3)
			18 hours

Minor in Missions

BIB	200	Bible Basis of Missions	3
BIB	232	Missionary Principles and Practices	3
BIB/COM	236	Intercultural Communications **OR**	3
BIB	351	Missionary Anthropology	(3)
BIB	432	Seminar in Missions	3

PLUS

Choice of six (6) hours from the following; three (3) hours must be Upper-division:			6
BIB	130	Personal Evangelism	(3)
BIB	239/339/439	Area Mission Studies	(3)
BIB	332	History of Missions	(3)
BIB	338	Urban Church Growth	(3)
BIB	342	Current Religious Thought	(3)
BIB	433	Personal Counseling	(3)
BIB	436	Encountering Islam	(3)
BIB	445	World Religions **(W)**	(3)
			18 hours

Minor in Preaching

BIB/COM	231	Preparation and Delivery of Sermons	3
BIB	336	Electronic Media Evangelism	3
BIB	343	Christian Worship	3
BIB	345	Contemporary Concerns	3
BIB	433	Personal Counseling	3
BIB	435/529	Expository Preaching	3
			18 hours

Minor in Youth and Family Ministry

BIB/FAM	230	Marriage and the Family	3
BIB	237	Fundamentals of Youth Ministry	3
BIB	337	Adolescent Spiritual Development	3
BIB	396	Youth Ministry Internship	3
BIB	433	Personal Counseling	3
BIB	437	Seminar in Youth and Family Ministry	3
			18 hours

Graduate School of Theology

Dr. Mark A. Blackwelder

Director; Professor

Mission

The Graduate School of Theology is an academic and spiritual community, associated with churches of Christ, which is dedicated to preparing men and women for service to the church by providing advanced Christ–centered training in Biblical studies, theology, and ministry.

Generations of ministers, missionaries, church leaders, and others have regarded Freed–Hardeman University as a premier institution for ministerial training. This is a heritage that is dear to FHU, and it is a heritage that has been a driving force in the design and continuous development of the University's graduate Bible courses, degree programs, evangelistic opportunities, and student and faculty scholarship.

In recent years, FHU has worked to broaden the scope of her influence by offering online courses and programs to those who are geographically distant from campus. This has allowed us to serve those who desire the FHU experience but cannot come to the physical classrooms.

The Graduate School of Theology offers five degrees: the Master of Arts in Ministry, the Master of Arts in New Testament, the Master of Arts in Old Testament, the Master of Arts in Pastoral Care and Counseling, and the Master of Divinity.

Accreditation

The Graduate School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275–1110; (412) 788-6505, ext. 226. The following degree programs are approved by the Commission on Accrediting: The Master of Arts in Ministry and the Master of Divinity.

ats The Association of Theological Schools
The Commission on Accrediting
10 Summit Park Drive, Pittsburgh, PA 15275-1110

Capstone Projects

- Thesis
- Internship

Thesis

Students who write a thesis in partial fulfillment of the requirements for the **Master of Arts in Old Testament** or **Master of Arts in New Testament** degrees must hold "regular admission" status, have a GPA of 3.00 or above on at least 24 hours, submit a written thesis proposal to the appropriate director, receive the director's approval, present a thesis which reflects original investigation, and then defend it orally.

Thesis written for the M.A. in New Testament and M.A. in Old Testament and as an elective for the M.Div. degree is usually 100-125 pages in length. A faculty mentor will be assigned to guide the process. A thesis handbook describes the project and timeline.

Internship

The **Master of Arts in Ministry** or **Master of Arts in Pastoral Care and Counseling** student is expected to complete a 6–hour internship. The student must hold "regular admission" status and have a GPA of 3.00 or above on at least 24 credit hours. The internship is linked to a course the student has previously completed. For more information, please contact the Director of the Graduate School of Theology.

The **Master of Divinity** student is also required to do an internship but may also write a thesis as an elective. If a student chooses to do a thesis, the student must hold "regular admission" status, have a GPA of 3.00 or above on at least 24 hours, submit a proposal, receive 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. Detailed instructions regarding thesis writing may be obtained in the office of the director.

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

Master of Arts in Ministry

The Master of Arts in Ministry 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 Arts in Ministry degree will complete 42 hours of coursework and 6 hours of internship for a total of 48 semester hours. For more information, call (731) 989–6769.

M.A. in Ministry*			**48 HOURS**
Program Coordinator: Dr. Mark Blackwelder			
I. Required Courses:			**33 hours**
BIB	500	Introduction to Graduate Studies	3
BIB		One Old Testament Text course	3
BIB		Three New Testament Text courses**	9
BIB	525	Communication in Ministry **OR**	3
BIB	526	Advanced Homiletics	(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)

Table continued…

BIB	547	Missions and Church Growth **OR**	3
BIB	555	Contemporary Ethics	(3)
BIB	565	Internship	6

II. Electives (taken from other BIB Courses): 15 hours

Areas of Emphases (optional):

A. Preaching: 9 hours

BIB	526	Advanced Homiletics	3
BIB	529/435	Expository Preaching	3
BIB	530	Inductive Preaching	3

B. Missions: 9 hours

BIB	547	Missions and Church Growth	3
BIB	548	Contextualization	3
BIB	550	Missionary Anthropology	3

C. Leadership: 9 hours

BIB	525	Communication in Ministry	3
BIB	545	Christian Leadership	3
BIB	535	Family Ministry **OR**	3
BIB	546	Education Program of the Church **OR**	(3)
BIB	555	Contemporary Ethics	(3)

**Students who have completed a bachelor's degree in Bible may request advanced standing up to 12 hours. Some consideration for advanced standing will be given to any student who has completed previous coursework in Ministry and Theology with a B or higher.*

***If the student is granted 12 hours of advanced standing due to completion of a bachelor's degree in Biblical Studies, this requirement will be reduced to two courses.*

Master of Arts in New Testament

The Master of Arts in New Testament is designed for students who wish to deepen their knowledge of the New Testament. These would include: preachers, associate ministers, educational directors, and teachers in Christian schools. The student who earns the Master of Arts in New Testament degree will complete 42 hours of coursework and a 6–hour thesis for a total of 48 hours. For more information, call (731) 989-6769.

M.A. in New Testament* **48 HOURS**
Program Coordinator: Dr. Justin Rogers

I.	**Required Courses:**			**36 hours**
	BIB	500	Introduction to Graduate Studies	3
	BIB		Three New Testament Text courses**	9
	BIB	527	Advanced Introduction to New Testament	3
	BIB	528	New Testament World	3
	BIB	531	Elementary Greek I	3
	BIB	532	Elementary Greek II	3
	BIB	533A,B	Greek Readings	3
	BIB	534	Greek Exegesis	3
	BIB	585	Thesis	6

II. Electives (taken from other BIB Courses): 12 hours

**Students who have completed a bachelor's degree in Bible may request advanced standing up to 12 hours. Some consideration for advanced standing will be given to any student who has completed previous coursework in Ministry and Theology with a B or higher.*

***If the student is granted 12 hours of advanced standing due to completion of a bachelor's degree in Biblical Studies, this requirement will be reduced to two courses.*

Master of Arts in Old Testament

The Master of Arts in Old Testament provides the linguistic, historical, exegetical, and hermeneutical tools necessary to understand the Old Testament in its original context. The program balances rigorous academic research and writing with practical application to Christian faith. The student who earns the Master of Arts in Old Testament degree will complete 42 hours of coursework and a 6–hour thesis for a total of 48 hours. For more information, call (731) 989-6769.

M.A. in Old Testament*			**48 HOURS**
Program Coordinator: Dr. Justin Rogers			
I. Required Courses:			**36 hours**
BIB	500	Introduction to Graduate Studies	3
BIB		Three (3) Old Testament Text courses**	9
BIB	537	Advanced Introduction to Old Testament	3
BIB	541	Elementary Hebrew I	3
BIB	542	Elementary Hebrew II	3
BIB	543	Hebrew Readings	3
BIB	544	Hebrew Exegesis	3
BIB	577	Biblical Text, Canon, and Inspiration	3
BIB	585	Thesis	6
II. Electives (taken from other BIB Courses):			**12 hours**

**Students who have completed a bachelor's degree in Bible may request advanced standing up to 12 hours.*

***If the student is granted 12 hours of advanced standing, due to completion of a bachelor's degree in Biblical Studies, this requirement will be reduced to two (2) courses.*

Master of Arts in Pastoral Care and Counseling

The Master of Arts in Pastoral Care and Counseling provides the necessary spiritual and practical tools to assist ministers as they provide care and counseling in a ministry context. The program balances grounded theoretical research with practical applications to real situations. The student who earns the Master of Arts in Pastoral Care and Counseling degree will complete 48 hours of coursework. For more information, call (731) 989-6769.

M.A. in Pastoral Care and Counseling			**48 HOURS**
Program Coordinator: Dr. Ryan Fraser			
I. Required Courses:			
BIB	500	Introduction to Graduate Studies	3
BIB		One (1) New Testament Text course	3
BIB		One (1) Old Testament Text course	3
BIB	525	Communication in Ministry	3
BIB	535	Family Ministry	3
BIB	536	Ministerial Counseling	3
BIB	545	Christian Leadership	3
BIB	575	Suffering and the Human Condition	3
BIB		Internship	6
COU	501	Clinical Intervention I	3
COU	510	Theories of Counseling and Psychotherapy	3
COU	514	Psychopathology I	3
COU	525	Marriage and Family Counseling	3
COU	570	Crisis Counseling	3
COU	599E	Grief Counseling	3

Master of Divinity

The Master of Divinity 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 D.Min. or Ph.D. program in theology. The student who earns the Master of Divinity degree will complete 81 hours of coursework, plus a 6–hour internship 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.)

Master of Divinity (M.Div.)			**87 HOURS**
Program Coordinator: Dr. Doug Burleson			
Note: No single course can be used to satisfy more than one of the following requirements.			
I. Required Courses:			**3 hours**
A. BIB	500	Introduction to Graduate Studies	3
B. One (1) of the following:			**3 hours**
BIB	527	Advanced Introduction to New Testament	(3)
BIB	537	Advanced Introduction to Old Testament	(3)

Table continued…

C. Biblical Languages – Three (3) of one; two (2) of the other:			**15 hours**
Greek Language:			
BIB	531	Elementary Greek I	(3)
BIB	532	Elementary Greek II	(3)
BIB	533	Greek Readings	(3)
BIB	534	Greek Exegesis	(3)
Hebrew Language:			
BIB	541	Elementary Hebrew I	(3)
BIB	542	Elementary Hebrew II	(3)
BIB	543	Hebrew Readings	(3)
BIB	544	Hebrew Exegesis	(3)
D. Old Testament – Three (3) of the following:			**9 hours**
BIB	509	Prophets I: Pre–Exilic	(3)
BIB	511	Seminar in Genesis	(3)
BIB	512	Old Testament Wisdom Literature	(3)
BIB	514	Seminar in Job	(3)
E. New Testament – Three (3) of the following:			**9 hours**
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	Independent Study	(3)
F. Apologetics – Two (2) of the following:			**6 hours**
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 Apologetics	(3)
BIB	577	Biblical Text, Canon, & Inspiration	(3)
BIB	578	Seminar in Epistemology	(3)
BIB	596	Hermeneutics	(3)
G. Ministry – One (1) of the following:			**3 hours**
BIB	535	Family Ministry	(3)
BIB	536	Ministerial Counseling	(3)
BIB	575	Suffering & the Human Condition	(3)
One (1) of the following:			**3 hours**
BIB	525	Communication in Ministry	(3)
BIB	526	Advanced Homiletics	(3)
BIB	545	Christian Leadership	(3)
BIB	546	Education Program of the Church	(3)

Table continued…

H.	**Missions – Two (2) of the following:**			**6 hours**
	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	Independent Study	(3)
I.	**Church History – Two (2) of the following:**			**6 hours**
	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 (1) of the following:			**3 hours**
	BIB	525	Communication in Ministry	(3)
	BIB	526	Advanced Homiletics	(3)
	BIB	528	New Testament World	(3)
	BIB	529/435	Expository Preaching	(3)
	BIB	540	Introduction to Christianity	(3)
J.	**Supervised Experience:**			**6 hours**
	BIB	565	Internship	6

II. Electives (including optional BIB 585 Thesis): 15 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.*

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

Emphases 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

Table continued…

D. Apologetics
Advanced Apologetics; Critical Thinking; 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 Graduate School of Theology and the Department of Behavioral Sciences and Master 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 theology 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 at (731) 989-6638.

College of Business
Dr. Jason Brashier
Dean; Assistant Professor

Dr. Bryan Black, *Director, M.B.A. Program, Assistant Professor*
Dr. Tom DeBerry, *Professor*
Dr. Lee Hibbett, *Professor*
Dr. Ryan Hysmith, *Assistant Professor*
Dr. Brandon Lanciloti, *Assistant Professor*
Dr. Denise Leggett, *Assistant Professor*
Mr. Archibold Marowa, *Instructor (part-time)*
Mrs. Kristen Roberson, *Instructor*
Dr. Matt Vega, *Associate Professor*
Mrs. Kimberly Whitt, *Instructor*

Assisting:
Dr. April Brashier
Ms. Kimberly Emery
Mrs. Katie Hagewood
Mr. Lee Johnson
Dr. Jennifer McEwen
Mrs. Christina Nunnally
Dr. Sarah Pierce
Dr. Robert Trimm
Dr. Raven Wentworth
Dr. Dwayne Wilson

Mission

The mission of the College of Business is to glorify God by providing a student-centered education that prepares graduates to serve as Christian business professionals.

The College of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and provides students with the knowledge and skills necessary to prepare for excellent employment opportunities in the business world or for advanced study in business administration. Professional business training is provided by exceptional faculty who are both academically and professionally qualified. Business faculty members are committed to helping students cultivate faith, strengthen service attitudes, and develop balance in church, family, community, and career. Courses taught on the Henderson campus are taught in the Brown–Kopel Business Center (BK), which provides an outstanding learning environment for developing the tools demanded in today's competitive business environment.

The following degree programs are offered: Bachelor of Business Administration (B.B.A.) degree in accounting, business analytics, finance, management, and marketing; Master of Business Administration (M.B.A.); and the Master of Business Administration (M.B.A.) degree in healthcare management. The College of Business also offers a dual B.B.A./M.B.A. degree in accounting, business analytics, finance, healthcare management, management, and marketing.

Business Advisory Council

The Business Advisory Council is comprised of business professionals who voluntarily share their time, expertise, and experience to assist the college in accomplishing its educational mission. Business Advisory Council members assist in assessment, curriculum development, placement, planning, promotion, and establishment of linkages between the College of Business and area businesses and industry.

Tibbals Center for Business Research and Education

The Tibbals Center for Business Research and Education (TCBRE) seeks to improve linkages between the College of Business and area businesses and communities, promote individual and cooperative faculty research, public service, professional development, and provide increased opportunities for student learning and service.

Professional and Honor Organizations

Professional and honor organizations for majors in the College of Business consist of Delta Mu Delta, Society for Future Accountants, Society for Future Marketers, and the Clayton Investment Team.

Certifications

Students interested in obtaining certification should discuss plans with their advisor.

Certified Public Accountant

To become a Certified Public Accountant (CPA) in Tennessee, candidates must obtain a baccalaureate degree including 150 semester hours from an accredited college or university. This must include: 30 semester hours in accounting (24 of which are upper-division) and 24 semester hours in business courses (12 of which are upper-division). The candidate must then pass the Uniform CPA Examination, an Ethics Examination, and complete one year of experience in accounting acceptable to the Tennessee State Board of Accountancy. All states now require 150 semester hours, but some states require specific accounting courses, such as accounting theory or governmental and non-profit accounting. Please reference the Accreditations and State Authorizations webpage on FHU's website prior to enrolling in a licensure program to obtain further information, including contact information for the applicable licensing board in your respective state of residence.

Chartered Financial Analyst

The B.B.A. in Finance degree program has been accepted into the Chartered Financial Analyst (CFA) Institute University Recognition Program. This status is granted to institutions whose degree program(s) incorporate at least 70 percent of the CFA Program Candidate Body of Knowledge (CBOK), which provides students with a solid grounding in the CBOK and positions them well to sit for the CFA Examinations. Those interested in taking the CFA Level 1 Exam should speak to their advisor regarding recommended courses, exam scholarships, and test preparation materials available through the Finance program.

Admission Requirements for B.B.A. Degree Programs

Students seeking a B.B.A. degree must complete the following courses with a combined grade point average of at least 2.5 to remain in the program. A student majoring in business may not take more than 24 hours of business courses before completing this requirement.

- ACC 231 Principles of Accounting I
- ECO 271 Macroeconomics **OR**
  ECO 272 Microeconomics
- MAT 235 Introductory Statistics
- MGT 241 Principles of Management
- MKT 261 Principles of Marketing

Admission Requirements for B.B.A./M.B.A. Degree Programs

Students seeking a B.B.A./M.B.A. degree must meet the following criteria:

- Completion of 60 plus earned credit hours with a cumulative GPA of 3.00 or higher
- A minimum score of either a 450 on the Graduate Management Admissions Test (GMAT) or a combined score of 290 on the Graduate Record Examination (GRE)

Note: The GMAT or GRE is waived for students with a GPA of 3.40 or higher.

Transfer of Credit

- Transfer credit with a grade lower than "C" may not satisfy a course requirement for a B.B.A. degree.
- Business courses completed at the lower-division level at another institution that are offered at the upper-division level at FHU must be validated by taking another course at FHU in the same discipline.
- In order to receive a B.B.A. degree, a student must complete at least 18 hours from the College of Business at FHU that includes at least nine hours in the discipline of the major that has been chosen.

B.B.A. Majors in Accounting, Business Analytics, Finance, Management, and Marketing
126 HOURS

For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II. Common Professional Component for all B.B.A. Majors: 39 hours

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
BAN	225	Quantitative Business Analysis	3
BUS	254	Business Technology	3
BUS	351	Business Communication **(W)**	3
BUS	354	Legal Environment of Business	3
BUS	455	Business Ethics **(W)**	3
BUS	459	Business Strategy **(W)**	3
ECO	271	Macroeconomics	3
ECO	272	Microeconomics	3
FIN	385	Managerial Finance	3
MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3

III. Major Requirements: 24 hours
(Select appropriate courses for desired major below)

IV. Electives for all Business majors (including additional Bible): 29 hours

B.B.A. Major in Accounting 24 hours
Program Coordinator: Dr. Tom DeBerry

III. Major Requirements:

ACC	330	Intermediate Accounting I	3
ACC	331	Intermediate Accounting II	3
ACC	335	Cost Accounting	3
ACC	430	Principles of Taxation I	3
ACC	435	Advanced Accounting	3
ACC	436	Principles of Auditing I	3
		Internship or upper-division Business electives*	6

**Students planning to pursue CPA Licensure should complete ACC 431 Principles of Taxation II and BUS 357 Commercial Law. Other students may complete 6 hours of upper-division Business electives.*

B.B.A. Major in Business Analytics
Program Coordinator: Dr. Jason Brashier

III. Major Requirements			**24 hours**
BAN	325	Business Analytics	3
BAN	425	Advanced Business Analytics	3
CIS	171	Programming I	3
CIS	172	Programming II	3
CIS	324	Database Systems	3
CIS	474	Artificial Intelligence	3
		Internship or upper-division Business electives	6

B.B.A. Major in Finance **24 hours**
Program Coordinator: Dr. Ryan Hysmith

III.	**Major Requirements:**			18 hours
	ACC	330	Intermediate Accounting I* **OR**	3
	ACC	431	Principles of Taxation II**	(3)
	ACC	430	Principles of Taxation I	3
	FIN	383	Risk Management	3
	FIN	386	Financial Markets and Institutions	3
	FIN	486	Investments	3
	FIN	488	Debt and Derivatives	3
	Choose six (6) hours from the following courses:			6 hours
	FIN	388	Personal and Financial Planning**	(3)
			Internship or upper-division Business electives	(3–6)

**Students planning to take the CFA Level 1 Exam or pursue a career in financial analysis or investments should choose ACC 330.*

***Students planning to pursue a career in Financial planning should choose ACC 431 and FIN 388.*

B.B.A. Major in Management **24 hours**
Program Coordinator: Mrs. Kimberly Whitt

III.	**Major Requirements:**			
	MGT	341	Human Resource Management	3
	MGT	345	Operations and Supply–Chain Management	3
	MGT	346	Leadership	3
	MGT	443	Entrepreneurship	3
	MGT	444	Organizational Behavior	3
			Internship or upper-division Business electives	6
	Choose one (1) of the following courses:			3 hours
	ACC	333	Accounting Software Applications	(3)
	ACC	335	Cost Accounting	(3)
	ACC	438	Fraud Examination	(3)

B.B.A. Major in Marketing **24 hours**
Program Coordinator: Dr. Lee Hibbett

III.	**Major Requirements:**			
	MKT	362	Consumer Behavior	3
	MKT	364	Personal Selling	3
	MKT	366	Marketing Promotions	3
	MKT	462	Marketing Strategy	3
	MKT	463	Marketing Research and Analysis	3
	MKT	465	Digital Marketing	3
			Internship or upper-division Business electives	6

B.B.A./M.B.A. in Accounting **150 HOURS**
Program Coordinator: Dr. Tom DeBerry
A student who completes this program will receive both the B.B.A. and the M.B.A degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3
III.	**Major Requirements:**			**51 hours**
	ACC	330	Intermediate Accounting I	3
	ACC	331	Intermediate Accounting II	3
	ACC	335	Cost Accounting	3
	ACC	430	Principles of Taxation I	3
	ACC	435	Advanced Accounting	3
	ACC	436	Principles of Auditing I	3
	BUS	357	Commercial Law	3
	BUS	550	Analytical Decision Tools	3
	BUS	559	Strategic Decision Making*	3
	ECO	570	Economic Thought	3

Table continued…

FIN	580	Financial Management	3
LDR	543	Leading Teams and Organizations	3
MGT	540	Operations Management	3
MKT	560	Marketing Management	3

Choose three (3) of the following courses: 9 hours

ACC	530	Managerial Accounting	(3)
ACC	531	Principles of Taxation II**	(3)
ACC	537	Principles of Auditing II**	(3)
ACC	538	Fraud Examination**	(3)
BUS	510	Business Communication	(3)
BUS	520	Business Law and Ethics	(3)

IV. Electives (including additional Bible): 26 hours

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

***Recommended for those pursuing CPA Licensure.*

B.B.A. Major in Accounting/M.B.A. in Healthcare Management 150 HOURS
Program Coordinator: Dr. Tom DeBerry
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II. Common Professional Component for all B.B.A. Majors: 39 hours

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
BAN	225	Quantitative Business Analysis	3
BUS	254	Business Technology	3
BUS	351	Business Communication **(W)**	3
BUS	354	Legal Environment of Business	3
BUS	455	Business Ethics **(W)**	3
BUS	459	Business Strategy **(W)**	3
ECO	271	Macroeconomics	3
ECO	272	Microeconomics	3
FIN	385	Managerial Finance	3
MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3

III. Major Requirements: 48 hours

ACC	330	Intermediate Accounting I	3
ACC	331	Intermediate Accounting II	3
ACC	335	Cost Accounting	3
ACC	430	Principles of Taxation I	3
ACC	435	Advanced Accounting	3
ACC	436	Principles of Auditing I	3
ACC	530	Managerial Accounting	3

Table continued…

	BUS	357	Commercial Law	3
	BUS	520	Business Law and Ethics	3
	BUS	559*	Strategic Decision Making	3
	FIN	580	Financial Management	3
	HAD	510	Fundamentals of Healthcare Administration	3
	HAD	530	U.S. Healthcare System	3
	HAD	540	Total Quality Management in Healthcare	3
	HAD	560	Healthcare Information Systems	3
	LDR	543	Leading Teams and Organizations	3
	Choose one (1) of the following courses:			**3 hours**
	HAD	590	Integrated Healthcare Administration Experience	(3)
	MGT	540	Operations Management	(3)

IV. Electives (including additional Bible): 26 hours

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

NOTE: *This program is not intended to satisfy the requirements for CPA Licensure. Students interested in CPA Licensure may work with their advisor to select electives that can satisfy the requirements.*

B.B.A./M.B.A. in Business Analytics 150 HOURS
Program Coordinator: Dr. Jason Brashier
A student who completes this program will receive both the B.B.A. and the M.B.A degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3

Table continued…

III.	**Major Requirements:**			**48 hours**
	ACC	530	Managerial Accounting	3
	BAN	325	Business Analytics	3
	BAN	425	Advanced Business Analytics	3
	BUS	550	Analytical Decision Tools	3
	BUS	559*	Strategic Decision Making	3
	CIS	171	Programming I	3
	CIS	172	Programming II	3
	CIS	324	Database Systems	3
	CIS	474	Artificial Intelligence	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	3
	Choose two (2) of the following courses:			6 hours
	ACC	531	Principles of Taxation II	(3)
	ACC	538	Fraud Examination	(3)
	BUS	510	Business Communication	(3)
	BUS	520	Business Law and Ethics	(3)
IV.	**Electives (including additional Bible):**			**29 hours**

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

B.B.A. Major in Business Analytics/M.B.A. in Healthcare Management **150 HOURS**
Program Coordinator: Dr. Jason Brashier
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Display			
	Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics			
II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3

Table continued…

III.	**Major Requirements:**			**48 hours**
	ACC	530	Managerial Accounting	3
	BAN	325	Business Analytics	3
	BAN	425	Advanced Business Analytics	3
	BUS	520	Business Law and Ethics	3
	BUS	559*	Strategic Decision Making	3
	CIS	171	Programming I	3
	CIS	172	Programming II	3
	CIS	324	Database Systems	3
	CIS	474	Artificial Intelligence	3
	FIN	580	Financial Management	3
	HAD	510	Fundamentals of Healthcare Administration	3
	HAD	530	U.S. Healthcare System	3
	HAD	540	Total Quality Management in Healthcare	3
	HAD	560	Healthcare Information Systems	3
	LDR	543	Leading Teams and Organizations	3
	Choose one (1) of the following courses:			**3 hours**
	HAD	590	Integrated Healthcare Administration Experience	(3)
	MGT	540	Operations Management	(3)
IV.	**Electives (including additional Bible):**			**26 hours**

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

B.B.A./M.B.A. in Finance **150 HOURS**
Program Coordinator: Dr. Ryan Hysmith
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
	Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics			
II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3

Table continued…

III.	**Major Requirements:**			**48 hours**
	ACC	430	Principles of Taxation I	3
	ACC	530	Managerial Accounting	3
	BUS	550	Analytical Decision Tools	3
	BUS	559*	Strategic Decision Making	3
	ECO	570	Economic Thought	3
	FIN	383	Risk Management	3
	FIN	386	Financial Markets and Institutions	3
	FIN	486	Investments	3
	FIN	488	Debt and Derivatives	3
	FIN	580	Financial Management	3
	LDR	543	Leading Teams and Organizations	3
	MGT	540	Operations Management	3
	MKT	560	Marketing Management	3
	Choose three (3) hours from the following courses:			3 hours
	ACC	330	Intermediate Accounting I	(3)
	ACC	431	Principles of Taxation II	(3)
	Choose six (6) hours from the following courses:			6 hours
	ACC	538	Fraud Examination	(3)
	BUS	510	Business Communication	(3)
	BUS	520	Business Law and Ethics	(3)
IV.	**Electives (including additional Bible):**			**29 hours**

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

NOTE: *Students planning to take the CFA Level 1 Exam or pursue a career in financial analysis or investments should choose ACC 330. Students planning to pursue a career in financial planning should choose ACC 431 and FIN 388.*

B.B.A. Major in Finance/M.B.A. in Healthcare Management **150 HOURS**
Program Coordinator: Dr. Ryan Hysmith
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
	Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics			
II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3

Table continued…

	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3
III.	**Major Requirements:**			**48 hours**
	ACC	430	Principles of Taxation	3
	ACC	530	Managerial Accounting	3
	BUS	520	Business Law and Ethics	3
	BUS	559*	Strategic Decision Making	3
	FIN	383	Risk Management	3
	FIN	386	Financial Markets and Institutions	3
	FIN	486	Investments	3
	FIN	488	Debt and Derivatives	3
	FIN	580	Financial Management	3
	HAD	510	Fundamentals of Healthcare Administration	3
	HAD	530	U.S. Healthcare System	3
	HAD	540	Total Quality Management in Healthcare	3
	HAD	560	Healthcare Information Systems	3
	LDR	543	Leading Teams and Organizations	3
	Choose one (1) of the following courses:			3 hours
	ACC	330	Intermediate Accounting	(3)
	ACC	431	Principles of Taxation II	(3)
	Choose one (1) of the following courses:			3 hours
	HAD	590	Integrated Healthcare Administration Experience	(3)
	MGT	540	Operations Management	(3)
IV.	**Electives (including additional Bible):**			**29 hours**

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

NOTE: *Students planning to take the CFA Level 1 Exam or pursue a career in financial analysis or investments should choose ACC 330. Students planning to pursue a career in financial planning should choose ACC 431 and take FIN 388 as an upper-division elective.*

B.B.A./M.B.A. in Management **150 HOURS**
Program Coordinator: Mrs. Kimberly Whitt
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II.	**Common Professional Component for all B.B.A. Majors:**		**39 hours**
ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
BAN	225	Quantitative Business Analysis	3
BUS	254	Business Technology	3
BUS	351	Business Communication **(W)**	3
BUS	354	Legal Environment of Business	3
BUS	455	Business Ethics **(W)**	3
BUS	459	Business Strategy **(W)**	3
ECO	271	Macroeconomics	3
ECO	272	Microeconomics	3
FIN	385	Managerial Finance	3
MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3

III.	**Major Requirements:**		**48 hours**
ACC	530	Managerial Accounting	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	341	Human Resources Management	3
MGT	345	Operations and Supply–Chain Management	3
MGT	346	Leadership	3
MGT	443	Entrepreneurship	3
MGT	444	Organizational Behavior	3
MGT	540	Operations Management	3
MKT	560	Marketing Management	3

Choose one (1) of the following courses:			3 hours
ACC	333	Accounting Software Applications	(3)
ACC	335	Cost Accounting	(3)
ACC	438	Fraud Examination	(3)

Choose two (2) of the following courses:			6 hours
ACC	531	Principles of Taxation II	(3)
ACC	538	Fraud Examination	(3)
BUS	510	Business Communication	(3)
BUS	520	Business Law and Ethics	(3)

IV. Electives (including additional Bible): **29 hours**

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

B.B.A. Major in Management/M.B.A. in Healthcare Management **150 HOURS**
Program Coordinator: Mrs. Kimberly Whitt
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**34 hours**
	Listed in this catalog under Academics: Liberal Arts Core			
	Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics			
II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3
III.	**Major Requirements:**			**48 hours**
	ACC	530	Managerial Accounting	3
	BUS	520	Business Law and Ethics	3
	BUS	559*	Strategic Decision Making	3
	FIN	580	Financial Management	3
	HAD	510	Fundamentals of Healthcare Administration	3
	HAD	530	U.S. Healthcare System	3
	HAD	540	Total Quality Management in Healthcare	3
	HAD	560	Healthcare Information Systems	3
	LDR	543	Leading Teams and Organizations	3
	MGT	341	Human Resources Management	3
	MGT	345	Operations and Supply Chain Management	3
	MGT	346	Leadership	3
	MGT	443	Entrepreneurship	3
	MGT	444	Organizational Behavior	3
	Choose one (1) of the following courses:			3 hours
	ACC	333	Accounting Software Applications	(3)
	ACC	335	Cost Accounting	(3)
	ACC	438	Fraud Examination	(3)
	Choose one (1) of the following courses:			3 hours
	HAD	590	Integrated Healthcare Administration Experience	(3)
	MGT	540	Operations Management	(3)

Table continued…

IV. Electives (including additional Bible): 29 hours

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

B.B.A./M.B.A. in Marketing 150 HOURS
Program Coordinator: Dr. Lee Hibbett
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3

III.	**Major Requirements:**			**48 hours**
	ACC	530	Managerial Accounting	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	362	Consumer Behavior	3
	MKT	364	Personal Selling	3
	MKT	366	Marketing Promotions	3
	MKT	462	Marketing Strategy	3
	MKT	463	Marketing Research and Analysis	3
	MKT	465	Digital Marketing	3
	MKT	560	Marketing Management	3
	Choose two (2) of the following courses:			6 hours
	ACC	531	Principles of Taxation II	(3)
	ACC	538	Fraud Examination	(3)
	BUS	510	Business Communication	(3)
	BUS	520	Business Law and Ethics	(3)

Table continued…

IV. Electives (including additional Bible): 29 hours

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

B.B.A. Major in Marketing/M.B.A. in Healthcare Management 150 HOURS
Program Coordinator: Dr. Lee Hibbett
A student who completes this program will receive both the B.B.A. and the M.B.A. degrees.
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: 34 hours
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Quantitative Reasoning to MAT 235 Introductory Statistics

II.	**Common Professional Component for all B.B.A. Majors:**			**39 hours**
	ACC	231	Principles of Accounting I	3
	ACC	233	Principles of Accounting II	3
	BAN	225	Quantitative Business Analysis	3
	BUS	254	Business Technology	3
	BUS	351	Business Communication **(W)**	3
	BUS	354	Legal Environment of Business	3
	BUS	455	Business Ethics **(W)**	3
	BUS	459	Business Strategy **(W)**	3
	ECO	271	Macroeconomics	3
	ECO	272	Microeconomics	3
	FIN	385	Managerial Finance	3
	MGT	241	Principles of Management	3
	MKT	261	Principles of Marketing	3
III.	**Major Requirements:**			**48 hours**
	ACC	530	Managerial Accounting	3
	BUS	520	Business Law and Ethics	3
	BUS	559*	Strategic Decision Making	3
	FIN	580	Financial Management	3
	HAD	510	Fundamentals of Healthcare Administration	3
	HAD	530	U.S. Healthcare System	3
	HAD	540	Total Quality Management in Healthcare	3
	HAD	560	Healthcare Information Systems	3
	LDR	543	Leading Teams and Organizations	3
	MKT	362	Consumer Behavior	3
	MKT	364	Personal Selling	3
	MKT	366	Marketing Promotions	3
	MKT	462	Marketing Strategy	3
	MKT	463	Marketing Research and Analysis	3
	MKT	465	Digital Marketing	3
	Choose one (1) of the following courses:			3 hours
	HAD	590	Integrated Healthcare Administration Experience	(3)
	MGT	540	Operations Management	(3)

Table continued…

IV. Electives (including additional Bible): 29 hours

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

MINORS

Minor in Accounting*

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
ACC	330	Intermediate Accounting I	3
ACC	335	Cost Accounting	3
ACC	438	Fraud Examination	3
ACC	430	Principles of Taxation I	3
			18 hours

Minor in Business Administration*

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
ECO	271	Macroeconomics	3
MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3
BAN	225	Quantitative Business Analysis	3
FIN	385	Managerial Finance	3
			21 hours

Minor in Business Analytics*

BAN	225	Quantitative Business Analysis	3
BAN	325	Business Analytics	3
BAN	425	Advanced Business Analytics	3
CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	324	Database Systems	3
CIS	474	Artificial Intelligence	3
			21 hours

Minor in Business for Creatives

BUS	354	Legal Environment of Business	3
MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3
MKT	364	Personal Selling	3
MKT	466	Small Business Marketing	3
PLUS			
Choose two (2) of the following courses:			6
ACC	231	Principles of Accounting I	(3)
COM	348	Social Media	(3)
FIN	388	Personal and Family Financial Planning	(3)
MGT	441	Services Management and Marketing	(3)
MGT	443	Entrepreneurship	(3)
MGT	465	Digital Marketing	(3)
			21 hours

Minor in Finance*

ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3
ECO	271	Macroeconomics	3
FIN	385	Managerial Finance	3
FIN	386	Financial Markets and Institutions	3
		Upper-division Finance elective	3
			18 hours

Minor in Management*

MGT	241	Principles of Management	3
MGT	341	Human Resource Management	3
MGT	345	Operations and Supply–Chain Management	3
MGT	346	Leadership	3
MGT	443	Entrepreneurship	3
MGT	444	Organizational Behavior	3
			18 hours

Minor in Marketing*

MGT	241	Principles of Management	3
MKT	261	Principles of Marketing	3
MKT	362	Consumer Behavior	3
MKT	364	Personal Selling	3
MKT	366	Marketing Promotions	3
MKT	462	Marketing Strategy	3
			18 hours

***This minor is not available to students whose major is in the College of Business.*

Post–Baccalaureate Accounting Certificate (PBAC)

This program is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. In combination with a previously earned baccalaureate degree in business, this program meets the academic eligibility criteria for admission to take the Uniform Certified Public Accountant Examination in Tennessee.

Admission Requirements

Candidates must apply to the University and gain "regular admission" status and be accepted as a candidate for the certificate program by the College of Business.

Program Requirements

Post–baccalaureate accounting certificate candidates must fulfill the following specific requirements:

1. A minimum of 24 semester hours of accounting completed at the upper-division level. Previously earned accounting courses may be applied upon approval; however, at least 18 credit hours must be completed at FHU.
2. Certificate students must maintain a minimum of 3.00 GPA in FHU coursework needed for the certificate; a course grade below "C" is not applicable toward meeting certification requirements.
3. Under the direction of an assigned program advisor, candidates will complete an individually approved curriculum based on the following outline:

Post–Baccalaureate Accounting Certificate (PBAC)

Required Courses:			**24 HOURS**
ACC	330	Intermediate Accounting I	3
ACC	331	Intermediate Accounting II	3
ACC	335	Cost Accounting	3
ACC	430	Principles of Taxation I	3
ACC	435	Advanced Accounting	3
ACC	436	Principles of Auditing I	3
		Internship (no more than 3 hours) **AND/OR**	(3)
		Elective ACC courses	(3–6)

Note: Candidates with a degree in a non-business field would also be required to have 24 credit hours of general business courses in order to qualify for the CPA Examination in Tennessee. All necessary course prerequisites must be met.

Graduate Studies in Business Administration

Dr. Bryan Black

Director; Assistant Professor

The Master of Business Administration (M.B.A.) is designed for students wishing to expand their knowledge and credentials in the field of business. The degree requires 30 hours of coursework. Electives are offered for students pursuing CPA Licensure or those pursuing a general business degree. All courses are offered in an online format and are scheduled to enable the student to complete the degree in one year. A Master of Business Administration in healthcare management is also offered.

The College of Business also offers dual Bachelor Business Administration (B.B.A.) and Master of Business Administration (M.B.A.) degrees in accounting, business analytics, finance, management, and marketing; as well as dual B.B.A./M.B.A. degrees in healthcare management. The dual degree programs are available to all FHU students seeking their B.B.A.

Students are encouraged to access the following website for the most current information about the M.B.A. program at: www.fhu.edu/mba.

Master of Business Administration (M.B.A.) **30 HOURS**
Program Director: Dr. Bryan Black

Major Requirements:			**24 hours**
ACC	530	Managerial Accounting	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	3

Choose two (2) of the following courses:			**6 hours**
ACC	531**	Principles of Taxation II	(3)
ACC	538**	Fraud Examination	(3)
BUS	510	Business Communication	(3)
BUS	520	Business Law and Ethics	(3)

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

***Recommended for those pursuing CPA Licensure. Offered in a face-to-face format over a 15–week semester at the Henderson campus. Video streaming or asynchronous video access will be available for those not currently taking courses in person at the Henderson campus.*

M.B.A. in Healthcare Management **30 HOURS**
Program Director: Dr. Bryan Black

Curriculum:			27 hours
ACC	530	Managerial Accounting	3
BUS	520	Business Law and Ethics	3
BUS	559*	Strategic Decision Making	3
FIN	580	Financial Management	3
HAD	510	Fundamentals of Healthcare Administration	3
HAD	530	U.S. Healthcare System	3
HAD	540	Total Quality Management in Healthcare	3
HAD	560	Healthcare Information Systems	3
LDR	543	Leading Teams in Organization	3

Choose three (3) hours from the following courses:			3 hours
HAD	590	Integrated Healthcare Administration Experience	(3)
MGT	540	Operations Management	(3)

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

Graduate Healthcare Management Certificate (GHCMC)

This program is designed for individuals who have earned a baccalaureate degree in any discipline and who are seeking functional competency in the healthcare management field.

Admission Requirements

Candidates must apply to the University and gain "regular admission" status and be accepted as a candidate for the Graduate Healthcare Management Certificate program by the College of Business.

Program Requirements

Graduate Healthcare Management certificate candidates must fulfill the following specific requirements:

1. Certificate student must maintain a minimum of 3.00 GPA in FHU coursework needed for the certificate; a course grade below "C" is not applicable toward meeting certificate requirements.
2. Under the direction of the M.B.A. program director, candidates will complete an individually approved curriculum based on the following outline:

Healthcare Management Certificate			**15 HOURS**
Curriculum:			12 hours
HAD	510	Fundamentals of Healthcare Administration	3
HAD	530	U.S. Healthcare System	3
HAD	540	Total Quality Management in Healthcare	3
HAD	560	Healthcare Information Systems	3
Choose one (1) of the following courses:			3 hours
MGT	540	Operations Management	(3)
HAD	590	Integrated Healthcare Administration Experience	(3)

Note: *All necessary course prerequisites must be met.*

College of Education and Behavioral Sciences

Dr. Sharen L. Cypress

Dean; Associate Professor

Mission

In the College of Education and Behavioral Sciences, our commitment is to provide quality preparation programs for pre-service and advanced–level professionals who become leaders in their fields. In keeping with the mission of Freed–Hardeman University, we are *dedicated to Christian faith and practice and the pursuit of academic excellence in a supportive environment.*

Two departments constitute the College of Education and Behavioral Sciences: The Department of Education and the Department of Behavioral Sciences. Over 5 majors, 6 minors, and 19 Teacher Licensure areas are provided for students at the undergraduate level, while 10 degrees are offered at the graduate level. Students in this College are trained to serve the needs of a rapidly changing society within diverse global communities. Upon graduation, our students are able to successfully demonstrate rigorous learning outcomes as they become agents of transformation for those they will reach in their respective professions.

Accreditations and State Approvals

In the College of Education and Behavioral Sciences, the success of our programs is documented by national and state accrediting agencies: the Council on Social Work Education (CSWE), the National Council for Accreditation of Teacher Education (NCATE), the National Council on Family Relations (NCFR), and the Tennessee Department of Education (TDOE).

CSWE
COUNCIL ON SOCIAL WORK EDUCATION
Strengthening the Profession of Social Work
LEADERSHIP IN RESEARCH, CAREER ADVANCEMENT, AND EDUCATION

ncfr
catalyzing research, theory and practice

TENNESSEE DEPARTMENT OF EDUCATION

Department of Behavioral Sciences

Mrs. Lisa Beene
*Chair; Associate Professor**

Dr. Dana Baldwin, *Associate Professor**
Dr. Michael Cravens, *Director, Doctor of Behavioral Health Program, Professor**
Dr. Chris Creecy, *Assistant Professor**
Dr. James Dalton, *Director, M.S. in Clinical Mental Health Counseling Program, Assistant Professor**
Dr. Stark Davis, *Assistant Professor*
Dr. Ryan Fraser, *Associate Professor**
Dr. Paul Helton, *Associate Professor**
Mr. Roy Malecha, *Assistant Professor*
Dr. Keith Mask, *Professor*
Dr. Shawn Mathis, *Instructor (part-time)*
Dr. Bryan McAlister, *Assistant Professor**
Mrs. Nadine McNeal, *Assistant Professor**

Assisting:
Mrs. Renee Badon
Dr. Nicole Breeding

Dr. Patrick Chapman*
Dr. Mark Crowell*
Dr. Barry England
Dr. Mark Harville
Dr. Ryan Hysmith
Dr. Larry Ivery
Dr. Brian Jones
Mr. Nathan Judd
Mrs. Sheila McDonald
Dr. Cindy Moss
Dr. Jeremy Northrop*
Mr. Brian Oakley
Mrs. Ashley Rice
Mr. Brent Rudder*
Dr. Carol Waymire
Mr. Rodney Weaver
Mr. Ricky Willingham
Dr. Dwayne Wilson

**Currently licensed as a healthcare provider in their respective state.*

Mission

The Department of Behavioral Sciences seeks to assist students in understanding human behavior, child development, family relations, social deviance, and societal and cultural changes. In addition, the department seeks to prepare students with intellectual and vocational skills to function in a variety of professional service occupations.

The department offers baccalaureate majors in child and family studies, criminal justice, psychology, and social work. Teaching Licensure in early childhood education (PreK–3) is also available in child and family studies. The child and family studies major is designed according to the National Council on Family Relations' standards for certification as a Family Life Educator. Students wishing to seek certification must apply with the Certification Committee of the National Council on Family Relations. The department offers baccalaureate minors in child studies, criminal justice, family studies, psychology, social work, and sociology.

The department also offers a Master of Science in Clinical Mental Health Counseling. This program provides a clinically based graduate program of counseling courses which will instill in students the basic, advanced, and specialized counseling theoretical knowledge and clinical skills needed for students to perform effectively as culturally sensitive licensed and/or nationally certified mental health counselors.

The Department of Behavioral Sciences offers a Doctor of Behavioral Health (D.B.H.) degree. The degree is designed for licensed mental health and healthcare practitioners who desire a practice degree as opposed to a more traditional research degree. The new D.B.H. integrates elements of core behavioral healthcare with principles of Christian faith to intersect with the changing healthcare marketplace.

The Social Work program is accredited at the B.S.W. level by the Council on Social Work Education and prepares competent and effective entry–level generalist social workers who are committed to the enhancement of human well-being by affirming as values both the inviolability of individual life and respect for cultural diversity. With a liberal arts foundation and within a Christian environment (that emphasizes caring for the poor and the marginalized, and working toward a community that is just and non-judgmental), the social work student will be able to integrate the knowledge, values, and skills of the profession into a broad range of social work practice.

Admission to the Social Work Program

Students who wish to enter the Social Work program must apply to the Director of the Social Work program after they have completed SWK 150 Introduction to Social Work, SWK 251 Human Behavior in the Social Environment I: Childhood and Adolescents and either subsequent to or concurrent with SWK 250 Foundations of Social Work Practice and/or SWK 252 Human Behavior in the Social Environment II.

Criteria for admission are:

- A cumulative grade point average of 2.00,
- Recommendations completed by three individuals other than students, family, or social work instructors,
- Completion of the application form for program admission, and
- Meeting University competency requirements.

The Social Work Program Admission Committee evaluates all students on the basis of these factors. When the committee has completed its evaluation of the applicant, a report is sent to each student for his/her information.

Admission to Social Work Practicum

Students in the Social Work program who plan to complete a practicum must meet the criteria stated in the above section. While taking SWK 454 Seminar in Social Work Practice, students will have a scheduled conference with the program faculty. At this time, the student's strengths and weaknesses relating to understanding of needed skills, knowledge, and values will be discussed as well as the student's interest in the social work practicum. Should the student lack proficiency in any of these areas, he/she may be advised to complete further coursework or to participate in personal counseling before the practicum.

Child Welfare Certification

A certification in child welfare is available to social work majors who meet the eligibility requirements and are accepted to the Tennessee Child Welfare Certification Program. Additional details about eligibility for the program are available from the Director of the Social Work program.

Professional and Honor Organizations

Professional organizations in the Department of Behavioral Sciences consist of the Social Work Students in Action (SWSA) and the Criminal Justice Association (CJA).

Professional honor organizations in the Department of Behavioral Sciences consist of Psi Chi for psychology majors and graduate counseling students, and Omicron Psi chapter of Phi Alpha Honor Society for social work majors.

B.S. Major in Child and Family Studies **126 HOURS**
Program Coordinator: Dr. Keith Mask
Requirements for Teacher Licensure in Child and Family Studies (Early Childhood – PreK–3): See Requirements for Second Major in Education (Early Childhood – PreK–3)

For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Core Requirements: **42 hours**

COM	243	Interpersonal Communication	3
FAM	201	Child Development and Lab	3
FAM	230	Marriage and the Family	3
FAM	305	Childhood Disorders **(W)**	3
FAM	310	Developmental Psychology	3
FAM	331	Parenting and Family Relations **(W)**	3
FAM	335	Human Sexuality	3
FAM	345	Child Management Through Adolescence	3
FAM	355	Family Policies **(W)**	3
FAM	365*	Family Life Education Methodology	3
FAM	388	Personal and Family Financial Planning	3
FAM	431	Administration of Child & Family Programs	3
SOC	241	General Sociology	3
SOC	445	Ethnic Cultures **(W)**	3

III. Recommended Electives for B.S. Major in Child and Family Studies: (Including additional Bible) **50 hours**

BIB	433	Personal Counseling	3
FAM	299B	Death and Dying	3
PSY	408	Family and Individual Counseling	3
HEA	121	Principles of Nutrition	3
SWK	251	Human Behavior and the Social Environment I: Childhood and Adolescence	3
SWK	252	Human Behavior and the Social Environment II: Adulthood and Aging	3

**Students graduating with a Child and Family Studies major with Teacher Licensure are exempt from taking FAM 365 Family Life Education Methodology.*

Note: *Students desiring to pursue certification as a Family Life Educator are required to complete FAM 497 Senior Practicum.*

B.S. Major in Criminal Justice **126 HOURS**
Program Coordinator: Dr. Stark Davis
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit III. A. Behavioral Sciences to SOC 241 General Sociology

II. Major Core Requirements: **51 hours**

CJU	210	Introduction to Criminal Justice System	3
CJU	310	Police and Law Enforcement	3
CJU	320	Criminal Investigation	3
CJU	330	Correctional Systems	3
CJU	350	Juvenile Justice	3
CJU	410	Criminal Justice Theories **(W)**	3
CJU	480	Capstone in Criminal Justice **(W)**	3
CJU	497	Internship	3
POL	231	American Government	3
POL	385	Fundamentals of Criminal Law **(W)**	3
POL	389	American Civil Liberties	3
PSY	210	General Psychology	3
PSY	218	Abnormal Psychology	3
SOC	240	Crime and Delinquency	3
SWK	252	Human Behavior in Social Environment II	3
SWK	405	Methods of Social & Behavioral Research I	3
SWK	330	Crisis Intervention	3

III. Electives (including additional Bible): **41 hours**
(Recommended courses)

ACC	438/538	Fraud Examination	3
CJU/MIS	328	Computer Forensics	3
CJU	380	Criminal Behavior and Profiling	3
CJU	499A	Special Topics in Criminal Justice	3
MGT	241	Principles of Management	3
BIO	299D/399D	Substance Abuse	3
PSY	350	Forensic Psychology	3
SWK	341	Child Welfare I	3

B.S. Major in Psychology **126 Hours**
Program Coordinator: Dr. Chris Creecy
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**
Listed in this catalog under Academics: Liberal Arts Core

II. Major Requirements: **41 hours**

PSY	210	General Psychology	3
PSY	215	Introduction to Psychological Practice	2
PSY	218	Abnormal Psychology	3
PSY	310	Developmental Psychology	3
PSY	311	Research Methods **(W)**	3
PSY	312	Social Psychology	3
PSY	315	Learning and Memory	3
PSY	316	Data Analysis for Behavioral Science	3
PSY	408	Family and Individual Counseling	3
PSY	414	Advanced Research Methods **(W)**	3
PSY	418	Physiological Psychology	3
PSY	419	Capstone Course in Psychology **(W)**	3

Plus 6 hours from the following courses: 6 hours

CJU	380	Criminal Behavior and Profiling	(3)
FAM	305	Childhood Disorders	(3)
FAM	320	Expressive Therapies	(3)
FAM	335	Human Sexuality	(3)
FAM	299/399B	Death and Dying	(3)
PSY	201	Child Development	(3)
PSY	306	Educational Psychology	(3)
PSY	299/399H	Psychology in Film	(3)
SOC	445	Ethnic Cultures	(3)
SWK	251	HBSE I: Childhood and Adolescence	(3)
SWK	252	HBSE II: Adulthood and Aging	(3)
SWK	330	Crisis Intervention	(3)

III. Electives (including additional Bible): **51 hours**

Requirements for Teaching Licensure in Psychology:

1. Completion of the B.S. major in psychology as outlined above.
2. Required professional education courses. (See Department of Education entry.)

B.S.W. Major in Social Work **126 HOURS**
Program Coordinator: Mrs. Nadine McNeal
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34–35 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit III. B. Natural Sciences to BIO 100 Human Biology or BIO 211 Human Anatomy and Physiology I and Lab OR
Limit III. C. 1. History to HIS 221 American History I or HIS 222 American History II

II. Major Requirements: **61 hours**

SWK	150	Introduction to Social Work	3
PSY	210	General Psychology	3
POL	231	American Government	3
SOC	241	General Sociology	3
SWK	250	Foundations of Social Work Practice	3
SWK	251	HBSE I: Childhood & Adolescence	3
SWK	252	HBSE II: Adulthood & Aging	3
SWK	260	Careers in Social Work	1
SWK	265	Professional Communication in Social Work Practice **(W)**	3
SWK	351	Social Work Practice with Individuals and Families	3
SWK	352	Social Work Practices with Groups, Organizations, and Communities	3
SWK	361	Social Welfare Policies & Services I **(W)**	3
SWK	362	Social Welfare Policies & Services II	3
SWK	405	Methods of Social & Behavioral Research I	3
SWK	406	Methods of Social & Behavioral Research II **(W)**	3
SOC	445	Ethnic Cultures	3
SWK	450	Intervention with Populations at Risk	3
SWK	454	Seminar in Social Work Practice	3
SWK	497	Senior Social Work Practicum	9

III. Electives (including additional Bible): **30–31 hours**
(Recommended courses)

COM	241	Small Group Communication	3
SOC	242	Social Problems	3
SWK	330	Crisis Intervention	3
SWK	341	Child Welfare I	3
SWK	342	Child Welfare II	3

MINORS

Minor in Child Studies

HEA	121	Principles of Nutrition	3
FAM	201	Child Development and Lab	3
FAM	305	Childhood Disorders	3
FAM	331	Parenting and Family Relations **(W)**	3
FAM	345	Child Management Through Adolescence	3
FAM	431	Administration of Child & Family Programs	3
			18 hours

Minor in Criminal Justice

CJU	210	Introduction to Criminal Justice	3
CJU	410	Criminal Justice Theories	3
POL	385	Fundamentals of Criminal Law	3
PSY	210	General Psychology	3
SOC	240	Crime and Delinquency	3
SOC	241	General Sociology	3
			18 hours

Minor in Family Studies

FAM	201	Child Development and Lab	3
FAM	230	Marriage and Family	3
FAM	331	Parenting and Family Relations **(W)**	3
FAM	335	Human Sexuality	3
FAM	388	Personal and Family Financial Planning	3
PSY	408	Family and Individual Counseling	3
			18 hours

Minor in Psychology

PSY	210	General Psychology	3
PSY	218	Abnormal Psychology	3
PSY	310	Developmental Psychology	3
PSY	312	Social Psychology	3
PSY	408	Family and Individual Counseling	3
PSY	418	Physiological Psychology	3
			18 hours

Minor in Social Work

SWK	150	Introduction to Social Work	3
PSY	210	General Psychology **OR**	3
SOC	241	General Sociology	(3)
SWK	251	HBSE I: Childhood and Adolescence	3
SWK	252	HBSE II: Adulthood and Aging	3
SOC	445	Ethnic Cultures	3
Three (3) additional upper-division hours in a non–practice Social Work course			3
			18 hours

Minor in Sociology

ANT	202	Cultural Anthropology	3
FAM	230	Marriage and the Family	3
SOC	241	General Sociology	3
PSY	312	Social Psychology	3
SOC	445	Ethnic Cultures	3
Three (3) additional hours from: SOC/SWK/PSY/FAM			3
			18 hours

Master of Science in Clinical Mental Health Counseling

Dr. James Dalton

Director; Assistant Professor

Mission

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 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 coursework and pass a comprehensive examination. Included in the 60 hours are a practicum and an internship in which students complete counseling and counseling-related activities. These experiences take place in a clinical mental health counseling setting under the supervision of 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 (ACA) as a student member will give access to the ACA student insurance. Students are also required to join at least one counseling association as a student member. Students must uphold the ACA Code of Ethics and professional dispositions as students.

The clinical mental health counseling program also oversees the graduate certificate in counseling for church leaders, the post-master's graduate certificate in professional counseling, and the post-master's graduate certificate in advanced counseling.

M.S. in Clinical Mental Health Counseling **60 HOURS**
Program Director: Dr. James Dalton

I.	**Required Courses:**			**57 hours**
	COU	000	Orientation to Graduate Studies in Clinical Mental Health	0
	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	3
	COU	515	Psychopathology II	3
	COU	520	Assessment I	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	560	Counseling Diverse Populations	3
	COU	565	Addictions Counseling	3
	COU	599B	Diagnosis and Treatment Planning	3
	COU	605	Internship I	6
II.	**Choose one (1) elective from the following courses:**			**3 hours**
	COU	521	Assessment II	(3)
	COU	555	Theories of Personality	(3)
	COU	570	Crisis Counseling	(3)
	COU	575	Agency Counseling	(3)
	COU	585	Psychopharmacology for Counselors	(3)
	COU	590	Counseling and the Law	(3)
	COU	599A	Counseling Children and Adolescents	(3)
	COU	599D	Premarital Counseling	(3)
	COU	599E	Grief Counseling	(3)
	COU	599F	Counseling for Church Leaders	(3)

Exit Requirements

1. Successful completion of all required coursework with a 3.00 GPA and other requirements for the M.S. degree.
2. Successful completion of a practicum and an internship.
3. Completion of all courses within a six–year period.
4. Successful completion of the Counselor Preparation Comprehensive Examination (CPCE).

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. The specific requirements of the National Certified Counselor Credential can be accessed online at the website of the National Board for Certified Counselors (http://www.nbcc.org/Certification). The specific requirements for the Licensed Professional Counselor with Mental Health Service Provider Designation License in Tennessee can be accessed online at the website for the Tennessee Board of Licensed Professional Counselors, Licensed Marital and Family Therapists and Licensed Pastoral Therapists (https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board.html).

Graduate Certificate in Counseling for Church Leaders

The College of Biblical Studies, 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 at (731) 989-6638.

Graduate Certificate in Counseling for Church Leaders			**18 HOURS**
Required Courses:			
COU	535	Ethical Issues in Counseling	3
BIB	535	Family Ministry **OR**	3
COU	599D	Premarital Counseling	(3)
BIB	536	Ministerial Counseling	3
BIB	545	Christian Leadership	3
COU	565	Addictions Counseling **OR**	3
COU	570	Crisis Counseling	(3)
COU	599E	Grief Counseling	3

Graduate Certificate in Advanced Counseling

The Graduate Certificate in Advanced Counseling is offered by the Department of Behavioral Sciences and Master of Science in Clinical Mental Health Counseling program. Individuals who have a master's degree in counseling (or a related field) can pursue this certificate to further strengthen and enhance their counseling skills. Master's level counselors frequently desire to take coursework to meet continuing education requirements, to gain training in specific areas, and/or to meet professional credentialing requirements. The Graduate Certificate in Advanced Counseling enables them to also receive a recognized graduate certificate while pursuing these other areas of interest.

Admission Requirements

1. Prerequisites: The applicant must have completed a master's degree in counseling or a related field with a minimum of 3.00 GPA.
2. Personal essay specifying goals and how the FHU program will help meet those goals (300–500 words).
3. Freedom from Conviction of Crimes Form.
4. Interview with the Counseling Admissions Committee.

Program Requirements

Certificate students must maintain a minimum of 3.00 GPA in FHU coursework needed for the certificate. A course grade below "C" is not applicable toward meeting certificate requirements. Courses must be completed within a six–year period.

Graduate Certificate in Advanced Counseling			**12 HOURS**
Complete 12 or more hours from the following courses:			
COU	525	Marriage and Family Counseling	(3)
COU	550	Career Counseling	(3)
COU	555	Theories of Personality	(3)
COU	565	Addictions Counseling	(3)
COU	570	Crisis Counseling	(3)
COU	575	Agency Counseling	(3)
COU	585	Psychopharmacology for Counselors	(3)
COU	590	Counseling and the Law	(3)
COU	599A	Counseling Children and Adolescents	(3)
COU	599B	Diagnosis and Treatment Planning	(3)
COU	599D	Premarital Counseling	(3)
COU	599E	Grief Counseling	(3)
COU	599F	Counseling for Church Leaders	(3)
COU	605	Internship I	(6)
COU	610	Internship II	(6)

Graduate Certificate in Professional Counseling

The Graduate Certificate in Professional Counseling is offered by the Department of Behavioral Sciences and Master of Science in Clinical Mental Health Counseling program. Individuals who have a master's degree in counseling (or a related field), but who lack coursework necessary to become licensed as a professional counselor, can pursue this certificate to assist them in meeting the requirements for licensure within their respective state. The certificate program gives students the opportunity to strengthen and refine their skills and to obtain foundational knowledge within core counseling areas as required for state licensure.

Admission Requirements

1. Prerequisites: The applicant must have completed a master's degree in counseling or a related field with a minimum of 3.00 GPA.
2. Personal essay specifying goals and how the FHU program will help meet those goals (300–500 words).
3. Freedom from Conviction of Crimes Form.
4. Interview with the Counseling Admissions Committee.

Program Requirements

Certificate students must maintain a minimum of 3.00 GPA in FHU coursework needed for the certificate. A course grade below "C" is not applicable toward meeting certificate requirements. Courses must be completed within a six–year period.

Graduate Certificate in Professional Counseling ***At least four (4) sections must be met to obtain the certificate***			**12 HOURS**
A. Theories of Human Behavior, Learning, and Personality:			
COU	505	Life–Cycle Development **OR**	3
COU	555	Theories of Personality	(3)
B. Abnormal Behavior and Psychopathology:			
COU	514	Psychopathology I	(3)
C. Theories of Counseling and Psychotherapy:			
COU	510	Theories of Counseling and Psychotherapy	(3)
D. Evaluation and Appraisal Procedures:			
COU	520	Assessment I	(3)
E. Group Dynamics, Theories, and Techniques:			
COU	530	Group Counseling	(3)
F. Counseling Techniques:			
COU	501	Clinical Intervention I	(3)
G. Multicultural Counseling:			
COU	560	Counseling Diverse Populations	(3)
H. Ethics:			
COU	535	Ethical Issues in Counseling	(3)
I. Research:			
COU	540	Research Methods in Counseling	(3)
J. Use of the Diagnostic and Statistical Manual:			
COU	515	Psychopathology II	(3)
K. Treatment and Treatment Planning:			
COU	599B	Diagnosis and Treatment Planning	(3)

Doctor of Behavioral Health
Dr. Michael Cravens
Director; Professor

Mission

The Doctor of Behavioral Health (D.B.H.) is a post-master's professional degree designed for licensed healthcare professionals or those working on license; including clinical mental health counselors, certified/licensed alcohol and drug counselors, clinical social workers, marriage and family therapists, clinical pastoral therapists, psychiatric nurses, school psychologists, physicians assistants, senior psychological examiners, rehabilitation counselors, nurse practitioners, or speech pathologists. Freed–Hardeman University's Interdisciplinary Doctor of Behavioral Health program integrates elements of core behavioral healthcare with principles of Christian faith to produce graduates ready for service and competent executive leadership in today's behavioral healthcare.

The Doctor of Behavioral Health program offered through the College of Education and Behavioral Sciences prepares current and future healthcare providers for the newly transformed medical care marketplace, one that demands evidence-based, and cost effective behavioral interventions. This program ensures students develop the advanced clinical skills, executive leadership, and business insights necessary to meet the leadership demands of this evolving marketplace that emphasizes integrated care. The D.B.H. 60–hour doctoral degree is offered through traditional and web-conferencing. The curriculum focuses on:

- An integrated behavioral health program designed to meet the "Triple Aim" of improved patient experience of care, better clinical outcomes, and reduced over-utilization and cost of care.
- Advanced clinical skills to meet the needs of the new Accountable Care Organization Model and improve the efficiency of healthcare delivery.
- Executive leadership that enables students to maximize earning potential by identifying and filling organizational and/or market demands.

The Doctor of Behavioral Health requires that students satisfactorily complete 60 semester hours of coursework which includes an applied doctoral capstone project. The D.B.H. is designed for full- or part-time study and is developed to be ideal for the working professional.

Career Opportunities. A doctoral degree in behavioral health may lead to employment in a variety of settings, such as non-profit community agencies, children and family services agencies, community mental health centers, churches, counseling clinics, business-employee assistance programs, private practice, medical practice offices, and hospitals.

Note: Students **will be required** to carry **liability insurance** (provided by his/her employer or by the student) once accepted into the program.

Requirements

1. An earned master's degree (a minimum of 48 semester hours) in a health-related field of study (clinical mental health counselors, certified alcohol and drug counselors, clinical social workers, marriage and family therapists, clinical pastoral therapists, psychiatric nurses, school psychologists, physicians assistants, senior psychological examiners, rehabilitation counselors, nurse practitioners, speech pathologists, or art/music/play therapists) from a regionally accredited college/university.
2. Current state licensure or working on licensure as a practitioner in a mental-health discipline or health-related discipline.
3. Two years of post–licensure clinical experience.

Path to Admission

Consistent with other graduate programs offered at FHU, applicants for admission into the Doctor of Behavioral Health (D.B.H.) program must submit and comply with the following for consideration and acceptance:

1. Complete the online application.
2. Submit official transcripts from all post–secondary institutions.
3. Provide a copy of current unencumbered license in the state in which the practice will occur.
4. Submit three completed electronic Recommendation Forms: one from an employer or supervisor, one from a church leader or leader in another service organization, and one from a professional colleague.
5. Write and present an essay providing a professional statement of past clinical and/or work experiences, scholarly activities, and community service and goals in obtaining this professional doctorate.
6. Present a current resume or curriculum vitae.
7. Interview with the current Doctoral Admissions Committee. After the initial review of the application, applicants may be contacted for a formal interview. If the interview results in a positive evaluation, the applicant will continue to be considered for acceptance.
8. Demonstrate good spiritual, mental, and emotional health/stability consistent with the demands of the D.B.H. program and FHU's heritage of Christian values.

Note: Applicants are required to be computer literate and have a computer, printer, and Internet service provider with high-speed broadband Internet access. If accepted, each D.B.H. student will be required to comply with FHU's **Academic Computing Standards for Students**.

Program Advisor

A program advisor will be assigned once a student is admitted into the program. The program advisor will assist the D.B.H. student from admissions to graduation and will provide support throughout the vital points of the program.

Admission to Candidacy

Admission to the D.B.H. degree program is preliminary to, and distinct from, "Admission to Candidacy." "Admission to Candidacy" marks the end of a doctoral student's initial study period. The program has an assessment process by which it pronounces a student is qualified to pursue the D.B.H. and admits him/her as a candidate for the degree.

"Admission to Candidacy" for the D.B.H. degree is a judgment by the D.B.H. faculty and based on student's current academic standing and potential to successfully complete the requirements of the degree program. Students are required to complete the program's qualifying procedures and apply for candidacy at the end of coursework. Candidacy is valid for three calendar years (through the end of the semester in which candidacy expires), unless terminated by the program (for example, "unsatisfactory progress"). A pregnancy, family–leave of absence, or medical–leave of absence

automatically extends the pre-candidacy or candidacy. By admitting the student to candidacy, the D.B.H. program and faculty states its judgment that the student has the knowledge, ability, and motivation to complete the capstone project as well as the oral exam within the applicable time limits.

Students are required to maintain active candidacy through conferral of the doctoral degree. All requirements for the degree must be completed before candidacy expires. Failure to make minimum progress or complete University and program requirements in a timely or satisfactory manner may lead to dismissal.

The student, before the conclusion of the program's time limit, must file a request for extension. Students must complete the Application for Candidacy Extension Form. Extensions require review by the director, faculty, student's doctoral committee, completion of a progress report, a timetable for completion of the capstone project, and any other factors regarded as relevant by those named above. Approval is not guaranteed. Approval is at the program's discretion.

Doctoral Capstone Project

Professional doctoral degrees are distinguished by the completion of a capstone project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The D.B.H. capstone project is an applied scholarly experience that implements the principles of evidence-based practice and transitional science under the guidance of an advisory committee, a faculty mentor/chair, and the Director of the D.B.H. program. Unlike a dissertation, the capstone project may take a number of forms. The theme that links varied capstone project forms is the use of evidence to improve clinical outcomes or to resolve gaps between evidence and implementation in clinical practice.

The capstone project is conceptualized early in the program. The capstone project produces a tangible and deliverable academic product that is derived from the initial residency component and processed throughout the program. Through the capstone project, students demonstrate extensive knowledge of a practice area in combination with advanced clinical skills, program assessment/evaluation, executive leadership, and needed changes within practice, agency, or organization. The capstone project is a significant, evidence-based contribution to behavioral health and existing behavioral health knowledge. It is expected that the project will be of sufficient scholarly and clinical rigor to lead to a publishable product. It is also expected that the project will be of substantial use to the organization, agency, clinic, practice, or setting where the student conducts the project.

Capstone Project Committee. The role of the Capstone Project Committee is to mentor the student in the development and implementation of the capstone project proposal, capstone project, and scholarly manuscript. This will be accomplished by a series of meetings designed to develop, critique, and focus student work. The Capstone Project Committee is expected to provide guidance through the doctoral process and to assist the student to prepare for the capstone project presentation/defense and final draft of the scholarly manuscript. Committee members are expected to regularly communicate with each other and attend (in person) the presentation of the capstone project.

The **committee** consists of five advisors:

1. Director of the D.B.H. program of study.
2. Chair – One D.B.H. faculty member (assigned by the director).
3. Additional doctoral members (with an academic and/or professional doctorate) with expertise and/or interest in the student's project is outlined in FHU's Doctoral Capstone Manual. Students must submit their additional doctoral committee members for approval by the director of the D.B.H. program of study.

Students must use and submit a **Capstone Project Committee Agreement Form** for proper processing and approval of their requested committee members.

Note: Student and committee member's responsibilities, capstone rules and regulations, and writing format are listed in the **FHU's Doctoral Capstone Manual.**

Program Rules and Regulations

The Academic Catalog and D.B.H. Manual contains the basic academic rules and regulations of the University and provides course descriptions for the D.B.H. The program website (https://www.fhu.edu/academics/graduate/counseling/dbh) contains the D.B.H. Manual along with various documents and forms pertaining to the D.B.H. program.

Transfer Courses

Students may petition to have prior doctoral/professional coursework accepted for a course listed within the D.B.H. program of study if the prior coursework is **similar in content and rigor** of the D.B.H. course. A maximum of 6 semester hours will be accepted for transfer hours.

Doctoral Degree in Behavioral Health **60 HOURS**
Program Director: Dr. Michael Cravens

Required Courses:

DBH	700	Residential: Orientation to Doctoral Study	3
DBH	705	Suffering and the Human Condition	3
DBH	710	Bases of Human Behavior	3
DBH	715	United States HealthCare System	3
DBH	720	Advanced Evidence Based Clinical Practice	3
DBH	725	Advanced Clinical, Ethical, and Legal Issues	3
DBH	730	Advanced Clinical Psychopathology	3
DBH	735	Advanced Psychopharmacology	3
DBH	740	Behavioral Healthcare Executive Leadership	3
DBH	745	Evidence Based Treatment for Clinical Practice	3
DBH	750	Complementary and Alternative Behavioral Health Treatment Strategies	3
DBH	755	Integrated Behavioral Healthcare in Medical Settings	3
DBH	760	Behavioral Healthcare Administration I	3
DBH	765	Behavioral Healthcare Administration II	3
DBH	770	Advanced Treatment Strategies for Addictive Disorders	3
DBH	775	Behavioral Health Informatics	3
DBH	780	Advanced Diagnosis and Treatment Planning	3
DBH	785	Behavioral Health and Wellness	3
DBH	790A	Doctoral Capstone Project	2
DBH	790B	Doctoral Capstone Project	2
DBH	790C	Doctoral Capstone Project	2
If Warranted:			(1 hour)
DBH	790D	Extension of Doctoral Capstone Project *(If needed for continuous enrollment)*	1

Department of Education
Dr. Sarah Hartman
Chair; Assistant Professor

Dr. Jeffry Cozzens, *Assistant Professor*
Mrs. Jennifer Creecy, *Instructor*
Dr. Karen Cypress, *Associate Professor*
Dr. Sharen Cypress, Dean; *Associate Professor*
Mrs. Ashley Estes, *Instructor*
Dr. Aarek Farmer, *Assistant Professor*
Dr. Stephen Marvin, *Associate Professor*
Dr. Alesha Northcutt, *Assistant Professor*
Mrs. Shawna Northrop, *Instructor*
Dr. Monte Tatom, *Associate Professor*
Dr. Carol Waymire, *Professor*
Dr. Linda Wright, *Assistant Professor*

Assisting:
Dr. Felicia Bates
Dr. Angela Busbea
Dr. Barry England
Dr. Lela Foxx
Dr. Mallory Garrett
Dr. Lovell Hayes
Dr. Mike Johnson
Dr. Lanny Mathews
Dr. William Miller
Dr. Dave Phillips
Dr. Elizabeth Saunders
Dr. Randy Shannon
Dr. Vicky Smith
Dr. Debbie Wiles

Mission

The Department of Education is the unit that provides the necessary professional education courses for Teacher Licensure. Its role and services in the management of teacher education support the institution's commitment to teacher preparation. In June 1982, the National Council for Accreditation of Teacher Education (NCATE) accredited all major professional education programs offered by Freed–Hardeman University. Reaccreditation was granted by NCATE in May 2013.

The Department of Education seeks to prepare its students beyond initial licensure by providing a common core of liberal arts education, an integration of congruent professional courses, guided field experiences, integration of technology into content-specific courses, and a moral commitment to the teaching profession with appropriate continuing assessment in a global democracy built on Christian values.

Organization for Teacher Education

The Dean of the College of Education and Behavioral Sciences oversees the Department of Education. The chair is responsible for the administration of the Teacher Education programs for the University. The Teacher Education Committee is an institution-wide committee that is responsible for the governance of Teacher Education programs. It makes policies and monitors all

aspects of teacher education. Its membership includes: education and other faculty, students, and P–12 practitioners.

Conceptual Framework

The conceptual framework, the foundation of the Teacher Education program, is rooted in FHU's history beginning in 1869. For the past 140 years, the assumed measure of quality teacher preparation has been determined by the teaching performance of the program's graduates.

Teachers produced by the Department of Education are products of the entire institution, not just of the Teacher Education program. As a result, teacher education must: a) consider the elements that compose the American education system (i.e., children, schools, culture, diversity, values), b) proceed through a broad liberal arts core, strong disciplinary and professional preparation, provide systematic inquiry, and c) emphasize the experience component.

Reflective Educators Seeking to Serve

1. **Reflective Educators Seeking to Serve** demonstrate proficiency that enables the application of liberal arts, discipline related, and pedagogical subject matter in planning and implementing instruction.
2. **Reflective Educators Seeking to Serve** participate in service activities that improve the welfare of others as taught and modeled by Jesus Christ.
3. **Reflective Educators Seeking to Serve** apply content and pedagogical knowledge to the teaching and learning process.
4. **Reflective Educators Seeking to Serve** create instructional opportunities especially adapted to the learning styles for diverse learners.
5. **Reflective Educators Seeking to Serve** continually reflect on and evaluate choices and actions to improve instruction through critical self-reflection and inquiry.
6. **Reflective Educators Seeking to Serve** create a supportive learning community in which students assume responsibility for themselves and for one another.
7. **Reflective Educators Seeking to Serve** use effective verbal and nonverbal communications in working with students and media communications that will enhance instruction.
8. **Reflective Educators Seeking to Serve** use technology effectively to enhance student learning and for managing the teaching and learning process.
9. **Reflective Educators Seeking to Serve** know and demonstrate codes of professional ethics and legal responsibilities of P–12 classroom teachers and other school professionals.

Based on the desired performances of Teacher Education students, these assumptions are made:

- A bachelor's degree is the minimum degree required.
- Teacher education graduates must be eligible for Teacher Licensure in Tennessee and other states in the United States.
- Elementary teachers will receive preparation in professional and broad, liberal arts education areas with attention to specialized content.
- Secondary teachers will receive preparation in professional and subject matter specialty areas.
- All teacher education students will have a broad base of studies in liberal arts education.
- Applicants approved for any Teacher Education program will be capable of accomplishing its aims.

Students planning to enter the field of teaching will satisfy the requirements for either the Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree in the discipline of licensure. Persons intending to teach at the elementary level will satisfy a course of study leading to the Bachelor of Science degree in interdisciplinary studies, which is offered through the College of Education and Behavioral Sciences.

Teacher Licensure in Tennessee and most states is available in early childhood education: PreK–3; elementary education: grades K–5; elementary education: middle grades 4–8; and in secondary education: K–8 interventionist, 6–12 interventionist, K–12 comprehensive, art K–12, biology 6–12, business education 6–12, chemistry 6–12, English 6–12, government 6–12, history 6–12, mathematics 6–12, music K–12, physical education (kinesiology) K–12, physics 6–12, psychology 9–12, Spanish PreK–12, speech communication 6–12, and theatre K–12.

REQUIREMENTS FOR MAJORS

Admission to Teacher Education

Any student seeking licensure to teach must:

1. Successfully complete EDU 130 Introduction to Education (with a grade of "C" or better).
2. Earn at least 28 semester hours with an overall GPA of 2.75 (or better).
3. Take the Core Academic Skills for Educators: reading, writing, and math (or be exempt by scoring a minimum of 22 on the Enhanced ACT)*. A minimum passing score in each of the areas of mathematics, reading, and writing is necessary. Remediation for the test is available upon request by the student.
4. Have an up-to-date electronic portfolio approved by the director of field experience.
5. Submit a formal application for admission to Teacher Education.
6. Complete a criminal background check through the Tennessee Bureau of Investigation.
7. Completion of Recommendation Forms by three FHU faculty members.
8. Completion of the Dispositions Assessment by a Department of Education faculty member.
9. Completion of a Self–Dispositions Assessment.
10. Complete interview with the Teacher Education Committee.

**Students wishing to be admitted to the Teacher Education program at FHU must take and pass the Enhanced ACT with a minimum score of 22. If a student cannot pass the Enhanced ACT after taking it a minimum of four times and accounting for superscores across all four attempts, he/she must attempt the Core Academic Skills for Educators: reading, writing, and mathematics at least once. If he/she cannot pass the Core Academic Skills for Educators at least once, then he/she may appeal to the Teacher Education Committee for the opportunity to move forward in being considered a viable applicant in the Teacher Education program. "Conditional Admissions" such as reading, writing, and mathematics remediation, periodically connecting with a tutor and student teaching mentoring may be applicable to a student's full acceptance into the Teacher Education program at FHU.*

In determining admission, consideration will be given to such formal factors as emotional health, intellectual alertness, use of English, and any disability that could hinder an applicant's ability to function effectively as a teacher. Students may not enroll in professional core courses unless they have been admitted to the Teacher Education program or have the approval of the Dean of the College of Education and Behavioral Science.

Admission to Student Teaching

Students must submit an online application for "Admission to Student Teaching" and have an up-to-date electronic portfolio approved by the director of field experience. Applications are available 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. Student teachers must have evidence of liability insurance coverage and must complete an approved background check administered through the Tennessee Bureau of Investigation (TBI). Procedures for obtaining the background check are outlined on the Department of Education website.

Before a student may do student teaching, all other courses with an EDU or RDG prefix and SPE 240 Special Education Foundations must be completed with a minimum grade of "C." Also, the student must have an overall grade point average of at least 2.75 in all coursework and teaching subject-matter endorsements.

During student teaching, we assure that students are placed in the best environments that are conducive to their professional growth. Therefore, the student teacher will not be placed in a school setting where there is a conflict of interest or dual relationship (i.e. parent is an administrator, cooperating teacher is a relative, etc.).

edTPA Policies and Procedures for Student Teachers

"edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience." (Retrieved from http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html on 9/1/2017.)

Completing edTPA Portfolios

All student teachers must complete an edTPA portfolio during their student teaching semester. Student teachers must use the state–approved edTPA handbooks for their specific content areas to complete their edTPA portfolios and submit them through Learning Achievement Tools. Student teachers must pay $300 as a textbook fee to complete the initial edTPA submission at the beginning of the student teaching semester. Student teachers must meet or exceed the Tennessee edTPA score requirement in order to qualify for an initial teaching certificate issued by the state of Tennessee.

Non–Passing edTPA Portfolio Scores

If student teachers do not pass one or more of the three edTPA tasks within their portfolios, their portfolios will undergo review by the edTPA Advisory Committee at FHU. This committee will be comprised of the edTPA Coordinator, the Director of Field Experiences, the Director of the Master of Arts in Teaching program, an undergraduate faculty member, and a graduate faculty member in the College of Education. Student teachers whose edTPA submissions do not satisfy the Tennessee edTPA score requirement will have the opportunity to attempt additional edTPA submissions at their own cost. Student teachers must pay a $100 textbook fee each time they resubmit a task for edTPA scoring. Should student teachers need to retake any tasks that require an additional student teaching semester, they will be required to pay for the additional semester hours for student teaching. If student teachers are required to complete a full retake of the edTPA portfolio, they must pay the full $300 textbook fee and pay for the additional semester hours for student teaching.

Diversity in Student Teaching

The Council for the Accreditation of Educator Preparation (CAEP) emphasizes that diversity must be a pervasive characteristic of any quality preparation program. The Commission expects responsible providers to ensure that candidates develop proficiencies in specific aspects of diversity that appear in the Commission's recommended standards and to embed diversity issues throughout all aspects of preparation courses and experiences. As defined by the CAEP Standards, *diversity is represented among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.* Even geographically bound providers must make use of the diversity available in clinical experiences so that candidates develop generalizable knowledge, skills, and dispositions. Moreover, no single candidate preparing for an education position can reflect, from his or her own location and personal experience, all facets of diversity.

Liberal Arts Education and Licensure Requirements

In most teacher education curricula, a common core of liberal arts education provides the foundation for specialization. A sequence of professional education courses meets licensure requirements. All students who plan to teach must meet the requirements of the state licensure and certification agency with respect to the concentration of courses in a discipline area to be taught. Each student should work closely with his/her advisor and with the Director of Teacher Education to make sure that requirements for licensure are met. (See the licensure officer to apply for Tennessee Licensure.)

Students must have a minimum 2.75 GPA and the required Praxis Examinations edTPA must be passed before a recommendation will be made for a practitioner teaching license. Praxis tests related to the specific licensure sought must be taken prior to program completion. Since the 2002–2003 academic year, a 100 percent pass rate was achieved by program completers as defined by Title II of the Higher Education Act. Registration materials may be obtained in the Department of Education. Students should plan to take the required tests prior to student teaching and must register well in advance of the test date.

No more than 32 cumulative hours of proficiency, extension, correspondence, and College–Level Examination Program (CLEP) credit shall be accepted in any Teacher Preparation program.

Job–Embedded Practitioner License

The job–embedded practitioner license is a teacher license, valid for three years, that is issued to applicants who hold a bachelor's degree, are enrolled in or have completed a preparation program approved by the State Board of Education, and have verified content knowledge by passing the content area Praxis Exam. The practitioner license may be renewed once.

Students with a bachelor's degree who have not completed a teacher preparation program may be recommended for a job–embedded practitioner license if they have been employed by a Tennessee public school system and meet the requirements below.

In order to be issued a job–embedded practitioner license, the following requirements must be met:

- The applicant must be at least 18 years old.
- At a minimum, the applicant must hold a bachelor's degree from a regionally–accredited college or university.
- The applicant must be enrolled in or have completed an approved educator preparation program and be recommended for licensure by that provider upon completion of the program of study required for the endorsement.
- The applicant must meet all requirements regarding assessments and qualifying scores as specified by State Board of Education rules or policy.

- The applicant must meet requirements in at least one area of endorsement.
- The applicant must ensure that the department has on file official transcripts of all credits earned through an institution of higher education. The transcript must have the school seal and/or a signature of the registrar.
- Applicants to be recommended for the job–embedded practitioner license while completing their program requirements must provide a letter of intent to hire from their school district.
- Once the job–embedded practitioner license has been issued, the applicant will have three years to complete the program of study required for the licensure endorsement and any other Praxis scores required for his/her endorsement.

Applications are submitted through TNCompass by an Educator Preparation Provider on behalf of the candidate.

Exit Requirements (Undergraduate)

1. Complete all courses with an EDU, RDG, or SPE prefix with a grade of "C" or better.
2. Complete one of the approved licensure programs.
3. Complete all coursework with a minimum GPA of 2.75.
4. Complete at least 7 hours of Bible courses (BIB 121 The Life of Christ, BIB 122 Acts of Apostles, and BIB 346 Foundations of Faith or BIB 446 Christian Evidences) and HUM 495 Values in Human Thought and Action.
5. Complete student teaching successfully.
6. Complete appropriate Dispositions Assessments.
7. Complete at least two semesters and earn at least 33 semester hours from FHU, including at least 24 of the last 33 applicable to degree.

Freed–Hardeman University is obligated to maintain compliance with all licensure requirements, as established by the Tennessee Department of Education (TDOE). The TDOE may change licensure requirements as directed by the appropriate oversight commission at any given time. Freed–Hardeman University will make appropriate modifications to the curriculum based on the directives received by the TDOE. Thus, the course of study is subject to change at any time during the academic year.

B.S. Major in Interdisciplinary Studies **126-127 HOURS**
Concentration: Elementary Education (K–5)
Program Coordinator: Mrs. Shawna Northrop
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:** *Listed in this catalog under Academics: Liberal Arts Core* **Limit III. A. Behavioral Sciences to SOC 241 General Sociology** **Limit III. B. BIO: 100, 105, 110, 111, 112, or 211** **Limit III. C. 1. History to HIS 221 American History I or HIS 222 American History II** **Limit III. C. 2. Critical and Creative Works to Literature (ENG: 225, 226, 235, 236, 245, or 246)** **Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action**	**34 hours**

Table continued…

II.	**Major Requirements:**			**42–43 hours**
	Choose one (1) of the following Fine Arts Courses:			3 hours
	ART	110	Art Appreciation **OR**	(3)
	ART	234	Introduction to Creativity **(W) OR**	(3)
	MUS	110	Music Appreciation **OR**	(3)
	MUS	214	The Development of American Music **OR**	(3)
	THE	160	Introduction to Theatre **OR**	(3)
	THE	265	Acting I	(3)
	Choose one (1) of the following options:			3–4 hours
	PHS	111	Physical Science I **OR**	(3)
	PHS	112	Physical Science II	(3)
	OR:			
	CHE	121	General Chemistry I **WITH**	(3)
	CHE	121L	General Chemistry I Lab	(1)
	Required:			36 hours
	SPA	131	Elementary Spanish I	3
	SPA	132	Elementary Spanish II	3
	PSY	201	Child Development and Lab	3
	MAT	206	The Real Number System	3
	POL	231	American Government	3
	PSY	306	Educational Psychology **(W)**	3
	HUM	320	Diversity in America **(W)**	3
			Humanities Electives (upper-division)	9
			Math & Natural Science Electives	6
III.	**Professional Core for Elementary Education (K–5):**			**45 hours**
	EDU	130	Introduction to Education **(W)**	3
	SPE	240	Special Education Foundations **(W)**	3
	EDU	315	Children's Literature **(W)**	3
	Must be admitted to Teacher Education to take the following:			
	EDU	250	Professional Reflective Seminar I	1
	EDU	320	Technology in the Classroom	3
	EDU	325	Teaching Strategies PreK–3	3
	EDU	327	Tests and Measurements	3
	EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
	EDU	350*	Professional Reflective Seminar II	1
	EDU	428*	Classroom Management	2
	EDU	430*	Educational Methods, Strategies, and Techniques, Elementary	3
	RDG	324	Teaching Literacy in the Elementary and Middle Schools and Practicum	4
	Must be admitted to Student Teaching to take the following:			
	EDU	445	Student Teaching, Elementary	12
	EDU	450	Professional Reflective Seminar III	1

Table continued…

IV.	Additional Required Courses:			5 hours
	HEA	216	Personal Health	3
	HEA	217	First Aid and CPR **OR**	2
			Red Cross Training	(2)

**These courses must be taken the semester prior to Student Teaching.*

B.S. Major in Interdisciplinary Studies **126–132 HOURS**
Concentration: Middle Grades Education (6–8)
Program Coordinator: Dr. Sarah Hartman
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**

Listed in this catalog under Academics: Liberal Arts Core
Limit III. A. Behavioral Sciences to SOC 241 General Sociology
Limit III. B. BIO: 100, 105, 110, 111, 112, or 211
Limit III. C. 1. History to HIS 221 American History I or HIS 222 American History II
Limit III. C. 2. Critical and Creative Works to Literature (ENG: 225, 226, 235, 236, 245, or 246)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Major Requirements in Arts and Humanities: **42–43 hours**

Choose one (1) of the following Fine Arts courses:			3 hours
ART	110	Art Appreciation	(3)
ART	234	Introduction to Creativity **(W)**	(3)
MUS	110	Music Appreciation	(3)
MUS	214	The Development of American Music	(3)
THE	160	Introduction to Theatre	(3)
THE	265	Acting I	(3)
Choose one (1) of the following options:			3–4 hours
PHS	111	Physical Science I **OR**	(3)
PHS	112	Physical Science II	(3)
OR:			
CHE	121	General Chemistry I **WITH**	(3)
CHE	121L	General Chemistry I Lab	(1)
Required:			36 hours
SPA	131	Elementary Spanish I	3
SPA	132	Elementary Spanish II	3
PSY	201	Child Development and Lab	3
MAT	206	The Real Number System	3
POL	231	American Government	3
PSY	306	Educational Psychology **(W)**	3
HUM	320	Diversity in America **(W)**	3
		Humanities Electives (upper-division)	9
		Math & Natural Science Electives	6

Table continued…

	Students MUST choose one (1) of the following options: ***(Some of the courses listed within each option are already Included in the Liberal Arts Core and/or the Major Requirements listing.)***			**6–12 hours**
	Option A:	ENG: 101, 102, 225, 235, and 305		(6)
	Option B:	BIO 111, BIO 112, PHS 111, PHS 112, and six (6) hours of upper-division BIO or PHS		(10)
	Option C:	HIS: 111, 112, 221, 222, 424, and POL 231		(12)
	Option D:	MAT: 100, 101, 206, 306, and 235		(6)
III.	**Professional Core for Middle School (6–8):**			**39 hours**
	EDU	130	Introduction to Education **(W)**	3
	SPE	240	Special Education Foundations **(W)**	3
	Must be admitted to Teacher Education to take the following:			
	EDU	250	Professional Reflective Seminar I	1
	EDU	320	Technology in the Classroom	3
	EDU	327	Tests and Measurements	3
	EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
	EDU	350*	Professional Reflective Seminar II	1
	EDU	428*	Classroom Management	2
	EDU	430*	Educational Methods, Strategies, and Techniques, Elementary	3
	RDG	324	Teaching Literacy in the Elementary and Middle Schools and Practicum	4
	Must be admitted to Student Teaching to take the following:			
	EDU	446	Student Teaching, Middle Grades	12
	EDU	450	Professional Reflective Seminar III	1
IV.	**Additional Required Courses:**			**5 hours**
	HEA	216	Personal Health	3
	HEA	217	First Aid and CPR **OR** Red Cross Training	2 (2)

**These courses must be taken the semester prior to student teaching.*

B.S. Major in Special Education **126–127 HOURS**
(K–8 Interventionist; 6–12 Interventionist; K–12 Comprehensive)
Program Coordinator: Dr. Karen Cypress
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements: **34 hours**

Listed in this catalog under Academics: Liberal Arts Core
Limit III. A. Behavioral Sciences to SOC 241 General Sociology
Limit III. B. BIO: 100, 105, 110, 111, 112, or 211
Limit III. C. 1. History to HIS 221 American History I or HIS 222 American History II
Limit III. C. 2. Critical and Creative Works to Literature (ENG: 225, 226, 235, 236, 245, or 246)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Major Requirements: **40–41 hours**

Choose one (1) of the following Fine Arts Courses:			3 hours
ART	110	Art Appreciation	(3)
ART	234	Introduction to Creativity **(W)**	(3)
MUS	110	Music Appreciation	(3)
MUS	214	The Development of American Music	(3)
THE	160	Introduction to Theatre	(3)
THE	265	Acting I	(3)
Choose one (1) of the following options:			3–4 hours
PHS	111	Physical Science I **OR**	3
PHS	112	Physical Science II	(3)
OR:			
CHE	121	General Chemistry I **WITH**	(3)
CHE	121L	General Chemistry I Lab	(1)
Required:			24 hours
POL	231	American Government	3
SPE	240	Special Education Foundations **(W)**	3
SPE	348	Technology and the Special Education Teacher	3
SPE	441	Differentiated Instruction and Intervention	4
SPE	444	Managing Special–Needs Children	4
SPE	447	Assessment in Special Education	4
SPE	448	Consultation with School, Family, and Community	3

Table continued…

	Choose one (1) of the following areas of emphasis:			10 hours
A.	**K–8 Interventionist:**			
	EDU	430	Educational Methods, Strategies, and Techniques, Elementary	(3)
	SPE	347	Practical Applications in Special Education	(3)
	SPE	461	Characteristics and Needs of Exceptional Children I	(4)
	OR:			
B.	**6–12 Interventionist:**			
	EDU	430	Educational Methods, Strategies, and Techniques, Elementary	(3)
	SPE	449	Transitional and Vocational Education	(3)
	SPE	471	Characteristics and Needs of Exceptional Children II	(4)
	OR:			
C.	**K–12 Comprehensive:**			
	EDU	430	Educational Methods, Strategies, and Techniques, Elementary	(3)
	SPE	471	Characteristics and Needs of Exceptional Children II	(4)
	SPE	483	Health and Related Issues	(3)
III.	**Professional Core for Special Education (K–12):**			**34 hours**
	EDU	130	Introduction to Education **(W)**	3
	EDU	315	Children's Literature **(W)**	3
	PSY	201	Child Development and Lab	3
	PSY	306	Educational Psychology **(W)**	3
	Must be admitted to Teacher Education to take the following:			
	EDU	250	Professional Reflective Seminar I	1
	EDU	327	Tests and Measurements	3
	EDU	350	Professional Reflective Seminar II	1
	RDG	324	Teaching Literacy in the Elementary and Middle Schools and Practicum	4
	Must be admitted to Student Teaching to take the following:			
	EDU	448	Student Teaching, K–12	12
	EDU	450	Professional Reflective Seminar III	1
IV.	**Additional Required Courses For Licensure:**			**8 hours**
	MAT	206	Real Number System	3
	HEA	216	Personal Health	3
	HEA	217	First Aid and CPR **OR** Red Cross Training	2 (2)
V.	**Electives (including additional Bible):**			**10 hours**

Requirements for Second Majors in Education

The following second majors are only for those desiring **Teacher Licensure**: B.S. major in education (early childhood) and B.S./B.A. major in education (secondary). They may be taken only as a second major. Liberal arts core requirements must be completed under the student's content major. These students will, therefore, have two majors: 1) the content major, and 2) the education major. The second major cannot be chosen as the only major.

B.S. Major in Education (Early Childhood – PreK–3) 51 HOURS
(Second Major Only)
Program Coordinator: Mrs. Shawna Northrop
(See Behavioral Science's Child and Family Studies for requirements for first major)
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements are met by the content major

II. Second Major Requirements:

EDU	130	Introduction to Education **(W)**	3
EDU	250	Professional Reflective Seminar I	1
EDU	315	Children's Literature **(W)**	3
EDU	320	Technology in the Classroom	3
EDU	325	Teaching Strategies PreK–3	3
EDU	327	Tests and Measurement	3
EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
EDU	350*	Professional Reflective Seminar II	1
EDU	428*	Classroom Management	2
EDU	430*	Educational Methods, Strategies, and Techniques, Elementary	3
EDU	444	Student Teaching, PreK–3	12
EDU	450	Professional Reflective Seminar III	1
HEA	216	Personal Health	3
MAT	206	Real Number System	3
RDG	324	Teaching Literacy in the Elementary and Middle Schools and Practicum	4
SPE	240	Special Education Foundations **(W)**	3

**These courses must be taken the semester prior to student teaching.*

B.A./B.S. Major in Education (Secondary) **38 HOURS**
(Second Major Only)
Program Coordinator: Mrs. Jennifer Creecy
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Liberal Arts Core Requirements are met by the content major

II. Second Major Requirements

EDU	130	Introduction to Education **(W)**	3
EDU	250	Professional Reflective Seminar I	1
EDU	320	Technology in the Classroom	3
EDU	327	Tests and Measurement	3
EDU	350*	Professional Reflective Seminar II	1
EDU	428*	Classroom Management	2
EDU	431A*	Educational Methods, Strategies, and Techniques, Secondary English **OR**	3
EDU	431B*	Educational Methods, Strategies, and Techniques, Secondary Mathematics **OR**	(3)
EDU	431C*	Educational Methods, Strategies, and Techniques, Secondary Social Studies **OR**	(3)
EDU	431D*	Educational Methods, Strategies, and Techniques, Secondary Science **OR**	(3)
EDU	431E*	Educational Methods, Strategies, and Techniques, K–12 Content Areas	(3)
EDU	447	Student Teaching, Secondary **OR**	12
EDU	448	Student Teaching, K–12	(12)
EDU	450	Professional Reflective Seminar III	1
PSY	306	Educational Psychology **(W)**	3
RDG	321	Teaching Secondary School Literacy	3
SPE	240	Special Education Foundations **(W)**	3

**These courses must be taken the semester prior to student teaching.*

REQUIREMENTS FOR EMPHASES

Elementary Education Subject Matter Emphasis

Students planning to seek Elementary Licensure must complete the Professional Core as outlined by the College of Education and Behavioral Sciences and follow the course of study as outlined in the College of Education and Behavioral Sciences for one of the following majors:

1. B.S. major in Child and Family Studies (Early Childhood PreK–3)
2. B.S. major in Interdisciplinary Studies with a concentration in Elementary Education (K–5)
3. B.S. major in Interdisciplinary Studies with a concentration in Middle Grades Education (6–8)

Secondary Education Subject Matter Emphasis

Students planning to teach at the secondary level must complete the Professional Core as outlined by the Department of Education and follow the course of study specifically designed for that respective licensure area. Secondary Licensure areas include: K–8 interventionist, 6–12 interventionist, K–12 comprehensive, art K–12, biology 6–12, business education 6–12, chemistry 6–12, English 6–12, government 6–12, history 6–12, mathematics 6–12, music K–12, physical education (kinesiology) K–12, physics 6–12, psychology 9–12, Spanish PreK–12, special education K–12, speech communication 6–12, and theatre K–12. For additional information, refer to the section of the catalog that deals with your academic major.

Special Education Subject Matter Emphasis

Students planning to teach children with disabilities must complete the professional core as outlined by the College of Education and Behavioral Sciences and follow the course of study specifically designed for either of the following Licensure area emphases: K–8 Interventionist, 6–12 Interventionist, or K–12 Comprehensive. For additional information, refer to the section of the catalog that deals with your academic major.

Graduate Studies in Education

Dr. Linda Wright
Program Director; Assistant Professor

Master of Arts in Teaching

(Teaching Licensure)

The Master of Arts in Teaching (Teaching Licensure) program consists of 40 hours of coursework and a student-teaching semester of 12 hours.

Purpose. The Master of Arts in Teaching (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–5, PreK–3, and in secondary areas where it is offered by Freed–Hardeman University 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 degree and licensure to teach.

Schedule Overview. Each program participant will be able to earn the M.A.T. degree and meet licensure requirements. Classes are offered online as well as web-conferencing. Some traditional courses are offered on designated Saturdays in the fall and spring semesters.

Admission to Teacher Education Program. At the end of 12 graduate semester hours, those seeking Teaching Licensure must complete the following:

1. Submit an application for admission to 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 3.00 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.

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 3.00 graduate GPA and the required Praxis Examinations must be passed before a recommendation will be made for a traditional teaching license. Praxis tests related to the specific licensure sought must be taken prior to program completion. Registration materials may be obtained online at: www.ets.org. Students should plan to take the required tests prior to student teaching and must register well in advance of the test date.

Freed–Hardeman University is obligated to maintain compliance with all licensure requirements, as established by the Tennessee Department of Education (TDOE). The TDOE may change licensure requirements as directed by the appropriate oversight commission at any given time. Freed–Hardeman University will make appropriate modifications to the curriculum based on the directives received by the TDOE. Thus, the course of study is subject to change at any time during the academic year.

M.A. in Teaching (Teaching Licensure)				**52 HOURS**
(Job–Embedded Practitioner License ONLY – 41 Hours				
Program Director: Dr. Linda Wright				
The following courses are required for those seeking PreK–3; K–5; 6–12; and K–12 Art, Music, and P.E. License				
I.	**Required Core for M.A.T. degree:**			**7 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	501	Research Methods	3
	BIB	540	Introduction to Christianity	3
	Required Concentration:			**9–12 hours**
	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)
II.	**Other Courses (required to meet State competencies): (Choose one of the following areas of emphases)**			**21–24 hours**
A.	**PreK–3 License:**			(24 hours)
	EDU	515	edTPA Professional Seminar I	1
	EDU	507A	Practicum in Instructional Strategies, Elementary	3
	EDU	510	Teaching Math Literacy	3
	EDU	511	Teaching Literacy in Elementary and Middle School	3
	EDU	512	Procedures in Classroom Management	3
	EDU	520	Teaching Strategies K–4	3
	EDU	527	Emergent Literacy	3
	EDU	531	edTPA Professional Seminar II	1
	EDU	550	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3

Table continued…

B.	**K–5 License:**			(21 hours)
	EDU	515	edTPA Professional Seminar I	1
	EDU	507A	Practicum in Instructional Strategies, Elementary	3
	EDU	510	Teaching Math Literacy	3
	EDU	511	Teaching Literacy in Elementary and Middle School	3
	EDU	512	Procedures in Classroom Management	3
	EDU	520	Teaching Strategies K–4	3
	EDU	531	edTPA Professional Seminar II	1
	EDU	550	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
C.	**6–12 License; and K–12 Art, Music, and P.E. License:**			(21 hours)
	EDU	515**	edTPA Professional Seminar I	1
	EDU	507B	Practicum in Instructional Strategies, Secondary	3
	EDU	512	Procedures in Classroom Management	3
	EDU	513	Education Law	3
	EDU	521	Teaching Secondary School Literacy	3
	EDU	525	Learning Theory and Principles	3
	EDU	531**	edTPA Professional Seminar II	1
	EDU	550**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
III.	**Student Teaching: (Required Courses for Licensure/Job–Embedded Practitioner License)**			**1–12 hours**
	EDU	524	Enhanced Student Teaching **OR**	(12)
	EDU	597**	Mentoring in the Classroom (Job–Embedded Licensure students only)	(1)

**Not required for PreK–3 Licensure.*
***Required for students hired on a Job–Embedded Practitioner 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 515 edTPA Professional Seminar I, EDU 503 Developmental Psychology, EDU 505 Instructional Theory and Design, EDU 507 Practicum in Instructional Strategies, EDU 508 Foundations in Curriculum, EDU 510 Teaching Math Literacy, EDU 511 Teaching Literacy in Elementary and Middle School, EDU 512 Procedures in Classroom Management, EDU 520 Teaching Strategies K–4, EDU 521 Teaching Secondary School Literacy, EDU 525 Learning Theory and Principles, EDU 527 Emergent Literacy, EDU 531 edTPA Professional Seminar II, EDU 550 Professional Reflection and Planning, and SPE 541 Differentiated Instruction and Intervention as the program requires.
4. Cumulative graduate grade point average of 3.00 or above.
5. Acceptable application to student teaching submitted by the required date.
6. Approval of the Teacher Education Committee.
7. Successful completion of student teaching or job-embedded licensure course.
8. "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. A student must register for student teaching as well. 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 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.

edTPA Policies and Procedures for Job-Embedded Students

"edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience." (Retrieved from http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html on 9/1/2017.)

Completing edTPA Portfolios. Graduate students seeking job-embedded licensure are also required to complete edTPA portfolios. Job-embedded students must use the state-approved edTPA handbooks for their specific content areas to complete their edTPA portfolios and submit them through Learning Achievement Tools. Job-embedded students must pay $300 as a textbook fee to complete the initial edTPA submission before renewing or advancing the teaching license. Job-embedded students must meet or exceed the Tennessee edTPA score requirement in order to qualify for an advanced teaching certificate issued by the state of Tennessee.

Non-Passing edTPA Portfolio Scores. If job-embedded students do not pass one or more of the three edTPA tasks within their portfolios, their portfolios will undergo review by the edTPA Advisory Committee at Freed–Hardeman University. This committee will be comprised of the edTPA Coordinator, the Director of Field Experiences, the Director of the M.A.T. program, an undergraduate faculty member, and a graduate faculty member in the College of Education. Job-embedded students whose edTPA submissions do not satisfy the Tennessee edTPA score requirement will have the opportunity to attempt additional edTPA submissions at their own cost. Job-embedded students must pay a $100 textbook fee each time they re-submit a task for edTPA scoring. If job-embedded students are required to complete a full retake of the edTPA portfolio, they must pay the full $300 textbook fee.

Graduate Studies in Education

Dr. Monte Tatom

Program Director;
Associate Professor

Master of Education in Instructional Technology

(Non–Licensure Program)

The online Master of Education in Instructional Technology program within the College of Education and Behavioral Sciences at Freed–Hardeman University is a combination of courses covering the integration of instructional technology within teaching and learning. The 31–credit hour program (4 terms) is entirely online and designed to provide candidates with the skills to effectively use instructional technology for classrooms, school districts, system, and professional trainings.

Purpose. The Master of Education in Instructional Technology (M.Ed.) is designed specifically for practicing teachers, educational leaders, technology coaches, central office technology directors, and district and school instructional technologists in public and nonpublic schools and school systems. The concentration fosters the development of technology skills utilizing the International Society of Technology in Education (ISTE) Student, Educator, Administrator, and Coaches Standards associated with visionary leadership and change management, coupled with traditional instructional tasks such as goal setting, resource allocation, curriculum management, and analysis of instructional content and design that are within instructional technology. Through self-reflection, analysis, and practical application of technological best practices, master's level candidates will utilize these skills to solve real problems in the workplace. The program focuses on developing educational personnel with the instructional technology knowledge, skills, and dispositions to transform educational organizations by creating online systematic and ongoing professional development programs that emphasize data-driven decision making for improved instruction in schools.

Program Outcome. The successful student will exit the program with the Master of Education in Instructional Technology.

Schedule Overview. The M.Ed. in Instructional Technology is designed to serve non-traditional students. The program is an innovative, flexible program that is delivered completely online. The program allows the non-traditional student to complete the degree while continuing his/her full-time employment. Most specifically, it is designed to develop advanced instructional technology leaders who will meet the academic and accountability needs of schools, school districts, and educational agencies throughout Tennessee. A candidate will be able to use prior learning experience approach in completing five of the seven classes (15 hours) from the Instructional Technology Core. The full length of the program includes: 31 credit hours over four semesters; summer (10), fall (9), spring (6), and summer (6). The candidate may begin the program in any semester after meeting the entrance requirements. EDU 579 Integrative Capstone Seminar/Project will be taken after all other courses have been completed.

M.Ed. Degree in Instructional Technology **31 HOURS**
Online Non–Licensure Track
Program Director: Dr. Monte Tatom

I.	**Foundations Core Curriculum:**			**4 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	501	Research Methods	3
II.	**Instructional Technology Core Curriculum:**			**21 hours**
	EDU	570	Introduction to Instructional Technology	3
	EDU	572	Planning for Instructional Technology	3
	EDU	574	Integrating Web–based Tools in Traditional Learning Environments	3
	EDU	575	Critical Analysis of Instructional Technologies	3
	EDU	576	Online Teaching and Learning: Design and Pedagogy	3
	EDU	577	Administration of Technology Initiatives: Planning, Budgeting, and Evaluation	3
	EDU	578	Multimedia/Hypermedia in Education	3
III.	**Capstone Course:**			**6 hours**
	EDU	579	Integrative Capstone Seminar/Project	6

Note: *The ISTE Technology Director Program Standards and Elements will serve as the foundation for EDU 575, EDU 576, EDU 577, and EDU 579.*

Exit Requirements

Capstone Project. The capstone project is a self-directed project in which candidates collaborate with colleagues within or across grade levels or departments to incorporate technological innovations into their curricula. The candidate will facilitate a bi-monthly Twitter chat with colleagues from the M.Ed. program. The candidate will facilitate three Google+ Hangouts On Air with colleagues from the M.Ed. program. The candidate will contribute monthly to the M.Ed. Instructional Technology Blog. The candidate will conduct a weekly TwitCast sharing technological insights that have been gained throughout the M.Ed. program. The candidate will conduct bi-monthly podcasts sharing technological insights that have been gained throughout the M.Ed. program. Throughout the seminar, an ePortfolio is built to demonstrate the development, implementation, and outcomes of the project. This is designed as a capstone experience that provides candidates the opportunity to apply previous knowledge and skills gained from other courses in the program. The students will demonstrate in their ePortfolio a clear understanding of the implementation of the International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches in the PreK–12 setting.

Oral Defense. The final examination will be a comprehensive oral defense. This exam will be conducted through a Google+ Hangout On Air. The oral defense will take place during the capstone course. Questions related to their work in the program will test their preparation and ability to synthesize and practically apply information obtained from his/her courses, self-directed study, and project experiences. The purpose of the exam is a checkpoint to assure that students have acquired the critically required skills and knowledge specified in the Instructional Technology program competencies.

A candidate's personal progress can be faster, but his/her pace will be determined by the extent of his/her transfer units, time commitment, and determination to proceed at a faster rate.

Graduate Studies in Education

Dr. Karen L. Cypress
Program Director;
Associate Professor

Master of Arts in Teaching in Special Education

(Teaching Licensure)

The Master of Arts in Teaching in Special Education (Teaching Licensure) degree consists of 42 hours of coursework and a student-teaching semester of 13 hours.

Purpose. The Master of Arts in Teaching in Special Education (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 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 Arts in Teaching degree with a major in special education and licensure to teach.

Schedule Overview. Each program participant will be able to earn the Master of Arts in Teaching degree with a major in special education and 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 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 3.00 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, 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 3.00 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 online at: www.ets.org. Students should plan to take the required tests and must register well in advance of the test date.

M.A. in Teaching in Special Education (Initial Teaching Licensure)				**55 HOURS**
Program Director: Dr. Karen Cypress				
I.	**Required Core:**			**22 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	503	Developmental Psychology	3
	EDU	511	Teaching Literacy in Elementary and Middle School	3
	SPE	541	Differentiated Instruction and Intervention	3
	SPE	544	Managing Special–Needs Children	3
	SPE	547	Assessment in Special Education	3
	SPE	548	Consultation with School, Family, and Community	3
	SPE	578	Technology and the Special Education Teacher	3
II.	**Choose one (1) of the following areas of emphasis:**			**9 hours**
A.	**K–8 Interventionist:**			(9 hours)
	SPE	546	Practical Applications in Special Education	3
	SPE	561	Characteristics and Needs of Exceptional Children I	3
	SPE	565	Techniques and Strategies I	3
B.	**6–12 Interventionist:**			(9 hours)
	SPE	549	Transitional and Vocational Education	3
	SPE	571	Characteristics and Needs of Exceptional Children II	3
	SPE	575	Techniques and Strategies II	3
C.	**Comprehensive:**			(9 hours)
	SPE	571	Characteristics and Needs of Exceptional Children II	3
	SPE	575	Techniques and Strategies II	3
	SPE	583	Health and Related Issues	3
III.	**Additional Courses Required for Licensure:**			**15 hours**
	EDU	515	edTPA Professional Seminar I	1
	EDU	524	Enhanced Student Teaching*	12
	EDU	531	edTPA Professional Seminar II	1
	EDU	550	Professional Reflection and Planning	1

Table continued…

IV.	Additional Courses Required for Degree:			9 hours
	BIB	540	Introduction to Christianity	3
	EDU	501	Research Methods	3
	EDU	505	Instructional Theory and Design	3

**If working on Practitioner License, candidates will take EDU 597 Mentoring in the Classroom, for a one (1) hour credit in lieu of student teaching. Please contact FHU's Licensure Officer, Mrs. Jill Jackson, at (731) 989-6082.*

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 3.00 or above.
5. Acceptable application to student teaching submitted by the required date.
6. Successful completion of edTPA portfolio (if applicable).

Graduate Studies in Education

Dr. Carol Waymire

Program Director; Professor

Master of Education in School Counseling

(Licensure Program)

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. In addition to the competencies required for program approval by the state of Tennessee, those proposed by the American School Counselor Association, the Council for the Accreditation of Counseling, and related educational programs were used in the development of this program.

Students must have a minimum 3.00 graduate GPA, and the required Praxis Examination must be passed before a recommendation will be made for a license in school counseling.

Note: As with other education programs, FHU reserves the right to deny admission to any applicant due to matters of conduct, background, and/or perceived potential as a counselor or educator.

M.Ed. in School Counseling **52 HOURS**
Program Director: Dr. Carol Waymire
Program A – *Program of Studies for individuals who are seeking a master's degree in Education plus Licensure in School Counseling.*

I.	**Required Core:**			**4 hours**
	BIB	540	Introduction to Christianity	3
	EDU	500	Introduction to Graduate Studies	1
II.	**Required Concentration:**			**42 hours**
	EDU	501	Research Methods	3
	EDU	503	Developmental Psychology	3
	EDU	513	Education Law	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	School Counseling Practicum	3
	EDU	538	Assessment for School Counselors	3
	EDU	637	Data Analysis for School Improvement	3
	EDU	642	Advanced Technology for Educators	3
	EDU	665	Organization and Administration of School Counseling	3
	SPE	541	Differentiated Instruction and Intervention	3
	SPE	548	Consultation with School, Family, and Community	3
III.	**Required for Licensure/Initial Licensure:**			**6 hours**
	EDU	695B	Supervised Elementary/Middle Internship	3
	EDU	695C	Supervised Secondary Internship	3

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).

An "IP," or internship in progress, will be given if a student does not complete their internship in the semester it is taken. This grade will remain for two semesters beyond the semester the internship class is taken before turning into an "F" if the internship is not completed. After both internships are completed, the clinical portfolio finished, and School Counseling Praxis Test has been passed, then the student is ready for an exit interview with the Director of School Counseling. If all requirements are completed, the student will then be qualified to apply for licensure through FHU's licensure officer.

Teaching Experience. This program will have as an emphasis in the preparation of licensed teachers to add to their credentials licensure as school counselors. Those who do not have a 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.

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

Licensure in School Counseling **25 HOURS**
Program Director: 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.***

I.	**Individuals new to FHU <u>must</u> complete the following:**			**1 hour**
	EDU	500	Introduction to Graduate Studies	1
II.	**Individuals seeking Licensure in School Counseling, with a M.Ed. and work experience in a PreK–12 educational setting, <u>must</u> complete 18 of the 24 hours of School Counseling curriculum in addition to both internship courses:**			**18 hours**
	EDU	513	Education Law	(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	School Counseling Practicum	(3)
	EDU	538	Assessment for School Counselors	(3)
	EDU	665	Organization and Administration of School Counseling	(3)
III.	**Required for Licensure:**			**6 hours**
	EDU	695B	Supervised Elementary/Middle Internship	3
	EDU	695C	Supervised Secondary Internship	3

**Completion of the School Counseling Licensure <u>will not</u> qualify students for LPC certification.*

Licensure in School Counseling **25 HOURS**
Program Director: Dr. Carol Waymire
Program C – *Program of Studies for individuals who are seeking Licensure in School Counseling and hold a M.S. in Counseling.*

I.	**Individuals new to FHU must complete the following:**			**1 hour**
	EDU	500	Introduction to Graduate Studies	1
II.	**Individuals seeking Licensure in School Counseling, with a M.S. and work experience in a mental health, community, or related counseling setting, must complete 18 of the 24 hours of School Counseling curriculum in addition to both internship courses:**			**18 hours**
	EDU	501	Research Methods	(3)
	EDU	503	Developmental Psychology	(3)
	EDU	537	School Counseling Practicum	(3)
	EDU	637	Data Analysis for School Improvement	(3)
	EDU	642	Advanced Technology for Educators	(3)
	EDU	665	Organization and Administration of School Counseling	(3)
	SPE	541	Differentiated Instruction and Intervention	(3)
	SPE	548	Consultation with School, Family, and Community	(3)
III.	**Required for Licensure:**			**6 hours**
	EDU	695B	Supervised Elementary/Middle Internship	3
	EDU	695C	Supervised Secondary Internship	3

**Completion of the School Counseling Licensure will not qualify students for LPC certification.*

Exit Requirements (Program A, B, or C)

1. Successful completion of identified coursework with a 3.00 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 the comprehensive examination (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.

Graduate Studies in Education

Dr. Linda Wright
Program Director; Assistant Professor

Master of Education in Curriculum and Instruction

(Non–Licensure Program)

The Master of Education (M.Ed.) in Curriculum and Instruction (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 includes 37 hours of coursework. Nineteen 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, instructional technology, or a combination of electives from all of the graduate education programs.

Courses for the M.Ed. in Curriculum and Instruction program are scheduled to enable a student to complete the degree in approximately two years. All courses—core curriculum, elective courses, and capstone courses—are available online.

For students completing the online program who reside in the state of Alabama, please note that state authorization to provide a program related to the preparation of teachers or other P–12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P–12 school system(s) (www.alsde.edu).

As a requirement to graduate, students **must participate** in program-assessment activities scheduled at the beginning, middle, and near completion of their coursework. Currently, these assessment activities consist of securing a Taskstream© (Assessment Management System for Department of Education) account, uploading documents in Taskstream©, and completing surveys and assessments in Taskstream©. The details of this process are initiated when the student enrolls in the program. The program director will serve as the advisor for the program. In order to complete this program, **students must have his/her own computer and a high-speed internet service**. (See the minimum computing requirements section of this catalog.)

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/graduate/education).

M.Ed. Degree in Curriculum and Instruction (Non–Licensure) **37 HOURS**
Program Director: Dr. Linda Wright

I.	**Core Curriculum:**			**19 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	501	Research Methods (Web–Conferencing)	3
	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
II.	**Electives:** **(Choose twelve hours from the following program below or from a combination of programs below)**			**12 hours**
A.	**Curriculum and Instruction:**			
	EDU	512	Procedures in Classroom Management	(3)
	EDU	521	Teaching Secondary School Literacy	(3)
	EDU	525	Learning Theory and Principles	(3)
	SPE	541	Differentiated Instruction and Intervention	(3)
B.	**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)
C.	**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)
III.	**Capstone Courses (to be taken at the end of the program):**			**6 hours**
	EDU	522A	Thesis Research and Planning	3
	EDU	522B	Thesis Preparation and Defense	3

Graduate Studies in Education

Dr. Jeffry A. Cozzens
Program Director;
Assistant Professor

Master of Education in Instructional Leadership and Education Specialist in Instructional Leadership

M.Ed. in Instructional Leadership

The Master of Education (M.Ed.) degree program with a major in Instructional Leadership includes one concentration:

1. Administration and Supervision (Licensure)

Mission Statement

The mission of the Freed–Hardeman University Instructional Leadership Licensure (ILL) Preparation program is to develop instructional leaders who are "Reflective Educators Seeking to Serve." The FHU ILL program's mission is to actively seek opportunities to collaborate, prepare, and develop the next generation of instructional leaders for the P–12 schools of tomorrow.

M.Ed. in Instructional Leadership: Administration and Supervision (Licensure) Concentration

The M.Ed. degree in Instructional Leadership program, with a concentration in Instructional Leadership Licensure (ILL–B), is a 40–hour program consisting of a 19–hour core in Curriculum and Instruction and 21 hours of upper–level Instructional Leadership courses. The Administration and Supervision (Licensure) concentration provides a means for practicing educators to earn a Master of Education (M.Ed.) degree 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 before acceptance. Those who currently hold a master's degree in education have the option of pursuing a licensure–only track. These will be evaluated on an individualized basis.

Admissions Criteria: M.Ed. in Instructional Leadership: Administration and Supervision (Licensure)

The following criteria are required for admission to the M.Ed. degree in Instructional Leadership program with a concentration in Administration and Supervision (Licensure):

1. Submit an application for candidacy in the Office of Graduate Studies.
2. Cumulative graduate GPA of 3.00 or above.
3. Applicants not meeting the 3.00 GPA can apply for "conditional admission" status.
4. Three years of verified teaching experience in either P–12 or higher education.
5. Interview with the director of the program.

Upon acceptance, students must enroll in EDU 601 Foundations of School Administration and Supervision during their first semester.

M.Ed. in Instructional Leadership: Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–B) and enroll in EDU 601 Foundations of School Administration and Supervision will complete the following process:

1. While enrolled in EDU 601 Foundations of School Administration and Supervision, students will be interviewed by one full-time P–12 instructional leader and an FHU ILL faculty member. Interview questions will be aligned to the following areas:
    a. Implementation of innovative learning strategies in their classrooms.
    b. Evidence of good communications, human relations, and organizational skills.
    c. Use of student data and work samples to make instructional decisions.
    d. Demonstration of high ethical standards.
2. Each student will present a portfolio demonstrating his/her potential as an instructional leader. In accordance with the 2015 Tennessee Learning Centered Leadership Policy, aspiring instructional leaders will present a portfolio that includes artifacts as follows:
    a. Latest composite teacher evaluations to include Tennessee Department of Education TVAAS scores. Candidates from out-of-state or teaching at an independent school will submit their latest composite professional evaluation for assessment by the program director.
    b. Current Professional Development Plan.
    c. Evidence of ability to improve student achievement and also demonstration of leadership in coaching other teachers to raise student achievement.
    d. A personal statement of career goals and how the program would assist the candidate in reaching stated goals.
    e. Evidence of knowledge about curriculum, instruction, and assessment.
    f. Evidence that describes qualities of collaboration, cooperation, and relationship building.
    g. Evidence of challenging students through rigorous, standards-based teaching.
    h. Evidence of integrating technology into daily teaching.
    i. Evidence of working collaboratively on teaching/learning issues with teaching teams.
    j. Evidence of analyzed research applied to practice.
    k. Aspiring instructional leaders will be required to complete an "on-demand" writing sample. This writing sample will be assessed by the Instructional Leadership Candidate Selection Committee.

l. Demonstration of leadership in the larger community, which includes civic and faith-based organizations.

m. Demonstration of the ability to articulate and implement a vision.

n. Evidence of shown commitment to continuous improvement.

M.Ed. Degree in Instructional Leadership **40 Hours**
Concentration in Administration and Supervision (Licensure)
Program Director: Dr. Jeffry A. Cozzens

I.	**Required Core:**			**19 hours**
	BIB	540	Introduction to Christianity	3
	EDU	500	Introduction to Graduate Studies	1
	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	513	Education Law	3
II.	**Administrative Courses*:**			**21 hours**
	EDU	601	Foundations of School Administration and Supervision	3
	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	3
	EDU	637	Data Analysis for School Improvement	3

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

Exit Requirements: M.Ed. in Instructional Leadership: Administration and Supervision (Licensure)

1. Successful completion of the above coursework with a 3.00 GPA and any other requirements for the M.Ed. degree.
2. Completion of all courses within a six–year period. Upon enrolling in EDU 601 Foundations of School Administration and Supervision, ILL candidates will complete an internship proposal. The minimum time for ILL candidates to complete the internship is three semesters. The maximum time to complete the internship is three years.
3. Passage of the Instructional Leadership Praxis (6011).
4. Exit interview with the program 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 in Taskstream©. Completed disposition assessments by the candidate's mentor in all ILL core courses EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement must be completed and submitted to Taskstream© at the

end of each course. The candidate's internship is completed when the ILL candidate has demonstrated the skills of an aspiring school leader by submitting artifacts to the TILS Appraisal Instrument and the documentation associated with the TILS Supplement to Taskstream©. A detailed explanation addressing all aspects of the internship process can be found in the FHU Instructional Leadership Licensure Internship Handbook.

Exception: No more than six (6) hours of the core Instructional Leadership Licensure courses (EDU 601 Foundations of School Administration and Supervision, EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement) may be transferred from a prior institution.

Tennessee Instructional Leader Licensure (TILS) (Licensure Only)

Students with a prior master's degree in education who desire to follow a "licensure only" path to receive the Tennessee Instructional Leader Licensure (ILL–B) must meet the same entrance **and** exit licensure requirements as listed for the M.Ed. degree in Instructional Leadership: Administration and Supervision (Licensure).

Ed.S. in Instructional Leadership

The Education Specialist (Ed.S.) degree program with a major in Instructional Leadership includes two concentrations:

1. Administration and Supervision (Licensure)
2. Teacher Leadership (Non–Licensure)

Ed.S. in Instructional Leadership: Administration and Supervision (Licensure)

The purpose of the Ed.S. degree with a concentration in Instructional Leadership Licensure (ILL) is to prepare school leaders of integrity to meet the instructional and administrative demands of child-centered schooling in a pluralistic society.

The Ed.S. degree with a concentration in Instructional Leadership Licensure is a 39–hour program designed for educator's with an earned master's degree in an education-related area. Prospective Ed.S. students must have three years of P–12 teaching experience and seek Tennessee Instructional Leadership Licensure.

Students desiring to pursue the Ed.S. degree will meet with the ILL Program Director to determine a program of study that reflects the student's professional goals, previous graduate work, and the FHU ILL program requirements.

The Tennessee Department of Education (TDOE) requires all aspiring instructional leaders to complete the requisite coursework and an approved ILL internship. Finally, aspiring instructional leaders must take and pass the Praxis 6011. The FHU licensure officer will assist the aspiring instructional leader in obtaining the ILL–B Licensure.

A maximum of six (6) hours aligned to the Tennessee Instructional Leadership Standards (TILS) can be transferred into the program from other accredited institutions. All transferred ILL core courses (EDU 601 Foundations of School Administration and Supervision, EDU 610 Leadership Theories and Applications, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement) must demonstrate evidence of a field-based practicum while enrolled in the ILL core courses previously identified.

Ed.S. In Instructional Leadership: Teacher Leadership (Non–Licensure)

The purpose of the Ed.S. degree in Instructional Leadership with a Teacher Leadership (Non–Licensure) concentration is to prepare teacher leaders of integrity to assume leadership roles in their schools, districts, and the profession. The form of leadership can be distinguished from, but in tandem with, formal administrative leadership (school leadership).

This Teacher Leadership program is designed to strengthen the leadership skills of professional educators who work in tandem with school administrators to maximize instructional effectiveness. The aim of this program is to prepare teacher leaders of integrity who serve as instructional role models with the capacity to support and influence professional educators in all aspects of P–12 education.

Admissions Criteria: Ed.S. in Instructional Leadership

The following criteria are required for admission to the Ed.S. degree in Instructional Leadership program with a concentration in Administration and Supervision (Licensure) or Teacher Leadership (Non–Licensure).

To be officially admitted to the program, students must successfully meet the following requirements for candidacy; the official declaration of the major:

1. Submit an application to the Office of Graduate Studies.
2. Cumulative graduate GPA of 3.50 or above.
3. Applicants not meeting the 3.50 GPA can apply for "conditional admission" status.
4. Three years of verified teaching experience in either P–12 or higher education.
5. Interview with the director of the program.

Upon acceptance, students must enroll in EDU 601 Foundations of School Administration and Supervision during their first semester.

Ed.S. in Instructional Leadership: Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–B) and enroll in EDU 601 Foundations of School Administration and Supervision will complete the following process:

1. While enrolled in EDU 601 Foundations of School Administration and Supervision, students will be interviewed by one full-time P–12 instructional leader and an FHU ILL faculty member. Interview questions will be aligned to the following areas:
    a. Implementation of innovative learning strategies in their classrooms.
    b. Evidence of good communications, human relations, and organizational skills.
    c. Use of student data and work samples to make instructional decisions.
    d. Demonstration of high ethical standards.
2. Each student will present a portfolio demonstrating his/her potential as an instructional leader. In accordance with the 2015 Tennessee Learning Centered Leadership Policy, aspiring instructional leaders will present a portfolio that includes artifacts as follows:
    a. Latest composite teacher evaluations to include Tennessee Department of Education TVAAS scores. Candidates from out-of-state or teaching at an independent school will submit their latest composite professional evaluation for assessment by the program director.
    b. Current Professional Development Plan.
    c. Evidence of ability to improve student achievement and also demonstration of leadership in coaching other teachers to raise student achievement.
    d. A personal statement of career goals and how the Preparation program would assist the candidate in reaching stated goals.
    e. Evidence of knowledge about curriculum, instruction, and assessment.

f. Evidence that describes qualities of collaboration, cooperation, and relationship building.

g. Evidence of challenging students through rigorous, standards-based teaching.

h. Evidence of integrating technology into daily teaching.

i. Evidence of working collaboratively on teaching/learning issues with teaching teams.

j. Evidence of analyzed research applied to practice.

k. Aspiring instructional leaders will be required to complete an "on-demand" writing sample. This writing sample will be assessed by the Instructional Leadership Candidate Selection Committee.

l. Demonstration of leadership in the larger community, will include civic and faith-based organizations.

m. Demonstration of the ability to articulate and implement a vision.

n. Evidence of shown commitment to continuous improvement.

Ed.S. In Instructional Leadership: Teacher Leadership (Non–Licensure)

Students who elect to pursue the Teacher Leadership (Non–Licensure) concentration will enroll in EDU 601 Foundations of School Administration and Supervision during their first semester.

Ed.S. Degree in Instructional Leadership Concentration in Administration and Supervision (Licensure) Program Director: Dr. Jeffry A. Cozzens			**39 HOURS**
EDU	601	Foundations of School Administration and Supervision	3
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 Licenser Internship	3
EDU	630	Professionalism and Ethics	3
EDU	637	Data Analysis for School Improvement	3
EDU	642	Advanced Technology for Educators	3
EDU	670A	Advanced Educational Research Design I	3
EDU	670B	Advanced Educational Research Design II	3
EDU	671A	Quantitative Statistics Applied to Social Science Research I	3
EDU	672	Qualitative Methods Applied to Social Science Research	3

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

Exit Requirements: Ed.S. in Instructional Leadership: Administration and Supervision (Licensure)

1. Successful completion of the above coursework with a 3.50 GPA and any other requirements for the Ed.S. degree.

2. Completion of all courses within a six–year period. Upon completion of EDU 601 Foundations of School Administration and Supervision, ILL candidates will complete an internship proposal. The minimum time for all ILL candidates to complete the internship is three semesters. The maximum time to complete the internship is three years.
3. Exit interview with the program 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 in Taskstream©. Completed disposition assessments by the candidate's mentor in all ILL core courses EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement must be completed and submitted to Taskstream© at the end of each course. The candidate's internship is completed when the ILL candidate has demonstrated the skills of an aspiring school leader by submitting artifacts to the TILS Appraisal Instrument and the documentation associated with the TILS Supplement to Taskstream©. A detailed explanation addressing all aspects of the internship process can be found in the FHU Instructional Leadership Licensure Internship Handbook.

Exception: No more than six (6) hours of the core Instructional Leadership Licensure courses (EDU 601 Foundations of School Administration and Supervision, EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement) may be transferred from a prior institution.

Ed.S. Degree in Instructional Leadership **39 HOURS**
Concentration in Teacher Leadership (Non–Licensure)
Program Director: Dr. Jeffry A. Cozzens

EDU	601	Foundations of School Administration and Supervision	3
EDU	620	Administrative Issues in Special Education	3
EDU	630	Professionalism and Ethics	3
EDU	634	Seminar in Multicultural and Diversity Issues in Education	3
EDU	637	Data Analysis for School Improvement	3
EDU	638	Instructional Design and Improvement	3
EDU	639	Development of Professional Learning Communities	3
EDU	642	Advanced Technology for Educators	3
EDU	670A	Advanced Educational Research Design I	3
EDU	670B	Advanced Educational Research Design II	3
EDU	671A	Quantitative Statistics Applied to Social Science Research I	3
EDU	672	Qualitative Methods Applied to Social Science Research	3
EDU	685	Seminar in Professional Development	3

Exit Requirements: Teacher Leadership (Non–Licensure)

1. Successful completion of identified coursework with a 3.50 GPA and other requirements of the Ed.S. degree in Instructional Leadership with a concentration in Instructional Leadership.
2. No more than six (6) semester hours of grades with "C" or lower may be applied towards graduation requirements.
3. Completion of all courses within six (6) calendar years.

Doctor of Education in Instructional Leadership

Dr. Aarek Farmer
Program Director; Assistant Professor

The Doctor of Education (Ed.D.) degree program with a major in Instructional Leadership includes two concentrations:

1. Administration and Supervision (Licensure)
2. Teacher Leadership (Non–Licensure)

Program Purpose and Description

The Doctor of Education (Ed.D.) in Instructional Leadership is supported by two tenets linked to 1) a call by state leaders for increased leadership capacity to better prepare effective school leaders and 2) prior successes of FHU's education programs.

Freed–Hardeman University's Ed.D. program in Instructional Leadership will prepare instructional leaders who will not only lead in management and teaching, but most importantly, will prepare individuals who will become visionary instructional leaders capable of effecting profound change that produces improved student achievement in a supportive environment.

This program is created specifically for practicing teachers, educational leaders, and district and site administrators in public and nonpublic schools and school systems. The degree program fosters the development of leadership skills associated with visionary leadership and change management coupled with traditional instructional tasks such as goal setting, resource allocation, curriculum management, and analysis of instructional content and design. Through self-reflection, analysis, and practical application of best practices, doctoral students will utilize these skills to solve real problems in the workplace. In addition, the program focuses on developing school and teacher leaders with the knowledge, skills, and dispositions to transform educational organizations by creating professional development programs that emphasize data-driven decision making for improved instruction in schools.

Freed–Hardeman University's Ed.D. program is designed to serve non-traditional students. The program is an innovative, flexible program that utilizes the latest technology in its delivery system. The program allows the non-traditional student to complete the degree while continuing his/her full-time employment. Most specifically, it is designed to develop advanced instructional leaders who will meet the academic and accountability needs of schools, school districts, and educational agencies throughout Tennessee. Freed–Hardeman University's program is unique in that it is currently the only Doctorate of Education degree in Instructional Leadership in the state of Tennessee.

Admissions Criteria: Ed.D. in Instructional Leadership

The following criteria are required for admission to the Ed.D. degree in Instructional Leadership program with a concentration in Administration and Supervision (Licensure) or Teacher Leadership (Non–Licensure).

To be officially admitted to the program, students must successfully meet the following requirements for candidacy; the official declaration of the major:

1. Submit an application to the Office of Graduate Studies.
2. Cumulative graduate GPA of 3.50 or above.
3. Applicants not meeting the 3.50 GPA can apply for "conditional admission" status.
4. Three years of verified teaching experience in either P–12 or higher education.
5. Interview with the director of the program.

Upon acceptance, students must enroll in EDU 601 Foundations of School Administration and Supervision during their first semester.

Ed.D. in Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–B) and enroll in EDU 601 Foundations of School Administration and Supervision will complete the following process:

1. While enrolled in EDU 601 Foundations of School Administration and Supervision, students will be interviewed by one full-time P–12 instructional leader and an FHU ILL faculty member. Interview questions will be aligned to the following areas:
    a. Implementation of innovative learning strategies in their classrooms.
    b. Evidence of good communications, human relations, and organizational skills.
    c. Use of student data and work samples to make instructional decisions.
    d. Demonstration of high ethical standards.
2. Each student will present a portfolio demonstrating his/her potential as an instructional leader. In accordance with the 2015 Tennessee Learning Centered Leadership Policy, aspiring instructional leaders will present a portfolio that includes artifacts as follows:
    a. Latest composite teacher evaluations to include Tennessee Department of Education TVAAS scores. Candidates from out-of-state or teaching at an independent school will submit their latest composite professional evaluation for assessment by the program director.
    b. Current Professional Development Plan.
    c. Evidence of ability to improve student achievement and also demonstration of leadership in coaching other teachers to raise student achievement.
    d. A personal statement of career goals and how the Preparation program would assist the candidate in reaching stated goals.
    e. Evidence of knowledge about curriculum, instruction, and assessment.
    f. Evidence that describes qualities of collaboration, cooperation, and relationship building.
    g. Evidence of challenging students through rigorous, standards-based teaching.
    h. Evidence of integrating technology into daily teaching.
    i. Evidence of working collaboratively on teaching/learning issues with teaching teams.
    j. Evidence of analyzed research applied to practice.
    k. Aspiring instructional leaders will be required to complete an "on-demand" writing sample. This writing sample will be assessed by the Instructional Leadership Candidate Selection Committee.

l. Demonstration of leadership in the larger community, which includes civic and faith-based organizations.

m. Demonstration of the ability to articulate and implement a vision.

n. Evidence of shown commitment to continuous improvement.

Ed.D. in Teacher Leadership (Non–Licensure)

Students who elect to pursue the Teacher Leadership (Non–Licensure) concentration will enroll in EDU 601 Foundations of School Administration and Supervision during their first semester.

Dissertation Committees

The committees will guide students through the dissertation process. A committee includes at least three members who have earned doctoral degrees. One individual will serve as the dissertation chair; this person must be a full-time faculty member. Other members of the dissertation committee may come from other disciplines.

Comprehensive Examination

Comprehensive examinations will consist of two examinations:

1. A Leadership Comprehensive Exam
2. A Statistics Comprehensive Exam

The purpose of the examinations is to demonstrate substantial progress in meeting the Student Learning Outcomes of the program. The comprehensive examination includes a written and oral portion.

By passing the comprehensive exam, a candidate demonstrates the readiness and competence needed to complete remaining courses successfully and undertake dissertation–level research and writing. Students must pass both the written and oral portion of the exams before enrolling in: EDU 773, EDU 774, and EDU 775 (Dissertation Seminar I, II, and III).

The Comprehensive Examination Committee will review and score the comprehensive exam. The Comprehensive Examination Committee will consist of those appointed by the program director.

Doctoral students following the Ed.D. in Instructional Leadership: Administration Supervision concentration must at least complete EDU 601 Foundations of School Administration and Supervision, EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement before scheduling their Leadership Comprehensive Exams.

Students following the Ed.D. in Instructional Leadership: Teacher Leadership concentration must at least complete EDU 601 Foundations of School Administration and Supervision, EDU 620 Administrative Issues in Special Education, EDU 634 Seminar in Multicultural and Diversity Issues in Education, EDU 637 Data Analysis for School Improvement, EDU 638 Instructional Design and Improvement, EDU 639 Development of Professional Learning Communities, and EDU 685 Seminar in Professional Development before scheduling their Statistics Comprehensive Exam.

All doctoral students must be enrolled or have completed EDU 671A Quantitative Statistics Applied to Social Science Research I before scheduling their Statistics Comprehensive Exam.

*The Praxis 6011 Exam will serve as the Leadership Comprehensive Exam for doctoral students following the Administration and Supervision concentration will be the Praxis 6011 Exam. For students in the teacher leadership concentration, an FHU-designed Leadership Exam will be utilized. (*The PRAXIS ILLB 6011 can also serve as the Teacher Leadership Examination for students in the Teacher Leadership program, but is not required.)

Research Proposal

The dissertation proposal consists of the first three chapters of the dissertation and will be conducted after the completion of EDU 670B Advanced Educational Research Design II. Students will be encouraged early in the program to begin thinking about an area of research and will be introduced to the elements of the dissertation process through previous coursework and activities.

Work on the dissertation begins in meetings with the student's dissertation chair. The proposal examination may be scheduled during or after the completion of EDU 670B Advanced Educational Research Design II. The focus on the proposal examination will be on the research questions and the research methodology proposed. The Research Proposal Defense Rubric will be used to determine if a student passes the proposal examination. This rubric will be made available to the students.

Dissertation

All students in the Ed.D. program will complete a rigorous, research-based dissertation that integrates theory and research in the study of instructional leadership. The primary goal of the dissertation is to generate knowledge that contributes to the understanding of instructional educational practices, policies, or reforms. The dissertation is a significant scholarly work that uses rigorous, research methods in the study of educational problems and practices and the application of problem-solving strategies. The dissertation is expected to be based on one or more theoretical frameworks and to include a comprehensive review of relevant literature in which the research question or questions are situated. The dissertation typically involves collection of empirical data, qualitative and/or quantitative analysis of these data, interpretation of the findings, a discussion of their significance and implications, and an indication of important areas for action or further study. Outcomes of the Doctoral program will address significant topics related to systemic reform efforts in P–12 schools.

Final Examination: Oral Defense of Dissertation

The student must defend the dissertation in a final, oral examination before the Dissertation Committee. No defense shall be scheduled until the dissertation committee chair and members have signified that in their judgment the dissertation is acceptable and thus warrants a defense and final examination.

The Defense Examination is an important event in that sustained student and faculty effort and critical thinking have gone into the research project. Generally, the Defense Examination consists of two major parts:

- a brief presentation of the purpose(s), method(s) of study, analysis of observations, and synthesis of findings by the candidate, and
- a question-and-answer period involving all members of the examining committee.

All necessary forms for the Ed.D. program can be obtained by contacting the program director.

Ed.D. Degree in Instructional Leadership Administration and Supervision (Licensure) **Program Director: Dr. Aarek Farmer**			**57 HOURS**
			48 hours
EDU	601	Foundations of School Administration and Supervision	3
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 License Internship	3
EDU	621	Advanced Education Leadership	3
EDU	630	Professionalism and Ethics	3
EDU	635	Advanced Legal Issues	3
EDU	637	Data Analysis for School Improvement	3
EDU	642	Advanced Technology for Educators	3
EDU	670A	Advanced Educational Research Design I	3
EDU	670 B	Advanced Educational Research Design II	3
EDU	671A	Quantitative Statistics Applied to Social Science Research I	3
EDU	671B	Quantitative Statistics Applied to Social Science Research II	3
EDU	672	Qualitative Methods Applied to Social Service Research	3
Apply for Candidacy:			**9 hours**
EDU	773	Dissertation Seminar I	3
EDU	774	Dissertation Seminar II	3
EDU	775	Dissertation Seminar III	3
EDU	776	Dissertation Seminar IV	(3)
EDU	777	Dissertation Seminar V	(1)

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

Exit Requirements: Ed.D. in Administration and Supervision (Licensure)

1. Successful completion of the above coursework with a 3.50 GPA and any other requirements for the Ed.D. degree.
2. Completion of all courses within a six–year period. Upon completion of EDU 601 Foundations of School Administration and Supervision, ILL candidates will complete an internship proposal. The minimum time for ILL candidates to complete the internship is three semesters. The maximum time to complete the internship is three years.
3. Exit interview with the program 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 in Taskstream©. Completed disposition assessments by the candidate's mentor in all ILL core courses EDU 610 Leadership Theories and Applications, EDU 611 School Business Management, EDU 612 School and Community Relations, EDU 613 The

Principalship, EDU 614 Instructional Leadership Licensure Internship, and EDU 637 Data Analysis for School Improvement must be completed and submitted to Taskstream© at the end of each course. The candidate's internship is completed when the ILL candidate has demonstrated the skills of an aspiring school leader by submitting artifacts to the TILS Appraisal Instrument and the documentation associated with the TILS Supplement to Taskstream©. A detailed explanation addressing all aspects of the internship process can be found in the FHU Instructional Leadership Licensure Internship Handbook.

4. Completion of the Leadership Comprehensive Examination in Administration and Supervision (Praxis 6011).
5. Completion of the Statistics Comprehensive Examination.
6. Successful written and oral defense of the dissertation.
7. Submission of scholarly article to a peer-reviewed journal.

Ed.D. Degree in Instructional Leadership **Teacher Leadership (Non–Licensure)** **Program Director: Dr. Aarek Farmer**			**57 HOURS**
			48 hours
EDU	601	Foundations of School Administration and Supervision	3
EDU	620	Administrative Issues in Special Education	3
EDU	621	Advanced Education Leadership	3
EDU	630	Professionalism and Ethics	3
EDU	634	Seminar in Multicultural and Diversity	3
EDU	635	Advanced Legal Issues	3
EDU	637	Data Analysis for School Improvement	3
EDU	638	Instructional Design and Improvement	3
EDU	639	Development of Professional Learning Communities	3
EDU	642	Advanced Technology for Educators	3
EDU	670A	Advanced Educational Research Design I	3
EDU	670B	Advanced Educational Research Design II	3
EDU	671A	Quantitative Statistics Applied to Social Science Research I	3
EDU	671B	Quantitative Statistics Applied to Social Science Research II	3
EDU	672	Qualitative Methods Applied to Social Science Research	3
EDU	685	Seminar in Professional Development	3
Apply for Candidacy:			**9 hours**
EDU	773	Dissertation Seminar I	3
EDU	774	Dissertation Seminar II	3
EDU	775	Dissertation Seminar III	3
EDU	776	Dissertation Seminar IV	(3)
EDU	777	Dissertation Seminar V	(1)

Exit Requirements: Ed.D. in Teacher Leadership (Non–Licensure)

1. Successful completion of the above coursework with a 3.50 GPA and any other requirements of the Ed.D. degree.
2. No more than six (6) semester hours of grades with "C" or lower may be applied towards graduation requirements.
3. Completion of all courses within six (6) calendar years.
4. Completion of the Leadership Comprehensive Examination in Teacher Leadership.

5. Completion of the Statistics Comprehensive Examination.
6. Successful written and oral defense of the dissertation.
7. Submission of a scholarly article to a peer-reviewed journal.
    - If students desiring to obtain an Ed.D. in Teacher Leadership (Non–Licensure) do not meet the necessary requirements, they may crossover to the Ed.S. program. Students will then be required to meet all exit requirements within their new program of study.

Required Courses for All Students

Students who have completed an Education Specialist degree at FHU may transfer up to thirty-nine (39) hours of coursework, which they have completed beyond their master's degree. Students who fall under this specific policy will be required to complete the following coursework.

EDU	670A	Advanced Educational Research Design I	3
EDU	671A	Quantitative Statistics Applied to Social Science Research I	3
EDU	672	Qualitative Methods Applied to Social Science Research	3
EDU	773	Dissertation Seminar I	3
EDU	774	Dissertation Seminar II	3
EDU	775	Dissertation Seminar III	3
EDU	776	Dissertation Seminar IV	(3)
EDU	777	Dissertation Seminar V	(1)

Continuous Enrollment for All But Dissertation (ABD) Students

If students have not graduated after completing all coursework, which includes EDU 773, EDU 774, and EDU 775 (Dissertation Seminar I, II, and III), students will be considered "All But Dissertation" (ABD) status. "All But Dissertation" students must maintain continuous enrollment until graduation and must enroll in EDU 776 or EDU 777 (Dissertation Seminar IV and V) to maintain continuous enrollment each **fall, spring, and summer** until graduation. Students must enroll in EDU 776 Dissertation Seminar IV first, as it is a prerequisite to EDU 777 Dissertation Seminar V. Students are still required to complete all **program requirements** within six (6) calendar years.

Honors College
Dr. Jennifer Johnson
Dean; Assistant Professor

Assisting:
Dr. Jim Gardner
Dr. Margaret Payne
Dr. Nathan Warf

Mission

Activities of the Honors College are planned to transcend the boundaries separating the disciplines of academic programs in the other colleges of the University. The Honors College offers talented, motivated students educational opportunities designed to enrich the University experience and to advance progress toward personal, academic, and career goals. Honors courses are designed to prepare students to do independent research, to speak and write effectively, and to reason accurately. These activities, opportunities, and courses together comprise an effective Honors Program that allows its participants to be more successful in educational and professional arenas and to become lifelong learners.

The Focus of Honors at Freed–Hardeman University

Five original purposes were enumerated in documents establishing the Honors Program in 1974:

- Recognize and foster academic excellence and leadership,
- Encourage and assist able students to progress beyond normal course activities,
- Provide opportunities to integrate learning and individual interests,
- Enable students to work more closely with teachers, and
- Promote academic responsibility, independent thinking, and the development of students' initiative to learn and work on their own.

Admission to Honors Program

Students may become participants in the FHU Honors Program in one of three ways:

1. As first semester Honors freshmen selected by application during the prior year. Freshmen are admitted to Honors coursework through an application process completed in the academic year before they enter the University. Interested high school seniors should contact the Honors Office for an application in the year before they plan to enter college. Freshman admission to Honors is competitive, based on standardized-test scores, high school grades, extracurricular activities, letters of reference, and writing samples.
2. As University students who have completed at least one full-time semester of coursework at FHU and who have at least a 3.50 cumulative GPA. These students will receive letters of invitation at the beginning of each semester in which they are eligible.

3. As transfer students from other college honors programs that have at least a 3.50 cumulative GPA. Prior honors coursework completed through another college honors program may count toward the requirements for graduation as an FHU Honors College Scholar or graduation with University Honors.

Students, who are in one of these three categories, may join the FHU Honors Program upon successful completion of the HON 200 Introduction to Honors course. These students will remain members of the Honors Program and will remain eligible for honors coursework as long as they maintain at least a 3.50 cumulative GPA.

Honors Credit

Honors credit hours are earned when a student receives an "H" as a final grade in a course. These credit hours are applied to student transcripts with the grade of "H" –that is "A" with honors. With the exception of HON 150 Honors University Foundations and HON 200 Introduction to Honors, only students who are members of the Honors Program are eligible to receive an "H" grade and thereby earn honors credit hours. Students can earn honors credit hours by receiving an "H" grade in three academic contexts:

1. Course sections reserved for honors students only,
2. Courses offered by other colleges of the University that are contracted for honors credit, and,
3. Honors colloquia, practicums, or seminars.

Honors sections include traditional university courses offered as limited access, limited enrollment sections. Such classes are kept small – no more than 20 students – to allow for active discussion and student-centered learning. Honors contracts allow for students to earn "H" grades by negotiating modified requirements in other courses that are a normal part of their schedule. Colloquia, practicum courses, internships, independent studies, and seminars are provided to enhance the academic program of honors students. In general, these courses provide convenient forums for small-group discussion and presentations that will introduce students to the community of scholars beyond normal classroom experiences.

Students who do not meet standard honors eligibility criteria may be nominated for limited access to honors coursework for traditional grades by deans or department chairs. Also, to accommodate majors in departments offering honors-course sections, non-honors students may be allowed to enroll in honors courses and earn traditional grades.

Admission to the Honors College

Students are eligible to apply for membership to the Honors College if they:

1. Have received at least three honors credit hours at FHU,
2. Have at least a 3.50 cumulative GPA,
3. Have completed less than six semesters as a full-time college student, and
4. Must have at least two additional semesters to complete as a full-time college student before graduation.

To apply for membership in the Honors College, eligible students must complete an application packet through the Honors Office. All students in the Honors College are required to earn at least 18 honors credit hours.

Continuation in the Honors College with good academic standing requires registration for and completion of honors coursework during each semester that the student is enrolled full-time, maintenance of at least a 3.50 cumulative GPA, satisfactory involvement in community service, and adherence to school regulations.

Students who fail to earn an "H" grade during a full-time semester or who fail to maintain at least a 3.50 cumulative GPA will be on probation during the next semester of the academic year. Removal of probation requires successful completion of honors coursework and/or return to the appropriate GPA during the semester of probation. Probation for other reasons such as those associated with school regulations can only be removed with the approval of the Dean of the Honors College.

Failure to remove probation results in suspension from the Honors College and loss of associated privileges. Students suspended from the Honors College may apply for reinstatement after one semester of absence if an "H" grade has been earned and if other changes have been made to satisfactorily address the circumstances of the suspension. Reinstatement requires the approval of the Dean of the Honors College.

Graduation through the Honors College

Students complete their liberal arts core and departmental requirements for graduation in a degree program in one of the other colleges of the University. The additional requirements of the Honors College allow them to graduate as Honors College Scholars or Honors College Scholars with University Honors.

To graduate as an Honors College Scholar requires 18 semester hours of earned "H" grades (that must include one colloquium and one practicum), good standing in the Honors College, and a 3.50 GPA.

To graduate as an Honors College Scholar with University Honors requires 27 semester hours of earned "H" grades (that must include one colloquium, two practicums, an honors seminar, and an honors thesis), good standing in the Honors College, and a 3.50 GPA.

FHU/DICKSON

Mr. Richard McCaskill
Executive Director

Location and Facilities

Freed–Hardeman University operates an off-campus instructional site at the Renaissance Center located at 855 Highway 46 South in Dickson, Tennessee.

Freed–Hardeman University received the Renaissance Center as a gift of property from the Jackson Foundation, Inc. in November 2013. The Jackson Foundation, Inc. created the Renaissance Center in 1999 as part of its mission to inspire excitement about education among both youth and adults. Designed as a fine arts and technology learning center, the $18 million facility includes 110,000 square foot of classroom space, conference rooms, theatre and performance areas, art studios, media and audio production studios, and office spaces.

Today, the Renaissance Center continues its original purpose of inspiring excitement about education among youth and adults by delivering undergraduate and graduate degree programs on-site as well as providing community-outreach programs in music and art that appeal to both youth and adults.

Program Offerings

FHU/Dickson at the Renaissance Center offers programs in conjunction with Nashville State Community College and Columbia State Community College. Students may complete their associates degree at Nashville State and Columbia State, then seamlessly transfer to FHU/Dickson to complete their baccalaureate degree.

The following programs are offered at FHU/Dickson:

Undergraduate Programs:

- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Management
- Bachelor of Science in Nursing
- Bachelor of Interdisciplinary Studies in Elementary Education
- Bachelor of Science in Psychology
- Bachelor of Social Work

Graduate Programs:

Education (Online /Web–Conference)

- Master of Arts in Teaching (Teaching Licensure)
- Master of Arts in Teaching in Special Education (Teacher Licensure)
- Master of Education in Curriculum and Instruction (Non–Licensure, Online Only)
- Master of Education in Instructional Technology (Non–Licensure, Online Only)
- Master of Education in School Counseling (Licensure)
- Master of Education in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Education Specialist in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Education Specialist in Instructional Leadership with a concentration in Teacher Leadership
- Doctor of Education in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Doctor of Education in Instructional Leadership with a concentration in Teacher Leadership

Theology (Online)

- Master of Arts in Ministry
- Master of Arts in New Testament
- Master of Arts in Old Testament
- Master of Arts in Pastoral Care and Counseling
- Master of Divinity

Business (Online)

- Master of Business Administration
- Master of Business Administration in Healthcare

***Some classes are available through web-conferencing, and others require attendance on the Henderson campus.*

Admissions

Admissions criteria for programs offered at FHU/Dickson are contained in the relevant undergraduate and graduate sections of the catalog. Admissions counselors are located at FHU/Dickson and provide one-on-one assistance to answer admission or program questions. Admissions counselors can be contacted by phone at (615) 740-5380 or (615) 740-5399; or by email at: dwalker@fhu.edu.

Dual Admission

FHU/Dickson students have the ability to be dual admitted to both Freed–Hardeman University and Nashville State Community College. "Dual Admission" offers these students a structured, guaranteed pathway to assist in a seamless progression from an associate program directly to a bachelor's program. "Dual Admission" offers enhanced advisement and transition support services to help students as they pursue their degree(s).

Concurrent Enrollment

Freed–Hardeman University along with Nashville State Community College and Columbia State Community College have established an agreement allowing for concurrent enrollment between the

universities. Students who are concurrently enrolled have access to the following facilities and programs offered jointly by the two institutions.

- Advising for proper program and course selection
- Class registration at each institution
- Access to computer laboratories and internet accounts
- Library access
- Student identification cards
- Access to sporting events
- Access to online transcripts with degree plan analysis

Eligibility for Concurrent Enrollment

Students at FHU, Nashville State, or Columbia State may concurrently enroll at both institutions in any given semester. Students may participate in concurrent enrollment, so long as they have been admitted and are in good academic standing with at least one institution.

Ineligibility for Concurrent Enrollment

Students who lose their eligibility to continue in classes at either institution lose their eligibility to participate in concurrent enrollment. Each institution reserves the right to allow students to continue at their respective institution.

Process to Begin Concurrent Enrollment

Any student interested in pursuing concurrent enrollment between FHU, Nashville State, and Columbia State should contact the admissions counselor at FHU/Dickson (Renaissance Center). The counselor will assist in completing all necessary paperwork and registering for courses once accepted.

Reverse Transfer

Students who are concurrently enrolled in FHU and Nashville State Community College or Columbia State Community College will be encouraged to complete their associate degree. Reverse transfer allows students to transfer coursework from FHU back to NSCC to meet requirements for completing their associate degree. To participate in reverse transfer, students must have completed a total of 15 earned credit hours toward an associate degree at NSCC. Additionally, students may need to complete any required exit exams at NSCC in order to receive their degree.

Process for Pursuing a Reverse Transfer

Freed–Hardeman University does participate in the statewide Tennessee Reverse Transfer program. Students who are eligible for this program will automatically be contacted to indicate their interest in pursuing reverse transfer with NSCC. For those students who wish to independently pursue a reverse transfer, written authorization and signatures must be obtained to exchange student academic information between the schools. This is for compliance with the Family Educational Rights and Privacy Act (FERPA). Interested students should contact their counselor at FHU/Dickson (Renaissance Center). His/her contact information is listed below. The counselor will assist students in completing all necessary paperwork.

Library and Learning Resources

Students taking courses at FHU/Dickson may visit FHU's Loden–Daniel Library online at: www.fhu.edu/library. Through this site, students may access the library's electronic catalog, e-books, electronic reference materials, and online journals. Support documents such as online tutorials, online research guides, and library blogs are also available through the library's website.

Students attending FHU/Dickson may request library resources that are only available in print. Scanned copies of articles or book chapters (within copyright limits) may be requested by completing a Request a Scan of Library Material Form located in the Forms and Feedback section on the Library's website (www.fhu.edu/library). Students may also check out print materials and make arrangements for those materials to be delivered to the Renaissance Center by completing an Online Request Form at: www.fhu.edu/library/remoteCampusDelivery.

Academic and Student Support Services

Students taking courses at FHU/Dickson will have access to the academic support services noted in this section. Those services available to students have been identified as being directly available on-site or available indirectly via web-conferencing, telephone, or email. For questions regarding these services, students may contact FHU/Dickson at (615) 444-7597 or (615) 440-2134.

Advising (Availability: On–Site, Web–Conferencing, Telephone, and Email)

On-site advising is available at the point of first–time enrollment, which includes an evaluation of credits transferred, guidance for scheduling of classes, and support for consideration of major declaration, and career guidance. To schedule an initial advising appointment or for general advising questions, students may contact the Office of Admissions for FHU/Dickson at (615) 740-5380 or (615) 740-5399; or by email at: dwalker@fhu.edu.

After initial enrollment, students will be assigned to a program advisor, who maintains office hours in Henderson. During the semester, advisors will also be available by appointment via telephone, email, and web-conference. Program advisors schedule advising times on-site in Dickson prior to each semester's enrollment period.

Cooperative Advising (Availability: On–Site)

FHU/Dickson students participating in "Concurrent Enrollment," "Dual Admission," and/or "Reverse Transfer" have the chance to be advised jointly by both FHU and Nashville State Community College (NSCC). Freed–Hardeman University will allow participating NSCC transfer students to register for FHU courses during the normal enrollment period provided for currently enrolled FHU students based on earned hours. NSCC students will be required to speak with an academic advisor from FHU before registering. Students participating in the program will be encouraged to complete an associate degree at NSCC. Freed–Hardeman University and NSCC will assist students in recognizing courses appropriate for transfer credit.

Computing Services (Availability: On–Site)

Access to computers is available by contacting FHU/Dickson Admissions offices at (615) 740-5380 or (615) 740-5399; or by email at: dwalker@fhu.edu. FHU/Dickson also has a wireless network that is accessible by students.

Disability Services (Availability: On–Site, Web–Conferencing, Telephone, and Email)

FHU/Dickson 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. Students otherwise qualified for admission with a documented disability may contact the Office of Disability Services Coordinator by phone at (800) FHU–FHU1, ext. 6029 or by email at: mellis@fhu.edu. Students are required to provide documentation from an acceptable evaluator in order to receive reasonable accommodations.

The University will review documentation and any requested accommodations. The Office of Disability Services will create an accommodation plan for the student providing reasonable accommodations for the enrolled classes. No accommodation will be provided if it will compromise or alter essential elements of the class curriculum or evaluation standards of a course. This does not, however, guarantee successful completion of a course or a program. Students must cooperate with the University and take responsibility for learning as well as any procedures required for accommodations (i.e., testing procedures). If a student does not follow the proper procedures of

the student's accommodation plan, the plan may be modified. Those with an approved accommodation plan should notify the instructor of any affected class.

Information Technology Support (Availability: Telephone and Email)

The FHU HelpDesk provides information technology support to FHU/Dickson. Students may contact the FHU HelpDesk at: http://helpdesk.fhu.edu or by sending an email to: helpdesk@fhu.edu or by calling (800) FHU–FHU1, ext. 6111 or (731) 989-6111.

Retention and Academic Success (Availability: Web–Conferencing, Telephone, and Email)

The University, through its Academic Success Center, utilizes a proactive undergraduate retention model. Through predictive modeling, real-time data triggers, and referrals, a full-time academic retention coordinator uses a case management approach to leverage University resources necessary to provide active interventions that improve student success and overall retention. The University's retention efforts include undergraduate students who take courses at Dickson. For additional information about the University's retention efforts, students may contact the Academic Success Center at (800) FHU–FHU1, ext. 6060 or (731) 989-6060.

Student Financial Services (Availability: Telephone and Email)

The Office of Student Financial Services is available to provide assistance to students at FHU/Dickson. 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. Financial aid counselors are located at Henderson and are available 8:00 a.m. – 4:30 p.m. each weekday. Students at FHU/Dickson may contact financial aid counselors by calling (800) FHU–FHU1, ext. 6662 or (731) 989-6662 or by sending an email to: finaid@fhu.edu. Scholarships available to undergraduate students who transfer to FHU/Dickson are noted in the following table.

Cumulative GPA	Scholarship per Hour	Net Tuition per Hour
3.50–4.00	$150	$300
3.00–3.49	$100	$350
2.50–2.99	$50	$400
2.00–2.49	$25	$425
<2.00	None	$450

Tutoring (Availability: Web–Conferencing and Email)

Through Freed–Hardeman University's Academic Success Center, tutoring is available, at no cost, to students in the following areas: mathematics, science, and writing. Tutoring for other areas may be set up upon a student's request based on tutor availability for a nominal fee to be paid by the student. To schedule a tutoring appointment or for additional information about the Tutoring Program, students may contact the Academic Success Center at (800) FHU–FHU1, ext. 6060 or (731) 989-6060.

FHU/MEMPHIS

Dr. Aarek Farmer
Academic Director

Location and Facilities

Freed–Hardeman University operates an off-campus instructional site at the Bucy Center located at 5565 Shelby Oaks Drive in Memphis, Tennessee. This 12,000 square foot facility was opened in June 2011 and includes classrooms, offices, and a multi-purpose room. The facility was named in honor of G. C. and Pam Bucy, who were Freed–Hardeman alumni and long-time educators.

Program Offerings

The following graduate programs are offered at FHU/Memphis.

Behavioral Science

- Master of Science in Clinical Mental Health Counseling
- Doctor of Behavioral Health

Education

- Master of Arts in Teaching (Teacher Licensure)
- Master of Arts in Teaching in Special Education (Teacher Licensure)
- Master of Education in Curriculum and Instruction (Non–Licensure, Online Only)
- Master of Education in School Counseling (Licensure)
- Master of Education in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Master of Education in Instructional Technology (Non–Licensure, Online Only)
- Education Specialist in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Education Specialist in Instructional Leadership with a concentration in Teacher Leadership
- Doctor of Education in Instructional Leadership with a concentration in Administration and Supervision (Licensure)
- Doctor of Education in Instructional Leadership with a concentration in Teacher Leadership

Theology (Online)

- Master of Arts in Ministry
- Master of Arts in New Testament
- Master of Arts in Old Testament
- Master of Arts in Pastoral Care and Counseling
- Master of Divinity

Business (Online)

- Master of Business Administration
- Master of Business Administration in Healthcare

Admissions

Admissions criteria for programs offered at FHU/Memphis are contained in this catalog in the Graduate Admissions section. Admissions counselors are located at FHU/Memphis and provide one-on-one assistance to answer admission or program questions. Admissions counselors can be contacted by phone at (800) FHU–FHU1, ext. 6510 or (731) 989-6510 or by email at: gradstudies@fhu.edu.

Library and Learning Resources

Students taking courses at FHU/Memphis may visit FHU's Loden–Daniel Library online at: www.fhu.edu/library. Through this site, students may access the library's electronic catalog, e-books, electronic reference materials, and online journals. Support documents such as online tutorials, online research guides, and library blogs are also available via the library's website.

Students attending FHU/Memphis may request library resources that are only available in print. Scanned copies of articles or book chapters (within copyright limits) may be requested by completing a Request a Scan of Library Material Form located in the Forms and Feedback section on the Library's website (www.fhu.edu/library). Students may also check out print materials and make arrangements for those materials to be delivered to the Bucy Center by completing an Online Request Form at: www.fhu.edu/library/remoteCampusDelivery.

Academic and Student Support Services

Students taking courses at FHU/Memphis will have access to the academic support services noted in this section. Those services available to students have been identified as being directly available on-site or available indirectly via web-conferencing, telephone, or email. For questions regarding these services, students may contact FHU/Memphis at (800) FHU–FHU1, ext. 6510 or (731) 989-6510.

Advising (Availability: On–Site, Web–Conferencing, Telephone, and Email)

After being accepted into a program, students will be assigned to a program advisor. The advisor will evaluate any credits transferred, provide guidance for scheduling of classes, and provide support for career guidance. For this initial consultation only, the education programs are advised on-site at FHU/Memphis. All other programs are advised via web-conferencing, by telephone, or by email. During the semester, advisors will also be available by appointment via telephone, email, and web-conference. Program advisors schedule advising times prior to each semester's enrollment period. To schedule an initial advising appointment or for general advising questions, students may contact the FHU/Memphis admissions counselors by phone at (731) 989-6510 or by email at: gradstudies@fhu.edu.

Computing Services (Availability: On–Site)

A computer lab is available for students at FHU/Memphis. The computer lab provides Internet access, access to current application software, and access to print services. FHU/Memphis also has a wireless network that is accessible by students.

Disability Services (Availability: On–Site, Web–Conferencing, Telephone, and Email)

FHU/Memphis 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. Students otherwise qualified for admission with a documented disability may contact the Office of Disability Services Coordinator by phone at (800) FHU–FHU1, ext. 6029 or by email at: mellis@fhu.edu. Students are required to provide documentation from an acceptable evaluator in order to receive reasonable accommodations.

The University will review documentation and any requested accommodations. The Office of Disability Services will create an accommodation plan for the student providing reasonable accommodations for the enrolled classes. No accommodation will be provided if it will compromise or alter essential elements of the class curriculum or evaluation standards of a course. This does not, however, guarantee successful completion of a course or a program. Students must cooperate with the University and take responsibility for learning as well as any procedures required for accommodations (i.e., testing procedures). If a student does not follow the proper procedures of the student's accommodation plan, the plan may be modified. Those with an approved accommodation plan should notify the instructor of any affected class.

Information Technology Support (Availability: Telephone and Email)

The FHU HelpDesk provides information technology support to FHU/Memphis. Students may contact the FHU HelpDesk at: http://helpdesk.fhu.edu or by sending an email to: helpdesk@fhu.edu or by calling (800) FHU–FHU1, ext. 6111 or (731) 989-6111.

Student Financial Services (Availability: Telephone and Email)

The Office of Student Financial Services is available to provide assistance to students at FHU/Memphis. 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. Financial aid counselors are located at Henderson and are available 8:00 a.m. – 4:30 p.m. each weekday. Students at FHU/Memphis may contact financial aid counselors by calling (800) FHU–FHU1, ext. 6662 or (731) 989-6662; or by sending an email to: finaid@fhu.edu.

COURSE DESCRIPTIONS

Course Prefixes, Disciplines, and Departments

	Discipline	Department
ACA	Academic Studies	Arts and Humanities
ACC	Accounting	Business
ANT	Anthropology	Behavioral Sciences
ART	Art	Fine Arts
BAN	Business Analytics	Business
BIB	Bible	Bible
BIO	Biology	Biological, Physical, and Human Sciences
BPH	Biological, Physical, and Human Sciences	Biological, Physical, and Human Sciences
BUS	Business Administration	Business
CHE	Chemistry	Biological, Physical, and Human Sciences
CIS	Computer and Information Science	Mathematics and Computer Science
CJU	Criminal Justice	Behavioral Sciences
COM	Communication	Communication and Literature
COU	Counseling	Behavioral Sciences
DBH	Doctor of Behavioral Health	Behavioral Sciences
ECO	Economics	Business
EDU	Education	Education
ENG	English	Communication and Literature
ENS	Engineering Science	Biological, Physical, and Human Sciences
FAM	Family Studies	Behavioral Sciences
FIN	Finance	Business
HAD	Healthcare Administration	Nursing
HEA	Health	Biological, Physical, and Human Sciences
HIS	History	History, Philosophy, and Political Studies
HON	Honors	Honors College
HUM	Humanities	Arts and Humanities
JOU	Journalism	Communication and Literature
KIN	Kinesiology	Biological, Physical, and Human Sciences
LDR	Leadership	Business
MAT	Mathematics	Mathematics and Computer Science
MGT	Management	Business
MIS	Management Information Systems	Business
MKT	Marketing	Business
MUS	Music	Fine Arts
NSG	Nursing	Nursing
PEA	Physical Education Activity	Biological, Physical, and Human Sciences
PHI	Philosophy	History, Philosophy, and Political Studies
PHS	Physical Sciences	Biological, Physical, and Human Sciences
POL	Political Science	History, Philosophy, and Political Studies
PSY	Psychology	Behavioral Sciences
RDG	Reading	Education
SOC	Sociology	Behavioral Sciences
SPA	Spanish	Communications and Literature
SPE	Special Education	Education
SWK	Social Work	Behavioral Sciences
THE	Theatre	Fine Arts

ACA Academic Studies

ACA 070. Academic Recovery. (Institutional Credit Only.) 1 hour. F., Sp.

Designed for freshmen who have been placed on academic probation. This course is intended to assist these students in returning to good academic standing. It stresses study skills and time management through intensive advising.

ACA 150. University Foundations. 1 hour. F., Sp.

This course is an orientation to University life and campus resources. It also includes a brief introduction to goal setting, career exploration, study skills, time management, financial planning, and academic program planning. Those in the Honors Program take HON 150 Honors University Foundations.

ACC Accounting

ACC 231. Principles of Accounting I. 3 hours. F., Sp.

Introduction to financial accounting including fundamental accounting relationships, completion of the accounting cycle, internal control, cash, receivables, inventories, fixed assets, payables and payroll accounting.

ACC 233. Principles of Accounting II. 3 hours. F., Sp.

Formation, organization, and operation of partnerships and corporations, financial statement analysis, bonds, statement of cash flows, cost systems, cost-volume-profit analysis and budgeting. Prerequisite: ACC 231 Principles of Accounting I with a grade of "C" or better.

ACC 330. Intermediate Accounting I. 3 hours. F.

In-depth study of accounting theory, practice, and procedures. The course emphasizes the application of theoretical concepts to problem analysis and accounting practice, including preparation and interpretation of financial reports. There is a focus on accounting and disclosure requirements of major asset accounts. Prerequisite: ACC 233 Principles of Accounting II with a grade of "C" or better.

ACC 331. Intermediate Accounting II. 3 hours. Sp.

Continuation of study of accounting theory, practice, and procedures. The course focuses on accounting and disclosure requirements for current and noncurrent liabilities and capital accounts. Prerequisite: ACC 330 Intermediate Accounting I with a grade of "C" or better.

ACC 332. Management Accounting. 3 hours. Offered on sufficient demand.

For non-accounting majors only. The course includes: the practical application of accounting principles to management problems concerning cost behavior and cost flows, profit planning, budgeting, and controls. Prerequisite: ACC 233 Principles of Accounting II with a grade of "C" or better.

ACC 333. Accounting Software Applications. 3 hours. Offered on sufficient demand.

Practical application of the fundamentals of the accounting cycle using QuickBooks accounting software. Continuing realistic cases allow students to understand how accounting information is identified, analyzed, recorded, and utilized. Prerequisite: ACC 231 Principles of Accounting I.

ACC 335. Cost Accounting. 3 hours. Sp.

Study of cost accumulation and allocation for product costing, planning, control, performance evaluation, and decision-making. The accounting for a variety of organizations in both traditional and contemporary operational environments is emphasized. The topics covered in the course include cost of quality; actual, normal, and standard costing; activity-based management and costing; job-order, process, and operation cost systems; absorption and variable costing; cost-volume-profit analysis; relevant costing; and budgeting. Prerequisite: ACC 233 Principles of Accounting II with a grade of "C" or better.

ACC 430. Principles of Taxation I. 3 hours. F.

Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include tax formula, income and deductions, passive activity losses, alternative minimum tax, and tax credits. Emphasis is also placed on tax research and tax planning. Prerequisite: ACC 231 Principles of Accounting I.

ACC 431. Principles of Taxation II. 3 hours. Sp.

A study of taxation relating to property transactions. Concepts and methods of determining federal tax liability of corporations, including S Corporations. An introduction to partnership taxation and federal transfer taxes. Prerequisite: ACC 430 Principles of Taxation I. Same as ACC 531.

ACC 435. Advanced Accounting. 3 hours. Sp.

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

ACC 436. Principles of Auditing I. 3 hours. F.

An introduction to internal and external auditing and audit-related services. The nature and purposes of audit, attestation, assurance, and compilation services are studied. Other topics include reporting, professional ethics, legal liability, engagement planning, materiality and risk assessment, internal control, and operational audits. Prerequisite: ACC 331 Intermediate Accounting II.

ACC 437. Principles of Auditing II. 3 hours. Offered on sufficient demand.

A continuation of ACC 436. Application of audit theory, special topics, and case studies may be utilized. A special emphasis will be given to fraud-related topics. Prerequisite: ACC 436 Principles of Auditing I. Same as ACC 537.

ACC 438. Fraud Examination. Offered on sufficient demand.

An introductory study of how and why fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisites: ACC 231 Principles of Accounting I and ACC 233 Principles of Accounting II or ACC 231 Principles of Accounting I and FIN/FAM 388 Personal and Family Financial Planning. Same as ACC 538.

ACC 439. Seminar in Accounting Theory. 3 hours. Offered on sufficient demand.

An intensive investigation of the history and theory of accounting as discussed in the literature. Authoritative pronouncements will be examined with the emphasis being placed upon theoretical reasoning instead of purely practical application. Prerequisite: ACC 331 Intermediate Accounting II.

ACC 497. Accounting Internship. 1–3 hours. Su., F., Sp.

A practical experience in an accounting environment that enhances academic training received in the classroom. Students are encouraged to seek positions with prospective future employers. Prerequisites: Either ACC 330 Intermediate Accounting I, ACC 335 Cost Accounting, or ACC 430 Principles of Taxation, and junior standing.

ACC 530. Managerial Accounting. 3 hours. F.

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. Prerequisites: ACC 231 Principles of Accounting I and ACC 233 Principles of Accounting II or approved equivalents.

ACC 531. Principles of Taxation II. 3 hours. Sp.

A study of taxation relating to property transactions. Concepts and methods of determining federal tax liability of corporations, including S Corporations. An introduction to partnership taxation and federal transfer taxes. Prerequisite: ACC 430 Principles of Taxation I or approved equivalent. Same as ACC 431.

ACC 537. Principles of Auditing II. 3 hours. Offered on sufficient demand.

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 437.

ACC 538. Fraud Examination. F.

An introductory study of how and why fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisites: ACC 231 Principles of Accounting I and ACC 233 Principles of Accounting II, or ACC 231 Principles of Accounting I and FIN/FAM 388 Personal and Family Financial Planning, or approved equivalents. Same as ACC 438.

ANT Anthropology

ANT 201. General Anthropology. 3 hours. Offered on sufficient demand.

An overview of anthropology that includes the four major subdivisions of anthropology: archeology, physical anthropology, linguistics, and social anthropology.

ANT 202. Cultural Anthropology. 3 hours. Offered on sufficient demand.

A comparative study of culture: social organization, economics, government, education, religion, language, and arts in primitive modern societies.

ART Art

ART 110. Art Appreciation. 3 hours. F., Sp.

An introductory course to acquaint students with the principles of art found in art works of various periods and cultures. A chronological survey of artists and their work is explored emphasizing the elements of art and the processes involved in their production.

ART 120. Drawing I. 3 hours. Sp. Odd years.

A course in studio media and techniques with an emphasis on understanding basic rendering principles.

ART 130. 2–D Design. 3 hours. F., Sp.

The principles, processes, and techniques of design in two dimensional media. Art materials will be purchased by the student. Both computer applications and wet media will be used.

ART 201. Introduction to Photography. 3 hours. F., Sp.

A beginner's overview of photography, an introduction to the photographic process and includes a functional understanding of the camera and photography. This course examines the impact of the medium and the use of photography as a communication tool and an art form. Students must have access to any type of camera.

ART 220. Drawing II. 3 hours. Sp.

A studio drawing course that emphasizes portrait and figure drawing. Prerequisite: ART 120 Drawing I.

ART 230. Digital Graphics Fundamentals. 3 hours. F. 2018.

An introductory course designed to provide students with the fundamentals necessary to effectively use applications widely available in the field of design. Students will become familiar with each program's interface and capabilities through lectures, demonstrations, and projects.

ART 234. Introduction to Creativity. (W) 3 hours. F., Sp.

A course emphasizing the tools, skills, and processes used in creative thinking and creative problem-solving to develop novel and useful ideas. This course includes a significant writing component. Prerequisite: Approval of instructor.

ART 235. Graphic Design I. (W) 3 hours. Sp. 2019.

A course that combines studio work with classroom instruction. Fundamentals of communication through design and basic graphic tools, techniques, and procedures are incorporated with creative problem-solving. This course includes a graphic design history component and a significant writing component. Prerequisites: ART 230 Digital Graphics Fundamentals and ART 234 Introduction to Creativity or permission from the instructor.

ART 240. Painting I. 3 hours. F., Sp. Even years.

An introduction to techniques, composition, and color in painting.

ART 245. Landscape Painting. 3 hours. Offered on sufficient demand.

A studio and on-site painting course that explores landscape painting as a vehicle for personal and cultural expression. A study of master landscape painters is included. Prerequisite: ART 240 Painting I or instructor consent.

ART 250. Ceramics. 3 hours. Offered on sufficient demand.

An introduction to basic ceramic techniques exploring both pottery and sculpture forms.

ART 260. Black and White Photography. 3 hours. Sp.

An introduction to the photographic film process that includes: a functional understanding of the manual single lens reflex (SLR), 35mm camera, 50mm normal lens, and the processing of light-sensitive materials (shooting, developing, and printing of 35mm film). Students must have access to a manual, single-lens, reflex, 35mm camera, with a 50mm normal lens.

ART 270. Digital Photographic Fundamentals. 3 hours. F.

An introductory course designed to provide students with the fundamentals of digital photography necessary to effectively develop an individual voice in photography. This course focuses on digital photography with emphasis given to the operation of digital cameras involved in producing expressive photographs and an introduction to digital techniques.

ART 299A. Raku Ceramics. 3 hours. Offered on sufficient demand.

A studio course that explores how the forms and techniques of traditional Asian pottery has influenced contemporary ceramics. Hand-building techniques, glazing, and firing will be introduced.

ART 299B/399B. Art and Museums. 3 hours. Offered on sufficient demand.

A survey of our civilization's cultural resources and how they are exhibited. Experiences will range from field trips to art museums to discussion of Internet virtual galleries. Cost of travel and/or lodging for trips is additional. May be repeated for credit.

ART 299C/399C. Special Topics in Photography. 3 hours. Offered on sufficient demand.

A seminar in photography that will offer directed guidance for development of individual photographic projects. The student will meet with the instructor for regularly scheduled critiques and discussions.

ART 299E/399E. Special Topics in Art. 3 hours. Offered on sufficient demand.

An in-depth study of special topics in selected fields in the Department of Fine Arts.

ART 304. History of Photography. (W) 3 hours. F. Odd years.

A survey course of photography that explores photography and its relationship to social change, artistic tradition, and the unique capabilities of the medium to document history. This study of the history and appreciation of photography from its beginnings to the present day examines photography as a fine art as well as photojournalism, documentary photography, and photography in mass media. This course includes a significant writing component.

ART 311. Ancient Art. (W) 3 hours. F. Odd years.

A survey of the history and appreciation of visual art from ancient through Byzantine periods with emphasis on the art of Western culture. This course includes a significant writing component.

ART 312. Medieval and Asian Art. (W) 3 hours. F. Even years.

An introduction to the art and historical context of the European Medieval period and of selected Asian cultures. This course includes a significant writing component.

ART 313. Renaissance Art. 3 hours. F. Odd years.

A study of the history and appreciation of visual art from Renaissance through Rococo periods with emphasis on the art of Europe.

ART 314. Modern Art. (W) 3 hours. Sp. Even years.

A study of the history and appreciation of visual art from the Enlightenment through contemporary art with emphasis on the art of Western culture. This course includes a significant writing component.

ART 320. Studio Problems. 3 hours. Offered on sufficient demand.

An exploration of specific problems in media selected by the artist with the aim at developing a personal aesthetic. Includes refinement of techniques and analysis projects that research the sources and goals of the student's work. Prerequisites: ART 220 Drawing II and must have departmental approval. May be repeated for credit.

ART 332. 3–D Design and Sculptural Techniques. 3 hours. Sp.

An introduction to sculptural techniques and imagery of the design process. Emphasis will be placed on sculptural forms, materials, and themes.

ART 336. Illustration. (W) 3 hours. F. Even years.

A course in communication through the development of original illustrations and images, as well as the materials, tools, hardware, software, and techniques used in their preparation. A survey of illustration history and trends, tools, processes, and terminology is also included. This course includes a significant writing component.

ART 337. Graphic Design II. 3 hours. F. 2019.

A course that expands on ART 235 Graphic Design I and offers students the opportunity to work on a comprehensive multi-component design project. Students are expected to demonstrate sophisticated design decisions and appropriate design solutions that demonstrate a high level of expertise and achievement as they develop a specific body of work. Prerequisite: ART 235 Graphic Design I or permission from the instructor.

ART 340. Painting II. 3 hours. F.

A studio course in painting that stresses development of a personal aesthetic. Prerequisite: ART 240 Painting I.

ART 350. Sculpture. 3 hours. Offered on sufficient demand.

An introduction to sculptural concepts with emphasis on form, media, and technique. The development of expressive content is explored in wood, clay, castable media, metal, and mold-making. Prerequisite: ART 232 3–D Design.

ART 355. Art for Children. 3 hours. F.

A course that emphasizes the relationship of theories, methods, and problems in the development of art knowledge, skill, and appreciation among children (grades K–12).

ART 370. Photo Arts. (W) 3 hours. F. Odd years.

A self-directed seminar/critique that allows the student maximum freedom to define and develop directions in personal artistic growth and evolution while receiving guidance and criticism from multiple classmates, faculty, and professional viewpoints. This course includes a significant writing component. This class is recommended prior to ART 470 Senior Photography Project/Portfolio.

ART 380. Printmaking I. 3 hours. F.

Processes of printmaking, including one-of-a-kind and editioned prints. Monoprinting, relief, intaglio, and screen printing are the primary emphases. Prerequisites: ART 120 Drawing I and ART 130 2–D Design or permission from the instructor.

ART 381. Printmaking II. 3 hours. Sp.

An extension of basic printmaking processes with advanced project development. Particular emphasis on large-scale color printing and development of a personal aesthetic. Prerequisite: ART 380 Printmaking I or permission from the instructor.

ART 390, 391. Studio Research in Drawing I and II. 3 hours. F., Sp.

An independent study in the drawing medium. Students will research a single theme to produce a cohesive body of work. Experimentation with various media and techniques is encouraged. Prerequisites: ART 120 Drawing I and ART 220 Drawing II.

ART 397, 497. Senior Internship. 1–9 hours. F., Sp.

A professional field experience under the supervision of an experienced professional carefully selected and approved by the University. Close contact is maintained between the field supervisor and the faculty supervisor. A minimum of 40 clock hours of field activity is required for one credit hour. Grading is conventional as assigned by the faculty supervisor.

ART 399D. Introduction to Digital Art. 3 hours. Offered on sufficient demand.

Students will explore practical and theoretical questions concerning the computer, art, and society. In addition, application of visual design to computer media will be discussed. Students will use these experiences to create a mini-proposal for future scenarios in computer media, art, and society. No text is required; however, tools and materials will need to be purchased by the student.

ART 405. Digital Craft. 3 hours. Sp. Odd years.

Explores the creating of photography using state of the art technology to manipulate images. Explored technologies will include scanners, editing software, various output options, projects in photomontage, layout and image sequencing, development in color calibration, duotones, color separations, and compositing. Prerequisite: ART 270 Digital Photographic Fundamentals.

ART 407. Studio Craft. 3 hours. F. Even years.

Students gain understanding of technical aspects of photography in a studio setting. Exploration of controlled lighting, posing, set creation, still-life photography, as well as exposure to the cutting edge of photography equipment and computer systems. Projects will be designed to create a fine art photograph, an editorial photograph, or a commercial photograph. Prerequisite: ART 270 Digital Photographic Fundamentals.

ART 410. Readings in Art History. (W) 3 hours. Sp. Odd years.

A study of the interrelationship of modern/post-modern works of art and the writings of philosophers, critics, historians, and artists. This course includes a significant writing component. Prerequisite: ART 314 Modern Art or consent of instructor.

ART 440. Painting III. 3 hours. F.

A continuation of ART 340 with emphasis on personal expression in painting. Prerequisite: ART 340 Painting II.

ART 460 A,B,C,D. Senior Exhibit and Seminar. (W) 1–4 hours. Offered on sufficient demand.

An exploration of specific concerns regarding the professional practices of studio artists and specific problems in selected media with a written research project and monthly class meetings culminating into a Capstone Project – a solo exhibition. This course includes a significant writing component. Should be taken during, but not limited to, a final semester of study prior to graduation.

ART 470. Senior Photography Project/Portfolio. 3 hours. Sp.

A course that requires a collection of student photography. Students prepare a minimum of three series of photographs, each series consisting of three or more related images. Three different formats are required for each series: a book presentation, a boxed or loose-leaf portfolio presentation, and a digital presentation. An artist's statement accompanies each series. Should be taken senior year but is not limited to semester of study prior to graduation.

ART 490, 491, 492, 493. Studio Research in 2–D Media I–IV. 3 hours. (490, 491, 493 F., Sp.; and 492 F.)

An independent study in a two–dimensional medium (painting or printmaking). Students will research a single theme to produce a cohesive body of work. Experimentation with various media and techniques is encouraged. Prerequisites: ART 120 Drawing I and ART 220 Drawing II, ART 240 Painting I and ART 340 Painting II, and ART 380 Printmaking I.

ART 495. Capstone Senior Design Project. (W) 3 hours. Sp.

A capstone course to prepare students for work in the field of interactive digital design. Students will complete portfolios and develop a significant digital project. This course includes a significant writing component. Prerequisite: 90 earned hours. Same as CIS 495.

BAN Business Analytics

BAN 225. Quantitative Business Analysis. 3 hours. F., Sp.

A study of quantitative analysis techniques used in business. Topics include probability and statistics, graphical and tabular summaries of data, decision analysis, utility, and game theory, regression analysis, time series analysis, optimization models, and project scheduling. Problem-solving and reporting skills are emphasized. Prerequisite: MAT 235 Introductory Statistics.

BAN 325. Business Analytics. (W) 3 hours. F.

A study of quantitative techniques focused on applied statistical modeling. Topics include probability, hypothesis testing, ANOVA, regression analysis, time series analysis, simulations, and optimization modeling. Problem-solving and reporting skills are emphasized. This course includes a significant writing component. Prerequisites: BAN 225 Quantitative Business Analysis and BUS 254 Business Technology or permission from the instructor.

BAN 425. Advanced Business Analytics. (W) 3 hours. Sp.

A study of quantitative techniques focused on data mining and prediction models. Topics include cleaning and preparing data for analysis, exploratory analyses, training and validation data sets, and classification models. Problem-solving and reporting skills are emphasized. This course includes a significant writing component. Prerequisites: BAN 225 Quantitative Business Analysis and BUS 254 Business Technology or permission from the instructor.

BIB Bible

BIB 110. Survey of the Old Testament. 2 hours. Sp.

A survey of all the books of the Old Testament. The course introduces the student to the basic message of each book, their relation to each other, and their relation to Bible and world history (Text course.)

BIB 111. Genesis. 2 hours. F., Sp.

A thorough textual study of "in the beginning." The course provides the early history of men and nations, including the establishment of the nation of Israel. Emphasis is given to God's creative power and providence in the life of his people. (Text course.)

BIB 112. The Life of Moses. 2 hours. F., Sp.

The study of the books Exodus, Leviticus, Numbers, and Deuteronomy. The course begins with the birth and call of Moses as God's lawgiver, including Israel's exodus from Egypt, the Ten Commandments, and the wilderness wanderings, concluding with the death of Moses on Mount Nebo. (Text course.)

BIB 120. Survey of the New Testament. 2 hours. F.

A survey of all the books in the New Testament. The course introduces the student to the basic message of each book, their relation to each other, and their relations to the Bible and world history. (Text course.)

BIB 121. The Life of Christ. 2 hours. F.

A thorough textual study of the life of Jesus the Christ. Emphasis is given to his virgin birth, his message and ministry, his crucifixion, his resurrection, and his ascension, all leading to a greater awareness of his greatness as the Son of God and Savior of the world. Moral, doctrinal, historical, and practical aspects of the life of Christ are also emphasized. (Text course.)

BIB 122. Acts of Apostles. 2 hours. Sp.

The story of the early church in Acts. Attention is given to cases of conversion, the outstanding personalities in Acts, and the missionary journeys of Paul. This is the missions book of the New Testament. (Text course.)

BIB 130. Personal Evangelism. 3 hours. F., Sp.

Techniques of personal evangelism. Attention is given to preparation for campaigns as well as to personal evangelism in the local church.

BIB 140. Introduction to Christianity. 2 hours. F., Sp.

An overview of God's plan for the church in the world. The exploration of the roots of New Testament Christianity in Judaism, with a focus on its planning, prophecy, beginning, development, and crystallization in various cultures. The Bible is used as the basis of discussion. (Text course.)

BIB 150. Old Testament World. 3 hours. F. Odd years.

An introduction to the Old Testament. Attention is given to geography, peoples, customs, and culture. Background information and location is studied for all major Old Testament events.

BIB 200. Bible Basis of Missions. 3 hours. F., Sp.

A survey of Old Testament and New Testament texts revealing God's plan for world evangelism. Topics addressed include God, mankind, sin, Israel, the nations, Jesus, and the early church. The universal priesthood of believers and their responsibility in carrying out the Great Commission is also emphasized.

BIB 211. Joshua, Judges, Ruth. 2 hours. F.

The history of Israel from its entrance into Canaan until the time of Samuel. The books of Joshua, Judges, and Ruth emphasize God's faithfulness despite Israel's repeated failures to maintain their covenant relationship with him. (Text course.)

BIB 212. The Life of David. 2 hours. Sp.

Exploring the books of 1 and 2 Samuel. This course focuses on the kingship of David and its continuing significance. The reign of Saul provides the introduction and Solomon's conclusion. The greater stress is on David's remarkable career as Israel's most beloved king. (Text course.)

BIB 213. Kings of Israel and Judah. 2 hours. Offered on sufficient demand.

A study of the books of Kings, Chronicles, Ezra, Nehemiah, and Esther. Beginning with the rebellion under Jeroboam, this course addresses the two kingdoms of Israel and Judah and the exilic and post–exilic periods. Outstanding characters include the prophets, Elijah and Elisha, prominent righteous kings of Judah, and the leaders in post–exilic restoration, Ezra and Nehemiah. (Text course.)

BIB 221. Ephesians, Philippians, Colossians, and Philemon. 2 hours. F., Su.

The Roman prison epistles of Paul. Study is made of the greatness of the church and the Christian life. (Text course.)

BIB 222. Thessalonians, Timothy, and Titus. 2 hours. Sp.

The ministry epistles of Paul. Attention is given to the second coming of Jesus in the Thessalonian letters and to the work of elders and evangelists in Paul's personal letters to Timothy and Titus. (Text course.)

BIB 230. Marriage and the Family. 3 hours. F., Sp.

An introduction to the basic principles that are needed in creating a happy and successful marriage and family life. A Biblical perspective is used to consider such topics as sex roles, dating, marriageability, mixed marriages, engagement, sex adjustment, in-law adjustment, financial adjustment, life insurance, divorce, reproduction, family planning, and child rearing. Same as FAM 230.

BIB 231. Preparation and Delivery of Sermons. 3 hours. F., Sp.

Introduction to principles and techniques of preparing and delivering sermons. Logical outlining and effective presentation of various types of sermons are emphasized. Prerequisite: COM 140 Speech Communication. Same as COM 231.

BIB 232. Missionary Principles and Practices. 3 hours. F.

An overview of foundational teachings of missions. Attention is given to personal, spiritual, cultural preparations, and to concerns that are related to the work of the missionary, whether at home or abroad.

BIB 233W. The Christian Woman. 3 hours. F., Sp.

A study of Old and New Testament women. It includes as well a study of the woman's role in the home, church, and society. (This course is for women only.)

BIB 235W. Message Design and Delivery for Women. 3 hours. Sp.

A course on the fundamental principles of Biblical lesson design and delivery for women within the context of Biblical authority. Prerequisite: COM 140 Speech Communication. (This course is for women only.)

BIB 236. Intercultural Communication. 3 hours. Sp. Odd years.

A study of the dynamics of communication across cultural boundaries. Special emphasis will be given to missiological applications. Topics to be considered will include understanding culture, contextualization, preparing culturally appropriate lessons, effective use of translators, and principles for language learning. Prerequisite: COM 140 Speech Communication. Same as COM 236.

BIB 237. Fundamentals of Youth and Family Ministry. 3 hours. F., Sp.

An introduction to the role of the youth minister in the church, organization of the youth program, and activities designed for a youth group.

BIB 238. Biblical Research for Ministry. 3 hours. Offered on sufficient demand.

An introduction to computer and internet resources. This course will allow the student to use scholarly tools with confidence. The class is primarily directed toward the Bible or Youth Ministry major who does not plan to take Greek or Hebrew and the application of these tools to ministry.

BIB 239/339/439. Area Mission Studies. 3 hours. Sp.

A study of the varied aspects of missions in one geographical area (continent). The area of focus will be the one in which the course teacher (usually the missionary-in-residence) has done mission work. Mission principles will be applied to this particular mission field.

BIB 242. Biblical Exegesis. 3 hours. F.

An emphasis on the English–based exegesis of the New Testament. Attention is given to the historical and grammatical features, development of an exegetical method, and detailed exegesis of selected New Testament passages. Prerequisites: BIB 121 Life of Christ and BIB 122 Acts of Apostles.

BIB 250. Church History. 3 hours. F.

A survey of Christianity from the New Testament period to the present. Attention is given to individuals and movements that influenced the religious development of the period, especially the various departures from the New Testament church, the attempts to reform Western Catholicism, the various attempts to unite the reformers, and the forms of Christianity in the modern age.

BIB 261, 262. New Testament Greek I and II. 3 hours each. F., Sp.

An introduction to the fundamentals of New Testament Greek. These courses focus on basic vocabulary, elementary grammar, and rudimentary translation. After completing both courses, students should be prepared to read the Johannine portions of the Greek New Testament.

BIB 263, 264. Elementary Hebrew I and II. 3 hours each. F. Odd years; Sp. Even years.

An introduction to the fundamentals of Biblical Hebrew. These courses focus on basic vocabulary, elementary grammar, and rudimentary translation. After completing both courses students should be prepared to read the narrative portions of the Hebrew Bible. Same as BIB 541, 542.

BIB 290/390/490. Field Work. 1–4 hours. Su., F., Sp.

Opportunities for on-the-job training. Students may earn academic credit in various areas of ministry, including the pulpit, education, youth ministry, and campaign evangelism.

BIB 296/396/496. Field Laboratory. 1–9 hours. Maximum 9 hours.

Opportunities for internship training. Students may earn academic credit under the guidance of a field supervisor in various areas of ministry including local ministry and youth ministry.

BIB 299A/399A. Middle Eastern Cultures. 3 hours. Offered on sufficient demand.

A study of Biblical and historical sites, select archaeological digs, Middle East cultures and customs, geographic influences on ancient and present Middle East civilizations, and related scripture references.

BIB 299C/399C. Intertestamental Period. 3 hours. F.

A background study of the New Testament. This course seeks to present the religious, social, economic, and political situation of the Biblical world during the period 400 B.C to A.D. 100.

BIB 299E/399E. The Problem of Suffering. 3 hours. F.

A study of the question, "Why?" Specifically, "Why does God allow evil, pain, and suffering to occur?" Special attention is directed to (1) The atheist's attempt to disprove the existence of God on the basis of evil and pain, (2) Bible insights for believers, and (3) suggestions for coping with suffering. Same as PHI 299A/399A.

BIB 299G/399G. The Gospel According to John. 2 hours. Sp.

A textual study of "the gospel of belief." The fourth gospel provides an additional portrait of the Christ as the Son of God. (Text course.)

BIB 299L/399L. Campaigns & Short–Term Missions. 3 hours. Offered on sufficient demand.

An overview of short-term evangelism efforts. This is a missions course designed for those interested in less than two–year commitments to a field. Philosophy, methods, and strategies of short-term missions and gospel campaigns is evaluated. Attention is given to the cross-cultural teaching experience, integration of work with the local church, and basic church growth principles.

BIB 299S/399S. Textual Studies in Final Things. 2 hours. Su.

A survey of the Biblical texts relating to the Christian's hope. Millennial theories are considered with emphasis maintained upon the Bible's teaching concerning the second coming, judgment, and eternity. (Text course.)

BIB 299T/399T. Women in Missions. 3 hours. Offered on sufficient demand.

The role of women in mission work. This course emphasizes their activities as teacher, personal worker, wife, and mother in the context of cross-cultural living and serving. Attention is also given to single women in the mission field. (This course is for women only.)

BIB 299W/399W. The Godhead. 3 hours. Su.

A study of the Biblical teachings of the Godhead. This course is also a critical examination of contemporary religious views.

BIB 299X/399X. The Life of Paul. 3 hours. F., Sp.

Taught in the FHU Abroad Program only. A study of the figure of Paul in the New Testament—apostle, Roman citizen, and missionary. Selected passages from Acts of the Apostles and Paul's letters will be examined, along with background material relating to his apostleship to the Gentiles. (Text course.)

BIB 310. Prophets I. 2 hours. F. Even years.

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. (Text course.)

BIB 311. Prophets II. 2 hours. F. Odd years.

Studies from the writings of the exilic and post–exilic prophets: Ezekiel, Daniel, Joel, Obadiah, Zephaniah, Habakkuk, Haggai, Zechariah, and Malachi. Major prophetic themes are emphasized along with the study of the life and the times of the prophets. (Text course.)

BIB 320. I and II Corinthians. 2 hours. Su., F., Sp.

An analysis of Paul's two letters to the Corinthians. Particular attention is given to the application of Christian principles to problems and conditions in the church at Corinth and to current challenges to Christian living. (Text course.)

BIB 321. Romans and Galatians. 2 hours. F., Sp.

An examination of two of Paul's theological treatises. Attention is given to the major themes of the gospel message, salvation, and man's responsibility to God. (Text course.)

BIB 322. Hebrews. 2 hours. F., Sp.

A survey of the life of faith. Attention is given to the greatness of the Christ, the superiority of the gospel over the law, and the need to serve God faithfully. (Text course.)

BIB 329. Biblical Leadership. 3 hours. F.

This course will explore positions and practices of leadership (both positive and negative) from Genesis to Revelation, as well as, recent research on leadership with the goal to identify principles that can be applied to leadership in general and leadership in the church in particular.

BIB 330. Congregational Ministry. 3 hours. F.

The life and work of the preacher. Particular attention is given to the preacher's individual improvement as a servant of Christ and improved service through preaching, teaching, visitation, and guidance.

BIB 331. Organization and Administration of Bible School. 3 hours. Sp.

The principles and techniques used in organizing and administering the educational program of the local church. The relationship that should exist between the elders, preacher, educational director, and membership is considered along with some attention to curriculum building.

BIB 332. History of Missions. 3 hours. F. Odd years.

A survey of mission efforts from the first–century church to the present. This survey will include the mission efforts of the early church as well as those of the Roman Catholic and Protestant churches. Special emphasis is given to mission efforts of churches of Christ since 1900.

BIB 333W. Teaching the Bible to Children. 3 hours. F.

An exploration of teaching skills that conform to Scriptural educational principles. Instructional methods appropriate for teaching Bible stories and concepts to children, lesson planning, preparation, and evaluation will be studied. The student will be responsible for buying some supplies for this course. (This course is for women only.)

BIB 334. Christ of the Covenants. 3 hours. F.

A study of the covenants chronicled in the Bible with emphasis on God's scheme of redemption through Christ. Attention is given to God's covenants with Adam, Noah, Abraham, Moses, David, and Christ.

BIB 335. History of Preaching. 3 hours. Offered on sufficient demand.

A study of the outstanding preachers in the history of Christianity. The course will consist of an examination of their lives, sermons, methods of preparation, and delivery.

BIB 336. Electronic Media Evangelism. 3 hours. Sp. Even years.

This class will explore the use of radio, television, and the internet to teach the Word of God. Students will be trained in delivering sermons and devotional messages through these media outlets and will write and deliver several lessons during the course of the study. The class will include hands-on work in radio and television production studios.

BIB 337. Adolescent Spiritual Development. 3 hours. F.

A study of adolescent development (intellect, personality, morality, spirituality), curriculum development for youth group, how to teach teenagers, and basic "counseling triage."

BIB 338. Urban Church Growth. 3 hours. F. Even years.

A study of the urban world. The course is designed to help ministers and missionaries better understand the complex structure of the large city and provide the skills needed to plant a growing church there.

BIB 340. Logic. 3 hours. Sp. Odd years.

A study of introductory principles of correct thinking. Inductive and deductive methods of reasoning are studied and application is made to Biblical text and religious problems. Same as PHI 340.

BIB 341. Interpreting the Bible. (W) 3 hours. Sp.

A study of the principles and rules that make possible a correct interpretation of the Bible. Attention is given to examples of legitimate interpretation and opportunity is given for application of principles by students. This course includes a significant writing component.

BIB 342. Current Religious Thought. (W) 3 hours. Sp. Odd years.

A study of denominational doctrines in light of Biblical teaching. Emphasis is given to the identity, establishment, and organization of the Lord's church. The course is designed to help the Bible student be more equipped to discuss Biblical teachings with denominational members. This course includes a significant writing component.

BIB 343. Christian Worship. 3 hours. F., Sp.

Examination of the theological and practical basis for the various avenues of worship. This course is designed for those who lead in worship and those who desire to gain more from worship. Prerequisite: Two Bible text courses.

BIB 344. Ethics. 3 hours. Sp. Even years.

A survey of Biblical teaching concerning ethical conduct. Various systems of conduct that oppose Biblical teaching are evaluated in light of the teachings of the Bible. Same as PHI 344.

BIB 345. Contemporary Concerns. (W) 3 hours. F., Sp.

The application of Biblical teaching to the developing questions, issues, trends, and concerns of modern culture. The course will focus on religious and philosophical concerns of the church that Jesus built. This course includes a significant writing component. Prerequisite: 8 hours of earned Bible credit.

BIB 346. Foundations of Faith. 3 hours. Su., F., Sp.

Foundational principles for the development of a personal faith. This course will challenge the student to engage the essentials of the Christian belief in God, the Bible, and Jesus Christ as they impact spiritual formation in our contemporary world.

BIB 347. Systematic Christian Doctrine. (W) 3 hours. F. Odd years.

An introduction and overview of the methods, history, and nature of Christian doctrine. Attention will be given particularly to the nature of God, revelation, humanity, Christ, the church, salvation, and last things with emphasis on the Biblical foundation for each of these theological categories. This course includes a significant writing component.

BIB 348. Spiritual Disciplines for Christian Living. 3 hours. F., Sp.

An introduction to the practical study of the classical spiritual disciplines as found in Scripture. The course will provide academic resources and practical experience in the disciplines with the goal of lifelong spiritual formation. This will be an experiential course in which significant practice of the disciplines will be expected, accompanied by thoughtful reflection on these experiences.

BIB 350. Restoration Theology. 3 hours. Sp.

A study of the principal ideals, doctrines, and religious practices of the American Restoration Movement. Students will critically engage the philosophical and theological core of the movement, beginning with the writings of Thomas Campbell, Alexander Campbell, Barton W. Stone, and Walter Scott, and examine the factors that have affected the unity and diversity of the movement up to the present.

BIB 351. Missionary Anthropology. 3 hours. Sp. Even years.

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

BIB 352. Early Christian Theology. 3 hours. F.

A survey of Christian theology beginning with the Apostolic Fathers (roughly 100 C.E.) and ending with the Council of Chalcedon in 451 C.E. Attention will be given to fundamental developments in Christian self-definition, church organization, scriptural exposition and political engagement throughout the first five centuries of the Christian movement. Same as BIB 590.

BIB 353. Restoration Biography. 3 hours. Offered on sufficient demand.

An exploration of leaders in the Restoration Movement, especially evangelists, educators, and writers. Analysis will distinguish between characteristics of the leaders, what they did, and the impact of their work.

BIB 361. New Testament Greek Readings. 3 hours. F.

An emphasis on translating selected Greek New Testament passages. Attention is given to intermediate Greek grammar, vocabulary building, using the textual apparatus, and application of grammatical principles for interpretation. Prerequisites: BIB 261 New Testament Greek I and BIB 262 New Testament Greek II.

BIB 362. New Testament Greek Exegesis. 3 hours. Sp.

An emphasis on the translation and exegesis of the Greek New Testament. Attention is given to translation, advanced grammatical features, development of an exegetical method, and detailed exegesis of selected New Testament passages. Prerequisites: BIB 261 New Testament Greek I and BIB 262 New Testament Greek II.

BIB 410. Critical Introduction to the Old Testament. (W) 3 hours. F.

The origin, authorship, outline, and religious values of Old Testament books. Thorough study is made of critical problems concerning the Pentateuch, Isaiah, and Daniel. Some attention is given to general introduction to the Old Testament. This course includes a significant writing component.

BIB 412. Psalms and Wisdom Literature. 2 hours. Sp.

Selected portions of the poetical literature of the Old Testament. Attention is given to the moral and religious values to be gained from the study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon. (Text course.)

BIB 420. Critical Introduction to the New Testament. (W) 3 hours. Sp.

The origin, background, authorship, and design of New Testament books. Attention is given to the synoptic problem and to general introduction of the New Testament. This course includes a significant writing component.

BIB 423. James, Peter, John, and Jude. 2 hours. F., Sp.

A study of the books of James, I and II Peter, I, II, and III John, and Jude. Special attention is given to the purpose and content of each book. Moral and religious values of the books are stressed. (Text course.)

BIB 424. Revelation. 2 hours. F., Sp.

An in-depth study of the closing book of the New Testament. Attention is given to its background, various approaches to its interpretation, and a careful reading of the contents. (Text course.)

BIB 432. Seminar in Missions. 3 hours. Sp. Even years.

An overview of the methods used to plant and develop churches. This is a capstone course that builds on information presented in other missions courses. This course will help the student prepare specific plans and strategies for implementation on his/her chosen mission field. Principles of church growth, time-oriented goals, team dynamics, and planting indigenous churches will be some of the topics addressed. Prerequisites: BIB 200 Bible Basis of Missions and BIB 232 Missionary Principles and Practices.

BIB 433. Personal Counseling. 3 hours. F., Sp.

The principles, techniques, and procedures for personal counseling. Relevant scriptural principles are utilized extensively.

BIB 434. Seminar for Bible Majors. (W) 3 hours. F., Sp.

Study, in seminar form, of significant issues and problems of relevance to the Bible major. Content will vary with the group in the seminar. This course includes a significant writing component.

BIB 435. Expository Preaching. 3 hours. Sp. Even years.

An examination of the expository method. Emphasis is placed on preaching from the Bible text; opportunity is given for practice, evaluation, and correction. Prerequisites: BIB/COM 231 Preparation and Delivery of Sermons and BIB 330 Congregational Ministry or permission from the department chair. Same as BIB 529.

BIB 436. Encountering Islam. 3 hours. Offered on sufficient demand.

The history of Islam, the Koran, and basic Muslim doctrines. These teachings will be compared and contrasted with Bible doctrine. This is a study of evangelism among Muslims. Same as BIB 549.

BIB 437. Seminar in Youth and Family Ministry. 3 hours. Sp.

A study of the roles of the family, the church, and the youth minister in the lives of adolescents. The class builds the case for a family-based youth ministry model and gives practical tips on how to support families in a congregational setting. This course discusses the inner-workings of a congregation from the youth and family minister's perspective. The class is also designed to prepare the student for graduation (including interview skills, resume preparation, leadership principles, etc.).

BIB 443. Critical Thinking. 3 hours. Sp. Odd years.

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 445. World Religions. (W) 3 hours. Offered on sufficient demand.

The study of world religions. These include: Hinduism, Buddhism, Confucianism, Shintoism, Zoroastrianism, Judaism, Christianity, and Islam. The origin, historical development, and major doctrines of each religion are studied. This course includes a significant writing component.

BIB 446. Christian Evidences. (W) 3 hours. F., Sp.

An examination of evidences that prove the Christian faith is from God. Attention is given to systems of thought that oppose the Christian faith, and a response to each is offered. The arguments for the existence of God, the inspiration of the Bible, and the deity of Jesus are considered in detail. This course includes a significant writing component.

BIB 452. New Testament World. (W) 3 hours. F. Even years.

Politics, society, culture, philosophies, and religions of the Greco–Roman world of the time of Christ. Attention is given to backgrounds of early Christianity, history and archeology from the 2nd century B.C. to the 2nd century A.D. This course includes a significant writing component.

BIB 495. Values in Human Thought and Action. 3 hours. Su., F., Sp.

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 that the graduate will confront in art, music, literature, economics, science, politics, and other related areas. Prerequisite: Senior standing. Same as HUM 495.

BIB 497. Senior Practicum. 1–9 hours credit.

See Academics: Courses Available in All Departments.

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. Offered on sufficient demand.

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 509. Prophets I: Pre–Exilic. 3 hours. Sp. 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 510. Prophets II: Post–Exilic. 3 hours. Sp. Even years.

Studies in the text of the exilic and post–exilic prophets: Ezekiel, Daniel, Joel, Obadiah, Zephaniah, Habakkuk, Haggai, Zechariah, and Malachi. The cultural and theological impact of the exile is emphasized, along with the historical and theological backgrounds of the prophets.

BIB 511. Seminar in Genesis. 3 hours. F. Odd years.

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. Even 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 514. Seminar in Job. 3 hours. Sp. Odd years.

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 515. The Synoptic Gospels. 3 hours. Sp. Even years.

A systematic study of Matthew, Mark and Luke. In addition to exploring the purpose, life, teaching, death, and resurrection of Jesus; attention will be given to source theories and authorship, issues related to similarities and discrepancies between the accounts, the unique purpose of each account, and application of the story of Jesus to the 21st century world and church.

BIB 516. Seminar in Gospel of John. 3 hours. F. 2020.

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 21st century minister will be emphasized.

BIB 517. I, II Thessalonians and Philippians. 3 hours. F. 2018.

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. 2019

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. Sp. 2019.

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. 2020.

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. Sp. 2021. 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. Offered on sufficient demand.

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 524. Revelation. 3 hours. Short course.

A thorough study of the closing book of the New Testament. Special attention is given to the first–century background, to modern interpretive approaches, and to a careful reading of the book's contents.

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

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

BIB 526. Advanced Homiletics. 3 hours. Sp. 2020.

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. Even years.

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

BIB 528. New Testament World. 3 hours. F. 2018.

Politics, society, culture, philosophies, and religions of the Greco–Roman world of the time of Christ. Attention is given to backgrounds of early Christianity, history and archeology from the 2nd century B.C. to the 2nd century A.D.

BIB 529. Expository Preaching. 3 hours. Sp. Even 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 435.

BIB 530. Inductive Preaching. 3 hours. F. 2020.

A study of the structure and flow of inductive preaching. Attention will be given to developing and presenting lessons which lead audiences to discovery, including narrative, and other plot-oriented structures.

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. Prerequisite: BIB 531 Elementary Greek I.

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. Prerequisites: BIB 531 Elementary Greek I and BIB 532 Elementary Greek 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 Elementary Greek I and BIB 532 Elementary Greek II and BIB 533 Greek Readings.

BIB 535. Family Ministry. 3 hours. F. 2019.

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.

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

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

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

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

BIB 541, 542. Elementary Hebrew I and II. 3 hours each. F. Odd years; Sp. Even years.

An introduction to the fundamentals of Biblical Hebrew. These courses focus on basic vocabulary, elementary grammar, and rudimentary translation. After completing both courses students should be prepared to read the narrative portions of the Hebrew Bible. Same as BIB 263, 264.

BIB 543. Hebrew Readings. 3 hours. Offered on sufficient 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 Elementary Hebrew I and BIB 542 Elementary Hebrew II.

BIB 544. Hebrew Exegesis. 3 hours. Offered on sufficient 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 Elementary Hebrew I and BIB 542 Elementary Hebrew II, and BIB 543 Hebrew Readings.

BIB 545. Christian Leadership. 3 hours. Su.

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

BIB 546. Education Program of the Church. 3 hours. Sp. Odd 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. Su. 2019.

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

BIB 548. Contextualization. 3 hours. Sp. 2020.

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. Offered on sufficient demand.

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. Su. Odd years.

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

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

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

BIB 565 A, B, C. Internship. 3 or 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 student may choose any internship for which the corresponding classroom course has already been completed. The particular church, program, and supervisor must be approved by the course instructor and the Director of the Graduate School of Theology. Approximately 40 hours of preparation, work, and evaluation, exclusive of travel, will be required for each hour of credit. Check with director for availability.

BIB 570. Philosophy of Religion. 3 hours. Su. Even years.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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. Sp. Even years.

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. 2018.

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. Odd years.

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. Sp. 2019. Short Course.

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. Offered on sufficient 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 A, B, C. Thesis. 3 or 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.

BIB 590. Early Christian Theology. 3 hours. F. 2019.

A survey of Christian theology beginning with the Apostolic Fathers (roughly 100 C.E.) and ending with the Council of Chalcedon in 451 C.E. Attention will be given to fundamental developments in Christian self-definition, church organization, scriptural exposition and political engagement throughout the first five centuries of the Christian movement. Same as BIB 352.

BIB 591. History of Reformation Movement. 3 hours. Sp. 2019.

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. 2021.

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. Sp. 2020. 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. F. 2019.

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. F. Even years.

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

BIB 596. Hermeneutics. 3 hours. Su. Even years. Sp. Odd years.

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

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.

BIB 599A,B,C, etc. Topical Seminars.

A study of 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.

BIO Biology

BIO 100. Human Biology. 4 hours. Su., F.

A non-biology major's introduction to the basic structure and function of the human body and human genetics. Areas to which the students are introduced include tissues, organs, and organ systems of the human body and their functions. This course meets for three hours of lecture and three hours of lab each week. This course will not count as credit toward a biology major or minor.

BIO 105. Principles of Conservation Biology. 3 hours. Sp.

A study of conservation biology for both majors and non-majors. Emphasis will be on basic biological concepts that will enable students to appreciate and understand their role within the living world. Topics will include, but are not limited to, scientific method, ecosystems, genetic diversity, extinction, maintaining biodiversity, and human influences on biodiversity. This course meets for three hours each week. A laboratory component will be included in this course.

BIO 110. Principles of Biology. 3 hours. Su., F., Sp.

A study of biology for non-majors. Emphasis will be on basic biological concepts that will enable students to appreciate the living world and their relationship to it. Topics will include, but are not limited to, scientific method, the cell and genetic basis of life, mitosis and meiosis reproduction, biodiversity, and ecology. This course meets for three hours each week. A laboratory component will be included in this course. This course will not count as credit toward a Biology major or minor.

BIO 111. General Biology I. 4 hours. F.

A general survey of the major kingdoms (except Animalia) and the phyla of plants throughout the world. This course introduces students to basic cell structure, energy transfer, metabolic processes, reproduction, taxonomic, and ecological aspects of plants. This course meets for three hours of lecture and three hours of lab per week.

BIO 112. General Biology II. 4 hours. Sp.

A general survey of the major animal-like protists and animal phyla throughout the world. This course also introduces students to basic cell structure, cell division, reproduction, and genetics. This course meets for three hours of lecture and three hours of lab per week.

BIO 115. Medical Terminology. 1 hour. Sp.

A study of the basic knowledge and understanding of medical language and terminology used by healthcare professionals. Students will learn and recognize word roots, prefixes, and suffixes used in medical language today. Medical terms related to all major body systems will be covered. This course meets for one hour of lecture per week.

BIO 205. Cell Biology. 3 hours. F., Sp.

An introduction to the biology of cells. This course will emphasize the study of eukaryotic cell structure and function, including bioenergetics, membrane transport, cellular communication, flow of genetic information, immune responses, and cell division. Experimental techniques used in understanding cell biology will be discussed along with the cellular basis of human diseases.

BIO 211. Human Anatomy and Physiology I. 4 hours. Su., F., Sp.

Part one of a two–semester study of the structure and function of the human body. This course orients the student with the major chemistry, cell biology, and tissue structure of the human body then continues with examination of the gross and microscopic anatomy and physiology of the integumentary, skeletal, muscular, and nervous body systems. This course meets for three hours of lecture and three hours of lab per week.

BIO 212. Human Anatomy and Physiology II. 4 hours. F., Sp.

Part two of a two–semester study of the structure and function of the human body. This course examines the gross and microscopic anatomy and physiology of the circulatory, immune, respiratory, digestive, excretory, reproductive, and endocrine body systems then orients students to concepts in human pregnancy, development, and genetics. This course meets for three hours of lecture and three hours of lab per week. Prerequisite: BIO 211 Human Anatomy and Physiology I or permission from the instructor.

BIO 215. Microbiology. 4 hours. F., Sp.

A survey of the microbial world. Emphasis will be on bacteria and viruses. Students will be introduced to the history of microbiology, cellular structures, metabolisms, microbial genetics, techniques of studying microbes, microbes and diseases, and environmental microbiology. Strong importance is placed on the laboratory portion of this course. This course meets for three hours of lecture and three hours of lab per week. Prerequisite: BIO 111 General Biology I or CHE 121 General Chemistry I.

BIO 299A/399A. Stalking Wild Foods. 3 hours. Offered on sufficient demand.

A study of the wild plants in this area suitable for food for man. Identification, habitat, collection, and preparation of these plants for food are studied. Field trips are included.

BIO 299B/399B. Biology of Freshwater Game Fishes. 3 hours. Su.

A study of the morphology, systematics, behavior, ecology, and zoogeography of freshwater game fishes. Emphasis will be on taxa from the southeastern United States. This course includes field trips.

BIO 299D/399D. Substance Abuse. 3 hours. Offered on sufficient demand.

A study of narcotics and other dangerous drugs, including alcohol. Historical background, physical, psychological, and other aspects of addiction, dependency, and legal aspects will be considered.

BIO 299F/399F. Nature Study. 3 hours. Offered on sufficient demand.

An introduction to the local plants and animals, biological communities, and other phases of our natural surroundings. Other current topics that pertain to the environment may also be introduced.

BIO 299G/399G. Field Research. 3 hours. Offered on sufficient demand.

An extended field trip designed to acquaint students with field-oriented research. Emphasis will be on the collection and analysis of scientific data.

BIO 299I/399I. Environmental Pollution. 3 hours. January Two–week course.

An introduction to the major causes of environmental pollution. Environmental policies and the economic implications of pollution will be emphasized. Same as PHS 299B/399B.

BIO 311. Entomology. 4 hours. F. Offered on sufficient demand.

A study of the structure, classification, control, life cycle, and economic importance of insects. A collection of principle orders of insects is required. This course meets for three hours of lecture and three hours of lab or field work per week. This course is an upper-division zoology course. Prerequisite: BIO 112 General Biology II.

BIO 312. Histology. 3 hours. Sp. Even years.

The anatomical and physiological studies of human tissues at the level of the light microscope. A strong emphasis will be placed on gaining a thorough understanding of the structure and function of the four basic tissue types before proceeding to study the major organ systems of the body. This course meets for two hours of lecture and two hours of lab per week. Prerequisites: BIO 211 Human Anatomy and Physiology I and BIO 212 Human Anatomy and Physiology II.

BIO 318. Pathophysiology. 3 hours. F.

A study of the pathological effects of altered physiology of each major organ system. Particular attention will be given to major diseases that affect the U.S. population. Critical thinking, research findings, and scientific knowledge are applied to analyze clinical implications and potential treatments. This course meets for three hours of lecture per week. Prerequisites: CHE 121 and 121L General Chemistry I and Lab, and BIO 211 Human Anatomy and Physiology I and BIO 212 Human Anatomy and Physiology II.

BIO 321. Ecology. (W) 4 hours. F., Sp.

An introduction to the study of the interrelationships between organisms and their environments. Global cycles and implications will be included. Field trips are required. This course meets for three hours of lecture and three hours of lab or field work per week. This course includes a significant writing component. Prerequisites: BIO 111 General Biology I and BIO 112 General Biology II.

BIO 323. Plant Taxonomy. 4 hours. Sp.

A study of the principles of naming, identifying, and classifying of plants. Laboratory work stresses the structural characteristics of vascular plant families and the use of field manuals in identifying components and provides opportunities to prepare herbarium specimens of the local flora. This course meets for three hours of lecture and three hours of lab or field work per week. This course is an upper-division botany course. Prerequisite: BIO 111 General Biology I.

BIO 331. Vertebrate Zoology. 4 hours. F. Even years.

Comparisons of the systems of the vertebrates. Emphasis will be on systematics, morphology, and natural history of the vertebrates. This course meets for three hours of lecture and three hours of lab per week. This course is an upper-division zoology course. Prerequisite: BIO 112 General Biology II. Recommended: BIO 211 Human Anatomy and Physiology I and BIO 212 Human Anatomy and Physiology II.

BIO 333. Cell Biology and Molecular Genetics. 4 hours. F.

A study of the structure and physiology of the eukaryotic cell and gene expression. Topics include cell boundary, the secretory and endocytic pathways, gene expression, gene regulation, cell signaling, cell division, cellular respiration, the cytoskeleton, and techniques in cellular and molecular research. This course meets for three hours of lecture per week. Prerequisite: BIO 205 Cell Biology.

BIO 335. Genetics. 4 hours. Sp.

An introduction to the basic concepts and principles of heredity. This course includes: a study of classical genetics, modern molecular genetics, probability, and population genetics. Focus will be placed on problem-solving skills in addition to understanding core concepts. This course meets for three hours of lecture per week. Prerequisites: BIO 111 General Biology I and BIO 112 General Biology II.

BIO 345. Wildlife Ecology. (W) 4 hours. Offered on sufficient demand.

A study of the ecology of wildlife species of the southeastern United States. All major wildlife taxa will be included (birds, mammals, reptiles, and amphibians) with special emphasis on natural history and management. This course will involve a significant lab (field) component and may require some extended field trips. This course meets for three hours of lecture and three hours of lab or field work per week. This course includes a significant writing component. This course is an upper-division zoology course. Prerequisite: BIO 112 General Biology II; Recommended: BIO 321 Ecology.

BIO 355. Natural Resource Conservation. (W) 4 hours. Offered on sufficient demand.

An integrated study of environmental problems, connections, and solutions that center on renewable and nonrenewable resources. Field trips will be required. This course includes a significant writing component.

BIO 415. Field Biology. (W) 4 hours. Offered on sufficient demand.

Sampling methods and field techniques applicable to the biota of the southern United States. Students will gain field experience in the study of plant and animal life in selected habitats and the impacts of climate and soils on geographic distributions. Students will design and carry out a field study and will interpret the results, culminating in a written report. This course meets for three hours of lecture and three hours of lab or field work per week. This course includes a significant writing component. Prerequisite: BIO 321 Ecology.

BIO 416. Herpetology. (W) 4 hours. Sp., Even years.

The morphology, systematics, behavior, ecology, and zoogeography of amphibians and reptiles. Emphasis will be on taxa from the southeastern U.S. This course will meet for three hours of lecture and three hours of lab or field work per week. This course includes a significant writing component. This course is an upper-division zoology course. Prerequisite: BIO 112 General Biology II; Recommended: BIO 321 Ecology.

BIO 417. Animal Behavior. (W) 4 hours. F., Odd years.

The function, ecology, and development of animal behavior. This course introduces students to the major fields of study within the discipline of animal behavior. This course meets for three hours of lecture and three hours of lab or field work per week. This course includes a significant writing component. This course is an upper-division zoology course. Prerequisite: BIO 112 General Biology II; Recommended: BIO 321 Ecology.

BIO 422. Embryology. 3 hours. Offered on sufficient demand.

A study of fertilization, patterning, cell differentiation, organogenesis, and regeneration in vertebrates. This course meets for two hours of lecture and two hours of lab per week. This course is an upper-division zoology course. Prerequisites: BIO 111 General Biology I and BIO 112 General Biology II.

BIO 431. Cellular and Molecular Immunology. 3 Hours. Offered on sufficient demand.

A comprehensive study of the immune system with emphasis on medical immunology. This course includes: the study of innate and specific acquired immunity; the chemistry of complement, antibodies, antigens, membrane receptors for antigens; lymphocyte activation; ontogeny; infection; immunodeficiency; transplantation; tumor immunology and autoimmune diseases. This course will meet for three hours of lecture per week. Prerequisite: BIO 212 Human Anatomy and Physiology II.

BIO 444. Biological Concepts of Origins. (W) 3 hours. Sp.

A discussion-based class on the concepts of biological origins. This course includes: assigned readings, student discussions, and mini-lectures on modern theories of origins, evolution, and creationism. Class participation is required. This course includes a significant writing component. Prerequisite: Fifteen hours of science courses or permission from the instructor.

BIO 498. Research. (W) 1–3 hours. Offered by Individual Instruction.

A research participation course for advanced science students. Students will work closely with the instructor on a research topic of mutual interest. Students should enroll for at least two successive semesters. A research paper is required. This course includes a significant writing component. Prerequisite: Permission from the instructor. Offered by individual instruction.

BPH Biological, Physical, and Human Sciences

BPH 100/200/300. Special Topics in Science. 0.5–1 hour. F. Sp.

An every other week (100/200) [for 0.5 hour credit] or weekly (300) [for 1 hour credit] study of current topics in biology, chemistry, and biochemistry from peer-reviewed scientific literature. The course will familiarize students with technically written materials, laboratory techniques and instrumentation, and current trends in research.

BPH 310. Community Health. 3 hours. Offered on sufficient demand.

Survey of health problems requiring community action. An introduction to the official and unofficial health agencies whose programs are designed for prevention of disease and preservation of health. Activities in the areas of environmental health, sanitation, epidemiology, and related areas are included.

BPH 400. Science Seminar. (W) 1 hour. F., Sp.

A weekly study of current topics in science from peer-reviewed literature that will familiarize students with technically written materials as well as laboratory techniques and instrumentation used in current research. This course should be taken during the final semester at which time the student will take the major field examination. This course meets for one hour of lecture per week. This course includes a significant writing component. Prerequisites: BPH 100/200/300 Special Topics in Science.

BUS Business Administration

BUS 253. Business Computer Applications. 3 hours. Offered on sufficient demand.

Covers theory and application of productivity applications. Students will learn to be proficient in the use of word processing, spreadsheet, database, and presentation software used in business. Students cannot receive credit in their major for both this course and CIS 161 Computer Applications.

BUS 254 Business Technology. 3 hours. F., Sp.

A study of business information technology solutions. This course will emphasize emerging trends as they relate to system hardware, system software, and telecommunications. The course will also include exercises in spreadsheet and database applications to reinforce the information system concepts and to increase their working knowledge of the application software.

BUS 351. Business Communication. (W) 3 hours. Su., F., Sp.

Synthesis of ethics, logic, psychology, and the art of written communication. Topics include writing letters, emails, reports, and employment documents. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

BUS 352 A, B, C. Free Enterprise Education. 3,2,1 hours. Offered on sufficient demand.

Course for the student who wishes to help design, organize, and implement programs that educate the campus, local community, and surrounding counties about various aspects of the free enterprise system. Prerequisite: Permission from the instructor.

BUS 353. Special Events Management. 3 hours. Offered on sufficient demand.

A study of the special event planning process. Topics include formulations of goals, needs assessment, selection and design of one-time or on-going events, coordinating, generating revenue, marketing, obtaining sponsorships, managing risks, providing security, implementing plans, and evaluating events.

BUS 354. Legal Environment of Business. 3 hours. Su., F., Sp.

A survey of the legal environment of business. Topics include the legal and constitutional environment of business, dispute resolution, torts, contracts, agency and employment law, and business organizations. Emphasis is placed on legal and ethical analysis in decision making.

BUS 357. Commercial Law. 3 hours. Sp.

A continuation of BUS 354. Topics include sales negotiable instruments, debtor/creditor relationships, property, professional liability, and international law. Prerequisite: BUS 354 Legal Environment of Business.

BUS 358. Global Business Environment. 3 hours. Offered on sufficient demand.

This course will assist in enabling students to compete more effectively in today's competitive global environment. This study will assist students in developing an overview of international business by examining and developing a global perspective on international trade, global investing, multi-national financial markets, international marketing, and operations of a transnational business. Additional emphasis will be placed on various organizational models used by foreign firms and a variety of cultural issues. Prerequisite: ECO 271 Macroeconomics or permission from the instructor.

BUS 399C. Music Business Survey. 3 hours. Su.

An overview of the practice and procedures of the music industry including artist development, marketing and intellectual property.

BUS 455. Business Ethics. (W) 3 hours. F., Sp.

A study of ethics as applied to the field of business. The course will include an examination of various ethical theories, the application of individual values in the workplace, social responsibility of businesses, and the impact on stockholders of making decisions of ethical significance. This course includes a significant writing component.

BUS 459. Business Strategy. (W) 3 hours. F., Sp.

A capstone course for all business majors. Course is intended to integrate prior business courses into a unit that can provide a basis for a career and help in preparing for service to the family, church, and community. This course includes a significant writing component. Prerequisite: Senior Business major.

BUS 501. Business Foundations I. 1 hour. Su., F., Sp.

Provides students the necessary undergraduate Common Professional Component (CPC) prerequisite(s) needed for the M.B.A. program and its courses. Students will take up to four (4) online CPC modules at their own pace each eight–week term.

BUS 502. Business Foundations II. 1 hour. Su., F., Sp.

Provides students the necessary undergraduate Common Professional Component (CPC) prerequisite(s) needed for the M.B.A. program and its courses. Students will take up to four (4) online CPC modules at their own pace each eight–week term. Prerequisite: BUS 501 Business Foundations I.

BUS 503. Business Foundations III. 1 hour. Su., F., Sp.

Provides students the necessary undergraduate Common Professional Component (CPC) prerequisite(s) needed for the M.B.A. program and its courses. Students will take up to four (4) online CPC modules at their own pace each eight–week term. This course may be repeated with the approval of the Director of the M.B.A. program. Prerequisite: BUS 502 Business Foundations II.

BUS 510 Business Communication. 3 hours. Sp.

A practical study in techniques and practices designed to enhance one's ability to communicate in the modern business environment. Focus is on communicating via oral presentations, electronic media, and written word. Effective use of current business technologies is a major component of this course.

BUS 520. Business Law and Ethics. 3 hours. F.

A study of legal and ethical issues relevant to business professionals. Students examine contemporary laws and regulations that affect business leaders and their organizations. The course considers the impact of various legal and ethical frameworks in decision-making in the business environment. Prerequisites: BUS 354 Legal Environment of Business and BUS 455 Business Ethics or approved equivalents.

BUS 550. Analytical Decision Tools. 3 hours. Sp.

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 examinations. Prerequisites: BAN 225 Quantitative Business Analysis or approved equivalent.

BUS 559. Strategic Decision Making. 3 hours. F., Sp.

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). Prerequisites: Completion of all undergraduate CPC prerequisites.

CHE Chemistry

CHE 121. General Chemistry I. 3 hours. F.

A study of the basic concepts of general chemistry. This study will include the atomic theory, atomic structure, chemical bonding, the periodic law, and calculations relating to stoichiometry and the gas laws. Corequisite: CHE 121L General Chemistry I Lab.

CHE 121L. General Chemistry I Lab. 1 hour. F.

Special emphasis given to quantitative methods. This course meets for two hours each week. Corequisite: CHE 121 General Chemistry I.

CHE 122. General Chemistry II. 3 hours. Sp.

A continuation of CHE 121. This course includes: the study of oxidation-reduction reactions, electrochemistry, chemical equilibria, and a survey of the most common elements. Prerequisite: CHE 121 General Chemistry I. Corequisite: CHE 122L General Chemistry II Lab.

CHE 122L. General Chemistry II Lab. 1 hour. Sp.

Special emphasis given to quantitative methods. This course meets for two hours each week. Prerequisite: CHE 121L General Chemistry I Lab. Corequisite: CHE 122 General Chemistry II.

CHE 221. Analytical Chemistry. 4 hours. Sp. Odd years.

A study of the theory involved in qualitative and quantitative analyses. Laboratory stresses gravimetric and volumetric analyses. This course meets for two hours of lecture and six hours of laboratory per week. Prerequisites: CHE 122 and 122L General Chemistry II and Lab.

CHE 222. Instrumental Analysis. 4 hours. Offered on sufficient demand.

A study of the theory and application of spectroscopic and chromatographic instrumental techniques. Lecture topics will include the theory, instrument design, operation, and maintenance for: x–ray fluorescence, infrared, atomic, molecular, ion selective electrodes and electrochemistry, gas and high performance liquid chromatography, mass spectrometry, and nuclear magnetic resonance spectrometry. This course meets for two hours of lecture and six hours of laboratory per week. Prerequisites: CHE 122 and 122L General Chemistry II and Lab.

CHE 321. Organic Chemistry I. (W) 4 hours. F.

A study of the preparation, properties, reaction mechanisms, reactions, nomenclature, structure, and analyses of organic molecules. This course includes: the basics of molecular orbital theory as applied to organic molecules, intermolecular forces, infrared spectroscopy, acid/base mechanisms, nomenclature, stereochemistry, and the properties of alkenes and alkynes. This course meets for three hours of lecture per week and three hours of lab per week. This course includes a significant writing component. Prerequisites: CHE 122 and 122L General Chemistry II and Lab.

CHE 322. Organic Chemistry II. (W) 4 Hours. Sp.

A study of the preparation, properties, reaction mechanisms, reactions, nomenclature, structure, and analyses of organic molecules. This course includes: structure determination using nuclear magnetic resonance and mass spectroscopy and reactions/mechanisms of free radicals, alcohols, ethers, aldehydes, ketones, carboxylic acids, and aromatic compounds. This course meets for three hours of lecture per week and three hours of lab per week. This course includes a significant writing component. Prerequisite: CHE 321 Organic Chemistry I.

CHE 331. Biochemistry I. (W) 4 hours. F.

A study of the physical chemistry of biomolecules. This course includes: the study of cells, water, amino acids, proteins, enzyme kinetics, and nucleic acids. This course meets for three hours of lecture per week and three hours of lab per week. This course includes a significant writing component. Prerequisite: CHE 322 Organic Chemistry II.

CHE 332. Biochemistry II. (W) 4 hours. Sp.

A study of the chemistry and metabolism of biomolecules. This course includes: the study of the chemistry and metabolism of carbohydrates, lipids, proteins including glycolysis, the citric acid cycle, and oxidative phosphorylation. This course meets for three hours of lecture per week and three hours of lab per week. This course includes a significant writing component. Prerequisite: CHE 331 Biochemistry I.

CHE 356. Aquatic Chemistry. (W) 4 hours. F. Even years.

An introduction to the chemical, biological, and physical scientific principles and methods for the examination of aqueous environments. Emphasis is placed on the laboratory portion of this course. This course meets for one and one half hours of lecture and four and one half hours of lab or field work per week. Field trips will be required. This course includes a significant writing component. Prerequisites: BIO 111 General Biology I and BIO 112 General Biology II, CHE 122 General Chemistry II and CHE 122L General Chemistry II Lab. CHE 321 Organic Chemistry I is suggested.

CHE 410. Inorganic Chemistry. 3 hours. F. Even years.

A study of modern concepts of inorganic chemistry, including electronic structures, molecular structures, and periodic classification of the elements. Additional topics will be selected from the following areas: bonding theories, quantum theory, solid state theory, transition metal complexes, methods of structural determination, group theory, bioinorganic chemistry, and instrumental techniques currently used in inorganic chemistry. Prerequisites: MAT 122 Analytics and Calculus I and CHE 322 Organic Chemistry II.

CHE 421. Quantum Chemistry. 4 hours. F. Odd years.

A study of quantum mechanics and its description of chemical systems. Fundamental atomic properties will be explained such that application can be made to atomic and molecular systems that lead to a deep understanding of wave functions and their use in describing chemical bonds, motion, rotational, vibrational and electronic spectra, and the electric and magnetic properties of molecules utilizing approximation methods, group theory, and computer assistance. This course meets for three hours of lecture per week and three hours of lab per week. Prerequisite: PHS 212 Physics for Science and Engineering II.

CHE 422. Chemical Kinetics and Thermodynamics. 4 hours. Sp. Even years.

A study of thermodynamics and chemical kinetics in gas, liquid, and solid phases. This course meets for three hours of lecture per week and three hours of lab per week. Prerequisite: MAT 122 Analytics and Calculus I. PHS 212 Physics for Science and Engineering II is suggested.

CHE 498. Research. (W) 1–3 hours. On demand by Individual Instruction.

A research participation course for advanced science students. Students will work closely with the instructor on a research topic of mutual interest. This course includes a significant writing component. Prerequisite: Junior or senior standing and permission from the instructor. Offered only by individual instruction.

CIS Computer and Information Science

CIS 161. Computer Applications. 3 hours. Offered on sufficient demand.

An introduction to essential computer applications. Topics include basic operating system use and effective design and formatting of word processing documents, spreadsheets, and presentations. Students cannot receive credit in their major for both this course and BUS 253 Business Computer Applications.

CIS 171. Computer Programming I. 3 hours. F.

A study of the design of algorithms, pseudocode, data types, control structures, arrays, program testing, and text file processing using a high–level programming language. Corequisite: MAT 101 College Algebra.

CIS 172. Computer Programming II. 3 hours. Sp.

A continuation of CIS 171. Emphasis is on object-oriented constructs and techniques, generics, and use of common data structures supported by the language. Prerequisite: CIS 171 Computer Programming I.

CIS 180. Introduction to System Administration. 3 hours. Sp.

Installation and configuration of hardware and current operating systems and an overview of hardware components. Topics include theory and implementation of system administration tasks such as resource sharing, user management, basic shell scripting, and fundamental security principles. This course includes a hands-on lab component.

CIS 211. Introduction to Web Design. 3 hours. F.

An interdisciplinary introduction to web design covering both technical and artistic aspects. The course will cover the current tools and technologies used for web design and development. Emphasis will also be given to the artistic principles relevant to good web design. Students will design, develop, and critique websites.

CIS 267. Application Development I. (W) 3 hours. F.

Windows–based program development using visual languages, editors, and programming tools. This course includes a significant writing component. Prerequisite: CIS 171 Computer Programming I.

CIS 268. Application Development II. 3 hours. Sp.

Internet-based program development using web technologies, web development programming tools, and database interfaces. Prerequisites: CIS 267 Application Development I and CIS 172 Computer Programming II.

CIS 273. Data Structures. 3 hours. F.

A continuation of CIS 172. A study of the use of data structures in the design and implementation of software. Topics may include linked lists, stacks, queues, and trees, and their proper application. Prerequisite: CIS 172 Computer Programming II.

CIS 311. Advanced Web Design. 3 hours. Sp. Even years.

A continuation of CIS 211. The course will cover the advanced techniques and technologies used for modern web design. Emphasis will be given to current topics in the field of web design. Prerequisite: CIS 211 Introduction to Web Design.

CIS 317. Java Programming. 3 hours. F. Offered on sufficient demand.

An introduction to the fundamental features of the Java language. Topics include object-oriented programming, GUI fundamentals, generics, collections, and I/O. Prerequisite: CIS 172 Computer Programming II.

CIS 322. Human–Computer Interaction. (W) 3 hours. Sp. Odd years.

A study of how people interact with computers in a variety of hardware and software environments including desktop, mobile, web, and native applications. This interdisciplinary approach will focus both on the principles of user-centered design and the application of those principles. This course includes a significant writing component.

CIS 324. Database Systems. 3 hours. F.

A study of the major data models with emphasis on relational systems. Topics include database design, database implementation, database processing, and security. Project work will include creating and modifying databases using Structured Query Language (SQL) and Query By Example (QBE). Current commercial databases will also be studied. Prerequisite: CIS 172 Computer Programming II.

CIS 345. Computer Networks. 3 hours. Sp.

An overview of computer networking principles and practices. Topics include networking theory, layered protocols, Internet addressing, network topologies, network architectures, and network implementation. Prerequisite: MAT 101 College Algebra or above.

CIS 368. Software Engineering. (W) 3 hours. F. Odd years.

A study of software engineering from initial concept through design, development, testing, and maintenance of the product. Discussion covers software development life cycle models. Topics include quality, validation and verification, and human factors. This course includes a significant writing component. Prerequisite: CIS 267 Application Development I.

CIS 369. Advanced Software Engineering. 3 hours. Offered on sufficient demand.

Advanced study of development techniques for large-scale systems. Emphasis on strategies and methods for system design and implementation that facilitate management of complexity in the development of information systems. Prerequisite: CIS 368 Software Engineering.

CIS 374 Algorithms. 3 hours. Sp.

A continuation of topics introduced in CIS 273. Topics may include sorting and searching techniques, graphs, relative and hashed files, use of data structures as abstractions of problems, and algorithmic complexity (O–notation). Prerequisite: CIS 273 Data Structures.

CIS 386. Architecture and Assembly Language. 3 hours. F. Even years.

An introduction to the low–level architecture of modern computer systems. Architecture topics include registers, pipelining, data representation, input, and output. Information covered will be illustrated using assembly language. Prerequisite: CIS 273 Data Structures.

CIS 388. Mobile Application Development. 3 hours. F. Odd years.

An introduction to mobile application design and development on current platforms. This course will emphasize the implementation of mobile applications using principles from visual and usability design. Prerequisite: CIS 172 Computer Programming II.

CIS 417. Advanced Computer Programming. 3 hours. Sp. Even years.

An advanced study of modern programming principles and practice. Topics may include advanced language features, standard library features, unit testing, and secure coding. Prerequisite: CIS 374 Algorithms.

CIS 424. Advanced Database Systems. 3 hours. Offered on sufficient demand.

A continuation of CIS 324. Topics include multi-user databases and database tools for distributed systems. The focus will be on hands-on projects. Prerequisite: CIS 324 Database Systems.

CIS 441. System Administration and Security. 3 hours. F. Even years.

A study of the configuration, administration, maintenance, and tuning of network servers using current operating systems and hardware. Securing the system from internal and external threats is emphasized throughout the course.

CIS 444. Parallel Programming. 3 hours. Sp. Odd years.

An introduction to the fundamentals of parallel and distributed computation. Topics include parallel architectures, parallel algorithm design, and parallel programming techniques. Modern parallel architectures such as computer clusters and GPUs will be emphasized. Prerequisite: CIS 374 Algorithms.

CIS 460. Operating Systems. 3 hours. Sp. Odd years.

Principles of design and operation of computer operating systems. Topics include processes, threads, memory management, scheduling, file systems, input and output, concurrency, and performance. Prerequisite: CIS 172 Computer Programming II.

CIS 470. Programming Languages: Theory and Practice. 3 hours. F. Odd years.

The principles of programming language design and implementation. Topics include formal language theory, language paradigms, and language evaluation. Students will write programs in several modern languages including non-imperative languages. Prerequisite: CIS 273 Data Structures.

CIS 474. Artificial Intelligence. 3 hours. F. Even years.

A survey of and an introduction to various topics in artificial intelligence. Topics include expert systems, automatic problem-solving, natural language processing, uncertainty management, knowledge representation, and machine learning. Prerequisite: CIS 273 Data Structures.

CIS 491. Advanced Topics in Computer Science. (W) 3 hours. Sp.

A capstone course for exploring advanced theoretical concepts and current issues in computer science. A major independent research project will be required. This course includes a significant writing component. Prerequisite: Senior standing (90+ hours).

CIS 495. Capstone Senior Design Project. (W) 3 hours. Sp.

A capstone course to prepare students for work in the field of interactive digital design. Students will complete portfolios and develop a significant digital project. This course includes a significant writing component. Prerequisite: 90 earned hours. Same as ART 495.

CJU Criminal Justice

CJU 210. Introduction to Criminal Justice System. 3 hours. F.

An intensive examination of the philosophical and historical backgrounds, agencies and processes, purposes and functions, administration, and career orientations of our criminal justice system.

CJU 310. Police and Law Enforcement. 3 hours. Sp.

An examination of the role and function of police and law enforcement systems in the U.S. society: range and limitations imposed on law enforcement, police discretion, law enforcement policies and procedures, accountability, criminal justice ethics, and police-community relations. Prerequisite: CJU 210 Introduction to Criminal Justice System.

CJU 320. Criminal Investigation. 3 hours. F.

A survey of the fundamental techniques of criminal investigation. Students will be exposed to the history of criminal investigation and criminalistics, interviewing and interrogation, physical evidence, crime scene procedures, crime analysis, investigation techniques, report writing, case preparation, and courtroom testimony. Prerequisite: CJU 210 Introduction to Criminal Justice System.

CJU 328. Computer Forensics. 3 hours. Offered on sufficient demand.

An introductory study of the field of computer forensics with emphasis on the necessary skills needed to collect, preserve, and analyze digital data. This class will explore the forensic process and the most common forensic tools used along with their capabilities. Experience will be gained by incorporating case studies and real-world experience into this process. Discussion will focus on the recovery process while understanding the evidentiary value of such. Prerequisite: BUS 253 Business Computer Applications or CIS 161 Computer Applications.

CJU 330. Correctional Systems (Management). 3 hours. F.

A comprehensive overview of management issues in both individual and community corrections. Topics included are: organizational theory, planning, programming and budgeting, policy analysis, program evaluation, and information systems and technology, along with facilities management, offender classification systems, treatment programs, management of special offender populations, and personnel issues. Prerequisite: CJU 210 Introduction to Criminal Justice System.

CJU 350. Juvenile Justice. 3 hours. Sp.

An overview of the topic of juvenile justice, with a specific emphasis on the United States juvenile justice system and the Tennessee juvenile justice system. Topics will include the history of the juvenile justice system, how the system evaluates juvenile wrongdoing, how the system deals with delinquent youth, juvenile courts, residential and non-residential interventions, and alternative means of dealing with problem youth, including restorative justice and diversion programs.

CJU 380. Criminal Behavior and Profiling. 3 hours. Offered on sufficient demand.

A study into the reconstructing of an offender's actions in relation to a crime by examining the behavioral and psychological evidence left by the offender. Emphasis will be given to victimology, profiling methods, the history of profiling, whether profiling is an art or science, and the crime data from the national crime and victimization data. Prerequisite: PSY 218 Abnormal Psychology.

CJU 410. Criminal Justice Theories. (W) 3 hours. F.

An examination and explanation of the major theories of criminal deviance. Emphasis is placed on past and current theories of crime including sociological, economic, psychological, and biological theories of crime causation. The theories will be examined in light of criminal justice data. This course includes a significant writing component. Prerequisite: CJU 320 Criminal Investigation.

CJU 480. Capstone in Criminal Justice. (W) 3 hours. Sp.

A capstone course to prepare students for entry to the criminal justice field through a review of major coursework and current trends in criminal justice. This course includes a significant writing component. Prerequisites: CJU 410 Criminal Justice Theories and at least 90 earned hours.

CJU 497. Internship. 3 hours. F., Sp.

A professional field experience under the supervision of an experienced professional, carefully selected and approved by the student's advisor. Prerequisite: CJU 410 Criminal Justice Theories.

CJU 499A. Special Topics in Criminal Justice. 3 hours. Offered on sufficient demand.

An in-depth study of an area of special interest relating to the criminal justice system. Prerequisite: CJU 410 Criminal Justice Theories.

COM Communication

COM 140. Speech Communication. 3 hours. Su., F., Sp.

An introduction to the basic concepts of human communication theory with instruction and practice in interpersonal communication, small group communication, and public speaking.

COM 150. Media History. 3 hours. F.

A history of radio and television broadcasting from the early 1900s to present day. Areas of study will include early pioneers and inventors, performers, producers, and programs from radio and television's Golden Ages. Also included will be discussions on the media's influence upon the public and how it changes and shapes their lives.

COM 151. Radio Station Operations. 1 hour. F., Sp.

A history of the development of various mass media from infancy to the rapid convergence of contemporary media. Areas of study will include early pioneers and inventors, performers, producers, and programs from various media. The course will provide a foundation for understanding current practices in mass media as well as future developments.

COM 231. Preparation and Delivery of Sermons. 3 hours. F., Sp.

Introduction to principles and techniques of preparing and delivering sermons. Logical outlining and effective presentation of various types of sermons are emphasized. Prerequisite: COM 140 Speech Communication. Same as BIB 231.

COM 236. Intercultural Communication. 3 hours. Sp. Even years.

A study of the dynamics of communication across cultural boundaries. Special emphasis will be given to missiological applications. Topics to be considered will include understanding culture, contextualization, preparing culturally appropriate lessons, effective use of translators, and principles for language learning. Prerequisite: COM 140 Speech Communication. Same as BIB 236.

COM 240. Public Speaking. 3 hours. F., Sp.

An introduction to the psychological and rhetorical bases of speech with practice in audience analysis, research, and the preparation and delivery of various types of speeches.

COM 241. Small Group Communication. 3 hours. F.

A theoretical and experiential introduction to the principles of effective group communication. Topics stressed include types of decision-making procedures, approaches to group leadership, specific group-related communication skills, and creativity in group problem-solving.

COM 243. Interpersonal Communication. 3 hours. Sp.

An experiential workshop designed to develop specific interpersonal skills essential to effectiveness in social interaction, teaching, counseling, business transactions, and family life. Students will work together in small groups as they respond to films and idea papers and participate in structured experiences.

COM 253. Digital Storytelling. 3 hours. F.

Examination of the procedures and techniques of producing television programs. Special emphasis will be given to field-based video production including camera work, audio recording, and non-linear video editing concepts and techniques. Laboratory work is required.

COM 296, 396. Field Laboratory. 1–3 hours. Su., F., Sp.

Under supervision of an appropriate faculty member and with approval of the department chair, the student will develop and implement a proposal for a field laboratory working with one of the campus student media (Radio station, television studio, or student newspaper) or an off-campus media. The project should involve at least 40 hours of practical application of communication concepts.

COM 299C/399C. Nonverbal Communication. 3 hours. Offered on sufficient demand.

An experience-based workshop stressing the significance and function of nonverbal messages in interpersonal communication. Such nonverbal cues as space and distance, body language, time, touch, environmental influence, silence, and physical characteristics will be examined.

COM 356. Communication Law. (W) 3 hours. F.

A seminar course dealing with various landmark legal decisions that affect professionals working with communications media. Cases in freedom of speech, libel, privacy, copyright, Internet regulations, obscenity, and other pertinent areas will be studied. This course includes a significant writing component.

COM 358 Social Media. 3 hours. Sp.

An introduction to the use of varying types of social media with emphasis placed on how social media is changing the world and how that media can be used to enhance the quality of life.

COM 383. Public Relations. (W) 3 hours. F.

A study of the principles, history, and practice of public relations in business, educational institutions, social welfare organizations, and government. Topics included are the processes of influencing public opinion, analysis of public relations programs, and the responsibilities of public relations practitioners to their clients, to the media, and to the public. This course includes a significant writing component.

COM 385. Public Relations Methods. (W) 3 hours. Sp.

A study of the design and production of specialized forms of communication. Attention is given to audience analysis, message content and design, and basic design principles for various media channels. This course includes a significant writing component. Prerequisite: COM 383 Public Relations.

COM 399I. Special Topics in Communication. (W) 3 hours. F.

A study of selected topics impacting the field of communications today. Topics may include media literacy, media effects, entertainment education strategy, critical and cultural studies, and history of communication. This course includes a significant writing component. May be repeated for up to 9 hours of credit.

COM 442. Communication Theories. (W) 3 hours. Sp.

A study of research-based theories of human communication. Students are assisted in making practical application of the concepts presented. This course includes a significant writing component.

COM 483. Public Relations Case Studies. (W) 3 hours. Sp.

A study of typical public relations problems in industry, labor, education, government, social welfare agencies, and trade associations. A case studies approach is used to foster insight into alternative approaches to strategic public relations planning. This course includes a significant writing component. Prerequisites: COM 383 Public Relations and COM 385 Public Relations Methods.

COM 489. Senior Seminar. 1 hour. F.

A capstone course to prepare students for entry into the communication field. Students will complete portfolios, develop a resume, and compose application letters. Guest speakers from the campus and community will be used. Prerequisite: Senior standing.

COU Counseling

COU 000. Orientation to Graduate Studies in Clinical Mental Health. 0 hours. Su., F., Sp.

Orientation is a one-day, face-to-face, required, non-credit course that is offered at the beginning of each semester for incoming counseling students. Graduate school orientation provides the opportunity to receive an overview of how to succeed in graduate school, including the resources and student services available. Students are also provided information about state licensure and national certification requirements.

COU 500. Counseling Foundations. 3 hours. F., Sp.

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. F.

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. Sp.

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. F.

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. Sp.

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. Su., F.

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–5 approach to defining and diagnosing mental disorders.

COU 515. Psychopathology II. 3 hours. F., Sp.

An in-depth study of the DSM–5 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. F.

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. Offered on sufficient demand.

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. Su.

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. Su.

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. Su.

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. Sp.

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 from the director and/or instructor.

COU 545. Practicum I. 3 hours. Su., F., Sp.

The student works in a face-to-face relationship with a client under the supervision of a field supervisor. A minimum of 100 clock hours is required for this practicum with a minimum of 40 clock hours of direct service with actual clients. Weekly campus meetings are also required. Weekly meetings will be organized and directed by the graduate faculty. Prerequisites: COU 500 Counseling Foundations, COU 501 Clinical Intervention I and COU 502 Clinical Intervention II, COU 510 Theories of Counseling and Psychotherapy, COU 514 Psychopathology I and COU 515 Psychopathology II, and COU 535 Ethical Issues in Counseling, and Liability Insurance.

COU 550. Career Counseling. 3 hours. Sp.

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. Offered on sufficient demand.

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. Su.

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. F.

A course which provides an intensive understanding of the etiology, progress, and counseling strategies for addictive disorders. Emphasis will be given to the DSM–5 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. Offered on sufficient demand.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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. Su., F., Sp.

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. Prerequisites: student must have "regular admission" status, have completed 12 graduate hours with 3.00 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 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. Su., Sp.

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–5 diagnosis. The case-study method will also be used to develop such plans in class for discussion and presentation. Prerequisites: COU 514 Psychopathology I and COU 515 Psychopathology II and COU 520 Assessment I, or special permission from the instructor.

COU 599D. Premarital Counseling. 3 hours. Offered on sufficient demand.

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. Offered on sufficient demand.

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. 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.

COU 600. Practicum II. 3 hours. Su., F., Sp.

A continuation of COU 545. 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. Prerequisites: COU 545 Practicum I, completion of core coursework, and liability insurance.

COU 605. Internship I. 6 hours. Su., F., Sp.

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 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. Prerequisites: Completion of core coursework (including and passing Practicum I with a 3.00 GPA or better), completion of final coursework as specified in the student's degree plan (ex. transfer work), and permission from the program director.

COU 610. Internship II. 6 hours. Su., F., Sp.

A continuation of COU 605. 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 six-hundred (600) clock hours 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.

DBH Doctor of Behavioral Health

DBH 700. Residential: Orientation to Doctoral Study. (W) 3 hours. Su., F., Sp.

A required on-campus orientation to the D.B.H. degree. This course is a major resource of information for students' knowledge and engagement throughout the program. Students will participate in structured activities, directed assignments, and guided dialogue. This course includes a significant writing component focusing on the development of an evidence-based scholarly literature review and project proposal for a translational research project.

DBH 705. Suffering and the Human Condition. 3 hours. F.

An in-depth study of human suffering. Students will consider how to deal with personal suffering while helping others who suffer. Utilizing the Christian perspective, students will formulate a theology of suffering and create an integrative approach that will result in successful interventions with individuals and families who suffer.

DBH 710. Basis of Human Behavior. 3 hours. F.

An intense examination of human behavior. This course explores a number of specific theories relevant to the biopsychosocial approach: part/whole analysis, psychodynamic theory, ecological/systems theory, cognitive/behavioral theory, and radical/critical theory. Since human development is a product of interaction between the individual, family, community, social institutions, and culture, the student will explore human behavior throughout the human life cycle, which will enable understanding, analyzing, and intervening in problems encountered in professional practice.

DBH 715. The United States Healthcare System. 3 hours. F.

An analysis of the U.S. healthcare system. This course explores the evolutionary track of the American healthcare delivery system since 1900. Specifically, the course explores healthcare terminology, the particular settings and entities providing American healthcare (hospitals, public and private health agencies, staffing, and payers), the government's unique role, and ways in which the multi-faceted system is financed. Finally, the course will look at how delivery is managed for special populations, including behavioral health.

DBH 720. Advanced Research Methods. 3 hours. Sp.

An advanced study of behavioral science research methods. This course is a comprehensive review of behavioral health research methods including quantitative, qualitative and matrix methods, ethical considerations, an introduction to the Institutional Review Board (IRB), and other challenges involved in quality research design. This course builds on DBH 700 Residential: Orientation to Doctoral Study through continued development of the scholarly literature review and project proposal.

DBH 725. Advanced Clinical, Ethical, and Legal Issues in Behavioral Healthcare. 3 hours. Sp.

A study of current clinical-legal issues surrounding ethical practice. This course focuses on the philosophical, ethical, legal, and moral elements of the professional in the behavioral healthcare system. The intent of this study is to help the professional navigate through the inevitable difficult choices that arise during the administration of behavioral healthcare. Topics to be explored include various ethical decision-making models, end of life issues, policies and procedures, organizational laws and ethics, various healthcare laws, patient consent, patient rights and responsibilities, as well as employee rights and responsibilities.

DBH 730. Advanced Clinical Psychopathology. 3 hours. Sp.

An advanced study of psychopathology. This course begins with an examination of current ethical, socio-cultural, and legal issues related to the classification and diagnosis of abnormal behavior. It is further designed to provide behavioral health practitioners with a deeper knowledge of the major categories of mental-emotional illness. Finally, the course will include the etiology, prevalence and incidence, signs and symptoms, and criteria of various disorders (including advanced differential diagnosis), setting the stage for DBH 745 Evidence Based Treatment for Clinical Practice and DBH 750 Complementary and Alternative Behavioral Health Treatment Strategies.

DBH 735. Advanced Psychopharmacology. 3 hours. Su.

An advanced view of psychopharmacology. This course will better equip the behavioral healthcare provider with a current understanding of the extensive list of psychotropic medications. This course is geared toward those practitioners who routinely deal with patients needing medication and who collaborate with medical providers prescribing those psychotropic medications. Finally, the course provides readily available resources and listings of drug information, updates, side effects, drug interactions, and counter indications.

DBH 740. Behavioral Healthcare Executive Leadership. 3 hours. Su.

An analysis of executive leadership. This course examines various evidence-based concepts of leadership, as well as their theories and spheres of influence for the advanced behavioral healthcare leader. The ultimate goal of this course is to strengthen one's leadership skills in the delivery of behavioral healthcare services. Course members will create missions and visions for their area in order to deliver excellence, make evidence based decisions, and become more culturally sensitive. Students will also have the opportunity to focus on the assessment and enhancement of their executive leadership skills and future career development.

DBH 745. Evidence Based Treatment for Clinical Practice. 3 hours. Su.

Conceptual framework for evidence based treatments. This course involves addressing common mishaps in practice, analysis of scientific findings, the seven step process of evidence based treatment protocol, case conceptualization, and best practices for the highest quality of care. This course will provide the practitioner with the advanced skills for making clinical judgments as well as understanding and integrating empirical evidence, patient preferences, and inter-professional perspectives for the best patient outcomes.

DBH 750. Complementary and Alternative Behavioral Health Treatment Strategies. 3 hours. F.

An analysis of complementary and alternative treatments. This course moves clinical practitioners beyond their prior training, yet builds on their previous knowledge, theoretical orientation, and current practice(s). It provides an in-depth study of the more contemporary treatments, the lesser-known treatments, and even some of the controversial modalities used by many of today's healthcare providers. The course rounds out its study with reviews of complementary and alternative medicinal approaches.

DBH 755. Integrated Behavioral Healthcare in Medical Settings. 3 hours. F.

A thorough study of integrated behavioral healthcare. This course will provide various models demonstrating a system of collaboration between behavioral healthcare providers and medical personnel. This course will emphasize a team model in the medical setting. Understanding and skill building in inter-professional communication, collaboration, and maintaining professional credibility, will be a major component of this course. This course includes a rotation within a medical setting.

DBH 760. Behavioral Healthcare Administration I. 3 hours. F.

Content will focus on behavioral healthcare administration. This course is designed to bridge the business knowledge gap that exists in most graduate level behavioral science programs. This course will prepare the behavioral health clinician to become a more insightful, skilled, and efficient organizational business manager within various behavioral health and medical settings.

DBH 765. Behavioral Healthcare Administration II. 3 hours. Sp.

A continuation of DBH 760. This course focuses on financial analysis and decision-making within modern business by providing theory, budgeting methods, risk analysis, and various other financial factors associated with business finance. Furthermore, this course focuses on understanding the various elements involved in creating a functional business plan for current practice/environment. Business plans will be submitted for evaluation using the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis technique.

DBH 770. Advanced Treatment Strategies for Addictive Disorders. 3 hours. Sp.

In this course, a complete history of addiction will be discussed along with advanced treatments for various addictions. Topics to be discussed include the use of opium by the ancient Sumerians to the recent epidemic of methamphetamine in the western world. There will be an emphasis on the origin of the drugs of abuse and the complex interaction between these drugs and their genetic, developmental, political, and social context in different eras. While this course will focus mainly on substance use disorders, time will also be spent on process addictions such as sexual addiction, compulsive gambling, and eating disorders. Particular attention will be given to the various treatment strategies of these addictions.

DBH 775. Behavioral Health Informatics. 3 hours. Sp.

This is an in-depth study of behavioral health informatics. This course will identify the historical impact of, current trends in, and future possibilities of technology within behavioral health. Students will gain advanced knowledge in ethical principles related to the application of technology within behavioral health. Students will also enhance their ability to lead an organization in improving behavioral healthcare practice based upon healthcare data.

DBH 780. Advanced Diagnosis and Treatment Planning. 3 hours. Su.

An advanced techniques course regarding diagnosis and treatment planning. This advanced course focuses on application of knowledge and skills in the assessment/diagnosis and treatment planning process. Furthermore, this course provides an opportunity for students to make an intensive study/analysis of selected patient/client cases. Finally, this course supports students in refining their therapeutic skill set for utilizing the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases for integrative case conceptualization.

DBH 785. Behavioral Health and Wellness. 3 hours. Su.

A thorough study of behavioral health and wellness. This rigorous course teaches the doctoral behavioral healthcare practitioner about developing leadership related to today's most prominent health issues. These include how lifestyle choices impact health (and lives) over time, current health and wellness information, how to develop programs, and strategies and skills for creating motivation and managing change. This course will utilize insight from the other disciplines of health, biology, psychology, sociology, counseling, and theology to frame a holistic approach to healthy living over a lifetime.

DBH 790A. Doctoral Capstone Project. 2 hours. Su., F., Sp.

First capstone course. This is the first in a series of three mentored courses to further facilitate the scholarly doctoral capstone project. This course builds on DBH 700 Residential: Orientation to Doctoral Study and DBH 720 Advanced Research Methods. The student will further focus on writing their literature review and research design. Students must gain committee approval that they have demonstrated expected progress on the doctoral capstone project in this course before progressing into DBH 790B Doctoral Capstone Project. Prerequisite: All D.B.H. coursework must be completed before enrolling in DBH 790A.

DBH 790B. Doctoral Capstone Project. 2 hours. Su., F., Sp.

Second capstone course. This is course is the second of three courses to facilitate the scholarly capstone project. Students must gain committee approval that they have demonstrated expected progress on the doctoral capstone project in this course before progressing into DBH 790C Doctoral Capstone Project. Prerequisite: Doctoral Capstone Project Committee must approve the student to enroll in DBH 790B based upon sufficient progress being made in DBH 790A.

DBH 790C. Doctoral Capstone Project. 2 hours. Su., F., Sp.

Third capstone course. Students will finalize their written doctoral capstone project. Upon approval by the Doctoral Capstone Project Committee, students will successfully complete an oral presentation of their project before an audience of FHU Faculty, Administration, and their peers within the D.B.H. program of study. After approval of the oral presentation, the student will format their capstone project into an article and submit it to at least one peer-reviewed journal. Students will also submit their capstone project for binding and submission to the FHU Library. Prerequisite: Doctoral Capstone Project Committee must approve the student to enroll in DBH 790C based upon sufficient progress being made in DBH 790B.

DBH 790D. Extension of Doctoral Capstone Project. 1 hour. Su., F., Sp.

A continuation of the capstone project. This course is designed for doctoral candidates who have not successfully completed their capstone project within the 3 semesters, as outlined in the D.B.H. program of study. The D.B.H. student must continually register for one hour of credit for each needed term (fall, spring, summer) and continue to work closely with their Doctoral Committee until the capstone project is successfully submitted and ready for defense. Prerequisite: Approval must be obtained from the director or dean before officially registering.

ECO Economics

ECO 271. Macroeconomics. 3 hours. F., Sp.

A study of foundational macroeconomic theory and application. Course topics include production possibilities, aggregate demand and supply, distribution and measurement of national income and economic growth, employment, inflation, international trade, monetary and fiscal policy, and the Federal Reserve System.

ECO 272. Microeconomics. 3 hours. F., Sp.

A study of foundational microeconomic theory and application. Course topics include supply and demand, markets and prices, price ceilings and floors, utility theory, producer cost(s), competition, and market structures.

ECO 570. Economic Thought. 3 hours. Sp.

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. Prerequisites: ECO 271 Macroeconomics and ECO 272 Microeconomics or approved equivalent.

EDU Education

EDU 130. Introduction to Education. (W) 3 hours. F., Sp.

A study of existing educational practices, the knowledge base of the program of teacher education, lesson planning using Taskstream©, and the foundations of American public education. This course includes a 7–hour field experience. This course includes a significant writing component.

EDU 250. Professional Reflective Seminar I – Lesson Planning and edTPA. 1 hour. F., Sp.

This course is an in-depth study of designing, applying and evaluating instruction, lesson planning, and lesson presentations to produce effective educators. Emphasis will also be placed on the overall structure, specific terminology, and samples of the edTPA portfolio system. Prerequisite: EDU 130 Introduction to Education.

EDU 315. Children's Literature. (W) 3 hours. F., Sp.

A study of children's literature with attention to the interests and needs of kindergarten and elementary school students. This course includes a significant writing component.

EDU 316. Children's Literature Competency. (W) 1 hours. Su.

A study of children's literature with attention to the interests and needs of kindergarten and elementary school students. This course includes a significant writing component.

EDU 320. Technology in the Classroom. 3 hours. F., Sp.

A study of methods designed to prepare pre-service teachers to effectively use technology as a learning tool in PreK–12 classrooms. The course emphasis is on technology integration, while attention is given to helping pre-service teachers obtain ISTE Standards for Teachers related skills that will benefit them in their future classrooms. Prerequisite: Admission to Teacher Education.

EDU 325. Teaching Strategies PreK–3. 3 hours. F., Sp.

A study of materials and methods appropriate in PreK through grade 3 for learning, fostering communication skills, and encouraging self-expression. Requires field experiences including the use of technology. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I.

EDU 327. Tests and Measurement. 3 hours. Su., F., Sp.

A consideration of the various types of tests used to evaluate student progress and the analysis of test data using statistical techniques. Development of tests and interpretation of test data are included. Attention is given to the use of tests and data in the guidance processes. Prerequisite: Admission to Teacher Education.

EDU 330. Teaching Mathematics: Methods, Strategies, and Techniques. 3 hours. Sp.

A study of methods, strategies, and techniques designed to prepare pre-service teachers to develop a variety of mathematical teaching skills to support student learning. Particular attention will be given to the principles and standards of the National Council of Teachers of Mathematics (NCTM), as well as the Tennessee Academic Standards. Pre-service teachers will explore a variety of research-based strategies for teaching mathematics in alignment with those NCTM and Tennessee Academic Standards. Course includes a 15–hour practicum. Prerequisite: Admission to Teacher Education.

EDU 350. Professional Reflective Seminar II – Lesson Planning and edTPA. 1 hour. F., Sp.

This course is an in-depth study of applying and evaluating instruction through lesson planning and assessment to produce effective educators. Emphasis will also be placed on refining writing tasks, videoing, and submission structure of the edTPA portfolio system. Prerequisites: Must be taken the semester before student teaching concurrently with EDU 428 Classroom Management and EDU 430 Educational Methods, Strategies, and Techniques, Elementary; or EDU 431A Educational Methods, Strategies, and Techniques, Secondary English; or EDU 431B Educational Methods, Strategies, and Techniques, Secondary Mathematics; or EDU 431C Educational Methods, Strategies, and Techniques, Secondary Social Studies; or EDU 431D Educational Methods, Strategies, and Techniques, Secondary Science; or EDU 431E Educational Methods, Strategies, and Techniques, K–12 Content Areas.

EDU 428. Classroom Management. 2 hours. F., Sp.

A study of various classroom management principles. Must be taken the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 430 Educational Methods, Strategies, and Techniques, Elementary; or EDU 431A Educational Methods, Strategies, and Techniques, Secondary English; or EDU 431B Educational Methods, Strategies, and Techniques, Secondary Mathematics; or EDU 431C Educational Methods, Strategies, and Techniques, Secondary Social Studies; or EDU 431D Educational Methods, Strategies, and Techniques, Secondary Science; or EDU 431E Educational Methods, Strategies, and Techniques, K–12 Content Areas.

EDU 430. Educational Methods, Strategies, and Techniques, Elementary. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for elementary classroom instruction. Attention will be given to the importance of teaching reading. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 431A. Educational Methods, Strategies, and Techniques, Secondary English. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in content area 6–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for English–content classrooms. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 431B. Educational Methods, Strategies, and Techniques, Secondary Mathematics. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in content area 6–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for mathematics–content classrooms. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 431C. Educational Methods, Strategies, and Techniques, Secondary Social Studies. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in content area 6–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for social studies–content classrooms. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 431D. Educational Methods, Strategies, and Techniques, Secondary Science. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in content area 6–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for science–content classrooms. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 431E. Educational Methods, Strategies, and Techniques, Content Areas. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in content area 6–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for content taught by K–12 licensed educators. Course must be taken in the semester preceding student teaching. This course includes a 55–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 428 Classroom Management.

EDU 444. Student Teaching, PreK–3. 12 hours. F., Sp.

Classroom teaching experience under supervision of an approved teacher. The student teaching experience will consist of two placements that may be of unequal periods of duration. One placement will be the PreK–K level and the other will be in a lower elementary level (grades 1–3). Prerequisite: Approval for student teaching. *Initial start date for the student teaching semester follows school district calendars.*

EDU 445. Student Teaching, Elementary. 12 hours. F., Sp.

Classroom teaching experience under supervision of an approved teacher. The student teaching experience will consist of two placements that may be of unequal periods of duration. One placement will be at the early grades level. Prerequisite: Approval for student teaching. *Initial start date for the student teaching semester follows school district calendars.*

EDU 446. Student Teaching, Middle Grades. 12 hours. F., Sp.

Classroom teaching experience under supervision of an approved teacher. The student teaching experience will consist of two placements that may be of unequal periods of duration. One placement will be at the middle grade level (grades 4–6), and the other will be at the middle grade/junior high level (grades 7–8). Prerequisite: Approval for student teaching. *Initial start date for the student teaching semester follows school district calendars.*

EDU 447. Student Teaching, Secondary. 12 hours. F., Sp.

Classroom teaching experience under supervision of an approved teacher. The student teaching experience will consist of two placements that may be of unequal periods of duration. One placement will be at the junior high school grade level (grades 6–8), and the other will be at the high school grade level (grades 9–12). Prerequisite: Approval for student teaching. *Initial start date for the student teaching semester follows school district calendars.*

EDU 448. Student Teaching, K–12. 12 hours. F., Sp.

Classroom teaching experience under the supervision of an approved teacher. The student teaching experience will consist of two placements that may be of unequal periods of duration. One placement will be at the elementary level (grades K–5) and the other will be at the secondary level (grades 6–12). Prerequisite: Approval for student teaching. Classroom teaching experiences for physical education will be at the elementary level (K–4) and middle/secondary grades (5–12). *Initial start date for the student teaching semester follows school district calendars.*

EDU 450. Professional Reflective Seminar III – Professional Growth/edTPA Capstone. 1 hour. F., Sp.

This course is a capstone course culminating with the edTPA submission and performance review. Professional growth will be emphasized throughout this seminar also with the final submission as well as guest speakers to promote personal and professional growth. Corequisite: Must be taken the semester with student teaching.

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

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. Su., F., Sp.

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. Su., F., Sp.

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. Su., F., Sp.

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. Su., F.

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 includes 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.

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 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. Su., F., Sp.

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. Teaching Math Literacy. 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. Teaching Literacy in Elementary and Middle School. 3 hours. F., Sp.

The principles and techniques used in addressing skills and strategies that meet important standards, best practices, and sound research in instruction in phonetic awareness, phonics, fluency, vocabulary, comprehension, close reading, and writing are presented. The administration and interpretation of various assessments and how the assessments can be integrated into a classroom are explained. Tools to show how instruction can be differentiated to meet the challenges of the diverse needs of the schools' populations are discussed. Lesson planning will be presented using the Tennessee Evaluation Model and a TEAM lesson plan to instruct a whole class and small groups.

EDU 512. Procedures in Classroom Management. 3 hours. Su., F.

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. Su., F., Sp.

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 515. edTPA Professional Seminar I. 1 hour. Su., F., Sp.

This course is an in-depth study of designing, applying, and evaluating instruction, lesson planning, and lesson presentations to produce effective educators. Emphasis will also be placed on the overall structure, specific terminology, and samples of the edTPA portfolio system. Prerequisite or taken concurrently: EDU 500 Introduction to Graduate Studies.

EDU 518. Seminars. 1–3 hours. Su., F., Sp.

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

EDU 520. Teaching Strategies K–4. 3 hours. F., Sp.

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. Teaching Secondary School Literacy. 3 hours. Su., F.

A general study of strategies used in building and reinforcing literacy 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 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. Initial start date for the student teaching semester follows district calendars.

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

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 527. Emergent Literacy. 3 hours. Su.

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 531. edTPA Professional Seminar II. 1 hour. F., Sp.

This course is an in-depth study of applying and evaluating instruction through lesson planning and assessment to produce effective educators. Emphasis will also be placed on refining writing tasks, videoing, and submission structure of the edTPA portfolio system. Prerequisites: Must be taken the semester before student teaching or concurrently with EDU 597 Mentoring in the Classroom and before EDU 550 Professional Reflection and Planning.

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

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

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

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

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

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

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

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

EDU 537. 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 25–hour practicum to be completed during the semester in which the course is taken. (Students will complete this practicum at the elementary/middle level or secondary level.) Prerequisites: EDU 665 Organization and Administration to School Counseling, EDU 532 Theories of Child Counseling and Consulting, EDU 534 Introduction to Group Counseling, and EDU 538 Assessments.

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

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

EDU 550. Professional Reflection and Planning. 1 hour. F., Sp.

This course is a capstone course culminating with the edTPA submission and performance review. Professional growth will be emphasized throughout the seminar also with the final submission as well as guest speakers to promote personal and professional growth. Prerequisites: EDU 515 edTPA Professional Seminar I and EDU 531 edTPA Professional Seminar II.

EDU 570. Introduction to Instructional Technology. 3 hours. Su.

Introduction of the Instructional Technology program including overview modules focused on the International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches. Guidance and planning for the field experiences provide an opportunity to integrate student coursework, theory, and experience into workplace settings. The goal for each candidate is to expand their understanding of the practical aspects of being regarded as a technology leader within their organization. The candidate will facilitate two Twitter chats with colleagues from the M.Ed. in Instructional Technology program. This online course includes: significant writing, blogging, tweeting, Skyping, podcasting, and vidcasting.

EDU 572. Planning for Instructional Technology. 3 hours. Su.

This course examines emerging technologies (hardware and software systems) that support teaching/learning, and methods for assessing the utility of any technology used for instructional purposes. Emphasizes the process of planning for the use of technology in the local school and system. Includes plans for faculty and staff technology support, grant writing, alternative arrangements of computer set-ups and planning for face-to-face and virtual faculty and staff professional development. The International Society of Technology in Education (ISTE) Standards for students and teachers will be emphasized in this course. The candidate will facilitate two Google+ Hangouts On Air with colleagues from the M.Ed. program. This online course includes: significant writing, blogging, tweeting, Skyping, podcasting, and vidcasting.

EDU 574. Integrating Web–based Tools in Traditional Learning Environments. 3 hours. F.

The purpose of this course is to help candidates become proficient in the design, development, and delivery of course instruction through learning management systems and the integration of web-based tools into traditional learning environments. The International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches will be emphasized in this course. The candidate will contribute two blogs to the M.Ed. Instructional Technology Blog. This online course includes: significant writing, blogging, tweeting, Skyping, podcasting, and vidcasting.

EDU 575. Critical Analysis of Instructional Technologies. 3 hours. F.

This course examines the instructional and educational value of commercially available technologies for PreK through 20. The course builds upon a foundation of instructional theory to identify appropriate characteristics of instructional technologies and explores the effectiveness of instructional technologies in the classroom. The International Society of Technology in Education (ISTE) Standards for students and teachers will be emphasized in this course. The candidate will contribute two blogs to the M.Ed. Instructional Technology Blog. This online course includes: significant writing, bloggings, tweeting, Skyping, podcasting, and vidcasting.

EDU 576. Online Teaching and Learning: Design and Pedagogy. 3 hours. F.

This course provides an examination of the theory that informs online teaching and learning and the implementation of best pedagogical practices. Challenges related to the original design and/or adaptation of effective online instruction is explored. Focus is on developing the knowledge and skills to create multiple types of online assignments and units for K–12 students using Web authoring software. Topics also include constructing evaluation tolls to assess K–12 student learning outcomes discussed and implemented. The International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches will be emphasized in this course. This online course includes: significant writing, blogging, tweeting Skyping, podcasting, and vidcasting.

EDU 577. Administration of Technology Initiatives: Planning, Budgeting, and Evaluation. 3 hours. Sp.

This course provides an overview of the administration of technology in K–12 school systems. The impact of technology in schools is explored from a variety of perspectives, including access, planning, budgeting, maintenance, and life cycle management at the classroom, school, and district levels. Criteria for making financial and instructional decisions about technology are developed and evaluated. A particular emphasis is placed on knowledge and skills teachers can use to acquire classroom technology, including grant writing and public-private sector partnerships. The International Society of Technology in Education (ISTE) Standards for administrators and coaches will be emphasized in this course. This online course includes: significant writing, bloggings, tweeting, Skyping, podcasting, and vidcasting.

EDU 578. Multimedia/Hypermedia in Education. 3 hours. F.

A projects-based course in instructional technology which provides candidates with the opportunity to enhance their skills and understanding of the use of multimedia/hypermedia in education (e.g., Google Apps, Audio and Video Tools, iOS/Android Apps, HYML authoring systems, presentations software, etc.) to present, record, and share information by engaging them in the creation and application of multimedia/hypermedia technologies in their educational settings. This course includes significant writing and technology components. The International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches will be emphasized in this course. The candidate will conduct two podcasts sharing technology insights that have been learned in the course. This online course includes: significant writing, blogging, tweeting, Skyping, podcasting, and vidcasting.

EDU 579. Integrative Capstone Seminar/Project. 6 hours. Su.

This is the final course in the M.Ed. Instructional Technology program. This course includes a self-directed project, in which candidates collaborate with colleagues within or across grade levels or departments to incorporate technological innovations into their curricula. The candidate will facilitate a bi-monthly Twitter chat with colleagues from the M.Ed. program. The candidate will facilitate three Google+ Handouts On Air with colleagues from the M.Ed. program. The candidate will contribute monthly to the M.Ed. Instructional Technology Blog. The candidate will conduct a weekly TwitCast sharing technological insights that have been gained throughout the M.Ed. program. The candidate will conduct bi-monthly podcasts sharing technological insights that have been gained throughout the M.Ed. program. Throughout the seminar, an ePortfolio is built to demonstrate the development, implementation, and outcomes of the project. This is designed as a capstone experience that provides candidates the opportunity to apply previous knowledge and skills gained from other courses in the program. The students will demonstrate in their ePortfolio a clear understanding of the implementation of the International Society of Technology in Education (ISTE) Standards for students, teachers, administrators, and coaches in the K–12 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. Prerequisites or taken concurrently: EDU 505 Instructional Theory and Design; EDU 507A Practicum in Instructional Strategies, Elementary; EDU 507B Practicum in Instructional Strategies, Secondary; EDU 520 Teaching Strategies K–4; or EDU 521 Teaching Secondary School Literacy.

EDU/SPE 598. Independent Study. 3 hours. Su., F., Sp.

A cooperatively planned reading-research course or special project guided and evaluated by a member of the graduate faculty. May be repeated. Prerequisites: 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 Freed–Hardeman University.

EDU 601. Foundations of School Administration and Supervision. 3 hours. Su., F., Sp.

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, ethical, and leadership qualities associated with an effective instructional leader candidate. Candidates will prepare a professional portfolio, produce an on-demand writing sample and present additional artifacts as outlined in the *Tennessee Learning Centered Leadership System* or other artifacts as directed by the professor. In addition, all prospective FHU Instructional Leadership Licensure candidates must present their previous teacher evaluation(s). Candidates with TVAAS data will submit their latest assessment and are required to score a minimum of 3 on a 1 to 5 scale. Candidates will be required to earn a minimum of 3.1 on a 1 to 5 scale in the Teacher Observation portion of the Tennessee Educator Acceleration Model (TEAM). Candidates from out-of-state will present comparable assessments. 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. Su., Sp.

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.

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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instruction Leadership Licensure program, and an approved mandatory FHU Administrative Licensure Program Proposal on file in Taskstream©.

EDU 611. School Business Management. 3 hours. Su., Sp.

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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instruction Leadership Licensure program, and an approved mandatory FHU Administrative Licensure Program Proposal on file in Taskstream©.

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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instruction Leadership Licensure program, and an approved mandatory FHU Administrative Licensure Program Proposal on file in Taskstream©.

EDU 613. The Principalship. 3 hours. Su., F.

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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instruction Leadership Licensure program, and an approved mandatory FHU Administrative Licensure Program Proposal on file in Taskstream©.

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

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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instruction Leadership Licensure program, and an approved mandatory FHU Administrative Licensure Program Proposal on file in Taskstream©.

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. Su., F., Sp.

This course will study the requisite knowledge and skills necessary to develop programs dependent on competitive funding. It will include an overview of proposal development strategies; skills in determining, critiquing, and assessing criteria of successful proposals; a systems approach in project development; and skills in identifying and critiquing viable sources of funding for developed projects.

EDU 620. Administrative Issues in Special Education. 3 hours. 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. Su., Sp.

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

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. 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. Su.

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 Education Law 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 637. Data Analysis for School Improvement. 3 hours. F., 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.

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 videocasting.

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

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 670A. Advanced Educational Research Design I. 3 hours. Su., F., Sp.

In this two–part course followed by EDU 670B, students will plan out significant aspects of a particular research study focused around a chosen methodology. Data collection, survey creation, and other areas or research design will be explored in order to successfully defend a research proposal.

EDU 670B. Advanced Educational Research Design II. 3 hours. Su., F., Sp.

In this course, students will engage in the collection and synthesis of relevant research on a specific research topic and the development of a professional literature review. An emphasis will be placed on the in-depth review and analysis of current professional literature toward the development of Chapter 2 of the student's proposed research study. Prerequisite: EDU 670A Advanced Educational Research Design I.

EDU 671A. Quantitative Statistics Applied to Social Science Research I. 3 hours. F.

This course provides the basis for understanding, applying, and interpreting univariate statistics in social science settings and introduces multiple correlation research. The students will use data sets that apply directly to social science research and explore that theory and application behind various inferential statistical methods.

EDU 671B. Quantitative Statistics Applied to Social Science Research II. 3 hours. Sp.

This course is an extension of EDU 671A that further explores the application in inferential statistics in social science settings. The student will relate specific quantitative research procedure using appropriate software. Prerequisite: EDU 671A Quantitative Statistics Applied to Social Science Research I.

EDU 672. Qualitative Methods Applied to Social Science Research. 3 hours. Sp.

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses. Prerequisite: EDU 670A Advanced Educational Research Design I.

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. Su., F., Sp.

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–5). Students and the University will mutually arrange a placement with a licensed school counselor in a participating school district where they will compete 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 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. Su., F., Sp.

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 (6–12). 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 School Counseling Practicum, EDU 538 Assessments for School Counselors, and EDU 665 Organization and Administration of School Counseling Services.

EDU 695D. Supervised Internship (Alternative License). 3 hours. Su., F., Sp.

Mentoring for individuals who are working as a school counselor on an alternative license in the PreK–12 school setting. It provides individuals an opportunity to develop school counseling skills and demonstrate competence as school counselors while participating in face-to-face meetings with their university mentor, observations, formal evaluations, and attendance at professional development activities in identified areas of need. The course is "Pass/Fail".

EDU 698. Independent Study. 3 hours. Su., F., Sp.

A cooperatively planned reading-research course or special project guided and evaluated by the Director of the Administration and Supervision program or a 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.

EDU 773. Dissertation Seminar I. 3 hours. Su.

This dissertation seminar course is one of three that all doctoral students must take. It is an individualized course designed to help progress doctoral students through the dissertation process depending on where they are in the dissertation phase. Students may plan, conduct, and/or write about significant aspects of their particular research study. Academic writing, data collection, data analysis, and other areas of the research process will be explored in order to prepare students to meet the requirements of the Doctoral program. Prerequisite: Doctoral candidacy.

EDU 774. Dissertation Seminar II. 3 hours. F.

This dissertation seminar course is one of three that all doctoral students must take. It is an individualized course designed to help progress doctoral students through the dissertation process depending on where they are in the dissertation phase. Students may plan, conduct, and/or write about significant aspects of their particular research study. Academic writing, data collection, data analysis, and other areas of the research process will be explored in order to prepare students to meet the requirements of the Doctoral program. Prerequisite: Doctoral candidacy.

EDU 775. Dissertation Seminar III. 3 hours. Sp.

This dissertation seminar course is one of three that all doctoral students must take. It is an individualized course designed to help progress doctoral students through the dissertation process depending on where they are in the dissertation phase. Students may plan, conduct, and/or write about significant aspects of their particular research study. Academic writing, data collection, data analysis, and other areas of the research process will be explored in order to prepare students to meet the requirements of the Doctoral program. Prerequisite: Doctoral candidacy.

EDU 776. Dissertation Seminar IV. 3 hours. Su., F., Sp.

Students will complete their research and writing. This course may be taken once for continuous enrollment after completion of the EDU 773, EDU 774, and EDU 775 (Dissertation Seminar I, II, and III). Students will work with their dissertation advisors both individually and in small groups. Candidates will also prepare future presentations and publications. Prerequisites: EDU 773, 774, and 775 Dissertation Seminar I, II, and III.

EDU 777. Dissertation Seminar V. 1 hour. Su., F., Sp.

Students will complete their research and writing. This course may be taken as often as needed for continuous enrollment throughout the duration of dissertation writing and defense. Students will work with their dissertation advisors. Candidates will also prepare future presentations and publications. Prerequisite: EDU 776 Dissertation Seminar IV.

ENG English

ENG 100. Introduction to College Writing. 3 hours. F.

This course is designed to teach basic language use, writing mechanics, and the principles of elementary composition. The fundamentals of grammar, punctuation, and sentence structure will be stressed. Teaching will focus on the writing process, moving from construction of logical sentences that are mechanically correct, to organization of sentences into simple paragraphs, to organization of paragraphs into essay. This course is for those students who have English ACT scores of 16 or below. This course will be graded "Pass/Fail;" students must receive a passing grade in this course before continuing to ENG 101 English Composition I. (This course does not meet the liberal arts core requirements toward 6 hours of English Composition.)

ENG 101. English Composition I. 3 hours. F., Sp.

First–year composition. This course focuses on student development of clear thought and expression through writing. Class time will be devoted to exploring and developing ideas, practicing steps of the writing process, and discussing various styles and patterns of exposition. This course is designed to provide students with tools in critical analysis and effective communication used in subsequent courses. Prerequisite: A minimum score of 17 on the English portion of the ACT or a passing grade in ENG 100 Introduction to College Writing.

ENG 102. English Composition II. 3 hours. F., Sp.

An introduction to research and argumentative writing. Students write research papers, critical essays, and argumentative essays using MLA style. Prerequisite: ENG 101 English Composition I or the equivalent.

ENG 225. English Literature I. 3 hours. F.

A survey of English literature from the Anglo–Saxon period through the 18th century. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in early English literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 226. English Literature II. 3 hours. Sp.

A survey of English literature from the Romantic period to the present. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in later English literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 235. American Literature I. 3 hours. F., Sp.

A survey of American literature from the colonial period to the Civil War. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in early American literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 236. American Literature II. 3 hours. Sp.

A survey of American literature from the Civil War to the present. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in later American literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 245. World Literature I. 3 hours. F.

A survey of world literature from ancient times through the 16th century. This course exposes students to a wide range of writers, periods, and currents of thought in world literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 246. World Literature II. 3 hours. Sp.

A survey of western literature, excluding British and American works, from the 17th century to the present. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in modern western literature. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 295. Introduction to English Studies. (W) 2 hours. Sp.

An introduction to English as a major. This course focuses on critical reading and interpretation of literary texts, research techniques in English studies, and careers for majors. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 299A/399A. Special Topics in Literature. 3 hours. F., Sp.

A focused study of an area of special interest related to American, British, or World literature. Topics might include African–American literature, contemporary literature, utopian/dystopian literature, travel writing, or film of fiction. Prerequisite: ENG 102 English Composition II.

ENG 299B/399B. Special Topics in Language and Composition. 3 hours. Offered on sufficient demand.

A focused study of an area of special interest related to the production, structure, and/or nature of language and writing. Prerequisites: ENG 102 English Composition II and ENG 305 Advanced Traditional Grammar.

ENG 299G/399G. Special Topics in Language and Literature. 3 hours. Offered on sufficient demand.

An in-depth study of an area of special interest relating to the English language or literature. Recent topics have included American dialects, Utopian writings, contemporary literature, African–American literature, and Literary London. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 305. Advanced Traditional Grammar. 3 hours. F.

A detailed study of the grammatical features of standard written English. This course includes analysis of traditional and structural grammar. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 310. Creative Writing. (W) 3 hours. F. Even years.

An introduction to the mechanics and concepts of short story and poetry writing. Emphasis is given to the structure of the short story: story ideas, characters, dialog, scene, plot, conflict, and the story's opening, middle, and ending. Depending on student interest, attention may be given to script, play, and screenwriting. Students participate in extensive journaling, peer critique, and revision. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 335. Romantic Poetry and Prose. (W) 3 hours. Sp. Even years.

A study of the Romantic period of British literature. Writers studied may include: Blake, Burns, Coleridge, Wordsworth, Byron, Shelley, Keats, Lamb, and Hazlitt. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 345. Women Writers. (W) 3 hours. F. Odd years.

An exploration of the traditions in women's literature and women as writers in English. This course combines textual analysis, cultural and literary theory, and student-led discussions. The course covers works by writers in various countries, but emphasis is placed on American cultures, including 19th century domestic culture, African–American culture, and/or Native American culture. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 355. Medieval English Poetry and Prose. 3 hours. Offered on sufficient demand.

A study of Old and Middle English literature. This course concentrates on Langland, Chaucer, Old and Middle English lyrics, religious writers, and Malory. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 365. Renaissance Drama. (W) 3 hours. Sp.

A study of representative dramas of Renaissance England. Students read plays by Shakespeare and his contemporaries. Writers studied may include: Kyd, Marlowe, Jonson, Webster, and Middleton. This course includes a significant writing component. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 385. Victorian Poetry and Prose. 3 hours. Sp. Odd years.

A study of the Victorian period of British literature. Writers studied may include: Tennyson, Browning, Arnold, Carlyle, Newman, and Mill. Prerequisite: ENG 102 English Composition II or the equivalent.

ENG 405. Advanced Composition. (W) 3 hours. Sp.

An overview of the craft of nonfiction, academic, and professional writing. Students participate in extensive journaling, drafting, peer critique, and deep revision. This course includes a significant writing component. Prerequisites: ENG 295 Introduction to English Studies and ENG 305 Advanced Traditional Grammar.

ENG 425. The British Novel. 3 hours. F. Odd years.

A study of important British novels from the beginning through modern times. Writers studied may include: Defoe, Richardson, Fielding, Austen, Dickens, Trollope, and Conrad. Prerequisite: ENG 295 Introduction to English Studies.

ENG 435. American Fiction. (W) 3 hours. F. Even years.

A study of the short story and the novel in America. Writers studied may include: Brockden Brown, Poe, Hawthorne, Melville, Twain, Chopin, Cather, Hemingway, Fitzgerald, Faulkner, and Hurston. This course includes a significant writing component. Prerequisite: ENG 295 Introduction to English Studies.

ENG 495. Senior Project. 1 hour. F.

Capstone course for English majors. Students will produce individual research projects guided by an English faculty member. The class will meet to discuss research methods, topic exploration, progress, and peer revision. Students will meet individually with the instructor. Upon completion of the project, the students will make an oral presentation of the research findings and submit a portfolio of representative writing in English. Prerequisite: Senior standing as an English major.

ENS Engineering Sciences

ENS 101. Introduction to Engineering. 2 hours. F.

An introduction to engineering and the engineering profession. Lecture topics will include the engineering problem-solving method, introduction to design, basic problem-solving and computer skills, study and personal development skills. This course meets for two one–hour lecture periods per week.

ENS 103. Engineering Graphics. 3 hours. Sp.

An introduction to graphic expression and communication. Topics will include technical sketching, multi-view projection, isometric and oblique projection, graphic representation, and analysis of data. Advanced topics to include auxiliary views, oblique views, line and plane problems, and surfaces will be introduced. Computer graphics are used alongside board drafting to introduce state-of-the-art engineering drawing production. This course meets for one and one–half hours of lecture and four and one–half hours of laboratory per week.

ENS 231. Engineering Mechanics I (Statics). 3 hours. F. Odd years.

A study of the principles of statics. Lecture topics will include resultants of force systems, equilibrium of force systems, analysis of structures in two and three dimensions, friction, centroids, centers of gravity, and moments of inertia. This course meets for three hours of lecture per week. Prerequisite: MAT 122 Analytics and Calculus I.

ENS 232. Engineering Mechanics II. (Dynamics). 3 hours. Sp. Even years.

A study of the principles of dynamics. Lecture topics will include a study of particles and rigid bodies as to kinematics, kinetics, work, and energy; impulse and momentum; and an introduction to mechanical vibrations. This course meets for three hours of lecture per week. Prerequisites: ENS 231 Engineering Mechanics I and PHS 211 Physics for Science and Engineering I.

FAM Family Studies

FAM 201. Child Development and Lab. 3 hours. F., Sp.

A holistic study of the typical and atypical development of a child from prenatal stage to school–age. Emphasis is on the ways fundamental needs of young children may be met in daily living. Directed observation and participation in a local preschool. Two hours lecture and two hours observation and participation. Same as PSY 201.

FAM 230. Marriage and the Family. 3 hours. F., Sp.

An introduction to the basic principles that are needed in creating a happy and successful marriage and family life. A Biblical perspective is used to consider such topics as sex roles, dating, marriageability, mixed marriages, engagement, sex adjustment, in-law adjustment, financial adjustment, life insurance, divorce, reproduction, family planning, and child rearing. Same as BIB 230.

FAM 299B/399B. Death and Dying. 3 hours. F.

A critique of death and dying in contemporary North America. Themes include the death system, care of the dying and bereaved, attachment theory, normal and complicated grief, factors influencing the grief reaction, funerals, children and death, suicide, and ethical issues faced by service providers.

FAM 305. Childhood Disorders. 3 hours. F.

An overview of major socio-psychological childhood disorders. This course is designed to assist students, early and later childhood educators, parents, and medical and state agency employees in the recognition and understanding of such conditions in children.

FAM 310. Developmental Psychology. 3 hours. Su., F., Sp.

A study of the physical, mental, emotional, and social development of an individual from conception to death. More emphasis will be given to development through early adulthood. Prerequisite: PSY 210 General Psychology. (Exceptions: Child and Family Studies or Nursing majors taking this course to fulfill program requirements.) Same as PSY 310.

FAM 331. Parenting and Family Relations. (W) 3 hours. Sp.

An in-depth study of parent/child relationships and their application to the rearing of children. Emphasis is on the principles and practices parents can apply to promote understanding and skills that benefit all family members in their unique growth and development. This course includes a significant writing component.

FAM 335. Human Sexuality. 3 hours. Sp.

A survey of the complex social, psychological, and spiritual aspects of human sexuality. Emphasis will be on a responsible view of sexuality as a part of life adjustment.

FAM 345. Child Management Through Adolescence. 3 hours. Sp.

An examination of child management and parenting practices. The meaning and use of child management will be discussed in relation to the theoretical and practical aspects.

FAM 355. Family Policies. (W) 3 hours. Sp.

An analysis of government programs and policies that impact upon the family including, but not limited to: childcare, aging, family law, healthcare, housing, mental health, family violence, and income maintenance. Particular emphasis will be placed on understanding the underlying agendas and constructs that go into play in shaping public policy in the arena. This course includes a significant writing component.

FAM 365. Family Life Education Methodology. 3 hours. F.

A study of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational experiences.

FAM 388. Personal and Family Financial Planning. 3 hours. Su., F., Sp.

A detailed study of personal and family finance. The course includes: Biblical teaching, financial planning, budgeting, banking, savings, credit, housing, insurance, investments, tax planning, teaching financial responsibility to children, gifts, retirement and estate planning. Same as FIN 388.

FAM 431. Administration of Child and Family Programs. 3 hours. F.

A study of the various career opportunities in the field of child development and family studies as well as the educational and/or certification requirements to fill these positions. Consideration will also be given to the standards, ethics, and practices that will assure quality day care to clients of any age.

FIN Finance

FIN 381. Real–Time Investment Selection. 3 hours. F.

A real-time investment course. The course involves investing in a portfolio initially funded by $1 million. This course will represent a significant real-world investment opportunity for a student-led, student-run investment portfolio with active faculty and industry professional input. Prerequisite: Permission from the instructor.

FIN 382. Real–Time Portfolio Management. 3 hours. Sp.

A continuation of FIN 381. This course will represent a student-led effort to actively manage a fully-funded, client-owned investment portfolio. This course will present a significant opportunity for students to manage an existing investment portfolio with active faculty and industry professional input. Numerous portfolio management theories and analytical tools will be available to the students to manage the portfolio for optimal performance. Prerequisites: FIN 381 Real–Time Investment Selection and permission from the instructor.

FIN 383. Risk Management. 3 hours. F.

A study of risk management. The course includes: risk analysis and various insurance contracts for consumers and enterprise risk management including insurance, reinsurance, hedging, and other tools to manage or mitigate risk.

FIN 385. Managerial Finance. 3 hours. Su., F., Sp.

An exploration of sources and uses of business funds. The course includes: financial statement analysis, time value of money, market efficiency of financial markets, and the Capital Asset Pricing Model. The course also covers working capital management, cost of capital, sources of debt and equity financing, capital budgeting issues, valuation models, and other financial management issues facing businesses. Extensive qualitative and quantitative methods will be employed. Prerequisites: ACC 233 Principles of Accounting II and either ECO 271 Macroeconomics or ECO 272 Microeconomics.

FIN 386. Financial Markets and Institutions. 3 hours. F.

Detailed study of the nature and function of financial intermediaries, flow of funds, money and capital markets, interest rate analysis, and major financial institutions and their regulations. Prerequisite: ECO 271 Macroeconomics or ECO 272 Microeconomics.

FIN 388. Personal and Family Financial Planning. 3 hours. Su., F., Sp.

A detailed study of personal and family finance. The course includes: Biblical teaching, financial planning, budgeting, banking, savings, credit, housing, insurance, investments, tax planning, teaching financial responsibility to children, gifts, retirement and estate planning. Same as FAM 388.

FIN 486. Investments. 3 hours. F.

A study of investments and portfolio management. Emphasis is placed on stock and bond characteristics, analysis, and valuation. Portfolio construction, performance assessment, and risk management techniques. Prerequisite: FIN 385 Managerial Finance or permission from the instructor.

FIN 488. Debt and Derivatives. 3 hours. Sp.

Debt, options, and other derivative financial instruments are examined. Alternative investments and the use of debt and derivatives in portfolio management decisions. Prerequisite: FIN 385 Managerial Finance or permission from the instructor.

FIN 497. Finance Internship. 1–3 hours. Su., F., Sp.

A professional field experience. The course is conducted under the supervision of an experienced financial professional, carefully selected and approved by the University.

FIN 580. Financial Management. 3 hours. F.

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. Prerequisites: FIN 385 Managerial Finance or approved equivalent.

HAD Healthcare Administration

HAD 510. Fundamentals of Healthcare Administration. 3 hours. F., Sp.

A foundational study of management specific to the administration of healthcare organizations. The course blends traditional management principles with current healthcare topics and practices. Coursework will introduce students to the complex nature of the healthcare industry. Prerequisite: Completion of MGT 241 Principles of Management or approved equivalent.

HAD 530. U.S. Healthcare System. 3 hours. Sp.

A continuation of the study of administering healthcare organizations. The course will focus on the service structure of this industry, current regulatory issues, and the relationship to the broader community specific to the healthcare operations in the United States. The course will also include an introduction to epidemiology. Prerequisite: Completion of MGT 241 Principles of Management or approved equivalent.

HAD 540. Total Quality Management in Healthcare. 3 hours. F.

A study of the basic elements of quality improvement in the healthcare industry. This course will also address quality assurance and relevant organizational responsibilities of this process. The course will focus on data analysis for quality improvement, clinical practice guidelines, and the future of healthcare quality. Prerequisite: BAN 225 Quantitative Business Analysis.

HAD 560. Healthcare Information Systems. 3 hours. Sp.

A study of the evolving role of information systems within the healthcare industry. Emphasis will be on understanding how various information systems are used to support both clinical and administrative aspects of the organization, including reimbursement. The course will include a discussion of current applications and technologies relevant to today’s healthcare facilities. Prerequisite: BAN 225 Quantitative Business Analysis.

HAD 590. Integrated Healthcare Administrative Experience. 3 hours. Su., F., Sp.

A 200–hour field work experience conducted under the supervision of a healthcare sponsor. The internship provides each student an opportunity to gain relevant and meaningful experience in a healthcare organization. Each placement is proposed by the student and approved by the faculty advisor. Prerequisite: Completion of all other HAD courses.

HEA Health

HEA 121. Principles of Nutrition. 3 hours. F., Sp.

A study of nutrition, incorporating the fundamental scientific principles to the science of nutrition. Students examine concepts and controversies to develop their own nutritional lifestyle compatible with the principles of sound nutrition.

HEA 216. Personal Health. 3 hours. Su., F., Sp.

Introduction to personal health concepts. This course endeavors to make each student health conscious. The course includes fundamental biological facts and the psychological aspects of human behavior as they affect the health conduct of the individual.

HEA 217. First Aid and CPR. 2 hours. Su., F., Sp.

Practical First Aid and CPR course. The American Red Cross Standard First Aid Course is covered. Students may qualify for a Red Cross Certificate.

HEA 316. Substance Abuse Education. 3 hours. Offered on sufficient demand.

Study of the abuse of drugs in our society. An emphasis is placed on content, resources, and methods in drug education.

HEA 410. The School Health Program. 3 hours. Offered on sufficient demand.

An introduction to the total school health program. Organization of the total school health program, including health services, healthful school environment, and health instruction. Emphasis is placed on: methods of organizing and implementing health services in the schools; screening tests, detection of defects, and follow-up; and the promotion of health through the school environment.

HIS History

HIS 111. Survey of Civilization I. 3 hours. F.

A survey of world history from the fourth millennium B.C. into the 16th century. Particular attention is paid to change over time, connections and cultural exchanges between different peoples, and to comparisons between different civilizations.

HIS 112. Survey of Civilization II. 3 hours. Sp.

A continuation of HIS 111. This course surveys world history from the 16th century to the present and examines the relationships between nationalism, industrialization, imperialism, political ideologies, and globalization.

HIS 221. American History I. 3 hours. Su., F., Sp.

A survey of United States history from pre–Columbian times to 1877. This course is a survey of the major events including colonization, American Revolution, national expansion, the Civil War, and Reconstruction.

HIS 222. American History II. 3 hours. F., Sp.

A continuation of HIS 221. This course is a survey of major developments including expansion, industrialization, reform, foreign policy, politics, and cultural changes.

HIS 299A/399A. American Revolutionary Era. 3 hours. Offered on sufficient demand.

A study of the American Revolution and War of Independence. Attention is given to the political, social, economic, and military aspects of the period between 1763–1789.

HIS 299B/399B. History of the American West. 3 hours. Offered on sufficient demand.

A study of the westward movement in America. The emphasis is on the economic, political, and cultural impact of the settlement of the Great Plains.

HIS 299K/399K. Special Topics in History. 3 hours. Offered on sufficient demand.

A study of an area of special interest in either World or American History. Topics may include selected historical periods, major historical movements, decisive events, biographical studies, or religious movements. May be repeated for up to 6 hours credit.

HIS 314. Ancient and Classical Civilizations. (W) 3 hours. Sp. Even years.

Study of the history, literature, political structures, and religion of the civilizations of the Near East, Greece, and Rome from about 3,500 B.C. to the 4th century A.D. This course includes a significant writing component.

HIS 320. Diversity in America. (W) 3 hours. F., Sp.

An examination of the social and cultural differences that are present in the American population. This course will examine cultures and subgroups in the American community in a historical, legal, and social context. This course includes a significant writing component. Same as HUM/POL 320.

HIS 323. American Colonial and Early National Period, 1500–1800. 3 hours. F. Even years.

A study of early American history from colonization through the Federalist period.

HIS 324. American Political Biography. 3 hours. Offered on sufficient demand.

A study of the lives, achievements, and contributions of outstanding Americans to the political history of the country.

HIS 325. The Civil War. 3 hours. Sp. Odd years.

A study of the causes and effects of the American Civil War. The course examines the political, military, social, and economic changes of this pivotal time in American history.

HIS 326. History of Tennessee. 3 hours. Offered on sufficient demand.

A study of the political, social, cultural, and economic development of Tennessee from 1796 to the present.

HIS 328. Modern Latin American History. 3 hours. F. Odd years.

A survey of Latin American history in the nineteenth and twentieth centuries. Particular attention will be given to social movements, political instability, and struggles over cultural hegemony.

HIS 337. Research and Writing of History I. (W) 3 hours. F.

An introduction to the historian's craft, including a survey of historiography and of careers for majors. This course introduces students to research in primary and secondary sources and to the process of framing a historical argument, producing written work that demonstrates critical thinking, and submitting that work to peer review. This course includes a significant writing component. Prerequisites: HIS 111 Survey of Civilization I and HIS 112 Survey of Civilization II; or HIS 221 American History I and HIS 222 American History II; or permission from the instructor.

HIS 338. Research and Writing of History II. (W) 3 hours. Sp.

Guides students through the process of researching and writing a major research paper. This course emphasizes the writing of clear historical prose, which includes multiple drafts and peer reviews, and presenting one's research findings in a public forum. This course includes a significant writing component. Prerequisite: HIS 337 Research and Writing of History I.

HIS 397. Internship. 1 hour. F., Sp.

A professional field experience that will provide students an opportunity for experiential learning.

HIS 410. Christianity in the West. 3 hours. Sp. Even years.

A survey of Christianity's historical development in Europe and the Americas from the close of the medieval period through modern day. Emphasis will be given to the impact of the Reformations in Europe, Christianity's role in American contact and colonialism, the social progression of Christianity in Latin America, and the interplay of Christianity and politics in United States history.

HIS 415. Twentieth Century World. 3 hours. Sp. Odd years.

A study of the world in the 20th century. This course examines international relations in an age of increasing globalization.

HIS 423. The South. 3 hours. Offered on sufficient demand.

Contributions of the southern United States to the growth of the country are studied. Special emphasis is given to the sectional nature of the American nation prior to the Civil War and the adjustments made following that war.

HIS 424. Twentieth Century America. (W) 3 hours. F. Even years.

Study of the political, intellectual, diplomatic, and social developments of the United States in the 20th century. This course includes a significant writing component.

HIS 440. History Capstone. 1 hour. F., Sp.

A synthesis of the study of history. Students will complete a research project and written analysis under the direction of the history professors.

HON Honors

HON 110. A, B, C, D. Faculty Forum I–IV: Honors Colloquium. 1 hour. F., Sp.

An introduction to the scholar's life utilizing presentations of research and publications by faculty representing various disciplines. This course may be repeated for up to four hours credit. Prerequisite: HON 200 Introduction to Honors.

HON 150. Honors University Foundations. 1 hour. F.

An introduction to University life and academic programs. Prerequisite: Approval by the Dean of the Honors College. Same as ACA 150.

HON 200. Introduction to Honors. 1 hour. F., Sp.

An introduction to honors coursework: requirements, expectations, and skills. This course is required as a prerequisite for honors credit for all students. Prerequisite: Approval by the Dean of the Honors College.

HON 210. A, B, C, D, E, F. Great Books I–VI: Honors Colloquium. 1–3 hours. F., Sp.

A study of great literature. The titles of the book selections change each semester. Faculty members present critical reviews of influential books from varying disciplines. This course may be repeated for up to six hours credit. Prerequisite: HON 200 Introduction to Honors.

HON 310. A, B, C, D. Classical Thought: Honors Colloquium. (W) 3 hours. Sp.

A study of the great themes of Western Civilization. Course topics and readings change each year. This course may be repeated for up to 12 hours credit. This course includes a significant writing component. Prerequisite: HON 200 Introduction to Honors.

HON 350. Honors Practicum: Leadership, Service, and Philanthropy. 1 hour. F., Sp.

A reflection on the relationship between service, philanthropy, and leadership. Practical opportunities for service will be developed under the supervision of the instructor. Prerequisite: HON 200 Introduction to Honors.

HON 359. Honors Seminar. 1 hour. F., Sp.

An introduction to the requirements of thesis research projects. Students will develop a viable honors thesis proposal under the supervision of a faculty mentor. Prerequisite: 18 hours of earned honors credit.

HON 498. Honors Thesis. (W) 3–4 hours. F., Sp.

The capstone course of the Honors College. Students work with a faculty mentor and faculty/student committee to research, write, present, and defend a thesis developed during undergraduate studies. An "I" grade is assigned if student does not complete the thesis in the semester of enrollment. This course includes a significant writing component. Prerequisite: HON 359 Honors Seminar.

HUM Humanities

HUM 120. Conversational French. 3 hours. F., Sp.

A course designed to provide survivor skills in French conversation for a variety of situations the student may face in a French–speaking area. This course is only available to students participating in the FHU Study Abroad Program in Belgium.

HUM 310. Arts and Ideas. 3 hours. F., Sp.

The ideas of man expressed through his arts. Emphasis is given to the arts of Western Man.

HUM 320. Diversity in America. (W) 3 hours. F., Sp.

An examination of the social and cultural differences that are present in the American population. This course will examine cultures and subgroups in the American community in a historical, legal, and social context. This course includes a significant writing component. Same as HIS/POL 320.

HUM 399A. Our Western Heritage. 3 hours. F., Sp.

Taught in Verviers, Belgium only. A course that integrates art, music, history, philosophy, religion, and literature. (May substitute for HUM 310 Arts and Ideas, for ART 110 Art Appreciation, or for HIS 111 Survey of Civilization I.)

HUM 495. Values in Human Thought and Action. 3 hours. Su., F., Sp.

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 that the graduate will confront in art, music, literature, economics, science, politics, and other related areas. Prerequisite: Senior standing. Same as BIB 495.

JOU Journalism

JOU 274. Basic Media Writing. (W) 3 hours. F.

A theoretical and practical introduction to gathering, interpreting, and reporting news in both the print and electronic media. Laboratory work is required. This course includes a significant writing component. Prerequisites: ENG 101 English Composition I and ENG 102 English Composition II.

JOU 374. Advanced Media Writing. (W) 3 hours. Sp.

An analysis of contemporary issues in journalism with special emphasis given to in-depth reporting. Laboratory work required. This course includes a significant writing component. Prerequisite: JOU 274 Basic Media Writing.

JOU 475. Editing for Publication. 3 hours. Sp. Odd years.

A practical application of accepted editing procedures and use of AP Style. Application to various print media is addressed. Laboratory work is required.

KIN Kinesiology

KIN 100. Fundamentals of Movement. 1 hour. F., Sp.

Introduction to basic childhood movement activities. Topics addressed include perceptual/motor programs, movement education, aerobic exercise, and rhythmic activities. The primary emphasis will be focused toward activities for elementary school children.

KIN 120. Foundations of Kinesiology. (W) 3 hours. F.

Disciplines and professions associated with kinesiology and related areas. The course will present an introduction to the constituent sub-disciplines (exercise physiology, biomechanics, motor learning, sport psychology, health, recreation, etc.) within and related to kinesiology. The skills and competencies related to kinesiology as well as various educational, professional, and career opportunities available to students will be examined during the course. This course includes a significant writing component.

KIN 205. Camp Leadership. 2 hours. Offered on sufficient demand.

Introduction to camp leadership. This course is designed to help those interested in camp work learn to administer and organize different activities in connection with the religious, recreational, and educational aspects of the camping program.

KIN 221. Protective Techniques for Athletic Injuries. 2 hours. Sp.

Basic taping and wrapping techniques. This course is designed to present students with specific aspects concerning the application of any taping and/or wrapping for the prevention and management of sports injuries. By examining major joints and muscle groups, students will master step-by-step taping and bracing techniques.

KIN 225. Physical Activities for Children. 3 hours. F., Sp.

Theory and activities for physical education in the elementary grades. Students plan and participate in movement and learning activities for elementary school children. Students will design and demonstrate various rhythms and recreational games that involve a variety of educational activities.

KIN 235. Fundamentals of Sports Skills. 3 hours. F.

Introduction to rules, fundamental skills, and teaching techniques of individual, dual and team sports. Open **only** to majors and minors in physical education or by special permission.

KIN 299A/399A. Coaching Basketball. 3 hours. Offered on sufficient demand.

Introduction to coaching basketball. The philosophy, techniques, and coaching strategies for basketball are covered in this course. Students are introduced to safety, budgeting, scheduling, and conditioning.

KIN 299C/399C. Coaching Baseball. 3 hours. Offered on sufficient demand.

Introduction to coaching baseball. This course is designed to introduce the student to the profession of coaching baseball. Attempts will be made to cover all aspects involved in the development of a program. Emphasis is placed on a high school program; however, techniques can be utilized from summer leagues through the professional ranks.

KIN 299E/399E. Philosophy and Techniques of Coaching. 3 hours. Offered on sufficient demand.

Introduction to theories and philosophies of coaching. This course deals with coaching principles and philosophy that apply to all sports. Human relations, motivation, scheduling, budgeting, and public relations are discussed.

KIN 299I/399I. Sociology of Sport. 3 hours. Offered on sufficient demand.

A study of the place of sport in American culture. Sport will be studied from the perspective of sociology. Same as SOC 299B/399B.

KIN 320. Measurement and Evaluation in Physical Education. (W) 3 hours. F.

Study of measurement and evaluation procedures. This class will incorporate application of statistical procedures: use of tests in school programs and selection of tests for evaluating motor ability, sports skills, physical fitness, knowledge, and the affective domain. Measurement and evaluation of fitness programs in non–school settings is included. This course includes a significant writing component.

KIN 327. Care and Prevention of Athletic Injuries. (W) 3 hours. F.

Introduction to basic athletic training. The student will develop an awareness and understanding of the basic injury prevention, treatment, management, and rehabilitation techniques employed in sports medicine. Sport medicine terms, basic anatomy as it relates to various types of injuries and the application of the various taping, bandaging, and strapping techniques employed in sports medicine will be examined. This course includes a significant writing component.

KIN 328. Anatomical Kinesiology. 3 hours. Sp.

Survey of anatomical aspects of human movement. This course is a study of the anatomical aspects of the human body with an emphasis on the relationship of anatomy to the study of physical activity, physical fitness, sport, and exercise. The course will help the student understand how the structure of the human body determines its functions and the movements produced. Prerequisite: BIO 100 Human Biology or BIO 211 Human Anatomy and Physiology I.

KIN 329. Biomechanics of Human Movement. 3 hrs. F.

Presents the mechanical basis of human movement. Fundamental mechanical principles affecting human movement will be examined. Various techniques and methods of analyzing human motion will be discussed. Prerequisite: KIN 328 Anatomical Kinesiology.

KIN 330. Advanced Athletic Training I. 3 hours. Sp. Even years.

Presents specific signs, symptoms, and mechanical causes of a variety of athletic injuries dealing specifically with the upper body. The focus of this course will be in the recognition and assessment of injuries to the upper body and the recommended treatment procedures. This course will also examine the fundamental principles of sports injury management. Prerequisites: KIN 327 Care and Prevention of Athletic Injuries and either BIO 100 Human Biology or BIO 211 Human Anatomy and Physiology I.

KIN 331 Advanced Athletic Training II. 3 hours. Sp. Odd years.

Presents specific signs, symptoms, and mechanical causes of a variety of athletic injuries dealing specifically with the lower body. The focus of this course will be in the recognition and assessment of injuries to the lower body, specific tests used to evaluate those injuries, recommended treatment procedures, and potential rehabilitation protocols. Prerequisites: KIN 327 Care and Prevention of Athletic Injuries and either BIO 100 Human Biology or BIO 211 Human Anatomy and Physiology I.

KIN 338. Physiology of Exercise. (W) 3 hours. F.

Physiological aspects of human movement. This course examines physiological responses and adjustments that occur in selected organ systems when subjected to acute and chronic exercise. The course will center primarily on the physiological mechanisms pertaining to metabolic, cardiovascular, and respiratory alterations. This course includes a significant writing component. Prerequisite: BIO 100 Human Biology or BIO 211 Human Anatomy and Physiology I.

KIN 397. Practicum in Exercise Science. 1–6 hours. Offered on sufficient demand.

Practicum experience for exercise science majors. This is a professional field experience conducted under the supervision of an experienced professional in the student's chosen area of Exercise Science, who must be approved by the University. Students must have completed 45 hours and be a kinesiology or exercise science major. First Aid and CPR is expected. Close contact is maintained between the field supervisor and the faculty supervisor. A minimum of 40 clock hours of field activity is required for one credit hour. Grading is conventional.

KIN 420. Motor Learning. 2 hours. Sp.

Methods and techniques in the acquisition of motor skills. Emphasis will be placed on research relating to variables that affect skill acquisition, such as motivation, length and methods of practice, feedback mechanisms, and retention and transfer of motor skills.

KIN 425. Organization and Administration of Physical Education. (W) 3 hours. F.

A study of the principles of organization and administration of school physical education programs. Consideration is given to personnel, tournaments, equipment and facilities, records, finance, legal aspects, publicity, public relations, and safety. This course includes a significant writing component.

KIN 426. Adaptive Physical Education. (W) 3 hours. Sp.

Physical aspects of teaching exceptional children. This course is designed to aid in the understanding of the exceptional child and his or her relationship to the physical education activities. This course includes a significant writing component.

KIN 437. Exercise Testing and Prescription. 3 hours. Sp.

Physiological testing and exercise training programs. This course is designed to introduce students to various physiological testing protocols, fitness and nutritional evaluations, exercise designs, and the underlying theoretical principles involved in each procedure. Students will have hands-on experience utilizing these tests. Prerequisites: HEA 121 Principles of Nutrition and KIN 338 Physiology of Exercise.

KIN 497. Senior Practicum in Exercise Science. 1–6 hours. Offered on sufficient demand.

Capstone experience for exercise science majors. This is a professional field experience conducted under the supervision of an experienced professional in the student's chosen area of exercise science, who must be approved by the University. Senior standing (90 hours) is preferred. Pre– and/or corequisites include the following courses: HEA 121 Principles of Nutrition, KIN 327 Care and Prevention of Athletic Injuries, KIN 328 Anatomical Kinesiology, and KIN 338 Physiology of Exercise. Current certification in First Aid and CPR is expected. Depending on the student's future field of endeavor, other courses are either highly recommended or required. Cooperation between the student and his/her advisor in selecting additional courses cannot be overstated. Failure to do so may have a negative impact on the student's academic preparation. Close contact is maintained between the field supervisor and the faculty supervisor. A minimum of 40 clock hours of field activity is required for one credit hour. Grading is conventional.

LDR Leadership

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

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. Prerequisites: MGT 241 Principles of Management or approved equivalent.

MAT Mathematics

MAT 100. Fundamental Concepts of Mathematics. 3 hours. F., Sp.

A study of fundamental concepts in mathematical topics that may include sets, logic, systems of numeration, systems of weight and measure, algebra, geometry, consumer mathematics, probability, and statistics. This course does not prepare students for MAT 101 College Algebra. Prerequisite: Required proficiency score of 17 or better on the math portion of the ACT or proficiency score on the ACCUPLACER. Enhanced sections: Students not meeting the stated prerequisite must register for an enhanced section, MAT 100E Fundamental Concepts of Mathematics, that includes a mandatory math workshop.

MAT 101. College Algebra. 3 hours. F., Sp.

A study of functions and graphs, polynomial functions, rational and root functions, and exponential and logarithmic functions. This course may also include systems of equations and inequalities, sequences, series, and probability. Prerequisites: Two years of high school algebra and required proficiency score of 21 or better on the math portion of the ACT or proficiency score on the ACCUPLACER. Enhanced sections: Students not meeting the stated prerequisite must register for an enhanced section, MAT 101E College Algebra, that includes a mandatory math workshop.

MAT 120. Pre–Calculus. 4 hours. F.

A study of polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and trigonometric identities. This course is designed to strengthen a student's technical skills and conceptual understanding in mathematics in order to be prepared for calculus. Prerequisites: Two years of high school algebra and a score of 24 or better on the math portion of the ACT, or MAT 101 College Algebra with a minimum grade of "C."

MAT 122. Analytics and Calculus I. 4 hours. Sp.

A study of limits, derivatives, applications of derivatives, integrals, and applications of integrals. These topics are studied for a variety of functions of a single variable including polynomial, rational, root, trigonometric, inverse trigonometric, exponential, logarithmic, and hyperbolic functions. Prerequisites: A high school trigonometry or pre–calculus course and a score of 27 or better on the math portion of the ACT, or MAT 120 Pre–Calculus with a minimum grade of "C."

MAT 206. The Real Number System. 3 hours. F.

A study of number systems, rational numbers, percent, elementary topics of algebra, matrices, trigonometry, geometry, approximation and measurement, and the metric system.

MAT 223. Analytics and Calculus II. 4 hours. F.

A continuation of MAT 122. Applications of the definite integral, techniques of integration, parametric equations, polar coordinates, and infinite sequences and series are the main topics of this course. Prerequisite: MAT 122 Analytics and Calculus I.

MAT 224. Analytics and Calculus III. 4 hours. Sp.

A continuation of MAT 223. Vectors, vector functions, partial derivatives, multiple integrals, and vector calculus are the main topics of this course. Prerequisite: MAT 223 Analytics and Calculus II.

MAT 235. Introductory Statistics. 3 hours. F., Sp.

An introduction to basic statistical techniques, including frequency distributions, averages, data analysis, samplings, tests of hypothesis, linear regression, chi-square tests, and related areas in probability theory. Prerequisites: Two years of high school algebra and required proficiency score of 21 or better on the math portion of the ACT or proficiency score on the ACCUPLACER. Enhanced sections: Students not meeting the stated prerequisite must register for an enhanced section, MAT 235E Introductory Statistics, that includes a mandatory math workshop.

MAT 240. Discrete Mathematics. 3 hours. Sp.

A study in the mathematics that deals with "separated" or discrete sets of objects rather than with continuous sets such as the real line. Topics include set theory, combinatorics, logic, introductory proof techniques, introduction to matrix algebra, relations and graphs, functions, recursion and recurrence relations, graphs, and data trees. Prerequisite: MAT 101 College Algebra.

MAT 306. Foundations of Geometry. (W) 3 hours. F. Odd years.

An axiomatic study of geometry. Topics include Euclidean geometry, finite geometry motions in the plane, and an introduction to non–Euclidean geometry. This course includes a significant writing component. Prerequisite: MAT 101 College Algebra.

MAT 330. Linear Algebra. 3 hours. Sp. Odd years.

A study in elementary matrix algebra including topics in systems of equations, vector spaces, and linear transformations. Prerequisite: MAT 122 Analytics and Calculus I.

MAT 345. Differential Equations. 3 hours. Sp.

The study of solutions of ordinary differential equations with applications in physics, engineering, and chemistry. Prerequisite: MAT 223 Analytics and Calculus II.

MAT 351. Probability. 3 hours. Sp. Even years.

A study of probability theory including rules of probability, discrete and continuous distributions of random variables, moment generating functions, and joint distributions for multiple random variables. Prerequisite: MAT 223 Analytics and Calculus II.

MAT 353. Statistical Inference. 3 hours. F. Even years.

A study of the theory of statistical inference. Topics include confidence interval estimates, hypothesis testing, analysis of variance, and regression analysis. Prerequisite: MAT 351 Probability.

MAT 424. Complex Analysis. 3 hours. Sp. Even years.

A critical study of complex numbers. Topics include complex functions, analytic and harmonic functions, complex integration, residues, and conformal mapping. Prerequisite: MAT 223 Analytics and Calculus II.

MAT 426. Advanced Calculus. (W) 3 hours. Sp. Odd years.

A critical study of calculus. Topics include fundamental properties of the real number system, functions and countability, elementary topology of the real line, sequences, limits, differentiation, and series. This course includes a significant writing component. Prerequisite: MAT 224 Analytics and Calculus III.

MAT 430. Abstract Algebra. (W) 3 hours. F. Odd years.

A study of concepts of abstract algebra including an in-depth study of groups with an introduction to rings, ideals, fields, and vector spaces. This course includes a significant writing component. Prerequisite: MAT 223 Analytics and Calculus II.

MAT 441. Number Theory. (W) 3 hours. F. Even years.

An analytical study of the integers. Topics include divisibility properties of integers, studies in prime numbers, congruencies, and number theoretic functions. This course includes a significant writing component. Prerequisite: MAT 122 Analytics and Calculus I.

MAT 495. Mathematics Seminar. 1 hour. F.

An overview of problem-solving techniques and a review of the literature of mathematics. Each student will prepare and present a research paper on a mathematical topic. Students should take this course in the fall semester prior to graduation. The Major Field Test in Mathematics will be taken as a part of this course. Prerequisite: MAT 430 Abstract Algebra or MAT 441 Number Theory.

MGT Management

MGT 241. Principles of Management. 3 hours. F., Sp.

An introduction into the process of working with and through others to achieve organizational objectives. This course covers the history and purpose of organizational management, the four core functions of planning, organizing, leading, and controlling, and the development of basic management skills.

MGT 341. Human Resource Management. 3 hours. F.

An overview of the human resource management process. This course covers the entire human resource management process, including planning, recruitment, selection, training development, employee engagement, compensation, and legal and ethical issues. Prerequisite: MGT 241 Principles of Management.

MGT 345. Operations and Supply–Chain Management. 3 hours. F.

A study of how a firm manages the manufacturing or service operations in support of the firm's strategy. The theme of this course is the efficient and effective planning, organizing, and control of a firm's supply-chain and physical distribution in a manner that maximizes profitability and benefits all stakeholders. Prerequisite: MGT 241 Principles of Management.

MGT 346. Leadership. 3 hours. Sp.

A study of leadership theories, processes, and practices. This course includes an examination of leadership traits that the student has or could develop in order to be an effective leader.

MGT 441. Services Management and Marketing. 3 hours. Sp.

A study of the marketing and management of service operations. Services from the customer's perspective and the drivers of sustainable business success are studied. In addition, services from the manager's perspective are studied to determine how to efficiently and effectively deliver services that customers value and that fit within the firm's strategy. Prerequisite: MGT 343 Operations Management.

MGT 443. Entrepreneurship. 3 hours. Sp.

A study of entrepreneurial challenges and solutions. This course emphasizes new venture creation and growth through the recognition, evaluation, and exploitation of entrepreneurial opportunities. Topics to be covered include the role of entrepreneurship in economy, creativity and innovation, financing the venture, managing growth, business valuation, exit strategies, and business plans.

MGT 444. Organizational Behavior. 3 hours. F.

A study of the impact of individuals, groups, and organizational structure on performance and effectiveness. This course deals with the complex interrelationships between people, groups, and their environment in the organizational context. Specific topics to be covered include personality, attitudes, motivation, performance management, stress, communication, groups and teams, decision making, power, conflict, negotiation, and organizational structure and culture.

MGT 497. Management Internship. 1–3 hours. Su., F., Sp.

A professional field experience. This internship is conducted under the supervision of an experienced professional, carefully selected and approved by the University.

MGT 540. Operations Management. 3 hours. F., Sp.

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. Prerequisites: MGT 241 Principles of Management or approved equivalent.

MIS Management Information Systems

MIS 323. Business Systems Design and Analysis. 3 hours. Offered on sufficient demand.

Analysis and logical design of business processes and management information systems with a focus on specifying system requirements, the system development life cycle, the feasibility study, analysis of user requirements, cost-benefit analysis, and effectively communicating system specifications. Prerequisites: CIS 267 Application Development I and MIS 221 Management Information Systems.

MIS 426. Systems Implementation. 3 hours. Offered on sufficient demand.

A capstone experience that builds on system analysis and design methodologies for the design and implementation of a computer-based information system. Special emphasis is placed on project management, system/database design, software testing, systems implementation/support/maintenance, user training, integrating Web and business environments. Prerequisite: MIS 323 Business Systems Design and Analysis.

MKT Marketing

MKT 261. Principles of Marketing. 3 hours. F., Sp.

An introductory study of the efforts of the firm to manage its product, price, distribution, and promotion, compete in a dynamic environment, and understand and influence its current and potential customers.

MKT 362. Consumer Behavior. 3 hours. F.

A study of people’s relationship to marketing and the market’s relationship to the consumers; the behavioral aspects of marketing: attitudes, habits, incomes, and products. Prerequisites: MKT 261 Principles of Marketing with a grade of “C” or better or permission from the instructor.

MKT 364. Personal Selling. 3 hours. F.

An in-depth study of the fundamentals of selling, sales theory, sales techniques, and sales role playing. The personal qualifications required for effective selling are reviewed. Prerequisite: MKT 362 Consumer Behavior or permission from the instructor.

MKT 366. Marketing Promotions. 3 hours. Sp.

This course deals with the non-personal aspects of marketing communication: advertising; direct marketing; sales promotion; and publicity/public relations. Special attention is given to strategies for developing an integrated marketing communications program. Prerequisite: MKT 261 Principles of Marketing or permission from the instructor.

MKT 399A. Sports Marketing. 3 hours. F.

An introduction to the role marketing plays in the success of a sports-related business and the factors that make sports marketing unique. This course will look at the marketing of sports organizations, marketing through sports, and sports retailing. The students will experientially learn the marketing strategies, tools, and tactics of sports organizations by visiting various professional sport venues and retailers. This course includes a significant amount of travel and attendance at several sports-related venues. The cost of the trip is in addition to the cost of the three credit hour class.

MKT 462. Marketing Strategy. 3 hours. Sp.

A study of the concept of marketing strategy and its relation to strategic planning. Case studies are used to develop strategic decision-making skills. Prerequisites: MKT 362 Consumer Behavior or permission from the instructor and senior standing.

MKT 463. Marketing Research and Analysis. 3 hours. F.

Consideration of market research in business, studying the methods of collecting, assimilating, and interpreting market information. Prerequisite: MKT 362 Consumer Behavior or permission from the instructor.

MKT 464. Business–to–Business Marketing. 3 hours. Offered on sufficient demand.

A study of marketing focused on behaviors and practices of organizations as they seek to achieve their goals in a competitive and dynamic environment. The class examines marketing between organizations in industrial, governmental, and institutional settings. Topics covered include business-to-business market environments, organizational buying behaviors and motivations, and development and execution of marketing strategies and tactics appropriate to them. Prerequisite: MKT 362 Consumer Behavior or permission from the instructor.

MKT 465. Digital Marketing. 3 hours. Sp.

A study of current digital marketing tools and technologies and their impact on an organization, including search engine optimization, website, search and display ads, email marketing, and social media. Participants will experience how to develop an integrated digital marketing strategy, from formulation to implementation. Through a combination of lecture, case studies, hands-on exercises, and course projects, students develop capabilities in designing, implementing, and evaluating digital marketing strategies. Prerequisite: MKT 261 Principles of Marketing.

MKT 466. Small Business Marketing. 3 hours. Sp. Even years.

An introduction to small business marketing practices common among today's challenging landscape. Created specifically for those looking to create a profitable small business, this class will inform students about solid strategies to develop and deliver products, establish pricing, segment and analyze target markets, create winning promotions, and stay ahead of the competition.

MKT 497. Marketing Internship. 1–3 hours. Su., F., Sp.

A professional field experience under the supervision of an experienced marketing professional, carefully selected and approved by the University.

MKT 560. Marketing Management. 3 hours. Su.

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. Prerequisites: MKT 261 Principles of Marketing or approved equivalent.

MUS Music

MUS 100M. Music for Song Leaders. 3 hours. Sp. Even years.

Techniques of directing congregational singing. The course provides instruction in music fundamentals and basic conducting skills.

MUS 102. Sight Singing and Ear Training. 3 hours. F.

A study of keys, intervals, and other elements of music notation; designed to develop skills in music reading and aural perception. This course will also develop proficiency in reading and dictation of melodies, intervals, and chords for various types of styles of music.

MUS 110. Music Appreciation. 3 hours. Su., F., Sp.

A study of the principles and techniques that underlie artistic creation in music such as form, theme, rhythm, mood, tone, and harmony and their relation to principles in other art media. A brief survey of the history of music is made in which the various periods in music with their characteristics and stylistic differences are emphasized.

MUS 121, 122, 221, 222, 321, 322, 421, 422. Chorus I–VIII. 1 hour each semester for a maximum of 8 hours. F., Sp.

MUS 150. Beginning Voice. 1 hour. Offered on sufficient demand.

This course is designed for those who have little or no previous training in voice. Basic singing skills are emphasized as preparation for private study. Students will be given group instruction on proper singing technique and stage presence. Solo music from the 17th century through modern times will be explored with an emphasis on proper vocal technique as it relates to singing. This course does not count toward the Voice major.

MUS 151, 152, 251, 252, 351, 352, 451, 452. Voice I–VIII. 1 hour. F., Sp.

Early studies stress the cultivation of a well-produced vocal tone through employment of technical exercise and study of simple literature. Later studies consider more advanced literature in foreign languages, interpretation, comprehensive musicianship, and public performance. A half–hour lesson will be given to all persons enrolled in Applied Voice. In addition to the half–hour lesson, students enrolled in private voice instruction will participate in a one–hour Master Class. Prerequisite: Permission from the instructor.

MUS 160. Beginning Piano I. 1 hour. Offered on sufficient demand.

Designed for those who have little or no previous training in piano. Basic keyboard skills are emphasized as preparation for regular study. Instruction is in small groups. This course does not count toward the Piano major. Students are required to have a portable electronic keyboard with a minimum of 48 full-size keys to use in class. Consult instructor regarding specific keyboard requirements.

MUS 161, 162, 261, 262, 361, 362, 461, 462. Piano I–VIII. 1 hour. F., Sp.

MUS 163, 164, 263, 264, 363, 364, 463, 464. Piano I–VIII. 2 hours. F., Sp.

A continuous course of private instruction. Early studies develop technical skills, introduce principles of interpretation, and broaden the repertoire. Representative works of the major composers are stressed. Later studies stress solo performing, accompanying, knowledge of style and interpretation, analysis, advanced technical facility, and the performance of literature of less well-known composers. Prerequisite: Permission from the instructor.

MUS 165. Beginning Piano II. 1 hour. Offered on sufficient demand.

Designed for those who have had only the basic keyboard skills or the course Beginning Piano I. The instruction includes slightly more advanced piano pieces as well as major and minor scales. Instruction is in small groups. These courses do not count toward the Piano major. Prerequisite: MUS 160 Beginning Piano I or permission from the instructor.

MUS 171, 172, 271, 272, 371, 372, 471, 472. Instrument I–VIII. 1 hour. F., Sp.

A continuous course of private instruction on the student's primary wind or percussion instrument(s) or private lessons to learn a new wind or percussion instrument. Technical and performance skills will be explored through a varied repertoire. A half–hour lesson will be given to all persons enrolled in the Applied Instrument. In addition to the half–hour lesson, students enrolled in applied instrument instruction will participate in a one–hour Master Class. Prerequisite: Permission from the instructor.

MUS 181, 182, 281, 282, 381, 382, 481, 482. Music Composition I–VIII. 1 hour. F., Sp.

A continuous course of private instruction. Early studies develop technical skills, introduce principles of music composition, and broaden the understanding of compositional styles. Representative works of solo and chamber genres are stressed. Later studies stress large-scale genres.

MUS 191, 192, 291, 292, 391, 392, 491, 492. Songwriting I–VIII. 1 hour. F., Sp.

Practical application and technique of songwriting. Melody, lyrics, "hooks," points of view, and song logic will be covered. Writing on demand will be introduced (examples: a jingle, a wedding song, a movie theme, an artist-specific style, etc.). This course will introduce some of the concepts of the business of being a songwriter. Prerequisite: MUS 201 Music Theory I or permission from the instructor.

MUS 200. Introduction to Music Technology. 3 hours. Sp.

An introduction to the various types of technology used in music. This course is an overview of how technology is used in music with special emphasis on the use of technology in music education. The course is a prerequisite for upper-division studies in music technology and digital music.

MUS 201. Music Theory I. 3 hours. F.

This course begins with a study of scales, intervals, and triads, continues through four–part choral writing and concludes with introduction of the dominant seventh chord.

MUS 202. Music Theory II. 3 hours. Sp.

A study of harmonic progression, non-harmonic tones, and part-writing through the dominant ninth chord and elementary modulation. Prerequisite: MUS 201 Music Theory I or permission from the instructor.

MUS 214. The Development of American Music. 3 hours. Sp.

A history of aspects of American music beginning with Native American music. Emphasis will be given to a study of music from 1900 to present including the study of popular music and performers.

MUS 299A. Class Piano. 2 hours. Offered on sufficient demand.

This introductory course in piano is for non-music majors and beginning piano students who have no knowledge of music or keyboard skills.

MUS 299D/399D. Special Topics in Music. 3 hours. Offered on sufficient demand.

An in-depth study of special topics in selected fields in the Department of Fine Arts.

MUS 301, 302. Music Theory III and IV. 3 hours each. Offered on sufficient demand.

A continuation of MUS 202 Music Theory II from the dominant ninth chord through altered chords and complex modulations. Prerequisite for MUS 302: MUS 301 Music Theory III or permission from the instructor.

MUS 310. Principles of Conducting. 3 hours. Sp. Odd years.

Develops basic conducting skills appropriate to various performing media. Technical facility is stressed foremost, but style, interpretation, and other relevant topics will be discussed in both choral and instrumental music.

MUS 311, 312. Music History I and II. (W) 3 hours each. F. Odd years; Sp. Even years.

A study of the history of music in which basic stylistic differences and periods are emphasized. Attention is given to musical scores and analysis. In the first semester, the music of the Middle Ages, Renaissance, and Baroque periods is covered. The second semester is a continuation of the study of the styles, culture, and history of music from the Classical Period to the 21st century. This course includes a significant writing component.

MUS 315. Class Instruction in Instruments. 2 hours. Offered on sufficient demand.

Instruction in the techniques of playing various instruments of the band.

MUS 316. Instrumentation and Orchestration. (W) 3 hours. Sp. Even years.

Scoring and arranging for the band and orchestration. Prerequisites: MUS 201 Music Theory I and MUS 202 Music Theory II. This course includes a significant writing component.

MUS 318. Introduction to Digital Music Production I. 3 hours. F.

An introductory course to the use of digital audio workstations, computer generated music, and elementary instruction in applicable tools such as GarageBand, Finale, ProTools, and Logic Pro. Prerequisite: MUS 200 Introduction to Music Technology.

MUS 320. Introduction to Digital Music Production II. 3 hours. Sp.

A continuation of MUS 318. The course is designed to continue the development of skills in the use of Digital Audio Workstation (DAW) programming such as GarageBand, Finale, and ProTools but will provide primary development of skills in the use of Logic Pro series programming. Students will gain specific skills in areas including use of synthesizers such as ES1, ES2, and ES24mk11; audio sequencing; mixing; and MIDI music production. Prerequisite: MUS 318 Introduction to Digital Music Production I or permission from the instructor.

MUS 324. Survey of Music Literature. (W) 3 hours. F. Even years.

A survey of the masterpieces of music from the Middle Ages to the 20th century. Although perceptive listening is the focal point, the course also consists of introductory lectures about the various musical periods as well as the lives of great composers. This course includes a significant writing component.

MUS 399B. Music Business Survey. 3 hours. Offered on sufficient demand.

An overview of the practice and procedures of the music industry including artist development, marketing, and intellectual property. Same as BUS 399C.

MUS 399C. Junior Recital. 1 hour. Offered on sufficient demand.

A performance-based or lecture recital reflecting the studies of the student through a minimum of five semesters of private instruction. The junior recital will be a minimum of one–half hour in length.

MUS 400. Form Analysis. 3 hours. F. Odd years.

A study of the principles and procedures of musical organization. Representative forms—sonata, fugue, etc.—will be analyzed. Prerequisites: MUS 201 Music Theory I and MUS 202 Music Theory II.

MUS 410. Music Education for Schools. 3 hours. Sp. Even years.

An overview of methods and materials in music education for kindergarten through grade 12. Emphasis is placed on a working knowledge of the rudiments of music, classroom instruction, and preparation of teachers for the school setting. Previous training in music, though desirable, is not required for enrollment in this course.

MUS 499C. Senior Recital. 1 hour. Offered on sufficient demand.

A performance-based or lecture recital reflecting the studies of the student through a minimum of seven semesters of private instruction. The senior recital will be a minimum of 45 minutes in length. The recital is approved only after a successful audition before music faculty.

NSG Nursing

NSG 300. Essentials of Medication Administration and Dosage Calculation. 1 hour. F.

Focus will be on general principles of medication administration including determination of dosage preparation, safe administration, lifespan considerations, cultural, legal, and ethical considerations, common medication errors and prevention, patient education, and documentation of multiple forms of drugs. Instruction includes: basics of medication administration, various systems of measurement, and methods of dosage calculation. Prerequisites: MAT 101 College Algebra and admission to the Nursing program. Corequisite: NSG 325 Pharmacology I. If a student drops either course (NSG 300 or NSG 325) then they must drop the other.

NSG 301. Fundamentals of Nursing. 4 hours. F.

An introduction to the concepts basic to professional nursing practice. Course content will include history of nursing, theoretical concepts, medical terminology, diagnostic testing, basic human needs, psychosocial concepts, nursing process through the life span with cultural considerations and professional standards. Students will be introduced to legal/ethical issues and the importance of accountability both professionally and personally. This course meets for four hours of lecture each week. Corequisite: NSG 303 Basic Nursing Care.

NSG 303. Basic Nursing Care. 2 hours. F.

An introduction to nursing skills. Laboratory content includes basic, intermediate, and advanced clinical skills. This course meets for six hours of lab each week. Corequisite: NSG 301 Fundamentals of Nursing.

NSG 315. Health Assessment. 2 hours. F.

An introduction to physical assessment. This course will focus on the physical exam and history of adults and children. Content will include interviewing skills, physical exam, mental status exam, and assessment of clients, families, and communities with regard to their cultural, spiritual, and economic environments. This course meets for two hours of lecture each week. Corequisite: NSG 315L Health Assessment Lab.

NSG 315L. Health Assessment Lab. 1 hour. F.

This lab course will focus on the practice and validation of interviewing skills, physical exam, mental status exam, and assessment of clients, families, and communities with regard to their cultural, spiritual, and economic environments. Practice and validations will be done in the skills lab and a variety of clinical settings. Three lab hours per week. Corequisite: NSG 315 Health Assessment.

NSG 325. Pharmacology I. 2 hours. F.

Focus on the basic drug classifications, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Medications are taught by groupings and profiles to include the nursing process and legal, ethical, and cultural considerations across the lifespan. Two lecture hours per week. Prerequisites: Admission to the Nursing program and MAT 101 College Algebra. Corequisites: NSG 300 Essentials of Medication Administration and Dosage Calculation, NSG 301 Fundamentals of Nursing, NSG 303 Basic Nursing Care, NSG 315 and 315L Health Assessment and Lab.

NSG 326. Pharmacology II. 2 hours. Sp.

A continuation of NSG 325, focusing on the basic drug classifications, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Medications are taught by groupings and profiles to include the nursing process and legal, ethical, and cultural considerations across the lifespan. Two lecture hours per week. Prerequisites: NSG 300 Essentials of Medication Administration and Dosage Calculation, NSG 325 Pharmacology I, and positive progression in the Nursing program.

NSG 332. Pediatric Nursing. 3 hours. Sp.

Focus will be on promotion, prevention, maintenance, and restoration of health for children. Course content will include the child from birth to adolescence. The cultural, spiritual, and psychosocial aspects, as well as the growth and development phases will be addressed. Three lecture hours per week. Prerequisites: Successful completion of prior nursing courses and progression in the Nursing program. Corequisite: NSG 332L Pediatric Practicum.

NSG 332L. Pediatric Practicum. 1 hour. Sp.

The student will provide care to children from birth to adolescence. Clinical hours will be spent caring for children in the hospital, clinic, and community. A minimum of 45 clinical hours is required for one hour credit. Corequisite: NSG 332 Pediatric Nursing.

NSG 334. Mental Health Nursing. (W) 3 hours. Sp.

The student will learn to communicate and provide care to adults with psychiatric-mental health problems. Course content includes: assessment strategies, therapeutic communication, psychobiological disorders from moderate to severe, working with groups, and psychiatric emergencies. Three lecture hours per week. This course includes a significant writing component. Corequisite: NSG 334L Mental Health Practicum.

NSG 334L. Mental Health Practicum. 1 hour. Sp.

Clinical hours will be spent in an acute psychiatric care and substance abuse facility. A minimum of 45 clinical hours is required for one hour credit. Corequisite: NSG 334 Mental Health Nursing.

NSG 365. Introduction to Evidence–Based Practice. (W) 3 hours. Sp.

The student will be introduced to each step of evidence-based practice (EBP) in nursing on how to read, understand, analyze, and evaluate EBP issues for clinical settings. This course includes a significant writing component. Prerequisite: MAT 235 Introductory Statistics.

NSG 425. Geriatric Nursing. 2 hours. Offered on sufficient demand.

An overview of geriatric nursing. This course focuses on end-of-life nursing care and competencies necessary for nurses to provide high-quality care to older adults and their families. Two lecture hours per week.

NSG 431. Women's Health. 3 hours. F.

Focus will be on promotion; prevention; and maintenance or restoration of health for women, for childbearing women, and for neonates. Course content will include women's health issues, normal/high risk pregnancy, labor/delivery, the postpartum period, and the neonate. Three lecture hours per week. Prerequisites: Successful completion of prior nursing courses and positive progression in the Nursing program. Corequisite: NSG 431L Women and Newborn Practicum.

NSG 431L. Women and Newborn Practicum. 1 hour. F.

The student will provide nursing care for women's health problems, women in labor and delivery, and newborns in a variety of in-patient settings and in the community. A minimum of 45 clinical hours is required for one hour credit. Corequisite: NSG 431 Women's Health.

NSG 432. Faith–Based Community Nursing. 3 hours. F.

Content will focus on epidemiology, environmental health, public healthcare policy, disaster management, and communicable diseases. This course will address the role and responsibility of the community/public health nurse. Additional emphasis will be on the assessment, education, wellness/health promotion, and health maintenance/restoration. Three lecture hours per week. Corequisite: NSG 432L Community Practicum.

NSG 432L. Community Practicum. 1 hour. F.

Clinical will focus on wellness/health promotion, health maintenance/restoration, and children/families in the community or local congregation. A minimum of 45 clinical hours is required. Corequisite: NSG 432 Faith–Based Community Nursing.

NSG 440. Adult Nursing I. 4 hours. F.

An introduction to adult nursing. Students will focus on content needed to provide holistic care to adults with medical-surgical health alterations. Content will include health promotion, biopsychosocial concepts, and alteration in functioning with all body systems. Four lecture hours per week. Corequisite: NSG 440L Adult Practicum I.

NSG 440L. Adult Practicum I. 3 hours. F.

Clinical hours will be in the hospital on medical and surgical units. A minimum of 135 clinical hours is required. Corequisite: NSG 440 Adult Nursing I.

NSG 441. Adult Nursing II. 4 hours. Sp.

This is a continuation of NSG 440. Students will focus on content needed to provide holistic care to adults with medical-surgical health alterations. Content will include health promotion, biopsychosocial concepts, and alteration in functioning with all body systems. Four lecture hours per week. Corequisite: NSG 441L Adult Practicum II.

NSG 441L. Adult Practicum II. 3 hours. Sp.

This is a continuation of NSG 440L. Clinical hours will be in the hospital on medical and surgical units. A minimum of 135 clinical hours is required. Corequisite: NSG 441 Adult Nursing II.

NSG 455. Professional Issues. (W) 2 hours. Sp.

Current issues in professional nursing will be discussed. Issues include legal, ethical, and political issues in nursing, nursing shortage, staffing ratios, violence in nursing, and professionalism. This course meets for two hours of lecture each week. This course includes a significant writing component.

NSG 470. Leadership Management Nursing. 3 hours. Sp.

This course will explore leadership management techniques in both the hospital and community. Content will cover role of leader/manager, legal/ethical issues, delegation, decision making, organizational structure, professional accountability and responsibility, financial management including staffing issues, and conflict management. Prerequisite: NSG 470L Preceptorship.

NSG 470L. Preceptorship. 1 hour. Sp.

Preceptorship will focus on leadership/management responsibilities, the importance of follow-up care of clients and their families and communication with the healthcare team, healthcare delivery, finance, and documentation necessary to provide quality nursing care. A minimum of 45 clinical hours is required. Corequisite: NSG 470 Leadership Management Nursing.

NSG 485. Nursing Capstone. 1 hour. Sp.

This course will prepare the student to be successful on the NCLEX–RN Exam and focuses on strategies for professional and career development. Three computer lab hours per week. Students will need to be prepared to pay costs required by the state in which the student plans to sit for the NCLEX–RN and the NCLEX testing center ($200).

PEA Physical Education Activity

PEA 100. Lifetime Wellness. 1 hour. F., Sp.

Designed to acquaint the student with lifestyle practices that improve one's quality of life. These practices such as adequate nutrition, aerobic fitness, stress reduction, etc. can lead one to a longer, more productive life. Self-assessment activities will be incorporated into the class.

PEA 120. Intercollegiate Baseball. 1 hour. Sp.

Designed for intercollegiate baseball participants. Includes aerobic and anaerobic conditioning, plyometrics, sport-specific strength training, flexibility, as well as advanced techniques in baseball playing. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate baseball team.

PEA 121. Intercollegiate Softball. 1 hour. Sp.

Designed for intercollegiate softball participants. Includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in softball playing. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate softball team.

PEA 122. Intercollegiate Volleyball. 1 hour. F.

Designed for intercollegiate volleyball participants. Includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in volleyball playing. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate volleyball team.

PEA 125M and PEA 125W. Intercollegiate Basketball. 1 hour. Sp.

Designed for intercollegiate basketball participants. Includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in basketball playing. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate basketball team.

PEA 128. Intercollegiate Golf. 1 hour. F., Sp.

Introduces the student to the fundamentals of golf. This course is designed to introduce the student to golf techniques and skills necessary to derive enjoyment from participation. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate golf team.

PEA 129. Intercollegiate Cross Country and Track and Field. 1 hour. F.

Designed for intercollegiate cross country runners. Includes advanced training for cross country racing and endurance running, as well as aerobic and anaerobic conditioning, sport-specific form and strength drills, stretching techniques, training techniques, and racing strategy. This course may be repeated one time for credit. Corequisite: Participation on the FHU intercollegiate cross country team.

PEA 130. Aerobic Activities. 1 hour. F., Sp.

Introduction to aerobic fitness. This course is designed to form a solid base upon which the student may achieve and maintain personal cardiovascular fitness throughout their life. An effort will be made to improve the student's present state of physical fitness.

PEA 136. Beginning Tumbling. 1 hour. F.

Introduction to basic tumbling. This course is designed to introduce the student to the fundamental concepts and movements involved in tumbling and gymnastics. The primary emphasis will be understanding and mastering the basic skills of tumbling and the safety procedures used in spotting and injury prevention.

PEA 146. Badminton and Volleyball. 1 hour. Offered on sufficient demand.

Introduction to badminton and volleyball. This course is designed to develop enough skill in the beginning badminton and volleyball player so that he/she may derive enjoyment and satisfaction from their participation.

PEA 148. Beginning Tennis. 1 hour. F., Sp.

Introduction to tennis. This course is designed to develop enough skill in the beginning tennis player so that he/she may derive enjoyment and satisfaction from their participation.

PEA 149. Beginning Bowling. 1 hour. F., Sp.

Introduction to bowling. This course is designed to develop enough skill in the beginning bowler so that he/she may derive enjoyment and satisfaction from their participation.

PEA 150. Racquetball. 1 hour. Su., F., Sp.

Introduction to racquetball. This course is designed to develop enough skill in the beginning racquetball player so that he/she may derive enjoyment and satisfaction from their participation.

PEA 155. Beginning Golf. 1 hour. Offered on sufficient demand.

Introduction to golf. This course is designed to develop enough skill in the beginning golf player so that he/she may derive enjoyment and satisfaction from their participation.

PEA 156M and PEA 156W. Weight Training. 1 hour. F., Sp.

Introduction to basic weight training. This course is designed to introduce the student to the methods and aid the students in the development of muscular fitness through progressive weight training.

PEA 165M and PEA 165W. Beginning Swimming. 1 hour. Offered on sufficient demand.

Introduction to basic water skills. The student will learn basic swimming skills, including rhythmical breathing, and the basic front crawl, back crawl, elementary backstroke and sidestroke, as listed in the American Red Cross Skills Levels, I–III.

PEA 166M and PEA 166W. Intermediate Swimming. 1 hour. F., Sp.

Continuation of the development of swimming and safety skills as required by the American Red Cross, Levels I–III. The student **MUST** be able to rhythmically breathe and demonstrate the front crawl, back crawl, and elementary backstroke skills. Swimming skills to be developed include those listed in the American Red Cross Skills Levels, IV–VI.

PEA 167M and PEA 167W. Lifeguard Training 1 hour. Sp.

Introduction to lifeguard training. The course offers the basic lifesaving certification as prescribed by the American Red Cross, including a period of condition. **Requirements:** Students **MUST** be able to swim **300** yards **continuously** using these strokes in the following order: 100 yards with the front crawl using rhythmic breathing; 100 yards with the breast stroke; 100 yards with either the front crawl or the breast stroke. CPR and First Aid are **NOT** prerequisites for this course.

PEA 170. Beginning Taekwondo. 1 hour. F., Sp.

Introduces a working knowledge of the fundamental techniques used in Taekwondo. This course is designed to introduce the student to the movements, forms, and philosophies that are used in the Korean martial art of Taekwondo. The students will learn the art of using the hands and feet for quality self-defense.

PEA 171. Intermediate Taekwondo. 1 hour. Sp.

Continuation of a development of a working knowledge of the fundamental techniques used in PEA 170. This course is designed to train the intermediate student in the movements, forms, and philosophies that are used in the Korean martial art of Taekwondo. The students will learn the art of using the hands and feet for quality self-defense. Prerequisite: PEA 170 Beginning Taekwondo or permission from the instructor.

PEA 180. Beginning Freshwater Fishing. 1 hour. Su.

Introduces a working knowledge of the fundamental techniques used in freshwater fishing. This course is designed to equip the student with fishing techniques and skills necessary to derive enjoyment from participation.

PEA 181. Archery. 1 hour. F.

Introduces a working knowledge of the fundamental techniques used in target archery. This course is designed to equip the student with archery techniques and skills necessary for him/her to derive enjoyment from his/her participation.

PEA 190. Walking for Fitness. 1 hour. F., Sp.

Introduction to walking for fitness. This course is designed to form a solid foundation of the value of walking for fitness and how the student may improve their present state of health and level of fitness. This course is only available to students participating in the FHU Study Abroad Program.

PEA 299I. Dayhiking. 1 hour. Su.

Beginning dayhiking class. This course offers an opportunity to learn and participate in a lifetime related sport, dayhiking. The students hike trails in nearby state parks, learning first-hand correct techniques of hiking while enjoying and learning about nature.

PEA 299J. Beginning Canoeing. 1 hour. Su.

Beginning canoeing class. This course is designed to instill in the student the fundamental skills and safety involved in canoeing on still water.

PEA 299N. Pickleball and Table Tennis. 1 hour. Su.

Introduction to Pickleball and table tennis. The rules, fundamentals, skills, and playing strategies of pickleball and table tennis will be emphasized.

PHI Philosophy

PHI 243. Introduction to Philosophy. (W) 3 hours. F.

Introductory principles and problems of philosophy. Consideration is given to various views of truth, nature, man, and values. This course includes a significant writing component.

PHI 245. History of Philosophy I. (W) 3 hours. Sp. Even years.

The history of philosophy from the perspectives of representative philosophers in the ancient and medieval periods. Emphasis is given to analysis and to criticism. This course includes a significant writing component.

PHI 246. History of Philosophy II. (W) 3 hours. Sp. Odd years.

The history of philosophy from the perspectives of representative philosophers in the modern and contemporary periods. Emphasis is given to analysis and to criticism. This course includes a significant writing component.

PHI 299A/399A. The Problem of Suffering. 3 hours. Offered on sufficient demand.

A study of the question, "Why?" Specifically, "Why does God allow evil, pain, and suffering to occur?" Special attention is directed to (1) the atheist's attempt to disprove the existence of God on the basis of evil and pain, (2) Bible insights for believers, and (3) suggestions for coping with suffering. Same as BIB 299E/399E.

PHI 299B/399B. Special Topics in Philosophy. 3 hours. Offered on sufficient demand.

A study of a specialized area in philosophy. Topics may include selected philosophers, writings, movements, and/or connections between philosophy and popular culture. May be repeated for up to 6 hours credit.

PHI 340. Logic. 3 hours. Offered on sufficient demand.

Introductory principles of correct thinking. Inductive and deductive methods of reasoning are studied and application is made to religious problems. Same as BIB 340.

PHI 344. Ethics. 3 hours. Offered on sufficient demand.

A survey of Biblical teaching concerning ethical conduct. Various systems of conduct that oppose Biblical teaching are evaluated in light of the teachings of the Bible. Same as BIB 344.

PHI 345. Philosophy of Evolution and Creation. 3 hours. Su.

A study of arguments from the philosophy of science and the philosophy of religion. The origin of the universe and the presence of persons on earth. Both Biblical and extra-Biblical material will be emphasized.

PHS Physical Science

PHS 111. Physical Science I. 3 hours. F., Sp.

An introduction to the physical sciences including topics from geology, introductory chemistry, and astronomy. Designed for the non-science major, this course has a lab component and will meet for three hours each week.

PHS 112. Physical Science II. 3 hours. Sp.

An introduction to the physical sciences including topics from general physics and meteorology. Designed for the non-science major, this course has a lab component and will meet for three hours each week.

PHS 201. General Physics I. (W) 4 hours. F.

An algebra–based study of physics. This course introduces students to kinematics in one and two dimensions, kinetics, friction, work, energy, momentum, rotational dynamics, gravitation, static equilibrium, fluid mechanics, thermodynamics, waves, and sound. This course meets for three hours of lecture and three hours of laboratory per week. This course includes a significant writing component. Prerequisite: MAT 120 Pre–Calculus.

PHS 202. General Physics II. (W) 4 hours. Sp.

A continuation of PHS 201. This course introduces students to electric forces and fields, capacitance, AC and DC circuits, magnetic fields, inductance, electromagnetic waves, light, optics, interference, diffraction, and selected topics from modern physics. This course meets for three hours of lecture and three hours of laboratory per week. This course includes a significant writing component. Prerequisite: PHS 201 General Physics I.

PHS 211. Physics for Science and Engineering I. (W) 4 hours. F.

A calculus–based study of physics designed primarily for students majoring in chemistry, mathematics, computer science, and pre–engineering. This course is required of all pre–engineering, chemistry, and biochemistry students and is recommended for students certifying to teach physics in the secondary schools. This course introduces students to kinematics in one and two dimensions, kinetics, friction, work, energy, momentum, rotational dynamics, gravitation, static equilibrium, fluid mechanics, thermodynamics, waves, and sound. This course meets for three hours of lecture and three hours of laboratory per week. This course includes a significant writing component. Prerequisite: MAT 122 Analytics and Calculus I.

PHS 212. Physics for Science and Engineering II. (W) 4 hours. Sp.

A continuation of PHS 211 and a requirement of all pre–engineering, chemistry, and biochemistry students. This course introduces students to thermodynamics, the kinetic theory of gases, electric fields and potential, capacitance, resistance, AC and DC circuits, magnetic fields, inductance, electromagnetic waves, light, optics, interference, diffraction, and selected topics dealing with relativity, quantum mechanics, and nuclear physics. This course meets for three hours of lecture and three hours of laboratory per week. This course includes a significant writing component. Prerequisite: PHS 211 Physics for Science and Engineering I.

PHS 299B/399B. Environmental Pollution. 3 hours. January Two–week course.

An introduction to the major causes of environmental pollution. Environmental policies and the economic implications of pollution will be emphasized. Same as BIO 299I/399I.

POL Political Science

POL 231. American Government. 3 hours. F., Sp.

An introduction to American government. This course will examine the government of the United States, with discussion of the founding principles of the American republic, federalism, the powers of the three branches of federal government and the protections guaranteed by the Constitution. Attention will also be given to state governments in general and Tennessee government in particular.

POL 232. American Politics. 3 hours. Sp.

An introduction to American politics and public policy. This course will examine the actors and dynamics of American politics – voters, parties, interest groups, campaigns, and elections – and policymaking in the United States, including an overview of major public policy issues in the 21st century.

POL 251. Fundamentals of Political Geography. 3 hours. F., Sp.

An introduction to political geography. This course will explore how geography shapes our politics and how politics, in turn, shapes and has shaped the geography of the globe. Major topics include the origin, location, and evolution of states, the defining and drawing of political boundaries, territorial conflicts and disputes, the impact of boundaries on personal and cultural identity, centripetal and centrifugal forces that encourage the success or failure of political units, effects of colonialism, and geopolitics.

POL 299F/399F. Special Topics in Political Studies. 3 hours. Offered on sufficient demand.

An in-depth study of an area of special interest relating to political science, government, or law. Topics may include selected political theories, areas of public policy, issues in constitutional law, state government and politics, foreign governments, or regional politics. This course may be repeated for up to 6 hours credit.

POL 299G/399G. National Government. 3 hours. Offered on sufficient demand.

An on-the-scenes look at the operation of the national government. This course is taught in Washington, D.C. and includes visits to offices of the branches of government and various historical sites.

POL 320. Diversity in America. (W) 3 hours. F., Sp.

An examination of the social and cultural differences that are present in the American population. This course will examine cultures and subgroups in the American community in a historical, legal, and social context. This course includes a significant writing component. Same as HUM/HIS 320.

POL 335. International Relations. 3 hours. Sp. Odd years.

A survey of the major issues and trends in international relations. This course will examine theories of global politics, institutions of global governance, and the important actors in international relations, including the nation–state, international organizations, and transnational movements.

POL 337. Comparative Governments. 3 hours. Sp. Even years.

An introduction to the comparative study of world governments. The course will survey the concepts, theories, and methods that characterize the study of comparative politics and examine the various governmental systems, institutions, political processes, and behaviors.

POL 338. U.S.–Latin American Relations: Historical Perspectives. 3 hours. Sp. Even years.

Lecture class with guest speakers. The course will focus on the development of political, social, and economic relations between the United States and Latin America from the 18th century to the present.

POL 339. Congress and the Legislative Process. 3 hours. Offered on sufficient demand.

A study of the legislative branch of government. This course will examine the role, powers, and processes of the American Congress and the interaction of legislators with voters, political parties, interest groups, and the other branches of government in public policy making.

POL 341. American Presidency. 3 hours. Offered on sufficient demand.

A study of the Office of President of the United States. This course will examine the role, powers, and politics of the presidency, with attention to its development from 1787 to the present.

POL 385. Fundamentals of Criminal Law. (W) 3 hours. Sp.

An examination of the nature, scope, and purpose of criminal law. This course will examine legal vocabulary, criminal liability, classifications of crimes, elements of crimes, and criminal defenses. This course includes a significant writing component. Prerequisite: CJU 210 Introduction to Criminal Justice System or permission from the instructor.

POL 389. American Civil Liberties. 3 hours. F.

A case study in American civil liberties. This course will examine the personal and political liberties guaranteed under the United States Constitution.

POL 391 A, B, C Tennessee Intercollegiate State Legislature. 1–2 hours. F.

Students will prepare for Tennessee Intercollegiate State Legislature and participate either in a mock legislature or moot court competition. This course may be repeated for up to six hours credit. Offered by individual instruction. Prerequisite: Permission from the instructor.

POL 393. Religion and the Law. 3 hours. Offered on sufficient demand.

An examination of issues related to law and religion. The course will focus primarily on legal doctrines and principles arising under the Establishment and Free Exercise Clauses of the First Amendment. We will also consider the role of religion as a source of and influence upon the development of American law.

POL 412. Western Political Thought (W) 3 hours. F. Odd years.

A study of western political thought. This course examines writings on politics and political economy from the Ancient Greeks to the 21st century. This course includes a significant writing component.

POL 435. Constitutional Law. (W) 3 hours. F. Odd years.

A case study in American constitutional law. This course will examine the constitutional basis of and limitations on governmental power and the role of the U.S. Supreme Court. This course includes a significant writing component.

POL 475. American Legal Tradition. (W) 3 hours. Sp. Odd years.

An advanced study of law and the American legal system. This course will examine law, judges, the court system, the legal profession, legal reasonings, and the relationship of each to the larger political system, with particular emphasis on the Anglo–American legal tradition. This course includes a significant writing component. Prerequisite: POL 231 American Government.

PSY Psychology

PSY 201. Child Development and Lab. 3 hours. F., Sp.

A holistic study of the typical and atypical development of a child form prenatal stage to school–age. Emphasis is on the ways fundamental needs of young children may be met in daily living. Directed observation and participation in a local preschool. Two hours lecture and two hours observation and participation. Same as FAM 201.

PSY 210. General Psychology. 3 hours. Su., F., Sp.

An introduction to the science of psychology. This course prepares students for further study in the science of human behavior and mental processes. Corequisite for Psychology majors: PSY 215 Introduction to Psychological Practice.

PSY 215. Introduction to Psychological Practice. 2 hours. F., Sp.

An introduction to the various specialty areas of psychology and psychological research, academic planning, career planning, and the basic elements of writing in APA style. Corequisite: PSY 210 General Psychology. (If credit has been earned through dual–enrollment or AP credit, students should take this course their first semester in the Psychology program.)

PSY 218. Abnormal Psychology. 3 hours. Su., F., Sp.

A study of the major areas of behavior disorder with discussion of suggested causes and types of therapy. Prerequisite: PSY 210 General Psychology. (Exception: Nursing majors taking this course to fulfill program requirements.)

PSY 299E/399E. Parapsychology. 3 hours. Offered on sufficient demand.

An exploration of parapsychological phenomena. The study will include extrasensory perception, psychics, astrology, and other topics in parapsychology. An analysis of scientifically-based evidence offered to support parapsychological claims.

PSY 299H/399H. Psychology in Film. 3 hours. Offered on sufficient demand.

An examination of the representation of psychology in film, television, and the media, including psychopathology and its treatment. Attention will be given to the impact of media on society's perception of mental illness. Students will be expected to explore their own beliefs about mental illness through writing and discussion. Prerequisite: PSY 210 General Psychology.

PSY 306. Educational Psychology. (W) 3 hours. F., Sp.

An examination of theories of learning, different kinds of learning, and strategies for the achievement of objectives. Requires clinical observations. This course includes a significant writing component. Prerequisite: EDU 130 Introduction to Education (applies to Education majors only).

PSY 310. Developmental Psychology. 3 hours. Su., F., Sp.

A study of the physical, mental, emotional, and social development of an individual from conception to death. More emphasis will be given to development through early adulthood. Prerequisite: PSY 210 General Psychology. (Exceptions: Child and Family Studies or Nursing majors taking this course to fulfill program requirements.) Same as FAM 310.

PSY 311. Research Methods. (W) 3 hours. Sp.

A study of basic experimental research design in psychology. The course includes a significant writing component. Prerequisite: PSY 210 General Psychology. Corequisite: PSY 316 Data Analysis for the Behavioral Sciences.

PSY 312. Social Psychology. 3 hours. F.

A study of the psychology of the individual related to the development of social behavior. Emphasis is placed upon personality development and the interaction between the individual and the group. Prerequisite: PSY 210 General Psychology or SOC 241 General Sociology.

PSY 315. Learning and Memory. 3 hours. Sp.

A study of how the applications and findings of experimental psychology are related to the learning situation. Prerequisite: PSY 210 General Psychology.

PSY 316. Data Analysis for the Behavioral Sciences. 3 hours. Sp.

This course provides students with practical experience in the management and analysis of quantitative data as applied to the behavioral sciences. Students will learn how to perform descriptive and inferential statistics on data in SPSS. Prerequisite: PSY 210 General Psychology. Corequisite: PSY 311 Research Methods.

PSY 350. Forensic Psychology. 3 hours. Offered on sufficient demand.

An exploration of the range of various forensic-related psychological theories involving crime and crime causation due to mental illness. This course specifically addresses how psychologists impact research, practice, and policies in criminal law and in the criminal justice system.

PSY 407. Organizational Psychology. 3 hours. F. Offered on sufficient demand.

A study of the development of organizations and the psychological implications. This course also examines the reaction of individuals in various situations.

PSY 408. Family and Individual Counseling. 3 hours. F., Sp.

A study of the principles, techniques, and procedures employed in personal and family counseling.

PSY 413. Psychological Assessment. (W) 3 hours. Offered on sufficient demand.

A study of the theory, techniques, and characteristics of psychological assessment including various tests of human achievement, ability, aptitude, interests, and personality characteristics. This course includes a significant writing component. Prerequisites: PSY 311 Research Methods and PSY 316 Data Analysis for the Behavioral Sciences.

PSY 414. Advanced Research Methods. (W) 3 hours. F.

This course teaches students the language of research, various methods of conducting research, how to identify and synthesize research literature, how to plan a research study, how to conduct research ethically, and how to formally report research findings. This course includes a significant writing component. Prerequisites: PSY 311 Research Methods and PSY 316 Data Analysis for the Behavioral Sciences.

PSY 416. History of Psychology. 3 hours. Offered on sufficient demand.

A survey of the scientific and philosophical antecedents of modern psychology.

PSY 418. Physiological Psychology. 3 hours. F.

A study of the nervous system and other physiological correlates of behavior. Prerequisites: PSY 210 General Psychology, PSY 311 Research Methods, and PSY 316 Data Analysis for the Behavioral Sciences.

PSY 419. Capstone Course in Psychology. (W) 3 hours. Sp.

A senior course in which students complete a capstone project under faculty supervision. The course may involve a review and discussion of relevant literature in a seminar format and/or data collection in a laboratory setting. This course includes a significant writing component. Prerequisites: Senior psychology major (90+ hours), PSY 311 Research Methods, PSY 316 Data Analysis for the Behavioral Sciences, and PSY 414 Advanced Research Methods.

RDG Reading

RDG 321. Teaching Secondary School Literacy. 3 hours. F.

A general study of strategies used in building and reinforcing literacy skills in respective content areas of secondary grades. This course includes a 35–hour field experience. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I. Same as EDU 521.

RDG 324. Teaching Literacy in the Elementary and Middle Schools and Practicum. 4 hours. F., Sp.

A study of materials and methods in the teaching of literacy in the elementary and middle grades. Emphasis is placed on developmental reading and program planning. Requires field experience including the use of technology. A 24–hour practical experience in a K–8 setting. The student will deliver six lessons in the elementary classroom. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflection Seminar I.

SOC Sociology

SOC 240. Crime and Delinquency. 3 hours. F.

A study of crime, causes, juvenile delinquency, court systems, correctional institutions, and parole and release systems.

SOC 241. General Sociology. 3 hours. F., Sp.

An introduction to the general principles of sociology, giving a broad perspective of the nature of society and its problems in terms of social institutions, forces, and changes.

SOC 242. Social Problems. 3 hours. Offered on sufficient demand.

An examination of contemporary problems in modern society. Prerequisite: SOC 241 General Sociology.

SOC 245. Social Gerontology. 3 hours. Offered on sufficient demand.

An introduction to social and cultural aspects of aging in contemporary society. Demographics of an aging population and basic theories of aging will be introduced. Types of problems encountered by older adults will be discussed.

SOC 299B/399B. Sociology of Sport. 3 hours. Offered on sufficient demand.

A study of the place of sport in American culture. Sport will be studied from the perspective of sociology. Same as KIN 299I/399I.

SOC 445. Ethnic Cultures. 3 hours. Su., F.

A study of the origin, nature, and diffusion of culture, giving attention to identity, goals, and social problems of subcultures. Prerequisite: SOC 241 General Sociology.

SPA Spanish

SPA 131. Elementary Spanish I. 3 hours. F., Sp.

Beginning Spanish, stressing oral and written communication skills. Students learn basic grammar and information about cultures in Spanish–speaking countries. Four class periods per week.

SPA 132. Elementary Spanish II. 3 hours. F., Sp.

Continuation of SPA 131. Four class periods per week. Prerequisite: SPA 131 Elementary Spanish I or the equivalent.

SPA 231. Intermediate Spanish I. 3 hours. F., Sp.

A review and expansion of grammar taught in SPA 131 Elementary Spanish I and SPA 132 Elementary Spanish II, with continued emphasis on oral and written skills. Particular attention is given to problematic sentence constructions, verb tenses, and moods. Prerequisite: SPA 132 Elementary Spanish II or the equivalent.

SPA 232. Intermediate Spanish II. 3 hours. F., Sp.

Continuation of SPA 231. Prerequisite: SPA 231 Intermediate Spanish I or the equivalent.

SPA 271. Introduction to Latin American and Peninsular Literature. 3 hours. F.

Designed to prepare the student to read, understand, and analyze literature in Spanish before taking higher–level literature courses in Spanish. Prerequisite: SPA 231 Intermediate Spanish I or permission from the instructor. Course can also be taken concurrently with SPA 232 Intermediate Spanish II with instructor's approval.

SPA 296. Field Laboratory. 1 hour. Su., F., Sp.

Provides opportunities for hands-on learning experiences among Spanish–speakers. Students must work with FHU Spanish instructors as well as a field supervisor to plan objectives, activities, and evaluative criteria. A minimum of 40 hours of field activity is required for one credit hour.

SPA 299A/399A/499A Special Topics in Spanish. Offered on sufficient demand.

An in-depth study of special topics related to the Spanish language and/or Spanish–speaking cultures.

SPA 325. Phonetics and Diction. 3 hours. Sp. 2018.

A study of pronunciation, language patterns, and use of the phonetic alphabet. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 331. Survey of Peninsular Literature I. (W) 3 hours. Sp. Even years.

A survey of the literature of Spain from the Middle Ages through the 17th century. This course includes a significant writing component. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 332. Survey of Peninsular Literature II. (W) 3 hours. Sp. Odd years.

A survey of the literature of Spain from the beginning of the 18th century to the present. This course includes a significant writing component. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 336. Spanish Conversation. 3 hours. Sp. Odd years.

A course that provides opportunities for discussions and debates in Spanish on a wide range of practical topics. Prerequisite: SPA 231 Intermediate Spanish I or equivalent, or permission from the instructor.

SPA 365. Latin American Civilization and Cultures. (W) 3 hours. Sp. Odd years.

A brief overview of pre–Columbian civilization, European colonization, struggles for independence, and national building that have evolved into present–day Latin America. The course encompasses the disciplines of sociology, archaeology, anthropology, politics, history, philosophy, and religion in order to better understand Latin American cultures. This course includes a significant writing component. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 366. Peninsular Civilizations and Cultures. 3 hours. Sp. Even years.

Survey of the history of Spain. Particular focus will be given to the Reconquest of the Iberian Peninsula, the effects of the Spanish colonization of the New World, the Spanish Civil War, the dictatorship of Francisco Franco, and the transition from fascism to democracy. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 367. Spanish Immersion Program/Study Abroad. 1 hour. Su. Even years.

Open to Spanish minors, majors, and others interested in the Spanish language and culture. An opportunity to study with native speakers in a Spanish–speaking country for a minimum of four weeks. Students pursuing a Spanish minor or major will attend Spanish classes daily, as well as take numerous cultural and historical excursions. Additional credit hours will be awarded according to courses taken in the host country. Students will not be billed the comprehensive charge for the summer term but are required to pay program expenses; institutional scholarships and discounts do not apply. Prerequisites: Student must have permission from the Spanish Program Coordinator to participate and meet other requirements specified in this catalog for FHU Abroad.

SPA 431. Survey of Latin American Literature I. 3 hours. F. Even years.

A survey of Latin American literature beginning with the pre–Conquest period and continuing into the early 20th century (1910). Prerequisites: SPA 232 Intermediate Spanish II and SPA 271 Introduction to Latin American and Peninsular Literature or the equivalents, or permission from the instructor.

SPA 432. Survey of Latin American Literature II. 3 hours. F. Odd years.

A survey of Latin American literature from the beginning of the 19th century to the present. Prerequisites: SPA 232 Intermediate Spanish II and SPA 271 Introduction to Latin American and Peninsular Literature or the equivalents, or permission from the instructor.

SPA 466. Women in Latin American Literature and Culture. 3 hours. F. Offered on sufficient demand.

An overview of the literary and cultural contributions of Latin American women from the colonial era to the present. Prerequisite: SPA 232 Intermediate Spanish II or the equivalent, or permission from the instructor.

SPA 490. Capstone in Peninsular and Latin American Studies. 1 hour. F., Sp.

Advanced Spanish study required of all Spanish majors during their final semester of coursework for the degree. Students will be required to give a presentation and write a research paper based on work done in a 300– or 400–level class. Prerequisite: Completion of one 400–level course.

SPA 499B. Advanced Spanish Grammar and Spanish Conversation. 6 hours. Su. Even years.

A course that will be taken in conjunction with SPA 367 Spanish Immersion Program/Study Abroad in Madrid, Spain, which is a requirement for all Spanish majors. The grammar component is a comprehensive study of grammatical concepts and structures not covered in lower–level courses. The conversation component provides opportunities to practice what has been learned. All instruction will be given by university professors who are native Spanish speakers.

SPE Special Education

SPE 240. Special Education Foundations. (W) 3 hours. F., Sp.

An introductory course concerning the education of gifted children and children with disabilities. Requires clinical observations. May be taken prior to admission to Teacher Education. This course includes a significant writing component. Prerequisite/Corequisite: EDU 130 Introduction to Education.

SPE 347. Practical Applications in Special Education. 3 hours. Sp. Odd years.

This course focuses on learners with mild disabilities. Special topics of focus will include issues in assessment and identification, instruction and placement (IEP), learners with intellectual and developmental disabilities, learning disabilities, etc. This course will have a practicum component. Same as SPE 546.

SPE 348. Technology and the Special Education Teacher. 3 hours. F.

An 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 578.

SPE 425. Student Teaching, Special Education. 12 hours. F., Sp.

Classroom teaching experience with exceptional children, including mental, physical, behavioral, and learning disabilities. The student teaching experience will consist of placement in at least two different levels (i.e., elementary, middle, high school) and in a variety of formats (i.e., resource room, self-contained classroom, regular classroom, teacher collaboration, consultation). Students will do their student teaching in the modified area (mild disabilities or in the comprehensive area (moderate and severe disabilities) or in a combination of the two. Prerequisite: Approval for student teaching. ***Note:*** *Initial start date for the student teaching semester follows school district calendars.*

SPE 441. Differentiated Instruction and Intervention. 4 hours. Sp.

This course is designed to help equip special education and general education teachers with the skills, strategies, and dispositions to teach all children. An emphasis on children with disabilities, children from diverse cultural backgrounds, and English Language Learners within the context of the regular classroom will be the focus. The course includes a practicum component.

SPE 444. Managing Special–Needs Children. 4 hours. F.

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 544.

SPE 447. Assessment in Special Education. 4 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 practicum experience. Same as SPE 547.

SPE 448. Consultation with School, Family, and Community. 3 hours. Sp.

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, professional organizations, and successful strategies for parent interaction. Same as SPE 548.

SPE 449. Transitional and Vocational Education. 3 hours. Su., F.

This course is designed to provide students with knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process. Same as SPE 549. Students enrolled in SPE 549 will complete a research project and write a paper on the project.

SPE 461. Characteristics and Needs of Exceptional Children I. 4 hours. Sp.

A study of 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 561.

SPE 471. Characteristics and Needs of Exceptional Children II. 4 hours. Sp.

This course addresses the characteristics and educational needs of students with moderate and severe disabilities. Requires clinical observation and practicum experiences. Same as SPE 571.

SPE 483. Health and Related Issues. 3 hours. Sp. Even years.

This course will focus on educating students with severe and multiple disabilities. Students will gain a working knowledge of designing collaborative educational services, partnering with parents and families, designing and adapting the curriculum, educating students with physical disabilities and multiple disabilities, sensory disabilities, and other special health care needs. This course requires clinical observation and practicum experience of a classroom that serves students with severe and multiple disabilities. Same as SPE 583.

SPE 541. Differentiated Instruction and Intervention. 3 hours. Su., F., Sp.

This course is designed to help equip special education and general education teachers with the skills, strategies, and dispositions to teach all children. An emphasis on children with disabilities, children from diverse cultural backgrounds, and English Language Learners within the context of the regular classroom will be the focus. The use of technology in the classroom will be emphasized.

SPE 544. Managing Special–Needs Children. 3 hours. Su., F.

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 546. Practical Applications in Special Education. 3 hours. Sp. Odd years.

This course focuses on learners with mild disabilities. Special topics of focus will include issues in assessment and identification, instruction and placement (IEP), learners with intellectual and developmental disabilities, learning disabilities, etc. This course will have a clinical observation and practicum experience if the graduate student is not currently teaching. Otherwise, students will complete a research project relative to a current trend or issue in Special Education. Same as SPE 347.

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 549. Transitional and Vocational Education. 3 hours, Su., F.

This course is designed to provide students with knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process. Students enrolled in SPE 549 will complete a research project and write a paper on the project. Same as SPE 449.

SPE 561. Characteristics and Needs of Exceptional Children I. 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. 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.

SPE 571. Characteristics and Needs of Exceptional Children II. 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. 3 hours. F.

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.

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. Sp.

This course will focus on educating students with severe and multiple disabilities. Students will gain a working knowledge of designing collaborative educational services, partnering with parents and families, designing and adapting the curriculum, educating students with physical disabilities and multiple disabilities, sensory disabilities, and other special health care needs. This course requires clinical observation and practicum experience of a classroom that serves students with severe and multiple disabilities. Same as SPE 483.

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.

SPE/EDU 598. Independent Study. 3 hours. Su., F., Sp.

A cooperatively planned reading-research course or special project guided and evaluated by a member of the graduate faculty. May be repeated. Prerequisites: 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 Freed–Hardeman University.

SWK Social Work

SWK 150. Introduction to Social Work. 3 hours. F.

An introduction to the social work profession. This course provides for a survey of the field of social work with attention directed to social service programs and opportunities for social work practice.

SWK 250. Foundations of Social Work Practice. 3 hours. Sp.

A study of generalist social work practice as a creative blending of professional values, knowledge, and skills. This course introduces the generalist intervention model for practice with individuals, families, groups, organizations, and communities. This course emphasizes a theoretical and conceptual understanding of communities. This course emphasizes a theoretical and conceptual understanding of generalist social work practice. This course recognizes the diversity of individuals, families, groups, organizations, and communities, due in part, to the differences in values, cultural backgrounds, and socio-cultural risks and opportunities. It also recognizes that individuals and the systems of which they are a part relate in ways that provide the context for growth and problem-solving. Prerequisite: SWK 150 Introduction to Social Work.

SWK 251. Human Behavior in the Social Environment I: Childhood and Adolescence. 3 hours. Su., F.

A study of a people-in-systems theoretical orientation for knowledge and understanding of human behavior in the social environment. The student will be introduced to a range of concepts that relate to human development and diversity within social systems from childhood to adolescence and that will be useful to the assessment of and intervention with people/system problems as they are encountered in social work practice.

SWK 252. Human Behavior in the Social Environment II: Adulthood and Aging. 3 hours. Sp.

An exploration of the processes of human development and changes from adulthood through aging. The student will analyze these developmental periods in terms of major intrapersonal, interpersonal, cultural, and societal systems. An emphasis is placed on policies, programs, and services for the aging. Prerequisite: SWK 251 Human Behavior in the Social Environment I: Childhood and Adolescence.

SWK 260. Careers in Social Work. 1 hour. Sp.

An overview of the multiple fields in social work practice. This course gives the beginning social work student an opportunity to be exposed to social work practice within a community agency. Professionals from diverse areas of practice will address students about their work, clientele served, and the values, knowledge, and skills required.

SWK 265. Professional Communication in Social Work Practice. (W) 3 hours. Sp.

A study of oral and written communication in professional social work practice. This course emphasizes interviewing skills and the organization of written information. This course includes a significant writing component. Prerequisite: SWK 150 Introduction to Social Work. Corequisite: SWK 250 Foundations of Social Work Practice.

SWK 299A/399A. Stress–Uses and Abuses. 3 hours. Offered on sufficient demand.

An examination of the causes and effects of stress on the body. Different physical and mental methods to cope with unhealthy stress will be demonstrated. Diet and its effect on stress will be discussed.

SWK 320. Expressive Therapies. 3 hours. Sp.

A study of the integration of the creative arts with traditional therapeutic approaches. The course emphasizes art, music, play, movement, and bibliotherapeutic techniques.

SWK 330. Crisis Intervention. 3 hours. Sp.

An overview of crisis theory and appropriate interventions for responding to clients in crisis. Crisis interventions addressed include Posttraumatic Stress Disorder (PSD), suicide, sexual assault, domestic violence, violent behavior in the workplace, terrorist attacks, and hostage crises.

SWK 341. Child Welfare I. 3 hours. F.

An in-depth exposure to child welfare services in America. The historical development of this specialized area of social work will be explored, as well as the scope of services included under child-welfare. Specific techniques used in working with children will be studied.

SWK 342. Child Welfare II. 3 hours. Sp.

An exploration of generalist practice skills in child welfare. The course will introduce students to topics and strategies needed to organize, conduct, and maintain their social work practice in the public child-welfare setting. Major topics in the course include personal, professional, and societal response to children at risk; assessment of families with child welfare issues; and treatment strategies utilized with traumatized children.

SWK 351. Social Work Practice with Individuals and Families. 3 hours. Su., F.

A study of social work processes and problem-solving skills as they create a generalist model for practice with individuals, families, groups, organizations, and communities. This course emphasizes the needs and conditions of individuals and families within the environment and ways to remediate and/or prevent people-in-system problems using the processes of generalist practice: assessment, planning, intervention, evaluation, and termination. Prerequisite: SWK 250 Foundations of Social Work Practice.

SWK 352. Social Work Practice with Groups, Organizations, and Communities. 3 hours. Su., Sp.

A continued study of social work processes and problem-solving skills as they create a generalist model for practice with individuals, families, groups, organizations, and communities. This course emphasizes the values, knowledge, and generalist skills necessary to work with groups, organizations, and communities to facilitate problem-solving and planned change. Prerequisite: SWK 351 Social Work Practice with Individuals and Families.

SWK 361. Social Welfare Policies and Services I. (W) 3 hours. F.

A study of social welfare policies and services both from historical and current perspectives. Attention is given to the relationship between societal values and philosophical approaches to social welfare policies and planning. This course includes a significant writing component.

SWK 362. Social Welfare Policies and Services II. 3 hours. Sp.

A presentation of frameworks for analyzing social welfare policies and a study of administration and management of social welfare programs from theoretical and practical perspectives. Attention is given to organizational structures and processes. Prerequisite: SWK 361 Social Welfare Policies and Services I.

SWK 405. Methods of Social and Behavioral Research I. 3 hours. F.

An introduction to research methodology as applied to social problems and human behavior. Emphasis is on problem formulation, development of research design, instrument construction, and basic sampling techniques.

SWK 406. Methods of Social and Behavioral Research II. (W) 3 hours. Sp.

A continuation of SWK 405. Emphasis on data collection, analysis, inferential statistics, and report writing. Prerequisite: SWK 405 Methods of Social and Behavioral Research I. This course includes a significant writing component. Lab required.

SWK 450. Intervention With Populations at Risk. 3 hours. F.

An examination of social work assessment and intervention strategies that promote awareness and skill for working with variations among human beings, such as those suffering from physical, mental, economic, religious, or social problems. The course emphasizes a need for sensitivity to human diversity and strategies to promote social and economic justice for populations-at-risk of discrimination, oppression, or abuse. Prerequisites: SWK 250 Foundations of Social Work Practice, SWK 351 Social Work Practice II, SWK 352 Social Work Practice with Groups, Organizations, and Communities.

SWK 454. Seminar in Social Work Practice. 3 hours. Su., F., Sp.

A review of major coursework and the current social work practice scene. Emphasis is placed on the student pursuing major career interests and on preparation for the senior social work practicum. This course should be taken the semester before the senior social work practicum. Prerequisites: SWK 352 Social Work Practice with Groups, Organizations, and Communities, SWK 362 Social Welfare Policies and Services II, and SWK 406 Methods of Social and Behavioral Research II.

SWK 497. Senior Social Work Practicum. 9 hours. Su., F., Sp.

A professional field experience under the supervision of an experienced professional, carefully selected and approved by the University. Placement possibilities include public welfare, mental health, recreational, and community services. A minimum of 400 clock hours of field activity are required. Prerequisites: SWK 454 Seminar in Social Work Practice and admission to the program.

THE Theatre

THE 160. Introduction to Theatre. 3 hours. Offered on sufficient demand.

A survey of theatre practice and principles. The course provides an audience-centered overview of all aspects of theatre production from play writing to play presentation. Attendance at FHU Theatre productions is required.

THE 161, 162, 261, 262, 269, 361, 367, 461, 469. Theatre Laboratory. 1 hour. F., Sp.

A modular approach to understanding the different aspects of theatre in production and performance. Modules include: Set (161), Lighting (162), Costume/Makeup (261), Performance I (262), Stage Management I (269), Publicity/House Management (361), Scenic Painting (367), Performance II (461), and Stage Management II (469). Completion of each module requires 30 hours of rehearsal or production work in a faculty–directed or faculty–approved production. Students are required to document the hours worked or to keep a journal as appropriate to the lab. Students in the Theatre program will be given preference in assignment of particular duties. Prerequisite: Permission from the instructor or selection by audition.

THE 180. Concepts in Theatre Design. 3 hours. Sp. Even years.

Rooted in the discipline of theatre, the course explores general design principles and practices. The student is exposed to the design process through lecture and practical application.

THE 265. Acting I. 3 hours. F.

Introduction to basic acting using Stanislavski techniques. Emphasis is on character development, vocal delivery, and physical behavior required to play a role in contemporary theatre. Scene work and journaling required. Attendance at FHU Theatre productions is required.

THE 266. Technical Theatre Production. 3 hours. F. Odd years.

An introduction to technical theatre. Scene shop organization and safety, scenic construction techniques, scenic painting, and properties are the primary emphasis.

THE 268. Acting II. 3 hours. Sp. Even years.

The use of the actor's voice and body to convey character are explored. Emphasis is placed on posture, gesture, and physical communication. Vocal quality, diction, and expressiveness for the stage are surveyed in connection with movement for the stage.

THE 271. Design Process. 3 hours. Sp. Odd years.

An introduction to the conception of design concepts for a script and their subsequent execution. This course features a heavy research element as well as hands-on experience designing for a performance.

THE 285. Acting for the Camera. 3 hours. Sp. Odd years.

Fundamentals of acting for the large and small screen. Audition techniques, camera angles, hitting a mark, and more are explored through class lecture and taped performance.

THE 299A/399A. New York Theatre Survey. 3 hours. Sp.

An overview of the history of New York theatre, focusing primarily on Manhattan's Broadway theatre district. The student will explore the cultural, artistic, and economic issues central to Broadway theatre. The course includes a trip to New York and attendance of several Broadway shows. Cost of New York trip is in addition to the comprehensive charge.

THE 299D/399D. Special Topics in Theatre. (W) 3 hours. Offered on sufficient demand.

An in-depth study of special topics in selected fields in the Department of Fine Arts. This course includes a significant writing component.

THE 335. Painting for the Stage. 3 hours. F. Even years.

A study of application techniques for the theatre painter. The course focus is on class projects designed to explore a variety of painting methods. Emphasis is placed upon the ability to reproduce details, colors, and styles. Students may serve on paint crews for FHU Theatre productions.

THE 350. Playwriting. 3 hours. F. Odd years.

Explores the fundamentals of playwriting including structure, character, dialogue, etc. Written exercises are submitted and discussed. By the end of the term, students complete the initial draft of a play.

THE 362. Working in Theatre. 1 hour. F.

An introduction to the theatre marketplace and the skills necessary to work professionally.

THE 365. History of Theatre I. (W) 3 hours. Sp. Even years.

A study of the history of Western theatre from antiquity to 1800. The nature and elements of theatre, major texts, and important trends are examined. This course includes a significant writing component.

THE 366. History of Theatre II. (W) 3 hours. Sp. Odd years.

A study of the history of Western theatre from 1800 to present. The nature and elements of theatre, major texts, and important trends are examined. This course includes a significant writing component.

THE 368. Creative Dramatics for Children. 3 hours. F. Even years.

A cross-disciplinary approach to drama and young audiences. Special emphasis is given to using the techniques of creative dramatics in working with children. Storytelling, play making, masks, and puppets are explored as tools used to teach non-theatre related subjects in the classroom.

THE 371. Studio I. 3 hours. Offered on sufficient demand.

This course offers practical experience and techniques for completing a full-design package for a theatrical production. Emphasis is placed on specific design areas (i.e., scenic, costume, or lighting design) depending upon student needs. Prerequisites: THE 180 Concepts in Theatre Design and THE 271 Design Process.

THE 372. Studio II. 3 hours. Offered on sufficient demand.

A continuation of THE 371. This course offers practical experience and techniques for completing a full-design package for a theatrical production. Emphasis is placed on specific design areas (i.e., scenic, costume, or lighting design) depending upon student needs. Prerequisites: THE 180 Concepts in Theatre Design and THE 271 Design Process.

THE 377. Period Styles of Acting. 3 hours. F. Even years.

An overview of performance styles for non-realistic plays. Special emphasis is placed upon the performance of Greek, Elizabethan, and English Restoration plays. Prerequisite: THE 265 Acting I or permission from the instructor.

THE 465. Directing. 3 hours. Sp.

A study of the principles of directing for the stage as they apply to the director and the designer. A collaborative approach to directing and design is explored. Course culminates with the production of a short work of theatre.

THE 467. Theatre and the Christian. (W) 3 hours. F. Odd years.

The relationship between Scripture and the arts is explored. Writings by critics who hold a Christ–centered world view challenge the theatre student to articulate a personal statement of beliefs. Coursework culminates with a significant production element or a significant writing component. Prerequisite: THE 160 Introduction to Theatre or permission from the instructor.

THE 468A,B,C. Senior Seminar/Project. 1,2,3 hours. F., Sp.

The student will engage in research or skill development appropriate to his/her goals. A major project or performance is required. Prerequisites: Senior standing (90 hours minimum), THE 465 Directing, and a minimum cumulative GPA of 2.00.

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B.S., The University of Tulsa, 1990; M.E., Cornell University, 1992; University of Florida, 1992; Washington State University, 1993–1994; Diploma, Southwest School of Bible Studies, 1996; Abilene Christian University, 1996–2002; M.A., Austin Presbyterian Theological Seminary, 2000; Texas State University, 2000–2001; The University of Texas at Austin, 2001–2003; Austin Community College, 2003–2005; Ph.D., Baylor University, 2014.

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Bobby R. Bush	Professor Emeritus of Business
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Ronald P. Butterfield	Professor Emeritus of Education
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Joe D. DeLay	Professor Emeritus of Physical Sciences
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Earl D. Edwards	Professor Emeritus of Bible
Samuel E. Hester	Professor Emeritus of Bible
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Jane W. Miller	Professor Emeritus of Library Services

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C. Milton Tucker	Professor Emeritus of Biology
Patricia B. Tucker	Professor Emeritus of Education
H. Allen Walker	Professor Emeritus of Mathematics
Karen P. Walker	Professor Emeritus of Computer Science
Charles R. Webb	Professor Emeritus of Psychology
Dwina W. Willis	Professor Emeritus of Biology and Bible
Ann T. Woods	Professor Emeritus of English
Clyde M. Woods	Professor Emeritus of Bible

UNIVERSITY COMMITTEES

Note: *Two students nominated by the Student Government Association serve on the Academic Affairs Committee, Engaged Learning Committee, and Liberal Arts Committee.*

ACADEMIC AFFAIRS COMMITTEE

Jud Davis, Chair; Lisa Beene, Tom DeBerry, Ralph Gilmore, Nathan Warf, Chris White; ex officio: Jared Gott, Vicki Johnson, Charles Vires, Jr.

ENGAGED LEARNING COMMITTEE

Bryan Black, Chair; Matt Cook, Ryan Frasier, Brandyn Graves, Corey Markum; ex officio: LeAnn Davis, Charles Vires, Jr., A.B. White

FACULTY ADVISORY COMMITTEE

Paul Fader (fall semester) and Barbara England (spring semester), Chairs; Brian Butterfield, Janine Dunlap, Ryan Hysmith, Brandon Lanciloti, Kevin Moore, Matt Vega, Carol Waymire

FINANCIAL AID COMMITTEE

David Powell, Chair; Dana Baldwin, Pat Evans, Linda Moran, Kimberly Whitt; ex officio: David Clouse, Dwayne Wilson

GRADUATE COUNCIL COMMITTEE

Bryan Black, Mark Blackwelder, Michael Cravens, Sharen Cypress, Aarek Farmer; ex officio: Jared Gott, Vicki Johnson, Charles Vires, Jr.

INSTRUCTIONAL INNOVATIONS COMMITTEE

Alan Kinningham, Chair; Mark Blackwelder, Stark Davis, Lee Hibbett, Greg Hollamon; ex officio: Greg Maples

LIBERAL ARTS COMMITTEE

Nadine McNeal, Chair; Jared Collins, Chris Creecy, Wendy Gean, Ryan Hysmith, Stan Mitchell, Stephen Morris; ex officio: Jason Brashier, Charles Vires, Jr.

INFORMATION SECURITY COMMITTEE

This committee works with the University's Information Security Officer and Director of Information Technology to review policies and procedures; help to develop training programs; information systems, including network and software design, as well as information processing, storage, transmission, and disposal; and implement a system of testing to help prevent, detect and respond to attacks, intrusions, or other failures of the University's information systems.

Special Committees

The President has the right to appoint Special Committees as needed to carry out the functions of the University.

ACADEMIC CALENDAR

Academic Calendar, 2018–2019

Summer Term 2018 (May 14–July 20)

Summer 2018 Two–Week Session

May 14–25	**May Two–Week Session**
May 14	**Classes begin** (unless otherwise noted in the Course Schedule) Last day to register for May Two–Week Session courses Drop/Add Period to change May Two–Week Session schedule ends, 5 p.m.
May 18	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 25	**Final Exams** (or may be given the last day of class)
May 30	Final grades due, 5 p.m.

Summer 2018 Four–Week Sessions

May 26–June 22	**First Four–Week Session**
May 28	**Memorial Day Holiday (no classes)**
May 29	**Classes begin** (unless otherwise noted in the Course Schedule)
June 1	Last day to register for First Four–Week Session courses Drop/Add Period to change First Four–Week Session schedule ends, 5 p.m.
June 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 22	**Final Exams** (or may be given the last day of class) Deadline for removing spring semester incomplete grades
June 27	Final grades due, 5 p.m.
June 23–July 20	**Second Four–Week Session**
June 25	**Classes begin** (unless otherwise noted in the Course Schedule)
June 29	Last day to register for Second Four–Week Session courses Drop/Add Period to change Second Four–Week Session schedule ends, 5 p.m.
July 4	**Independence Day Holiday (no classes)**
July 6	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
July 20	**Final Exams** (or may be given the last day of class)
July 25	Final grades due, 5 p.m.

Summer 2018 Eight–Week Session

May 26–July 20	**Eight–Week Session**
May 29	**Classes begin** (unless otherwise noted in the Course Schedule)
June 1	Last day to register for Eight–Week Session courses Drop/Add Period to change Eight–Week Session schedule ends, 5 p.m.
June 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 22	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 20	**Final Exams** (or may be given the last day of class)
July 25	Final grades due, 5 p.m.

Summer 2018 Ten–Week Session

May 14–July 20	**Ten–Week Session**
May 14	**Classes begin** (unless otherwise noted in the Course Schedule)
May 25	Last day to register for Ten–Week Session courses Drop/Add Period to change Ten–Week Session schedule ends, 5 p.m.
June 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 22	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 20	**Final Exams** (or may be given the last day of class)
July 25	Final grades due, 5 p.m.

Fall Term 2018 (August 6–December 14)

Fall 2018 Two–Week Session

August 6–17	**August Two–Week Session**
August 6	**Classes begin** (unless otherwise noted in the Course Schedule) Last day to register for August Two–Week Session courses Drop/Add Period to change August Two–Week Session schedule ends, 5 p.m.
August 10	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
August 17	**Final Exams** (or may be given the last day of class)
August 22	Final grades due, 5 p.m.

Fall 2018 Sixteen–Week Session

Aug. 22–Dec. 13	**Sixteen–Week Session**
August 18	Welcome Home Residence halls open for new students only, 8 a.m.-5 p.m. Dining hall opens, 11 a.m.; students pay for meals individually Meal plan begins, 5 p.m.
August 18–21	Interface
August 20	Advising and registration for new undergraduate students Residence halls open for continuing and returning students, 8 a.m.-curfew
August 21	Advising and registration for continuing and returning undergraduate students, 8 a.m.-12 p.m.
August 22	**Fall classes begin** (unless otherwise noted in the Course Schedule)
August 28	Last day to submit Special Studies forms to Dean's Office, 12 p.m.
August 30	Last day to register for Sixteen–Week Session courses Drop/Add Period to change Sixteen–Week Course schedule ends, 12 p.m. Last day for December graduates to apply for graduation
September 3	**Labor Day Holiday (no classes)**
October 8–12	**Mid-Term Week**
October 12	All summer incomplete grades and all fall mid-term grades due, 1 p.m.
October 19	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 9–10	Homecoming
November 16	Residence halls close for Thanksgiving Holidays, 5 p.m.

November 18–25	**Thanksgiving Holidays, Sunday–Sunday (no classes)**
November 25	Residence halls open, 12 p.m. Dining hall opens, 5 p.m.
December 10–13	**Final Exam Week** (or may be given last class meeting for graduate courses)
December 13	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium
December 14	Final grades due, 9 a.m. Commencement, 6 p.m., Loyd Auditorium

Fall 2018 Eight–Week Sessions

Aug. 18–Oct. 12	**First Eight–Week Session**
August 18	**Classes begin** (unless otherwise noted in the Course Schedule)
August 24	Last day to register for First Eight–Week courses Drop/Add Period to change First Eight–Week Session schedule ends, 12 p.m. Last day to submit Special Studies forms to Dean's Office, 12 p.m.
August 30	Last day for December graduates to apply for graduation
September 3	**Labor Day Holiday (no classes)**
September 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
October 8–12	**Final Exams** (or may be given the last day of class)
October 17	Final grades due, 5 p.m.
Oct. 13–Dec. 13	**Second Eight–Week Session**
August 30	Last day for December graduates to apply for graduation
October 13	**Classes begin** (unless otherwise noted in the Course Schedule)
October 19	Last day to register for Second Eight–Week courses Drop/Add Period to change Second Eight–Week Session schedule ends, 5 p.m. Last day to submit Special Studies forms to Dean's Office, 12 p.m.
November 9	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 18–25	**Thanksgiving Holidays, Sunday–Sunday (no classes)**
December 10–13	**Final Exams** (or may be given the last day of class)
December 13	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium
December 14	Final grades due, 9 a.m. Commencement, 6 p.m., Loyd Auditorium

Spring Term 2019 (January 7–May 18)

Spring 2019 Two–Week Session

January 7–18	**January Two–Week Session**
January 6	Residence halls open for January Two–Week Session, 12 p.m.
January 7	**Classes begin** (unless otherwise noted in the Course Schedule) Last day to register for January Two–Week Session courses Drop/Add Period to change January Two–Week Session schedule ends, 5 p.m.
January 11	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
January 18	**Final Exams** (or may be given the last day of class)
January 23	Final grades due, 5 p.m.

Spring 2019 Sixteen–Week Session

Jan. 23–May 16	**Sixteen–Week Session**
January 20	Residence Halls open, 12 p.m. Dining hall opens, 5 p.m.; Meal plan begins
January 21	**Martin Luther King Holiday (no classes)**
January 22	Advising and registration, 8 a.m.-12 p.m.
January 23	**Spring classes begin** (unless otherwise noted in the Course Schedule)
January 29	Last day to submit Special Studies forms to Dean's Office, 12 p.m.
January 31	Last day to register for Sixteen–Week Session courses Drop/Add period to change Sixteen–Week Course schedule ends, 12 p.m. Last day for May and August graduates to apply for graduation
February 3–7	**Annual Bible Lectureship**
March 11–15	**Mid-Term Week**
March 15	All fall incomplete grades and all spring mid-term grades due, 1 p.m.
March 22	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 22	Residence halls close, 5 p.m.
March 24–31	**Spring Vacation, Sunday – Sunday (no classes)**
March 31	Residence halls open, 12 p.m. Dining hall opens, 5 p.m.
April 5–6	**Spring Weekend/Makin' Music**
April 19	**No classes**
May 13–16	**Final Exam Week** (or may be given last class meeting for graduate courses)
May 17	Graduation Rehearsal, 10 a.m., Loyd Auditorium Final grades due, 1 p.m.
May 18	Commencement, 10 a.m., Loyd Auditorium

Spring 2019 Eight–Week Sessions

Jan. 19–Mar. 15	**First Eight–Week Session**
January 19	**Classes begin** (unless otherwise noted in the Course Schedule)
January 21	**Martin Luther King Holiday (no classes)**
January 25	Last day to register for First Eight–Week courses Drop/Add Period to change First Eight–Week Session schedule ends, 12 p.m. Last day to submit Special Studies forms to Dean's Office, 12 p.m.
January 31	Last day for May and August graduates to apply for graduation
February 15	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 11–15	**Final Exams** (or may be given the last day of class)
March 20	Final grades due, 5 p.m.
March 16–May 16	**Second Eight–Week Session**
January 31	Last day for May and August graduates to apply for graduation
March 16	**Classes begin** (unless otherwise noted in the Course Schedule)
March 22	Last day to register for Second Eight–Week courses Drop/Add Period to change Second Eight–Week Session schedule ends, 5 p.m. Last day to submit Special Studies forms to Dean's Office, 12 p.m.

March 24–31	**Spring Vacation, Sunday–Sunday (no classes)**
April 18	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
April 19	**No classes**
May 13–16	**Final Exams** (or may be given the last day of class)
May 17	Graduation Rehearsal, 10 a.m., Loyd Auditorium Final grades due, 1 p.m.
May 18	Commencement, 10 a.m., Loyd Auditorium

Academic Calendar, 2019–2020 (Tentative)

Summer Term 2019 (May 20–July 26)

Summer 2019 Two–Week Session

May 20–31	**May Two–Week Session (nine days)**
May 20	**Classes begin** (unless otherwise noted in the Course Schedule) Last day to register for May Two–Week Session courses Drop/Add Period to change May Two–Week Session schedule ends, 5 p.m.
May 24	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 27	**Memorial Day Holiday (no classes)**
May 31	**Final Exams** (or may be given the last day of class)
June 5	Final grades due, 5 p.m.

Summer 2019 Four–Week Sessions

June 1–28	**First Four–Week Session**
June 3	**Classes begin** (unless otherwise noted in the Course Schedule)
June 7	Last day to register for First Four–Week Session courses Drop/Add Period to change First Four–Week Session schedule ends, 5 p.m.
June 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 28	**Final Exams** (or may be given the last day of class) Deadline for removing spring semester incomplete grades
July 3	Final grades due, 5 p.m.
June 29–July 26	**Second Four–Week Session**
July 1	**Classes begin** (unless otherwise noted in the Course Schedule)
July 4	**Independence Day Holiday (no Classes)**
July 5	Last day to register for Second Four–Week Session courses Drop/Add Period to change Second Four–Week Session schedule ends, 5 p.m.
July 12	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
July 26	**Final Exams** (or may be given the last day of class)
July 31	Final grades due, 5 p.m.

Summer 2019 Eight–Week Session

June 1–July 26	**Eight–Week Session**
June 3	**Classes begin** (unless otherwise noted in the Course Schedule)
June 7	Last day to register for Eight–Week Session courses Drop/Add Period to change Eight–Week Session schedule ends, 5 p.m.
June 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 28	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 26	**Final Exams** (or may be given the last day of class)
July 31	Final grades due, 5 p.m.

Summer 2019 Ten–Week Session

May 20–July 26	**Ten–Week Session**
May 20	**Classes begin** (unless otherwise noted in the Course Schedule)
May 31	Last day to register for Ten–Week Session courses Drop/Add Period to change Ten–Week Session schedule ends, 5 p.m.
June 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
June 28	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 26	**Final Exams** (or may be given the last day of class)
July 31	Final grades due, 5 p.m.

Fall Term 2019 (August 5–December 13)

Fall 2019 Two–Week Session

August 5–16	**August Two–Week Session**
August 5	**Classes begin** (unless otherwise noted in the Course Schedule) Last day to register for August Two–Week Session 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** (or may be given the last day of class)
August 21	Final grades due, 5 p.m.

Fall 2019 Sixteen–Week Session

Aug. 21–Dec. 12	**Sixteen–Week Session**
August 17	Welcome Home Residence halls open for new students only, 8 a.m. –5 p.m. Dining hall opens, 11 a.m.; students pay for meals individually Meal plan begins, 5 p.m.
August 17–20	Interface
August 19	Advising and registration for new undergraduate students Residence halls open for continuing and returning students, 8 a.m.-curfew
August 20	Advising and registration for continuing and returning undergraduate students, 8 a.m.-12 p.m.
August 21	**Fall classes begin** (unless otherwise noted in the Course Schedule)
August 27	Last day to submit Special Studies forms to Dean's Office, 12 p.m.

August 29	Last day to register for Sixteen–Week Session courses Drop/Add Period to change Sixteen–Week Course schedule ends, 12 p.m. Last day for December graduates to apply for graduation
September 2	**Labor Day Holiday (no classes)**
October 7–11	**Mid-Term Week**
October 11	All summer incomplete grades and all fall mid-term grades due, 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 22	Residence halls close for Thanksgiving Holidays, 5 p.m.
Nov. 24–Dec. 1	**Thanksgiving Holidays, Sunday–Sunday (no classes)**
December 1	Residence halls open, 12 p.m. Dining hall opens, 5 p.m.
December 9–12	**Final Exam Week** (or may be given last class meeting for graduate courses)
December 12	Graduation Rehearsal, 5:30 p.m., Loyd Auditorium
December 13	Final grades due, 9 a.m. Commencement, 6 p.m., Loyd Auditorium

Fall 2019 Eight–Week Sessions

Aug. 17–Oct. 11	**First Eight–Week Session**
August 17	**Classes begin** (unless otherwise noted in the Course Schedule)
August 23	Last day to register for First Eight–Week courses Drop/Add Period to change First Eight–Week Session schedule ends, 12 p.m. Last day to submit Special Studies forms to Dean's Office, 12 p.m.
August 29	Last day for December graduates to apply for graduation
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 7–11	**Final Exams** (or may be given the last day of class)
October 16	Final grades due, 5 p.m.
Oct. 12–Dec. 12	**Second Eight–Week Session**
August 29	Last day for December graduates to apply for graduation
October 12	**Classes begin** (unless otherwise noted in the Course Schedule)
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. Last day to submit Special Studies forms to Dean's Office, 12 p.m.
November 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
Nov. 24–Dec. 1	**Thanksgiving Holidays, Sunday–Sunday (no classes)**
December 9–12	**Final Exams** (or may be given the last day of class)
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 2020 (January 6–May 16)

Spring 2020 Two–Week Session

January 6–17	**January Two–Week Session**
January 5	Residence halls open for January Two–Week Session, 12 p.m.
January 6	**Classes begin** (unless otherwise noted in the Course Schedule)
	Last day to register for January Two–Week Session 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** (or may be given the last day of class)
January 22	Final grades due, 5 p.m.

Spring 2020 Sixteen–Week Session

Jan. 22–May 14	**Sixteen–Week Session**
January 19	Residence Halls open, 12 p.m.
	Dining hall opens, 5 p.m.; Meal plan begins
January 20	**Martin Luther King Holiday (no classes)**
January 21	Advising and registration, 8 a.m.-12 p.m.
January 22	**Spring classes begin** (unless otherwise noted in the Course Schedule)
January 28	Last day to submit Special Studies forms to Dean's Office, 12 p.m.
January 30	Last day to register for Sixteen–Week Session courses
	Drop/Add period to change Sixteen–Week Course schedule ends, 12 p.m.
	Last day for May and August graduates to apply for graduation
February 2–6	**Annual Bible Lectureship**
March 9–13	**Mid-Term Week**
March 13	All fall incomplete grades and all spring mid-term grades due, 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 20	Residence halls close, 5 p.m.
March 22–29	**Spring Vacation, Sunday – Sunday (no classes)**
March 29	Residence halls open, 12 p.m.
	Dining hall opens, 5 p.m.
April 3–4	**Spring Weekend/Makin' Music**
April 10	**No classes**
May 11–14	**Final Exam Week** (or may be given last class meeting for graduate courses)
May 15	Graduation Rehearsal, 10 a.m., Loyd Auditorium
	Final grades due, 1 p.m.
May 16	Commencement, 10 a.m., Loyd Auditorium

Spring 2020 Eight–Week Sessions

Jan. 18–Mar. 13	**First Eight–Week Session**
January 18	**Classes begin** (unless otherwise noted in the Course Schedule)
January 20	**Martin Luther King Holiday (no classes)**
January 24	Last day to register for First Eight–Week courses
	Drop/Add Period to change First Eight–Week Session schedule ends, 12 p.m.
	Last day to submit Special Studies forms to Dean's Office, 12 p.m.

January 30	Last day for May and August graduates to apply for graduation
February 14	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
March 9–13	**Final Exams** (or may be given the last day of class)
March 18	Final grades due, 5 p.m.
March 14–May 14	**Second Eight–Week Session**
January 30	Last day for May and August graduates to apply for graduation
March 14	**Classes begin** (unless otherwise noted in the Course Schedule)
March 20	Last day to register for Second Eight–Week courses
	Drop/Add Period to change Second Eight–Week Session schedule ends, 5 p.m.
	Last day to submit Special Studies forms to Dean's Office, 12 p.m.
March 22–29	**Spring Vacation, Sunday–Sunday (no classes)**
April 10	**No classes**
April 17	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
May 11–14	**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

INDEX

A

A Grade (Excellent Grade) 54
Absences 64
Absences (Undergraduate) 64
Absences due to Change of Class (Undergraduate) 64
Absences due to Deployment 66
Absences due to Late Registration (Undergraduate) 64
Absences prior to Drop/Add Deadline (Undergraduate) 64
Absences Tied to Long-Term Military Leave 66
Absent from Final Examination Grade (X) 54
ACA=Academic Studies 237
Academic Affairs Committee 363
Academic Calendar 364
Academic Catalog 60
Academic Classification 54
Academic Complaints 62
Academic Computing Standards 19
Academic Credit by Examination (Undergraduate) 70
Academic Credit by Proficiency Examination 70
Academic Dishonesty 58
Academic Grievance Form 61, 62
Academic Grievance Procedure 61
Academic Grievance(s) 61, 62
Academic Honors for Undergraduates 88
Academic Information 50
Academic Petition for Academic Renewal 58
Academic Petition for Academic Suspension 57
Academic Petition Form for Excessive Hours 52
Academic Petition Forms 58
Academic Probation 52, 57
Academic Probation:
  Graduate 57
  Undergraduate 57
  Hours Limitation 52
  Student Restrictions (Undergraduate) 57
Academic Programs 76
Academic Recovery 57
Academic Recovery Course 238
Academic Renewal 58
Academic Resource Center (ARC) 8
Academic Retention Coordinator 64
Academic Review Committee 12, 56, 57
Academic Scholarship Reinstatement Form 35
Academic Standing:
  Graduate 56
  Undergraduate 56
Academic Studies (ACA) Course Descriptions 238
Academic Success Center 52, 71, 83
Academic Success Center Information 233
Academic Success Center Information for FHU/Dickson 233
Academic Support Services 52
Academic Suspension 57
Academics 50
ACC=Accounting 237
Accelerated and Extended Degree Programs 83
Accelerated Programs 83
Accelerated Senior Program 12
Access Grant 38
Accommodations for Students with Disabilities 49
Accounting (ACC) Course Descriptions 238
Accreditation 4, 67
Accreditation Council for Business Schools and Programs (ACBSP) 4, 18, 144
ACCUPLACER 11
ACT 71
ACT Examination Fee 71
Adding a Concentration (Undergraduate) 81
Adding a Minor (Undergraduate) 81
Adding a Secondary Major (Undergraduate) 81
Additional Direct Unsubsidized Federal Stafford Loans (Undergraduate) 36
Additional Federal Direct Unsubsidized Stafford Loans (Undergraduate) 36
Additional Software and/or Hardware Requirements 75
Address for FHU/Dickson (Renaissance Center) 229
Address for FHU/Memphis (Bucy Center) 234
Adjunct Faculty 356
Administration 345
Administration and Supervision Concentration . 221
Administration Program 198, 204
Administrative Personnel 345
Admission into the Doctor of Behavioral Health (D.B.H.) Program 180
Admission of:
  Home-Schooled Students 13
  International Students 15
  Non-Degree Seeking Students 16
Admission Requirements for:
  B.B.A. Degree Programs 146
  B.B.A./M.B.A. Degree Programs 146
  Freshman Students 11
Admission to Candidacy 22
Admission to Candidacy (Graduate) 22
Admission to Candidacy for:
  Doctor of Behavioral Health (D.B.H.) Program 22, 180
  Doctor of Education Program 22
  M.A. in Ministry Program 22
  M.A. in New Testament Program 22
  M.A. in Old Testament Program 22
  M.A. in Pastoral Care and Counseling Program 22
  M.A.T. in Special Education Program 22

M.Ed. in Curriculum and Instruction Program .. 22
M.Ed. in Instructional Leadership Program 22
M.Ed. in School Counseling Program 22
M.S. in Clinical Mental Health Counseling Program 22
Master of Divinity Program 22
Teaching Licensure 22
Admission to:
FHU/Dickson 230
FHU/Memphis 235
FHU|Memphis 349, 354
Honors College 227
Honors Program 226
Programs (Undergraduate) 12
Student Teaching 186
Teacher Education Program 185
Teacher Education Program in M.A.T. in Special Education 203
Ed.D. in Instructional Leadership Licensure (ILL) 220
Social Work Practicum 168
Social Work Program 168
Teacher Education Program 197
Admissions Counselor 47
Admissions Counselors for FHU/Dickson 230
Admissions Criteria for:
M.Ed. in Instructional Leadership Administration and Supervision (Licensure) .. 213
Ed.S. in Instructional Leadership 216
Admissions Procedures:
Graduate 17
Undergraduate 10
Advanced Placement (AP) 70
Advanced Placement (AP) Credit 70
Advanced Placement (AP) in Intermediate Spanish Courses 105
Advising 52
Advising for FHU/Dickson 232
Advising for FHU/Memphis 235
Affiliations 4
After Drop/Add Deadline 64
Aid Applications 29
Aid Packages 29
Alcohol 44
All But Dissertation (ABD) Students 225
Alpha Chi (Undergraduates) 88
Alpha Chi Honor Society 89
Alpha Chi National Honor Scholarship Society 88
American Association of Colleges for Teacher Education 4
American Counseling Association (ACA) 174
Ammunition 44
ANT=Anthropology 237
Anthropology (ANT) Course Descriptions 240
AP Hours 30
Apologetics Emphasis in M.Div. 143
Appeal for a Waiver of Suspension 57
Appeal for Readmission after Academic Suspension 57
Appealing Excessive Absences (Undergraduate) . 64
Appeals 62
Application for Individualized Major 81
Application for Student Teaching 186
Applying for Housing 47
Applying for Federal Financial Aid 28
ARC (Academic Resource Center) 8
Armed Forces 16
Army Senior Reserve Officers Training Corps (SROTC) Scholarships Program 39
Art (ART) Course Descriptions 240
ART=Art 237
Arts and Humanities (College of Arts and Sciences) 90
Arts and Humanities Program 91
Aspire Award 38
Assistantships 32
Association of Independent Liberal Arts Colleges for Teacher Education 4
Athletic Grants-in-Aid 39
Athletic Scholarships 39
Attendance 64
Attendance Policy 65
Attendance Policy:
Graduate 65
Undergraduate 65
Audit Charge 27
Audited Classes 33
Auditing Courses 27
August Two–Week Courses (Fall Semester) 53
Automobile Fine(s) 45

B

B Grade (Good Grade) 54
B. A. Major in Interactive Digital Design (Designer Emphasis) 107
B.A. in Communications 101
Public Relations Emphasis 101
Speech Communication Emphasis 101
B.A. in the Individualized Major 81
B.A. Major in Art 107
Graphic Design Emphasis 107
Studio Design Emphasis 107
B.A. Major in Art with an Emphasis in Graphic Design Table 107
B.A. Major in Art with an Emphasis in Studio Art Table 108
B.A. Major in Bible: 127
Bible Text Emphasis 127
Biblical Languages Emphasis 127
Christian Apologetics Emphasis 127
Ministry Emphasis 127
Missions Emphasis 127
Preaching Emphasis 127
Youth and Family Ministry Emphasis 127
B.A. Major in Bible Table 128
B.A. Major in Communications
Public Relations Table 102
Speech Communication Table 102
B.A. Major in:
Communications Table 102
English 101
English Table 103
History 116

History Table 117
History with Teaching Licensure, 7-12 116
Interactive Digital Design (Designer Emphasis) Table 109
Law and Politics 116
Law and Politics Table 118
Law and Politics with Teaching Licensure 116
Music 107
Music Table 110
Photography 107
Photography Table 111
Spanish 101
Spanish Table 104
B.A. Major in Theatre
Design/Production Emphasis 107
Performance Emphasis 107
B.A. Major in Theatre with an Emphasis in Design/Production Table 112
B.A. Major in Theatre with an Emphasis in Performance Table 111
B.A./B.S. Major in:
Arts and Humanities Table 91
Education, Secondary (Second Major Only) Table 195
B.B.A. in Finance Degree Program 145
B.B.A. Major in:
Accounting Table 147
Accounting/M.B.A. in Healthcare Management Table 150
Business Analytics Table 148
Business Analytics/M.B.A. in Healthcare Management Table 152
Finance Table 148
Finance/M.B.A. in Healthcare Management Table 154
Management Table 148
Management/M.B.A. in Healthcare Management Table 157
Marketing Table 149
Marketing/M.B.A. in Healthcare Management Table 159
B.B.A. Majors in Accounting, Business Analytics, Finance, Management, and Marketing Table .. 147
B.B.A./M.B.A. in:
Accounting Table 149
Business Analytics Table 151
Finance Table 153
Management Table 156
Marketing Table 158
B.F.A. Major in Art
Studio Art Emphasis 107
B.F.A. Major in Art with an Emphasis in Studio Art Table 113
B.S. in the Individualized Major 81
B.S. Major in Bible: 127
Bible Text Emphasis 127
Biblical Languages Emphasis 127
Christian Apologetics Emphasis 127
Ministry Emphasis 127
Missions Emphasis 127
Preaching Emphasis 127
Youth and Family Ministry Emphasis 127
B.S. Major in:
Bible Table 130
Biology Table 93
Chemistry Table 95
Child and Family Studies (Early Childhood PreK–3) 195
Child and Family Studies Table 169
Computer Science 120
Computer Science Table 121
Criminal Justice Table 170
Education (Early Childhood – PreK-3) (Second Major Only) Table 194
Education (Early Childhood) (Second Major) . 194
Interactive Digital Design 120
Interactive Digital Design (Developer Emphasis) Table 122
B.S. Major in Interdisciplinary Studies:
Elementary Education (K-5) Table 188
Middle Grades Education (6-8) Table 190
B.S. Major in Interdisciplinary Studies with a Concentration in Elementary Education (K–5) 195
B.S. Major in Interdisciplinary Studies with a Concentration in Middle Grades Education (6–8) 195
B.S. Major in:
Kinesiology Table 96
Mathematics 120
Mathematics Table 123
Physical Science (Pre-Engineering) Table 98
Psychology Table 171
B.S./B.A. Major in Education (Secondary) (Second Major) 194
B.S.N. Major in Nursing Table 125
B.S.W. Major in Social Work Table 172
Baccalaureate Degree in the Nursing Program . 124
Baccalaureate Major in:
Child and Family Studies 167
Criminal Justice 167
Psychology 167
Social Work 167
Biology 92
Chemistry 92
Child Studies 167
Computer Science 120
Conservation and Wildlife Biology 92
Criminal Justice 167
Family Studies 167
Health 92
Kinesiology 92
Mathematics 120
Psychology 167
Social Work 167
Sociology 167
Bachelor of Arts (B.A.) 77
Bachelor of Business Administration (B.B.A.) 77

Bachelor of Business Administration (B.B.A.) Degree 146
Bachelor of Business Administration (B.B.A.) Degree in:
Accounting 144
Business Analytics 144
Finance 144
Management 144
Marketing 144
Bachelor of Business Administration (B.B.A.) Degree in Accounting at FHU/Dickson 229
Bachelor of Business Administration (B.B.A.) Degree in Management at FHU/Dickson 229
Bachelor of Fine Arts (B.F.A.) 77
Bachelor of Interdisciplinary Studies in Elementary Education at FHU/Dickson 229
Bachelor of Science (B.S.) 77
Bachelor of Science (B.S.) in Psychology at FHU/Dickson 229
Bachelor of Science in Nursing (B.S.N.) 77, 124
Bachelor of Science in Nursing (B.S.N.) at FHU/Dickson 229
Bachelor of Science in Nursing Curriculum 124
Bachelor of Social Work (B.S.W.) 77
Bachelor of Social Work (B.S.W.) at FHU/Dickson 229
Bachelor's Degree in:
Biology 92
Chemistry 92
Kinesiology 92
Physical Science 92
BAN=Business Analytics 237
Before Drop/Add Deadline 64
Behavioral Science at FHU/Memphis 234
Behavioral Sciences 76
Belgium Comprehensive Charge (Undergraduate) 26
Belgium Program 69
Bell Tower Online Newspaper 101
Benefits for Veterans and Dependents 36
Benson Hall (Men's Residence Hall) 47
BIB=Bible 237
Bible (BIB) Course Descriptions 245
Bible Class Attendance (Undergraduate) 66
Bible Class Attendance Contract 66
Bible Class Attendance Probation: 66
First-Time 66
Second-Time 66
Undergraduate 66
Bible Requirement for Dual-Degree Undergraduate/Graduate Students 67
Biblical Languages Emphasis in M.Div. 142
BIO=Biology 237
Biological Sciences 76
Biological, Physical, and Human Sciences (BPH) Course Descriptions 264
Biological, Physical, and Human Sciences (College of Arts and Sciences) 90
Biology (BIO) Course Descriptions 260
Board of Trustees 8, 344
Boarding Charges for Undergraduates 26
Boarding Students 45
BPH=Biological, Physical, and Human Sciences 237
Bradfield Hall (Women's Residence Hall) 46
Bucy Center 9
Bullying 63
Bullying and Disruptive Classroom Behavior 63
Burks Student Center 47
BUS=Business Administration 237
Business (Online) at:
FHU/Dickson 230
FHU/Memphis 235
Business Administration (BUS) Course Descriptions 265
Business Advisory Council 145
Business Analytics (BAN) Course Descriptions .. 245

C

C Grade (Satisfactory Grade) 54
Cambridge Advanced International Certificate of Education (AICE) Diploma 70
Cambridge International Exams (CIE) 70
Campus Activities 45
Campus Clubs 45
Campus Communications 45
Campus Emergency Alert System 45
Campus Employment for Students 39
Campus Housing 46
Campus Organizations 45
Campus Safety Office 45
Capstone Project Committee Agreement Form . 181
Capstone Project Committee for D.B.H. 181
Capstone Project for M.Ed. in Instructional Technology 202
Capstone Projects 136
Career Services Center (CSC) 49
Cartags 45
Center for Credentialing and Education 88
Center for Instructional Innovation (CII) 8
Certificate Admission (Graduate) 23
Certificate Program (Graduate) 23
Certificate Program by the College of Business. 162
Certificate Program in Counseling for Church Leaders 176
Certified Public Accountant (CPA) 145
CFA Examinations 145
CFA Program Candidate Body of Knowledge (CBOK) 145
Chairman of the Board of Trustees 344
Change of:
Class Absences (Undergraduate) 64
Degree Requirements 86
Major (Form) 81
Major (Undergraduate) 81
Schedule 64
Chapel 46
Chapel Assembly 46
Charges And Expenses 26
Chartered Financial Analyst 145
CHE=Chemistry 237
Cheating 44, 58
Chemistry (CHE) Course Descriptions 267
Chief Financial Officer 345

Child and Family Studies Major..... 167
Child Welfare Certification..... 168
Choosing a Major (Undergraduate) 81
Choosing a Specific Area of Study
(Undergraduate) 81
Christian Minister's Discount & Form 29
Christian School Discounts (Form) 29
Church History Emphasis in M.Div..... 143
Church Scholarship Match Program 31
CIS=Computer and Information Science..... 237
Citizenship..... 15
CJU=Criminal Justice 237
Class Attendance..... 64
Class Attendance Policy:
Graduate..... 65
Undergraduate..... 64
Class Attendance Requirements (Undergraduate)65
Clayton Investment Team..... 145
CLEP Examination(s)..... 70
CLEP for:
Elementary Spanish..... 71
Spanish..... 105
Clinic at FHU 48
Clinical Mental Health Counseling Program..... 174
College of:
Arts and Sciences 76, 90
Biblical Studies..... 76, 127
Business..... 76, 144
Education and Behavioral Sciences 76, 166
Honors College..... 76
College of Arts and Sciences Pre-Professional
Programs 68
College of Business:
Certifications..... 145
Professional and Honor Organizations 145
Transfer credit 146
College of Education and Behavioral Sciences Pre-
Professional Programs..... 68
College of Education and Behavioral Studies Pre-
Professional Programs..... 68
College–Level Examination Program (CLEP) . 30, 70
Colleges and Departments..... 76
Columbia State Community College 229
Columbia State Community College Concurrent
Enrollment..... 230
COM=Communication 237
Commencement Ceremonies for:
Graduates 87, 88
Undergraduates 88
Commission on Accrediting of the Association of
Theological Schools 4, 135
Commission on Collegiate Nursing Education 4
Common Professional Component (CPC)..... 18
Communication 76
Communication (COM) Course Descriptions 273
Communication and Literature (College of Arts
and Sciences) 90
Commuting Students 44
Complaints 62
Complaints (Academic Grievance Procedure) 61
Complaints Related to:
Accreditation Requirements 62
Application of Tennessee State Laws or Rules . 62
Distance Learning Education..... 62
Quality of Education 62
State Consumer Protection Laws 62
Completing edTPA Portfolios 186
Comprehensive Charge:
Graduate..... 26
Undergraduate..... 26
Full-Time Undergraduates 27
Per Credit Hour for Undergraduates..... 26
Comprehensive Examination..... 221
Comprehensive Examinations Committee 221
Comprehensive Examinations (Graduate) 87
Comprehensive Exams for:
Administration and Supervision Program 88
Clinical Mental Health Counseling 88
Doctorate of Education..... 88
Graduate Theology 87
Master of Arts in Ministry 87
Master of Arts in New Testament..... 87
Master of Divinity 87
Master of Education..... 87
Master of Science in Clinical Mental Health
Counseling 87
Teacher Leadership Program 88
Computer and Information Science (CIS)
Course Descriptions..... 269
Computer Science 76
Concentration Within a Major..... 80
Concentrations for Undergraduates 80
Concurrent Enrollment (Undergraduate)..... 13
Concurrent Enrollment at FHU/Dickson 230-231
Conditional Admission..... 20
Conditional Admission (Graduate) 21
Conditional Admission for Graduate Clinical Mental
Health Counseling 21
Conditional Admission for Graduate School of
Theology..... 21
Conduct 44
Consent to Disclosure of Personal Information ... 59
Content Major..... 194
Continuing Education Students 54
Continuing Student Scholarships 31
Continuous Enrollment for All But Dissertation
(ABD) Students..... 225
Cost for Full-Time Undergraduate Students 27
Costa Rica Program 69
COU=Counseling..... 237
Council for the Accreditation of Educator
Preparation (CAEP)..... 187
Council of Higher Education Association (CHEA) ...4
Council of Independent Colleges (CIC) 4
Council on Social Work Education
(CSWE)..... 4, 166, 168
Counseling (COU) Course Descriptions..... 275
Counseling Center 49

Counseling for Church Leaders Graduate Certificate 143
Counseling Services for Students 49
County Health Department Office 48
Course Descriptions 237
Course Placement Examinations 71
Course Prefix and Number 53
Course Prefixes 237
Courses Available in All Departments 72
CPA Examination in Tennessee 162
CPA Licensure 163
Credential Evaluation Service 23
Credit Earned in Armed Forces 16
Credit for:
English Composition I 70
English Composition II 71
Non-Collegiate Courses 16
Special Studies 51
Criminal Justice (CJU) Course Descriptions 271
Criminal Justice Association (CJA) 169
Crisis Intervention 49
Cross-Campus Agreement 72
Cross-Campus Registration 72
Cross-Campus Studies (Special Studies) 72
Cum Laude (Undergraduates) 89
Cumulative GPA Hours Limitation 52
Cumulative Grade Point Average (GPA) 32

D

D Grade (Low passing Grade) 54
D.B.H. Manual 182
D.B.H. Program 22
Damage of Students' Personal Property 45
Damage to Dorm Rooms 45
Dancing 44
DBH=Doctor of Behavioral Health 237
Dead Period for Declaring or Changing Majors 81
Dean of Students 44, 58
Dean of the Honors College 228
Dean's List (Undergraduates) 88
December Commencement 88
December Commencement:
Graduate 87
Undergraduate 88
Declaration of Major Form and Process 81
Declaring a Major (Undergraduate) 81
Defense Examination 222
Degree Completion 86
Degrees 77
Delta Mu Delta 145
Department of Behavioral Sciences (College of Education and Behavioral Sciences) 166-168
Department of:
Biological, Physical, and Human Sciences 92
Communication and Literature 101
Education 183
Education (College of Education and Behavioral Sciences) 166
Fine Arts 107
History, Philosophy, and Political Studies 116
Mathematics and Computer Science 120
Nursing 124
Departmental Courses of Study 54
Departments 237
Dependent Children of Department of Defense Employees 37
Dependent Children of Tennessee National Guard 37
Dependent Children of U.S. Military 37
Dependents Benefits 36
Destruction of Records or Property 44
Developmental Course Prefix and Number 53
Dining Dollars 27
Dining Hall 47
Dining Service Office 27
Dining Service Website 27
Dining Services 27
Diploma Reorder 27
Diplomas 88
Direct Stafford Loan Program (Undergraduate) 35
Direct Unsubsidized Stafford Loan Program (Graduate) 36
Director of:
Field Experiences (edTPA) 186, 200
Residence Life 45
Residential Life 47
Student Financial Services 28, 34, 35, 39, 64
Teacher Education 187
Director of the:
D.B.H. Program of Study 181
Graduate School of Theology 136
Master of Arts in Teaching (M.A.T.) Program 186, 200
Social Work Program 168
Directory Information 59
Disabilities 48
Disabilities Registration Paperwork 48
Disability Policy 48
Disability Procedure 48
Disability Services 48
Disciplinary Matters 44
Discipline Abbreviations 237
Disciplines 237
Disclosure of:
Academic Records 59
Education Records 59
Information 59
Discounts 29
Discounts for Students 29
Dismissal from Class due to Excessive Absences (Undergraduate) 64
Dispositions Assessments 188
Disruptive Behavior in the Classroom 63
Dissertation Committees 221
Dissertation for the Ed.D. Program 222
Dissertation Process 221
Dissertation Proposal 222
Distant Education Programs 4
Diversity in Student Teaching 187
Division of Academics 50
Dixon Hall (Women's Residence Hall) 46
DLE Review Process 51
Doctor of Behavioral Health (D.B.H.) 19, 168, 179

Doctor of Behavioral Health (D.B.H.) at FHU/Memphis 234
Doctor of Behavioral Health (DBH) Course Descriptions 279
Doctor of Education (Ed.D.) Degree Program with a Major in Instructional Leadership 219
Doctor of Education (Ed.D.) in Instructional Leadership with a Concentration in Administration and Supervision (Licensure) at FHU/Dickson 230
Doctor of Education (Ed.D.) in Instructional Leadership with a Concentration in Teacher Leadership at FHU/Dickson 230
Doctor of Education in Instructional Leadership 219
Doctor of Education in Instructional Leadership with a Concentration in Administration and Supervision (Licensure) at FHU/Memphis 234
Doctor of Education in Instructional Leadership with a Concentration in Teacher Leadership at FHU/Memphis 234
Doctoral Admissions Committee 19
Doctoral Capstone Project for D.B.H. 181
Doctoral Committee 221
Doctoral Degree in:
Behavioral Health 179
Behavioral Health Table 182
Doctorate of:
Behavioral Health Science (D.B.H.) 77
Behavioral Health Time Limit 24
Education (Ed.D.) 77
Education Degree in Instructional Leadership 219
Education Time Limit 24
Education Transfer Credits 24
Dress/Grooming Code 44
Drop/Add Deadline 64
Drop/Add Period 64
Drug Abuse 44
DSST Examinations 71
DSST Subject Examination 70
Dual Admission (Undergraduate) 13
Dual B.B.A./M.B.A. Degree in:
Accounting 144, 163
Business Analytics 144, 163
Finance 144, 163
Healthcare Management 144, 163
Management 144, 163
Marketing 144, 163
Dual Degree Graduate Program Bible Requirement 67
Dual Degree Programs 67
Dual Degree Undergraduate Program Bible Requirement 67
Dual Enrollment Program (Undergraduate) 13

E

Early Admission:
Freshman 54
Graduate 17
Undergraduate 12
Earning Credit at Other Institutions (Undergraduate) 74
ECO=Economics 237
Economics (ECO) Course Descriptions 283
Ed.D. Degree in Instructional Leadership
Administration and Supervision (Licensure) Concentration 219
Administration and Supervision (Licensure) Table 223
Teacher Leadership (Non–Licensure) Concentration 219
Teacher Leadership (Non-Licensure) Table ... 224
Ed.D. Degree in Instructional Leadership Program with a Concentration in Administration and Supervision (Licensure) or Teacher Leadership (Non–Licensure) 220
Ed.D. Dissertation 222
Ed.D. in Administration and Supervision (Licensure) 220
Ed.D. in Instructional Leadership
Administration Supervision Concentration 221
Teacher Leadership Concentration 221
Ed.D. in Teacher Leadership (Non-Licensure) ... 221
Ed.D. Program in Instructional Leadership 219
Ed.S. Degree 215
Ed.S. Degree in Instructional Leadership Concentration in Administration and Supervision (Licensure) Table 217
Ed.S. Degree with a Concentration in Instructional Leadership Licensure (ILL) 215
Ed.S. in Instructional Leadership:
Administration and Supervision (Licensure) 215-217
Teacher Leadership (Non-Licensure) 215-218
ED.S. in Instructional Leadership
edTPA:
Advisory Committee (FHU) 186, 200
Coordinator 186, 200
Policies and Procedures for Job-Embedded Students 200
Policies and Procedures for Student Teachers 186
Portfolios 200
EDU=Education 237
Education 76
Education (EDU) Course Descriptions 283
Education (Online/Web-Conference) at FHU/Dickson 229
Education at FHU/Memphis 234
Education Major 194
Education Record 58
Education Specialist (Ed.S.) Degree 24, 77
Education Specialist (Ed.S.) Degree Program with a Major in Instructional Leadership 215
Education Specialist (Ed.S.) in Instructional Leadership with a Concentration in Administration and Supervision (Licensure) at FHU/Dickson 230

Education Specialist (Ed.S.) in Instructional Leadership with a Concentration in Administration and Supervision (Licensure) at FHU/Memphis 234
Education Specialist (Ed.S.) in Instructional Leadership with a Concentration in Teacher Leadership at FHU/Dickson 230
Education Specialist (Ed.S.) in Instructional Leadership with a Concentration in Teacher Leadership at FHU/Memphis..... 234
Education Specialist Degree Required Courses . 225
Education Specialist in Instructional Leadership 215
Education Specialist Time Limit 24
Educational Opportunity Grant 36
Electronic eTranscript Cost..... 27
Electronic Media 101
Elementary Education Pre-Professional Programs 68
Elementary Education Subject Matter Emphasis 195
Elementary Licensure..... 195
Eligibility for Concurrent Enrollment at FHU/Dickson 231
Emergency Campus Security Number..... 45
Emergency Email Notifications 45
Emergency Notification System 45
Emergency Text Notifications 45
Emphases for Undergraduates..... 80
Emphasis in:
Leadership..... 137
Missions 137
Preaching 137
Emphasis in the Master of Divinity (M.Div.)..... 142
Emphasis Within a Major 80
Endowed Academic Scholarships 39
ENG=English..... 237
Engaged Learning Committee..... 363
Engineering Sciences (ENS) Course Descriptions..... 301
English (ENG) Course Descriptions..... 298
Enhanced ACT Composite Score 69
Enhanced Studies Program 69
Enrollment Deposit for 2018-2019 11
Enrollment Management..... 10
Enrollment Pledge for 2019-2020 11
ENS=Engineering Science..... 237
Essential Learning Outcomes (Undergraduate) ... 83
Ethics Examination 145
Excellent Grade (A)..... 54
Exceptions for Liberal Arts Core Requirements ... 84
Excessive Absences:
Graduates 65
Undergraduates 64
Excessive Absences in Only Bible Class (Undergraduate) 66
Excessive Hours (Undergraduate)..... 52
Excused Absences 65
Excused Absences (Undergraduate) 64-65
Executive Vice President..... 345
Exit Requirements for Ed.D. in:
Administration and Supervision (Licensure) .. 223
Teacher Leadership (Non-Licensure) 224
Exit Requirements for:
Ed.S. in Instructional Leadership Administration and Supervision (Licensure) 217
M.A.T. in Special Education (Initial Teaching Licensure) 205
M.Ed. in Instructional Leadership Administration and Supervision (Licensure) 214
M.S. in Clinical Mental Health Counseling 175
School Counseling Program A, B, or C..... 209
Teacher Leadership (Non-Licensure)..... 218
Extended Programs 83
Extension Courses (Lifelong Learning) 73

F

F Grade (Failing Grade)..... 54
Fabrication 58
Facilities..... 8
Faculty..... 345
Faculty Advisor 52
Faculty Advisory Committee 363
Faculty Scholarship 89
FAFSA (Free Application for Federal Student Aid) 11
Failing Grade (F) 54
Fall 2018 Account Information 43
Fall Term 2018 365
Fall Term 2019 369
False Reporting..... 44
FAM=Family Studies 237
Family Educational Rights and Privacy Act (FERPA) 58
Family Policy Compliance Office 59
Family Studies (FAM) Course Descriptions 301
Farrow Hall (Men's Residence Hall) 47
Federal Aid 28, 35
Federal and State Programs 29
Federal Direct Graduate PLUS Loans 36
Federal Direct Loans for Graduate Students..... 36
Federal Direct Parents Loan for Undergraduate Students PLUS Loans..... 36
Federal Direct PLUS Loans..... 40
Federal Direct Stafford Loan Repayment (Undergraduate) 36
Federal Direct Stafford Loans (Undergraduate) .. 35
Federal Direct Subsidized Stafford Loans..... 29
Federal Financial Aid..... 28, 32, 33
Federal Financial Aid:
Maximum Eligibility Period..... 33
Programs 35, 40
Programs (Graduate)..... 36
Programs (Undergraduate)..... 35
Suspension..... 33
Warning 32, 33
Federal Grants 28, 29
Federal Loans 28
Federal Pell Grants 29, 36, 40
Federal Perkins Student Loan..... 35
Federal SEOG 40
Federal Student Aid 28
Federal Supplemental Education Opportunity Grant(s)..... 29, 36
Federal TEACH Grant 36
Federal Work Study Program 29, 39

Federal Work-Study Program Funds 28
FERPA (Family Educational Rights and Privacy Act) 58
FHU Abroad:
Belgium Program 69
Bible Lands Program 69
Costa Rica Program 69
Haiti Program 69
Madrid Program 69
FHU Abroad Programs 68
FHU:
Facilities 8
Health Clinic 48
Health Form 11
HelpDesk 75, 233
HelpDesk for FHU/Memphis 236
Honors Program 227
FHU Instructional Leadership Licensure Internship Handbook 215, 218, 224
FHU Judicial Board 63
FHU Locations 8
FHU Online Newspaper 101
FHU Prime Care Clinic (On-Campus) 48
FHU Promise 31
FHU Radio Station 101
FHU/Dickson 9, 229
FHU/Dickson:
Academic and Student Support Services 232
Admissions Offices 232
Advising 232
Comprehensive Charge (Undergraduate) 26
Disability Services 232
Dual Admission 13, 230
Graduate Programs 229
Information Technology Support 233
Library and Learning Resources 231
Office of Disability Services Coordinator 232
Program Offerings 229
Retention and Academic Success 233
Student Financial Services Office 233
Student Scholarships 31
Tutoring 233
Undergraduate Programs 229
FHU/Memphis 9, 234
FHU/Memphis:
Academic and Student Support Services 235
Admissions 235, 349, 354
Admissions Counselors Information 235
Advising 235
Computing Services 236
Disability Services 236
HelpDesk 236
Information Technology Support 236
Library and Learning Resources 235
Office of Disability Services Coordinator Information 236
Program Offerings 234
Student Financial Services 236
FHU's Academic Computing Standards for Students 19
FHU's Doctoral Capstone Manual 182
Field Laboratory 72
Field Laboratory (Special Studies) 51
Field Work 72
Field Work (Special Studies) 51, 72
File a Complaint with the U.S. Department of Education 59
FIN=Finance 237
Final Grades 55
Finance (FIN) Course Descriptions 303
Finance Program 145
Financial Aid 28
Financial Aid:
Committee 34, 363
Counselors for FHU/Dickson 233
Counselors for FHU/Memphis 236
Notification 34
Probation 34, 35
Specific to FHU 28
Suspension 35
Suspension Appeal Process 34
Financial:
Arrangements 41
Certificate for International Students 15
Information 25
Services 25
Fine Arts 76
Fine Arts (College of Arts and Sciences) 90
Fire Damage to Students' Personal Property 45
Firearms 44
Fireworks 44
First Academic Suspension Period 57
First-Time Freshman Hours Limitation 52
First-Time Suspension 57
Food/Misc. Services 47
Foreign Language Placement 105
Foreign Transcript Evaluation 23
Foreign Transcript Information (Graduate) 22
Foreign Transcripts 23
Former Students:
Graduate 18
Undergraduate 15
Foster Care Tuition Grant 38
Four-Hour Biology and Chemistry Courses with Lab 93
Four–Week Course Student Load for Undergraduates 52
Free Application for Federal Student Aid (FAFSA) 11, 28, 29, 35, 37, 39
Free Counseling Services 49
Freed–Hardeman University Judicial Board 63
Freshman Course Prefix and Number 53
Freshmen Academic Classification 54
Freshmen in Good Academic Standing 81
Full-Time Comprehensive Charge:
Graduate 26
Undergraduate 26

Full-Time Student Load:
Graduate 52
Undergraduate 51
Fundamentals of Human Anatomy, Physiology, and Biomechanics 97

G

Gambling 44
General Assembly Merit Scholarship 38
General Expectations and Regulations 44
General Information 3
Good Academic Standing 32, 56
Good Grade (B) 54
Governing Body of FHU 8
GPA (Grade Point Average) 56
GPA Requirement 32
Grade Point Average (GPA) 56
Grades 54
Grades Not Used in Determining Satisfactory Progress 54
Grading Policy 56
Graduate:
Academic Classification 54
Academic Probation 57
Academic Renewal 58
Academic Standing 56
Academic Suspension 57
Admissions 17
Certificate (for Credit) 143
Certificate Admission 23
Graduate Certificate in:
Advanced Counseling 176
Advanced Counseling Table 177
Counseling for Church Leaders 143, 174, 176
Counseling for Church Leaders Table 176
Professional Counseling 177
Professional Counseling Table 178
Graduate:
Class Attendance Policy 65
Comprehensive Charge 26
Graduate Council 56
Graduate Council Committee 363
Graduate Counseling Majors 169
Graduate Counseling Office 176
Graduate Federal Financial Aid Programs 36
Graduate GPA 32
Graduate Graduation Requirements 86
Graduate Healthcare Management Certificate (GHCMC) 165
Graduate Hours Limitations 52
Graduate Management Admissions Test (GMAT) 146
Graduate:
Pace of Completion 33
PLUS Loan 36
Prefix and Number 53
Program Coordinator 20
Programs at FHU/Dickson 229
Scholarships 32
Student Load 52
Graduate Record Examination (GRE) 20, 146
Graduate School of Theology 76, 135
Graduate Studies in:
Business Administration 163
Education 197, 201, 203, 206, 210, 212
Graduate Studies Requirements 18
Graduation Exercises (Undergraduate) 86
Graduation:
Honors (Undergraduates) 89
Purchases 27
Requirements 86
Graduation Requirements for:
Graduates 86
Undergraduates 86
Grants 36, 37
Grievance Concerning:
Class Absences 61
Competencies 61
Course Syllabi 61
Grades 55, 61
Grievance Procedure 61
Grievances 62

H

H Grade (Honors Grade) 54
HAD=Healthcare Administration 237
Haiti Program 69
Hall-Roland Hall (Women's Residence Hall) 46
Hangtag Permit 45
Hardware Requirements 75
HEA=Health 237
Health (HEA) Course Descriptions 304
Health Arts Pre-Professional Programs 68
Health Clinic (On-Campus) 48
Health Form 11
Health Form for International Students 15
Health Services 48
Healthcare Administration (HAD) Course Descriptions 304
Healthcare Management Certificate Table 165
HelpDesk 8, 75, 233
Helping Heroes Grant 38
Henderson Campus 8
HIS=History 237
History 76
History (HIS) Course Descriptions 305
History of FHU 6
History, Philosophy, and Political Studies (College of Arts and Sciences) 90
Home-Schooled Students 13, 37
HON=Honors 237
Honor Contracts 65
Honor Organizations for the College of Business 145
Honor Stole Charge 27
Honorary Trustees 344
Honors (HON) Course Descriptions 307
Honors College 226, 227
Honors College Credit 227
Honors College Scholar Requirements 228
Honors College Scholar with University Honors Requirements 228

Honors College Scholars 228
Honors College Scholars with University Honors 228
Honors Credit 227
Honors Grade (H) 54
Honors Program 226
Honors Scholar (Undergraduates) 89
Honors Scholar with University Honors (Undergraduates) 89
Honors Scholarship Competition 31
Hope Barber Shull Academic Resource Center 8, 53
Hope Barber Shull Library 9
HOPE Non–Traditional Scholarship Program 38
HOPE Scholarship 37, 38
HOPE Scholarship:
  Eligibility 38
  Program 71
  Renewal 38
Hospitalization Insurance 48
Hours Attempted 56
Hours Limitations for:
  Graduate Students 52
  Undergraduate Students 51-52
Housing 26, 46, 47
Housing Application 11, 47
Housing for:
  Men 47
  Women 46
Housing Form 47
Housing Placement 47
HUM=Humanities 237
Human Sciences 76
Humanities (HUM) Course Descriptions 308
Hunting Knives 44
Hybrid Courses 51

I

I Grade (Incomplete Grade) 54
ID Card Replacement Charge(s) 27
ILL (Instructional Leadership Licensure Program) 212
ILL Program:
  Director 215
  Requirements 215, 223
ILL–B Licensure 215
Illness 48
Immunization Records (Undergraduate) 11
In Progress Grade (IP) 54
Incomplete Grade (I) 54
Incomplete Grades 33
Independent Studies (Special Studies) 51, 71
Independent Study 73
Index 373
Individualized Instruction (Special Studies) .. 51, 72
Individualized Instruction for Belgium Students .. 72
Individualized Instructions 65
Individualized Major 81
Individualized Major Advisory Committee 82
Individualized Majors Program 81
Ineligibility for Concurrent Enrollment at FHU/Dickson 231
Information Security Committee 363
Injury 48
Institutional:
  Credit Only 53
  Discounts 29
  Financial Aid 28
  Governance 8
  Refund Policy 41
  Scholarships 29
Instructional Innovations Committee 363
Instructional Leadership Candidate Selection Committee 213, 217
Instructional Leadership Faculty 20
Instructional Leadership Licensure (ILL) Preparation Program 212
Instructional Leadership Licensure (ILL) Requirements 223
Instructional Leadership Licensure Courses 215
Instructional Leadership PRAXIS 214
Instructional Technology Program 202
Insurance for Students 48
Intermediate Spanish Courses 105
International Baccalaureate (IB) 70
International English Honors Society 101
International Health Form 15
International Society of Technology in Education (ISTE) 201
International Students 15, 22
Internship 73, 136
Internship:
  Capstone Project 136
  Special Studies 51
Internship for M.Ed. in School Counseling 207
Internship/Practicum Form 73
Investment Committee of FHU 39
IP Grade (In Progress Grade) 54

J

January Two–Week Courses (Spring Semester) .. 53
Job-Embedded Practitioner License 187, 188
JOU=Journalism 237
Journalism (JOU) Course Descriptions 308
Junior Academic Classification 54
Junior– and Senior–Level Courses 53
Junior Prefix and Number 53

K

B.S. Major in Special Education (K-8 Interventionist; 6-12 Interventionist 192
KC's Coffee House 8, 27
Key Replacement Charge 27
KIN=Kinesiology 237
Kinesiology (KIN) Course Descriptions 309
Kinesiology Program 97

L

Laboratory Work (Special Studies) 51
Late Registration Absences (Undergraduate) 64
Law School Admission Counselor 68
Law School Admissions Test (LSAT) 68
Law School Preparation 68
LDR=Leadership 237
Leadership (LDR) Course Descriptions 312
Leadership Comprehensive Exam 221
Leadership Examination for Doctorate of Education 88
Leadership Medal 89
Learning Assistance 53
Learning Center 8, 11, 53
Learning Commons 8
Liability Insurance:
  Coverage Requirement for Student Teaching 186, 200
  Requirement for Clinical Mental Health Counseling 174
  Requirements for D.B.H. 179
Liberal Arts Committee 363
Liberal Arts Core 84
Liberal Arts Core Requirements 84
Liberal Arts Education and Licensure Requirements for Teaching 187
Library ID cards 9
Licensed Professional Counselor with Mental Health Service Provider Designation License in Tennessee 176
Licensure in:
  Elementary Grades K–5 197
  Elementary Grades PreK–3 197
  School Counseling Program B Table 208
  School Counseling Program C Table 209
  Secondary Areas 197
Licensure Program for Master of Education in School Counseling 206
Lifelong Learning 73
Lion Bucks 27
Lion's Pride 27, 47
LionAlert Account 45
LionAlert System 45
Literature 76
LiveBeyond 69
Loans 29
Loden-Daniel Library 8
Loss of Students' Personal Property 45
Lost/Broken ID Card Charge 27
Low passing Grade (D) 54

M

M Grade (Mastery Grade) 54
M.A. in:
  Ministry Internship 136
  Ministry Table 136
  New Testament Table 138
  New Testament Thesis 136
  Old Testament Table 139
  Old Testament Thesis 136
  Pastoral Care and Counseling Internship 136
  Pastoral Care and Counseling Table 140
  Teaching (Teaching Licensure, Job-Embedded Practitioner License Only) Table 198
  Teaching in Special Education (Initial Teaching Licensure) Table 204
M.A.T. Degree 197
M.B.A. in Healthcare Management Table 164
M.B.A. Program 163
M.Div. Internship 136
M.Ed. Degree in:
  Curriculum and Instruction (Non-Licensure) Table 211
  Instructional Leadership Administration and Supervision (Licensure) 212
  Instructional Leadership Licensure (ILL–B) ... 212
  Instructional Leadership Concentration in Administration and Supervision (Licensure) Table 214
  Instructional Technology Online Non-Licensure Track Table 202
M.Ed. in:
  Curriculum and Instruction 210
  Instructional Leadership 212
  Administration and Supervision Concentration (Licensure) 212-213
M.Ed. in Instructional Leadership (Administration and Supervision or Teacher Leadership) Program 20
M.Ed. in Instructional Technology 201
M.Ed. in School Counseling Program A Table 207
M.Ed. Instructional Technology Blog 202
M.S. in:
  Clinical Mental Health Counseling Program ... 174
  Clinical Mental Health Counseling Table 175
Madrid Program 69
Magna Cum Laude (Undergraduates) 89
Major Declaration (Undergraduate) 81
Majors 77
Majors and Degrees 77
Majors for Undergraduates 80
Management (MGT) Course Descriptions 314
Management Information Systems (MIS) Course Descriptions 315
Marketing (MKT) Course Descriptions 315
Married Students 45
Mass Communication System 45
Master of Arts (M.A.) 77
Master of Arts in Ministry 135
Master of Arts in Ministry at:
  FHU/Dickson 230
  FHU/Memphis 235
Master of Arts in Ministry:
  Internship 136
  Program 136
  Time Limit 24
Master of Arts in New Testament 135
Master of Arts in New Testament at:
  FHU/Dickson 230
  FHU/Memphis 235
Master of Arts in New Testament:
  Internship 136

Program 138
Thesis 136
Time Limit 24
Master of Arts in Old Testament 135
Master of Arts in Old Testament at:
FHU/Dickson 230
FHU/Memphis 235
Master of Arts in Old Testament:
Thesis 136
Time Limit 24
Master of Arts in Pastoral Care and Counseling . 135
Master of Arts in Pastoral Care and Counseling at:
FHU/Dickson 230
FHU/Memphis 235
Master of Arts in Pastoral Care and Counseling:
Internship 136
Time Limit 24
Master of Arts in Teaching 197
Master of Arts in Teaching (M.A.T.) (Teacher Licensure) at:
FHU/Memphis 234
FHU/Dickson 229
Master of Arts in Teaching (M.A.T.) in Special Education (Teacher Licensure) at:
FHU/Dickson 230
FHU/Memphis 234
Master of Arts in Teaching (M.A.T.) Program 20
Master of Arts in Teaching (Teaching Licensure Program) 197
Master of Arts in Teaching Degree with a Major in Special Education 203
Master of Arts in Teaching in Special Education 203
Master of Arts in Teaching in Special Education (Teaching Licensure) Degree Program 203
Master of Arts in Teaching Time Limit 24
Master of Business Administration (M.B.A.) 77, 163
Master of Business Administration (M.B.A.) at:
FHU/Dickson 230
FHU/Memphis 235
Master of Business Administration (M.B.A.) degree in Healthcare Management 144
Master of Business Administration (M.B.A.) in Healthcare at:
FHU/Dickson 230
FHU/Memphis 235
Master of Business Administration (M.B.A.) Table 164
Master of Business Administration in Healthcare Management 163
Master of Business Administration Time Limit 24
Master of Business Administration Transfer Credits 24
Master of Divinity (M.Div.):
Program 77, 135, 140
Table 140
Master of Divinity (M.Div.) at:
FHU/Dickson 230
FHU/Memphis 235
Master of Divinity:
Internship 136
Time Limit 24
Transfer Credits 24
Master of Education (M.Ed.) 77
Master of Education (M.Ed.) Degree with a Major in Instructional Leadership 212
Master of Education (M.Ed.) Degree with a Major in Instructional Leadership and Licensure 212
Master of Education (M.Ed.) in:
Curriculum and Instruction (Non-Licensure Program) 210
Curriculum and Instruction (Non–Licensure, Online Only) 230
Curriculum and Instruction (Non–Licensure, Online Only) at FHU/Memphis 234
Instructional Leadership with a Concentration in Administration and Supervision (Licensure) at FHU/Memphis 234
Instructional Technology (Non–Licensure, Online Only) at FHU/Dickson 230
Instructional Technology (Non–Licensure, Online Only) at FHU/Memphis 234
School Counseling (Licensure) at FHU/Memphis 234
School Counseling Degree 206
Master of Education in Instructional Leadership and Education Specialist in Instructional Leadership 212
Master of Education in:
Instructional Technology 201
Instructional Technology (Non–Licensure, Online Only) at FHU/Dickson 230
School Counseling 206
School Counseling (Licensure) at FHU/Dickson 230
Master of Education Time Limit 24
Master of Science (M.S.) 77
Master of Science in Clinical Mental Health Counseling at FHU/Memphis 234
Master of Science in Clinical Mental Health Counseling Program 19, 168, 174
Master of Science in Clinical Mental Health Counseling Time Limit 24
Master's Degree in Clinical Mental Health Counseling 174
Mastery Grade (M) 54
MAT=Mathematics 237
Math Tutoring 53
Mathematics 76
Mathematics (MAT) Course Descriptions 312
Mathematics and Computer Science (College of Arts and Sciences) 90
May Commencement Ceremony 88
May Two-Week Courses (Summer Semester) 53
Meal Plan:
A 26
B 26
S 26
U 26

Meal Plans 26, 27, 45
Medical Insurance 48
Medical Withdrawal 64
Medical Withdrawal Exit Interview 64
Merit Award 30
Merit Scholarships 30
MGT=Management 237
Middle Grades Pre-Professional Programs 68
Miller Analogies Test (MAT) 20
Minimum Computing Requirements 75
Ministerial Students 27
Ministry Emphasis in M.Div. 143
Minor in:
Accounting 160
Art 107, 114
Bible Text 133
Biblical Languages 132
Biology 99
Business Administration 160
Business Analytics 160
Business for Creatives 160
Chemistry 99
Child Studies 172
Christian Apologetics 133
Communication(s) 101, 105
Computer Science 123
Conservation and Wildlife Biology 99
Criminal Justice 173
Digital Music 107
Digital Music Production 114
Electronic Media Communications 105
English 101, 105
Family Studies 173
Finance 161
Fine Arts 107, 114
Health 100
History 116, 119
Journalism 101, 105
Kinesiology 100
Management 161
Marketing 161
Mathematics 123
Ministry 133
Missions 134
Music 107, 115
Philosophy 116, 119
Photography 107, 115
Political Studies 116, 119
Preaching 134
Psychology 173
Social Work 173
Sociology 173
Spanish 101, 106
Theatre 107, 115
Youth and Family Ministry 134
Minority Teaching Fellows Program 38
Minors for Undergraduates 80
MIS=Management Information Systems 237
Misappropriation of:
Property 44
Records 44
Mischief of Students' Personal Property 45
Mission 174
Mission of the:
Arts and Humanities Program 91
College of Arts and Sciences 90
College of Biblical Studies 127
College of Business 144
College of Education and Behavioral Sciences 166
Department of Behavioral Sciences 167
Department of Biological, Physical, and Human Sciences 92
Department of Communication and Literature 101
Department of Education 183
Department of Fine Arts 107
Department of History, Philosophy, and Political Studies 116
Department of Mathematics and Computer Science 120
Department of Nursing 124
Doctor of Behavioral Health (D.B.H.) Program 179
Ed.D. in Instructional Leadership Program 219
Graduate School of Theology 135
Honors College 226
Instructional Leadership Licensure (ILL) Preparation Program 212
Master of Education in Instructional Technology (M.Ed.) Program 201
Missions Emphasis in M.Div. 143
MKT=Marketing 237
Modern Language Studies Abroad (MLSA) 69
Modesty 44
Multiple Majors/Minors (Undergraduate) 82
MUS=Music 237
Music (MUS) Course Descriptions 317

N

N Grade (Non-Credit Grade) 54
Nashville State Community College (NSCC) 74, 229
Nashville State Community College (NSCC) Dual Admission 230
Nashville State Community College Concurrent Enrollment 230
Nashville State Community College Reverse Transfer 74
National Association of Credential Evaluation Services (NACES) 23
National Association of Independent Colleges and Universities (NAICU) 4
National Board for Certified Counselors 176
National Certification and State of Tennessee Licensing Requirements 176
National Certification for M.S. in Clinical Mental Health Counseling 176
National Certified Counselor Credential Requirements 176
National Christian School Association (NCSA) 29
National Council for Accreditation of Teacher Education (NCATE) 4, 166, 183
National Council Licensure Examination for Registered Nurses (NCLEX–RN) 124

National Council of State Boards of Nursing (NCSBN) 124
National Council on Family Relations (NCFR) 166
National Counselor Preparation Comprehensive Exam (CPCE) 87
National Guide to College Credit for Workforce Training 16
National Merit Finalists 30
National Student Clearinghouse 61
NC–SARA 5
NC–SARA Website 63
New Testament Emphasis in M.Div. 142
New Transfer Students 34
Non-Collegiate Course Credit 16
Non-Credit Grade (N) 54
Non-Credit Students 54
Non-Degree Seeking Students 16
Non-Discriminatory Policy 1
Non-Licensure Program for Master of Education in Curriculum and Instruction 210
Non-Licensure Program for Master of Education in Instructional Technology 201
Non–Passing edTPA Portfolio Scores 186
Non-Traditional Courses 51
NSG=Nursing 237
Nursing 76
Nursing (College of Arts and Sciences) 90
Nursing (NSG) Course Descriptions 320

O

Off-Campus Housing Application 45
Offered at:
FHU/Dickson 80
FHU/Memphis 80
Office of:
Academics 66
Admissions 13, 30
Admissions for FHU/Dickson 232
Campus Safety 45
Campus Security 45
Disabilities 48
Disability Services (Burks Student Center) 48, 49
Disability Services Coordinator 48
Disability Services Coordinator for FHU/Memphis 236
Financial Services 39
Residence Life 45, 46, 47
Student Disabilities 72
Student Financial Services 11, 28, 29, 30, 31, 33, 34, 41, 42
Student Financial Services for FHU/Dickson .. 233
Student Financial Services Information for FHU/Memphis 236
Student Services 47, 48
The Registrar 40, 61
Officers of the Board of Trustees 344
Official Transcript Evaluation 23
Official Transcripts 23, 61
Old Testament Emphasis in M.Div. 142
Omicron Psi 169
On-Campus Clinic 48
On-Campus Non–Credit Courses 27
Online Application 10
Online Courses 51, 65, 75
Online Master of Education in Instructional Technology Program 201
Online Newspaper 101
Online/Hybrid/Web-Conference Delivery 51
Only Bible Class 66
Oral Defense for M.Ed. in Instructional Technology 202
Oral Defense of Dissertation (Final Examination) 222
Ordering Transcripts 61
Organization for Teacher Education 183
Other Services 48
Outstanding:
Accounts 42
Balance 42
Outstanding Title IV Funds 40

P

P Grade (Passing Grade) 54
Pace of Completion 33
Paper Transcript 27
Parent Loans to Undergraduate Students (PLUS) 40
Parental Permission 60
Parental Rights to Children's Education Record ... 58
Part-Time Comprehensive Charge
Graduate 26
Undergraduate 26
Part–Time Student Load for Undergraduates 51
Passing Grade (P) 54
Paying Your Account 41
PEA=Physical Education Activity 237
Peer Tutoring 53
Pell Grants 36
Penalties for Unexcused Absences 65
Penalty for Academic Dishonesty 58
Personal Property 45
Personal Reference Forms for International Students 15
Personalized Medallion Charges (Ed.S. or M.Div.) 27
Petitions 62
Petitions for Excessive Hours 52
Phi Alpha Honor Society for Social Work 169
PHI=Philosophy 237
Philosophy 76
Philosophy (PHI) Course Descriptions 326
PHS=Physical Sciences 237
Physical Education Activity (PEA) Course Descriptions 323
Physical Education Credit for Veterans 16
Physical Science (PHS) Course Descriptions 326
Physical Sciences 76
Placement for Enhanced Studies 69

Plagiarism 44, 58
POL=Political Science 237
Political Science (POL) Course Descriptions 327
Political Studies 76
Porter-Terry Hall (Women's Residence Hall) 46
Post Office 47
Post-Baccalaureate Accounting Certificate (PBAC) 162
Post-Master's Graduate Certificate in:
Advanced Counseling 174
Professional Counseling 174
Practicum(s) 65, 73
Practicum (Special Studies) 51
PRAXIS 204
PRAXIS Examination 187
PRAXIS ILLB 6011 88
Pre–Engineering 92
Pre–Engineering Pre-Professional Programs 68
Pre–Law Program 101
Pre–Nursing Table 125
Pre–Pharmacy Program 93
Pre–Professional:
Curricula 95
Health Arts 83
Programs 67
Programs Administered Within Specific Colleges 68
Prefix 237
Preparation for Graduate School 67
Preparation for Professional School 67
President 345
President's List (Undergraduates) 88
Prime Care Clinic (On-Campus) 48
Prime Care Medical Center 48
Privacy of Student Education Records 58
Private Room Housing 26
Privileged Housing 26, 46
Privileged Housing Room Charges for Undergraduates 26
Probation 57
Probation:
Graduate 57
Undergraduate 57
Profanity 44
Professional and Honor Organizations in the Department of Behavioral Sciences 169
Professional Core for:
Elementary Licensure 195
Secondary Education 196
Professional Development Plan 216
Professional Organizations for the College of Business 145
Proficiency Examination 70
Proficiency Examination for Bible Languages 128
Proficiency in English 70, 71
Program Director of Instructional Leadership 214, 218, 223
Program Offerings at:
FHU/Dickson 229
FHU/Memphis 234
Program Requirements for the College of Business 162
Program Specific Requirements (Graduate) 18
Programs Leading to Licensure 198
Proposal Examination 222
Provisional Admission (Graduate) 21
Provisional Status 16
Provisional Status (Undergraduate) 16
Provost 345
Psi Chi for Graduate Counseling Majors 169
Psi Chi for Psychology Majors 169
PSY=Psychology 237
Psychology (PSY) Course Descriptions 329
Psychology Majors 169
Purchasing Dining Dollars 27

Q

Quality Points per Semester Hour 54

R

Radio Station 101
RAVE Account 45
RAVE Mobile Safety 45
RDG=Reading 237
Reading (RDG) Course Descriptions 331
Readmission after Academic Suspension 57
Readmission for Suspended Students 15
Readmission of Former Students (Graduate) 18
Readmitted Students 34
Refund Policy 41
Registering for Online Courses 75
Registering with the Office of Disabilities 48
Regular Admission 21
Reinstatement of Financial Aid Eligibility 35
Renaissance Center 9
Renewal of Certification 23
Renewal of Licensure 23
Repayment of a Direct Federal Stafford Loan (Graduate) 36
Repeated Courses 34
Repeated Incident of Bullying 63
Reporting to the Residence Hall 47
Request Amendment of Education Record 59
Requirements for:
Doctor of Behavioral Health Program (D.B.H.) 19
Doctoral Program (Ed.D.) 20
Graduate School of Theology 20
Graduate Studies in Behavioral Science 19
Graduate Studies in Business 18
Graduate Studies in Education 20
Master of Science in Clinical Mental Health Counseling 19
Master's Programs (M.Ed. and M.A.T.) 20
Second Majors in Education 194
Specialist's Program (Ed.S.) 20
Requirements for Teaching Licensure in:
Art 108
Biology and General Science 95
Chemistry 96
English 103
Government 118

History 117
Mathematics 123
Music 110
Physical Education (Kinesiology) 97
Psychology 171
Spanish 104
Theatre 112
Research Prospectus Defense Rubric 222
Residence Hall:
Housing 26
Placement 47
Men 47
Women 46
Residence Hall Students 45
Residual ACT Testing 71
Retention 52
Retired Administrators 361
Retired Faculty 361
Return of Title IV Funds Calculation 41
Return of Title IV Policy 41
Reverse Transfer 74
Reverse Transfer at FHU/Dickson 231
Rising Senior Program 12
RN–BSN Program 124
Room and Board 26
Room Charge for Full-Time Students 27
Room Charges for Undergraduates 26

S

S Grade (Satisfactory Grade) 54
Safety Alerts 45
SARA Policies and Standards 63
Satisfactory Grade (C) 54
Satisfactory Grade (S) 54
Satisfactory Progress Requirement for Federal Financial Aid 32
Scholarship Application 20
Scholarships 29, 30, 37
Scholarships:
Graduates 32
Undergraduates 29
School Counseling Praxis Test 207
School Counseling Program 198, 204
School of Preaching Transfer Policy 127
Science Tutoring 53
Scott Hall (Women's Residence Hall 46
Second Academic Suspension 57
Second Academic Suspension Period 57
Second Bachelor's Degree 82
Second Graduate Degree 83
Second Major Liberal Arts Core Requirements .. 194
Second Majors for Teacher Licensure 194
Secondary Education Pre-Professional Programs . 68
Secondary Education Subject Matter Emphasis . 196
Secondary Licensure:
6–12 Interventionist 196
Art K–12 196
Biology 6–12 196
Business Education 6–12 196
Chemistry 6–12 196
English 6–12 196
Government 6–12 196
History 6–12 196
K–12 Comprehensive 196
K–8 Interventionist 196
Mathematics 6–12 196
Music K–12 196
Physical Education (Kinesiology) K–12 196
Physics 6–12 196
Psychology 9–12 196
Spanish PreK–12 196
Special Education K–12 196
Speech Communication 6–12 196
Theatre K–12 196
Secondary Licensure Areas in Education 196
Secretary of the Board of Trustees 344
Security Office 45
Security Officers 45
Semesters in which Courses are Offered 53
Senior Academic Classification 54
Senior Internship 73
Senior Practicum 73
Senior Prefix and Number 53
Services and Facilities 46
Sewell Hall (Men's Residence Hall) 47
SGA 8
Sickness 48
Sigma Tau Delta 101
Single-Students Not Living at Home 45
Sites Nearby 8
SOC=Sociology 237
Social Clubs 45
Social Work (SWK) Course Descriptions 338
Social Work:
Majors 169
Program 168
Program Admission Committee 168
Social Work Students in Action (SWSA) 169
Society for Future Accountants 145
Society for Future Marketers 145
Sociology (SOC) Course Descriptions 332
Sodexo Food Service 47
Software Requirements 75
Sophomore Academic Classification 54
Sophomore Prefix and Number 53
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 4, 7
Southern Association of Colleges and Secondary Schools Commission on Colleges (SACSCOC) .. 62
SPA=Spanish 237
Spanish 332
Spanish (SPA) Course Descriptions 332
Spanish Immersion Program 69
SPE=Special Education 237
Special Academic Programs 67
Special Admission (Graduate) 23
Special Charges 27

Special Classification 54
Special Committees 363
Special Education (SPE) Course Descriptions 334
Special Education Pre-Professional Programs 68
Special Education Program 198, 204
Special Education Subject Matter Emphasis 196
Special Examination Charges 27
Special Meals 47
Special Studies 51, 71
Specialized Tutoring 53
Spring 2019 Account Information 43
Spring Term 2019 366
Spring Term 2020 370
SROTC Scholarship Program 39
Staff Lecturers 356
Stafford Loan 35
Stafford Loan Eligibility 31
Stafford Loan Program:
  Graduate 36
  Undergraduate 35
Standard Measure of Student Academic Achievement Calculation 56
State Authorization Reciprocity Agreement (SARA) 62
State Grants 29
State Licensure for M.S. in Clinical Mental Health Counseling 176
State of Tennessee Grants and Scholarships 37
Statistics Comprehensive Exam 221
Statistics Examination for Doctorate of Education 88
Stop-Out Student (Graduate) 18
Student:
  Academic Grievance Procedure 56, 61
  Account Office 39
  Account Timeline 43
  Activities 45
  Advisors 52
  Assessment 54
  Automobiles 45
  Charges and Expenses 26
  Conduct 44
  Consent 59
  Employment Office 39
  Facilities 46
  Financial Services 28
  Financial Services Office 39
  Handbook 60
  Housing 46
  ID Card 27
  Load (Graduate) 52
  Load (Undergraduate) 51
  Organizations 45
  Rights and Responsibilities 60
  Services 44, 46
  Services Building 47
  Transcripts 61
Student Aid Report (SAR) 28
Student Government Association (SGA) 8, 363
Student Government Association Vice President . 63
Student Learning Outcomes 221
Student Teaching 186
Students Admitted on Restriction/Probation (Undergraduate) 56
Students on Academic Probation 52
Students with Disabilities 48, 49
Students with Disabilities Accommodations 49
Students' Personal Property 45
Study Abroad 68
Study of Law and Politics 116
Study of Philosophy 116
Studying Abroad 68
Subsidized Loans 40
Subsidized Stafford Loan 40
Subsidized Stafford Loan Program (Undergraduate) 35
Substitutions for Liberal Arts Core Requirements 84
Summa Cum Laude (Undergraduates) 89
Summer Comprehensive Charge (Undergraduate) 26
Summer Semester 73
Summer Semester Student Load for Undergraduates 51
Summer Term 2018 364
Summer Term 2019 368
Supplemental Instruction Program 53
Suspended Student 57
Suspended Students (Graduate) 18
Suspension 57
Suspension:
  Graduate 57
  Undergraduate 57
Suspension Period 57
SWK=Social Work 237
Syllabus 56

T

Table of Contents 2
Tardiness 65
Taskstream©...200, 210, 214, 218, 223, 283, 286, 292, 293
Taskstream© (Assessment Management System for Department of Education) 210
TEACH Grant 36
Teacher Education Committee.. 183, 186, 200, 203
Teacher Education Program 71, 184, 198, 204
Teacher Leadership (Non–Licensure) Concentration 217, 221
Teacher Leadership Concentration 221
Teacher Leadership Program 216, 221
Teacher Licensure for Department of Education 183
Teacher Licensure:
  Art 107
  Early Childhood Education PreK–3 185
  Elementary Education Grades K–5 185
  Middle Grades 4–8 185
  Mathematics 120
  Music 107
  Theatre 107
Teacher Licensure in Secondary Education:
  6–12 Interventionist 185
  Art K–12 185
  Biology 6–12 185

Business Education 6–12 185
Chemistry 6–12 185
English 6–12 185
Government 6–12 185
History 6–12 185
K–12 Comprehensive 185
K–8 Interventionist 185
Mathematics 6–12 185
Music K–12 185
Physical Education (Kinesiology) K–12 185
Physics 6–12 185
Psychology 9–12 185
Spanish PreK–12 185
Speech Communication 6–12 185
Theatre K–12 185
Teacher Licensure in Tennessee 185
Teacher Preparation and Licensure 197
Teacher Preparation Program 187
Teaching Children with Disabilities 196
Teaching Licensure 80
Teaching Licensure (Pre-Professional Programs) . 68
Teaching Licensure and Certification (Pre-Professional Programs) 68
Teaching Licensure for:
M.A.T. 197
M.A.T. in Special Education 203
Teaching Licensure in Early Childhood Education (PreK–3) 167
Teaching Major in:
History 116
Law and Politics 116
Technology Assistance 8, 75
Tennessee Association of Colleges for Teacher Education 4
Tennessee Award Programs 38
Tennessee Board of Licensed Professional Counselors, Licensed Marital and Family Therapists and Licensed Pastoral Therapists .. 176
Tennessee Board of Nursing 4
Tennessee Bureau of Investigation (TBI) 186
Tennessee Child Welfare Certification Program . 168
Tennessee College Association 4
Tennessee Department of Education (TDOE) ... 166, 198, 215, 217, 223
Tennessee Department of Education TVAAS Scores 216, 220
Tennessee edTPA Score Requirement 200
Tennessee Education Lottery Scholarship (HOPE) 37
Tennessee Grants and Scholarships 37
Tennessee Higher Education Commission 62
Tennessee HOPE:
Access Grant 38
Scholarship 38
Scholarship Supplement 38
Tennessee Independent Colleges and Universities Association (TICUA) 4
Tennessee Instructional Leader Licensure (Licensure Only) 215
Tennessee Instructional Leadership Licensure .. 215
Tennessee Instructional Leadership Licensure (ILL-B) 213, 215, 216, 220
Tennessee Instructional Leadership Standards (TILS) 214, 215, 218, 223
Tennessee Learning Centered Leadership Policy 213, 216, 220
Tennessee Licensure 187
Tennessee Reverse Transfer Pathways 74
Tennessee Reverse Transfer Program 231
Tennessee State Board of:
Accountancy 145
Education 4
Tennessee Statewide Dual Credit 70
Tennessee Statewide Dual-Credit Courses in College Algebra and Sociology 71
Tennessee Student Assistance Award Program ... 37
Tennessee Student Assistance Awards 29, 37
Tennessee Student Assistance Corporation (TSAC) 38
Tennessee Teaching Scholars Program 39
Tennessee Transfer Pathways 72
Test of English as a Foreign Language (TOEFL) . 15, 18
Testing Services 52
The Bible Lands Program 69
THE=Theatre 237
Theatre (THE) Course Descriptions 340
Theft of Students' Personal Property 45
Theology (Online) at:
FHU/Dickson 230
FHU/Memphis 235
Thesis (Capstone Project) 136
Tibbals Center for Business Research and Education (TCBRE) 145
TILS (Tennessee Instructional Leadership Standards) 212
TILS Appraisal Instrument 215, 218, 224
TILS Supplement to Taskstream© 218, 224
Time Limit (Graduate) 24
Title IV:
Aid 39, 40, 41
Programs 41
Refund Policy 39
Tobacco 44
TOEFL (Test of English as a Foreign Language) . 15, 18
Topical Seminar 73
Traditional Courses 51
Traditional Lecture Delivery 50
Transcript Cost 27
Transcript Reorder 27
Transcripts 42, 61
Transfer Courses for D.B.H. Program 182
Transfer Credits 33
Transfer Credits (Graduate) 24
Transfer Hours Accepted by FHU 34
Transfer of Course/Degree Credit 16
Transfer of Credit for the College of Business ... 146
Transfer Policy Relating to Schools of Preaching 127

Transfer Programs 67
Transfer Scholarships 31
Transfer Students 34
Transfer Students (Undergraduate) 14
Transfer Students Declaring a Major 81
Transient Admission (Graduate) 23
Transient Students 54
Trustees 344
Trustees' Scholar Award 30
Trustees' Scholarship 30
Tuberculin Skin Test 48
Tuition Costs 25
Tuition for Undergraduates 26
Tuition Management Systems 42
Tutoring 52, 53
Tutoring Services 53
TwitCast 202
Two–Week Comprehensive Charge (Undergraduate) 26
Two-Week Course Sessions 73
Two–Week Course Student Load for Undergraduates 52
Tyler Residence Hall (Women's Residence Hall) ..46

U

U Grade (Unsatisfactory Grade) 54
U.S. Department of Education 59
U.S. Department of Education PIN (Personal Identification Number) 28
Unauthorized Possession, Sale, or Use of:
- Alcohol 44
- Drugs 44
- Tobacco 44

Unconditional Admission 11
Undergraduate Academic:
- Credit by Examination 70
- Probation 57
- Renewal 58
- Standing 56
- Suspension 57

Undergraduate Admission of Former Students 15
Undergraduate Admissions 10
Undergraduate Bible Class Attendance 66
Undergraduate Bible Class Attendance Probation 66
Undergraduate Bible Requirements for Transfer Students Majoring in Bible 127
Undergraduate:
- Comprehensive Charge 26
- Concentrations 80
- Emphases 80
- Federal Financial Aid Programs 35
- GPA 32
- Graduation Requirements 86
- Hours Limitation 52
- Majors 80
- Minors 80
- Pace of Completion 33
- Programs at FHU/Dickson 229
- Scholarships 29
- Student Load 51
- Students Admitted on Restriction/Probation 56

Unexcused Absences 65
Unexcused Absences (Undergraduate) 64, 65
Uniform CPA Examination 145
Unit of Credit 50
University:
- Calendar 60
- Clubs/Organizations 46
- Committees 363
- Grants 29
- Honors (Undergraduate) 89
- Housing 26, 45
- Scholarships 29
- Website 60

University Counseling Center (UCC) 49
University Crime Report 60
University Foundations Course 238
University Security Department 63
University's Archives 8
University's Attendance Policy 65
Unpaid:
- Bookstore Charges 42
- Miscellaneous Charges 42

Unsatisfactory Grade (U) 54
Unsubsidized Direct Student Loan 36
Unsubsidized Federal Direct Stafford Loans (Undergraduate) 36
Unsubsidized Loans 40
Unsubsidized Stafford Loan 40
Unsubsidized Stafford Loan Program (Undergraduate) 35
Unused Dining Dollars 27
Upper–Division Courses 53

V

Vacating the Residence Hall 47
Vehicle Registration 45
Veterans 16
Veterans Benefits 36
Vice Chairman of the Board of Trustees 344
Vice President for Academics 345
Vice President for Community Engagement 345
Vice President for Student Services 345
Violations of University Rules 44
Visual and Performing Arts 107
Vocational Rehabilitation Assistance and Service 37
Vocational Rehabilitation Director of the Department of Education 37
Voluntary Dining Dollars 27

W

W Grade (Withdrew Grade) 54
WA Grade (Withdrawn Administratively Grade) ..54
Waiver of Suspension 57
Waivers 27
Waivers for Liberal Arts Core Requirements 84
Wallace–Gano Dining Hall 27, 47
Water Damage to Students' Personal Property ... 45
Web-Conference Courses 51
Wellness Committee 48

Wellness Program 48
WF Grade (Withdrew Failing Grade) 54
WFHU Radio Station 101
Wife of Full-time Ministerial Students 27
Withdraw From a Course After Drop/Add Deadline 64
Withdrawal 64
Withdrawal From:
Classes 34
Only Bible Class/Suspension 66
The University 64
Withdrawn Administratively Grade (WA) 54
Withdrew Failing Grade (WF) 54
Withdrew Grade (W) 54
Woods-East (Men's) Residence Hall 47
Work-Study 29
Work-Study Program 39
Writing Courses (W) 53
Writing Tutoring 53
Written Comprehensive Examination (Graduate) 87
Written Grievances 62

X

X Grade (Absent from Final Examination Grade). 54

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CAMPUS MAP

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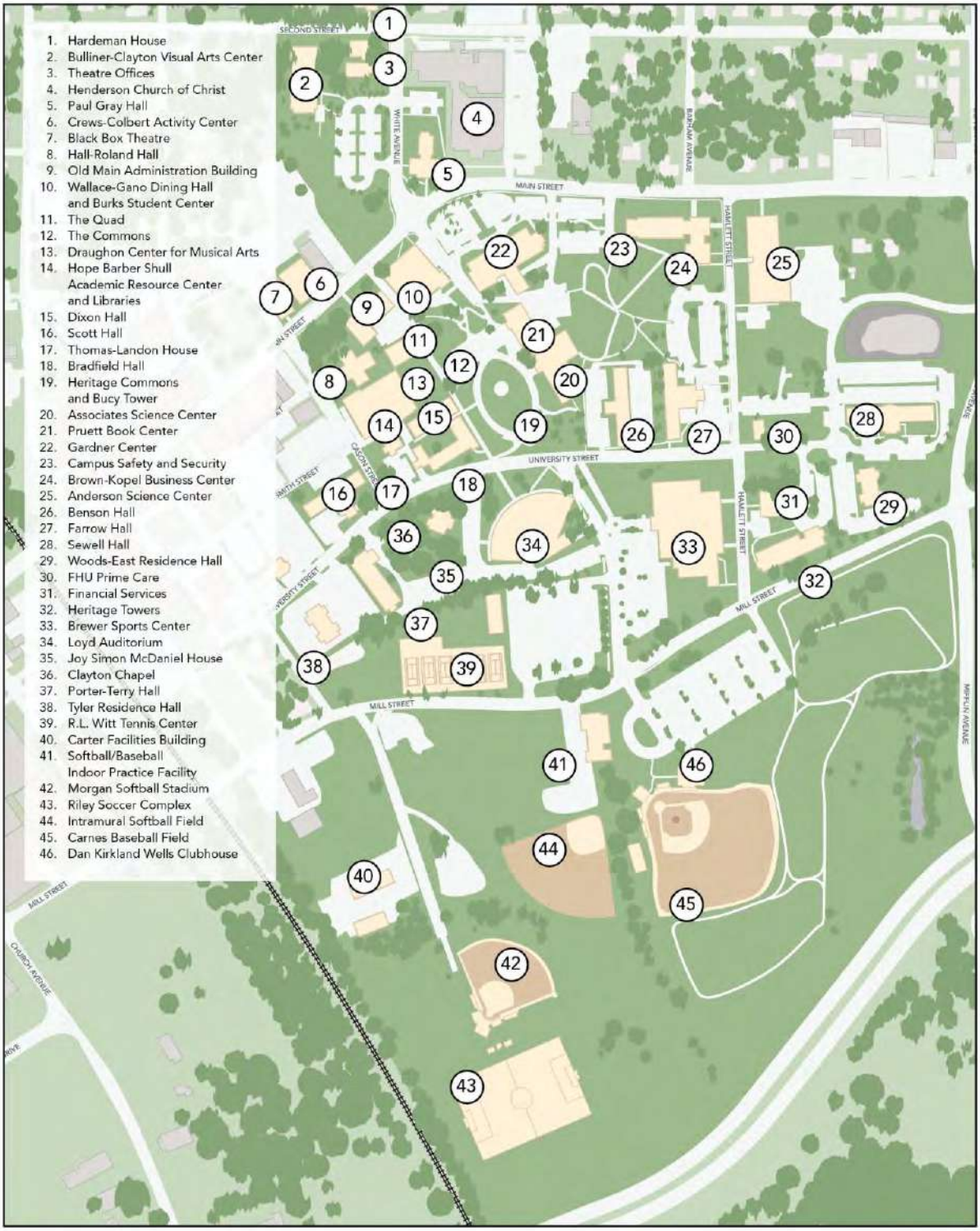

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