FREED-HARDEMAN UNIVERSITY

ACADEMIC CATALOG

2023 - 2024

2023-2024 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.

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Mr. David Shannon
President

MESSAGE FROM THE PRESIDENT

Welcome to Freed-Hardeman University; we've been waiting for you!

Now that you are here, what can you expect? We pray you will find a community of fellow believers who strive daily to develop and use their God-given talents for His glory. For our part, we promise to provide you with an education that integrates Christian faith, scholarship, and service.

Freed-Hardeman University offers academic preparation and opportunities to practice leadership and service. Bible classes, daily chapel, and evening devotionals provide a time for worship and spiritual growth. Mission trips at home and abroad, tornado or hurricane relief, work with Remote Area Health (RAM) clinics or FHU Communication Sciences and Disorders clinics, or volunteering your time at a local children's home or senior citizens' center provide you with opportunities to serve. Rigorous classes, individual or group research projects, Honors classes, domestic and foreign travel, internships, and practicums enhance classroom instruction. Living together in a residence hall, playing sports (intramural or intercollegiate), practicing for Makin' Music, attending club retreats — all help you bond with your fellow students and develop leadership skills.

My heart's desire is that you have come prepared and ready for the opportunities that lie before you. You may face challenges in your relationships, in your classes, and perhaps in your spiritual walk. The good people who comprise Freed-Hardeman University are eager to assist you. Here you will find a knowledgeable, compassionate, and heaven-seeking faculty and staff who are also striving to use their talents for His glory. Let's take this walk together!

A Word About This Catalog

The Academic 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. Faculty have access to University policies that they 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 (FHU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, education specialist, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of FHU may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at: 1866 Southern Lane, Decatur, Georgia 30033–4097, by calling (404) 679-4500, or by using information available on the SACSCOC's website (www.sacscoc.org).

Freed–Hardeman University also maintains program-specific accreditations.

The undergraduate and graduate education programs are accredited by the Council for the Accreditation for Education Preparation* (CAEP). This accreditation was reaffirmed in 2020.

The Bachelor of Social Work degree is accredited by the Council on Social Work Education (CSWE). This accreditation was reaffirmed in 2020.

The Bachelor of Business Administration (B.B.A.) degrees in accounting, business analytics, finance, management, and marketing; and the Master of Business Administration (M.B.A.) degree are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). This accreditation was reaffirmed in 2014.

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, the Master of Arts in New Testament, the Master of Arts in Old Testament, the Master of Arts in Pastoral Care and Counseling, the Master of Divinity, and the Doctor of Ministry. The accreditation was reaffirmed in 2022.

The Tennessee Board of Nursing extended full approval to FHU's baccalaureate program in nursing in August 2013. The baccalaureate degree program in nursing at Freed–Hardeman University is accredited by the Commission on Collegiate Nursing Education* (CCNE) (http://www.ccneaccreditation.org). The CCNE accreditation was reaffirmed in 2019.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Behavioral Sciences at Freed–Hardeman University: Clinical Mental Health Counseling (M.S.).

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 Veterans Education Assistance.

*Agency recognized by the U.S. Department of Education (USDE).

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), which 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 instruction.

Please note that Freed–Hardeman University's programs that may lead to a professional licensure or certification (e.g., accounting, communication sciences and disorders, 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.

Professional Licensure Disclosures

The U.S. Code of Federal Regulations, specifically 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c) require disclosures by institutions regarding educational requirements for programs leading to professional licensure or certification regardless of modality. 34 CFR 668.43(a)(5)(v) requires an institution to make readily available to enrolled and prospective students information about whether programs leading to professional licensure or certification meet educational requirements.

Student Location

For purposes of this disclosure, a student's location will be established at the time of initial enrollment by noting the address provided in the student's admissions application. For a prospective student, this is the state of the prospective student's residency at the time the student has applied for admission, intends to enroll, and is then entered into the FHU's student management system. For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Tennessee. The student location designation will remain in effect unless and until a student changes the U.S. state or territory listed in the student's permanent address by submitting a Change of Residence Form to the registrar's office. Once the change has been updated into the FHU's student management system, the University will consider that date of entry as the effective date of a student's revised location for the purposes of this policy. All other University policies that determine residency for the other purposes will not be superseded by this policy.

For additional information, please refer to FHU's Professional Licensure Disclosure by State website at: https://www.fhu.edu/academics/professional-licensure-disclosures.

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 associate, 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 high school students, commuter, part-time, and adult undergraduate and graduate students at Henderson, at its off-campus instructional site in Memphis, 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

Freed–Hardeman University will inspire growth in faith, knowledge, and service to thrive in a challenging 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 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.

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 2022. 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

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.

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 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 located at 201 Center Avenue in Dickson, Tennessee.

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, physical 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:
    - Complete the online application at: www.fhu.edu/application
    - Call (800) 348-3481 or (731) 989-6651 for an application packet
    - Email your request for an admission packet to: admissions@fhu.edu
- Submit an official, regular education (special education diplomas are not valid for admission) 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 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 FHU drop/add period.
    - Transfer students who have completed at least 25 transferable college credit hours are not required to submit a high school transcript.
- Arrange for an official report of ACT, SAT, or CLT scores to be sent to FHU. Freed–Hardeman University's code for ACT is 3962 and for SAT is 1230.

- Present an acceptable form of identification in person, by mail, or email prior to registration. Acceptable forms of identification include a state-issued driver's license, other state- or government-issued identification card, government-issued passport, or school-issued photo ID.
- Complete an on-campus housing application, available online at: www.fhu.edu/housingform. All exceptions must be approved by the vice president for student services.
- Submit completed and official vaccination records or have a physician complete and sign the FHU Health Form, available online at: www.fhu.edu/healthform. The 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. 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/or immunization records.
    - Any applicant failing to meet this deadline will not be allowed to continue enrollment.

The state of Tennessee requires two doses of MMR (measles, mumps, and rubella) and two doses of varicella or proof of chicken pox.

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.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 Pledge

An enrollment pledge of $250 is required for all full-time students (first-time freshmen, transfer students, and students applying for readmission). 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 2.250 on a 4-point scale.
    - Applicants must have a minimum ACT composite score of 19, New SAT score of 980 (ERW+M), or CLT score of 64.
- Applicants accepted with a math ACT score below 17 or SAT/CLT equivalent, 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, SAT, and/or CLT Math subscore and GPA in any relevant high school or transfer coursework.
- Applicants admitted with an English ACT score below 17 or SAT/CLT equivalent, may be required to take ENG 100 Introduction to College Writing. Placement in this course will be based on the ACT, SAT, and/or CLT English subscore and GPA in any relevant high school or transfer coursework.

- Applicants whose native language is not English must provide proof of current English proficiency. (See Admission of International Students.) ACT, SAT, CLT, and/or TOEFL scores will determine placement in English courses for students from countries where the native language is not English.

Applicants who do not meet regular admission requirements will be considered for admission 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 fifteen (15) credit 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 this catalog or the director of the academic program for more information about specific program admission requirements.

Early Admission

Outstanding high school sophomores, juniors, and seniors are eligible to apply for acceptance into one of the following programs: **Early Admission Sophomore Program** or **Dual Enrollment Program**.

The Early Admission Sophomore Program is open to a selective cohort of exceptional high school sophomores. Those desiring to enroll in FHU's online Associate of Art's program must apply through the Office of Admissions and meet the following criteria:

- Two (2) academic letters of recommendation; AND
- A proctored student essay (500 word minimum); AND
- Cumulative high school grade point average (GPA) of 3.250 or above on a 4-point scale, and ACT composite score of 21 or above, or SAT or CLT equivalent; OR
- Cumulative high school grade point average (GPA) of 3.750 or above on a 4-point scale.

Students meeting the above criteria are not automatically included in the program. A cohort of students will be selected by an Academic Committee.

Students participating in the Early Admission Sophomore 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, and SGA.

Some courses may have additional prerequisite requirements.

The 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:

- Cumulative high school grade point average (GPA) of 3.000 or above on a 4-point scale, and ACT composite score of 21 or higher, or SAT or CLT equivalent; OR
- Cumulative high school grade point average (GPA) of 3.500 or higher on a 4-point scale.

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. Dual enrollment students may only take a maximum of twelve (12) hours in a given semester.

Dual enrollment courses that take place at a local high school will follow that school's respective schedule for fall and spring breaks. Dual enrollment courses that take place on FHU's campus will follow the schedule as set by the FHU calendar.

Some courses may have additional prerequisite requirements.

Home–Schooled Students

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

Math – 4 courses, including Algebra I, II, Geometry, and a fourth higher–level math course such as Pre-Calculus, Calculus, or Trigonometry

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, SAT, or CLT 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 regionally accredited institutions recognized by the U.S. Department of Education. Transfer students need to submit to FHU an official transcript from each previously attended institution.

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.

A course equivalency table is included on the Freed–Hardeman website to help students determine how their completed classes will equate to FHU coursework. If a course is not listed on the course equivalency table, it may not have been evaluated for an equivalency yet. Absent listings do not imply that the course will not transfer.

To be admitted to FHU, students must be eligible to return to their previous institutions and attain a minimum 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 fifteen (15) hours. For students with fewer than twenty-five (25) 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.

Up to sixty (60) credit hours may transfer from a school of preaching. No more than sixty-six (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 (CSWE). Candidates for the B.B.A. must complete the business core and one of the concentrations offered by the College of Business.

Transfer students who have not yet completed their work at the previous college or university, or who cannot get their official transcript prior to the start of classes may be considered for conditional admittance. To be granted conditional admittance, a transfer student must submit by postal mail or email an unofficial transcript. The unofficial transcript must include the following information printed on the transcript by the institution:

- The student's first and last name
- The institution's name
- Course numbers in which the student is enrolled

Once the transcript is submitted and conditional admittance is granted, a file will be created by the Office of Admissions and submitted to the Office of the Registrar.

The Office of the Registrar will:

- Look up courses from the institution on the matrix
- List course equivalencies
- Send course equivalencies to appropriate departments

The Office of the Registrar will not:

- Post any course on the FHU record until the official transcript is submitted and regular admission is granted
- Evaluate work from another school listed on the unofficial transcript

After conditional admittance is granted and the transcript has been evaluated, the student will be advised by the Office of Academic Success and Records.

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, evaluated by a credential evaluation service.
- Applicants whose primary language is not English must prove proficiency in English by submitting one of the following:
    - TOEFL internet-based test (iBT) score of 70
    - TOEFL computer-based test (CBT) score of 173
    - TOEFL paper-based test (PBT) score of 500
    - International English Language Testing System (IELTS) score of 6
    - Duolingo English Test score of 100

- Pearson Test of English score of 48
- ACT English subscore of 17
- New SAT Reading subscore of 23
- Transfer students: At least thirty (30) hours from a regionally-accredited institution recognized by the U.S. Department of Education with a cumulative GPA of 3.00 or higher and a grade of "C" or higher in all English composition or writing classes.

If admission is granted, applicants will receive a letter of acceptance. A tuition deposit may be required before the Form I–20 (Certificate of Eligibility) is issued. The Form I–20, a valid passport, and evidence of financial ability must be presented at a U.S. Embassy or Consulate to obtain an 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 while on F–1 status. All international students must purchase and maintain health insurance valid in the United States. If the health insurance is purchased in another country, a description of coverage in English must be provided showing proof of validity. While enrolled, international students should direct all questions regarding immigration status and benefits to the Office of International Education.

Former Students/Readmitted Students (Undergraduate)

Undergraduate students admitted to FHU who have not attended FHU for one (1) or more semesters and who have not attended any other institution in the interim must apply for readmission including application (fhu.edu/application) and enrollment pledge. 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 instruction. The letter must be received no less than 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 (2) semester hours of physical education activity credit may be awarded to a student for prior military service of at least one (1) year. Veterans should apply to the registrar for physical education credit and to the registrar 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 (1) semester.

By mid-term the Office of Admissions will provide the associate vice president for instruction 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
Mr. Trent Adams
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.

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 (2) years. If the applicant does not enroll within that two (2) 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 (CHEA) 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 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.
- Submit official transcripts.
    - For those applicants who have only completed an undergraduate degree or those who have completed an undergraduate degree and some graduate coursework, all transcripts must be submitted.
    - For those applicants who have completed a graduate degree, the undergraduate transcript showing a conferred degree and all transcripts showing graduate level coursework must be submitted.
    - Transcripts can be submitted electronically to gradstudies@fhu.edu or by mail to:

      Freed–Hardeman University
      Graduate Admissions
      158 East Main Street
      Henderson, TN 38340
- Submit a signed payment/credit agreement.
- Submit a copy of a government-issued photo ID, such as a driver's license or passport.
- 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.
- Students must be accepted in a program before taking a course.

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 instruction 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 (1) 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.)

A graduate student who completes a licensure-only program and wishes to transition into a degree-seeking program must reapply for admission into the appropriate graduate program. As long as the student maintains consecutive enrollment between completing the licensure-only program and beginning the degree-seeking program, no supplemental application materials will be required by the Office of Graduate Admissions.

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 Counseling

1. Prerequisites: The Master of Science in Counseling student will be required to have the equivalent of twelve (12) semester hours in behavioral science (psychology, sociology, social work, family sciences) with a GPA 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's Analogy 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. 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. Minimum cumulative GPA of 3.50. (Applicants with lower GPA, see Conditional Admission.)
2. Provide a copy of current unencumbered license in the state in which the practice will occur.
3. Write and present an essay (500 word minimum) 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 or via phone 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 (waived for applicants of the M.Ed. in Literacy and the M.Ed. in Curriculum and Instruction programs):
    - Graduate Record Exam (GRE): minimum combined score of 290.
    - Miller's Analogy 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; required for those seeking a job–embedded practitioner license).
        - (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. Interview with the program director.
3. Applicants for the M.Ed. in Instructional Leadership: Administration and Supervision are required to provide evidence of three (3) years of successful teaching experience, such as documentation from the State Department of Education or a letter from a principal.
4. Applicants for the M.Ed. in Literacy are required to submit a copy of their teaching license.

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 (3) years of successful teaching experience, such as documentation from the State Department of Education or a letter from a principal.
4. Interview with a member of the Instructional Leadership faculty.

Graduate Studies in Exercise Science

1. Prerequisites: Undergraduate coursework listed below from an accredited institution with a grade of "C" or higher in each course.
    - Eight (8) semester hours of anatomy and physiology (combination of lecture and lab).
    - Six (6) semester hours of kinesiology, biomechanics, and/or exercise science.
    - Three (3) semester hours of psychology.
    - Three (3) semester hours of general algebra or higher.

Graduate School of Theology

1. Essay specifying goals and how the FHU program will help meet those goals (300-500 words).
2. 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 this 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 thirteen (13) graduate semester hours. After a student has accumulated thirteen (13) 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 thirteen (13) 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 (6) 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. Not eligible for Graduate Theology Scholarships
3. 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 seven (7) graduate semester hours. In order to take additional coursework beyond seven (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 this 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.** Prior to beginning any 700–level coursework, students are expected to apply for candidacy after the successful completion of their (a) comprehensive examinations and (b) research prospectus paper.
- **Doctor of Ministry.** Students are expected to apply for candidacy at the end of their core coursework and prior to beginning the capstone project. By admitting the student to candidacy, the D.Min. program and faculty states in its judgement 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.
- **M.A. in Ministry, New Testament, Old Testament, and Pastoral Care and Counseling.** Students must apply for admission to candidacy upon completion of twenty-four (24) hours. Students may not take more than thirty (30) hours until candidacy is approved (except by special permission as approved by the director of the Graduate School of Theology). Students who have been granted advanced standing must apply for admission to candidacy upon completion of eighteen (18) hours and may not take more than twenty-four (24) hours without candidacy status.
- **M.A.T. in Special Education or Teaching Licensure.** Students must apply for admission to candidacy upon completion of twelve (12) hours. Students may not take more than eighteen (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 twelve (12) hours. Students may not take more than eighteen (18) hours until candidacy is approved.
- **Master of Divinity.** Students must apply for admission to candidacy upon completion of forty-two (42) hours or upon having transferred eighteen (18) hours with a cumulative GPA of 3.00 or higher. Students may not take more than forty-eight (48) 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 instruction 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 (GPA) of 2.50 is required.** Acceptance will be on a case-by-case basis.

Special Permission

Special permission may be available for undergraduate senior students with a **minimum cumulative grade point average (GPA) 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 permission 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 generally may transfer a maximum of **six (6)** semester hours into an approved degree program or **three (3)** hours for the certificate program. Courses transferred from a regionally accredited institution must be approved by the appropriate graduate program director based on a review of course descriptions and/or course syllabi. Courses transferred from a non-regionally accredited institution must be approved by the appropriate graduate program director based on a review of course syllabi and faculty credentials. 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 a course can be evaluated, approved, and accepted.

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 (except in **Graduate Theology**.)

Students pursuing the **licensure**-**only program in education** may transfer an unlimited number of graduate hours toward their program of study. Coursework counted toward the licensure-only program may have been taken more than six (6) years prior to program completion. These must be approved by the appropriate director of graduate studies.

The **Master of Divinity** student may transfer in as many hours of "A" and "B" grades, 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 a maximum of twelve (12) hours to count toward degree requirements as long as, in the director's judgment, those courses are reasonable substitutes.

The **M.A. in Teaching**, **M.A.T. in Special Education**, **M.Ed. in Curriculum and Instruction**, **M.Ed.in Instructional Leadership**, **M.Ed. in Literacy,** with an emphasis in English as a Second Language, or **Ed.S. in Instructional Leadership** student may transfer a maximum of 33 percent of the hours required for the degree to count toward degree requirements as long as, in the director's judgement, those courses are reasonable substitutes.

The **Doctor 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 Ed.S 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 **Education Specialist, Master of Arts in Teaching, Master of Education,** and **Master of Science in Counseling** degrees must be completed within a period of six (6) calendar years. The limit for the **Doctorate of Education** is eight (8) calendar years from the time of entry into the program. The limit for the **Doctorate of Behavioral Health** is a minimum of three (3) calendar years and a maximum of seven (7) calendar years. All work for the **Master of Business Administration** degree must be completed within a period of eight (8) calendar years. All work for the **Master of Science in Exercise Science and Rehabilitation** degree must be completed with a period of eight (8) calendar years. All work for the **Master of Arts in Ministry**, the **Master of Arts in New Testament**, the **Master of Arts in Old Testament,** and the **Master of Arts in Pastoral Care and Counseling** degrees must be completed within a period of eight (8) calendar years unless the student has relevant hours from a previous graduate degree that are older than eight (8) years and which, in the director's judgment, should be counted. 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. The limit for the **Doctor of Ministry** is six (6) calendar years from the time of entry into the program.

Financial Services
Dr. Jason Brashier
Vice President for Financial Services and Chief Financial Officer

FINANCIAL INFORMATION

Freed–Hardeman University strives for transparency in presenting charges and expenses. Therefore, FHU utilizes a comprehensive charge. The comprehensive charge for tuition is inclusive and eliminates course fees, technology fees, activity fees, and other hidden expenses often found at other universities. This allows for a clear and accurate assessment of the cost of attending FHU. Room and board costs are also clearly outlined. When making cost comparisons between FHU and other institutions, it is important to consider all tuition, fees, room, board. When all of these are considered together, it should be clear that FHU provides a great value in private, Christian education.

STUDENT CHARGES AND EXPENSES (BEGINNING JUNE 1, 2023)

Undergraduate Summer and Two–Week Courses 2023–2024

Comprehensive Charge (per credit hour)	$ 630
Room (per week or partial week)	$ 57
Board (per week or partial week, required if in the Residence Hall)	$ 120
Privileged Housing Room (per week or partial week)	$ 170

Undergraduate Comprehensive Charge for 2023–2024

Full–Time Comprehensive Charge (includes fall and spring)	$25,000
Full–Time Comprehensive Charge for Allied Health students (includes fall and spring)	$28,425*
Part–Time Comprehensive Charge (per credit hour for fall and spring)	$ 795
Part–Time Comprehensive Charge for Allied Health students (includes fall and spring)	$ 910
Belgium Comprehensive Charge	$ 8,190
Belgium Program/Travel Charge	$ 9,400
FHU/Dickson Comprehensive Charge (per credit hour for fall and spring)	$ 480
FHU/Dickson Comprehensive Charge for Allied Health students (per credit hour for fall and spring)	$ 605*

**The comprehensive charge for Allied Health students applies once a student is accepted to the program and begins coursework required for the major, which is typically in the junior year. Currently, the Allied Health comprehensive charge applies to students admitted to the B.S.N. or the A.A.S. Physical Therapist Assistant programs. The comprehensive charge ensures no hidden fees are charged by the University for labs, simulations, testing, clinical experiences, etc.*

Graduate Comprehensive Charge for 2023–2024

Full-Time or Part-Time Comprehensive Charge (per credit hour; all locations)	$ 650

A.A. Online Comprehensive Charge for 2023–2024

Full-Time or Part-Time Comprehensive Charge (per credit hour)	$ 350

Dual Enrollment Charge for 2023–2024

In-State Charge (2-hour course)	$ 369.60
In-State Charge (3-hour course)	$ 554.40
In-State Charge (4-hour course)	$ 739.20
Out-of-State Charge (per course)	$ 315

Early Admit Program Charge for 2023–2024

Per course	$ 520

Room and Board for 2023–2024

Housing

Standard Room for Residence Halls (per semester, includes laundry, internet connection, and WiFi)	$ 2,160
Private Room for Residence Halls (per semester, includes laundry, internet connection, and WiFi)	$ 3,155
Paul Gray Residence Hall (per semester, includes laundry, internet connection, and WiFi)	$ 3,000
Private Room for Residence Halls (per semester, includes laundry, internet connection, and WiFi)	$ 2,880
Room for Privileged Housing (per semester, apartment-style halls for seniors, includes 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 + 125 Dining Dollars + 5 meal equivalencies per week + 5 guest meals per semester)	$ 2,110
Plan B (per semester – 10 meals per week + 200 Dining Dollars + 5 meal equivalencies per week + 10 guest meals per semester)	$ 2,110
Plan C (per semester – 80 meals per semester + 100 Dining Dollars + 5 meal equivalencies per week + 15 guest meals per semester)	$ 1,300
(Plan C is for students who have completed 90 or more hours at the beginning of the semester or nursing students during clinicals.)	
Plan U (per semester – 19 meals per week + 250 Dining Dollars + 5 meal equivalencies per week + 15 guest meals per semester)	$ 2,300

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 operates 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 the meal plan for Fall 2023 is August 30, 2023. The last day to decrease the meal plan for Spring 2024 is January 24, 2024. 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.

- Meal Equivalency – Meal Equivalency is the perfect option when you want to switch it up from Gano Dining Hall. Meal Equivalency allows a meal plan participant to exchange one of their meal swipes in a retail location for either the designated meal exchange option (example a sandwich, chips, fountain drink at Lions Pride), or for a dollar amount that can be used towards approved items. The dollar value will be $7.00 for the fall semester 2023. If your meal purchase exceeds the $7.00 value you can pay the balance using your Dining Dollars, Lion Bucks, Cash or Credit Card. You can only use 1 meal equivalency meal in any given meal period, up to 5 per week. Once Chick-fil-A® opens in the spring of 2024, only 2 of your available weekly equivalency meal exchanges can be used in that location each week.
- Guest meals – Guest meals are available to students on the meal plans after the drop / add period. These meals allow a student to treat a family member, friend or another student that may not have meals available. In order to use the guest meals, the student must be present and use one of their regular meal plan swipes. Guest meals can only be used in

Gano / Dining Hall. They can use multiple guest swipes in a meal period, up to the maximum number they have remaining of their semester allotment. Guest meals are not for the student to use as extra meals should they run out of their weekly total.

- Dining Dollars – Dining Dollars are funds placed on your card that can be used in any Dining Services location, including Chick-fil-A® when it opens. This is a dollar-for-dollar exchange towards your purchase. Dining Dollars can also be used to pay for meals in Gano / Dining Hall should you run out of your weekly meal allotment, or to may for the balance on your meal equivalency meal should you exceed the $7.00 limit. Dining Dollars will roll over from the fall semester to the spring semester, however they will expire on the last day of the spring semester.
- Lion Bucks are Dining Dollars that are voluntarily 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 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	$ 12,500	$ 25,000
Room (double occupancy, Residence Hall)	$ 2,160	$ 4,320
Board (Plan A: see previous description)	$ 2,110	$ 4,220
TOTALS:	$ 16,770	$ 33,540

Special Charges

Honor Stole for graduation (if purchased)	$ 80.00
Honor Cords for graduation (if purchased)	$ 12.00
Ed.S. or M.Div. personalized medallion for graduation (if purchased)	$ 60.00
Diploma Reorder (additional $10 for cover)	$ 65.00
Transcripts: (per copy costs)	
Electronic eTranscript (per copy)	$ 7.50**
Paper (per copy after the first free copy):	
Pick-up at Registrar's Office	$ 5.00**
Standard USPS	$ 1-10*
USPS–International	$ 15-40*
USPS–Domestic Priority	$ 10-30*
USPS–Domestic Priority Express	$ 25-70*
FedEx Express Domestic Service	$ 15-20*
FedEx Express Domestic Overnight	$ 60-80*
FedEx Express International Service	$ 100-150*
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)	
Proficiency Exam	$ 100.00**
ACT Assessment Test	$ 100.00**
Miller's Analogy Test (MAT):	
FHU student cost	$ 100.00**
Non-FHU student cost	$ 125.00**
CLEP***:	
FHU student cost	$ 50.00**
Non-FHU student cost	$ 60.00**
DSST***:	
FHU student cost	$ 50.00**
Non-FHU student cost	$ 60.00**

**Postage rates subject to change by USPS and FedEx*
***Price subject to change*
****The student will first register online and will be charged an additional fee at that time.*

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 Office of Student Financial Services 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: studentaid.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. Your FSA ID will allow you to sign your FAFSA application electronically. The website to request your FSA 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 notification 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, with the exception of 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

Eligible students may only receive one of the following discounts. These discounts may be combined with other institutional awards (excluding discounts) up to $15,000 annually. These discounts are subject to the discount application deadline of April 15 for first-time freshmen and June 15 for transfers. Awarding is subject to availability of funds and cannot be combined with athletic scholarships.

- Students whose parents are full-time employees at a K–12 school with membership in the National Christian School Association (NCSA) may 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 may 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 may receive a discount of up to $5,000 per year. Chester County high school graduates may 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 (5) 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. The form must be submitted to the Office of Student Financial Services by April 15. These discounts may be combined with other institutional awards (excluding discounts) up to $15,000 annually. Awarding is subject to availability of funds and cannot be stacked with athletic scholarships. The student must be full-time and live on campus, meaning they live in University housing and participate in a meal plan. Graduate students are not eligible.

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 (8) 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 if you are receiving 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. (National and residual ACT, SAT, or CLT 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 (3) year transcript from high school, and a test score.) Merit scholarships begin at the 3.00 GPA level and a 19 on the ACT, which is equivalent to a 990 on the SAT. Early merit awarding will begin after the student's junior year of high school. First-time freshmen and students who transfer 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 thirty (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 3.00 and at least an ACT score of 30 or an SAT score of at least 1360. (National and residual ACT, SAT, or CLT 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 (1) 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 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.

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 eight (8) semesters 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 twelve (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. Scholarships and discounts can be stacked together up to $15,000 per year (or $25,000 with Honors Scholarship Competition or Church Scholarship Match Program).

FHU Promise. Guarantees over $21,000 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. Eligible students must be admitted before April 15 to be automatically considered for this scholarship. FHU Promise cannot be combined with an athletic scholarship or employee remission. Awarding is subject to the availability of funds.

Scholarships and discounts can be stacked together up to $15,000 per year (or $25,000 with Honors Scholarship Competition or Church Scholarship Match Program).

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 (GPA), pace of completion, and maximum eligibility period.

Cumulative Grade Point Average (GPA)

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 (1) semester and will have a conditional period of one (1) 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/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/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 an 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 (1) semester and will have a conditional period of one (1) 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 (6) 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 thirty (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 graduate studies office. 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 in Graduate Education

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 once. After a second unsatisfactory attempt, the student, instructor, and advisor will work together to develop and sign a Success Plan that will be presented when the student appeals to the Teacher Education Committee (TEC) for permission to take the course a third time. If the TEC approves another attempt, and the third course attempt is not successful, the student will not be allowed another opportunity to retake the course. If on the third attempt, the required grade for successful program completion is not obtained, the student will be dismissed from the program. The advisor and/or course instructor will be responsible for notifying the student of where they are in the process. 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.

NOTE: The course retake policy also applies to licensure-only students.

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 (GPA).

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 GPA 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 (1) 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 (1) 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 (1) 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 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 freshman 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 1.057 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 4.99 percent for subsidized and unsubsidized loans for undergraduates.

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 Parent 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 7.54 percent. A 4.228 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 6.54 percent. There is a 1.057 percent origination fee deducted from the amount of the loan when the loan is processed. 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. Interest is a fixed interest rate of 7.54 percent. A 4.228 percent origination fee is deducted from the amount of the loan when the loan is processed. 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 (8) semesters or meeting degree requirements, whichever comes first.

Federal Pell Grants from $767 to $7395 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 (4) years within eight (8) 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/her career objective and the University plans. Contact the Vocational Rehabilitation Director of the Department of Education in your state for further information.

Veteran, Dependent, and Military Benefits

Veterans and dependents may be eligible for benefits under various GI Bill® programs administered through the U.S. Department of Veteran Affairs (VA). These benefits may include payments for tuition, book stipends, and/or a monthly allowance for eligible students enrolled in full part-time plans of study. Need is not a criterion for these benefits.

Any covered individual will be able to attend or participate in coursework during the period beginning on the date which the individual provides to the University a certificate of eligibility (COE) for entitlement to educational assistance under the applicable GI Bill® chapter (a COE can also include a Statement of Benefits obtained from the VA website, eBenefits, or a VAF 28-1905 Form for chapter 31 authorization purposes).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website (https://www.benefits.va.gov/gibill).

Federal Tuition Assistance (FTA) is a benefit for current eligible members of the military (Active, National Guard, and Reserve status). Federal Tuition Assistance is usually paid directly to the institution by the individual services and each service has its own criterial for eligibility and its own unique application process.

The Tennessee STRONG (Support, Training, and Renewing Opportunity for National Guardsmen) Act is a tuition reimbursement program for current members of the Tennessee Army or Air National Guard to pursue a first bachelor's or master's degree. If you are a member of the Tennessee National Guard, contact the FHU Veteran Resources office, as soon as you are registered for classes, to begin the STRONG Act application process.

As last-Dollar reimbursements, the amount of federal and state tuition reimbursement is offset by other tuition-specific awards such as certain scholarships and federal or state grants. Tuition reimbursements will be made directly to the educational institution on behalf of an eligible student, and will be paid in accordance with applicable processing procedures.

Freed–Hardeman University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his/her financial obligations to the institution due to the delayed disbursement of School Certifying Official (SCO) verified tuition funding from the VA. Other service member benefits such as military FTA, the Tennessee STRONG Act, etc. will be reimbursed to the student once those funds have been disbursed to the University.

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 5846 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 $4,500 per year for freshmen and sophomores and $5,700 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 (1) 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 homeschool or GED program.
- Homeschool students must have been enrolled in an accredited homeschool program for a minimum of two (2) years prior to graduating. Homeschool criteria is based on the category of the homeschool. 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 (1) 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 (860–970 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 (1330 SAT). Homeschool students must complete twelve (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 homeschool 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 (1) 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 college junior or senior. 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.

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 6 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) 989-6916 or (731) 989-6014.

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 Office of Student Financial services 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 mid-point 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 4, 2023, for the fall semester, and by January 5, 2024, for the spring semester. Students who register for fall classes after August 4, 2023, or for spring classes after January 5, 2024, must pay their bill in full the day they register. 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: https://online.campuscommerce.com/signin/4NRXZ; 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 Nelnet by going to: https://online.campuscommerce.com/signin/4NRXZ

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 semester’s 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 2023-2024

Fall 2023 Account Information

June 11	Students can view their account on my.fhu.edu. The bill is online and payable at this time.
August 4	All FALL payments must be received in the Office of Student Financial Services by 4:30 p.m.
August 23	Classes begin
August 29	Last day to change schedule or register for regular class (Drop/Add) Last day to change meal plans
September 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.

Spring 2024 Account Information

November 17	Students can view their account on my.fhu.edu. The bill is online and payable at this time.
January 5	All SPRING payments must be received in the Office of Student Financial Services by 4:30 p.m.
January 15	Martin Luther King Holiday (no classes)
January 16	Advising and registration
January 17	Classes begin
January 23	Last day to change schedule or register for a regular class (Drop/Add) Last day to change meal plans
February 2	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
Mr. Tommie Kirk
Vice President for Student Services

GENERAL EXPECTATIONS AND REGULATIONS

Students at Freed–Hardeman University are responsible for knowing and adhering to the Student Conduct and Discipline Policies found in the Student Handbook. These policies provide students with an effective set of guidelines for personal conduct that align with the example Christ set for us in the New Testament. The University retains the right to instate additional policies or to modify existing ones as needs may dictate. The most updated Student Handbook can be found at www.fhu.edu/campuslife/studentservices/studenthandbook.

Boarding Students

All unmarried 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 unmarried student requesting other arrangements should file an off-campus housing application with the Office of Student Services. Residence hall students must participate in one of the meal plans.

Undergraduate students who are at least 23-years of age and graduate students may live off-campus; and they may also live on campus with approval from the student housing coordinator. Students aged 25-years or older are not permitted to live on campus without permission from the student housing coordinator. Married students are not permitted to live in the residence halls.

Students who live on campus will be responsible for securing their rooms and personal items. Students are also responsible for paying for the repairs or replacements of damaged items. 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 and Security 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 Safety and Security.

Students who have a vehicle on campus are expected to abide by the parking regulations found on the FHU website. A campus parking map can also be found on the website. Violations of parking regulations can result in citations.

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 Dean 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 dean 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

Chapel is an integral part of the FHU experience. Freed–Hardeman University is founded upon the integration of spiritual growth, learning, and living. For this reason, chapel is mandatory for all traditional undergraduate students taking nine (9) or more credit hours in a semester. Chapel is also mandatory for undergraduate and graduate students residing on campus or in housing owned by the University, regardless of the number of credit hours taken in a semester.

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; such as the FHU Fitness Center, Wallace–Gano Dining Hall, Lion’s Pride Marketplace, and the University Postal Services.

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

Bradfield Hall. This dormitory for women opened in 1973. It accommodates 144 students in double rooms. Bradfield Hall is named for the noted evangelist, W.A. Bradfield, and long-time teacher and director of public relations, who died in 1972.

Dixon Hall. This dormitory was dedicated at Homecoming, November 27, 1958, and 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 and is currently in renovation. The ground floor houses the Veterans' Resource Center.

Porter–Terry Hall. This dormitory 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.

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

Tyler Residence Hall. This dormitory, opened in 2004 and accommodates 48 students, was named in honor of Katherine Tyler. Students must have completed ninety (90) hours, have a good discipline record, and make application through the Office of Student Services. 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

Benson Hall. This three-story men's hall opened in 1970 and is designed for 144 students (four students 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. This dormitory opened in 1973 and 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.

Paul Gray Hall. This dormitory was built in 1929, was expanded in 1949, renovated in 1984, and renovated in 2022. It accommodates 126 men on four floors. This dormitory was erected through the generosity of Paul Gray of Detroit.

Sewell Hall. This dormitory, which opened in 2007, is named for Freed–Hardeman University's former President and First Lady, Dr. Milton and Laurel Sewell. It has 100 residence 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. This dormitory, 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 ninety (90) hours, have a good discipline record, and make application through the Office of Student Services. 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 ten residence halls. They may do this by completing 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 have paid the housing pledge, 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 student housing coordinator. During official school breaks, residence halls must be vacated by the time specified in the calendar. Students are required to vacate the residence hall after the completion of their last final unless permission for an extension has been granted by the Dean of Students.

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 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. Each day, a buffet-style meal will be provided for breakfast, lunch, and dinner. They can accommodate any dietary restrictions you may have. Special meals are also provided for University outings, banquets, and other occasions.

The **mailroom** is conveniently located in the lower level of the Pruett Book Center, adjacent to the University Store. The mailroom features advanced automated lockers, ensuring efficient package management. When you receive an email notification containing a QR code, simply visit the mailroom and scan the code to collect your package promptly. Additionally, we offer shipping services through trusted carriers such as USPS, FedEx, and UPS, catering to your shipping requirements. If you have any packages to send, bring them to the university store, where our dedicated staff will assist you with your shipping needs. For added convenience, you'll find Amazon lockers available outside the mailroom.

The University Store - The Belfry is conveniently located in the lower level of the Pruett Book Center, adjacent to the Mailroom. Named after the inner chamber of a bell tower, The Belfry embodies the spirit of being an insider—a valued member of the Freed-Hardeman community. It serves as a gathering place where individuals can discover a wide array of merchandise that proudly represents their connection with Freed-Hardeman University. At The Belfry, you can purchase a new Bible, grab some Freed-Hardeman gear, and stock up on drinks, snacks, and other everyday items. Additionally, The Belfry serves as a shipping hub for the community, making it easy to send and receive packages via USPS, FedEx, and UPS.and UPS. Located in the basement of the Pruett Book Center, right next to the mailroom, The Belfry is set to become a central hub on campus, providing a friendly and welcoming space for everyone.

Health Services

The Freed-Hardeman University Health Clinic (Rogers-Dodd-Conger Clinic). Located at 155 Hamlett Ave. (across the street from Farrow Hall and in front of Sewell Hall) provides medical care to current students, faculty, staff, and administration of Freed-Hardeman University and their dependents. Individuals can see a nurse practitioner for first-aid, medical advice, illnesses, injuries, administration of allergy injections, and support for mental health. Many conditions that would be seen in a primary or urgent care office can be handled right on campus. The nurse practitioner can diagnose and prescribe treatment for common illnesses as well as perform physicals.

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/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 does not 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 sports must carry insurance and sign a waiver relieving the University of liability.University Counseling Center (UCC). The University Counseling Center (UCC) at Freed-Hardeman University is dedicated to the holistic development of individuals, recognizing the unique nature of each person. We strive to create an environment that fosters personal growth and provides the necessary support for students to experience wholeness within a community of learners.

Aligned with the mission of FHU, our goal is to empower students with the knowledge and resources they need for a fulfilling and purposeful life, guided by their God-given potential. The UCC is staffed by Licensed Professional Counselors with a Mental Health Service Provider Designation and Licensed Clinical Social Workers, equipped to assist students with various counseling needs, including personal, couples, social, and spiritual concerns.

Seeking counseling is a courageous step towards addressing issues that impact thoughts, emotions, and behaviors, often hindering individuals from achieving the quality of life they desire. Over time, these issues can affect relationships, academic or work performance, and even contribute to symptoms of anxiety, depression, or stress.

During the academic year, currently enrolled FHU students are eligible for free counseling services. Our team includes both male and female counselors, ensuring a comfortable and inclusive environment for all students. In times of crisis, our 24/7 crisis intervention services are available and can be accessed by calling the UCC Crisis Line at (731) 608-2590 or by reaching out to a residence hall supervisor, residential assistant, or campus security.

Regular counseling services are offered Monday through Friday from 8 a.m. to 5 p.m., as available. To request an appointment, enrolled students may conveniently schedule online by visiting www.fhu.edu/uccappointment.

At the University Counseling Center, we are committed to supporting students on their journey towards personal growth, resilience, and well-being. We encourage you to take advantage of the resources available to you and reach out whenever you need support

Students who Desire Accommodations

Office of Student Accessibility Policy and Procedure

Mission. It is the mission of Freed–Hardeman University to provide qualified students 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 Student Accessibility.

a. Contact the Office of Student Accessibility coordinator to obtain registration paperwork. These are available in the Office of Student Accessibility, which is located in the Burks Student Center.
b. The student will meet with the Office of Student Accessibility staff for an initial intake interview, discussion, and required paperwork.
c. Documentation may be sent to the Office of Student Accessibility, 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 Student Accessibility 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 Student Accessibility 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 each semester as early as possible.

Requesting and Maintaining Accommodations.

a. The Office of Student Accessibility 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 at registration.

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 (1) hour of classroom or direct faculty instruction and a minimum of two (2) 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 (1) semester hour of credit represents approximately fifteen (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.

The University recognizes the need to validate the identity of the learner and ensure the integrity of the assessment process in digital learning environments. Student identity and assessment integrity may be facilitated through various means such as authentic assessments, presentations, portfolios, timed exams, intense writing assignments, and proctored exams.

The instructor of a distance learning course may elect to require proctored exams as a means of assessment. Should the use of proctored exams be deemed appropriate for a specific course, the instructor may require up to one (1) proctored exam per semester credit hour. For example, a two (2) credit hour course may elect to offer up to two (2) proctored exams, while a five (5) credit hour course would be permitted to offer up to five (5) proctored exams. The instructor may request additional proctored exams be administered by making justification to the Digital Learning Environment Course Review Team.

Proctored exams will be administered through the University's approved online testing service at no additional cost to the student. The student will, however, be responsible for supplying a detachable web camera to be used during the testing process. In the event of the University's approved testing service is not applicable to meet the learner's needs, the instructor may appoint/approve an in-person proctor in which the student will incur any associated costs. In-person proctors must be approved by the instructor and attest that there is no relation to the student by family, marriage, close friendship, or subordinate relationship. Services at the Freed–Hardeman University Testing Center or an official testing center at another regionally accredited college or university may also be used.

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 (1) hour of credit requires approximately forty-five (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 are 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 (1) credit hour for each 120 clock hours of performance, assuming all other course objectives are met. Up to four (4) hours of credit may be earned in any one work setting.

Field Laboratory, Practicum or Internship. An undergraduate student may earn one (1) credit hour for each 40 of field activity hours of performance, assuming all other course objectives are met. Up to nine (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 twelve (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 twelve (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 fifteen (15) credit hours. The maximum load in a four-week term is seven (7) hours. Summer-term undergraduate students who enroll for as many as twelve (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 seven (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 3.00 or above – 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. Petitions for excessive hours (excluding two-week courses), regardless of the status, must be approved by the dean of the college in which the student's major is based.

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 nine (9) hours to be considered full-time in summer, fall, or spring.

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

Student Load (Dual Enrolled: Undergraduate and Graduate)

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

The following table identifies the maximum number of graduate hours in which a student taking undergraduate hours can enroll. 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.

UG Hours	Max GRAD Hours
1-2.99	12
3-6.99	9
7-9.99	6
10-14.99	3
15-16.99	1
17 hours or more	0

Academic Support

The University provides the following academic support services to help ensure the academic success of students: advising, tutoring, retention, and testing services. These services are coordinated through the Office of Academic Success and Records and through the Learning Center. For details regarding these services, students should visit the Academic Success 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 Office of Academic Success and Records coordinate the assignment of advisors. First-time freshmen, first-time transfer students, and students who have not declared a major are assigned an advisor within the Office of Academic Success and Records or the Learning Center. Students will be assigned a departmental advisor upon completion of the Declaration of Major Form.

Learning Center

Free tutoring is available for certain courses in math, science, and writing. Call (731) 989-6225 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). Call (731) 989-6225 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) 989-6439 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

500–799 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 (1) 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 indication 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 considered part of the spring semester, May two-week courses are considered part of the summer semester, and August two-week courses are considered part of 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/her major, but the bachelor's degree requires sixty-three (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, SAT, or CLT 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

Non-Degree Seeking—Students who are not seeking a degree (e.g. dual-enrolled students)

Early Admission—degree-seeking high school 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 instruction.

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. 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 or the instructor will complete a Change of Grade Form. 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 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 GPA, 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 fifteen (15) hours without approval.

Students admitted on probation have only one (1) semester to establish satisfactory academic progress and will remain undeclared and be required:

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

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 (or for graduate programs requiring a GPA of 3.50). 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 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 and attend required study sessions. Failure to attend study sessions may forfeit your academic appeals.

A student placed on academic probation after the spring semester may attempt to remove the probation if they enroll in prescribed courses offered at FHU or at another institution through consortia agreement during the summer term. 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 on the prescribed courses, but does not attain a cumulative GPA high enough to be in good academic standing, the student continues on academic probation. If a student on probation does not achieve a semester GPA of 2.00 or higher on prescribed courses, the student continues on academic probation. A failed attempt on prescribed courses will not move a student from probation to suspension.

An undergraduate student on academic probation during the spring or fall semesters may not register for more than a total of fifteen (15) hours. A student on academic probation during the summer term may not enroll for more than a total of nine (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 services 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 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 (9) 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 (1) semester *(not including summer: undergraduate; including summer: graduate)*. The period for a second academic suspension is two (2) semesters *(not including summer: undergraduate; including summer: graduate)*. Subsequent academic suspensions are for an indefinite period but not less than three (3) 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 instruction and possible discretionary action by the Academic Review Committee.

A suspended student may appeal to the associate vice president for instruction 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.

A student suspended for the first time after the spring semester may appeal to the associate vice president for instruction 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 a plan of study, as approved by the associate vice president for instruction. 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.

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

Undergraduate Automatic Appeal. An undergraduate student suspended for the first time after the spring semester may be granted an automatic appeal to earn a waiver of academic suspension if they enroll in prescribed courses offered at FHU or at another institution through consortia agreement during the summer term. A student can earn a waiver by attaining at least a semester GPA of 2.00 (undergraduate) on attempted courses. A student attempting to earn a waiver of academic suspension may not register for more than a total of nine (9) hours in the summer term.

A student who attempts the prescribed courses, but fails to meet the necessary grades to earn the waiver of academic suspension will be suspended for the following term. A failed attempt will not count as a second suspension.

Academic Renewal

Students may petition the registrar to have up to three (3) consecutive semesters of previous work completed within a twelve-month period at FHU or other regionally accredited institutions of higher education disregarded for institutional purposes. For the purpose of academic renewal, one academic year is defined as three (3) consecutive semesters (Summer, Fall, Spring; OR Fall, Spring, Summer; OR Spring, Summer, Fall). If approved, all of the work (not selected courses) in one (1) 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 (3) calendar years must have elapsed since the semester(s) under consideration, **AND undergraduate students** must have subsequently completed a minimum of fifteen (15) semester hours with at least a 3.00 GPA, thirty (30) semester hours with at least a 2.50 GPA, or forty-five (45) semester hours with at least a 2.00 GPA; **OR graduate students** must have subsequently completed a minimum of twelve (12) semester hours with at least a 3.00 GPA. For further details, students should check with the registrar's office.

Academic Integrity

Academic integrity is an integral part of the University's identity and mission. Academic integrity encompasses the principles of honesty, trust, and respect for intellectual property. Academic integrity is evident when students demonstrate their knowledge, critical thinking skills, and originality in the completion of coursework.

Academic dishonesty violates these Christian principles and academic integrity standards. The following are examples of academic dishonesty.

- Plagiarism—adopting or reproducing another person's or source's words or ideas without acknowledgment. Any academic exercise presented as the student's original and authentic work that was generated, either in part or in whole, by another individual or source is a violation of academic integrity. The use of AI technologies or writing tools (e.g., ChatGPT or other similar large language models) to complete any academic exercise is prohibited unless explicitly permitted by the instructor. The term "academic exercise" includes all forms of work submitted for credit.
- Cheating—using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- Fabrication—falsifying or inventing any material in an academic exercise.
- Facilitating academic dishonesty—helping or attempting to help another to violate academic integrity.

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 associate vice president for instruction. Academic dishonesty at the **graduate level** should be reported to the

appropriate director or dean of the respective college. No student may avoid receiving a failing grade for academic dishonesty by subsequently withdrawing from the course.

Egregious violations will be reviewed by the vice president for academics, who may prescribe additional penalties, including academic suspension or expulsion. Egregious violations may include, but are not limited to the following examples:

- Any act that compromises the integrity of a quiz, exam, or other class assignment(s), and thereby causes other students' grades to be in question or may cause a faculty member to alter grading plans or repeat a quiz or exam.
- Theft of a copy of an exam before it is given that requires the faculty member to postpone or redo the exam.
- Theft of one or more copies of a completed exam or assignment. Dissemination of information about the contents of an exam to other students.
- Selling, sharing, or otherwise providing copies of a quiz or exam, or wholly or partially completed written assignments to other students.
- Giving false or misleading testimony or performing an action that places blame for an act of academic dishonesty on an innocent student.

Any act of intimidation intended to cause another to violate expectations of academic integrity. Plagiarism is a violation of academic integrity; however, plagiarism of another student's work without that student's permission potentially damages another's reputation and is egregious.

- Electronically or physically obtaining access to or altering faculty or University confidential records, such as a grade book or grade records, violates another students' expectations of confidentiality and provides a potential opportunity for modifying students' grades.
- Electronically manipulating transcripts, University correspondence, or other University documents in an attempt to mislead others.

Multiple violations may also be reviewed by the vice president for academics, who may prescribe additional penalties including academic suspension or expulsion. In instances of egregious or multiple violations, the vice president for academics may determine the length of suspension, but at a minimum shall be for the remainder of the current semester plus one (1) additional semester. If a student is suspended or expelled due to academic dishonesty, the student may appeal to the Freed–Hardeman University Academic Affairs Committee (undergraduate students) or Graduate Council Committee (graduate students).

The role of the Academic Affairs Committee or the Graduate Council Committee in reviewing appeals is to:

- Determine if the facts of the situation would cause a person to conclude academic dishonesty occurred, and
- Determine if the disciplinary action issued falls within stated policy.

The ruling of the FHU Academic Affairs Committee or Graduate Council Committee is final.

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 and security.

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

Official transcripts may be ordered through the Office of the Registrar or from two web-based sources: Parchment and the National Student Clearinghouse. Ordering information and links are available at: www.fhu.edu/transcripts. Transcripts can be ordered by using any major credit card.

The Office of the Registrar only produces official transcripts. See Special Charges for the cost of a transcript. For help or questions, please contact the Office of the Registrar at (731) 989-6456.

Current students can produce an unofficial copy of their transcript through my.fhu.edu.

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). The completed form should be submitted to the associate vice president for instruction within ten (10) school days of the alleged incident. The associate vice president for instruction 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 instruction.
2. If the faculty member's response does not resolve the complaint, then the student may request to the associate vice president for instruction 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 instruction.
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 instruction 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 instruction.

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 instruction 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 instruction. 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 instruction 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:

- **Quality Education or Accreditation Requirement Complaints.** 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) (https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf).
- **State Laws and Rules Complaints.** 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.
- **Consumer Protection Law Complaints.** 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).
- **Complaint Resolution Policies and Procedures for Non-Tennessee Resident Students in State Authorization Reciprocity Agreement, commonly known as SARA.** 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 (2) years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html). 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 interactions 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. Also, bullying includes face-to-face conversations outside the classroom.

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 Safety and Security Department to effectuate the removal of the student from 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 (1) 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 instruction. 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:

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

The ruling of the FHU Judicial Board is final.

In addition, an instructor may ask a student to leave class if the student's attire is not in keeping with the policies and standards of Freed–Hardeman University.

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) 989-6176 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.

Students receiving financial aid, loans, or veterans benefits, who withdraw from the University, are required to have an exit interview with the director of student financial services.

Medical Withdrawal. After the last day to withdraw from a given semester or session, a student may petition the associate vice president for instruction 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

For additional information about a medical withdrawal, please contact the associate vice president for instruction by phone at (731) 989-6931.

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 instruction. 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.

NOTE: 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. At the discretion of the faculty member teaching the class, excessive absences, regardless of the reason, may result in the student being dropped from the class and receiving the grade of "WA," grade reduction in the class, or failure in the class.

Excused Absences

Absences for officially approved school business, sponsored trips, athletic contests, illness, 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.

Exempt–Excused Absences

Periodically, the provost may determine that absences for officially approved school business, sponsored trips, or athletic contests are exempt from counting toward the 75 percent class attendance requirement as it pertains to undergraduate class attendance. These absences may be athletic, co-curricular, or academic in nature. Exempt status may be assigned when the provost has determined the University and/or a group has no or very limited control over the required activity.

The provost will notify faculty in writing via email of such exemptions, and names of the students receiving the exemption shall be included.

In addition, such exemptions will also be considered excused absences. As outlined in the Excused Absences section, a faculty member may assign reasonable and relevant makeup work for excused absences. In case a student misses an examination and has an exempt-excused absence, the faculty member may give a makeup examination or average the other grades without considering

the examination missed. A student may not be penalized for missing an examination when the student has clearly demonstrated an exempt-excused absence. Final exams must be taken.

Digital Learning Environment (DLE) Course Attendance

The student attendance policy for DLE-based courses is the same as traditional courses. The timing of assignments and activities will be scheduled in a manner that is equivalent to traditional courses. Attendance will be monitored through the timely completion of these assignments and activities. Failure to complete assignments or participate in class activities within the corresponding time period will result in an absence. The instructor will follow the same policy for reporting absences in DLE-based courses as they do in traditional courses.

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 Canvas, 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 (2) semesters after the semester of initial enrollment to complete coursework.

Students who leave the University due to long-term military leave should contact the veteran liaison upon their return to assist in registering for classes, selecting housing, contacting Student Financial Services, and handling all other administrative obligations.

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 twelve (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. 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 twelve (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 one hundred twenty-six (126) hours of undergraduate study, and
- 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 this 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 (3) years at FHU and two (2) 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

- 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)

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 study abroad and cross-cultural engagement. Students come to a better understanding of their own culture when studying and experiencing other cultures first hand.

To participate in any FHU Abroad program, a student must be enrolled full-time at FHU and have achieved sophomore classification with a minimum cumulative 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 type of probation are not eligible to study abroad. 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.

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

Interested persons should contact the Office of International Education. For more information and an online application, consult the University website at: http://www.fhu.edu/abroad; or email fhuabroad@fhu.edu.

Belgium. Freed–Hardeman University offers a semester-long program based in Verviers, Belgium during fall and spring semesters. 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 his/her program director and faculty advisor. The following courses are required during participation in the Belgium program: BIB 299B/399B Reformation History (3 hours), HUM 120 Conversational French (3 hours), and HUM 399A Our Western Heritage (3 hours). Additional courses may be offered in Belgium based on faculty who participate. Students must maintain a course load of at least twelve (12) credit hours during the semester abroad.

The Bible Lands. Freed–Hardeman University offers short visits 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, Jordan, Greece, Turkey, and Egypt. Student participants may enroll in BIB 299A/399A The Biblical World (3 hours), a spring semester course associated with the program.

Peru. Freed–Hardeman University offers a short-term, service-learning experience in Peru. This faculty-led experience supplements a medical missions course in the Nursing program (NSG 299B/399B Nursing Medical Missions: Peru, 3 hours). Through this experience, students will learn about the language, history, culture, and health conditions of Peru. When offered, the trip to Peru will occur in January prior to the spring term. While in Peru, the program works with CerviCusco, which maintains a clinic in Cusco and provides dormitory-style living quarters, showers, and internet access.

Spain. The University's Spanish department offers a summer Spanish-Language Immersion program in Spain during summer of even years. The Spanish Immersion program is an exciting opportunity for students to deepen their knowledge of the Spanish language while traveling in a Spanish-speaking culture. The program is mandatory for students majoring in Spanish, but any student may participate regardless of Spanish language proficiency. The program is intended to complement SPA 366 Peninsular Civilizations and Cultures; however, SPA 366 is not required for students to participate in the trip. Participants may also receive credit for SPA 367 Spanish Immersion Program/Study Abroad.

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 (3 hours) or ART 299C/399C Special Topics in Photography (3 hours).

South Korea. Freed–Hardeman University offers a short-term, faculty-led Study Abroad program in Seoul, South Korea. Students will develop their knowledge of business ethics by learning to apply ethical principles in a different culture and business environment. The three (3) hours of credit offered as part of the program will satisfy BUS 455 Business Ethics, a common professional component for all B.B.A. majors, or will count as an elective in International Business.

Romantic England. Freed–Hardeman University offers a short-term, faculty-led Study Abroad program in England that is open to both students and non-students. The program is offered in May/June of even years and is focused on the presentation of nature and landscape in British poetry and fiction from the Romantic Period. The trip complements ENG 335 Romantic Poetry and Prose in the spring semester prior to the program, but the course is not required to participate in the trip.

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.

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 Examination (CIE), Advanced Placement (AP), College–Level Examination Program (CLEP), 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 exam, International Baccalaureate, Cambridge International Examination, 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 exam for a given course. A student may contact the dean of the appropriate college to schedule a proficiency exam.
- **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 Examinations (CIE).** Freed–Hardeman University accepts the Cambridge Advanced International Certificate of Education (AICE) diploma in lieu of a high school diploma. Credit for relevant 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; **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 Academic Success, (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, which is $100, 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 as noted below, 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. These courses will be posted with an "M" grade. The equivalencies will be as follows:

- American History II – HIS 222
- Criminal Justice – CJU 210
- Introduction to Agricultural Business – GEN 1000
- Introduction to Business – BUS 1000
- Introduction to Education – EDU 130
- Introduction to Plant Science – BIO 1000
- Introduction to Probability and Statistics – MAT 235
- Introduction to Sociology – SOC 241
- Pre–Calculus – MAT 120
- Principles of Marketing – MKT 261
- Psychology – PSY 210

- Speech and Communications – COM 140
- World History – HIS 112

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 instruction.

- **Independent Studies.** Undergraduate students that have completed a minimum off thirty (30) semester hours and who 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 instruction: (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 a planned and supervised field activity related to the student's liberal arts education, major or career goals, and is designed to provide the student with a general work experience

without specific courses as prerequisites. The prerequisites are twenty-five (25) credit hours earned and a minimum 2.00 GPA. Under general field supervision, the student may be awarded one (1) 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 faculty supervisor 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 forty (40) hours of field activity is required for one (1) credit hour. Grading is conventional as assigned by the faculty supervisor.

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

A practicum or internship is 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 (1) 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, 598, 698, 798. 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 this catalog.

(Disc.) 199, 299, 399, 499, 599, 699, 799. 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 fifteen (15) semester hours, and no graduate student may register for more than thirteen (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 twelve (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.

Minimum Computing Requirements

The FHU network, helpdesk, and classroom experiences for undergraduate and graduate courses taken at Freed–Hardeman University are designed to be compatible with both Windows and Mac machines. 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 12 Monterey or higher Windows 10 22 H2 or higher	Mac OS 12 Monterey or higher Windows 10 22 H2 or higher
Processor	Apple M1 or M2/Intel Core i5 Quadcore	Apple M1 or M2/Intel Core i5 Quadcore
Memory	16GB RAM Minimum	16GB RAM or higher
Disk Space	512GB Hard Drive Minimum	512GB Hard Drive or higher
Wireless Network Access	Wireless AC or newer	Wireless AC or newer
Other Hardware	720P Web Camera or higher	720P Web Camera or higher
Application Software	Microsoft Office	Microsoft Office

Additional Software and/or Hardware Requirements

While either platform will work, the student will need to consider software required by courses within their program of study. Some software used by business, engineering, and computer science is primarily developed for Windows while creative software can be run more cost-effectively on modern Mac hardware. Likewise, necessary specifications like processor, memory, storage can vary depending on intended usage.

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) 989-6456.

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
  - Creative and Communication Arts; Dr. Margaret Payne, Chair
  - History, Philosophy, and Political Studies; Dr. Greg Massey, Chair
  - Mathematics, Engineering, and Computer Science; Dr. Mike Johnson, Chair
  - Nursing; Dr. Chris White, Chair

College of Biblical Studies

Dr. Justin Rogers, Dean
Dr. Doug Burleson, Assistant Dean
- Graduate School of Theology; Dr. Richard Brumback III, Director

College of Business

Dr. Matt Vega, Dean
Dr. Brandon Lanciloti, Assistant Dean
- Graduate Studies in Business; Dr. Bryan Black, Director

College of Education and Behavioral Sciences

Dr. Sharen L. Cypress, Dean
- Departments:
  - Behavioral Sciences; Mrs. Lisa Beene, Chair
  - Education; Dr. Amy Downey, 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 following degrees:

- Associate Degree
    - Associate of Arts
    - Associate of Applied Science
- Baccalaureate Degrees
    - Bachelor of Arts
    - Bachelor of Fine Arts
    - Bachelor of Business Administration
    - Bachelor of Science
    - Bachelor of Science in Nursing
    - Bachelor of Social Work
- Masters Degrees
    - Master of Arts
    - Master of Business Administration
    - Master of Divinity
    - Master of Education
    - Master of Science
- Specialist Degree
    - Education Specialist
- Doctoral Degrees
    - Doctor of Behavioral Science
    - Doctor of Education
    - Doctor of Ministry

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Arts & Humanities Program	**Undergraduate:** 1. Arts and Humanities (B.A., B.S.) 2. General Studies (A.A.)		(General Studies, A.A.): 1. Business	1. Gerontology 2. Military Science and Leadership
Behavioral Sciences	**Undergraduate:** 1. Family Sciences (B.S.)* 2. Criminal Justice (B.S.) 3. Psychology (B.S.)* 4. Social Work (B.S.W.) **Graduate:** 1. Clinical Mental Health Counseling (M.S.)[M] 2. School Counseling (M.S.) 3. Behavioral Health (D.B.H.)			1. Behavioral Sciences 2. Criminal Justice 3. Family and Child Sciences 4. Family Science/Family Life Education 5. Psychology 6. Social Work

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
College of Biblical Studies and Graduate School of Theology	**Undergraduate:** 1. Bible (B.A., B.S.) **Graduate:** 1. Divinity (M.Div.) 2. Ministry (D.Min) 3. Ministry (M.A.) 4. New Testament (M.A.) 5. Old Testament (M.A.) 6. Pastoral Care and Counseling (M.A.) **Online:** 1. Degree Completion for Graduates of Preaching Schools (B.S.)		**Undergraduate:** (B.A., B.S., Bible): 1. Bible Text 2. Christian Apologetics 3. Ministry 4. Missions 5. Preaching 6. Youth and Family Ministry **Graduate:** (M.Div.) *Optional*: 1. Apologetics 2. Biblical Languages 3. Chaplaincy 4. Church History 5. Ministry 6. Missions 7. New Testament 8. Old Testament (M.A., Ministry) *Optional*: 1. Leadership 2. Missions 3. Preaching	(Non-Bible Majors): 1. Bible Text 2. Christian Apologetics 3. Ministry 4. Missions 5. Preaching 6. Youth and Family Ministry

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. Communication Sciences and Disorders (B.S.) 4. Kinesiology (B.S.)* 5. Physical Therapist Assistant (A.A.S.) **Graduate:** 1. Exercise Science and Rehabilitation (M.S.) **Dual:** 1. Biology/Secondary Education (B.S./M.A.T.) 2. Exercise Science/Exercise Science and Rehabilitation (B.S./M.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. Communication Sciences and Disorders 4. Conservation and Wildlife Biology 5. Health 6. Kinesiology

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
College of Business	**Undergraduate:** 1. Accounting (B.B.A.) 2. Business Analytics (B.B.A.) 3. Finance (B.B.A.) 4. Finance: Financial Planning (B.B.A.) 5. Management (B.B.A.) 6. Marketing (B.B.A.) 7. Sport Administration (B.B.A.) **Graduate:** 1. Business Administration (M.B.A.) 2. Healthcare Management (M.B.A.) 3. Accounting and Fraud Examination (M.S.) **Dual:** 1. Accounting and Fraud Examination (B.B.A./M.S.) 2. Accounting (B.B.A./M.B.A.) 3. Business Analytics (B.B.A./M.B.A.) 4. Finance (B.B.A./M.B.A.) 5. Finance: Financial Planning (B.B.A./M.B.A.) 6. Management (B.B.A./M.B.A.) 7. Marketing (B.B.A./M.B.A.) 8. Sport Administration (B.B.A./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 8. Sport Administration

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Department of Creative & Communication Arts	**Undergraduate:** 1. Art (B.A.,B.F.A.)* 2. Communications (B.A.) 3. English (B.A.)* 4. Interactive Digital Design (B.A.) 5. Music (B.A.)* 6. Photography (B.A.) 7. Spanish (B.A.)* 8. Theatre (B.A.)*		**Undergraduate:** (B.A., Art): 1. Graphic Design 2. Studio Art (B.A., Communication): 1. Public Relations 2. Speech Communication (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. Communica-tions 3. Digital Music Production 4. Electronic Media Communications 5. English 6. Fine Arts 7. Journalism 8. Music 9. Photography 10. Spanish 11. Theatre

Department of Education	**Undergraduate:** **1. Interdisciplinary Studies (B.S.)*** **2. Special Education (B.S.)*** **(Second Majors only):** **1. Education (Secondary) (B.A., B.S.)** **Graduate:** **1. Curriculum and Instruction (M.Ed.)[M]** **2. Instructional Leadership (M.Ed.)** **3. Instructional Leadership (Ed.S.)** **4. Instructional Leadership (Ed.D.)** **5. Literacy (M.Ed.)** **6. Special Education (M.A.T.)[M]** **7. Teaching Licensure (M.A.T.)[M]** **Dual:** **1. Elementary Education/Special Education (B.S./M.A.T.)** **2. Biology/Secondary Education (B.S./M.A.T.)**	**Undergraduate:** **(B.S., Interdisciplinary Studies):** **1. Early Childhood (PreK-3)** **2. Elementary Education (K-5)*** **3. Middle Grades Education 6-8*** **Graduate:** **(M.Ed., Instructional Leadership):** **1. Administration and Supervision[M]** **(Ed.S., Instructional Leadership):** **1. Administration and Supervision[M]** **2. Teacher Leadership[M]** **(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. K-12; 6-12 Art, Music, and Physical Education** **(M.Ed., Literacy):** **1. English as a Second Language (E.S.L.) (K-12)** **(M.A.T. Teaching in Special Education):** **1. K-8 Interventionist** **2. 6-12 Interventionist** **3. K-12 Comprehensive**	

UNIT	MAJORS & DEGREES	CONCENTRATION WITHIN MAJORS	EMPHASES WITHIN MAJORS	MINORS
Department of History, Philosophy & Political Studies	**Undergraduate:** 1. History (B.A.)* 2. Law and Politics (B.A.)		**Undergraduate:** (B.A., History): 1. History 2. Interdisciplinary Studies	1. History 2. Legal Studies 3. Philosophy 4. Political Studies
Department of Mathematics, Engineering & Computer Science	**Undergraduate:** 1. Computer Science (B.S.) 2. Cybersecurity (B.S.) 3. Interactive Digital Design (B.S.) 4. Mathematics (B.S.)* 5. Physical Science: Pre-engineering (B.S.)	(B.S., Computer Science): 1. Artificial Intelligence 2. Business Intelligence 3. Information Systems 4. Software Development	**Undergraduate:** (B.S., Interactive Digital Design): 1. Developer	1. Artificial Intelligence 2. Computer Science 3. Cybersecurity 4. Interactive Digital Design 5. Mathematics
Department of Nursing	**Undergraduate:** 1. Nursing (B.S.N.)[D]			

Key:
*** Teaching Licensure offered in these majors**
D Offered at FHU/Dickson (Through December 2023)
M Offered at FHU/Memphis

Undergraduate Majors, Concentrations, Minors, and Emphases

A major consists of thirty (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 sixty-three (63) hours.

A concentration within a major consists of twenty-four (24) or more hours as specified by the department in which the concentration is earned. At least nine (9) hours of the required courses must be upper–division courses.

A minor consists of eighteen (18) or more semester hours as specified by the department in which the minor is earned. At least six (6) 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 eighteen (18) hours as specified by the department. An emphasis is not recorded as part of the permanent academic record. A minimum of six (6) 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. 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. 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 complete a Change of Major Form, which is available online at: www.fhu.edu/registrar.

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 fifteen (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 one hundred twenty-six (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 thirty-two (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. Loren Warf, Coordinator of the Individualized Major program.

Multiple Majors/Minors (Undergraduate)

A student may earn multiple majors. At least eighteen (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 eighteen (18) unduplicated hours.

A student may earn multiple minors. At least fifteen (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 fifteen (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 twenty-four (24) unduplicated hours must be included in each of the majors. A minimum of one hundred fifty (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 baccalaureate degree from FHU by meeting the liberal arts core requirements for the degree and the requirements for at least one major. A minimum of thirty-two (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 thirty-two (32) semester hours must be taken at FHU in order to obtain an additional baccalaureate 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 (4) 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 Academic Success.

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 (3) 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, Engineering, and Computer Science for the course of study leading to a B.S. in Math or 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. Critical thinking
2. Creative thinking
3. Written communication
4. Oral communication
5. Quantitative literacy

B. Personal and Social Responsibility, including:

1. 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 dean of the college in which the student's major is based.

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 **(W)**	(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)
SOC	241	General Sociology	(3)
SWK	251	HBSE I: Childhood and Adolescents	(3)

Table continued…

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 **(W)**	(4)
	PHS	211	Physics for Science and Engineering I **(W)**	(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)
	HUM	399A	Our Western Heritage	(3)
	POL	251	Fundamentals of Political Geography	(3)
	2. Critical and Creative Works			3 hours
	ART	110	Art Appreciation	(3)
	ART	201	Introduction to Photography	(3)
	ART	234	Introduction to Creativity **(W)**	(3)
	ENG	215	World Literature	(3)
	ENG	225	British Literature	(3)
	ENG	235	American Literature	(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 **(W)**	(3)
	PHI	245	History of Philosophy I **(W)**	(3)
	PHI	246	History of Philosophy II **(W)**	(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 (8) 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 – Associate. Candidates qualifying for an associate's degree must complete the following requirements to graduate (some programs may have additional requirements or higher standards):

- Complete a minimum of sixty (60) hours.
- Earn a minimum cumulative GPA of 2.000 on a 4-point scale on all courses in the major and pass all courses (in the concentration when applicable).
- Satisfy the liberal art core requirements for the associate's program.
- Complete a minimum of thirty-two (32) semester hours from FHU.
- Complete twenty-four (24) of the last thirty-three (33) semester hours in-residence, unless approved by the Office of Academics.
- Complete a minimum of thirty (30) hours at a senior–level institution.
- Complete BIB 121 The Life of Christ and BIB 122 Acts of Apostles.
- 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.
- 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 any credit planned 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 student opinion surveys.

NOTE: Only students who were admitted to an approved associate's program including the Early Admit program, the Physical Therapist Assistant program, or the online associate of arts may register to graduate with their associate's degree. Bachelor students with extenuating circumstances may petition the Office of Academics to graduate with an associate's degree. Petition approval will determine whether or not a student may graduate with an associate's degree or participate in the commencement ceremony.

Undergraduate – Bachelor. 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 one hundred twenty-six (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 forty-two (42) hours of upper–division courses.
- Complete a minimum of sixty-three (63) hours outside the major.
- Complete a minimum of thirty-two (32) semester hours from FHU.
- Complete twenty-four (24) of the last thirty-three (33) semester hours in-residence, unless approved by the Office of Academics.
- Complete a minimum of sixty (60) hours at a senior–level institution.
- Complete a minimum of seven (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.

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, the Doctorate of Education, and the Doctor of Behavioral Health 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 participate in 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 twelve (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.)

Minimum Degree Hours. The following table identifies the minimum number of hours that must be earned in order to receive a degree at that identified level.

Degree:	Minimum Number of Hours:
Associate	60
Bachelor's	126
Dual Bachelor's/Master's Degree	150
Master's	30 (Post Baccalaureate)
Education Specialist	60 (Post Baccalaureate)
Doctoral	90 (Post Baccalaureate)
Second Bachelor's Degree	At least 24 unduplicated hours in each of the majors; 150 hours total
Second Graduate Degree at the Same Level	50 percent of hours must be unduplicated

Comprehensive Examinations (Graduate)

- A written, comprehensive examination is required for most graduate degrees. The comprehensive examination is 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** and **Master of Science in School 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 of their capstone project may be required in addition to the written examination.
- All **Graduate Theology** degree programs require the completion of comprehensive examinations which will be based on three courses the student has taken (to be selected by the Director of the Graduate School). Students will complete both written and oral examinations in the same day. Exam questions will be distributed to students no less than four weeks prior to the scheduled exam date. For additional information, contact the Director of the Graduate School of Theology.
- Students completing the **M.Ed. in Instructional Leadership** program will complete the Instructional Leadership Praxis.
- Students in the **Master of Science in Clinical Mental Health Counseling** or **Master of Science in School 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.
- **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 ILL–B 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 ILL–B 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 will be notified by the director of the program if they passed or failed the comprehensive examination immediately **(Theology)**; within ten workdays **(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.)
- Students who fail the examination will be given an opportunity to take it again the following semester. Students may take the comprehensive examination two (2) times (three times for **Master of Science in Clinical Mental Health Counseling** and **Master of Science in**

School Counseling students). Students with extenuating circumstances that interfered with their performance must petition the Graduate Council to request permission to take the exam again. The decision of the Graduate Council shall be final.

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 registrar. 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 twelve (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.

Honors Stoles, Cords, and Medallions. Academic honors stoles, cords, and medallions may be worn during commencement ceremonies. The wearing of stoles, cords, and medallions shall be consistent with the following policy:

- Maroon and Gold stoles shall represent undergraduates that have distinguished themselves as Honors College Scholars with University Honors or as Honors College Scholars.
- Gold cords shall represent undergraduates who have achieved Summa Cum Laude, Magna Cum Laude, or Cum Laude honors in their bachelor's program. Cords may be worn by graduate students that have earned cords in their undergraduate careers.
- Medallions with red ribbon shall represent undergraduates who have been inducted into the Tennessee Iota Chapter of the Alpha Chi National Honor Society.
- Additional cord colors shall represent University recognized honor societies including:
    - Blue and Gold cords representing Phi Alpha Chi Society (Social Work)
    - Red cords representing Theta Alpha Kappa (Bible)

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**.

Honors Stoles, Cords, and Medallions. Academic honors stoles, cords, and medallions earned as undergraduates may be worn during commencement ceremonies.

Academic Honors (Undergraduate)

President's and Dean's Lists. Full-time students earning a 4.00 GPA 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 eighty (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 GPA 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 this catalog. (See Graduation through the Honors College section.)

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 Vice President for Instruction; and 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 six departments or units:

- Arts and Humanities
- Biological, Physical, and Human Sciences
- Creative and Communication Arts
- History, Philosophy, and Political Studies
- Mathematics, Engineering, 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. Loren Warf

Program Coordinator and Assistant Professor

Assisting:

Dr. Susan Binkley
Mrs. Nathalie Brumback
Dr. Terry Edwards
Dr. Jim Gardner
Dr. Jennifer Johnson
Mr. Andrew Phillips
Mr. Tim Roberts
Dr. Matthew Sokoloski
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. Loren Warf		
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	
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.	**Electives (including additional Bible):**	**55 hours**
	Courses taken must include three (3) writing **(W) courses.*	

Associate of Arts in General Studies				**60 HOURS**
I.	**Liberal Arts Core Requirements:**			**31 hours**
A.	**Biblical Values:**			4 hours
	1.	**Bible**		
	BIB	121	The Life of Christ	2
	BIB	122	Acts of Apostles	2
B.	**Basic Skills:**			12 hours
	1.	**Written Communication**		
	ENG	101	English Composition I	3
	ENG	102	English Composition II	3
	2.	**Oral Communication**		
	COM	140	Speech Communication	3
	3.	**Quantitative Reasoning**		
	MAT	101	College Algebra	3
C.	**Broadened Perspectives:**			15 hours
	1.	**Behavioral Sciences**		
	PSY	210	General Psychology	3
	2.	**Natural Sciences**		
	BIO	110	Principles of Biology **OR**	3
	PHS	111	Physical Science I	(3)
	3.	**Arts and Humanities: History**		
	HIS	221	American History I	3
	4.	**Arts and Humanities: Critical and Creative Works**		
			Literature	3
			Critical and Creative Works	3
II.	**General Studies Electives:**			**29 hours**

Associate of Arts - Business Emphasis				**29 HOURS**
	Curriculum:			**18 hours**
ACC	231		Principles of Accounting I	3
ACC	233		Principles of Accounting II	3
ECO	271		Macroeconomics **OR**	3
ECO	272		Microeconomics	(3)
MAT	235		Introductory Statistics	3
MGT	241		Principles of Management	3
MKT	261		Principles of Marketing	3
	Electives:			**11 hours**

MINORS

Minor in Gerontology

FAM	299B/399B	Death and Dying	3
NSG	310	Aging and Care for the Older Adult	3
SOC	245	Social Gerontology	3
	190/290/ 390/490	Field Work	3

PLUS

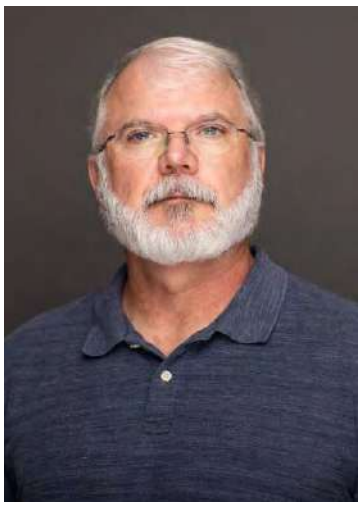
Choice of six (6) hours from the following courses:			6
BIB	299E/399E	The Problem of Suffering **OR**	(3)
PHI	299A/399A	The Problem of Suffering	(3)
BIB	433	Personal Counseling	(3)
BPH	310	Community Health	(3)
FAM	325	Stress and Resilience in Individuals and Families **(W)**	(3)
PSY	408	Family and Individual Counseling	(3)
SWK	252	Human Behavior in the Social Environment II: Adulthood and Aging	(3)
SWK	320	Expressive Therapies	(3)
SWK	362	Social Welfare Policies and Services II	(3)
	299/399	Topical Seminar	(1–3)
			18 hours

Minor in Military Science and Leadership*

MSL	301	Leadership and Problem Solving	4
MSL	302	Leadership and Ethics	4
MSL	401	Leadership and Management	4
MSL	402	Officership	4
MSL	491**	Leadership Development and Assessment Course	6
			22 hours

Admission to the Minor in Military Science and Leadership program is contingent upon successful completion of the following courses: MSL 101, MSL 102, MSL 201, MSL 202, and MSL 291.*

***MSL 291 and MSL 491 are conducted at a designated U.S. Army Installation.*



Department of Biological, Physical, and Human Sciences

Dr. Brian P. Butterfield
Chair and Professor

Dr. Jim Barr, *Assistant Professor*
Mr. Lee Barton, *Instructor*
Dr. Elise Chaffin, *Assistant Professor*
Dr. LeAnn Davis, *Dean; Professor*
Dr. Joseph Deweese, *Professor*
Dr. Paul Fader, *Professor*
Mrs. Wendy Gean, *Assistant Professor*
Dr. Caleb Kersey, *Associate Professor*
Mrs. Susan Lankford, *Instructor*
Ms. Gayle McDonald, *Assistant Professor*
Dr. Jana Meninno, *Associate Professor*
Dr. Ashley Prentice, *Assistant Professor*
Dr. Meagan Spencer, *Assistant Professor*
Mr. Brian Vaughn, *Instructor*
Mr. Maurice Williams, *Assistant Professor*

Assisting:
Mrs. Rebecca Bush
Mrs. Kay Butterfield
Mrs. Hollie Mangrum
Dr. Sarah Pierce
Mr. D. Alex Teague
Dr. Charles Tucker
Ms. Lizbeth Wellington
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, chemistry, communication sciences and disorders, conservation and wildlife biology, health, and kinesiology. Bachelor's degrees in biology, chemistry, communication sciences and disorders, kinesiology, and physical science are offered within the department.

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.

B.S. Major in Biology **126 HOURS**
Program Coordinator: Dr. Paul Fader
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 (18–19 hours)
(Recommended for those seeking Teacher Licensure or admission to Physical Therapy or Occupational Therapy School.)

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 (21–22 hours)
(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 (21 hours)

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

Table continued…

	PLUS eight (8) hours chosen from the following courses:			8
	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 **(W)**	(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 **(W)** *(Environmental Emphasis)*	(4)
V.	**Electives (including additional Bible):** ***A foreign language, mathematics (including MAT 235 Introductory Statistics), and physics are strongly recommended.***			**34–50 hours**

**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: Dr. 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			(23 hours)
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			(23 hours)
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

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 Communication Sciences and Disorders **126 HOURS**
Program Coordinator: Dr. Meagan Spencer

I. Liberal Arts Core Requirements: **35 hours**
Listed in this catalog under Academics: Liberal Arts Core
Limit II. C. Basic skills to MAT 235 Introductory Statistics
Limit III. B. Natural Sciences to CHE 121 General Chemistry I with CHE 121L General Chemistry I Lab

II. Major Requirements: **27 hours**

CSD	101	Introduction to Communication Sciences and Disorders and Interdisciplinary Relationships in Education and Allied Health	3
CSD	105	Normal Speech and Language Development and Communication in Behavior	3
CSD	125	Guided Observations	3
CSD	221	Phonological and Articulation Disorders	3
CSD	222	Language Disorders Across the Lifespan	3
CSD	231	Phonetics	3
CSD	290	Clinical Methods	3
CSD	300	Audiology	3
CSD	321	Anatomy and Physiology of Speech and Language	3

III. Additional Requirements *(choose one emphasis below):* **20-24 hours**

A. Communication Sciences and Disorders – Non-Clinical 20 hours

CSD	322	Speech and Voice Science	3
CSD	341	Cultural Competency in the Communication Sciences	3
CSD	380	Neuroscience	3
CSD	400	Aural Rehabilitation	3
CSD	420	Ethics, Procedures, and Law in Communication Sciences	3
CSD	430	ASHA SLPA Exam Prep Course	2
CSD	450	Senior Capstone: Evidence-Based Practice in the Communication Sciences	3

B. Communication Sciences and Disorders – Clinical 24 hours

CSD	322	Speech and Voice Science	3
CSD	341	Cultural Competency in the Communication Sciences	3
CSD	380	Neuroscience	3
CSD	400	Aural Rehabilitation	3
CSD	420	Ethics, Procedures, and Law in Communication Sciences	3
CSD	430	ASHA SLPA Exam Prep Course	2
CSD	450	Senior Capstone: Evidence-Based Practice in the Communication Sciences	3
CSD	325	Clinic I	1
CSD	326	Clinic II	1
CSD	426	Clinic III	2

IV. Electives (including additional Bible)*: **40-44 hours**
**A foreign language and physics are strongly recommended.*

B.S. Major in Kinesiology **126 HOURS**
Program Coordinator: Dr. Jana Meninno
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 or higher
Limit III. A. Behavioral Sciences to PSY210 General Psychology
***Limit III. B. Natural Sciences to BIO 100 Human Biology and lab OR BIO 211 Human Anatomy and Physiology I**

II. Major Requirements: **31 hours**

HEA	121	Principles of Nutrition	3
HEA	217	First Aid and CPR	3
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* (18 hours)

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

B. Health and Human Performance (18 hours)

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
HEA/KIN/PEA		Elective(s)**	5

IV. Electives (including additional Bible): **43 hours**

**Exercise Science emphasis requires taking BIO 211 and strongly recommends taking*

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.)

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

**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 **(W)**	(4)
Chemistry Electives (must include four upper–division hours)			7
			19 hours

Minor in Communication Sciences and Disorders

CSD	105	Normal Speech and Language Development and Communication in Behavior	3
CSD	221	Phonological and Articulation Disorders	3
CSD	231	Phonetics	3
CSD	300	Audiology	3
CSD	321	Anatomy and Physiology of Speech and Language	3
CSD	322	Speech and Voice Science	3
CSD	400	Aural Rehabilitation	3
			21 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 **(W)**	(4)
BIO	345	Wildlife Ecology **(W)**	(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 **(W)**	(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 **(W)**	(4)
BIO	323	Plant Taxonomy	(4)
BIO	331	Vertebrate Zoology	(4)
BIO	345	Wildlife Ecology **(W)**	(4)
BIO	355	Natural Resource Conservation **(W)**	(4)
BIO	416	Herpetology **(W)**	(4)
BIO	417	Animal Behavior **(W)**	(4)
BIO	498	Research **(W)**	(1–3)
CHE	356	Aquatic Chemistry **(W)**	(4)
			17–19 hours

Minor in Health

HEA	121	Principles of Nutrition	3
HEA	216	Personal Health	3
HEA	217	First Aid and CPR	3
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
			25 hours

Minor in Kinesiology

BIO	100	Human Biology **OR**	4
BIO	211	Human Anatomy and Physiology I	(4)
KIN	120	Foundations of Kinesiology **(W)**	3
HEA	217	First Aid and CPR	3
KIN	327	Care and Prevention of Athletic Injuries **(W)**	3
KIN	328	Anatomical Kinesiology	3
KIN	338	Physiology of Exercise **(W)**	3
KIN		Any KIN Elective	3
PEA		Any PEA Course	1
PEA		Any PEA Course	1
			24 hours

Associate of Applied Science in PHYSICAL THERAPIST ASSISTANT

Dr. Ashley Prentice
Director and Assistant Professor

Mr. Brian Vaughn, *Instructor and Clinical Coordinator*

Mission

The mission of Freed–Hardeman University's Physical Therapist Assistant (PTA) program is to equip students with an education that integrates Christian faith, scholarship, and service in order to provide holistic healthcare services to individuals and communities throughout the world. By growing in knowledge through dedicated faculty and a comprehensive curriculum focused on contemporary practice, the program will prepare graduates to serve as competent and ethical physical therapist assistants working under the direction and supervision of a licensed physical therapist.

The Associate of Applied Science in Physical Therapist Assistant program supports the University's mission in that it exists to provide an excellent healthcare education permeated with Christian values whose graduates are morally and spiritually prepared to provide safe, evidence-based contemporary care and render professional services to individuals, churches, communities, and the world. Graduates are provided with a foundation of Christian values on which the necessary knowledge, skills, and attitudes are learned to effectively assist a physical therapist in treatment of physical therapy patients.

Program Goals

1. The program will prepare graduates to be competent and ethical physical therapist assistants able to serve their communities by working under the direct supervision of a licensed physical therapist.
2. Program students and graduates will demonstrate appropriate professionalism with patients, program faculty, and other healthcare providers.
3. Program graduates will be prepared to communicate in a culturally competent manner with patients and caregivers from diverse backgrounds.
4. Program faculty will provide a high-quality learning environment and a comprehensive curriculum based on contemporary, evidence-based physical therapy.
5. The program will integrate Christian faith, scholarship, and service to prepare students for a lifetime of service and achievement.

The physical therapist assistant curriculum is a 1+1 curriculum model, meaning all liberal arts core and prerequisite requirements must be completed prior to matriculation into the technical phase of the P.T.A. program. The technical phase of the program will include a blend of didactic and clinical

education experiences. Each student will complete three full-time clinical education experiences totaling 640 hours, with one (1) outpatient and one (1) inpatient clinical education experience required prior to graduation. Upon graduation from the program, students will be eligible to sit for the National Physical Therapy Exam (NPTE) to obtain licensure to practice; clinical licensure is required to practice in all 50 states.

Accreditation

Graduation from a physical therapist assistant education program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; accreditation @apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective July 19, 2022, Freed-Hardeman University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call Dr. Ashley Prentice, Program Director, at 731-989-6097 or email aprentice@fhu.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Student Learning Outcomes (SLO)

- Students will demonstrate entry-level knowledge and skill in all didactic curricular components and clinical competence by the end of their clinical experiences.
- Demonstrate appropriate and effective written, oral, and non-verbal communication with patients, families, colleagues, and the public.
- Demonstrate a commitment to safe, ethical, and legal practice.
- Understand basic concepts of healthcare and individual and cultural differences affecting healthcare delivery.

Admission Requirements for the A.A.S. Degree in Physical Therapist Assistant Program

Freed–Hardeman's P.T.A. program has specific admission requirements set apart from FHU's general admission requirements due to a maximum cohort size of 18 students each fall semester. Applicants must obtain admission into the institution prior to application to the P.T.A. program. A formal screening procedure will be used to select the best qualified applicants for each cohort.

To be considered for admission to the Physical Therapist Assistant program, applicants must:

1. Be accepted for admission to FHU.
2. Have satisfactorily completed all required academic prerequisites (minimum cumulative GPA of 2.80 and grade of "C" or higher in BIO 211, BIO 212, BIO 115, PSY 210, and MAT 101).
3. Must have completed twelve (12) of the sixteen (16) prerequisite hours at time of application. Four (4) of the twelve (12) hours completed must be BIO 211.
4. Submit a minimum of three letters of recommendation.
5. Have attended a PTA informational session within one (1) year of application.
6. Have submitted all required forms, documents, and information by the application deadline.
7. Have completed FHU liberal arts core requirements by start of technical phase of the P.T.A. program.

To be accepted into the P.T.A. program, a student must have completed:

- All liberal arts core requirements (with the exception of BIB 346, BIB 446, and HUM 495)

- A cumulative GPA of at least 2.80
- No more than one (1) science course repeated with a grade of at least a "C"

Bible and Chapel Requirements

Students who are transferring into Freed-Hardeman University from another institution, regardless if religious courses were taken at that institution, must take BIB 121 and BIB 122 or a transfer equivalent to these courses to satisfy the liberal arts requirements for FHU. Students who are a re-admit to FHU following graduation for purposes of the PTA program are not required to take a BIB course while in the PTA program.

All students who are considered "residential" are required to take a BIB course during the first technical semester of the PTA program; students may take an online AA BIB course due to scheduling of PTA classes. All students enrolled in the PTA Program are required to attend chapel during the first technical semester of the program, with chapel exemption on Fridays only.

Students are exempt from BIB course requirements and chapel attendance in the last two technical semesters of the program due to being "non-traditional" students, regardless of residential status. Students will only be required to take a BIB course during the last two technical semesters of the program if they are missing a liberal arts BIB requirement for graduation.

A.A.S. Major in Physical Therapist Assistant **82 HOURS**
Program Director: Dr. Ashley Prentice
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**Liberal Arts Core Requirements:**			**28 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 PSY 210 General Psychology			
	Limit III. B. Natural Sciences to BIO 211 Human Anatomy and Physiology I			
II.	**Professional Support Courses:**			**6 hours**
	BIO	115	Medical Terminology	2
	BIO	212	Human Anatomy and Physiology II	4
III.	**Professional Courses:**			**48 hours**
	PTA	101	Introduction to Physical Therapy Concepts	2
	PTA	102	Pathophysiology for the PTA	3
	PTA	103	PTA Procedures	4
	PTA	104	Clinical Anatomy and Kinesiology	3
	PTA	105	Therapeutic Exercise	4
	PTA	201	Orthopedic Rehabilitation	2
	PTA	202	Neuromuscular Rehabilitation Across the Lifespan	4
	PTA	203	Physical Agents and Modalities	4
	PTA	204	PTA Ethics and Issues	2
	PTA	205	Special Populations for the PTA	4
	PTA	206	Integrated Clinical Education	4
	PTA	207	Terminal Clinical Education I	5
	PTA	208	Terminal Clinical Education II	5
	PTA	209	PTA Seminar	2

Graduate Studies in EXERCISE SCIENCE

Dr. Jana Meninno
Director and Associate Professor

The Department of Biological, Physical, and Human Sciences offers a Master of Science in Exercise Science and Rehabilitation that provides graduates with a foundation of Christian values on which the necessary knowledge, skills, and attitudes are learned to effectively serve individuals throughout their community and assist them in achieving health and fitness goals through assessment and intervention strategies. The M.S. in Exercise Science and Rehabilitation is a specialty program that satisfies multiple career tracks for students wishing to enter the career fields of health and wellness. No other degree offering at Freed–Hardeman University currently integrates subject content from kinesiology, biology, psychology, business, and education in a way such as the comprehensive M.S. in Exercise Science and Rehabilitation degree.

Admission Requirements for the B.S./M.S. Degree Program in Exercise Science and Rehabilitation

- Completion of sixty (60) plus earned undergraduate credit hours with a minimum cumulative GPA of 3.00 in order to apply.
- Completion of ninety (90) earned undergraduate credit hours with a minimum cumulative GPA of 3.00 to enroll.
- Graduation Record Exam (GRE), minimum combined score of 290 OR Miller Analogies Test (MAT), minimum score of 380.
    - GRE and MAT 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 (CHEA) and approved by the appropriate graduate program coordinator.
- Submit two letters of recommendation assessing the applicant's academic potential, character, and maturity.

Admission Requirements for the Master's Degree Upon Completion of Baccalaureate Degree or Higher

- Earned a baccalaureate degree or higher that is recognized by the U.S. Department of Education as an accredited institution.
- Request an official transcript be sent directly to Freed–Hardeman University from the institution awarding the qualifying entrance degree. If the applicant attended multiple universities, an official transcript from each university must be sent directory to Freed–Hardeman University.

- Earned a minimum cumulative GPA of 3.00 on a 4.00 scale in his/her qualifying bachelor's degree.
    - An applicant with qualifying post undergraduate coursework may have those courses and cumulative GPA re-evaluated by the admissions committee.
    - Applicants with an undergraduate GPA below 3.00 will be considered on a case-by-case basis and must submit a personal statement. Additional letters of recommendation and/or an interview with the program director may be required.
- Completed the prerequisite coursework listed below from an accredited institution with a grade of "C" or higher in each course:
    - Eight (8) semester hours of anatomy and physiology (combination of lecture and lab).
    - Six (6) semester hours of kinesiology, biomechanics, and/or exercise science.
    - Three (3) semester hours of psychology.
    - Three (3) semester hours of college algebra or higher.

M.S. Major in Exercise Science and Rehabilitation **33 Hours**
Program Coordinator: Dr. Jana Meninno
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I.	**M.S. in Exercise Science Requirements:**			**21 hours**
	EXS	501	Principles of Healthcare and Rehabilitation	3
	EXS	502	Human Functional Anatomy	3
	EXS	503	Applied Biomechanics	3
	EXS	504	Advanced Exercise Physiology	3
	EXS	505	Nutrition in Exercise	3
	Choose three (3) hours from the following courses:			3 hours
	EXS	506	Research Methods	(3)
			Other research courses to be determined	(3)
	Choose three (3) hours from the following courses:			3 hours
	EDU	503	Developmental Psychology	(3)
	EXS	507	Psychology in Exercise	(3)
			Other psychology courses to be determined	(3)
II.	**Electives:**			**9 hours**
	Choose nine (9) hours from the following courses:			
	EXS	601	Exercise Prescription for Special Populations	(3)
	EXS	602	Active and Passive Rehabilitation of Musculoskeletal Conditions	(3)
	EXS	603	Theory and Practice of Strength and Conditioning	(3)
	HAD	530	U.S. Healthcare System and Regulation	(3)
III.	**Capstone Project:**			**3 hours**
	Choose three (3) hours from the following courses:			
	EXS	604	Clinical Practicum	(3)
	EXS	605	Capstone Project	(3)

B.S. Major in Exercise Science (Emphasis in Exercise Science)/ M.S. Major in Exercise Science and Rehabilitation **150 Hours**

Program Coordinator: Dr. Jana Meninno

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 or higher
Limit III. A. Behavioral Sciences to PSY 210 General Psychology
Limit III. B. Natural Sciences to BIO 100 Human Biology and lab OR BIO 211 Human Anatomy and Physiology I

II. Major Requirements 82 hours

BIO	212	Human Anatomy & Physiology II	4
HEA	121	Principles of Nutrition	3
HEA	217	First Aid and CPR	3
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	397/497	Practicum in Kinesiology	4
KIN	420	Motor Learning	2
KIN	425	Organization and Administration of Physical Education **(W)**	3
KIN	426	Adaptive Physical Education **(W)**	3
KIN	437	Exercise Testing and Prescription	3
MAT	235	Introductory Statistics	3
PEA	100	Lifetime Wellness	1
PEA	156	Weight Training	1
HEA/KIN/PEA		Elective(s)	4
EXS	501	Principles of Healthcare and Rehabilitation	3
EXS	502	Human Functional Anatomy	3
EXS	503	Applied Biomechanics	3
EXS	504	Advanced Exercise Physiology	3
EXS	505	Nutrition in Exercise	3

Choose three (3) hours from the following courses: 3 hours

EXS	506	Research Methods	(3)
		Other research courses to be determined	(3)

Choose three (3) hours from the following courses: 3 hours

EDU	503	Developmental Psychology	(3)
EXS	507	Psychology in Exercise	(3)
		Other psychology courses to be determined	(3)

Choose nine (9) hours from the following courses: 9 hours

EXS	601	Exercise Prescription for Special Populations	(3)
EXS	602	Active and Passive Rehabilitation of Musculoskeletal Conditions	(3)
EXS	603	Theory and Practice of Strength and Conditioning	(3)
HAD	530	U.S. Healthcare System and Regulation	(3)

Table continued…

	Choose three (3) hours from the following courses:			3 hours
	EXS	604	Clinical Practicum	(3)
	EXS	605	Capstone Project	(3)
III.	**Electives (including additional Bible)**			**34 hours**

B.S. Major in Exercise Science (Emphasis in Health & Human Performance)/M.S. Major in Exercise Science and Rehabilitation **150 Hours**
Program Coordinator: Dr. Jana Meninno
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 or higher
Limit III. A. Behavioral Sciences to PSY 210 General Psychology
Limit III. B. Natural Sciences to BIO 100 Human Biology and lab OR BIO 211 Human Anatomy and Physiology I

II.	**Major Requirements**			**82 hours**
	HEA	121	Principles of Nutrition	3
	HEA	216	Personal Health	3
	HEA	217	First Aid and CPR	3
	KIN	100	Fundamentals of Movement	1
	KIN	120	Foundations of Kinesiology **(W)**	3
	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	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
	HEA/KIN/PEA		Elective(s)	5
	EXS	501	Principles of Healthcare and Rehabilitation	3
	EXS	502	Human Functional Anatomy	3
	EXS	503	Applied Biomechanics	3
	EXS	504	Advanced Exercise Physiology	3
	EXS	505	Nutrition in Exercise	3
	Choose three (3) hours from the following courses:			3 hours
	EXS	506	Research Methods	(3)
			Other research courses to be determined	(3)
	Choose three (3) hours from the following courses:			3 hours
	EDU	503	Developmental Psychology	(3)
	EXS	507	Psychology in Exercise	(3)
			Other psychology courses to be determined	(3)

Table continued…

	Choose nine (9) hours from the following courses:			9 hours
	EXS	601	Exercise Prescription for Special Populations	(3)
	EXS	602	Active and Passive Rehabilitation of Musculoskeletal Conditions	(3)
	EXS	603	Theory and Practice of Strength and Conditioning	(3)
	HAD	530	U.S. Healthcare System and Regulation	(3)
	Choose three (3) hours from the following courses:			3 hours
	EXS	604	Clinical Practicum	(3)
	EXS	605	Capstone Project	(3)
III.	**Electives (including additional Bible)**			**34 hours**

Department of Creative and Communication Arts

Dr. Margaret Payne
Chair and Professor

Dr. Matthew Barker, *Assistant Professor*
Mr. Adam Booher, *Assistant Professor*
Mr. Brian Bundren, *Associate Professor*
Mr. Jud Davis, *Associate Professor*
Mrs. Katie Deck, *Instructor*
Dr. Janine Dunlap, *Associate Professor*
Mr. Brandyn Graves, *Assistant Professor*
Mrs. Hannah Graves, *Instructor*
Dr. Perry Hardin, *Assistant Professor*
Dr. Alan Kinningham, *Associate Professor*
Dr. Gary McKnight, *Associate Professor*
Dr. John McLaughlin, *Professor*
Dr. Linda Moran, *Assistant Professor*
Mr. Neil Segars, *Assistant Professor*
Dr. Derrick Spradlin, *Associate Professor*
Dr. Cliff Thompson, *Professor*
Dr. Loren Warf, *Assistant Professor*
Dr. Michael Yopp, *Associate Professor*

Assisting:
Mr. James Biggs
Dr. Mark Blackwelder
Dr. Barbara England
Mr. Will McFall
Mrs. Amy Sewell
Ms. Laquita Thompson
Mrs. Angela Yopp

Mission – Communication Arts

In accordance with the University's mission to help students develop their God-given talents for His glory, the Communication Arts programs assist students in fostering language and literary skills in a way that integrates Christian faith, scholarship, and service. Majors and minors in these programs 1) develop oral and written communication skills that will enhance their personal and professional effectiveness; 2) prepare for careers that involve the exercise of communication proficiencies; 3) learn to read and respond to literature with appreciation and discrimination; 4) become responsible world citizens by attaining proficiency in foreign language; and 5) develop the intellectual tools necessary for advanced study.

These programs offer 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; however, students completing these programs pursue a wide range of careers and graduate degrees.

Minors are offered in communication, English, journalism, and Spanish.

Mission – Creative Arts

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

Student Organizations

The department also hosts organizations that foster students' scholarly and professional growth. The Communication Majors and Minors Association (COMMA) exists to acquaint students with experts in the areas of public relations, journalism, broadcasting, and related areas. At each meeting, students hear from speakers who work in various areas of the field, and they network with them. English majors who meet qualifications may become members of Sigma Tau Delta, an International English Honors Society, offering students opportunities for travel, leadership, and scholarly research and presentation.

Travel Opportunities

Participation in the FHU Study Abroad program in Belgium serves as an appropriate complement to the English, Communication, or Spanish degree, and many of our majors participate in that program. English majors also take advantage of a number of other travel opportunities including the Romantic England Tour aligned with ENG 335 Romantic Poetry and Prose. Literature students have also traveled to literary sites and landscapes in Staunton, Virginia (American Shakespeare Center); Ontario, Canada (Shaw and Stratford Theater Festivals); Jackson, Mississippi (Eudora Welty home and Margaret Walker Library); Chicago, Illinois; Holly Springs, Mississippi; and Taos, New Mexico. Spanish majors also take advantage of immersive experiences to enhance their language exposure.

Electronic Media

Freed–Hardeman University provides co-curricular learning opportunities for communication students. WFHU "FM91" began broadcasting in 1967 and provides student-produced music, news, and sports programming.

B.A. Major in Art with an Emphasis in Graphic Design **126 HOURS**
Program Coordinator: Mrs. Katie Deck
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: **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
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: 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*: **40 or 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	304	History of Photography **OR**	3
ART	313	Renaissance Art	(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	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		Elective	3

III. Electives (including additional Bible): **49–52 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 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	356	Communication Law **(W)**	3
COM	396	Field Lab (on– or off–campus)	2
COM	442	Communication Theories **(W)**	3
COM	489*	Senior Seminar	1

III. Major Requirements: **18–27 hours**
(see tables below for desired major)

A. Public Relations (27 hours)
B. Speech Communication (18 hours)

IV. Electives (including additional Bible – *see tables below*): **52–61 hours**
(see tables below for desired major)

A. Public Relations (52 hours)
B. Speech Communication (61 hours)

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

B.A. Major in Communications: Public Relations
Program Coordinator: Dr. Janine Dunlap

III.	**Major Requirements:**			**27 hours**
	ART	230	Digital Graphic Fundamentals	3
	COM	253	Digital Storytelling **(W)**	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
	Choose three (3) hours from the following courses:			3 hours
	COM	358	Social Media	(3)
	MKT	363	Personal and Professional Branding **(W)**	(3)
	MKT	367	Digital Marketing	(3)
IV.	**Electives (including additional Bible):**			**52 hours**

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

B.A. Major in Communications: Speech Communication
Program Coordinator: Dr. Janine Dunlap

III.	**Major Requirements:**			**18 hours**
	COM	236	Intercultural Communication	3
	COM	240	Public Speaking	3
	COM	241	Small Group Communication **OR**	3
	COM	243	Interpersonal Communication	(3)
	COM	399I	Special Topics in Communication **(W)**	3
	COM		Electives	6
IV.	**Electives (including additional Bible):**			**61 hours**

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
NOTE: English majors must take ENG 215 World Literature for the Liberal Art Core requirement for Critical and Creative Works.

II. Major Requirements: **42 hours**

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
ENG	225	British Literature	3
ENG	235	American Literature	3

III. Additional Requirements: **3-4 hours**
Humanities Course for B.A. Degree

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

NOTE: *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 Interactive Digital Design (Designer Emphasis) 126 HOURS
Program Coordinator: Mrs. Katie Deck
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. Major Requirements: 39 hours

Interactive Digital Design Core:			27 hours
ART	130	2–D Design	3
ART	230	Digital Graphics Fundamentals	3
ART	235	Graphic Design I **(W)**	3
ART	337	Graphic Design II	3
CIS	171	Computer Programming I	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
CIS/ART	495	Capstone Senior Design Project **(W)**	3
Interactive Digital Design (Designer):			9 hours
ART	120	Drawing I	3
ART	201	Introduction to Photography	3
ART	300/400	Elective	3
Choose three (3) hours from the following courses:			3 hours
ART	304	History of Photography	(3)
ART	313	Renaissance Art	(3)
ART	314	Modern Art **(W)**	(3)
ART	410	Readings in Art History **(W)**	(3)

III. Electives (including additional Bible): 53 hours

B.A. Major in Music **126 HOURS**
Program Coordinator: Dr. Alan Kinningham
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*: **40 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	224	Survey of Music Literature **(W)**	3
MUS	303	Principles of Conducting	2
MUS	304	Advanced Conducting Techniques	2
MUS	311	Music History I **(W)**	3
MUS	312	Music History II **(W)**	3
MUS	316	Instrumentation and Orchestration **(W)**	3
MUS	400	Form Analysis	3
MUS		Applied Music (upper–division)** *(Proficiencies must be passed by junior year.)*	4
MUS		Private Voice*** **OR**	2
MUS		Private Piano***	(2)

III. Electives (including additional Bible): **52 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).*

***Applied Music: Students should take four (4) hours of applied music (upper–division) in their chosen area (instrument/voice). (Student teaching may waive one (1) hour of upper–division applied music.)*

****Students will also take two (2) hours of either piano or voice outside of their chosen area.*

Requirements for Teaching Licensure in Music:

1. Completion of the B.A. major in music as outlined above with one exception, only three (3) hours of applied music must be upper–division.
2. Required professional education courses. (See Department of Education entry.)
3. Complete the required additional courses: MUS 318 Introduction to Digital Music Production I, and MUS 410 Music Education for Schools, MUS 315A, B, C, D Class Instruction in Instruments.

*Music Education majors are required to take three of the four versions of MUS 315.

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: **36 hours**

ART	201	Introduction to Photography	3
ART	260	Black and White Photography	3
ART	285	Alternative Processes	3
ART	304	History of Photography **(W)**	3
ART	360	Photography as a Profession	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	397/497	Internship	3

Choose three (3) hours from the following courses: 3 hours

ART	120	Drawing I	(3)
ART	130	2-D Design	(3)
ART	240	Painting I	(3)
ART	332	3-D Design and Sculptural Techniques	(3)

Choose three (3) hours from the following courses: 3 hours

COM	358	Social Media	(3)
MKT	363	Personal and Professional Branding **(W)**	(3)
MKT	466	Small Business Marketing	(3)

II. Electives (including additional Bible): **56 hours**

B.A. Major in Spanish **126 HOURS**
Program Coordinator: Dr. Perry Hardin
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	(1-3)
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 offered in the spring for minors; however, Spanish majors may take it for elective credit.*

***NOTE:** SPA 131/132 (Elementary Spanish I and II) are prerequisites that can be satisfied by taking the courses at FHU, transferring the courses from an accredited institution, receiving AP or dual enrollment credit for both levels, or CLEP examination.*

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

College–Level Examination Program (CLEP) scores may earn credit for SPA 131/132 (Elementary Spanish I and II), or both SPA 131/132 and SPA 231/232 (Intermediate Spanish I and II). Students will be placed in the next level above the level satisfied by the CLEP score. Students that earn CLEP credit for all Elementary and Intermediate Spanish levels will be placed in SPA 271 Introduction to Latin American and Peninsular Literature. Candidates may consult with the registrar's office or the registrar's webpage on CLEP Exam Information to learn what constitutes a passing score.

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: **41-43 hours**

Theatre Core:			23–25 hours
THE	161	Theatre Lab: Set	1
THE	180	Concepts in Theatre Design	3
THE	266	Technical Theatre Production	3
THE	362	Working in Theatre	1
THE	365	History of Theatre I **(W)**	3
THE	366	History of Theatre II **(W)**	3
THE	397/497	Theatre Internship	2
THE	465	Directing	3
THE	467	Theatre and the Christian **(W)**	3
THE	468A,B,C	Senior Capstone Experience	1–3
Theatre Performance:			6 hours
MUS	151	Voice I	1
THE	265	Acting I	3
THE		Theatre Labs: 2 additional hours	2
Choose three (3) hours from the following courses:			3 hours
THE	268	Acting II	(3)
THE	285	Acting for the Camera	(3)
THE	377	Acting III	(3)
Choose nine (9) hours of THE courses: (excluding labs and THE 160*)			9 hours

III. Electives (including additional Bible): **49-51 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: **40-42 hours**

Theatre Core:			23-25 hours
THE	161	Theatre Lab: Set	1
THE	180	Concepts in Theatre Design	3
THE	266	Technical Theatre Production	3
THE	362	Working in Theatre	1
THE	365	History of Theatre I **(W)**	3
THE	366	History of Theatre II **(W)**	3
THE	397/497	Theatre Internship	2
THE	465	Directing	3
THE	467	Theatre and the Christian **(W)**	3
THE	468A,B,C	Senior Capstone Experience	1–3
Theatre Design/Production:			8 hours
THE	271	World Building	3
THE	371	Studio I	3
THE		Theatre Labs: 2 additional hours	2
Choose six (6) hours from the following courses:			6 hours
THE	273	Digital Rendering	(3)
THE	335	Painting for the Stage	(3)
THE	372	Studio II	(3)
Choose three (3) hours of THE courses: (excluding labs and THE 160)			3 hours

III. Electives (including additional Bible): **50-52 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	304	History of Photography	3
ART	313	Renaissance Art	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

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 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 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 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	British Literature	3
ENG	235	American Literature	3

PLUS

Twelve (12) additional hours of English (excluding ENG 101 English Comp I and ENG 102 English Comp II); six (6) of which must be upper–division	12
	18 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 Interactive Digital Design

ART	130	2–D Design	3
ART	230	Digital Graphic Fundamentals	3
ART	235	Graphic Design I **(W)**	3
CIS	171	Computer Programming I	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
			21 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 Laboratory **(W)**	3
			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	202	Music Theory II	(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	285	Alternative Processes	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 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

Choose 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

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 and Professor

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

Assisting:
Dr. Jennifer Johnson
Dr. Matthew Sokoloski

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; in history with interdisciplinary emphasis; and in law and politics. The department also offers minors in history, legal studies, 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 History with Interdisciplinary Emphasis **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: **50 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
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

Select three (3) hours from the following list: 3 hours

HIS	314	Ancient and Classical Civilizations **(W)**	(3)
HIS	328	Modern Latin American History	(3)
HIS	415	Twentieth Century World	(3)

Select three (3) hours from the following list: 3 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)
HIS	412	Western Political Thought **(W)**	(3)

Self-Directed Interdisciplinary Emphasis: 18 hours
Six (6) classes in Focus Area

III. Electives (including additional Bible) **42 hours**

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	293	Law and the American Legal System	3
POL	337	Comparative Governments	3
POL	339	Congress and Legislative Process	3
POL	341	American Presidency	3
POL	389	American Civil Liberties	3
POL	412	Western Political Thought **(W)**	3
POL	435	Constitutional Law **(W)**	3
POL	475	American Legal Tradition **(W)**	3

Choose three (3) courses from the following: 9–18 hours

BUS	354	Legal Environment of Business	(3)
BUS	357	Commercial Law	(3)
POL	311	State and Local Governments	(3)
POL	320	Diversity in America	(3)
POL	335	International Relations	(3)
POL	349	American Public Policy	(3)
POL	385	Fundamentals of Criminal Law **(W)**	(3)
POL	393	Religion and the Law	(3)
POL	299/399F	Special Topics in Political Studies	(3)
POL	391A,B,C	Tennessee Intercollegiate State Legislature **OR**	(1–2)
POL	496	Field Laboratory	(3–12)

Choose one (1) course from the following: 3 hours

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 Legal Studies

PHI	231	American Government	3
POL	293	Law and the American Legal System	3
POL	389	American Civil Liberties	3

PLUS

Choice of nine (9) hours from the following courses: 9

BUS	354	Legal Environment of Business	(3)
BUS	357	Commercial Law	(3)
COM	356	Communications Law	(3)
POL	385	Fundamentals of Criminal Law	(3)
POL	393	Religion and the Law	(3)
POL	435	Constitutional Law	(3)
POL	475	American Legal Tradition	(3)

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 courses: 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, Engineering, and Computer Science

Dr. Mike Johnson
Chair and Associate Professor

Dr. Kenan Casey, *Associate Professor*
Dr. Ben Clark, *Assistant Professor*
Dr. Jared Collins, *Associate Professor*
Mr. Greg Maples, *Assistant Professor*
Mrs. Lisa Raine, *Instructor*
Ms. Timberly Singleton, *Instructor*
Dr. David Tidwell, *Assistant Professor*
Dr. Charles Tucker, *Professor*

Assisting:
Mr. Andrew Hinson
Mr. Joey Barkley
Mr. Greg Hollamon
Mrs. Jamie Holtin
Mr. Larry Sokoloski

Mission

The mission of the Department of Mathematics, Engineering, 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, engineering, and computer science by sustaining an environment that stimulates and nourishes critical-thinking skills.

The department offers baccalaureate minors in computer science, cybersecurity, and in mathematics; B.S. majors in computer science, cybersecurity, interactive digital design, and mathematics; B.S. major in pre-engineering; a Teacher Licensure in mathematics; and a certificate in cybersecurity. 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 (3) years at FHU and two (2) years at an ABET–accredited school of engineering.

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	211	Introduction to Web Design	3
CIS	273	Data Structures	3
CIS	277	Introduction to Data Analytics	3
CIS	324	Database Systems	3
CIS	345	Computer Networks	3
CIS	368	Agile Development **(W)**	3
CIS	374	Algorithms	3
CIS	455	Cloud Architecture	3
CIS	491	Computer Science Capstone **(W)**	3
MAT	235	Introductory Statistics	3
MAT	240	Discrete Mathematics	3

III. Additional Requirements: **22-24 hours**
(Choose one of the four concentrations below)

A. Information Systems Requirements: (24 hours)

CIS	311	Advanced Web Design	3
CIS	367	Web Development **(W)**	3
CIS	388	Mobile Application Development	3
CIS	441	System Administration and Security	3
CIS	467	DevOps	3
CIS	497	Internship	3
CIS		300–400 Level Electives	3
CYB	201	Introduction to Linux	3

B. Software Development Requirements: (23 hours)

CIS	367	Web Development **(W)**	3
CIS	386	Architecture and Assembly Language	3
CIS	460	Operating Systems	3
CIS	467	DevOps	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…

C.	**Artificial Intelligence Requirements:**			(22 hours)
	CIS	377	Artificial Intelligence	3
	CIS	477	Machine Learning	3
	CIS	478	Computer Vision	3
	CIS	479	Artificial Intelligence for Robotics	3
	CIS		300–400 Level Electives	3
	MAT	223	Analytics and Calculus II	4
	MAT	330	Linear Algebra	3
D.	**Business Intelligence Requirements:**			(24 hours)
	CIS	375	Business Intelligence	3
	CIS	377	Artificial Intelligence	3
	CIS	477	Machine Learning	3
	CIS/BUS		300–400 Level Electives	3
	BAN	225	Quantitative Business Analysis	3
	BAN	325	Business Analytics	3
	BAN	425	Advanced Business Analytics	3
	BUS	455	Business Ethics **(W)**	3
IV.	**Electives (including additional Bible):**			**25-30 hours**

B.S. Major in Cybersecurity **126 HOURS**
Program Coordinator: Mr. Greg Maples
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 or higher

II. Major Requirements: **51 hours**

A.	**Cybersecurity Core:**			30 hours
	CYB	101*	Introduction to Cybersecurity	3
	CYB	201*	Introduction to Linux	3
	CYB	220*	Windows Security	3
	CYB	350**	Ethical Hacking	3
	CYB	380*	Cybersecurity Planning and Risk Management **(W)**	3
	CYB	390*	Network Administration and Security	3
	CYB	410*	Digital Forensics and Incident Response **(W)**	3
	CYB	430*	Intrusion Detection and Mitigation	3
	CYB	440*	Cryptography	3
	CYB	495**	Cybersecurity Capstone **(W)**	3
B.	**Computer and Information Science Core:**			21 hours
	CIS	171	Computer Programming I	3
	CIS	172	Computer Programming II	3
	CIS	273	Data Structures	3
	CIS	324	Database Systems	3
	CIS	345	Computer Networks	3
	CIS	441	System Administration and Security	3
	CIS	460	Operating Systems	3

Table continued…

III. Electives (including additional Bible): 41 hours

**Prep for Certified Information Systems Security Professional Exam (CISSP).*

***Prep for Certified Ethical Hacker Exam (CEH).*

Cybersecurity Certificate 18 HOURS

Curriculum:			9 hours
CYB	101	Introduction to Cybersecurity	3
CYB	201	Introduction to Linux	3
CYB	220	Windows Security	3
Choose nine (9) hours from the following courses:			9 hours
CYB	350	Ethical Hacking	(3)
CYB	390	Network Administration and Security	(3)
CYB	410	Digital Forensics and Incident Response	(3)
CYB	430	Intrusion Detection and Mitigation	(3)
CYB	440	Cryptography	(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. Major Requirements: 39 hours

A. Interactive Digital Design Core:			27 hours
ART	130	2–D Design	3
ART	230	Digital Graphics Fundamentals	3
ART	235	Graphic Design I **(W)**	3
ART	337	Graphic Design II	3
CIS	171	Computer Programming I	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
CIS/ART	495	Capstone Senior Design Project **(W)**	3
B. Interactive Digital Design (Developer):			12 hours
CIS	172	Computer Programming II	3
CIS	367	Web Development **(W)**	3
CIS	388	Mobile Application Development	3
CIS	497	Internship	3

III. Electives (including additional Bible):			**53 hours**
ART	120	Drawing I	3
ART	201	Introduction to Photography	3
COM	253	Digital Storytelling	3
COM	358	Social Media	3

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. 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.)

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 Precalculus
Limit III. B. Natural Sciences to PHS 211 Physics for Science and Engineering I

II. Major Requirements:			**41-47 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 **OR**	6
CHE	321/322	Organic Chemistry I and II **(W)**	(8)
MAT	122	Analytics and Calculus I	4
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
Students planning to major in Industrial Engineering should add:			(6 hours)
ACC	231	Principles of Accounting I	3
ACC	233	Principles of Accounting II	3

IV. Electives (including additional Bible): 16-22 hours
**Students planning to major in Chemical Engineering should substitute CHE 321/322 Organic Chemistry I and II for ENS 231/232 Engineering Mechanics I and II.*

MINORS

Minor in Artificial Intelligence

CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	277	Introduction to Data Analytics	3
CIS	324	Database Systems	3
CIS	377	Artificial Intelligence	3

CIS	477	Machine Learning	3
Three (3) upper-division hours in Computer Science			3
			21 hours

Minor in Computer Science

CIS	171	Computer Programming I	3
CIS	172	Computer Programming II	3
CIS	211	Introduction to Web Design	3
CIS	273	Data Structures	3
Six (6) upper–division hours in Computer Science			6
			18 hours

Minor in Cybersecurity

CYB	101	Introduction to Cybersecurity	3
CYB	201	Introduction to Linux	3
CYB	220	Windows Security	3
PLUS			
Choice of nine (9) hours from the following courses:			9
CYB	350	Ethical Hacking	(3)
CYB	390	Network Administration and Security	(3)
CYB	410	Digital Forensics and Incident Response	(3)
CYB	430	Intrusion Detection and Mitigation	(3)
CYB	440	Cryptography	(3)
			18 hours

Minor in Interactive Digital Design

ART	130	2–D Design	3
ART	230	Digital Graphic Fundamentals	3
ART	235	Graphic Design I **(W)**	3
CIS	171	Computer Programming I	3
CIS	211	Introduction to Web Design	3
CIS	311	Advanced Web Design	3
CIS	322	Human–Computer Interaction **(W)**	3
			21 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 and Associate Professor

Mrs. Rebecca Bush, *Assistant Professor*
Dr. Sarah Pierce, *Associate Professor*
Dr. Robert Spencer, *Associate Professor*
Dr. Raven Wentworth, *Associate Professor*
Dr. Jenny Webb, *Associate Professor*

Assisting:
Mrs. Amanda Stutts, *BSN*

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.ccneaccreditation.org). 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. Upon completion of the pre–nursing course of study and meeting Nursing admission requirements, students are admitted to the Nursing program and begin nursing courses in the fall semester. Upon admission to the Nursing program, students will incur the Allied Health Program Fee each semester.

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 their choosing.

To ensure public protection, State Boards of Nursing and 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.

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

- BIO 211, BIO 212, BIO 215, BIO 318, HEA 121, MAT 101, and MAT 235
- A cumulative GPA of at least 2.80
- A science GPA (BIO 211, BIO 212, BIO 215, BIO 318) of at least 2.50
- A TEAS score of "proficient" or higher AND a TEAS science subscore of at least 52.1 percent
- Less than twelve (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"

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 or higher			
	Limit III. B. Natural Sciences or BIO 211 Human Anatomy and Physiology I			
II.	**Professional Support Courses:**			**17 hours**
	BIO	212	Human Anatomy and Physiology II	4
	BIO	215	Microbiology	4
	BIO	318	Pathophysiology	3
	HEA	121	Principles of Nutrition	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	1
	NSG	301	Fundamentals of Nursing	4
	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	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

Table continued…

	NSG	470	Leadership Management Nursing	3
	NSG	470L	Nursing Management Practicum	1
	NSG	485	Nursing Capstone	1
IV.	**Recommended Electives:**			**4 hours**
	(Choose a minimum of four hours from the following courses)			
	BIO	115	Medical Terminology	(2)
	NSG	299/399	Special Topics in Nursing	(3)
	HEA	316	Substance Abuse Education	(3)
	NSG	310	Aging and Care for the Older Adult	(3)
	PSY	218	Abnormal Psychology	(3)
	PSY	310	Developmental Psychology	(3)
V.	**Additional Bible:**			**16 hours**

COLLEGE OF BIBLICAL STUDIES

Dr. Justin Rogers
Dean and Professor

Dr. Mark Blackwelder, *Professor*
Dr. Doug Burleson, *Assistant Dean; Professor*
Dr. Richard A. Brumback III, *Director, Graduate School of Theology; Professor*
Dr. Matt Cook, *Assistant Professor*
Dr. Donnie DeBord, *Assistant Professor*
Dr. Ryan Fraser, *Associate Professor*
Dr. Josh Ketchum, *Assistant Professor*
Dr. Kevin Moore, *Professor*
Dr. David Powell, *Assistant Professor*
Dr. Matthew Sokoloski, *Associate Professor*
Mr. David South, *Assistant Professor*

Assisting:
Mr. Timothy Alsup
Mr. Steven Baggett
Dr. Dana C. Baldwin
Mr. Billy Bearden
Mr. Isaac Bourne
Mr. Aaron Burch
Dr. Terry Edwards
Dr. Jim Gardner
Mr. Steven Haguewood
Mr. Benjamin Hayes
Dr. Westley Hazel
Mr. Matthew Hiatt
Dr. R. Drake Jenkins
Mr. Hiram Kemp
Dr. Bruce McLarty
Dr. Jonathan Moore
Mr. Wade Osburn
Mr. Wayne Parker
Mr. Andrew Phillips
Mrs. Cathy Powell
Mr. Brian Stephens
Mr. Reed Swindle
Dr. Nathan Warf
Mr. Jeremy Weekley

Mission

The College of Biblical Studies seeks to equip all students by teaching and modeling Christ-centered values for servant leadership through the church. 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, Christian Apologetics, Ministry, Missions, Preaching, and Youth and Family Ministry. There are core classes that all Bible majors take. The college offers six minors in Bible and an online B.S. degree completion for graduates of preaching schools.

Undergraduate Bible Requirements for Transfer Students Majoring in Bible

Any transfer student majoring in Bible must complete at least twelve (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 may receive **up to sixty (60) hours** of transfer credit after evaluation of an official transcript. All credit is accepted as lower–division BIB 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. The number of credit hours to be accepted shall be determined by the Dean of the College of Biblical Studies. A decision regarding the specific number of credits will be made on the basis of the following:

- The student's official transcript,
- Catalog descriptions of courses under consideration,
- Review of course syllabi, and
- Review of faculty credentials for the courses under consideration.

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

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.

No more than twelve (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 in order to earn a B.A. in Bible or B.S. in Bible.

B.A. Major in Bible **126 HOURS**
Program Coordinator: Dr. Doug Burleson
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	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
IV.	**Additional Requirements:**			**18 hours**
	(choose one of the following six emphases)			
A.	**Bible Text:**			(18 hours)
	BIB	110	Survey of the Old Testament	2
	BIB	120	Survey of the New Testament	2
	BIB	326	Bible Text Colloquium	1
	BIB	434	Seminar for Bible Majors **(W)**	3
	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 four (4) hours of BIB text or language courses			4
	(Two hours must be Old Testament)			
B.	**Christian Apologetics:**			(18 hours)
	PHI	243	Introduction to Philosophy **(W)**	3
	BIB	299E/399E	The Problem of Suffering	3
	BIB/PHI	344	Ethics	3
	BIB	428	The Bible and Science	3
	BIB	434	Seminar for Bible Majors **(W)**	3
	BIB	340	Logic **OR**	3
	BIB	443	Critical Thinking	(3)
C.	**Ministry:**			(18 hours)
	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
	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)
D.	**Missions:**			(18 hours)
	BIB	200	Bible Basis of Missions	3
	BIB	232	Missionary Principles and Practices	3
	BIB/COM	236	Intercultural Communication **OR**	3
	BIB	351	Missionary Anthropology	(3)
	BIB	434	Seminar for Bible Majors **(W)**	3

Table continued…

	PLUS six (6) hours from any of the following courses:			6
	(Three hours must be upper–division)			
	BIB	239/339/439	Area Mission Studies	(3)
	BIB	332	History of Missions	(3)
	BIB	338	Urban Church Growth	(3)
	BIB	433	Personal Counseling	(3)
	BIB	436	Encountering Islam	(3)
	BIB	445	World Religions **(W)**	(3)
E.	**Preaching:**			(18 hours)
	BIB	328	Inductive Preaching	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
F.	**Youth and Family Ministry:**			(18 hours)
	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
	BIB	328	Inductive Preaching	(3)
	BIB	329	Biblical Leadership	(3)
	BIB	331	Organization and Administration of Bible School	(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. Kevin Moore
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

Table continued…

	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	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 six emphases)			
A.	**Bible Text:**			(18 hours)
	BIB	110	Survey of the Old Testament	2
	BIB	120	Survey of the New Testament	2
	BIB	326	Bible Text Colloquium	1
	BIB	434	Seminar for Bible Majors **(W)**	3
	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 four (4) hours of BIB text or language courses			4
	(Two hours must be Old Testament)			
B.	**Christian Apologetics:**			(18 hours)
	PHI	243	Introduction to Philosophy **(W)**	3
	BIB	299E/399E	The Problem of Suffering	3
	BIB/PHI	344	Ethics	3
	BIB	428	The Bible and Science	3
	BIB	434	Seminar for Bible Majors **(W)**	3
	BIB	340	Logic **OR**	3
	BIB	443	Critical Thinking	(3)
C.	**Ministry:**			(18 hours)
	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
	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)
D.	**Missions:**			(18 hours)
	BIB	200	Bible Basis of Missions	3
	BIB	232	Missionary Principles and Practices	3
	BIB/COM	236	Intercultural Communication **OR**	3
	BIB	351	Missionary Anthropology	(3)
	BIB	434	Seminar for Bible Majors **(W)**	3

Table continued…

	PLUS six (6) hours from any of the following courses:			6
	(Three hours must be upper–division)			
	BIB	239/339/439	Area Mission Studies	(3)
	BIB	332	History of Missions	(3)
	BIB	338	Urban Church Growth	(3)
	BIB	433	Personal Counseling	(3)
	BIB	436	Encountering Islam	(3)
	BIB	445	World Religions **(W)**	(3)
E.	**Preaching:**			(18 hours)
	BIB	328	Inductive Preaching	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
F.	**Youth and Family Ministry:**			(18 hours)
	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
	BIB	328	Inductive Preaching	(3)
	BIB	329	Biblical Leadership	(3)
	BIB	331	Organization and Administration of Bible School	(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 235W Message Design and Delivery or BIB 333W Teaching the Bible to Children (women only).*

Online B.S. Degree Completion for Graduates of Preaching Schools **126 HOURS**
Program Coordinator: Dr. Mark Blackwelder
For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Preaching School Credit Transfer Hours: **60 hours**

II. Liberal Arts Core Requirements: **30 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.)

III. Major Requirements: **36 hours**

BIB	329	Biblical Leadership	3
BIB	338	Urban Church Growth	3
BIB	341	Interpreting the Bible **(W)**	3
BIB	345	Contemporary Concerns **(W)**	3
BIB	347	Systematic Christian Doctrine **(W)**	3
BIB	352	Early Christian Theology	3
BIB	410	Critical Introduction to the Old Testament **(W)**	3
BIB	420	Critical Introduction to the New Testament **(W)**	3
BIB	433	Personal Counseling	3
BIB	434	Seminar for Bible Majors **(W)**	3
BIB	435	Expository Preaching	3
BIB	496	Field Laboratory	3

MINORS

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

PLUS

Eight (8) additional hours of BIB text or language courses; six (6) 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
BIB	299E/399E	The Problem of Suffering	3
BIB/PHI	344	Ethics	3
BIB	345	Contemporary Concerns	3
BIB	428	The Bible and Science	3
BIB	340	Logic **OR**	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	328	Inductive Preaching	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	296/396/496	Field Laboratory	3
BIB	433	Personal Counseling	3
BIB	437	Seminar in Youth and Family Ministry	3
			18 hours

GRADUATE SCHOOL OF THEOLOGY

Dr. Richard Brumback III
Director and Professor

Mission

The mission of the Freed–Hardeman University Graduate School of Theology is to prepare 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 Theology courses, degree programs, evangelistic opportunities, and student and faculty scholarship.

The Graduate School of Theology offers six 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, the Master of Divinity, and the Doctor of Ministry. All courses in graduate Theology are offered by means of a synchronous web conferencing modality.

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, the Master of Arts in New Testament, The Master of Arts in Old Testament, the Master of Arts in Pastoral Care and Counseling, the Master of Divinity, and the Doctor of Ministry.

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 must hold regular admission status, have a GPA of 3.00 or above on at least twenty-four (24) hours, submit a written thesis proposal to the Director of the Graduate School of Theology, and work with an assigned mentor to complete the project. A written thesis is required for the **M.A. in New Testament** and **M.A. in Old Testament** programs and may be written as a six (6) hour elective for the **M.Div.** program. A thesis handbook describes the project and may be obtained upon request.

Internship

The **M.A. in Ministry**, **M.A. in Pastoral Care and Counseling**, and **M.Div.** programs require a six (6) hour internship. The student must hold regular admission status and have a GPA of 3.00 or above on at least twenty-four (24) credit hours. The internship is linked to a course the student has previously completed. An internship handbook describes the project and may be obtained upon request.

Advanced Standing

Students who have completed a bachelor's degree in Bible may request advanced standing up to twelve (12) hours. Some consideration for advanced standing will be given to any student who has completed previous coursework in Ministry and Theology with a grade of "B" or higher.

In the **M.A. in New Testament** and **Master of Divinity**, advanced standing reduces the New Testament Text course requirement from three to two courses. The same for Old Testament Text courses in the **M.A. in Old Testament**. The remaining nine (9) hours count as electives. (Advanced standing is not available in the M.A. in Pastoral Care and Counseling program.)

Master of Arts in Ministry

The mission of the Master of Arts in Ministry program is to equip Christians to serve in ministry by providing tools useful in each of the fundamental areas of service to the church: Bible study, relationship-building, and leadership. The student who earns the Master of Arts in Ministry degree will complete forty-two (42) hours of coursework and six (6) hours of internship for a total of forty-eight (48) semester hours.

Student Learning Outcomes (SLO)

- Students will demonstrate effective research and writing in ministry and leadership.
- Students will incorporate appropriate academic and theoretical principles in congregational leadership.
- Students will demonstrate competence in theological communication, in interpersonal and public settings.
- Students will apply biblical and ministry principles to global contexts.

M.A. in Ministry **48 HOURS**
Program Coordinator: Dr. Josh Ketchum

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	Introduction to Homiletics	(3)
	BIB	535	Family Ministry **OR**	3
	BIB	536	Pastoral Counseling **OR**	(3)
	BIB	575	Suffering and the Human Condition	(3)
	BIB	545	Spiritual Leadership **OR**	3
	BIB	546	Education Program of the Church	(3)
	BIB	547	Missions and Church Growth **OR**	3
	BIB	555	Contemporary Ethics	(3)
	BIB	565	Internship	6

II. Electives (taken from other BIB Courses): **15 hours**

Areas of Emphases (optional):

A.	**Preaching:**			9 hours
	BIB	526	Introduction to 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	Spiritual Leadership	3
	BIB	535	Family Ministry **OR**	3
	BIB	546	Education Program of the Church **OR**	(3)
	BIB	555	Contemporary Ethics	(3)

**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. Send written request to the director.*

Master of Arts in New Testament

The mission of the Master of Arts in New Testament is to provide the necessary linguistic and exegetical tools to understand the New Testament in its original language. The program balances rigorous academic research and writing with practical application to the church. The student who earns the M.A. in New Testament degree will complete forty-two (42) hours of coursework and a six (6) hour thesis for a total of forty-eight (48) hours.

Student Learning Outcomes (SLO)

- Students will be able to analyze representative New Testament texts in view of their linguistic and cultural contexts.
- Students will possess the hermeneutical skills necessary to apply the New Testament text in a contemporary context.
- Students will demonstrate competence in theological research and verbal communication (both written and oral).
- Students will acquire the ability to identify and assess key insights of modern New Testament scholarship.

M.A. in New Testament **48 HOURS**
Program Coordinator: Dr. Donnie DeBord

I.	**Required Courses:**			**36 hours**
	BIB	500	Introduction to Graduate Studies	3
	BIB		Three New Testament Text courses*	9
	BIB	527	New Testament Theology	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

**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. Send written request to the director.*

***A student who has passed Elementary Greek I and II at the undergraduate level with a grade of "A" may be exempted from these two courses. Six (6) more hours of electives will be necessary to meet the program hour requirements.*

Master of Arts in Old Testament

The mission of the Master of Arts in Old Testament program is to provide the necessary linguistic and exegetical tools to understand the Old Testament in its original language. The program balances rigorous academic research and writing with practical application to the church. The student who earns the Master of Arts in Old Testament degree will complete forty-two (42) hours of coursework and a six (6) hour thesis for a total of forty-eight (48) hours.

Student Learning Outcomes (SLO)

- Students will possess the necessary tools to explain the Old Testament in view of its linguistic and historical contexts.
- Students will demonstrate the ability to extract major principles of Christian doctrine from the Old Testament and apply them to modern Christian faith.
- Students will demonstrate mastery in theological research and verbal communication (both written and oral).
- Students will demonstrate significant maturity in personal, spiritual formation.

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	Old Testament Theology	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**

**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. Send written request to the director.*

***A student who has passed Elementary Hebrew I and II at the undergraduate level with a grade of "A" may be exempted from these two courses. Six (6) more hours of electives will be necessary to meet the program hour requirements.*

Master of Arts in Pastoral Care and Counseling

The mission of the Master of Arts in Pastoral Care and Counseling program is to provide the necessary psycho-spiritual foundation 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 forty-eight (48) hours of coursework.

Student Learning Outcomes (SLO)

- Students will possess a sound theological perspective to serve as a foundation for pastoral care and counseling.
- Students will demonstrate the ability to empathize the counselees and develop personal rapport in a carding professional relationship.
- Students will be able to demonstrate a theoretically grounded skillset to provide pastoral care and counseling to their faith communities.
- Students will manifest maturity in their own theological development, Christian leadership, and spiritual formation process.

M.A. in Pastoral Care and Counseling **Program Coordinator: Dr. Ryan Fraser**			**48 HOURS**
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 **OR**	3
BIB	555	Contemporary Ethics	(3)
BIB	535	Family Ministry	3
BIB	536	Pastoral Counseling	3
BIB	545	Spiritual Leadership	3
BIB	575	Suffering and the Human Condition	3
BIB		Internship	6
COU	505	Life–Cycle Development **OR**	3
COU	535	Ethical Issues in Counseling **OR**	(3)
COU	560	Counseling Diverse Populations	(3)
COU	510	Theories of Counseling and Psychotherapy	3
COU	514	Psychopathology I	3
COU	525	Marriage and Family Counseling	3
COU	565	Addictions Counseling **OR**	3
COU	570	Crisis Counseling **OR**	(3)
COU	599D	Premarital Counseling	(3)
COU	599E	Grief Counseling	3

Master of Divinity

The mission of the Master of Divinity program is to provide the tools necessary for ministry and advanced scholarship in biblical studies. It combines rigorous academic research and writing with training in practical skills for a life of service to the church. The student who earns the Master of Divinity degree will complete eighty-one (81) hours of coursework, plus a six (6) hour internship for a total of eighty-seven (87) hours.

Student Learning Outcomes (SLO)

- Students will possess the tools necessary to interpret Scripture in view of its linguistic and historical contexts.
- Students will demonstrate the ability to extract major principles of Christian theology from Scripture and integrate them into modern Christian faith.
- Students will demonstrate mastery in theological research and verbal communication (both written and oral).
- Students will integrate the practical skills required to be effective ministers of the gospel.
- Students will demonstrate significant progress in personal spiritual formation.

Master of Divinity (M.Div.)				**87 HOURS**
Program Coordinator: Dr. Richard A. Brumback III				
I.	**Required Courses:**			**6 hours**
	BIB	500	Introduction to Graduate Studies	3
	PLUS one (1) of the following courses:			
	BIB	527	New Testament Theology **OR**	3
	BIB	537	Old Testament Theology	(3)
II.	**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)
III.	**Old Testament – Three (3) of the following courses:** ***(one must be a seminar)***			**9 hours**
	BIB	508	Intertestamental Period	(3)
	BIB	509	Prophets I: Pre–Exilic	(3)
	BIB	510	Prophets II: Post–Exilic	(3)
	BIB	511	Seminar in Genesis	(3)
	BIB	512	Old Testament Wisdom Literature	(3)
	BIB	514	Seminar in Job	(3)

Table continued…

IV.	**New Testament – Three (3) of the following courses:** ***(one must be a seminar)***			**9 hours**
	BIB	515	The Synoptic Gospels	(3)
	BIB	516	Seminar in the Gospel of John	(3)
	BIB	517	I, II Thessalonians and Philippians	(3)
	BIB	518	I, II Peter and Jude	(3)
	BIB	519	The Corinthian Correspondence	(3)
	BIB	521	Romans	(3)
	BIB	522	Seminar in Acts	(3)
	BIB	523	Hebrews	(3)
	BIB	528	New Testament World	(3)
V.	**Apologetics – Two (2) of the following courses:**			**6 hours**
	BIB	555	Contemporary Ethics	(3)
	BIB	575	Suffering and the Human Condition	(3)
	BIB	576	Advanced Apologetics	(3)
	BIB	577	Biblical Text, Canon, and Inspiration	(3)
	BIB	593	History of the English Bible	(3)
	BIB	596	Hermeneutics	(3)
VI.	**Ministry – Two (2) of the following courses:**			**6 hours**
	BIB	525	Communication in Ministry	(3)
	BIB	526	Introduction to Homiletics	(3)
	BIB	529	Expository Preaching	(3)
	BIB	530	Inductive Preaching	(3)
	BIB	535	Family Ministry	(3)
	BIB	536	Pastoral Counseling	(3)
	BIB	545	Spiritual Leadership	(3)
VII.	**Missions – Two (2) of the following courses:**			**6 hours**
	BIB	545	Spiritual Leadership	(3)
	BIB	547	Missions and Church Growth	(3)
	BIB	548	Contextualization	(3)
	BIB	550	Missionary Anthropology	(3)
	BIB	551	Religious Diversity in America	(3)
VIII.	**Church History – Two (2) of the following courses:**			**6 hours**
	BIB	590	Early Church Fathers	(3)
	BIB	591	History of the Reformation Movement	(3)
	BIB	592	History of the Restoration Movement	(3)
	BIB	593	History of the English Bible	(3)
IX.	**Theology – One (1) of the following courses:**			**3 hours**
	BIB	594	Systematic Theology I **OR**	3
	BIB	595	Systematic Theology II	(3)
X	**Capstone Project:**			**6 hours**
	BIB	565	Internship	6

Table continued…

XI. Electives (including optional BIB 585 Thesis): 15 hours

**A student who has passed Elementary Greek I and II and/or Elementary Hebrew I and II at the undergraduate level with a minimum grade of "A" may be exempted from these courses and proceed to the Greek/Hebrew Readings and Greek/Hebrew Exegesis courses. This requirement will then be dropped to two (2) courses of one language and two (2) of the other (=12 hours), and the student shall substitute three (3) hours of electives.*

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

D. Apologetics
Any five of the courses 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

H. Chaplaincy
Family Ministry; Pastoral Counseling; Religious Diversity in America; Contemporary Ethics; and Suffering and the Human Condition

Doctor of Ministry

The mission of the Doctor of Ministry program is to move students experienced in the general practice of ministry to an advanced level of applied expertise.

Student Learning Outcomes (SLO)

- The student will integrate and assess the theoretical and practical skills required for effective ministry.
- The student will design and justify a personal and professional ministerial code of ethics.
- The student will appraise his or her spiritual condition, and develop disciplines foundational to a lifetime of spiritual growth.
- The student will compile and utilize the skills necessary to train future leaders in the church.

Doctor of Ministry **36 HOURS**
Program Coordinator: Dr. Matt Cook

I. Required Courses:

BIB	700	Methodology of Doctoral Research and Writing **(W)**	3
BIB	705	Spiritual Formation for Ministry	3
BIB	710	Theological Foundations of Ministry	3
BIB	715	Intercultural Engagement	3
BIB	720	Ministerial Ethics	3
BIB	725	Contextual Homiletics	3
BIB	730	Multigenerational Ministry	3
BIB	735	Leadership Development	3
BIB	740	Theories and Practices of Church Growth	3
BIB	745	The Church and Social Justice	3
BIB	790A	Dissertation Seminar I	3
BIB	790B	Dissertation Seminar II	3

COLLEGE OF BUSINESS

Dr. Matt Vega
Dean; Professor

Dr. Brandon Lanciloti, *Assistant Dean; Assistant Professor*
Dr. Bryan Black, *Director, Graduate Studies in Business; Associate Professor*
Mrs. Ashley Deffenbaugh, *Instructor*
Dr. Tom DeBerry, *Professor*
Dr. Leah Gray, *Assistant Professor*
Mrs. Joanne Greenlee, *Instructor*
Dr. Lee Hibbett, *Professor*
Mr. C. Lee Johnson, *Instructor (part-time)*
Mr. Vincent Meninno, *Instructor*
Mr. Michael Prentice, *Instructor*
Mrs. Kristen Roberson, *Instructor*
Mrs. Amy Sewell, *Instructor*
Mr. Charlie Smith, *Instructor*

Assisting:
Mr. Trent Adams
Dr. Patrick Chapman
Dr. Troy Clark
Dr. Denise Leggett
Dr. Shawn Mathis
Dr. Jerry May
Dr. Christina Nunnally
Dr. Sarah Pierce
Mr. Jay Satterfield
Dr. Raven Wentworth
Mr. J. Andy Wright

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, marketing, and sport administration; 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, marketing, and sport administration as well as a dual B.B.A./Master of Science (M.S.) degree in accounting and fraud examination.

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.

Professional and Honor Organizations

Professional and honor organizations for majors in the College of Business consist of the Hatchett Investment Team, Delta Mu Delta, Society of Future Accountants, and Society for Future Marketers.

Certifications

Students interested in obtaining certifications in financial planning or fraud examination 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 one hundred fifty (150) semester hours from an accredited college or university. This must include: thirty (30) semester hours in accounting (24 of which are upper–division) and twenty-four (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 (1) year of experience in accounting acceptable to the Tennessee State Board of Accountancy. All states now require one hundred fifty (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.

Certified Financial Planner

The B.B.A. in Financial Planning degree program has been accepted as a CFP Board Registered program that satisfies the education coursework requirement in order to sit for the Certified Financial Planning Exam. Those interested in the CFP Exam should speak to their advisor regarding recommended courses and exam preparation material.

Admission Requirements for B.B.A. Degree Programs

Students seeking a B.B.A. degree must complete the following courses with a combined GPA of at least 2.50 to remain in the program. A student majoring in business may not take more than twenty-four (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. and B.B.A./M.S. Degree Programs

The College of Business also offers a 4+1 program that allows students to obtain both their B.B.A. and M.B.A./M.S. degrees within one additional year of courses. The time to complete the Dual B.B.A./M.B.A. or B.B.A./M.S. programs can be shortened by transferring college credit hours from your dual enrollment high school programs, taking short courses, or taking Summer courses throughout their program.

Students can earn this dual degree in marketing, management, finance, data analytics, sports administration, or accounting. Accounting B.B.A./M.B.A. students can also obtain the credits needed to take the C.P.A. exam. B.B.A./M.S. students will obtain the credits needed to take the C.P.A./C.F.E. exams. The B.B.A./M.B.A. and B.B.A./M.S. degree programs are detailed in the catalog.

Graduate classes can be started once a student reaches 90 hours in their undergraduate program and has satisfied any prerequisites for the graduate courses. The Dual B.B.A./M.B.A. and B.B.A./M.S. programs allow currently enrolled students to complete both degrees with only an additional 24 credit hours, a total credit load of 150 hours (for most programs) upon graduation.

Each degree will be obtained simultaneously following the completion of coursework as outlined at the bottom of each major's page. Undergraduate coursework will be completed on campus at FHU during the traditional 16-week semester. M.B.A. graduate coursework is traditionally completed online in an eight-week format. M.S. students have several graduate classes in a traditional format.

Admission to the B.B.A./M.B.A. and B.B.A./M.S. programs requires:

1. 60 total completed credit hours,
2. A minimum cumulative undergraduate GPA of 3.0 or higher,
3. 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). 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 eighteen (18) hours from the College of Business at FHU that includes at least nine (9) hours in the discipline of the major that has been chosen.

B.B.A. Majors in Accounting, Business Analytics, Finance, Finance: Financial Planning, Management, Marketing, and Sport Administration 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 Capstone **(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

(NOTE: 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. Brandon Lanciloti

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 BAN 325 Business Analytics. Other students may complete 6 hours of upper–division Business electives.*

B.B.A. Major in Business Analytics **24 Hours**
Program Coordinator: Mr. Charlie Smith

III. Major Requirements:

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	377	Artificial Intelligence	3
		Internship or upper–division Business electives	6

B.B.A. Major in Finance **24 Hours**
Program Coordinator: Mr. Michael Prentice

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 I	3
FIN	488	Investments II	3

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

FIN	288**	Personal Finance	(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 288.*

B.B.A. Major in Finance: Financial Planning **24 Hours**
Program Coordinator: Mr. Michael Prentice

III. Major Requirements:

ACC	430	Principles of Taxation I	3
ACC	431	Principles of Taxation II	3
FIN	383	Risk Management	3
FIN	384	Principles of Financial Planning	3
FIN	387	Retirement Planning	3
FIN	485	Financial Planning Capstone	3
FIN	486	Investments I	3
		Internship or upper–division Business electives	3

B.B.A. Major in Management **24 Hours**
Program Coordinator: Dr. Bryan Black

III.	**Major Requirements:**			21 hours
	MGT	340	Manufacturing and Service Operations	3
	MGT	341	Human Resource Management	3
	MGT	348	Organizational Behavior and Leadership	3
	MGT	440	Supply Chain and Logistics	3
	MGT	448	Regulatory Management	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	430	Principles of Taxation I	(3)
	ACC	438	Fraud Examination	(3)
	BAN	325	Business Analytics	(3)

B.B.A. Major in Marketing **24 hours**
Program Coordinator: Dr. Lee Hibbett

III.	**Major Requirements:**			
	BAN	325	Business Analytics	3
	MKT	362	Consumer Behavior	3
	MKT	364	Personal Selling	3
	MKT	366	Marketing Promotions **OR**	3
	MKT	467	Advanced Digital Marketing	(3)
	MKT	367	Digital Marketing	3
	MKT	462	Marketing Strategy	3
			Internship or upper–division Business electives	6

B.B.A. Major in Sport Administration **24 Hours**
Program Coordinator: Mr. Vincent Meninno

III.	**Major Requirements:**			18 hours
	SPT	273	Introduction to Sport Administration	3
	SPT	371	Sport Marketing	3
	SPT	372	Sport Operations	3
	SPT	471	Financial Management for Sport Administration	3
	SPT	472	Risk Management in Sport Administration	3
	SPT	479	Sport Administration Internship	3
	PLUS six (6) hours from the following courses:			6 hours
	COM	370	Sport Communication	3
	KIN	399E	Sport Administration Experience	3
	KIN	425	Organization and Administration of Physical Education	3
	SPT	379	Sport Administration Experience	3

B.B.A./M.S. in Accounting and Fraud Examination **150 HOURS**
Program Coordinator: Dr. Tom DeBerry
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
Limit III. A. Behavioral Sciences to PSY 210 General Psychology

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 Capstone **(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	430	Principles of Taxation I	3
ACC	435	Advanced Accounting	3
ACC	436	Principles of Auditing I	3
ACC	438/538	Fraud Examination	3
ACC	530	Managerial Accounting	3
ACC	532	Data Analytics for Auditing and Fraud Investigation	3
ACC	534	CPA Exam Preparation	3
ACC	536	CFE Exam Preparation	3
ACC	539	Advanced Fraud Examination	3
BAN	325	Business Analytics	3
BUS	510	Business Communication	3
BUS	520	Business Law and Ethics	3
BUS	550	Analytical Decision Tools	3
FIN	580	Financial Management	3

IV. Professional Support Courses:			**12 hours**
CJU	210	Introduction to Criminal Justice System	3
CJU	320	Criminal Investigation	3
CJU	328	Computer Forensics	3
PSY	218	Abnormal Psychology	3

V. Recommended Electives:			**9 hours**
ACC	335*	Cost Accounting	3
ACC	431*	Principles of Taxation II	3
BAN	425	Advanced Business Analytics	3

VI. Electives (including additional Bible): **8 hours**
**These elective courses are recommended for students planning to take the CPA.*

B.B.A./Master of Business Administration (M.B.A.) **150 HOURS**
Program Director: Dr. Bryan Black

I.	**B.B.A. Degree Requirements:**			**120 hours**
II.	**Major Requirements (beyond B.B.A. courses):**			**21 hours***
	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
III.	**Choose three (3) of the following courses:**			**9 hours**
	ACC	530	Managerial Accounting	(3)
	ACC	531***	Principles of Taxation II	(3)
	ACC	534***	CPA Exam Preparation	(3)
	ACC	538***	Fraud Examination	(3)
	BUS	510	Business Communication	(3)
	BUS	520	Business Law and Ethics	(3)

**Beyond the 120 (or 123) hours of undergraduate coursework; up to six (6) hours of upper–division business electives can be dropped from the B.B.A. The M.B.A. can be attached to any of the undergraduate B.B.A. programs. Accounting majors must also take BAN 325 as part of the B.B.A./M.B.A. program.*

***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. ACC 531 and ACC 538 are offered in a face-to-face format over a 16-week semester at the Henderson campus. Video streaming or asynchronous video access may be available for those not currently taking courses in person at the Henderson campus.*

***NOTE:** Financial Planning majors will need to take ACC 431 instead of ACC 531.*

B.B.A./M.B.A. in Healthcare Management **150 HOURS**
Program Director: Dr. Bryan Black

I.	**B.B.A. Degree Requirements:**			**120 hours**
II.	**Major Requirements (beyond B.B.A. courses):**			**27 hours***
	ACC	530	Managerial Accounting	3
	BUS	559**	Strategic Decision Making	3
	HAD	510	Healthcare Management and Leadership	3
	HAD	530	U.S. Healthcare System and Regulation	3
	HAD	540	Quality Management and Assurance	3
	HAD	560	Healthcare Informatics	3
	HAD	570	Healthcare Compliance and Conflict Resolution	3
	HAD	580	Healthcare Financial Management	3
	MKT	560	Marketing Management	3

Table continued…

III.	Choose one (1) of the following courses:			3 hours
	HAD	590	Graduate Healthcare Internship	(3)
	MGT	540	Operations Management	(3)

**Beyond the 120 hours of undergraduate coursework; six (6) hours of upper–division business electives are dropped from the B.B.A. The M.B.A. in Healthcare Management can be attached to any of the other undergraduate business programs.*

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

NOTE: *If taken with a B.B.A. program in Accounting, the M.B.A. in Healthcare Management will not satisfy the requirements for CPA Licensure without additional work. Students interested in CPA Licensure may work with their advisor to select electives that can satisfy the requirements.*

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	377	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	358	Social Media	(3)
FIN	288	Personal Finance	(3)
MGT	441	Services Management and Marketing	(3)
MGT	443	Entrepreneurship	(3)
MKT	367	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	340	Manufacturing and Service Operations	3
MGT	348	Organizational Behavior and Leadership	3
MGT	440	Supply Chain and Logistics	3
MGT	448	Regulatory Management	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

Minor in Sport Administration

SPT	273	Introduction to Sport Administration	3
SPT	371	Sport Marketing	3
SPT	372	Sport Operations	3
SPT	379	Sport Administration Field Experience	3
SPT	471	Financial Management for Sport Administration	3
SPT	472	Risk Management for Sport Administration	3
KIN	425	Organization and Administration of Physical Education	3
			21 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 (CPA) 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 twenty-four (24) semester hours of accounting completed at the upper–division level. Previously earned accounting courses may be applied upon approval; however, at least eighteen (18) credit hours must be completed at FHU.
2. Certificate students must maintain a minimum of a 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)			**24 HOURS**
Required Courses:			
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 twenty-four (24) credit hours of general business courses in order to qualify for the Certified Public Accountant (CPA) examination in Tennessee. All necessary course prerequisites must be met.

GRADUATE STUDIES IN BUSINESS ADMINISTRATION

Dr. Bryan Black
Director and Associate Professor

The College of Business offers a Master of Business Administration (M.B.A.) degree as well as a Master of Business Administration (M.B.A.) in healthcare management. 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, marketing, and sport administration; 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. In addition to the M.B.A. and B.B.A./M.B.A. degree programs, we also offer a Master of Science (M.S.) in accounting and fraud examination, as well as, a dual B.B.A./M.S. degree program in accounting and fraud examination.

Students are encouraged to access the following website for the most current information about the M.B.A., M.S., and Graduate Certificate programs at: https://www.fhu.edu/academics/graduate/business.

Master of Business Administration

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 thirty (30) hours of coursework. Electives are offered for students pursuing CPA Licensure or those pursuing a general business degree. Most courses are offered in an online format and are scheduled to enable the student to complete the degree in one (1) year. The M.B.A. is also available for those without an undergraduate degree in business provided they complete appropriate prerequisites for the program. The program director will work with each student to develop an appropriate plan to address any prerequisite needs.

Master of Business Administration (M.B.A.) **30 HOURS**
Program Director: Dr. Bryan Black

Major Requirements:			**21 hours**
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 three (3) of the following courses:			**9 hours**
ACC	530	Managerial Accounting	(3)
ACC	531**	Principles of Taxation II	(3)
ACC	534**	CPA Exam Preparation	(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. ACC 531 and ACC 538 are offered in a face-to-face format over a 16-week semester at the Henderson campus. Video streaming or asynchronous video access may be available for those not currently taking courses in person at the Henderson campus.*

Master of Business Administration in Healthcare Management

The Master of Business Administration (M.B.A.) in Healthcare Management is designed for recent graduates with an interest in working in the healthcare industry or those already employed in the industry who would like to advance. Our thirty (30) hour program can be completed totally online. Courses are taught in eight-week blocks and can be completed in approximately one (1) year. The M.B.A. in Healthcare Management is also available for those without an undergraduate degree in business provided they complete appropriate prerequisites for the program. The program director will work with each student to develop an appropriate plan to address any prerequisite needs.

M.B.A. in Healthcare Management **Program Director: Dr. Bryan Black**			**30 HOURS**
Major Requirements:			27 hours
ACC	530	Managerial Accounting	3
BUS	559*	Strategic Decision Making	3
HAD	510	Healthcare Management and Leadership	3
HAD	530	U.S. Healthcare System and Regulation	3
HAD	540	Quality Management and Assurance	3
HAD	560	Healthcare Informatics	3
HAD	570	Healthcare Compliance and Conflict Resolution	3
HAD	580	Healthcare Financial Management	3
MKT	560	Marketing Management	3
Choose three (3) hours from the following courses:			3 hours
HAD	590	Graduate Healthcare Internship	(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.*

Master of Science in Accounting and Fraud Examination

The Master of Science (M.S.) in Accounting and Fraud Examination is designed specifically for individuals interested in qualifying to sit for both the Certified Public Accountant (CPA) and the Certified Fraud Examiner (CFE) exams. This degree is offered primarily for on-campus students as part of a B.B.A./M.S. program in Accounting and Fraud Examination.

The M.S. in Accounting and Fraud Examination is only available to students who can meet all of the following criteria:

- Are currently enrolled in the B.B.A./M.S. program in Accounting and Fraud Examination, or
- Have already completed a B.B.A. in Accounting (or equivalent) from an accredited institution.
- Have already completed the following courses (or their equivalent) as part of the B.B.A. or in addition to the B.B.A.:
    - BAN 325 Business Analytics
    - CJU 210 Introduction to Criminal Justice System
    - CJU 320 Criminal Investigation
    - CJU 328 Computer Forensics
    - PSY 218 Abnormal Psychology

M.S. in Accounting and Fraud Examination **30 HOURS**
Program Coordinator: Dr. Tom DeBerry

Major Requirements:

ACC	530	Managerial Accounting	3
ACC	532*	Data Analytics for Auditing and Fraud Investigation	3
ACC	534	CPA Exam Preparation	3
ACC	536	CFE Exam Preparation	3
ACC	538*	Fraud Examination	3
ACC	539*	Advanced Fraud Examination	3
BUS	510	Business Communication	3
BUS	520	Business Law and Ethics	3
BUS	550	Analytical Decision Tools	3
FIN	580	Financial Management	3

**Offered in a face-to-face format.*

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 **Program Director: Dr. Bryan Black**			**15 HOURS**
Major Requirements:			12 hours
HAD	510	Healthcare Management and Leadership	3
HAD	530	U.S. Healthcare System and Regulation	3
HAD	540	Quality Management and Assurance	3
HAD	560	Healthcare Informatics	3
Choose one (1) of the following courses:			3 hours
MGT	540	Operations Management	(3)
HAD	590	Graduate Healthcare Internship	(3)

NOTE: *All necessary course prerequisites must be met.*

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Dr. Sharen L. Cypress
Dean and 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. Five majors, six minors, and nineteen teacher licensure areas are provided for students at the undergraduate level, while ten 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.

	All programs in the Department of Education are approved by the Tennessee State Board of Education.
CAEP ACCREDITED PROVIDER EXCELLENCE IN EDUCATOR PREPARATION ACCREDITATION	FHU's Department of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1981 and was granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) in May 2020.
CSWE Council on Social Work Education Strengthening the Profession of Social Work Leadership in Research, Career Advancement, and Education	The Bachelor of Social Work (BSW) degree is accredited by the Council on Social Work Education (CSWE), which is the national standard-setting organization for social work education. This accreditation has been in place since 1981.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling (M.S.) program. This accreditation has been in place since 2020.

The Family Sciences program is certified by the National Council on Family Relations as meeting all standards and criteria for the Provisional Certified Family Life Educator (CFLE) designation. Teacher licensure in Early Childhood Education (PreK-3) is also available through the Child and Family Studies program.

Department of Behavioral Sciences

Mrs. Lisa Beene
*Chair and Associate Professor**

Dr. Mike Cravens, *Director, Doctor of Behavioral Health Program; Professor**
Dr. James Dalton, *Director, M.S. in Counseling Programs; Practicum and Internship Coordinator for Counseling Programs; Associate Professor**
Dr. Dana Baldwin, *Professor**
Dr. Chris Creecy, *Associate Professor**
Dr. J. Stark Davis, *Associate Professor*
Dr. Paul Helton, *Associate Professor**
Dr. Geoffrey Mabe, *Assistant Professor*
Mr. Roy Malecha, *Assistant Professor*
Dr. Nadine McNeal, *Assistant Professor**
Dr. Jeremy Northrop, *Assistant Professor**
Dr. Neil Richey, *Assistant Professor**
Dr. Kimberly Street, *Assistant Professor**
Mr. Joshua Taylor, *Instructor*
Mrs. Andrea Watson, *Instructor*

Assisting:
Mr. Trent Adams
Dr. Nicole Breeding*
Dr. Sharen Cypress
Dr. Jason Dunn*
Dr. Cheryl Fergerson*
Dr. Ryan Fraser*
Dr. Suzanne Gillson*
Dr. Larry Ivery*
Mr. C. Lee Johnson
Dr. Quincy Jones
Dr. Tina Lawson*
Dr. Bryan McAlister*
Dr. Frank McMeen
Dr. Cindy Moss*
Mrs. Ashley Rice
Mr. Rodney Weaver

**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 family sciences, criminal justice, psychology, and social work. The family sciences 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 behavioral sciences, criminal justice, family and child sciences, family science/family life education, psychology, and social work.

The department also offers a Master of Science in Clinical Mental Health Counseling. This program provides a clinically based graduate program of counseling courses that 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.

A Master of Science in School Counseling degree is also offered by the Department of Behavioral Sciences. This program prepares students with a foundational counseling curriculum as well as a specialty focus upon counseling within schools to prepare graduates for licensure as professional school 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 D.B.H. integrates elements of core behavioral healthcare with principles of Christian faith to intersect with the changing healthcare marketplace. Two tracks are available: Clinical Executive Leadership and Clinical Counseling Licensure.

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, skills, and cognitive affective processes 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 and three (3) additional hours in social work.

Criteria for admission are:

- A cumulative grade point average (GPA) 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 suitability standards.

The Social Work program faculty 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, with the exception that a 2.50 GPA is required to register for SWK 497 Senior Social Work Practicum. 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), the Criminal Justice Association (CJA), and the Psychology Club.

Professional honor organizations in the Department of Behavioral Sciences consist of Psi Chi for psychology majors, and Omicron Psi chapter of Phi Alpha Honor Society for social work majors.

B.S. Major in Family Sciences **126 HOURS**
Program Coordinator: Mr. Josh Taylor

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: **31 hours**

FAM	205	Introduction to Careers in Family Science	1
FAM	230	Marriage and the Family	3
FAM	288	Personal Finance	3
FAM	310	Developmental Psychology	3
FAM	315	Marriage and Relationship Development	3
FAM	325	Stress and Resilience in Individuals and Families **(W)**	3
FAM	331	Parenting and Family Relations **(W)**	3
FAM	335	Human Sexuality	3
FAM	365	Family Life Education Methodology	3
SOC	445	Ethnic Cultures **(W)**	3
SWK	362	Social Welfare Policies and Services II	3

III. Additional Requirements *(choose one emphasis below):* **9–12 hours**

A. Family and Child Sciences (9 hours)

FAM	201	Child Development and Lab	3

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

FAM	299B/399B	Death and Dying	(3)
FAM	305	Childhood Disorders	(3)
FAM	349	Religion, Faith, and Families	(3)
FAM	360	Men, Faith, and Families	(3)
FAM	405	Introduction to Marriage and Family Therapy	(3)
FAM	497*	Senior Practicum	(3)

B. Family Child Science/Family Life Education (12 hours)

FAM	497*	Senior Practicum	3

**Students desiring to pursue certification as a Certified Family Life Educator (CFLE) are required to complete FAM 497 Senior Practicum.*

B.S. Major in Criminal Justice **126 HOURS**
Program Coordinator: Dr. J. 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	330	Crisis Intervention	3
SWK	405	Methods of Social & Behavioral Research I	3

III. Recommended Electives (including additional Bible): **41 hours**

ACC	438/538	Fraud Examination	3
BIO	299D/399D	Substance Abuse	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
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 in Psychology I **(W)**	3
	PSY	312	Social Psychology	3
	PSY	315	Learning and Memory	3
	PSY	316	Statistics for the Behavioral Sciences	3
	PSY	408	Family and Individual Counseling	3
	PSY	414	Research Methods in Psychology II **(W)**	3
	PSY	418	Physiological Psychology	3
	PSY	419	Capstone Course in Psychology **(W)**	3
	Choose six (6) hours from the following courses:			6 hours
	CJU	320	Criminal Investigation	(3)
	CJU	380	Criminal Behavior and Profiling	(3)
	CJU	410	Criminal Justice Theories **(W)**	(3)
	FAM	315	Marriage and Relationship Development	(3)
	FAM	325	Stress and Resilience in Individuals and Families **(W)**	(3)
	FAM	331	Parenting and Family Relations **(W)**	(3)
	FAM	335	Human Sexuality	(3)
	FAM	399B	Death and Dying *(FAM 299B will not meet this requirement)*	(3)
	PSY	399H	Psychology in Film *(PSY 299H will not meet this requirement)*	(3)
	PSY	497	Psychology Internship	(3)
	SOC	445	Ethnic Cultures	(3)
	SWK	320	Expressive Therapies	(3)
	SWK	330	Crisis Intervention	(3)
	SWK	450	Interventions with Populations at Risk	(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: Dr. 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. 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. Recommended Electives (including additional Bible): 30–31 hours

FAM	305	Childhood Disorders	3
PSY	218	Abnormal Psychology	3
PSY	408	Family and Individual Counseling	3
SWK	330	Crisis Intervention	3
SWK	341	Child Welfare I	3

Behavioral Sciences Bridge Program

The Behavioral Sciences Bridge program is designed to prepare undergraduate students for pursuit of a graduate degree in behavioral sciences, and especially relevant to students who desire to pursue a clinical mental health counseling degree. Students who complete the Behavioral Sciences Bridge program will complete 13 hours of graduate-level coursework in place of elective requirements within their B.S. or B.S.W. degree in behavioral sciences. Students who complete the Behavioral Sciences Bridge program within their degree at FHU who are subsequently accepted into the M.S. in Clinical Mental Health Counseling program at FHU will be allowed to count these same graduate courses towards the M.S. in Clinical Mental Health Counseling degree program. (The courses will be subject to the time limits and all other policies of the M.S. in Clinical Mental Health Counseling degree.)

Admission to Behavioral Sciences Bridge

Students are advised to apply to the Behavioral Sciences Bridge program during the advising period of the spring of their junior year. Students must meet the following requirements for acceptance into the Behavioral Sciences Bridge program:

1. Declared major in a behavioral sciences degree (Family Sciences, Criminal Justice, Psychology, or Social Work).
2. Complete at least 12 hours of behavioral sciences coursework at FHU with a grade of "C" or better.
3. A cumulative GPA of 3.000 or above.
4. Complete PSY210 General Psychology and PSY218 Abnormal Psychology with a grade of "C" or better.
5. Academic classification as a senior.
6. Approved application for the Behavioral Sciences Bridge program.

Behavioral Sciences Bridge Program **13 hours**

Students admitted into the Behavioral Sciences Bridge program can enroll in the following graduate-level courses which count toward the undergraduate electives required for their behavioral science program of study.

Required Courses			**13 hours**
COU	000	Orientation to Graduate Studies in Counseling	1
COU	500A	Clinical Mental Health Counseling Foundations	3
COU	501	Clinical Intervention I	3
COU	502	Clinical Intervention II	3
COU	520	Assessment in Counseling	3

Transitioning from the Behavioral Sciences Bridge Program to the M.S. in Clinical Mental Health Counseling Program

Students who have been accepted into the Behavioral Sciences Bridge coursework are encouraged to apply to the M.S. in Clinical Mental Health Counseling program. The pathway works as follows:

1. Acceptance to Behavioral Sciences Bridge program (see requirements earlier in this catalog). Students should apply to the Behavioral Sciences Bridge program during the spring semester of their junior year.
2. Complete the Behavioral Sciences Bridge program requirements during the student's senior year.
3. During the final semester of undergraduate study, the student is advised to apply for early admission to the M.S. in Clinical Mental Health Counseling program.
4. Upon completion of the bachelor's degree (including the Behavioral Sciences Bridge program), the student will then graduate with their bachelor's degree.
5. Upon admission into the M.S. in Clinical Mental Health Counseling program, the student will then complete all other requirements of the degree (an additional 48 hours of graduate coursework), which can be completed in approximately 1.5 years after completion of the Behavioral Sciences Bridge program.

Note: Successful completion of the Behavioral Sciences Bridge program does not guarantee admission into the M.S. in Clinical Mental Health program.

MINORS

Minor in Behavioral Sciences

CJU	210	Introduction to Criminal Justice	3
FAM	325	Stress and Resilience in Individuals and Families	3
PSY	210	General Psychology	3
SOC	241	General Sociology	3
PLUS			
Choose two (2) of the following courses:			6
CJU	350	Juvenile Justice	(3)
FAM	305	Childhood Disorders	(3)
FAM	315	Marriage and Relationship Development	(3)
PSY	312	Social Psychology	(3)
SOC	240	Crime and Delinquency	(3)
SOC	445	Ethnic Cultures	(3)
SWK	330	Crisis Intervention	(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 and Child Sciences

FAM	201	Child Development and Lab	3
FAM	230	Marriage and the Family	3
FAM	310	Developmental Psychology	3
FAM	331	Parenting and Family Relations **(W)**	3
Six (6) additional upper–division hours in FAM courses			6
			18 hours

Minor in Family Science/Family Life Education

FAM	230	Marriage and Family	3
FAM	325	Stress and Resilience in Individuals and Families **(W)**	3
FAM	331	Parenting and Family Relations **(W)**	3
FAM	335	Human Sexuality	3
Six (6) additional upper–division hours in FAM courses			6
			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

GRADUATE STUDIES IN COUNSELING

Clinical Mental Health Counseling (M.S.)

Dr. James H. Dalton

Director and Associate 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 sixty-one (61) semester hours of coursework and pass a comprehensive examination. Included in the sixty-one (61) 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 complete a background check and 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* (2014) and professional dispositions as students.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling (M.S.) program.

CACREP
ACCREDITED

M.S. in Clinical Mental Health Counseling **61 HOURS**
Program Director: Dr. James Dalton

I.	**Counseling Core:**			**28 hours**
	COU	000	Orientation to Graduate Studies in Counseling	1
	COU	501	Clinical Intervention I	3
	COU	505	Life–Cycle Development	3
	COU	510	Theories of Counseling and Psychotherapy	3
	COU	520	Assessment in Counseling	3
	COU	530	Group Counseling	3
	COU	535	Ethical Issues in Counseling	3
	COU	540	Research Methods in Counseling	3
	COU	550	Career Counseling	3
	COU	560	Counseling Diverse Populations	3
II.	**Clinical Mental Health Counseling Concentration:**			**21 hours**
	COU	500A	Clinical Mental Health Counseling Foundations	3
	COU	502	Clinical Intervention II	3
	COU	514	Psychopathology I	3
	COU	515	Psychopathology II	3
	COU	525	Marriage and Family Counseling	3
	COU	565	Addictions Counseling	3
	COU	599B	Diagnosis and Treatment Planning	3
III.	**Clinical Mental Health Counseling Field Experience:**			**9 hours**
	COU	545A	Clinical Mental Health Counseling Practicum	3
	COU	605A	Clinical Mental Health Counseling Internship	6
IV.	**Electives:**			**3 hours**
	Choose one (1) elective from the following courses:			
	COU	536	Pastoral Counseling	(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)

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 (6) year period.
4. Successful completion of the Counselor Preparation Comprehensive Examination (CPCE).
5. Recommendation by the core counseling faculty.

National Certification and State Licensure

Freed–Hardeman University has designed the Master of Science in Clinical Mental Health Counseling (CMHC) to comply with CACREP accreditation standards for CMHC specialization programs. The CMHC program is also designed 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, Mental Health Service Provider 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 STUDIES IN COUNSELING

School Counseling (M.S.)

Dr. James H. Dalton

Director and Associate Professor

Licensure Program

Freed–Hardeman University offers a Master of Science (M.S.) 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 thirty-seven (37) hours of coursework, including three (3) hours of practicum and six (6) hours of internship in which the students gain experience providing counseling in a school setting. In addition to the competencies required for program approval by the state of Tennessee, those proposed by the American School Counselor Association, specialized accreditation bodies, and related educational programs were used in the development of this program.

Students must have a minimum 3.00 graduate GPA and pass the required Praxis examination before a recommendation will be made for a license in school counseling.

NOTE: Freed–Hardeman University reserves the right to deny admission to any applicant due to matters of conduct, background, and/or perceived potential as a counselor or educator. Students **will be required** to complete a background check and 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* (2014) and professional dispositions as students.

M.S. in School Counseling				37 HOURS
I.	**School Counseling Core:**			**28 hours**
	COU	000	Orientation to Graduate Studies in Counseling	1
	COU	500B	School Counseling Foundations	3
	COU	504	Counseling Theories and Interventions in the Schools	3
	COU	520	Assessment in Counseling	3
	COU	550	Career Counseling	3
	COU	560	Counseling Diverse Populations	3
	COU	665	Organization & Administration of School Counseling	3
	EDU	501	Research Methods	3
	EDU	503	Educational Psychology	3
	EDU	637	Data Analysis for School Improvement	3
II.	**School Counseling Field Experience:**			**9 hours**
	COU	545B	School Counseling Practicum	3
	Completion of Traditional School Counseling Internships			
	COU	605B	School Counseling Internship: Elementary/Middle	3
	COU	605C	School Counseling Internship: Secondary	3
	OR Completion of Alternative School Counseling Internship			
	COU	605D	School Counseling Internship: Alternative License	(6)

Internships. The internships are 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. These are cooperative ventures 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).

Licensure. After both internships are completed, the clinical portfolio finished, and Professional 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, Mrs. Jill Jackson, at (731) 989-6082.

Teaching Experience. This program will have as an emphasis in the preparation of licensed teachers to add to their credentials the 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.

Those currently holding a master's degree in counseling have the option of pursuing a licensure–only track. These will be evaluated on an individualized basis.

Licensure in School Counseling **25 HOURS**

Program of studies for individuals who are seeking Licensure in School Counseling and hold a Master's Degree in Counseling.

I.	**Required Courses**			**4 hours**
	COU	000	Orientation to Graduate Studies in Counseling	1
	COU	665	Organization and Administration of School Counseling Services	3
II.	**Individuals seeking Licensure in School Counseling, with a Master's Degree in Counseling and work experience in a mental health, community, or related counseling setting, must complete 15 of the 21 hours of School Counseling curriculum in addition to both internship courses:**			**15 hours**
	COU	504	Counseling Theories & Interventions in the Schools	(3)
	COU	545B	School Counseling Practicum	(3)
	EDU	501	Research Methods	(3)
	EDU	503	Developmental Psychology	(3)
	EDU	637	Data Analysis for School Improvement	(3)
	SPE	541	Differentiated Instruction and Intervention	(3)
	SPE	548	Consultation with School, Family, and Community	(3)
III.	**School Counseling Internships**			**6 hours**
	Completion of Traditional School Counseling Internships			
	COU	605B	School Counseling Internship: Elementary/Middle	3
	COU	605C	School Counseling Internship: Secondary	3
	OR Completion of Alternative School Counseling Internship			
	COU	605D	School Counseling Internship: Alternative License	(6)

Exit Requirements (M.S. and Licensure – Only Programs):

1. Successful completion of identified coursework with a 3.00 GPA and other requirements for the identified program.
2. Successful completion of required internships.
3. Completion of all courses within a six (6) year period.
4. Recommendations by the core counseling faculty upon review of recommendations by internship mentors and/or superintendent/principal of the district where the internship was completed.

NOTE: To obtain a school services personnel license with the school counselor endorsement from the State of Tennessee, it requires the submission of qualifying scores that are no more than five (5) years old on all required assessments as defined in the Professional Assessments for Tennessee Educators Policy.

GRADUATE STUDIES IN COUNSELING

Graduate Certificates in Counseling

Dr. James H. Dalton
Director and Associate Professor

The Department of Behavioral Sciences offers several graduate certificates in counseling, such as 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.

These graduate certificates are designed to meet specific purposes. The graduate certificate in counseling for church leaders is designed to assist ministers, elders, and others interested in counseling to prepare for integrating counseling in a ministry (non-professional and non-licensure) role. The graduate certificate in advanced counseling is designed to assist master's level clinicians in seeking additional training and education in specialized counseling areas, which were not involved in their master's degree program. The graduate certificate in professional counseling is designed to assist those who have a master's degree in counseling or in a related field but who do not meet all of the state licensure requirements with completing the specific missing requirements. Further explanation of the purposes of each certificate can be found below.

NOTE: Students will be required to complete a background check once accepted into the program. Students enrolled in a Counseling Certificate program at FHU are required to uphold the *ACA Code of Ethics* (2014) and professional dispositions as students. None of the Certificate programs is sufficient to pursue a state licensure as a professional counselor; instead, a master's degree in counseling would be required.

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.

NOTE: Students enrolled in a practicum or internship course **will be required** to carry **liability insurance**.

Admission Requirements:

1. Compliance with graduate admissions procedures as listed previously within the catalog in the Graduate Admissions section.
2. Prerequisites: The applicant must have completed a master's degree in counseling or a related field with a minimum 3.00 GPA or be enrolled in a master's degree program at FHU.
3. Personal essay specifying goals and how the FHU program will help meet those goals (300-500 words).
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 (6) year period.

Graduate Certificate in Counseling for Church Leaders			**19 HOURS**
Required Courses:			
COU	000	Orientation to Graduate Studies in Counseling	1
BIB	535	Family Ministry **OR**	3
COU	599D	Premarital Counseling	(3)
BIB	536	Pastoral Counseling	3
BIB	545	Spiritual Leadership	3
COU	535	Ethical Issues in Counseling	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. 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. Compliance with graduate admission procedures as listed previously within the catalog in the Graduate Admissions section.
2. Prerequisites: The applicant must have completed a master's degree in counseling or a related field with a minimum of 3.00 GPA.
3. Personal essay specifying goals and how the FHU program will help meet those goals (300–500 words).
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 (6) year period.

Graduate Certificate in Advanced Counseling			**13 HOURS**
Required Courses:			**1 hour**
COU	000	Orientation to Graduate Studies in Counseling	1
Complete twelve (12) or more hours from the following courses:			**12 hours**
COU	525	Marriage and Family Counseling	(3)
COU	536	Pastoral 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	605A	Clinical Mental Health Counseling Internship	(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. 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. Compliance with graduate admission procedures as listed previously within the catalog in the Graduate Admissions section.
2. Prerequisites: The applicant must have completed a master's degree in counseling or a related field with a minimum of 3.00 GPA.
3. Personal essay specifying goals and how the FHU program will help meet those goals (300–500 words).
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 (6) year period.

Graduate Certificate in Professional Counseling			**13 HOURS**
I. Required Courses:			**1 hour**
COU	000	Orientation to Graduate Studies in Counseling	1
II. At least four (4) sections below must be met to obtain the certificate:			**12 hours**
A. Theories of Human Behavior, Learning, and Personality:			(3 hours)
COU	505	Life–Cycle Development **OR**	3
COU	555	Theories of Personality	(3)
B. Abnormal Behavior and Psychopathology:			(3 hours)
COU	514	Psychopathology I	3
C. Theories of Counseling and Psychotherapy:			(3 hours)
COU	510	Theories of Counseling and Psychotherapy	3
D. Evaluation and Appraisal Procedures:			(3 hours)
COU	520	Assessment in Counseling	3
E. Group Dynamics, Theories, and Techniques:			(3 hours)
COU	530	Group Counseling	3
F. Counseling Techniques:			(3 hours)
COU	501	Clinical Intervention I	3

Table continued…

G. Multicultural Counseling:			(3 hours)
COU	560	Counseling Diverse Populations	3
H. Ethics:			(3 hours)
COU	535	Ethical Issues in Counseling	3
I. Research:			(3 hours)
COU	540	Research Methods in Counseling	3
J. Use of the Diagnostic and Statistical Manual:			(3 hours)
COU	515	Psychopathology II	3
K. Treatment and Treatment Planning:			(3 hours)
COU	599B	Diagnosis and Treatment Planning	3

GRADUATE STUDIES IN COUNSELING

Doctor of Behavioral Health

Dr. Mike Cravens

Director and 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 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; and
- The executive leadership and clinical counseling tracks enable students to maximize earning potential by identifying and filling organizational and/or market demands.

The Doctor of Behavioral Health requires that students satisfactorily complete sixty (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, junior colleges, 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.

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. Minimum cumulative GPA of 3.50. (Applicants with lower GPA, see Conditional Admission.)
2. Complete the online application.
3. Submit an official transcript from the post-secondary institution that conferred the Bachelor's degree; and **submit official transcripts from all institutions** that have awarded graduate credit(s) or degrees.
4. If licensed, provide a copy of a current unencumbered license in the state in which the practice will occur.
5. Write and present an essay (500 word minimum) providing a professional statement of past clinical and/or work experiences, scholarly activities, community service, and goals in obtaining this professional doctorate.
6. Present a current resume or curriculum vitae.
7. Interview, in person or via phone, with the current Doctoral Admissions Committee. After the initial review of the application, applicants will 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**.

Additional Requirements for Clinical Executive – Leadership Track

1. An earned master's degree (a minimum of 48 semester hours) from a regionally accredited college/university, 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 (2) years of post–licensure or post–masters clinical experience.

Additional Requirements for Clinical Counseling – Licensure Track

1. An earned master's degree from a regionally accredited college/university.
2. Have completed twelve (12) **undergraduate or graduate courses** in behavioral sciences or closely related, such as organizational behavior, pastoral counseling, etc.
3. Two (2) years of post–masters work experience.

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.

D.B.H. Qualifying Examination

(Consult Program Director before applying to take exam.)

The Qualifying Examination is a critical part of the D.B.H. program. Students should not view it simply as a bureaucratic hurdle to pass, on their way to the Capstone. The Doctor of Behavioral Health Qualifying Exam is designed to test a spectrum of knowledge and competencies within the D.B.H. curriculum. It likewise provides the opportunity for the student to demonstrate a command of the knowledge gained throughout the program. The Qualifying Exam also establishes that students have the broad familiarity and expertise to practice in the arena of the Behavioral Health. Finally, the ultimate goal of the Qualifying Exam is to establish the student meets the program's academic requirements before embarking on a narrowly focused research project. It is the checkpoint that confirms that the students are ready to pass from being a student to a scholar-practitioner. The process of preparing for the Qualifying Exam should help students organize, reflect, and utilize the variety of content learned over the past few years. Passing the Qualifying Exam is critically important before embarking on the capstone project and achieving Candidacy.

The student and the director of the program will review all details of the Qualifying Exam before submitting the application and setting an examination date. Students must apply to take the Qualifying Exam after completing the thirty-three (33) required semester hours, which includes orientation and the ten D.B.H. core courses listed below. Application forms can be requested from the Behavioral Sciences Department, located at FHU's Henderson, Tennessee campus.

Additional information on the Qualifying Exam includes:

- Most importantly, understand that the D.B.H. Qualifying Exam is one of the most important examinations given by the University. Answers should be well determined and represent a complete response reflecting deep understanding, scholarly insight, and clinical application.
- A passing score on the Qualifying Exam is required for students to move on to their capstone courses and for graduation.
- No examination fee is required.
- Students are expected to act ethically and abide by all relevant University policies during the examination period.
- The exam will be delivered via Canvas (FHU's Learning Platform) with proctoring tools.
- The student must be currently enrolled to take the Qualifying Exam.
- The exam is only administered when Freed–Hardeman University is officially in session.
- Breach of confidentiality, plagiarism, or the utilization of technological assistant (example: cell phone screen shots) will be treated as serious infraction of academic honesty, with consequences up to failing the exam and possible dismissal from the program.
- Rather than post new dates each semester, the exam period will be available each fall, spring, and summer beginning no earlier than the third week of standard classes (the short-course period does not apply), and must be completed and submitted no later than three weeks prior to final exam week (see current Academic Calendar).
- The D.B.H. Health Exam will consist of a total of 150 multiple choice questions and two essay questions, which will be individualized to the students capstone topic.
- The exam will be timed and students will have 3 hours to complete the multiple choice portion and 2 hours to complete the essay portion of the exam.
- Students who fail the exam may retake the exam the following semester at its next scheduled administration.
- Students are allowed to take the exam a maximum of two (2) times.
- Students with extenuating circumstances that interfered with their performance must petition the Graduate Council Committee to request permission to take the exam for the third time. The decision of the Graduate Council Committee shall be final.

- The multiple choice questions will be generated by the faculty teaching their assigned course. The essay questions will be created by the full-time D.B.H. faculty and the director of the D.B.H. program.
- The multiple choice questions will be generated for the following core coursework:
    - DBH 710 Basis of Human Behavior
    - DBH 720 Advanced Research Methods
    - DBH 725 Advanced Clinical, Ethical, and Legal Issues in Behavioral Healthcare
    - DBH 730 Advanced Clinical Psychopathology
    - DBH 735 Advanced Psychopharmacology
    - DBH 745 Evidence Based Treatment for Clinical Practice
    - DBH 750 Complimentary and Integrative Behavioral Health Treatment Strategies
    - DBH 755 Integrative Behavioral Healthcare in Medical Settings
    - DBH 770 Advanced Treatment Strategies for Addictive Disorders
    - DBH 780 Advanced Diagnosis and Treatment Planning

Prerequisites

Students are eligible for the Qualifying Exam when they have met the following prerequisites:

1. Completion of the required thirty-three (33) semester hours within the program with an overall GPA of 3.50.
2. Completion of DBH 700 Residential: Orientation to Doctoral Study and the ten core courses listed below.
3. Completion of the Qualifying Exam Application.

Grading

A grading rubric for the essays will be used to ensure consistent evaluation of exams for all students. The rubric will be made available to students upon their application to take the Qualifying Exam. The rubric provides a framework for assessing each essay. Faculty will have one week, beginning the first working day after exam submission, to review and evaluate a student's completed essays. The D.B.H. faculty will review and submit a written score of "Pass," "Revise/Resubmit," or "Fail" to the director of the program. Further discussion of any student deficiencies will be conducted if warranted. Students may be asked to rewrite and resubmit a question before a final decision is reached. The scoring timeline and other conditions are as follows:

- The program director will notify students of the outcome at the conclusion of the grading period.
- If the student fails the Qualifying Exam, the director of the program will notify the student of the conditions under which a second exam attempt may be taken.
- Appeals for failing the Qualifying Exam must be filed in writing, according to the policy and procedures outlined in the current University catalog.

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 advancement of a doctoral student's initial period of study. The program's assessment process helps the faculty determine a student's readiness to continue enrollment into the D.B.H. capstone courses.

A student can apply for candidacy after meeting the following requirements:

1. Completion of DBH 700 Residential: Orientation to Doctoral Study with a minimum grade of "B"
2. Completion of DBH 720 Advanced Research Methods with a minimum grade of "B"
3. Completion of forty-five (45) semester hours within the D.B.H. program of study with a program GPA of 3.00
4. Submission of the student's approved proposal
5. Passing the D.B.H. qualifying examination
6. A submitted Candidacy Form within the published University Calendar
7. Approval by the director of the D.B.H. program, faculty within the D.B.H. program, and the student's doctoral committee

By admitting the student to candidacy, the D.B.H. program faculty acknowledges that the student has the knowledge, ability, and motivation to complete the capstone project as well as the oral presentation 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 to complete University and program requirements in a timely or satisfactory manner may lead to dismissal.

Candidacy is valid for three (3) calendar years (through the end of the semester in which candidacy expires, i.e., if a candidacy is granted during the Fall 2022 semester, it will be valid through the end of the Fall 2025 semester). Candidacy can be terminated when a student does not make satisfactory progress or is dismissed from the program for appropriate reasons. Candidacy can, at times, be extended due to medical reasons or other extenuating circumstances.

Students seeking an extension must complete the Candidacy Extension Form before the program's seven (7) year time limit and before the initial candidacy period expires. Approval is not guaranteed. The Candidacy Extension Form must be submitted to the director of the D.B.H. program. A student may only request once to extend the candidacy period.

Students are **required** to meet with their **advisor** before applying for candidacy. The director of the D.B.H. program will notify students whether their application for candidacy is approved or denied.

Candidacy

Students will be granted candidacy after passing the D.B.H. Qualifying Exam. By admitting the student to candidacy, the D.B.H. program and faculty states in its judgement that the student has the knowledge, ability, and motivation to complete the capstone project as well as the oral examination. Students are required to maintain active candidacy through conferral of the doctoral degree.

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 three advisors:

1. Chair – One D.B.H. faculty member (assigned by the director).
2. Additional doctoral member(s) (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.
3. 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 member(s).

NOTE: Student and committee member's responsibilities, capstone rules and regulations, and writing format are listed in the **FHU's Doctoral Capstone Manual.**

Continuous Enrollment for All But Capstone (ABC) Students

If students have not graduated after completing all D.B.H. coursework, which includes DBH 790A, DBH 790B, and DBH 790C, students will be considered all but capstone (ABC) status. All but capstone students **must maintain continuous enrollment until graduation** and must enroll in DBH 790D (Extension of Doctoral Capstone Project D) to maintain continuous enrollment each **fall, spring, and summer** until graduation. Approval must be obtained from the director and/or dean. Students are still required to complete all **program requirements** within **seven (7) calendar years.**

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 title, content, and rigor** of the D.B.H. course. A maximum of six (6) semester hours will be accepted for transfer hours.

Doctoral Degree in Behavioral Health **60 HOURS**
Clinical Executive – Leadership Track
(For Mental Health and Healthcare Providers already licensed.)
Program Director: Dr. Michael Cravens

Required Courses:

DBH	700	Residential: Orientation to Doctoral Study **(W)**	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 Research Methods	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 Integrative 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 A	2
DBH	790B	Doctoral Capstone Project B	2
DBH	790C	Doctoral Capstone Project C	2

If Warranted:

DBH	790D	Extension of Doctoral Capstone Project D *(If needed for continuous enrollment)*	(1)

Doctoral Degree in Behavioral Health **84 HOURS**
Clinical Counseling – Licensure Track
(For D.B.H. students who desire to become licensed as LPC/MHSPs in Tennessee.)
Program Coordinator: Dr. Michael Cravens

Required Courses:			**60 hours**
DBH	700	Residential: Orientation to Doctoral Study **(W)**	3
DBH	705	Suffering and the Human Condition	3
DBH	710	Bases of Human Behavior	3
DBH	715	United States Health Care System	3
DBH	720	Advanced Research Methods	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 Integrative 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 A	2
DBH	790B	Doctoral Capstone Project B	2
DBH	790C	Doctoral Capstone Project C	2

If Warranted:

DBH	790D	Extension of Doctoral Capstone Project D (If needed for continuous enrollment)	(1)

Individuals seeking State Licensure as a Professional Counselor in Tennessee, <u>must</u> complete the entire D.B.H. Core Curriculum as outlined above, and the following Master's level courses outlined below:

			24 hours
COU	501	Clinical Intervention I	3
COU	510	Theories of Counseling and Psychotherapy	3
COU	515	Psychopathology II	3
COU	520	Assessment in Counseling	3
COU	530	Group Counseling	3
COU	560	Counseling Diverse Populations	3
COU	605A	Clinical Mental Health Counseling Internship	6

Note: *For students seeking licensure in a state other than Tennessee, the directors of the D.B.H. and M.S. programs will work with the students who desire to pursue licensure in their home state as a Licensed Professional Counselor. The licensure–seeking student will likewise be required to complete the twenty-four (24) hours of COU courses in addition to the standard D.B.H. curriculum.*

Department of Education
Dr. Amy C. Downey
Chair and Assistant Professor

Dr. Aarek Farmer, *Director, Doctor of Education in Instructional Leadership; Associate Professor*
Dr. Showen Herring, *Director, Master of Education and Education Specialist in Instructional Leadership; Assistant Professor*
Mrs. Beverly Ivy, *Director of Field Experiences; Assistant Professor*
Dr. Aundrea McFall, *Director, Master of Arts in Teaching in Special Education; Assistant Professor*
Dr. Amy Downey, *Interim Director, Master of Education in Literacy with an Emphasis in English as a Second Language; Assistant Professor*
Dr. Alesha Northcutt, *Director, Master of Arts in Teaching and Master of Education in Curriculum and Instruction; Associate Professor*
Dr. Rachel Askew, *Assistant Professor*
Dr. Jennifer Creecy, *Assistant Professor*
Dr. Karen Cypress, *Associate Professor*
Dr. Sharen Cypress, *Professor*
Mrs. Ashley Estes, *Instructor*
Dr. Stephen Marvin, *Professor*
Dr. Karen Sewell, *Assistant Professor*

Assisting:
Dr. Angela Busbea
Dr. Matthew Gargis
Mrs. Betty Hopkins
Dr. Mike Johnson
Dr. Jana Meninno
Dr. Suzi Miley
Dr. Margaret Payne
Mr. Neil Segars
Dr. Randy Shannon
Dr. Leah Shull
Dr. Derrick Spradlin

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. In Spring 2020, reaccreditation was granted by the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE.

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 of the Department of Education is responsible for the administration of the

Teacher Education programs for the University. The Teacher Education Committee (TEC) 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 more than 150 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 PreK–3 level, the elementary level, or the middle grades 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: Integrated PreK–3; elementary education: grades K–5; middle grades 6–8 with concentrations in English, mathematics, social studies, or science; special education: K–8 interventionist, 6–12 interventionist, K–12 comprehensive; and in secondary education: art K–12, biology 6–12, business education 6–12, chemistry 6–12, English 6–12, government 6-12, history 6–12, mathematics 6–10, mathematics 6–12, music K–12, physical education (kinesiology) K–12, psychology 9–12, Spanish PreK–12, speech communication 6–12, and theatre K–12.

REQUIREMENTS FOR MAJORS

Admission to Teacher Education

Any undergraduate 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 twenty-eight (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 21 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. Have recommendation forms by three FHU faculty members.
8. Have the dispositions assessment completed by a Department of Education faculty member.
9. Complete a dispositions self–assessment.
10. Have an 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 21. If a student cannot pass the Enhanced ACT (accounting for superscores across all 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, 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. Provisional admission may be applicable to a student's full acceptance into the Teacher Education program at FHU and may include remediation, tutoring/mentoring, retaking required admissions assessment(s), and/or improving GPA.*

In determining admission, all facets of the applicant will be considered. 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 before the student may engage in student teaching. Student teachers must have evidence of professional liability insurance coverage and an approved background check administered through the Tennessee Bureau of Investigation (TBI) on file. Procedures for obtaining the background check are outlined on the Department of Education website.

Before a student may be admitted to student teaching, all courses within the program with an EDU, PSY, RDG or SPE prefix must be completed with a minimum grade of "C." Also, the student must have an overall GPA of at least 2.75 in all coursework and teaching subject-matter endorsements.

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 from day one in the classroom. For each handbook field, the placement is a Pre–Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes version for 28 teaching fields. 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. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their student's strengths and needs; engage real students in ambitious learning; analyze whether their students are learning; and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of the portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning."

(Retrieved from http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html on 3/1/2021.)

Completing edTPA Portfolios

All traditional pathway teacher licensure candidates must complete an edTPA portfolio during their student teaching semester. Teacher licensure candidates must use the state-approved edTPA handbooks for their specific content areas to complete their edTPA portfolios and submit them through the current FHU and Pearson platform. Teacher licensure candidates must pay the current fee to complete the initial edTPA submission during the student teaching semester. Teacher licensure candidates must meet or exceed the Tennessee edTPA score requirement (in addition to the required passing Praxis II scores) in order to apply for an initial teaching certificate issued by the state of Tennessee.

Non–Passing edTPA Portfolio Scores

If traditional pathway teacher licensure candidates 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. Traditional pathway teacher licensure candidates whose edTPA submissions do not satisfy the Tennessee edTPA score requirement will have the opportunity to attempt additional edTPA submissions through the current FHU and Pearson platform at their own cost. Traditional pathway teacher licensure candidates must pay the required fee per task each time they resubmit a task for edTPA scoring. Should traditional pathway teacher licensure candidates 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 traditional pathway teacher licensure candidates are required to complete a full retake of the edTPA portfolio, they must pay the full fee, as well as any fees incurred 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/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 to make sure that requirements for licensure are met; however, this responsibility ultimately lies with the individual student. (Contact the Licensure Officer, Mrs. Jill Jackson, at jjackson@fhu.edu, to apply for Tennessee Licensure.)

Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. It is recommended that Praxis tests related to the specific licensure sought 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.

No more than thirty-two (32) cumulative hours of proficiency, extension, correspondence, and College–Level Examination Program (CLEP) credit shall be accepted in any Teacher Preparation program.

Exit Requirements (Undergraduate):

1. Complete all courses within the program with an EDU, PSY, 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 seven (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 self–assessments and other required surveys.
7. Complete the exit interview with the director of field experiences.
8. Complete at least two (2) semesters and earn at least thirty-three (33) semester hours from FHU, including at least 24 of the last 33 applicable to the 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 HOURS**
Concentration: Integrated Early Childhood (PreK–3)
Program Coordinator: Dr. Sharen 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 (must include related lab)
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 Fine Arts (ART 110, ART 201, ART 234, MUS 110, MUS 214, THE 160, THE 265, THE 299A)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Additional Liberal Arts Core Requirements for the Major: **3-4 hours**

Choose one (1) of the following options:			3-4 hours
(must include related lab)			
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)

III. Major Professional Core for Elementary Education (PreK–3): **54 hours**

EDU	130	Introduction to Education **(W)**	3
EDU	250	Professional Reflective Seminar I	2
SPE	240	Special Education Foundations **(W)**	3
Must be admitted to Teacher Education to take the following:			
EDU	310	Literacy I: Emergent Literacy Methods Across Content Areas	3
EDU	311	Literacy II: Literature and Literacy **(W)**	3
EDU	320	Technology in the Classroom	3
EDU	327	Tests and Measurement	3
EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
EDU	350*	Professional Reflective Seminar II	1
EDU	415*	Literacy IV: Teaching Methods Across Content Areas	3
EDU	428*	Classroom Management	2
RDG	312	Literacy III: Teaching Literacy	3
SPE	362*	Characteristics and Needs of Exceptional Children	3
SPE	441*	Differentiated Instruction and Intervention	3
SPE	448*	Consultation with School, Family, & Community	3
Must be admitted to Student Teaching to take the following:			
EDU	444	Student Teaching, PreK–3	12
EDU	450	Professional Reflective Seminar III	1

Table continued…

IV.	Additional Required Courses:			33 hours
	FAM	201	Child Development and Lab	3
	FAM	230	Marriage and the Family	3
	FAM	305	Childhood Disorders	3
	FAM	310	Developmental Psychology	3
	FAM	331	Parenting and Family Relations **(W)**	3
	FAM	335	Human Sexuality	3
	MAT	206	The Real Number System	3
	POL	231	American Government	3
	SOC	445	Ethnic Cultures	3
	SPA	131	Elementary Spanish I	3
	SPA	132	Elementary Spanish II	3
V.	**Electives (including additional Bible):**			**1-2 hours**

**These courses must be taken together the semester prior to student teaching.*

B.S. Major in Interdisciplinary Studies **126 HOURS**
Concentration: Elementary Education (K–5)
Program Coordinator: Mrs. Ashley Estes
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 (must include related lab)
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: 215, 225, or 235)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II.	Additional Liberal Arts Core Requirements for the Major:			6 hours
	Choose one (1) of the following Fine Arts Courses:			3 hours
	ART	110	Art Appreciation	(3)
	ART	201	Introduction to Photography	(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)
	THE	299A	New York Theatre Survey	(3)
	PLUS:			3 hours
	(must include related lab)			
	PHS	111	Physical Science I	3

III.	Major Professional Core for Elementary Education (K–5):			45 hours
	EDU	130	Introduction to Education **(W)**	3
	EDU	250	Professional Reflective Seminar I	2
	SPE	240	Special Education Foundations **(W)**	3

Table continued…

	Must be admitted to Teacher Education to take the following:			
	EDU	310	Literacy I: Emergent Literacy Methods Across Content Areas	3
	EDU	311	Literacy II: Literature and Literacy **(W)**	3
	EDU	320	Technology in the Classroom	3
	EDU	327	Tests and Measurement	3
	EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
	EDU	350*	Professional Reflective Seminar II	1
	EDU	415*	Literacy IV: Teaching Methods Across Content Areas	3
	EDU	428*	Classroom Management	2
	RDG	312	Literacy III: Teaching Literacy	3
	Must be admitted to Student Teaching to take the following:			
	EDU	445	Student Teaching, Elementary	12
	EDU	450	Professional Reflective Seminar III	1
IV.	**Additional Required Courses:**			**33–36 hours**
	HEA	216	Personal Health	3
	HUM	320	Diversity in America **(W)**	3
	MAT	206	The Real Number System	3
	PHS	112	Physical Science II	3
	POL	231	American Government	3
	PSY	201	Child Development and Lab	3
	PSY	306	Educational Psychology **(W)**	3
	SPA	131	Elementary Spanish I	3
	SPA	132	Elementary Spanish II	3
			Humanities Electives (upper–division)	6
	PLUS one (1) of the following:			0-3 hours
	HEA	217	First Aid and CPR **OR**	(3)
			First Aid/Red Cross Certification	(0)
V.	**Electives (including additional Bible):**			**5-8 hours**

**These courses must be taken together the semester prior to student teaching.*

Requirements for B.S. Major in Interdisciplinary Studies with a Concentration in Elementary Education (K–5)/M.A.T. in Special Education (Initial Teaching Licensure)

Admissions Criteria: B.S. Major in Interdisciplinary Studies, Concentration: Elementary Education (K–5)/M.A.T. in Special Education

Students seeking a B.S. degree in Interdisciplinary Studies with a concentration in Elementary Education (K–5) program/Master of Arts in Teaching in Special Education degree must meet the following criteria:

- Completion of ninety (90) plus earned credit hours with a cumulative GPA of 3.00.

NOTE: Students must have completed ninety (90) plus credit hours before enrolling in graduate courses.

Licensure Requirements. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. Praxis registration materials may be obtained online at: www.ets.org. Students should plan to take the required assessments prior to student teaching and must register well in advance of the test date. Classes required for licensure must be completed within six (6) years of applying for a traditional teaching license.

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 **152 HOURS**
Concentration: Elementary Education (K-5)/M.A.T. in Special Education (Initial Teaching Licensure)
Program Coordinator: Dr. Aundrea McFall
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: 235, 245, or 246)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Additional Liberal Arts Core Requirements for the Major: **6 hours**

Choose one (1) of the following Fine Arts Courses:			3 hours
ART	110	Art Appreciation	(3)
ART	201	Introduction to Photography	(3)
ART	234	Introduction to Creativity **(W)**	(3)
MUS	110	Music Appreciation	(3)
THE	160	Introduction to Theatre	(3)
THE	265	Acting I	(3)
THE	299A	New York Theatre Survey	(3)
PLUS:			3 hours
PHS	111	Physical Science I	3

III. Major Professional Core for Elementary Education (K-5): **26 hours**

EDU	130	Introduction to Education **(W)**	3
EDU	250	Professional Reflective Seminar I	2
SPE	240	Special Education Foundations **(W)**	3
Must be admitted to Teacher Education to take the following:			
EDU	310	Literacy I: Emergent Literacy Methods Across Content Areas	3
EDU	311	Literacy II: Literature and Literacy **(W)**	3
EDU	320	Technology in the Classroom	3
EDU	327	Tests and Measurement	3
EDU	330	Teaching Mathematics: Methods, Strategies, and Techniques	3
RDG	312	Literacy III: Teaching Literacy	3

Table continued…

IV.	**Additional Required Courses:**			**36 hours**
	HEA	216	Personal Health	3
	HUM	320	Diversity in America **(W)**	3
	MAT	206	The Real Number System	3
	PHS	112	Physical Science II	3
	POL	231	American Government	3
	PSY	201	Child Development and Lab	3
	PSY	306	Educational Psychology **(W)**	3
	SPA	131	Elementary Spanish I	3
	SPA	132	Elementary Spanish II	3
			Humanities Electives (upper–division)	9
V.	**Required Core for M.A.T. in Special Education:**			**19 hours**
	EDU	500*	Introduction to Graduate Studies	1
	EDU	501	Research Methods	3
	EDU	512	Procedures in Classroom Management	3
	EDU	548** A-C,N	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	SPE	547	Assessment in Special Education	3
	SPE	548	Consultation with School, Family, and Community	3
	SPE	651	Literacy Interventions	3
VI.	**Choose one (1) of the following areas of emphasis:**			**12 hours**
A.	**K–8 Interventionist**			(12 hours)
	SPE	347	Practical Applications in Special Education	3
	SPE	362	Characteristics and Needs of Exceptional Children	3
	SPE	441	Differentiated Instruction and Intervention	3
	SPE	444	Managing Behaviors of Students with Special Needs	3
B.	**6–12 Interventionist**			(12 hours)
	SPE	362	Characteristics and Needs of Exceptional Children	3
	SPE	441	Differentiated Instruction and Intervention	3
	SPE	444	Managing Behaviors of Students with Special Needs	3
	SPE	449	Transitional and Vocational Education	3
C.	**Comprehensive**			(12 hours)
	SPE	362	Characteristics and Needs of Exceptional Children	3
	SPE	441	Differentiated Instruction and Intervention	3
	SPE	444	Managing Behaviors of Students with Special Needs	3
	SPE	483	Teaching Students with Moderate and Severe Disabilities	3
VII.	**Required for Licensure:**			**13 hours**
	EDU	524	Enhanced Student Teaching	12
	EDU	550A	Professional Reflection and Planning	1
VIII.	**Electives:**			**6 hours**

**Students may not take more than four (4) graduate hours until a grade of "B" or higher has been earned.*

***This course must be taken the semester prior to student teaching.*

B.S. Major in Interdisciplinary Studies **126 HOURS**
Concentration: Middle Grades Education (6-8)
Program Coordinator: Dr. Rachel Askew
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 (must include related lab)
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: 215, 225, or 235)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Additional Liberal Arts Core Requirements for the Major: **6-7 hours**

A. Choose one (1) of the following Fine Arts courses: 3 hours

ART	110	Art Appreciation	(3)
ART	201	Introduction to Photography	(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)
THE	299A	New York Theatre Survey	(3)

B. Choose one (1) of the following options: 3-4 hours
(must include related lab)

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)

III. Students MUST choose one (1) of the following options*: **12-15 hours**

Option A: English	ENG	225**, 235**, 305, 310, **AND** three (3) upper–division hours in Math or Natural Science Electives	(12)
Option B: Science	BIO PHS	111*, 112*, **AND** 111*, 112*, **AND** six (6) upper–division hours of BIO or PHS	(15)
Option C: History	HIS	111, 112, 221*, 222*, 424, **AND** three (3) upper–division hours in Math or Natural Science Electives	(15)
Option D: Math	MAT	100*, 206, 235, 306 **AND** two (2) of the following courses: CIS 171, MAT 120, or MAT 240	(12)

Table continued…

IV.	**Major Professional Core for Middle School (6-8):**			**39 hours**
	EDU	130	Introduction to Education **(W)**	3
	EDU	250	Professional Reflective Seminar I	2
	SPE	240	Special Education Foundations **(W)**	3
	Must be admitted to Teacher Education to take the following:			
	EDU	311**	Literacy II: Literature and Literacy **(W) OR**	3
	EDU	330**	Teaching Mathematics: Methods, Strategies, and Techniques	(3)
	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–D*	Teaching Methods and Literacy, Secondary	3
	RDG	312***	Literacy III: Teaching Literacy **OR**	3
	RDG	321***	Teaching Secondary School Literacy	(3)
	Must be admitted to Student Teaching to take the following:			
	EDU	446A or B	Student Teaching, Middle Grades	12
	EDU	450	Professional Reflective Seminar III	1
V.	**Additional Required Courses:**			**30-33 hours**
	HEA	216	Personal Health	3
	HUM	320	Diversity in America **(W)**	3
	MAT	206	The Real Number System	3
	POL	231	American Government	3
	PSY	201	Child Development and Lab	3
	PSY	306	Educational Psychology **(W)**	3
	SPA	131	Elementary Spanish I	3
	SPA	132	Elementary Spanish II	3
			Humanities Electives (upper–division)	6
	PLUS one (1) of the following:			0-3 hours
	HEA	217	First Aid and CPR **OR**	(3)
			First Aid/Red Cross Certification	(0)
VI.	**Electives (including additional Bible):**			**0-5 hours**

**These courses must be taken the semester prior to student teaching.*

***Middle Grades (Math) will take EDU 330. All other Middle Grades options will take EDU 311.*

****Middle Grades (Math 6–10) will take RDG 321. All other Middle Grades options will take RDG 312.*

B.S. Major in Special Education **126 HOURS**
(K-8 Interventionist; 6-12 Interventionist; K-12 Comprehensive)
Program Coordinator: Dr. Aundrea McFall
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 (must include related lab)
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: 215, 225, or 235)
Limit III. C. 3. Humanities Capstone to HUM 495 Values in Human Thought and Action

II. Additional Liberal Arts Core Requirements for the Major: **6-7 hours**

A.	**Choose one (1) of the following Fine Arts Courses:**			3 hours
	ART	110	Art Appreciation	(3)
	ART	201	Introduction to Photography	(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)
	THE	299A	New York Theatre Survey	(3)
B.	**Choose one (1) of the following options:** *(must include related lab)*			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)

III.	**Major Professional Core for Special Education (K-12):**			**42 hours**
	EDU	130	Introduction to Education **(W)**	3
	EDU	250	Professional Reflective Seminar I	2
	PSY	201	Child Development and Lab	3
	PSY	306	Educational Psychology **(W)**	3
	Must be admitted to Teacher Education to take the following:			
	EDU	310	Literacy I: Emergent Literacy Methods Across Content Areas	3
	EDU	311	Literacy II: Literature and Literacy **(W)**	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
	RDG	312	Literacy III: Teaching Literacy	3

Table continued…

	Must be admitted to Student Teaching to take the following:			
	EDU	450	Professional Reflective Seminar III	1
	SPE	425	Student Teaching, Special Education	12
IV.	**Choose one (1) of the following areas of emphasis:**			**9 hours**
A.	**K–8 Interventionist:**			(9 hours)
	EDU	415*	Literacy IV: Teaching Methods Across Content Areas	3
	SPE	347	Practical Applications in Special Education	3
	SPE	362	Characteristics and Needs of Exceptional Children	3
B.	**6–12 Interventionist:**			(9 hours)
	EDU	431E*	Teaching Methods and Literacy: K–12 Content Areas	3
	SPE	362	Characteristics and Needs of Exceptional Children	3
	SPE	449	Transitional and Vocational Education	3
C.	**K–12 Comprehensive:**			(9 hours)
	EDU	415*	Literacy IV: Teaching Methods Across Content Areas	3
	SPE	362	Characteristics and Needs of Exceptional Children	3
	SPE	483	Teaching Students with Moderate and Severe Disabilities	3
V.	**Additional Required Courses:**			**27 hours**
	HEA	216	Personal Health	3
	MAT	206	Real Number System	3
	POL	231	American Government	3
	SPE	240	Special Education Foundations **(W)**	3
	SPE	351	Literacy Interventions	3
	SPE	441	Differentiated Instruction and Intervention	3
	SPE	444	Managing Behaviors of Students with Special Needs	3
	SPE	447	Assessment in Special Education	3
	SPE	448	Consultation with School, Family, and Community	3
VI.	**Electives (including additional Bible):**			**7-8 hours**

**These courses must be taken together the semester prior to student teaching.*

Requirements for Second Majors in Education

B.S./B.A. major in education (secondary) is only for those desiring **Teacher Licensure**. It 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.A./B.S. Major in Education (Secondary) **39 HOURS**
(Second Major Only)
Program Coordinator: Dr. 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	2
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*	Teaching Methods and Literacy: Secondary English **OR**	3
EDU	431B*	Teaching Methods and Literacy: Secondary Mathematics **OR**	(3)
EDU	431C*	Teaching Methods and Literacy: Secondary Social Studies **OR**	(3)
EDU	431D*	Teaching Methods and Literacy: Secondary Science **OR**	(3)
EDU	431E*	Teaching Methods and Literacy: 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 together 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 Department of Education and follow the course of study for one of the following majors:

1. B.S. Major in Interdisciplinary Studies with a concentration in PreK-3 Integrated Early Childhood
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: art K–12, biology 6–12, business education 6–12, chemistry 6–12, English 6–12, government 6–12, history 6–12, mathematics 6–10, mathematics 6–12, music K–12, physical education (kinesiology) K–12, psychology 9–12, Spanish PreK–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 Department of Education and follow the course of study specifically designed for one 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.

Requirements for B.S. in Biology/Master of Arts in Teaching

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 twenty-eight (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 21 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. Have recommendation forms by three FHU faculty members.
8. Have the dispositions assessment completed by a Department of Education faculty member.
9. Complete a dispositions self–assessment.
10. Have an 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 21. If a student cannot pass the Enhanced ACT (accounting for superscores across all 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, 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. Provisional admission may be applicable to a student's full acceptance into the Teacher Education program at FHU and may include remediation, tutoring/mentoring, retaking required admissions assessment(s), and/or improving GPA.*

In determining admission, all facets of the applicant will be considered. 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.

Admissions Criteria: B.S. in Biology/Master of Arts in Teaching

- Completion of ninety (90) plus earned credit hours with a cumulative GPA of 3.00.

NOTE: Students must have completed ninety (90) plus credit hours before enrolling in graduate courses.

Licensure Requirements. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. Praxis registration materials may be obtained online at: www.ets.org. Students should plan to take the required assessments prior to student teaching and must register well in advance of the test date. Classes required for licensure must be completed within six (6) years of applying for a traditional teaching license.

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 Biology/M.A. in Teaching (Initial Licensure) **152 HOURS**
Program Coordinator: Dr. Jennifer Creecy
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 for Biology - General Emphasis:**			**18-19 hours**
	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

Table continued…

IV.	**Required Courses for Education Emphasis:**			**23-26 hours**
	EDU	130	Introduction to Education **(W)**	3
	EDU	250	Professional Reflective Seminar I	2
	EDU	320**	Technology in the Classroom	3
	EDU	327**	Tests and Measurement	3
	HEA	216	Personal Health	3
	HEA	217	First Aid and CPR **OR**	3
			First Aid/Red Cross Certification	(0)
	PSY	306	Educational Psychology **(W)**	3
	RDG	321**	Teaching Secondary School Literacy	3
	SPE	240	Special Education Foundations	3
V.	**Required Courses for M.A. in Teaching:**			**19 hours**
	EDU	500***	Introduction to Graduate Studies	1
	EDU	501	Research Methods	3
	EDU	512	Procedures in Classroom Management	3
	EDU	525	Learning Theory and Principles	3
	EDU	548**** A-C,N	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	SPE	541	Differentiated Instruction and Intervention	3
			Elective (Selected from List Below	3
VI.	**Required for Licensure:**			**13 hours**
	EDU	524	Enhanced Student Teaching	12
	EDU	550A	Professional Reflection and Planning	1
VII.	**Electives (including additional Bible):**			**17-21 hours**
	A foreign language, mathematics (including MAT 235 Introductory Statistics), and physics are strongly recommended.			
	EDU	525	Learning Theories and Principles	(3)
	ESL	555	Instructional Methods and Teaching Content ESL	(3)
	ESL	557	Foundations of Language Culture and Practice	(3)
	ESL	559	Evaluation and Assessment of English Learners	(3)
	SPE	544	Managing the Behavior of Special Needs Children	(3)
	SPE	548	Consultation with School, Family, and Community	(3)
	SPE	561	Literacy Interventions	(3)
	SPE	562	Characteristics and Needs of Exceptional Children	(3)

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

***These courses may not be taken before being admitted into the Teacher Education program.*

****Students may not take more than four (4) graduate hours until a grade of "B" or higher has been earned.*

*****Must be taken the semester prior to student teaching.*

GRADUATE STUDIES IN EDUCATION

Teaching Licensure (M.A.T.)

Dr. Alesha Northcutt

Director and Associate Professor

Program Purpose and Description

The Master of Arts in Teaching (Teaching Licensure) program consists of thirty-two (32) hours of coursework and a student teaching semester of twelve (12) hours or a one (1) hour semester of mentoring in the classroom (for job-embedded students).

This 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, Integrated PreK–3, and in the following secondary endorsement areas: art K–12, biology 6–12, business education 6–12, chemistry 6–12, English 6-8. English 6–12, government 6–12, history 6–12, mathematics 6-8, mathematics 6–10, mathematics 6–12, music K–12, physical education (kinesiology) K–12, psychology 9–12, science 6-8, social studies 6-8, Spanish PreK–12, speech communication 6–12, and theatre 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 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 through distance learning. Students completing edTPA may be required to come to one of the campus locations for submission support.

For students completing the online program who reside in another state, see the Licensure Officer for reciprocity requirements.

NOTE: Students will be required to complete a background check once accepted into the program.

Job–Embedded Practitioner License

The job–embedded practitioner license is a teacher license, valid for three (3) 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 examination or have a conferred content area major in an approved endorsement. Please contact FHU's Licensure Officer with any questions. The practitioner license may be renewed once if all coursework and assessments have been completed.

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 an approved Tennessee school 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 assessment and qualifying score requirements as specified by State Board of Education rules or policy or have a conferred content major in an approved endorsement. Please contact FHU's Licensure Officer with any questions.
- 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 (3) years to complete the program of study required for the licensure endorsement and any other Praxis scores required for his/her endorsement.

NOTE: The Freed–Hardeman University College of Education is subject to Tennessee State Department of Education policy changes. Due to this, applicants may be required to meet licensure requirements that are additional or revised from when they started the program.

Transition Points

Candidates must complete various transition points throughout the program.

Transition Point One (TP1): EDU 500 (Introduction to Graduate Studies). In order to be admitted into the Teacher Education program and take more than seven (7) hours in the program of study, those seeking licensure must:

1. Pass EDU 500 with a grade of "B" or better.
2. Provide documentation of a passed background check through Freed–Hardeman University.
3. Complete the TP1 dispositions self-assessment.
4. Demonstrate basic competencies within a professional portfolio.

Transition Point Two (TP2): Admission to Teacher Education Program (aka Candidacy). At the end of twelve (12) graduate semester hours, those seeking Teaching Licensure must complete the following:

1. Submit an application for candidacy status.
2. Submit a plan outlining the completion of the program.
3. Have a GPA of 3.00 or above on twelve (12) or more graduate hours.
4. Submit updated portfolio artifacts for review.
5. Participate in an interview with an appropriate advisor. At this time, the advisor will review the application, portfolio, student disposition forms, and other materials.

After taking twelve (12) hours, the student will have a candidacy 'stop' placed on their account. Students will not be allowed to take more than eighteen (18) hours until they have met candidacy.

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.

Licensure Requirements. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. Please contact FHU's Licensure Officer with any questions. Praxis registration materials may be obtained online at: www.ets.org. Students should plan to take the required assessments prior to student teaching and must register well in advance of the test date. Classes required for licensure must be completed within six (6) years of applying for a traditional teaching license.

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 or noted policies are subject to change at any time during the academic year.

M.A. in Teaching (Teaching Licensure) **33 or 44 HOURS**
(Job–Embedded Practitioner License ONLY route – 30 Hours)
Traditional Licensure ONLY route - 41 hours
Program Director: Dr. Alesha Northcutt
The following courses are required for those seeking Integrated PreK–3; K–5; 6-8; 6–12; and K–12 Art, Music, and P.E. License

I.	**Required Core for M.A.T. degree:**			**10 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	501*	Research Methods	3
	EDU	503	Developmental Psychology	3
	EDU	505	Instructional Theory and Design	3
II.	**Other Courses (required to meet State competencies):**			**22 hours**
	Choose one (1) of the following areas of emphasis			
A.	**Integrated PreK–3 License:**			(22 hours)
	EDU	510	Teaching Math Literacy	3
	EDU	512	Procedures in Classroom Management	3
	EDU	545A-C	Advanced Literacy I: Emergent Literacy Methods Across Content Areas	3
	EDU	546A-C	Advanced Literacy II: Literature and Literacy	3
	EDU	547A-C	Advanced Literacy III: Teaching Literacy	3
	EDU	548A-C**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
B.	**K–5 License:**			(22 hours)
	EDU	510	Teaching Math Literacy	3
	EDU	512	Procedures in Classroom Management	3
	EDU	545A-C	Advanced Literacy I: Emergent Literacy Methods Across Content Areas	3
	EDU	546A-C	Advanced Literacy II: Literature and Literacy	3
	EDU	547A-C	Advanced Literacy III: Teaching Literacy	3
	EDU	548A-C**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
C.	**6-8 License (ELA, Social Studies):**			(22 hours)
	EDU	512	Procedures in Classroom Management	3
	EDU	546A-C	Advanced Literacy II: Literature and Literacy	3
	EDU	547A-C***	Advanced Literacy III: Teaching Literacy	3
	EDU	548A-C**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
			Elective 1 (Selected from List Below)	3
			Elective 2 (Selected from List Below)	3

Table continued…

D.	**6-8 License (Mathematics, Science):**			(22 hours)
	EDU	510	Teaching Math Literacy	3
	EDU	512	Procedures in Classroom Management	3
	EDU	546A-C	Advanced Literacy II: Literature and Literacy	3
	EDU	547A-C***	Advanced Literacy III: Teaching Literacy	3
	EDU	548A-C**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
			Elective 1 (Selected from List Below)	3
E.	**6–12 License; and K–12 Art, Music, and P.E. License***:**			(22 hours)
	EDU	512	Procedures in Classroom Management	3
	EDU	521A-C	Teaching Secondary School Literacy	3
	EDU	525	Learning Theory and Principles	3
	EDU	546A-C	Advanced Literacy II: Literature and Literacy	3
	EDU	548A-C**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	541	Differentiated Instruction and Intervention	3
			Elective 1 (Selected from List Below)	3
III.	**Student Teaching: (Required Courses for Licensure/Job–Embedded Practitioner License)**			**1-12 hours**
	EDU	524	Enhanced Student Teaching **OR**	(12)
	EDU	597B or C	Mentoring in the Classroom****	(1)
IV.	***Elective Options***			
	EDU	525	Learning Theories and Principles	(3)
	ESL	555	Instructional Methods and Teaching Content ESL	(3)
	ESL	557	Foundations of Language Culture and Practice	(3)
	ESL	559	Evaluation and Assessment of English Learners	(3)
	SPE	544	Managing the Behavior of Special Needs Children	(3)
	SPE	548	Consultation with School, Family, and Community	(3)
	SPE	561	Literacy Interventions	(3)
	SPE	562	Characteristics and Needs of Exceptional Children	(3)

**Students completing a licensure-only path do NOT have to successfully complete EDU 501.*

***A (Traditional); B (Job–Embedded); C (Permit or Other).*

****Students completing the 6-8 or 6–12 Math program of study have the option to obtain a 6–10 Math license. (See **NOTE** below.)*

*****Required for students hired on a Job–Embedded Practitioner License.*

Exit Requirements for M.A.T. (Degree + Licensure–Completer):

1. Admission to the Teacher Education program and candidacy status.
2. Minimum of thirty-three (33) graduate hours applicable to the M.A.T. program.
3. Cumulative graduate grade point average (GPA) of 3.00 or above, with no more than six (6) hours of "C" grades in their program of study.
4. Successful completion of state required assessments for their endorsement area. For Job Embedded candidates, all required assessments/approved content major must be successfully completed. Please contact FHU's Licensure Officer at jjackson@fhu.edu with any questions.
5. Successful completion of clinical experience (EDU 524 Enhanced Student Teaching or EDU 597B/C Mentoring in the Classroom).
6. All coursework applicable to the M.A.T. program of study must be completed within six (6) years of graduation.
7. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license.

Requirements for Licensure-Only–Completer:

1. Admission to the Teacher Education program and candidacy status.
2. Successful completion of all licensure coursework listed in their program of study within six (6) years of applying for a traditional teaching license.
3. Cumulative graduate grade point average (GPA) of 2.75 or above on the last sixty (60) hours of coursework.
4. Successful completion of state required assessments for their endorsement area. For Job-Embedded candidates, all required assessments/approved content major must be successfully completed. Please contact FHU's Licensure Officer at jjackson@fhu.edu with any questions.
5. Successful completion of clinical experience (EDU 524 Enhanced Student Teaching or EDU 597B/C Mentoring in the Classroom).
6. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license.

NOTE: Students who chose to follow the **Mathematics 6–8 Middle Grades Education** program of study will have two options to select from for Tennessee Teacher Licensure. If a student wishes to be licensed to teach mathematics in grades 6–8, he/she will complete the program of study as outlined above and receive a passing score on the State-required assessment for math 6-8. If a student wishes to be licensed to teach mathematics in grades 6–10, he/she will complete the program of study as outlined above and receive a passing score on the State-required assessment. (As of publication date of this catalog, the assessment requirement for Mathematics 6–10 licensure is the NES Mathematics: Middle Grades and Early Secondary exam.)

NOTE: Students who chose to follow the **Mathematics 6–12 Secondary Education** program of study will have two options to select from for Tennessee Teacher Licensure. If a student wishes to be licensed to teach mathematics in grades 6–12, he/she will complete the program of study as outlined above and receive a passing score on the State-required assessment. (As of publication date of this catalog, the assessment options for 6–12 licensure are either the Praxis II Mathematics: Content Knowledge exam OR the NES Mathematics exam.) If a student wishes to be licensed to teach mathematics in grades 6–10, he/she will complete the program of study as outlined above and receive a passing score on the State-required assessment. (As of publication

date of this catalog, the assessment requirement for Mathematics 6–10 licensure is the NES Mathematics: Middle Grades and Early Secondary exam.)

NOTE: Once licensure requirements are fulfilled, students must contact the Freed–Hardeman University College of Education licensure officer in order to begin the licensure application process.

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 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 candidate must be cleared by their advisor before the student may engage in student teaching. Student teachers must have evidence of professional liability insurance coverage and an approved background check administered through the Tennessee Bureau of Investigation (TBI) on file. Procedures for obtaining the background check are outlined on the Department of Education website. First Aid and CPR certification are also required.

During student teaching, 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 and 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 from day one in the classroom. For each handbook field, the placement is a Pre–Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes version for 28 teaching fields. 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 (traditional students) or after all other licensure courses have been completed (permit or other students). edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their student's strengths and needs; engage real students in ambitious learning; analyze whether their students are learning; and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of the portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning." Effective, June 1, 2023, edTPA is no longer required for Job Embedded candidates, per the Office of Educator Licensure and Preparation.

(Retrieved from http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html on 3/1/2021.)

Non–Passing edTPA Portfolio Scores. If a traditional or permit teacher licensure candidate does not pass one or more of the three edTPA tasks within their portfolio, their portfolio will undergo review by the edTPA Advisory Committee at Freed–Hardeman University. Traditional or permit teacher licensure candidates whose edTPA submissions do not satisfy the Tennessee edTPA score requirement will have the opportunity to attempt additional edTPA submissions through the current FHU and Pearson platform at their own cost. Traditional or permit teacher licensure candidates who are resubmitting must pay the required fee each time they re-submit a task for edTPA scoring. Should traditional or permit teacher licensure candidates 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 traditional or permit teacher licensure candidates are required to complete a full retake of the edTPA portfolio, they must pay the full required fee and pay for the additional semester hours for student teaching.

GRADUATE STUDIES IN EDUCATION

Special Education (M.A.T.)

Dr. Aundrea McFall

Director and Assistant Professor

Program Purpose and Description

The Master of Arts in Teaching in Special Education (Teaching Licensure) degree consists of thirty-eight (38) hours of coursework and a student teaching semester of twelve (12) hours if the student is not on a practitioner license (i.e., job–embedded). If a student is on a practitioner license, he/she will take one (1) hour of mentoring (i.e., EDU 597) in lieu of student teaching.

This 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–8 (Interventionist), 6–12 (Interventionist), or K–12 (Comprehensive).

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 an emphasis in special education and a license to teach special education.

Schedule Overview. Courses are typically offered in an online and/or web format. Students completing edTPA may be required to come to one of the campus locations for submission support.

For students completing the online program who reside outside of Tennessee (e.g., Alabama), please note that particular state's authorization to provide a program related to the preparation of teachers or other P–12 school system personnel and their reciprocity requirements. Such requirements may include the documentation of a minimum number of years of full-time employment in a school system.

NOTE: Students will be required to complete a background check once accepted into the program.

Job–Embedded Practitioner License

The job–embedded practitioner license is a teacher license, valid for three (3) 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 examination or have a conferred content major in an approved endorsement. Please contact FHU's Licensure Officer with any questions. 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 an approved Tennessee school 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 assessment and qualifying score requirements as specified by State Board of Education rules or policy OR has an approved content major. Please contact FHU's Licensure Officer with questions.
- 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 (3) years to complete the program of study required for the licensure endorsement and any other Praxis scores required for his/her endorsement.
- Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license.

NOTE: The Freed–Hardeman University College of Education is subject to State Department of Education policy changes. Due to this, applicants may be required to meet licensure requirements that are additional or revised from when they started the program.

Transition Points

Candidates must complete various transition points throughout the program.

Transition Point One (TP1): EDU 500 (Introduction to Graduate Studies). In order to be admitted into the Teacher Education program and take more than seven (7) hours in the program of study, those seeking licensure must:

1. Pass EDU 500 with a grade of "B" or better.
2. Provide documentation of a passed background check through Freed–Hardeman University.
3. Complete the TP1 dispositions self-assessment.
4. Demonstrate basic competencies within a professional portfolio.

Transition Point Two (TP2): Admission to Teacher Education Program (aka Candidacy). At the end of twelve (12) graduate semester hours, those seeking Teaching Licensure must complete the following:

1. Submit an application for candidacy status.
2. Submit a plan outlining the completion of the program.
3. Have a GPA of 3.00 or above on twelve (12) or more graduate hours.
4. Submit an updated portfolio for review.

5. Participate in an interview with an appropriate advisor. At this time, the advisor will review the application, portfolio, student disposition forms, and other materials. After taking twelve (12) hours, students will have a candidacy 'stop' placed on their account. Students will not be allowed to take more than eighteen (18) hours until they have met candidacy.

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 GPA, and the required Praxis examination 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.

Licensure Requirements. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. Please contact FHU's Licensure Officer with any questions. Praxis registration materials may be obtained online at: www.ets.org. Students should plan to take the required assessments prior to student teaching and must register well in advance of the test date. Classes required for licensure must be completed within six (6) years of applying for a traditional teaching license.

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 in Special Education (Initial Teaching Licensure) 39-50 HOURS
(Job–Embedded Practitioner License ONLY – 36 Hours)
Program Director: Dr. Aundrea McFall
The following courses are required for those seeking K–8 Interventionist, 6–12 Interventionist, or K–12 Comprehensive License

I.	**Required Core:**			**31 hours**
	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	547A-C,N	Advanced Literacy III: Teaching Literacy	3
	EDU	548A-C,N**	Advanced Literacy IV: Teaching Methods Across Content Areas	3
	SPE	541	Differentiated Instruction and Interventions	3
	SPE	544	Managing Behaviors of Students with Special Needs	3
	SPE	547	Assessment in Special Education	3
	SPE	548	Consultation with School, Family, and Community	3
	SPE	651	Literacy Intervention	3
II.	**Other Courses (required to meet State competencies):**			**7 hours**
	Choose one (1) of the following areas of emphasis			

Table continued…

A.	**K–8 Interventionist:**			(7 hours)
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	546	Practical Applications in Special Education	3
	SPE	562	Characteristics and Needs of Exceptional Children	3
B.	**6–12 Interventionist:**			(7 hours)
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	549	Transitional and Vocational Education	3
	SPE	562	Characteristics and Needs of Exceptional Children	3
C.	**K–12 Comprehensive:**			(7 hours)
	EDU	550A-C**	Professional Reflection and Planning	1
	SPE	562	Characteristics and Needs of Exceptional Children	3
	SPE	583	Teaching Students with Moderate and Severe Disabilities	3
III.	**Student Teaching: (Required Courses for Licensure/Job–Embedded Practitioner License)**			**1-12 hours**
	EDU	524	Enhanced Student Teaching **OR**	(12)
	EDU	597B***	Mentoring in the Classroom (Job–Embedded Licensure students only)	(1)

**Students completing a licensure-only path do NOT have to successfully complete EDU 501.*

***A (Traditional); B (Job–Embedded); C (Permit or Other).*

****Required for students hired on a Job–Embedded Practitioner License.*

NOTE: *Please contact FHU's Licensure Officer, Mrs. Jill Jackson, at (731) 989-6082.*

Exit Requirements for M.A.T. (Degree + Licensure – Completer):

1. Admission to the Teacher Education program and candidacy status.
2. Minimum of thirty-six (36) graduate hours applicable to the M.A.T. program.
3. Cumulative graduate grade point average (GPA) of 3.00 or above, with no more than two (2) "C" grades in their program of study.
4. All coursework applicable to the M.A.T. program of study must be completed within six (6) years of graduation.

Requirements for Licensure Only – Completer :

1. Successful completion of all licensure coursework listed in their program of study within six (6) years of applying for a traditional teaching license.
2. Cumulative graduate grade point average (GPA) of 2.75.
3. Successful completion of state required assessments for their endorsement area or have a conferred content major in an approved endorsement. Please contact FHU's Licensure Officer with any questions.
4. Successful completion of: EDU 524 Enhanced Student Teaching or EDU 597B Mentoring in the Classroom (job–embedded students only).

5. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license.

NOTE: Once licensure requirements are fulfilled, students must contact the Freed–Hardeman University College of Education licensure officer in order to begin the licensure application process.

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 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 candidate must be cleared by their advisor before the student may engage in student teaching. Student teachers must have evidence of professional liability insurance coverage and an approved background check administered through the Tennessee Bureau of Investigation (TBI) on file. Procedures for obtaining the background check are outlined on the Department of Education website.

During student teaching, 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 and 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 from day one in the classroom. For each handbook field, the placement is a Pre–Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes version for 28 teaching fields. 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 (traditional students) or after all other licensure courses have been completed (permit or other students). edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their student's strengths and needs; engage real students in ambitious learning; analyze whether their students are learning; and adjust their instruction to become more effective. Traditional or permit teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of the portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning." Effective June 1, 2023, edTPA is no longer required for Job-Embedded candidates, per the Office of Educator Licensure and Preparation.

(Retrieved from http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html on 3/1/2021.)

Non–Passing edTPA Portfolio Scores. If a traditional or permit teacher licensure candidate does not pass one or more of the three edTPA tasks within their portfolio, their portfolio will undergo review by the edTPA Advisory Committee at Freed–Hardeman University. Traditional or permit teacher licensure candidates whose edTPA submissions do not satisfy the Tennessee edTPA score requirement will have the opportunity to attempt additional edTPA submissions at their own cost. Candidates who are resubmitting must pay the required fee each time they re-submit 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 required fee and pay for the additional semester hours for student teaching.

GRADUATE STUDIES IN EDUCATION

Curriculum and Instruction (M.Ed.)

Dr. Alesha Northcutt

Director and Associate Professor

Program Purpose and Description

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 thirty-one (31) hours of coursework. Thirteen (13) of these hours follow a list of required courses, eighteen (18) are selected from among approved electives, and there is a culminating capstone action research project for six (6) hours. Students may choose electives in curriculum and instruction, special education, English, literacy, English as a second language (ESL), physical education, 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 (2) years. All courses—core curriculum, elective courses, and capstone courses—are available online.

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 uploading artifacts in Canvas and completing self-assessments that are sent out via email. The details of this process are initiated when the student enrolls in 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 action-research project for which the student will receive six (6) graduate hours credit is required.

NOTE: Students completing practicum hours within a school setting will be required to complete a background check once accepted into the program.

Transition Points

Candidates must complete one transition point throughout the program.

Transition Point One (TP1): EDU 500 (Introduction to Graduate Studies). Students may not take more than seven (7) hours until they have earned a grade of "B" or higher in EDU 500. Students must retake EDU 500 if minimum "B" grade was not earned in the course.

M.Ed. Degree in Curriculum and Instruction (Non–Licensure) **31 HOURS**
Program Director: Dr. Alesha Northcutt

I.	**Required Core Curriculum:**			**7 hours**
	EDU	500	Introduction to Graduate Studies	1
	EDU	501	Research Methods (Web–Conferencing)	3
	EDU	525	Learning Theory and Principles	3

II. Electives: **18 hours**

A total of eighteen (18) hours of electives must be completed. The hours can all come from one of the areas listed below OR from a combination of areas:

A.	**Curriculum and Instruction:**			(15 hours)
	EDU	512	Procedures in Classroom Management	3
	EDU	630	Professionalism and Ethics	3
	EDU	635	Advanced Legal Issues in School Administration	3
	EDU	639	Development Professional Learning Communities	3
	EDU	685	Seminar in Professional Development	3
B.	**English:**			(18 hours)
	ENG	508	Teaching College English	3
	ENG	535	Poe and Hawthorne	3
	ENG	545	Women Writing Through Trauma	3
	ENG	565	Native American Renaissance	3
	ENG	571	Modern Poetry	3
	ENG	572	Detective Fiction	3
C.	**English as a Second Language (ESL):**			(12 hours)
	EDU	555	Instructional Methods and Content Teaching ESL	3
	EDU	557	Foundations of Language, Culture, and Practice	3
	EDU	559	Evaluation and Assessment of English Learners	3
	EDU	560	ESL Practicum and Field Experience	3
D.	**Literacy:**			(18 hours)
	EDU	521N	Teaching Secondary School Literacy (Non-License)	3
	EDU	545A-D	Advanced Literacy I	3
	EDU	546A-D	Advanced Literacy II	3
	EDU	547N	Advanced Literacy III (Non-Licensure)	3
	EDU	548N	Advanced Literacy IV (Non-Licensure	3
	EDU	561	Literacy Practicum	3
E.	**Physical Education**			(21 hours)
	EXS	502	Human Functional Anatomy	3
	EXS	503	Applied Biomechanics	3
	EXS	505	Nutrition in Exercise	3
	EXS	507	Psychology of Exercise	3
	EXS	601	Exercise Prescription of Special Populations	3
	EXS	603	Theory and Practice of Strength and Conditioning	3
	EXS	604	Clinical Practicum	3

Table continued…

F.	**Special Education:**			(18 hours)
	SPE	541	Differentiated Instruction and Intervention	3
	SPE	544	Managing Behaviors of Students with Special Needs	3
	SPE	547	Assessment in Special Education	3
	SPE	548	Consultation with School, Family, and Community	3
	SPE	562	Characteristics & Needs of Exceptional Children	3
	SPE	651	Literacy Interventions	3
III.	**Capstone Courses (to be taken at the end of the program):**			**6 hours**
	EDU	522A	Research Development and Implementation I	3
	EDU	522B	Research Development and Implementation II	3

Exit Requirements for M.Ed. in Curriculum and Instruction:

1. Minimum of thirty-one (31) graduate hours applicable to the M.Ed. program.
2. Cumulative graduate grade point average (GPA) of 3.00 or above, with no more than six (6) hours of "C" grades in their program of study.
3. Successful completion and defense of their research project.
4. All coursework applicable to the program of study must be completed within six (6) years prior to graduation.

GRADUATE STUDIES IN EDUCATION

Literacy with an Emphasis in English as a Second Language (M.Ed.)

Dr. Amy Downey
Interim Director and Assistant Professor

Program Purpose and Description

Freed–Hardeman University's College of Education is providing a Master of Education (M.Ed.) degree in literacy with an emphasis in English as a second language to licensed educators. This degree was specifically designed to align with both the International Literacy Standards and Teachers of English to Speakers of Other Languages (TESOL) Standards.

The Master of Education in Literacy with an emphasis in English as a Second Language program provides multiple pathways for licensed educators to obtain additional endorsements in the areas of:

- English as a Second Language and/or
- Reading Specialist

Freed–Hardeman University's degree plan is unique as it provides practicing educators with multiple pathways to add these endorsements to an existing license (a) individually, (b) consecutively, or (c) complete both endorsements while leading to a graduate degree.

As literacy and language are essential to the success of all students, teachers are required to become visionary instructional facilitators in conjunction with providing traditional instruction. The concentration areas provide practicing teachers with the necessary skill set needed to gain knowledge and understanding of language acquisition and literacy development. Through self-reflection, analysis, and practical application of best practices, the program focuses on providing school leaders and teachers with the knowledge, skills, and expertise needed to develop appropriate strategies and effective instruction associated with overall language and literacy learning. Additionally, the online program is designed to meet the needs of educators seeking to serve growing English learner populations and effectively provide literacy instruction in the state and across the nation.

NOTE: Students will be required to complete a background check once accepted into the program.

M.Ed. Major in Literacy with an Emphasis in English as a Second Language (K–12)
Program Director: Dr. Amy Downey **30 HOURS**

For a complete listing of requirements for graduation, see Academics: Degree/Graduation

I. Required:

EDU	521N	Teaching Secondary School Literacy	3
EDU	545A-D	Advanced Literacy I: Emergent Literacy Methods Across Content Areas	3
EDU	546A-D	Advanced Literacy II: Literature and Literacy	3
EDU	547N	Advanced Literacy III: Teaching Literacy	3
EDU	548N	Advanced Literacy IV: Teaching Methods Across Content Areas	3
EDU	561	Literacy Practicum	3
ESL	555	Instructional Methods and Content Teaching ESL	3
ESL	557	Foundations of Language, Culture, and Practice	3
ESL	559	Evaluation and Assessment of English Learners	3
ESL	560	ESL Practicum and Field Experience	3

Reading Specialist Endorsement (K–12) **18 HOURS**

EDU	521N	Teaching Secondary School Literacy	3
EDU	545A-D	Advanced Literacy I: Emergent Literacy Methods Across Content Areas	3
EDU	546A-D	Advanced Literacy II: Literature and Literacy	3
EDU	547N	Advanced Literacy III: Teaching Literacy	3
EDU	548N	Advanced Literacy IV: Teaching Methods Across Content Areas	3
EDU	561	Literacy Practicum	3

English as a Second Language Endorsement (K–12) **12 HOURS**

ESL	555	Instructional Methods and Content Teaching ESL	3
ESL	557	Foundations of Language, Culture, and Practice	3
ESL	559	Evaluation and Assessment of English Learners	3
ESL	560	ESL Practicum and Field Experience	3

Exit Requirements for M.Ed. in Literacy with an Emphasis in English as a Second Language:

1. Completion of thirty (30) graduate hours applicable to the M.Ed. program.
2. Cumulative graduate grade point average (GPA) of 3.00 or above, with no more than two (2) "C" grades in their program of study.
3. Appropriate score on the state-mandated licensure examinations in the two (2) endorsement areas.
4. Reading Specialist candidates may only receive endorsement after the candidate has had at least two (2) years of experience as a licensed teacher.

Licensure Requirements. Students seeking initial licensure must have a minimum 2.75 GPA, pass all required Praxis examination(s) including edTPA, and successfully complete the Literacy Success Act Training effective August 1, 2023 before a recommendation will be made for a practitioner teaching license. Praxis registration materials may be obtained online at: www.ets.org. Students should plan to take the required assessments 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.

GRADUATE STUDIES IN EDUCATION

Instructional Leadership (M.Ed.; Ed.S.)

Dr. Showen Herring
Director and Assistant Professor

The Master of Education (M.Ed.) degree program with a major in Instructional Leadership includes one concentration:

1. Administration and Supervision (Licensure)

Program Purpose and Description

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–Administration), is a thirty-four (34) hour program consisting of a thirteen (13) hour core in Curriculum and Instruction and twenty-one (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 ILL program requires three (3) 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 (3) 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. Students will be required to submit a background check during this course.

M.Ed. in Instructional Leadership: Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–Administration) 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 the following artifacts:
    a. Latest composite teacher evaluations which 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 **34 Hours**
Concentration in Administration and Supervision (Licensure)
Program Director: Dr. Showen Herring

I.	**Required Core:**			**13 hours**
	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	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 for 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 (6) 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 (3) semesters. The maximum time to complete the internship is three (3) years.
3. Passage of the Instructional Leadership Praxis 6990.
4. Instructional Leader licensure candidates must complete the Literacy Success Act training effective August 1, 2023.
5. 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 Canvas. 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 Canvas 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

Canvas. 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 Leadership Licensure (ILL)

Freed–Hardeman University will utilize the identified procedures for students applying for the Tennessee Instructional Leadership Licensure (ILL) as follows:

1. Freed–Hardeman University has an approved Education Preparation program, which will recommend program completers for the Tennessee Instructional Leadership Licensure–Beginner (ILL–Administration). Freed–Hardeman University will support school administration candidates for the Instructional Leadership Licensure–Aspiring (ILL–A) upon recommendation of our partnering Local Education Agencies (LEA).
2. Students with a prior M.Ed. degree who desire to follow a licensure-only path to receive the ILL–Administration must meet the same entrance and exit requirements listed for the M.Ed. degree.

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 thirty-nine (39) hour program designed for educators with an earned master's degree in an education-related area. Prospective Ed.S. students must have three (3) 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 6990 and the Literacy Success Act Training effective August 1, 2023. Once the recommendation has been made by the Program Director, the FHU Licensure Officer, Mrs. Jill Jackson, at jjackson@fhu.edu, will assist the aspiring instructional leader in obtaining the ILL–Administration 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 teachers 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 and serve as 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 (3) 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. Students will be required to submit a background check during this course.

Ed.S. in Instructional Leadership: Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–Administration) 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 which 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. Degree in Instructional Leadership **36 HOURS**
Concentration in Administration and Supervision (Licensure)
Program Director: Dr. Showen Herring

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	630	Professionalism and Ethics	3
EDU	637	Data Analysis for School Improvement	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

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.

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 for 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 (6) 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 (3) semesters. The maximum time to complete the internship is three (3) 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 Canvas. 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 Canvas 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 Canvas. 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 **36 HOURS**
Concentration in Teacher Leadership (Non–Licensure)
Program Director: Dr. Showen Herring

EDU	601	Foundations of School Administration and Supervision	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	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
SPE	651	Literacy Intervention	3

Exit Requirements for 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.

GRADUATE STUDIES IN EDUCATION

Instructional Leadership (Ed.D.)

Dr. Aarek Farmer
Director and Associate 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 (3) 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. Students will be required to complete a background check during this course.

All students accepted into the Ed.D. in Instructional Leadership (including students transferring work from FHU or other universities) must complete all Ed.D. candidacy requirements (even if portions of FHU's candidacy requirements were completed at other universities).

Ed.D. in Administration and Supervision (Licensure)

Students who aspire to become a candidate for the Tennessee Instructional Leadership Licensure (ILL–Administration) 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

A student's committee will guide him/her 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 at Freed–Hardeman University. Other members of the dissertation committee may come from other disciplines, outside of the education field.

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 (SLOs) of the program.

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 achieve candidacy; see Admission to Candidacy (Graduate) before enrolling in: EDU 773, EDU 774, and EDU 775 (Dissertation Seminar I, II, and III).

The Comprehensive Examination Committee, which consists of those appointed by the program director, will review and score the comprehensive exam.

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, SPE 651 Literacy Interventions, 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.

NOTE: The Praxis 6990 Exam will serve as the Leadership Comprehensive Exam for doctoral students following the Administration and Supervision concentration. For students in the Teacher Leadership concentration, an FHU-designed leadership exam will be utilized. (The Praxis ILL–Administration 6990 or 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 a defense 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 student.

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 exam 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**			**54 HOURS**
			45 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	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	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 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)
EDU	778	Dissertation Seminar VI	(5)

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 for 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 (6) 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 (3) semesters. The maximum time to complete the internship is three (3) 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 Canvas. 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 Canvas at the end of each course. The 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 Canvas. 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 6990).
5. Successful completion of the Literacy Success Act Training effective August 1, 2023.
6. Completion of the Statistics Comprehensive Examination.
7. Successful written and oral defense of the dissertation.
8. Submission of scholarly article to a peer-reviewed journal.

Ed.D. Degree in Instructional Leadership **Teacher Leadership (Non–Licensure)** **Program Director: Dr. Aarek Farmer**			**54 HOURS**
			45 hours
EDU	601	Foundations of School Administration and Supervision	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	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
SPE	561	Literacy Interventions	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)
EDU	778	Dissertation Seminar VI	(5)

Exit Requirements for 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 at FHU beyond their master's degree. Students who transfer in the maximum, thirty-nine (39) hours, from their previous coursework at FHU, must complete at least eighteen (18) more hours, totaling at least fifty-seven (57) hours. Students must still complete all coursework embedded within the current Ed.D. curriculum for which they have been accepted. Students obtaining an Ed.S. degree from FHU prior to 2013 may require more than eighteen (18) hours beyond their Ed.S. degree to complete their degree due to curriculum changes.

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; Director of International Education; and Assistant Professor

Assisting:

Dr. LeAnn Davis
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.

Honors Scholarship

The Honors Scholarship is a competitive award that is stackable on top of the Trustee's Scholarship, up to the total cost of FHU's comprehensive charge. The scholarship is awarded based on a competition held each fall semester. To be eligible for invitation to the FHU Honors Scholarship Competition, students must:

1. Apply to FHU as a new full-time, residential incoming freshman on the Henderson campus.
2. Submit an official high school transcript and official results of either the SAT or the ACT.
3. Qualify for the Trustee's Scholarship by achieving:
    a. An overall weighed minimum 3.00 high school GPA, AND
    b. A minimum ACT composite score of 30 or SAT composite score of 1360 SAT.

The Honors Scholarship is conditional, renewable each semester for up to four (4) years, and subject to review and adjustment by the Dean of the Honors College. Recipients who accept a Honors Scholarship must agree to:

1. Actively participate in the Freshman Honors program their first semester.
2. Apply for membership in the Honors College within their first year and continue in the Honors College with good standing.
3. Take all courses required for graduation through the Honors College, plus the honors section of BIB 346 Foundations of Faith.
4. Take at least twelve (12) undergraduate hours each semester and maintain at least a 3.50 cumulative GPA.

For more information about the Honors Scholarship Competition, email admissions@fhu.edu or call (800) FHU–FHU1.

Admission to Honors Program

Students may become participants in the FHU Honors program in one of three ways:

1. As first semester Honors freshmen through the Honors Scholarship Competition, held in the academic year before they enter the University. Interested high school seniors should work through their Regional Admissions Director to submit an application. Freshman admission to Honors is competitive, based on standardized-test scores, high school grades, extracurricular activities, letters of recommendation, and writing samples.
2. As University students who have completed at least one (1) full-time semester of coursework at FHU and who have at least a 3.50 cumulative GPA. These students will receive an invitation to join the Honors program at the beginning of each semester in which they are eligible.
3. As transfer students from other college honors programs who 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 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:

- Course sections reserved for honors students only,
- Courses offered by other colleges of the University that are contracted for honors credit, and
- 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 (3) honors credit hours at FHU.
2. Have at least a 3.50 cumulative GPA.
3. Have completed fewer than six (6) semesters as a full-time college student.
4. Must have at least two (2) 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 eighteen (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 following semester. 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 (1) 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 eighteen (18) semester hours of earned "H" grades (which 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 twenty-seven (27) semester hours of earned "H" grades (which must include two colloquia, one practicum, an honors seminar, and an honors thesis), good standing in the Honors College, and a 3.50 GPA.

FHU/DICKSON

Dr. Robert Spencer
Academic Director

Location and Facilities

Freed–Hardeman University operates an off-campus instructional site at 201 Center Avenue in Dickson, Tennessee.

Program Offerings

FHU/Dickson is not admitting any new students and is in the teach-out phase of the Bachelor of Science in Nursing program.

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 Dickson 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) 440-7597 or (615) 440-2134.

Advising (Availability: On–Site, Web–Conferencing, Telephone, and Email)

Continuing students are 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.

Computing Services (Availability: On–Site)

Access to computers is available by contacting FHU/Dickson Admissions offices at (615) 740-5399 or by email at dwalker@fhu.edu. FHU/Dickson also has a wireless network that is accessible by students.

Student Accessibility 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 Student Accessibility 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 Student Accessibility will provide 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 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 Academic Success, 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 Academic Success 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.

Tutoring (Availability: Web–Conferencing and Email)

Through Freed–Hardeman University's Academic Success, 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 Academic Success at (800) FHU–FHU1, ext. 6060 or (731) 989-6060.

FHU/MEMPHIS

Dr. Aarek Farmer
Academic Coordinator

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
- Master of Science in School Counseling
- Doctor of Behavioral Health

Education

- Master of Arts in Teaching (Teaching Licensure)
- Master of Arts in Teaching in Special Education (Teaching Licensure)
- Master of Education in Literacy with an Emphasis in English as a Second Language (K–12)
- Master of Education in Curriculum and Instruction (Non–Licensure, Online Only)
- 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
- Doctor of Ministry

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.

Student Accessibility 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 Student Accessibility 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 Student Accessibility 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 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)

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COURSE DESCRIPTIONS

Course Prefixes, Disciplines, and Departments

	Discipline	Department
ACA	Academic Studies	Arts and Humanities
ACC	Accounting	Business
ART	Art	Creative and Communication 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, Engineering, and Computer Science
CJU	Criminal Justice	Behavioral Sciences
COM	Communication	Creative and Communication Arts
COU	Counseling	Behavioral Sciences
CSD	Communication Sciences and Disorders	Biological, Physical, and Human Sciences
CYB	Cybersecurity	Mathematics, Engineering, and Computer Science
DBH	Doctor of Behavioral Health	Behavioral Sciences
ECO	Economics	Business
EDU	Education	Education
ENG	English	Creative and Communication Arts
ENS	Engineering Science	Math, Engineering, and Computer Science
ESL	English as Second Language	Education
EXS	Exercise Science	Biological, Physical, and Human Sciences
FAM	Family Sciences	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	Creative and Communication Arts
KIN	Kinesiology	Biological, Physical, and Human Sciences
LDR	Leadership	Business
MAT	Mathematics	Mathematics, Engineering and Computer Science
MGT	Management	Business
MIS	Management Information Systems	Business
MKT	Marketing	Business
MSL	Military Science and Leadership	Arts and Humanities
MUS	Music	Creative and Communication 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
PTA	Physical Therapist Assistant	Biological, Physical, and Human Studies
RDG	Reading	Education
SOC	Sociology	Behavioral Sciences
SPA	Spanish	Communications and Literature
SPE	Special Education	Education
SPT	Sport Administration	Business
SWK	Social Work	Behavioral Sciences
THE	Theatre	Creative and Communication 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.

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., Sp.

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 OR approved equivalent. 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 438. 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 and ACC 233 (Principles of Accounting I and II), OR ACC 231 Principles of Accounting I and FIN/FAM 288 Personal Finance, OR approved equivalents.

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: ACC 330 Intermediate Accounting I AND ACC 335 Cost Accounting, OR ACC 430 Principles of Taxation I AND junior standing.

ACC 530. Managerial Accounting. 3 hours. Su., F., Sp.

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 and ACC 233 (Principles of Accounting I and 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 532. Data Analytics for Auditing and Fraud Investigation. 3 hours. Sp.

Introduction to the practical application of data analytics techniques and software to improve effectiveness and efficiency in identifying trends, patterns, anomalies, and exceptions in large volumes of data. This course will consider how results of data analytics can assist internal and external auditors, forensic accountants, and fraud investigators in uncovering red flags in data and targeting the accompanying risks. Prerequisites: ACC 438/538 Fraud Examination, ACC 436 Principles of Auditing I, AND BUS 254 Business Technology.

ACC 534. CPA Exam Preparation. 3 hours. Sp.

An introduction to a commercial CPT review course, especially the auditing (AUD) part of the exam. Prerequisite: ACC 436 Principles of Auditing I.

ACC 536. CFE Exam Preparation. 3 hours. Sp.

A use of professional Certified Fraud Examiner (CFE) Exam preparation software to further content and skills knowledge, and to achieve readiness to take the CFE Exam. Prerequisite: ACC 539 Advanced Fraud Examination.

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.

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 and ACC 233 (Principles of Accounting I and II), OR ACC 231 Principles of Accounting I and FIN/FAM 288 Personal Finance, OR approved equivalents.

ACC 539. Advanced Fraud Examination. 3 hours. F.

A practical application of concepts of fraud examination in conducting hands-on fraud investigation through the use of detailed casework. Prerequisite: ACC 532 Data Analytics in Auditing and Fraud Investigation.

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. F.

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.

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. Offered on sufficient demand.

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.

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.

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 permission from the instructor.

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 285. Alternative Processes. 3 hours. F., Sp.

A creative exploration with film, paper, and darkroom chemicals which includes a brief survey of the history of early photography from its conception and connections to the modern recording of an image on light-sensitive materials. Alternative processes will include, but not be limited to, pinhole photography, the negative, the plastic camera, painting with developer and cyanotype processes, and other alternative processes. Prerequisite: ART 260 Black and White Photography.

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. Offered on sufficient demand.

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. Offered on sufficient demand.

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.

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 360. Photography as a Profession. 3 hours. Sp. Odd years.

This course serves as an introduction to the business of photography and common marketing, promotional, sales, and business practices common to photography. This course emphasizes developing professional business strategies and objectives based upon careful consideration of the financial, legal, organizational, promotional, interpersonal, and ethical practices of photography.

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. F.

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 and ART 220 (Drawing I and 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 (1) 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.

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.

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 permission from the 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. F., Sp.

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 and ART 220 (Drawing I and II), ART 240 and ART 340 (Painting I and 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 and BUS 254 Business Technology.

BAN 325. Business Analytics. 3 hours. F., Sp.

A study of quantitative techniques focused on data visualization and applied statistical modeling. Topics include cleaning and preparing data for analysis, machine learning techniques, and market research methodology. Problem-solving and reporting skills are emphasized using Tableau and/or Power BI software packages. Prerequisites: BAN 225 Quantitative Business Analysis and BUS 254 Business Technology or permission from the instructor.

BAN 425. Advanced Business Analytics. 3 hours. Sp.

A study of quantitative techniques focuses on data mining and prediction models. Topics include exploratory analyses, training and validation data sets, classification models, simulation and optimization. Problem-solving and reporting skills are emphasized using leading statistical software languages like R and Python. 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. F.

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.

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. 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. Sp.

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.

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. Offered on sufficient demand.

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.

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 I and II 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. Su., F.

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.

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. Sp.

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. F.

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. 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 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. Odd years.

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. (Prerequisite for internships in Youth and Family Ministry: BIB 237 Fundamentals of Youth and Family Ministry.)

BIB 299A/399A. The Biblical World. 3 hours.

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 299B/399B. Reformation History. 3 hours. F., Sp.

Taught in the FHU Abroad program only. A study of the rise of the Reformation Movement of the 16th and 17th centuries. Attention will be given to the historical developments precipitating the Reformation, key figures of the movement, and the broad effects upon religious life in Europe and beyond. (Text course.)

BIB 299C/399C. Intertestamental Period. 3 hours. Offered on sufficient demand.

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. (Cross-listed with BIB 508.)

BIB 299E/399E. The Problem of Suffering. 3 hours. F. Odd years.

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. Offered on sufficient demand.

A study of the biblical teachings of the Godhead. This course is also a critical examination of contemporary religious views.

BIB 310. Prophets I. 2 hours. F. Even years.

Selections from the writings of the pre-exilic prophets: Isaiah, Jeremiah, 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. Sp. 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.

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. 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.

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 326. Bible Text Colloquium. 1 hour. Sp.

This course focuses on reading and reflecting on the English translation of the entire text of Scripture. After completing this course, students will have read the whole Bible and produced a 13-week study which surveys the text of Scripture in a comprehensive fashion.

BIB 328. Inductive Preaching. 3 hours. F. Odd years.

A study of the design and delivery of inductive sermons. Attention will be given to the structure and orientation of biblical lessons with an emphasis on narrative or discovery-based thought development.

BIB 329. Biblical Leadership. 3 hours. F. Even years.

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. Sp.

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. Offered on sufficient demand.

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 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. 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.

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. 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 349. Religion, Faith, and Families. 3 hours. F. Even years.

This course will explore the growing scholarly connection between religion, faith, and family life. Special attention will be given to the impact of religious involvement and faith on marital stability and satisfaction, parenting styles, coping patterns, and transformational processes such as prayer and forgiveness. This course will examine the factors and processes impacting the intergenerational transmission of faith. Students will be introduced to the theory and practice of life ministry. Same as FAM 349.

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. 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. Same as BIB 550.

BIB 352. Early Christian Theology. 3 hours. F. Even years.

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.

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 360. Men, Faith, and Families. 3 hours. Sp. Odd years.

An exploration of various topics that lie at the intersection of men, faith, and families. Attention will be given to issues such as: men and marriage, sexual wholeness, fathering, gender roles, balancing work and family, men and money, male spirituality, mentoring relationships, and spiritual leadership in the family. Same as FAM 360.

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 and BIB 262 (New Testament Greek I and 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 and BIB 262 (New Testament Greek I and II) AND BIB 361 New Testament Greek Readings.

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. 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. 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 428. The Bible and Science. 3 hours. Sp.

This course considers the perceived antagonism between modern science and the Bible. Philosophical and hermeneutical foundations will be discussed, along with potential solutions to well-known problems such as the age of the earth, evolutional biology, the historicity of Genesis, and other points of contention.

BIB 432. Seminar in Missions. 3 hours. Offered on sufficient demand.

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. 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.

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. 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 445. World Religions. (W) 3 hours. Sp. Odd years.

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.

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. Offered on sufficient demand.

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 second century B.C. to the second 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 507. Dead Sea Scrolls. 3 hours. F. Three-year rotation.

A study of the Dead Sea Scrolls in their historical, literary, and cultural context. Special attention will be given to Jewish sectarianism, biblical text, canon, interpretation, and early Christian backgrounds.

BIB 508. Intertestamental Period. 3 hours. F. Three-year rotation.

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. F. Three-year rotation.

A study of selections from the writings of the pre-exilic prophets: Isaiah, Jeremiah, 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 510. Prophets II: Post–Exilic. 3 hours. Sp. Three-year rotation.

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. (Text course.)

BIB 511. Seminar in Genesis. 3 hours. Sp. Even 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. (Text course.)

BIB 512. Old Testament Wisdom Literature. 3 hours. F. Three-year rotation.

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. (Text course.)

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. (Text course.)

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. (Text course.)

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

The major introductory questions to the Gospel of John will be discussed. The seminar will focus on an in-depth study of key passages. Applications for the 21st century minister will be emphasized. (Text course.)

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

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. (Text course.)

BIB 518. I, II Peter and Jude. 3 hours. F. Odd years.

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. (Text course.)

BIB 519. The Corinthian Correspondence. 3 hours. F. Odd years.

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. (Text course.)

BIB 520. Life of Paul. 3 hours. Su. Three-year rotation.

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. (Text course.)

BIB 521. Romans. 3 hours. Sp. Odd years.

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. (Text course.)

BIB 522. Seminar in Acts. 3 hrs. Su. Even years.

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

BIB 523. Hebrews. 3 hours. Three-year rotation.

A verse-by-verse exegesis of the letter to the Hebrews. Attention is given to the superiority of Christ, the superiority of the New Covenant over the Old Covenant, and the need to serve God faithfully. (Text course.)

BIB 524. Revelation. 3 hours. Short course. Three-year rotation.

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. (Text course.)

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. Introduction to Homiletics. 3 hours. Sp. Even years.

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

BIB 527. New Testament Theology. 3 hours. Sp. Even years.

The origin, background, authorship, theology, and design of New Testament books with some special attention to biblical criticism.

BIB 528. New Testament World. 3 hours. F. Odd 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 second century B.C. to the second century A.D.

BIB 529. Expository Preaching. 3 hours. Sp. Three-year rotation.

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. Three-year rotation.

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 and BIB 532 (Elementary Greek I and II).

BIB 534. Greek Exegesis. 3 hours. Sp.

Work on exegeting even more difficult passages of the New Testament by emphasis on history, methods, and tools of New Testament exegesis. Prerequisites: BIB 531 and BIB 532 (Elementary Greek I and II) AND BIB 533 Greek Readings.

BIB 535. Family Ministry. 3 hours. F. Odd years.

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

BIB 536. Pastoral Counseling. 3 hours. Sp. Even years.

Current theories and practices in pastoral counseling are needed by ministers and clergypersons, church leaders, and Christian counselors. Topics that have special application to a church or faith-based clinical setting will be pursued, e.g., pastoral diagnosis and assessment, basic pastoral counseling skills, marital and family counseling (including abuse, infidelity, and divorce), counseling in the hospital, anger and conflict management, crisis counseling, spiritual disorders, pastoral therapy ethics, and referral procedures. Pastoral counseling role-plays will be facilitated to practice and develop stronger pastoral therapy skills. Same as COU 536.

BIB 537. Old Testament Theology. 3 hours. F. Three-year rotation.

The origin, background, authorship, theology, and design of Old Testament books with special attention to problems of biblical criticism.

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 and 542 (Elementary Hebrew I and 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 and BIB 542 (Elementary Hebrew I and II) AND BIB 543 Hebrew Readings.

BIB 545. Spiritual Leadership. 3 hours. Su. Odd years.

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. F. Odd years.

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

BIB 548. Contextualization. 3 hours. Sp. Three-year rotation.

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 550. Missionary Anthropology. 3 hours. Sp. Three-year rotation.

An examination of basic anthropological insights with application to the missionary enterprise. Culture change and cross-cultural adaptation will be addressed, as well as world view, urbanization, modernization, and westernization of less-developed cultures. Same as BIB 351.

BIB 551. Religious Diversity in America. 3 hours. Sp. Three-year rotation.

A survey of the history and beliefs of the major world religions, with a special emphasis on their practice in an increasingly diverse American landscape. Special attention will also be given to missiological principles for more effective Christian evangelism.

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 forty (40) hours of preparation, work, and evaluation, exclusive of travel, will be required for each hour of credit. Check with director for availability.

BIB 573. Critical Thinking. 3 hours. Sp. Three-year rotation.

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. Three-year rotation.

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. Three-year rotation.

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. Short course. Three-year rotation.

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 585 A, B, C. Thesis. 3 or 6 hours. Su., F., Sp.

The thesis for the M.A. 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 Church Fathers. 3 hours. F. Even years.

A study of Christian theology from the period of the Apostolic Fathers (ca. 100 C.E.) to the Council of Chalcedon (451 C.E.). The course will focus upon the theological development of four primary Christian themes: ecclesiology, Christology and the Trinity, orthodoxy/heresy, and Tradition and Scripture. Attention also will be given to the intersection of these developments with social, political, and geographical elements.

BIB 591. History of Reformation Movement. 3 hours. F. Three-year rotation.

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. Three-year rotation.

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. Short course. Three-year rotation.

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. Odd years.

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

BIB 595. Systematic Theology II. 3 hours. 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. Three-year rotation.

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.

BIB 700. Methodology of Doctoral Research and Writing. (W) 3 hours. F.

A required orientation to the D.Min. program; this course introduces students to the scholarship of ministry. Structured reading and writing assignments guide the student through the qualitative and quantitative research methods that will be utilized throughout the program of study. This course includes a significant writing component. The student must take this course in the first semester of enrollment.

BIB 705. Spiritual Formation for Ministry. 3 hours. F.

An orientation to the principles and practices of religious spiritual formation. Insights are drawn from biblical, historical, psychological, and religious traditions of practicing the spiritual disciplines, and of living a balanced and healthy spiritual life.

BIB 710. Theological Foundations of Ministry. 3 hours. Sp.

An introduction to ministry as service to God. Biblical and historical principles of ministry are discussed to aid students in shaping their personal philosophy of ministry, leading to a more effective practice of the discipline.

BIB 715. Intercultural Engagement. 3 hours. Sp.

An examination of anthropological, biblical, and sociological methods to minister effectively in a world of increasing ethnic, racial, religious, and social diversity. Focus will fall on how the church can navigate cultural change while maintaining the transcendent authority of scripture.

BIB 720. Ministerial Ethics. 3 hours. F.

An investigation of the ethical problems associated with the practice of ministry. Situational dilemmas will guide student exploration of appropriate behaviors, "border lines" for conduct, and virtuous practices to keep the minister's conduct beyond reproach.

BIB 725. Contextual Homiletics. 3 hours. F.

An examination of best practices for communication in diverse public speaking contexts. Emphasis will fall on how the speaker can most effectively "contextualize" the message to the greatest persuasive effect.

BIB 730. Multigenerational Ministry. 3 hours. Sp.

An investigation of the integrated ministry model. Emphasis will fall on small group responsibilities within the church to train successive generations, as well as methods to "de-silo" congregations in an effort to develop collaboration of diverse populations for the unity of the body.

BIB 735. Leadership Development. 3 hours. Sp.

An examination of the principles and practices of preparing spiritual leaders. Focus will fall on the church's pattern of leadership, and how congregations can implement best practices to train future leaders.

BIB 740. Theories and Practices of Church Growth. 3 hours. F.

A biblical, cultural, and sociological investigation of the church's work "outside the walls." Theories, principles, and best practices of benevolence, evangelism, and community engagement are discussed to help students make their churches a model of healthy, sustainable growth.

BIB 745. The Church and Social Justice. 3 hours. Sp.

An investigation of the church's responsibility to heal inequity by the power of the gospel. Biblical, cultural, and sociological considerations are discussed to introduce, assess, and develop biblically-grounded and God-honoring principles to help the church change the world by changing people.

BIB 790A. Dissertation Seminar I. 3 hours. F.

First semester of mentored research and writing of the doctoral dissertation. Included is an introduction, a comprehensive literature review, and a discussion of research methodology. Prior to this course, an accepted research prospectus must be submitted to the director of the Graduate School of Theology and approved by a dissertation approval group. This group will assign a mentor for the dissertation.

BIB 790B. Dissertation Seminar II. 3 hours. Sp.

Second semester of mentored research and writing of the doctoral dissertation. Included is a presentation and synthesis of research materials, a record of results and findings from the study, and an analysis of the data for the purpose of application in a congregational setting. Defense of the dissertation includes a successful oral presentation to an audience of FHU faculty, administrators, and student colleagues.

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 (3) hours of lecture and three (3) 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 (3) hours of lecture 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 (3) hours of lecture 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each week.

BIO 115. Medical Terminology. 2 hours. F. January two–week course.

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 two (2) hours of lecture each 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. 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each week. Prerequisite: BIO 111 General Biology I OR CHE 121 General Chemistry I (Recommended).

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. Su.

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 (3) hours of lecture and three (3) hours of laboratory or field work each 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 three (3) hours of lecture each week. This course will involve a significant lab component. This course is an upper–division zoology course. Prerequisites: BIO 211 and BIO 212 (Human Anatomy and Physiology I and 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 (3) hours of lecture each week. Prerequisites: CHE 121 and CHE 121L General Chemistry I and Lab (Recommended), BIO 211 Human Anatomy and Physiology I, AND BIO 212 Human Anatomy and Physiology II.

BIO 321. Ecology. (W) 4 hours. F.

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 (3) hours of lecture and three (3) hours of laboratory or field work each week. This course includes a significant writing component. Prerequisites: BIO 111 and BIO 112 (General Biology I and 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 (3) hours of lecture and three (3) hours of laboratory or field work each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each week. Prerequisites: BIO 111 and BIO 112 (General Biology I and II).

BIO 345. Wildlife Ecology. (W) 4 hours. Sp. Odd years.

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 (3) hours of lecture and three (3) hours of laboratory or field work each 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 (3) hours of lecture and three (3) hours of laboratory or field work each 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 (3) hours of lecture and three (3) hours of laboratory or field work each 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 (3) hours of lecture and three (3) hours of laboratory or field work each 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. Sp. Odd years.

A study of fertilization, patterning, cell differentiation, organogenesis, and regeneration in vertebrates. This course meets for three (3) hours of lecture each week. This course will involve a significant lab component. This course is an upper–division zoology course. Prerequisites: BIO 111 and BIO 112 (General Biology I and II).

BIO 431. Cellular and Molecular Immunology. 3 hours. F. Even years.

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 (3) hours of lecture each 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 (15) hours of science courses OR permission from the instructor.

BIO 498. Research. (W) 1–3 hours. F., Sp., 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 (2) 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 (1) hour of lecture each week. This course includes a significant writing component. Prerequisite: 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 311. Work: Life I. 1 hour. F., Sp.

Work:Life is a sequence of three courses in which students learn and practice the skills needed to imagine, design, and build a joyful, creative, and well-ordered life. In the initial course, students learn to apply a growth mindset to career readiness, personal budgeting, and life skills to increase confidence and support a successful transition from college to career. Work:Life is conducted in a small group setting that requires the active participation of each class member.

BUS 312. Work: Life II. 1 hour. F., Sp.

Work:Life is a sequence of three courses in which students learn and practice the skills needed to imagine, design, and build a joyful, creative, and well-ordered life. Building on the foundation of Work:Life 1, students carry out practical steps toward building meaningful careers; conducting successful job searches and interviews; and expanding career and life options by taking control of their personal finances. Work:Life is conducted in a small group setting that requires the active participation of each class member. Prerequisite: BUS 311 or approval of instructor.

BUS 313. Work: Life III. 1 hour. F., Sp.

Work:Life is a sequence of three courses in which students learn and practice the skills needed to imagine, design, and build a joyful, creative, and well-ordered life. The final course explores practical decision frameworks for aligning career, money, and life choices with values and goals. Work:Life is conducted in a small group setting that requires the active participation of each class member. Prerequisite: BUS312 or approval of instructor.

BUS 351. Business Communication. (W) 3 hours. Su., F., Sp.

Students will study and practice the principles, strategies, and techniques of effective written, oral, and digital business communication. This course contains 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. Offered on sufficient demand.

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. Same as MUS 399B.

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 stakeholders of making decisions of ethical significance. This course includes a significant writing component.

BUS 459. Business Capstone. (W) 3 hours. F., Sp.

A capstone experience to synthesize and apply knowledge and skills learned throughout the business curriculum. Emphasis will be placed on business strategy, career preparation, and integrating experiences. This course includes a significant writing component. Prerequisite: Senior business major and completion of all 200-level courses in the Common Professional Component (CPC) for B.B.A. majors.

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. Su.

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., Sp.

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. F., 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. Prerequisite: 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 (2) 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 (2) 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 (2) hours of lecture and six (6) hours of lab each week. Prerequisites: CHE 122 and CHE 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 (2) hours of lecture and six (6) hours of lab each week. Prerequisites: CHE 122 and CHE 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 (3) hours of lecture and three (3) hours of lab each week. This course includes a significant writing component. Prerequisites: CHE 122 and CHE 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (1 1/2) hours of lecture and four and one half (4 1/2) hours of laboratory or field work each week. Field trips will be required. This course includes a significant writing component. Prerequisites: BIO 111 and BIO 112 (General Biology I and II) AND CHE 122 and CHE 122L (General Chemistry II and 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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. Offered by Individual Instruction. F., Sp.

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. Prerequisites: 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 211. Introduction to Web Design. 3 hours. Sp.

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 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 277. Introduction to Data Analytics. 3 hours. F.

An overview of the core skills needed for gathering, cleaning, organizing, analyzing, interpreting, and visualizing data. Topics include basic SQL for working with databases, basic Python programming for data manipulation, and the use and application of statistical and machine learning toolkits for data analysis. Prerequisite: CIS 172 Computer Programming II.

CIS 311. Advanced Web Design. 3 hours. F. 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. 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 higher.

CIS 367. Web Development. (W) 3 hours. F.

Full stack web development using modern tools and frameworks. Frontend and backend web development technologies are covered. This course contains a significant writing component. Prerequisites: CIS 172 Computer Programming II AND CIS 211 Introduction to Web Design.

CIS 368. Agile Development. (W) 3 hours. F.

A study of agile project development with an emphasis on the agile mindset, agile principles, and the agile software development lifecycle. Topics include systems thinking, incremental development, and continuous improvement. This course contains a significant writing component. Prerequisite: CIS 172 Programming II.

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 Agile Development.

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 375 Business Intelligence. 3 hours. Sp. Even years.

An introduction to business intelligence, the analysis of data to quickly uncover actionable insights for making strategic decisions. The course covers the use of modern tools for discovering patterns and associations from business data including predictive, clustering, and market basket models. Emphasis will be given to applied BI tools and techniques. Prerequisites: CIS 277 Introduction to Data Analytics OR BAN 225 Quantitative Business Analysis.

CIS 377. Artificial Intelligence. 3 hours. F. Even years.

A survey of and an introduction to basic principles, techniques, and applications in artificial intelligence. Topics include knowledge representation, logic, inference, automatic problem-solving, and machine learning. Prerequisite: CIS 277 Introduction to Data Analytics.

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 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. Prerequisites: CIS 345 Computer Networks AND CYB 201 Introduction to Linux.

CIS 444. Parallel Programming. 3 hours. Offered on sufficient demand.

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 455. Cloud Architecture. 3 hours. F. Even years.

A survey of cloud services and system design using a top-tier public cloud provider that will prepare our students for real-world design, development, and deployment of software solutions in the modern connected IT world. Students will gain practical experience as they explore economics, infrastructure, security, networking, storage, databases, auto-scaling, and architectural design. Prerequisite: CIS 345 Computer Networks.

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 467. DevOps. 3 hours. Sp. Even years.

A practical study of tools, organization, security, and principles that enable a lean and agile software lifecycle. Students will automate the building, testing, and development of software through a continuous integration and continuous deployment pipeline. Prerequisite: CIS 367 Web Development.

CIS 470. Programming Languages. 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 477. Machine Learning. 3 hours. F. Odd years.

An introduction to current approaches to machine learning, data mining, and statistical pattern recognition. Topics include supervised learning (neutral networks and decision trees), unsupervised learning (clustering and dimensionality reduction), deep learning, and reinforcement learning. The course discusses practical applications of machine learning using modern frameworks. Prerequisite: CIS 277 Introduction to Data Analytics.

CIS 478. Computer Vision. 3 hours. Sp. Even years.

An introduction to the process of using computers to acquire images, transform images, and extract symbolic descriptions from images. This course introduces this field, covering topics in image formation, feature extraction, location estimation, and object recognition. Practical projects using popular software tools will be used. Prerequisite: CIS 277 Introduction to Data Analytics.

CIS 479. Artificial Intelligence for Robotics. 3 hours. Sp. Odd years.

An introduction to the methods in Artificial Intelligence applicable to robotics, including probabilistic inference, planning and search, localization, and control. The course will cover robotics-relevant techniques from machine learning to build practical robotic systems using modern frameworks. Prerequisite: CIS 277 Introduction to Data Analytics.

CIS 491. Computer Science Capstone. (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. Sp.

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 ninety (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 151. Radio Station Operations. 1 hour. F.

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. 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. Even years.

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 lab 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 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. Even years.

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 370 Sport Communication. 3 hours. F. Odd years.

This course will address a variety of communication-related topics including community and sports, media relations, public relations, crisis communication, and small-group communication. Prerequisite: COM 140 Speech Communication.

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. Sp.

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 Counseling. 1 hours. Su., F., Sp.

Orientation is taken in the semester in which a student enrolls in a counseling program degree or certificate program. This course provides an overview of the responsibilities, requirements, and expectations of the counseling program, the University, and the counseling profession. Resources available to students to help them succeed will also be introduced.

COU 500A. Clinical Mental Health 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 500B. School Counseling Foundations. 3 hours. 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 between educational roles and mental health professions. The course emphasizes self-awareness and growth as it relates to becoming an effective facilitator of change through the counseling process.

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 503. Professional/Scientific Writing (C.M.H.C.). (W) 3 hours. Offered on sufficient demand.

An advanced research and writing course, focusing on the purpose, practice, and meaning in academic writing. The course highlights sentence and paragraph structure, outlining and organization, advanced grammar rules, and proper citation according to the American Psychological Association's standards. This course involves a significant writing component with the goal of assisting the student in improving their professional/scientific presentation skills. This course cannot be utilized to meet degree or certificate requirements. Same as DBH703.

COU 504. Counseling Theories and Interventions in the Schools. 3 hours. F.

A study of the practice of counseling methods in the school counseling setting. This course will examine how to identify students in need of counseling and to establish appropriate counseling goals. The course will include a review of theories of individual counseling, the practice of group counseling, and techniques and intervention methods appropriate for application in school settings. The course will also examine the appropriate scope of practice for school counselors. Prerequisite or taken concurrently: COU 500B School Counseling Foundations (or COU 500A Clinical Mental Health Counseling Foundations).

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 in Counseling. 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 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 536. Pastoral Counseling. 3 hours. Sp.

Current theories and practices in pastoral counseling are needed by ministers and clergypersons, church leaders, and Christian counselors. Topics that have special application to a church or faith based clinical setting will be pursued, e.g., pastoral diagnosis and assessment, basic pastoral counseling skills, marital and family counseling (including abuse, infidelity, and divorce), counseling in the hospital, anger and conflict management, crisis counseling, spiritual disorders, pastoral therapy ethics, and referral procedures. Pastoral counseling role-plays will be facilitated to practice and develop stronger pastoral therapy skills. Same as BIB 536.

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: Nine (9) hours of counseling courses OR permission from the director and/or instructor.

COU 545A. Clinical Mental Health Counseling Practicum. 3 hours. Su., F., Sp.

The student works in face-to-face relationships with clients under the supervision of an approved on-site 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. Class meetings on campus are also required within this course. Prerequisites: Candidacy to the Clinical Mental Health Counseling program OR permission from the program director, COU 502 Clinical Intervention II, COU 514 and COU 515 (Psychopathology I and II), AND liability insurance.

COU 545B. School Counseling Practicum. 3 hours. F., Sp.

The student works in face-to-face relationships with students under the supervision of an approved on-site supervisor in an approved school. A minimum of 100 clock hours is required for this practicum with a minimum of 40 clock hours of direct service with actual students. Class meetings on campus are also required within this course. Prerequisites: COU 510 Theories of Counseling and Psychotherapy, COU 520 Assessment in Counseling, COU 530 Group Counseling, COU 665 Organization and Administration of School Counseling Services, 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 twelve (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 and COU 515 (Psychopathology I and II) AND COU 520 Assessment in Counseling, 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 605A. Clinical Mental Health Counseling Internship. 6 hours. Su., F., Sp.

A field-based clinical-counseling experience supervised by a qualified and approved licensed mental health professional at a site approved by the program. Interns spend a minimum of 600 clock hours in counseling activities within the internship, with a minimum of 240 clock hours of direct service with actual clients. The internship provides interns with an opportunity to develop and apply clinical diagnostic skills and counseling skills in a practical setting. Prerequisites: Candidacy to the Clinical Mental Health Counseling program, permission from the program director, COU 545A Clinical Mental Health Counseling Practicum (with a grade of "A" or "B"), AND COU 599B Diagnosis and Treatment Planning.

COU 605B. School Counseling Internship: Elementary/Middle. 3 hours. Su., F., Sp.

A field-based clinical experience within a participating elementary/middle school level (K–5) supervised by a qualified and approved licensed school counselor. Interns spend a minimum of 300 clock hours in counseling activities within the internship, with a minimum of 120 clock hours of direct service with actual students. The internship provides interns with an opportunity to develop and apply counseling skills within a practical setting. Prerequisites: Permission from the program director, COU 545B School Counseling Practicum (with a grade of "A" or "B"), AND COU 665 Organization and Administration of School Counseling Services.

COU 605C. School Counseling Internship: Secondary. 3 hours. Su., F., Sp.

A field-based clinical experience within a participating secondary school level (6–12) supervised by a qualified and approved licensed school counselor. Interns spend a minimum of 300 clock hours in counseling activities within the internship, with a minimum of 120 clock hours of direct service with actual students. The internship provides interns with an opportunity to develop and apply counseling skills within a practical setting. Prerequisites: Permission from the program director, COU 545B School Counseling Practicum (with a grade of "A" or "B"), AND COU 665 Organization and Administration of School Counseling Services.

COU 605D. School Counseling Internship: Alternative License. 6 hours. Su., F., Sp.

A field-based clinical experience within a participating school supervised by a qualified and approved licensed school counselor. Interns spend a minimum of 600 clock hours in counseling activities within the internship, with a minimum of 240 clock hours of direct service with actual students. The internship provides interns with an opportunity to develop and apply counseling skills within a practical setting. Prerequisites: Permission from the program director, completion of all non-internship coursework within the program of study, AND a passing score on the School Counseling Praxis®.

COU 610. Internship II. 6 hours. Su., F., Sp.

A continuation of COU 605A. 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 (6) 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.

COU 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.

COU 698A. School Counseling Internship Continuance A. 0 hours. Su., F., Sp.

This course provides students the opportunity to continue working on hours in a school counseling internship (COU 605B, COU 605C, OR COU 605D). The student will continue to gather the required hours of experience and complete additional requirements as specified by the instructor. This course does not count toward satisfying graduation requirements. Grading is "pass/fail" and cannot be repeated if it is passed.

COU 698B. School Counseling Internship Continuance B. 2 hours. Su., F., Sp.

This course provides students the opportunity to continue working on hours in a school counseling internship (COU 605B, COU 605C, OR COU 605D). The student will continue to gather the required hours of experience and complete additional requirements as specified by the instructor. This course does not count toward satisfying graduation requirements. Grading is "pass/fail" and can be repeated.

COU 699A. Clinical Mental Health Counseling Internship Continuance A. 0 hours. Su., F., Sp.

This course provides students the opportunity to continue working on hours in COU 605A or COU 610. The student will continue to gather the required hours of experience and complete additional requirements as specified by the instructor. This course does not count toward satisfying graduation requirements. Grading is "pass/fail" and cannot be repeated if it is passed. Prerequisites: Must have enrolled in COU 605A Clinical Mental Health Counseling Internship OR COU 610 Internship II in the previous semester, AND must currently have received a grade of "IP."

COU 699B. Clinical Mental Health Counseling Internship Continuance B. 2 hours. Su., F., Sp.

This course provides students the opportunity to continue working on hours in COU 605A or COU 610. The student will continue to gather the required hours of experience and complete additional requirements as specified by the instructor. This course does not count toward satisfying graduation requirements. Grading is "pass/fail" and can be repeated. Prerequisite: Must currently have received a grade of "IP" in COU 605A Clinical Mental Health Counseling Internship OR COU 610 Internship II.

CSD Communication Sciences and Disorders

CSD 101. Introduction to Communication Sciences and Disorders and Interdisciplinary Relationships in Education and Allied Health. 3 hours. F. Sp.

This course is an overview of the professional practices in the field of communication sciences and disorders. Topics are related to multicultural service delivery, certification, code of ethics, graduate education, and professions in speech language pathology. Overview of the interdisciplinary scopes of practice in healthcare and education with emphasis on the role of the speech-language pathologist on different healthcare and education teams. Interdisciplinary seminar will be utilized.

CSD 105. Normal Speech and Language Development and Communication in Behavior. 3 hours. Sp.

Normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required. Also, addresses the components of the knowledge and skills in approaches to behaviors exhibited by patients with communication disorders. Topics such as working with ABA therapists, psychologists, patients with autism, social skill needs, and other communication disorders will be discussed.

CSD 125. Guided Observations. 3 hours. Sp.

To understand the roles and responsibilities of speech-language pathologists in a variety of settings. Students will complete observations (evaluations and treatment sessions) of clients of different ages and disorders. The guided observations will be reviewed and discussed in class with the instructor. Students will learn about different methods of evaluating communication disorders using informal assessments, standardized tests, and dynamic assessments. Therapy skills related to professional interaction (written and oral communication), data collection, feedback, treatment hierarchy, cueing, and reinforcement will be introduced and practiced.

CSD 221. Phonological and Articulation Disorders. 3 hours. F.

Identification, classification, analysis, and remediation of phonological and articulation disorders. Observation of clinical activity is required.

CSD 222. Language Disorders Across the Lifespan. 3 hours. Sp.

Identification and remediation of language disorders delayed and disordered language, environmental deprivation, intellectual disability, and brain injury. Observation of clinical activity is required.

CSD 231. Phonetics. 3 hours. Sp.

Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects.

CSD 290. Clinical Methods. 3 hours. F.

Overview of the clinical process for the remediation and diagnosis of communication disorders. Practical clinical methodology will be emphasized. Prerequisites: CSD 101, CSD 105, CSD 221, and CSD 222.

CSD 300. Audiology. 3 hours. F.

The anatomy of the hearing mechanism, the process of hearing, tests for impaired functions of the ear, and rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisites: BIO 111 General Biology I AND CHE 121 and CHE 121L (General Chemistry I and Lab).

CSD 321. Anatomy and Physiology of Speech and Language. 3 hours. F.

Normal anatomy, physiology, and neurology of speech and language. Specific breakdowns in anatomical, physiological, and neurological functioning resulting in communication disorders. Prerequisites: BIO 111 General Biology I AND CHE 121 and CHE 121L (General Chemistry I and Lab).

CSD 322. Speech and Voice Science. 3 hours. Sp.

The vocal mechanism, acoustics of voice and sound production, the human ear, and psychoacoustics of audition. Prerequisites: BIO 111 General Biology I AND CHE 121 and CHE 121L (General Chemistry I and Lab).

CSD 325. Clinic I. 1 hour. F. Sp.

This is the first of three courses in the clinical emphasis. Participants will complete a supervised clinical practicum experience with a client enrolled in services at the Freed-Hardeman Speech Clinic (FSC). Prerequisites: CSD290 Clinical Methods with a B or higher and overall GPA of 3.0 or higher and clean background check.

CSD 326. Clinic II. 1 hour. F. Sp.

This is the second of three courses in the clinical emphasis. Participants will complete a supervised clinical practicum experience with a client enrolled in services at the Freed-Hardeman Speech Clinic (FSC). Prerequisites: CSD325 Clinic I with a B or higher and overall GPA of 3.0 or higher and clean background check.

CSD 341. Cultural Competency in the Communication Sciences. 3 hours. F.

A comparative analysis of the cultural environment as it affects the communication process for disordered/different individuals.

CSD 380. Neuroscience. 3 hours. Sp.

This course is designed to give neuro-anatomical/physiological underpinnings of communication processes. The course builds from the basic element of the neural system – neuron and its function – to consider the organization of the central and peripheral nervous system gleaned from different types of database – strokes and diseases, TBI, neurosurgical procedures, and modern neuro-imaging techniques. This undergraduate course is expected to serve as a basis for understanding the normative and pathological processes that affect human communication and to provide a foundation for advanced graduate level coursework in speech, language, and cognitive function. Prerequisite: BIO (Human or Cell-Based).

CSD 400. Aural Rehabilitation. 3 hours. Sp.

The handicap of hearing impairment with its habilitation and rehabilitation. Signing, auditory training, and speech reading. Speech conservation, counseling and the use of amplification. Prerequisites: BIO 111 General Biology I AND CHE 121 and CHE 121L (General Chemistry I and Lab).

CSD 420. Ethics, Procedures, and Law in Communication Sciences. 3 hours. F.

This is an undergraduate course that addresses the components of the knowledge and ethics, procedure, law in communication sciences, and the ASHA Standards for the Code of Ethics. Topics such as the HIPAA policies and procedures, ethical standards, educational law, healthcare law, multi-cultural considerations, and reporting will be discussed.

CSD 426. Clinic III. 2 hours. F. Sp.

This is the third of three courses in the clinical emphasis. Participants will complete a supervised clinical practicum experience offsite. Prerequisites: CSD326 Clinic II and clean background check.

CSD 430. ASHA SLPA Exam Prep Course. 2 hours. Sp.

A preparation for the ASHA Assistant Certification Examination upon graduation and experience in simulation and assistant education modules. Prerequisites: CSD 105 Normal Speech and Language Development and Communication in Behavior, CSD 221 Phonological and Articulation Disorders, CSD 222 Language Disorders Across the Lifespan, AND CSD 231 Phonetics.

CSD 450. Senior Capstone: Evidence-Based Practice in the Communication Sciences. 3 hours. F.

This is an undergraduate course that addresses the components of the knowledge and ethics, procedure, law in communication sciences, and the ASHA Standards for evidence-based practice. Topics such as researching appropriate therapy programs and comparing therapy research for the best patient therapy program. Students will research a topic in the communication sciences that will cumulate into a capstone to be presented in a community forum. The capstone will be written in APA format. Prerequisites: CSD 105 Normal Speech and Language Development and Communication in Behavior, CSD 221 Phonological and Articulation Disorders, CSD 222 Language Disorders Across the Lifespan, AND CSD 231 Phonetics.

CYB Cybersecurity

CYB 101. Introduction to Cybersecurity. 3 hours. F.

An introductory study focused on designing and implementing best practices for protecting critical business and governmental assets and infrastructure. This course will identify the importance of cybersecurity within an organization and explain the role of cybersecurity professionals. Students will be introduced to current cybersecurity technologies and procedures with an emphasis on cyber threat and intrusion mitigation strategies.

CYB 201. Introduction to Linux. 3 hours. Sp.

An introductory study focused on several flavors of the Linux desktop operating system. Basic commands, utilities, system structures, scripting, and tools will be explored along with system administration tools and techniques. This course will include a focus on securing the Linux desktop.

CYB 220. Windows Security. 3 hours. F.

An introductory study focused on the Windows desktop operating system. The main emphasis will be on Windows 10. Basic commands, utilities, system structures, scripting, and tools will be explored along with system administration tools and techniques. This course will include a focus on securing the Windows desktop.

CYB 350. Ethical Hacking. 3 hours. Sp. Even years.

An in-depth study of the science of ethical hacking. In this class, the student will be immersed in ethical hacking techniques including hands-on exercise. This detailed study will discuss perimeter security giving students the opportunity to scan and attack a test laboratory network. While performing penetration tests, students will participate in this course offering adhering to the highest ethical and moral standards. Prerequisites: CYB 101 Introduction to Cybersecurity, CYB 201 Introduction to Linux, AND CYB 220 Windows Security.

CYB 380. Cybersecurity Planning and Risk Management. 3 hours. F. Even years.

An in-depth study of enterprise cybersecurity planning and implementation including risk management, business continuity, and disaster recovery. The student will analyze and evaluate both internal and external cybersecurity threats and learn to perform risk mitigation assessments utilizing industry best practices. Prerequisite: CYB 101 Introduction to Cybersecurity.

CYB 390. Network Administration and Security. 3 hours. F.

A focused study introducing the student to fundamental network security concepts, architectures, and protocols as related to network security. Cybersecurity policies, technical controls, current best practice guidelines, tools, and administration will be discussed as pertaining to the enterprise network environment. Prerequisites: CIS 345 Computer Networks, CYB 101 Introduction to Cybersecurity, AND CYB 220 Windows Security.

CYB 410. Digital Forensics and Incident Response. 3 hours. F. Odd years.

An in-depth study of the science of digital forensics. This course provides hands-on exposure to digital forensics and incident response techniques used within an enterprise environment. Topics discussed will include cybercrimes, network intrusions, insider threats, employee technology misuse, forensic artifacts, forensic imaging, and using investigative forensic tools. A hands-on laboratory is included. Prerequisites: CYB 101 Introduction to Cybersecurity, CYB 201 Introduction to Linux, AND CYB 220 Windows Security.

CYB 430. Intrusion Detection and Mitigation. 3 hours. Sp. Odd years.

An in-depth study of network perimeter security focusing on threats, network intrusions, mitigation efforts, and prevention. The student will be introduced to current intrusion detection methods focusing on intrusion detection tools, network traffic/packet analysis, and interpretation of intrusion detection anomalies. Prerequisites: CYB 201 Introduction to Linux AND CYB 390 Network Administration and Security.

CYB 440. Cryptography. 3 hours. Sp. Even years.

An introduction to the basic theory and practice of cryptographic techniques used in cybersecurity. Topics include encryption (symmetric and asymmetric), message integrity, digital signatures, use authentication, key management, cryptographic hashing, common cryptographic protocols, and attacks on cryptographic techniques. Prerequisites: CIS 172 Computer Programming II AND MAT 101 College Algebra (or higher MAT).

CYB 495. Cybersecurity Capstone. 3 hours. Sp.

This capstone experience should be taken during the last year of study of the cybersecurity major. The student will produce an individual project dealing with an approved cybersecurity topic. This work will be an original contribution of the student demonstrating a comprehensive knowledge of cybersecurity theory and operating practice. Prerequisites: CYB 390 Network Administration and Security AND senior standing.

DBH Doctor of Behavioral Health

DBH 700. Residential: Orientation to Doctoral Study. (W) 3 hours. Su., F., Sp.

This is the first of a series of courses designed to help prepare students in completing their Capstone Project. A required web-conference orientation to the D.B.H. degree. This course is a resource of information for students' knowledge and engagement throughout the program. Students participate in live and online discussion, progressive assignments, library research, and other structured activities and assignments. This course includes significant writing and research components focusing on the development of understanding evidence-based scholarly research for an applied research project. Grade will be assigned.

DBH 703. Professional/Scientific Writing (D.B.H.). (W) 3 hours. Offered on sufficient demand.

An advanced research and writing course, focusing on the purpose, practice, and meaning in academic writing. The course highlights sentence and paragraph structure, outlining and organization, advanced grammar rules, and proper citation according to the American Psychological Association's standards. This course involves a significant writing component with the goal of assisting the student in improving their professional/scientific presentation skills. This course cannot be utilized to meet degree or certificate requirements. Same as COU503.

DBH 705. Suffering and the Human Condition. 3 hours. Su.

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. F., Sp.

This course is an advanced study of behavioral science research methods. This course is a comprehensive review of behavioral health research methods, ethical considerations, an understanding to the Institutional Review Board (IRB), and other aspects involved in quality research design. Students will continue to develop their understanding of the five chapters of the Capstone Project. This course builds on DBH 700 Residential: Orientation to Doctoral Study through continued development of the initiated scholarly literature review and project proposal processes. Grade will be assigned. Prerequisites: Fifty-One (51) completed hours including DBH 700 Residential: Orientation to Doctoral Study.

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. F.

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 Integrative 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. Sp.

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 Integrative Behavioral Health Treatment Strategies. 3 hours. Sp.

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 observation 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 A. 2 hours. Su., F., Sp.

This is the first of a series of courses that further facilitates students toward the fulfillment of their Capstone Project. This course involves independent student-led work towards the fulfillment of the Capstone Project with recommendations and direction by the instructor with specific emphasis on the expansion and cohesion of the literature review and research designs. *(Students must obtain committee approval of their literature review before moving into DBH 790B.)* Grading is "pass/fail." Prerequisites: DBH 720 Advanced Research Methods AND permission from the instructor.

DBH 790B. Doctoral Capstone Project B. 2 hours. Su., F., Sp.

This is the second of a series of courses that further facilitates students toward the fulfillment of their Capstone Project. This course involves continued independent student-led work towards the fulfillment of the Capstone Project with recommendations and direction by the instructor. Ideally, the course carries specific emphasis on methodology, gaining IRB approval, and data collection as guided by the content of the literature review. *(IRB approval must be obtained before moving into DBH 790C.)* Grading is "pass/fail." Prerequisites: DBH 790A Doctoral Capstone Project A AND permission from the instructor.

DBH 790C. Doctoral Capstone Project C. 2 hours. Su., F., Sp.

This is the third of a series of courses that further facilitates students toward the fulfillment of their Capstone Project, culminating in finalizing their findings, writing their conclusions, and successfully completing an oral presentation of their project. This course involves continued independent student-led work towards the fulfillment of the Capstone Project with recommendations and direction by the instructor. Grading is "pass/fail." Prerequisites: DBH 790A Doctoral Capstone Project A, DBH 790B Doctoral Capstone Project B, AND permission from the instructor.

**After approval of the oral presentations, the student will format their Capstone Project into an article format 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.*

****Students who have not completed DBH 790C will enroll in DBH 790D in the next semester.*

DBH 790D. Extension of Doctoral Capstone Project D. 1 hour. Su., F., Sp.

This course is designed for doctoral candidates who have not met the criteria necessary to pass DBH 790A Doctoral Capstone Project A, DBH 790B Doctoral Capstone Project B, or DBH 790C Doctoral Capstone Project C, but who desire to continue to work the process to complete their Capstone Project. The DBH student must continually register for DBH 790D within each academic term (summer, fall, and spring) until criteria are met to successfully complete each level of the process. Prerequisite: Prior registration of DBH 790A Doctoral Capstone Project A, DBH 790B Doctoral Capstone Project B, OR DBH 790C Doctoral Capstone Project C.

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. F.

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 equivalents.

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 Canvas, and the foundations of American public education. This course includes a seven (7) hour field experience. This course includes a significant writing component.

EDU 250. Professional Reflective Seminar I – Lesson Planning and edTPA. 2 hours. 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 310. Literacy I: Emergent Literacy Methods Across Content Areas. 3 hours. F., Sp.

This is the first course in the sequence of literacy courses. This course will begin to build a knowledge base in regards to the literacy standards. Students will be expected to identify theoretical and research-based literacy instructional practices; a variety of literacy assessments; characteristics of a literacy rich environment; evaluate texts; and the importance of professional behavior, learning, and leadership. In a clinical setting, they will observe effective teaching strategies, intervention, and materials. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective Seminar I – Lesson Planning and edTPA, OR instructor approval to take concurrently.

EDU 311. Literacy II: Literature and Literacy. (W) 3 hours. F., Sp.

This is the second course in the sequence of literacy courses. This course is an in-depth study of children's literature focused on the needs of elementary school students. Students will be expected to explain theoretical and research-based literacy instructional practices; review a variety of literacy assessments; observe characteristics of a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. As part of this course, students will complete a clinical experience in which they will identify effective teaching strategies, intervention, and materials. This course includes a significant writing component. Prerequisites: Admission to Teacher Education AND EDU 310 Literacy I: Emergent Literacy Methods Across Content Areas.

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 327. Tests and Measurement. 3 hours. 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. F., 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. 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 415 Literacy IV: Teaching Methods Across Content Areas, OR EDU 431A Teaching Methods and Literacy: Secondary English, OR EDU 431B Teaching Methods and Literacy: Secondary Mathematics, OR EDU 431C Teaching Methods and Literacy: Secondary Social Studies, OR EDU 431D Teaching Methods and Literacy: Secondary Science, OR EDU 431E Teaching Methods and Literacy: K–12 Content Areas.

EDU 415. Literacy IV: Teaching Methods Across Content Areas. 3 hours. F., Sp.

This is the fourth course in the sequence of literacy courses. This course is the culminating course in which students will apply the substantial literacy instruction knowledge base previously developed. Students will be expected to implement their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engage students in a literacy rich environment; and reflect on personal professional behavior, learning and leadership. In a clinical setting, they will identify, integrate, and analyze effective teaching strategies, intervention, and materials. Prerequisite: RDG 312 Literacy III: Teaching Literacy. Corequisites: EDU 350 Professional Reflective Seminar II – Lesson Planning and edTPA and EDU 428 Classroom Management. Must be taken the semester before student teaching.

EDU 428. Classroom Management. 2 hours. F., Sp.

A study of various classroom management principles. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education and successful completion of EDU 250 Professional Reflective Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II and EDU 415 Literacy IV: Teaching Methods Across Content Areas, OR EDU 431A Teaching Methods and Literacy: Secondary English, OR EDU 431B Teaching Methods and Literacy: Secondary Mathematics, OR EDU 431C Teaching Methods and Literacy: Secondary Social Studies, OR EDU 431D Teaching Methods and Literacy: Secondary Science, OR EDU 431E Teaching Methods and Literacy: K–12 Content Areas.

EDU 431A. Teaching Methods and Literacy: 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. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II AND EDU 428 Classroom Management.

EDU 431B. Teaching Methods and Literacy: 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. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II AND EDU 428 Classroom Management.

EDU 431C. Teaching Methods and Literacy: 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. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II AND EDU 428 Classroom Management.

EDU 431D. Teaching Methods and Literacy: 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. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective Seminar I. Corequisites: EDU 350 Professional Reflection Seminar II AND EDU 428 Classroom Management.

EDU 431E. Teaching Methods and Literacy: K–12 Content Areas. 3 hours. F., Sp.

A study of research, methods, instructional design, materials, and media for use in non-core content area 6–12/K–12 classroom instruction. Specific focus will be given to content-specific methods and strategies for content taught in non-core 6–12/K–12 licensed educators. Must be taken the semester before student teaching. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective 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 446A. Student Teaching, Middle Grades (Math 6-8). 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. Prerequisite: Approval for student teaching. *Initial start date for the student teaching semester follows school district calendars.*

EDU 446B. Student Teaching, Middle Grades (Math 6-10). 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. 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. *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 seven (7) hours in their program without completing this course with a grade of "B" or higher.

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. 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.

EDU 505. Instructional Theory and Design. 3 hours. 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. This course is a required prerequisite to any other course that requires candidates to write lesson plans.

EDU 510. Teaching Math Literacy. 3 hours. F.

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. Prerequisite: EDU 505 Instructional Theory and Design.

EDU 512. Procedures in Classroom Management. 3 hours. Su., F., Sp.

A study and application of procedures for constructing a supportive classroom environment for all students in the elementary and secondary grades. Special attention is given to various classroom management principles and theories, social-emotional learning (SEL), and trauma-informed practices.

EDU 521A. Teaching Secondary School Literacy (Traditional Path). 3 hours. F., Sp.

A general study of strategies used in building and reinforcing literacy skills in respective content areas of secondary grades. This class requires a clinical experience. Prerequisites: EDU 505 Instructional Theory and Design AND EDU 546A-C Advanced Literacy II: Literature and Literacy.

EDU 521B. Teaching Secondary School Literacy (Job–Embedded Path). 3 hours. F., Sp.

A general study of strategies used in building and reinforcing literacy skills in respective content areas of secondary grades. This class requires a clinical experience. Prerequisites: EDU 505 Instructional Theory and Design AND EDU 546A-C Advanced Literacy II: Literature and Literacy.

EDU 521C. Teaching Secondary School Literacy (Permit). 3 hours. F., Sp.

A general study of strategies used in building and reinforcing literacy skills in respective content areas of secondary grades. This class requires a clinical experience. Prerequisites: EDU 505 Instructional Theory and Design AND EDU 546A-C Advanced Literacy II: Literature and Literacy.

EDU 521N. Teaching Secondary School Literacy (Non–Licensure). 3 hours. F., Sp.

A general study of strategies used in building and reinforcing literacy skills in respective content areas of secondary grades.

EDU 522A. Research Development and Implementation I. 3 hours. F.

This course is the first part of the six (6) hour research process in partial fulfillment for the Master of Education degree. In this course, students will review significant aspects of research, learn the research process, select their project, research the literature, and develop their methodology. The student must hold regular admission status.

EDU 522B. Research Development and Implementation II. 3 hours. Sp.

This course is the second part of the six (6) hour research process in which students will work to execute their approved research plan, analyze their data, write up their results, defend their research before a committee and submit an article for publication. Prerequisite: EDU 522A Research Development and Implementation I.

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 seminars to discuss experiences and other areas of interest and/or need. Prerequisite: EDU 548A-C Advanced Literacy IV: Teaching Methods Across Content Areas. Corequisite: EDU 550A Professional Reflection and Planning (Traditional Student Teaching). *Initial start date for the student teaching semester follows district calendars.*

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

This course will cover theories of learning and ways of implementing and applying information drawn from research on child development, cognitive science, learning, motivation, teaching, and assessment to prepare educators in all grades and content areas.

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 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 545A. Advanced Literacy I: Emergent Literacy Methods Across Content Areas (Traditional Path). 3 hours. F., Sp.

This course will begin to build a knowledge base in regards to the literacy standards. Students will be expected to identify theoretical and research-based literacy instructional practices; a variety of literature assessments; characteristics of a literacy rich environment; evaluate texts; and the importance of professional behavior, learning, and leadership. In a clinical setting, they will observe effective teaching strategies, intervention, and materials. Prerequisite: EDU 505 Instructional Theory and Design.

EDU 545B. Advanced Literacy I: Emergent Literacy Methods Across Content Areas (Job–Embedded Path). 3 hours. F., Sp.

This course will begin to build a knowledge base in regards to the literacy standards. Students will be expected to identify theoretical and research-based literacy instructional practices; a variety of literature assessments; characteristics of a literacy rich environment; evaluate texts; and the importance of professional behavior, learning, and leadership. In a clinical setting, they will observe effective teaching strategies, intervention, and materials. Prerequisite: EDU 505 Instructional Theory and Design.

EDU 545C. Advanced Literacy I: Emergent Literacy Methods Across Content Areas (Permit). 3 hours. F., Sp.

This course will begin to build a knowledge base in regards to the literacy standards. Students will be expected to identify theoretical and research-based literacy instructional practices; a variety of literature assessments; characteristics of a literacy rich environment; evaluate texts; and the importance of professional behavior, learning, and leadership. In a clinical setting, they will observe effective teaching strategies, intervention, and materials. Prerequisite: EDU 505 Instructional Theory and Design.

EDU 545D. Advanced Literacy I: Emergent Literacy Methods Across Content Areas (Non–Licensure). 3 hours. F., Sp.

This course will begin to build a knowledge base in regards to the literacy standards. Students will be expected to identify theoretical and research-based literacy instructional practices; a variety of literature assessments; characteristics of a literacy rich environment; evaluate texts; and the importance of professional behavior, learning, and leadership. In a clinical setting, they will observe effective teaching strategies, intervention, and materials.

EDU 546A. Advanced Literacy II: Literature and Literacy (Traditional Path). 3 hours. F., Sp.

This course is an in-depth study of children's literature focused on the needs of elementary school students. Students will be expected to explain theoretical and research-based literacy instructional practices; review a variety of literacy assessments; observe characteristics of a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. As part of this course, students will complete a clinical experience in which they will identify effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 545A-C Advanced Literacy I: Emergent Literacy Methods Across Content Areas; Prerequisite for Secondary: EDU 505 Instructional Theory and Design.

EDU 546B. Advanced Literacy II: Literature and Literacy (Job–Embedded Path). 3 hours. F., Sp.

This course is an in-depth study of children's literature focused on the needs of elementary school students. Students will be expected to explain theoretical and research-based literacy instructional practices; review a variety of literacy assessments; observe characteristics of a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. As part of this course, students will complete a clinical experience in which they will identify effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 545A-C Advanced Literacy I: Emergent Literacy Methods Across Content Areas; Prerequisite for Secondary: EDU 505 Instructional Theory and Design.

EDU 546C. Advanced Literacy II: Literature and Literacy (Permit). 3 hours. F., Sp.

This course is an in-depth study of children's literature focused on the needs of elementary school students. Students will be expected to explain theoretical and research-based literacy instructional practices; review a variety of literacy assessments; observe characteristics of a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. As part of this course, students will complete a clinical experience in which they will identify effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 545A-C Advanced Literacy I: Emergent Literacy Methods Across Content Areas; Prerequisite for Secondary: EDU 505 Instructional Theory and Design.

EDU 546D. Advanced Literacy II: Literature and Literacy (Non–Licensure). 3 hours. F., Sp.

This course is an in-depth study of children's literature focused on the needs of elementary school students. Students will be expected to explain theoretical and research-based literacy instructional practices; review a variety of literacy assessments; observe characteristics of a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. As part of this course, students will complete a clinical experience in which they will identify effective teaching strategies, intervention, and materials.

EDU 547A. Advanced Literacy III: Teaching Literacy (Traditional Path). 3 hours. F., Sp.

This course will continue to build the knowledge base and will provide more opportunities to apply learning in a clinical setting. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engaging students in a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. In a clinical setting, they will apply effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 546A-C Advanced Literacy II: Literature and Literacy. Prerequisite for Special Education: EDU 505 Instructional Theory and Design.

EDU 547B. Advanced Literacy III: Teaching Literacy (Job–Embedded Path). 3 hours. F., Sp.

This course will continue to build the knowledge base and will provide more opportunities to apply learning in a clinical setting. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engaging students in a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. In a clinical setting, they will apply effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 546A-C Advanced Literacy II: Literature and Literacy. Prerequisite for Special Education: EDU 505 Instructional Theory and Design.

EDU 547C. Advanced Literacy III: Teaching Literacy (Permit). 3 hours. F., Sp.

This course will continue to build the knowledge base and will provide more opportunities to apply learning in a clinical setting. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engaging students in a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. In a clinical setting, they will apply effective teaching strategies, intervention, and materials. Prerequisite for PreK–3 and K–5: EDU 546A-C Advanced Literacy II: Literature and Literacy. Prerequisite for Special Education: EDU 505 Instructional Theory and Design.

EDU 547N. Advanced Literacy III: Teaching Literacy (Non–Licensure). 3 hours. F., Sp.

This course will continue to build the knowledge base and will provide more opportunities to apply learning in a clinical setting. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engaging students in a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership.

EDU 548A. Advanced Literacy IV: Teaching Methods Across Content Areas (Traditional Path). 3 hours. F., Sp.

This course is the culminating course in which students will apply the substantial literacy instruction knowledge base previously developed. Students will be expected to implement their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engage students in a literacy rich environment; and reflect on personal professional behavior, learning and leadership. In a clinical setting, they will identify, integrate, and analyze effective teaching strategies, intervention, and materials. Prerequisite for PreK–3, K–5 and Special Education: EDU 547A-C Advanced Literacy III: Teaching Literacy. Prerequisite for Secondary Education: EDU 521A-C Teaching Secondary School Literacy.

EDU 548B. Advanced Literacy IV: Teaching Methods Across Content Areas (Job–Embedded Path). 3 hours. F., Sp.

This course is the culminating course in which students will apply the substantial literacy instruction knowledge base previously developed. Students will be expected to implement their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engage students in a literacy rich environment; and reflect on personal professional behavior, learning and leadership. In a clinical setting, they will identify, integrate, and analyze effective teaching strategies, intervention, and materials. Prerequisite for PreK–3, K–5 and Special Education: EDU 547A-C Advanced Literacy III: Teaching Literacy. Prerequisite for Secondary Education: EDU 521A-C Teaching Secondary School Literacy.

EDU 548C. Advanced Literacy IV: Teaching Methods Across Content Areas (Permit). 3 hours. F., Sp.

This course is the culminating course in which students will apply the substantial literacy instruction knowledge base previously developed. Students will be expected to implement their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engage students in a literacy rich environment; and reflect on personal professional behavior, learning and leadership. In a clinical setting, they will identify, integrate, and analyze effective teaching strategies, intervention, and materials. Prerequisite for PreK–3, K–5 and Special Education: EDU 547A-C Advanced Literacy III: Teaching Literacy. Prerequisite for Secondary Education: EDU 521A-C Teaching Secondary School Literacy.

EDU 548N. Advanced Literacy IV: Teaching Methods Across Content Areas (Non–Licensure). 3 hours. F., Sp.

This course is the culminating course in which students will apply the substantial literacy instruction knowledge base previously developed. Students will be expected to implement their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engage students in a literacy rich environment; and reflect on personal professional behavior, learning and leadership.

EDU 550A. Professional Reflection and Planning (Traditional Student Teaching). 1 hour. F., Sp.

For students seeking *initial licensure*. A capstone course taken in conjunction with student teaching. It includes participation in scheduled topical and workshop sessions, meeting state licensure requirements, completion of a professional portfolio, and reflective practice. This course is a prerequisite to the completion of the initial Licensure program and is a program requirement to receive the recommendation of FHU for licensure. 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 possible guest speakers to promote personal and professional growth. Prerequisites: EDU 548A-C AND approval for student teaching.

EDU 550B. Professional Reflection and Planning (Job–Embedded Student Teaching). 1 hour. F., Sp.

For students seeking *job–embedded licensure*. A capstone course taken upon approval at the end of a job–embedded license. It includes participation in scheduled topical and workshop sessions, meeting state licensure requirements, completion of a professional portfolio, and reflective practice. This course is a prerequisite to the completion of the initial Licensure program and is a program requirement to receive the recommendation of FHU for licensure. 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 possible guest speakers to promote personal and professional growth. Prerequisites: EDU 548A-C AND an active, non-expired job–embedded license.

EDU 550C. Professional Reflection and Planning (State–Issued Permit). 1 hour. F., Sp.

For students seeking *endorsement through a state–issued permit*. A capstone course taken upon approval by a student seeking endorsement through a state–issued permit. It includes participation in scheduled topical and workshop sessions, meeting state licensure requirements, completion of a professional portfolio, and reflective practice. This course is a prerequisite to the completion of the initial Licensure program and is a program requirement to receive the recommendation of FHU for licensure. 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 possible guest speakers to promote personal and professional growth. Prerequisites: EDU 548A-C AND an active, non-expired, state–issued permit.

EDU 561. Literacy Practicum. 3 hours. F., Sp.

This course will provide a study of topics central to reading program development at the school level in K–12 settings. Specific focus will be given to professional development in the area of literacy for teachers with an emphasis on the communication of assessment information for the purpose of instructional decisions to teachers, parents, administrators, and paraprofessionals. Students will complete a field experience with this class under the mentorship of Reading Specialist, Resource Teacher, or Literacy Coach.

EDU 597B. Mentoring in the Classroom (Job–Embedded Path). 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." Prerequisite: Student must be teaching in their own classroom (in the licensure area they are pursuing) on an active, non-expired job–embedded license.

EDU 597C. Mentoring in the Classroom (Permit). 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." Prerequisite: Student must be teaching in their own classroom (in the licensure area they are pursuing) on an active, non-expired, state–issued permit.

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 twelve (12) graduate hours with 3.00 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 (6) semester hours may be counted toward a master's degree at Freed–Hardeman University. Same as SPE 598.

EDU 601. Foundations of School Administration and Supervision. 3 hours. Su., F.

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: Twelve (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.

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 Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

EDU 611. School Business Management. 3 hours. Su.

This course requires that students identify a specific school district and verbalize the budgetary responsibilities of each of its administrative components; do an operating cost analysis of a specific program after having been given a specific program in a school and a traditional line-item budget; compare the procedures and capabilities of a planning programming budgeting system of budgeting model with a traditional budgeting model; develop an appropriate budgeting model and identify the steps necessary for its implementation for an identified school district; conceptualize the business management competencies necessary to function as a business administrator or unit head in a specified school. National and state finance issues and trends will be addressed. Field experiences, projects, and activities will be included. Prerequisites: EDU 601 Foundations of School Administration and Supervision, admission to the Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

EDU 612. School and Community Relations. 3 hours. 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 Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

EDU 613. The Principalship. 3 hours. 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 Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

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

A course that brings closure to the initial Instructional Leadership program in which the candidate will prepare an electronic portfolio, complete content competencies aligned to the Tennessee Instructional Leadership Licensure (ILL) and pass the Praxis 6990 examination. The candidate will take any remedial steps required to obtain an ILL. The candidate 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 Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

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 621. Advanced Educational Leadership. 3 hours. Su.

School leaders are entrusted with overseeing the education of the present and the next generation. They are held by the public and by their staff and faculty to high professional standards and expectations. This course is designed for prospective school administrators and supervisors to expand and enhance their knowledge and skills in leadership areas.

EDU 630. Professionalism and Ethics. 3 hours. 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 634. Seminar in Multicultural and Diversity Issues in Education. 3 hours. F.

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

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

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. 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. Prerequisites: EDU 601 Foundations of School Administration and Supervision, EDU 613 The Principalship, admission to the Instructional Leadership Licensure program, AND an approved mandatory FHU Administrative Licensure Program Proposal on file in Canvas.

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 an 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 670A. Advanced Educational Research Design I. 3 hours. Su., F.

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. 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 (1) semester, spent full-time in a school setting with a mentor principal. Prerequisite: Approval of advisor.

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., F., 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 774. Dissertation Seminar II. 3 hours. Su., F., 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 775. Dissertation Seminar III. 3 hours. Su., F., 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 EDU 773, 774, and 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, EDU 774, and EDU 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.

EDU 778. Dissertation Seminar VI. 5 hours. Su., F., Sp.

This course is designed to allow students who have obtained "All but dissertation" (ABD) status the opportunity to maintain continuous enrollment as required by FHUs Ed.D. program. As a part of this course, students will continue to finalize their research and writing. Students will work individually with their dissertation chair and dissertation committee members. A student may only enroll in this course three (3) times. Prerequisites: Acceptance into the Doctor of Education in Instructional Leadership program, EDU 773 Dissertation Seminar I, EDU 774 Dissertation Seminar II, AND EDU 775 Dissertation Seminar III.

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 essays. 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 215. World Literature. 3 hours. F., Sp.

This course serves as an introduction to literature, providing students with interpretive skills and terminology they can use to better understand and appreciate literary works. Texts are drawn from different genres, cultures, and historical periods, with special emphasis given to works in translation. The course may be arranged around a theme at the discretion of the instructor. This course meets the University's Liberal Arts Core requirement for Creative and Critical Works. Prerequisite: ENG101 English Composition I OR the equivalent.

ENG 225. British Literature. 3 hours. F., Sp.

A survey of British literature from the Anglo-Saxon period to the present. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in literature from the English-speaking world, excluding the United States. This course meets the University's Liberal Arts Core requirement for Creative and Critical Works. Prerequisite: ENG 101 English Composition I OR the equivalent.

ENG 235. American Literature. 3 hours. F., Sp.

A survey of American literature from the colonial period to the present. This course exposes students to a wide range of writers, periods, literary movements, and currents of thought in American literature. This course meets the University's Liberal Arts Core requirement for Creative and Critical Works. Prerequisite: ENG 101 English Composition I 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 and 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 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 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, 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 non-fiction, 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.

ENG 508. Teaching College English. 3 hours. On sufficient demand.

An introduction to teaching composition and literature in the college classroom. This course will feature modules on classroom strategies, pacing, and pedagogical theory of teaching composition in the college classroom. A smaller portion will address strategies for shaping class discussions, assignments, and high-impact activities for college-level courses in literature. Portions of this course will conducted in workshoping format.

ENG 535. Poe and Hawthorne. 3 hours. On sufficient demand.

A study of the literary works of Nathaniel Hawthorne and Edgar Allan Poe. This course explores a variety of works by Hawthorne and Poe, as well as secondary sources about the authors, their works, the literary history of their era, and their influence on later

ENG 545. Women Writing Through Trauma. 3 hours. On sufficient demand.

A thematic review of selected women authors, this course will provide an introduction to feminist literary theory and literary trauma theory to explore ways that women writers utilize trauma and traditional definitions of the home in their texts.

ENG 565. Native American Renaissance. 3 hours. On sufficient demand.

A survey of Native American literature and accompanying theories starting with the "Renaissance" that began in 1968 with publication of Momaday's *House Made of Dawn.* Discussions and readings will include authors such as Joy Harjo, Simon Ortiz, Paula Gunn Allen, Linda Hogan, Louise Erdrich, Leslie Marmon Silko, James Welch, and Gerald Vizenor. Works will include poetry and fiction while exploring the issues of nationality and identity, tribal connections, and historical perspectives.

ENG 571. Modern Poetry. 3 hours. On sufficient demand.

A survey of trend in poetry starting with the Modernist movement of the early 20th century. This course will feature British and American poets and will focus on thematic and stylistic development of poetry from the early 20th century to the present. Authors include Yeats, Frost, Stein, Williams, Hughes, Brooks, and more recent poets.

ENG 572. Detective Fiction. 3 hours. On sufficient demand.

A seminar on the origins, history, and works of the popular genre. In this course, we will closely examine detective stories and novels, paying particular attention to the history of the genre and its social and cultural influences. We will also consider the meaning of "genre" and the idea of "genre literature" and discuss its usefulness for teaching essential narrative elements like voice, plot, and setting. We will begin with the protodetective story *Oedipus Rex*, moving from there to works by Edgar Allen Poe and Wilkie Collins, who are generally accepted as the inventors of the genre. We will then explore detective fiction's "golden age" (Arthur Conan Doyle to Agatha Christie) and the American tradition of hardboiled detective fiction (Dashiell Hammett, Raymond Chandler, etc.), ending with an examination of contemporary works, including film.

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 1-hour lecture periods each 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 (1 1/2) hours of lecture and four and one–half (4 1/2) hours of lab each week.

ENS 120 Intro to Robotics. 3 hours. F. Even years.

Safety in working with electro-mechanical systems. Application of circuit diagrams and the building of those circuits. Introduction to the processes of debugging, teamwork, and project management.

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 (3) hours of lecture each 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 (3) hours of lecture each week. Prerequisites: ENS 231 Engineering Mechanics I AND PHS 211 Physics for Science and Engineering I.

ENS 310 Circuits. 3 hours. F.
Analysis and construction of DC and AC circuits. Node and loop analysis methods, passive components, waveform analysis, phasors, and impedance. Prerequisite: Physics for Science and Engineering II

ENS 320 Electronics. 3 hours. Sp.
A continuation of the analysis and use of circuits with particular focus on discrete devices (diodes, transistors) and amplifiers. The simulation of electronic circuits and the analysis of a system's power, information, and timing needs. Corequisite: Physics for Science and Engineering II

ENS 340 Digital Hardware Design. 3 hours. F. Odd years

The design of an electronic system to achieve a particular design goal. Introduction to hardware description languages for the design and testing of digital circuits (ICs). The art and science of printed circuit boards (PCBs) design based on manufacturer's documentation of electronic components. Corequisite: Circuits, Discrete Mathematics

ENS 370 Signals and Systems. 3 hours. F.

The analysis and modeling of systems in multiple domains. The design and specification of closed-loop control systems. Prerequisite: Differential Equations

ENS 481 Capstone Design I. 3 hours. F.
Culminating design experience in which a team of students will select an appropriate engineering challenge and work in conjunction with stakeholders to determine requirements, constraints, costs, and predicted effects. Development of plans and research in the form of literature review, fundamental analysis, and prototyping. Prerequisite: Senior standing

ENS 482 Capstone Design II. 3 hours. Sp.
Continuation of the culminating design experience in which a team of students brings an engineering project to completion and presents documentation on their solution. Multiple instances of review and feedback from stakeholders. Prerequisite: Senior standing

ESL English as Second Language

ESL 555. Instructional Methods and Content Teaching ESL. 3 hours. Su., F., Sp.

This course is designed to meet the varied needs of English learners by focusing on techniques for developing and implementing successful instructional strategies. Focus on state and nationally adopted models of second language instruction in the K–12 classroom. Field experience is embedded in this course.

ESL 557. Foundations of Language, Culture, and Practice. 3 hours. Su., F., Sp.

This course focuses on identification, evaluation, and interpretation of the assessment process. Emphasis on state and national initiatives and mandates. Specifically designed to assist in meeting the needs of English learner with varying levels of English proficiency and varying levels of educational experiences.

ESL 559. Evaluation and Assessment of English Learners. 3 hours. F., Sp.

Emphasis on language acquisition, pedagogical theories, the impact of culture on language learning, and cognitive processes in second language learning. Field experience is embedded in this course.

ESL 560. ESL Practicum and Field Experience. 3 hours. F., Sp.

This course is specifically designed for collaboration with content and ESL teachers. Developed to equip ESL teachers with the skills of how to meet the academic and social needs to this unique population of students.

EXS Exercise Science

EXS 501. Principles of Healthcare and Rehabilitation. 3 hours. Su., F., Sp.

This course is an in-depth introduction to the field of healthcare and rehabilitation, focusing on the job opportunities in the field of exercise science, including physical and occupational therapy, and athletic training. Current issues in healthcare will be addressed. Prerequisite: Admission to the Graduate program.

EXS 502. Human Functional Anatomy. 3 hours. F., Sp.

This course is a detailed study of the functional anatomy of structures pertaining to human motion, including major joints, muscles, ligaments, tendons, blood supply, and nerves. There will be a strong emphasis on clinical pathology and how disease and/or injury may affect normal anatomical structure and function. Prerequisites: Admission to the Graduate program, BIO 211 Human Anatomy and Physiology I, AND BIO 212 Human Anatomy and Physiology II.

EXS 503. Applied Biomechanics. 3 hours. F., Sp.

This course presents a detailed study of biomechanics of the human body. Emphasis will be provided to gait, ergonomics, and kinesiology of musculoskeletal structures for specific body regions Kinematic and kinetic analysis will be explored. Prerequisites: Admission to the Graduate program, BIO 211 Human Anatomy and Physiology I, AND BIO 212 Human Anatomy and Physiology II.

EXS 504. Advanced Exercise Physiology. 3 hours. F., Sp.

A study of the effects of exercise and training throughout the life cycle on bioenergetics, respiratory cardiovascular, renal, neural, muscular, skeletal, and endocrine systems within the context of acute exercise and adaptation to habitual exercise. Prerequisites: Admission to the Graduate program, BIO 211 Human Anatomy and Physiology I, OR other related course.

EXS 505. Nutrition in Exercise. 3 hours. F., Sp.

A study of nutrition specific to physical activity and sport performance. The course utilizes reading, presentation, and discussion of published research on carbohydrates, protein and fat consumption, digestion, and metabolism to demonstrate the importance of diet in exercise performance. A special concentration on ergogenic aids is provided. Prerequisite: Admission to the Graduate program.

EXS 506. Research Methods. 3 hours. F., Sp.

This course will emphasize the design, analysis, and interpretation of research in the fields of exercise science and rehabilitation. Emphasis will be placed on comparing different research methods, statistical analysis techniques, and interpretation as they relate to various topics in exercise science and rehabilitation. Prerequisite: Admission to the Graduate program.

EXS 507. Psychology in Exercise. 3 hours. Su., F., Sp.

This course will focus on the psychological, social, and environmental factors that influence the adoption and maintenance of positive health behaviors. Emphasis will be placed on the effects exercise has on mental health and developing an understanding of basic human behavior in physical activity settings for successful client interactions. Issues specific to public health and diversity are also addressed. Prerequisites: Admission to the Graduate program AND PSY 210 General Psychology.

EXS 601. Exercise Prescription for Special Populations. 3 hours. F., Sp.

This course will explore exercise prescription for individuals in special populations. Special populations include individuals with conditions, injuries, or diseases affecting the neuromuscular, musculoskeletal, cardiopulmonary, and respiratory systems. Chronic conditions (diabetes, cancer, osteoporosis, and fibromyalgia), pediatric, geriatric, and women's health populations will be covered. Prerequisites: Admission to the Graduate program AND KIN 437 Exercise Testing and Prescription.

EXS 602. Active and Passive Rehabilitation of Musculoskeletal Conditions. 3 hours. F., Sp.

This course is a detailed study of current active and passive rehabilitative protocols used in the prevention and treatment of musculoskeletal and neurological conditions and injuries. Students will be introduced to therapeutic interventions, modalities, assistive devices, bracing, wheelchairs, and other common treatment standards used in the healthcare field for rehabilitation purposes. Prerequisite: Admission to the Graduate program.

EXS 603. Theory and Practice of Strength and Conditioning. 3 hours. F., Sp.

A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetics aspects of exercise and training, as a practical experience in lifts, drills, and testing procedures. Prerequisite: Admission to the Graduate program.

EXS 604. Clinical Practicum. 3 hours. F., Sp.

This is a clinical practicum field experience for majors in the exercise science and rehabilitation program. This is a professional field experience conducted under the supervision of an experiences professional in the student's chosen field of practice. This capstone must be taken during the final year of the master's degree. A minimum of 50 clock hours of field activity is required for one (1) credit hour; therefore, a total of 150 clock hours are needed to complete this course. Grading is conventional. Prerequisite: Must be in the last semester of coursework for the master's program.

EXS 605. Capstone Project. 3 hours. F., Sp.

The capstone experience should be taken during the final year of the Exercise Science and Rehabilitation major. The student will produce an individual project dealing with an approved topic in exercise science and rehabilitation. This work will be an original contribution of the student demonstrating a comprehensive knowledge of exercise science theory and practice. Prerequisite: Must be in the last semester of coursework for the master's program.

FAM Family Sciences

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. This course meets for two (2) hours lecture and two (2) hours observation and participation each week. Same as PSY 201.

FAM 205. Introduction to Careers in Family Science. 1 hour. F.

An exploration of various career opportunities and specializations within the fields of family science, child and family services, family life education, counseling, and marriage and family therapy. Students will be introduced to the requirements for becoming Certified Family Life Educators (CFLEs). This course will examine graduate school options, professional licensure and certifications, and professional ethics.

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 288. Personal Finance. 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 288.

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. Odd years.

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: Family sciences or nursing majors taking this course to fulfill program requirements.) Same as PSY 310.

FAM 315. Marriage and Relationship Development. 3 hours. Sp.

An in-depth exploration of the interpersonal skills and processes associated with relationship development and maintenance. Special attention will be given to the interpersonal skills and virtues associated with healthy premarital and marital relationships. Students will participate in a variety of self-reflective and experiential activities designed to cultivate awareness of the processes, skills, and virtues associated with close relationships and healthy marriages.

FAM 325. Stress and Resilience in Individuals and Families. (W) 3 hours. F.

An examination of various stressors experienced by individuals, couples, and families. Attention will be given to various models of individual and family coping along with current intervention strategies. Emphasis will be placed on identifying strategies for cultivating individual and family resilience and wellness. This course includes a significant writing component.

FAM 331. Parenting and Family Relations. (W) 3 hours. Sp.

An exploration of parent/child relationships from birth through adolescence. This course will focus on both content and process dimensions of parent education as well as the theoretical foundations of contemporary parenting intervention programs. Emphasis will be given to parenting skills and strategies that are consistent with an authoritative style of parenting. 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 349. Religion, Faith, and Families. 3 hours. F. Even years.

This course will explore the growing scholarly connection between religion, faith, and family life. Special attention will be given to the impact of religious involvement and faith on marital stability and satisfaction, parenting styles, coping patterns, and transformational processes such as prayer and forgiveness. This course will examine the factors and processes impacting the intergenerational transmission of faith. Students will be introduced to the theory and practice of life ministry. Same as BIB 349.

FAM 360. Men, Faith, and Families. 3 hours. Sp. Odd years.

An exploration of various topics that lie at the intersection of men, faith, and families. Attention will be given to issues such as: men and marriage, sexual wholeness, fathering, gender roles, balancing work and family, men and money, male spirituality, mentoring relationships, and spiritual leadership in the family. Same as BIB 360.

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 405. Introduction to Marriage and Family Therapy. 3 hours. Sp. Even years.

An exploration of the major clinical models and treatment strategies in the practice of marriage and family therapy. Special attention will be given to historical and theoretical foundations, professional development issues, and ethical/legal considerations. This course will seek to integrate a Christian worldview in the clinical practice of marriage and family therapy.

FIN Finance

FIN 288. Personal Finance. 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 288.

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 384. Principles of Financial Planning. 3 hours. F.

An introduction to the general principles of financial planning and the professional conduct and regulation of financial planners. The course will explore the financial process, basic cash flow strategies, time value of money principles, client communication, education planning, and other financial planning topics.

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. Sp.

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 387. Retirement Planning. 3 hours. Sp.

An introduction to the general principles of planning for retirement needs and the issues surrounding the retirement phase of life. Emphasis will be placed upon analyzing retirement needs, understanding Social Security and Medicare's impact on income planning, retirement plans, retirement distributions, and regulatory considerations. Prerequisites: FIN 383 Risk Management AND acceptance into the B.B.A. in Finance: Financial Planning.

FIN 485. Financial Planning Capstone. 3 hours. Sp.

A culmination of what the student has learned from the previous classes regarding financial planning process and risk management, income taxation, planning for retirement needs, investment planning, and estate planning. A case study approach to personal financial planning will be applied as students demonstration application of the financial planning process.

FIN 486. Investments I. 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. Investments II. 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.

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., Sp.

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. Prerequisite: FIN 385 Managerial Finance OR approved equivalent.

HAD Healthcare Administration

HAD 510. Healthcare Management and Leadership. 3 hours. F., Sp.

A foundational study of management and leadership specific to the administration of healthcare organizations. The course blends traditional management and leadership 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 and Regulation. 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. Quality Management and Assurance. 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 Informatics. 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 570. Healthcare Compliance and Conflict Resolution. 3 hours. Sp.

An in-depth study of the regulations currently governing and affecting the healthcare industry. It will explore key regulations, the regulatory process, and their governing bodies. The course will also explore healthcare arbitration and negotiation as part of the broader subject of conflict resolution.

HAD 580. Healthcare Financial Management. 3 hours. Sp.

A study of the issues related to and specific to the financial management of the healthcare organization. The course will examine operating revenue and its sources. In addition, students will examine the concepts of working capital and how resources are allocated within the healthcare organization. Prerequisite: FIN 385 Managerial Finance OR approved equivalent.

HAD 590. Graduate Healthcare Internship. 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 100. Introduction to Healthcare Professions. 1 hour. F., Sp.

This course introduces students to various aspects of the healthcare field. Students will explore a variety of health-related disciplines and how they work together to provide care for clients. Students will create an academic and career plan for their chosen profession. Professional behavior and essential qualities for healthcare professionals will also be addressed.

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.

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. 3 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 six (6) hours credit.

HIS 310. American Military History. 3 hours. F. Even years.

A study of American military history from the colonial period to the present.

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 3500 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 19th and 20th 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 and HIS 112 (Survey of Civilization I and II), OR HIS 221 and HIS 222 (American History I and 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 (4) hours credit. Prerequisite: HON 200 Introduction to Honors.

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 (6) 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 twelve (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: Eighteen (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.

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 and ENG 102 (English Composition I and 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 is 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 221. Protective Techniques for Athletic Injuries. 3 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.

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 Sport 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 305. Camp Leadership. 3 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 320. Measurement and Evaluation in Physical Education. (W) 3 hours. Sp.

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 Kinesiology. 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 (1) 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/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 Kinesiology. 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. Prerequisites 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 (1) credit hour. Grading is conventional.

LDR Leadership

LDR 543. Leading Teams and Organizations. 3 hours. Su., F.

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. Prerequisite: 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. 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 (2) years of high school algebra AND required proficiency score of 21 or better on the math portion of the ACT. 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., Sp.

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 (2) 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 (2) years of high school algebra AND required proficiency score of 21 or better on the math portion of the ACT. 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 340. Manufacturing and Service Operations. 3 hours. F.

An introduction to the concepts and techniques related to the design, planning, control, and improvement of service and manufacturing operations. Course topics include process analysis, materials management, production management, performance measurement, quality improvement, and product design. Prerequisites: MGT241 Principles of Management AND BAN225 Quantitative Business Analysis OR BUS254 Business Technology.

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 348. Organizational Behavior and Leadership. 3 hours. F.

A study of the behavioral approaches to management, emphasizing individual and group behavioral concepts, motivation, communication, and conflict resolution. This course will emphasize the characteristics and importance of leadership from both a personal perspective and within the concept of organizations. Prerequisite: MGT 241 Principles of Management.

MGT 440. Supply Chain and Logistics. 3 hours. Sp.

A study of the planning, organization, and controlling of an organization's supply-chain and logistics. Includes activities that affect today's marketplace: transportation, inventory maintenance, order processing, purchasing, materials handling, warehousing, packaging, and customer service. Prerequisite: MGT 340 Manufacturing and Service Operations.

MGT 441. Services Management and Marketing. 3 hours. Offered on Sufficient Demand.

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 340 Manufacturing and Service Operations.

MGT 443. Entrepreneurship. 3 hours. Offered on Sufficient Demand.

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 448. Regulatory Management. 3 hours. Sp.

An overview of the management of the Environmental Safety and Health (ESH) functions within manufacturing and service sectors. This will include an examination of key regulatory standards by OSHA and EPA. Students successfully completing this course will receive an OSHA 30-hour Department of Labor General Industry card. Prerequisite: MGT 341 Human Resource Management or MGT 348 Organizational Behavior and Management.

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. Prerequisite: 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: 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. Prerequisite: MKT 261 Principles of Marketing with a grade of "C" or better OR permission from the instructor.

MKT 363. Personal and Professional Branding. (W) 3 hours. On sufficient demand.

Personal and Professional branding is the continual process of identifying and articulating your skills, knowledge, and characteristics as assets for the marketplace, employers, and colleagues. In this course, you will master a systematic way to assess the needs of audiences and authentically position yourself and your clients to meet these opportunities. You will learn and apply fundamental elements of brand strategy as you discover, define, and deliver your brand. This course includes a significant writing component.

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 367. 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 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 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 467. Advanced Digital Marketing. 3 hours. Sp.

An in-depth study and application 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. Through a combination of lectures, case studies, hands-on exercises, and course projects, students develop capabilities in designing, implementing, and evaluating digital marketing strategies. Prerequisites: MKT 261 Principles of Marketing AND MKT 367 Digital Marketing.

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. Prerequisite: MKT 261 Principles of Marketing OR approved equivalent.

MSL Military Science and Leadership

MSL 101. Foundations of Officership. 3 hours. F.

Examines the unique duties and responsibilities of officers, discusses organizations and role of the Army, reviews basic life skills pertaining to fitness and communication, and analyzes Army values and expected ethical behavior. This course meets three (3) hours for lecture and lab.

MSL 102. Basic Leadership. 3 hours. Sp.

Presents fundamental leadership concepts and doctrine, practices effective skills that underlie problem-solving, applies active listening and feedback skills, examines factors that influence leader and group effectiveness, and examines the officer experience. This course meets three (3) hours for lecture and lab.

MSL 201. Individual Leadership Studies. 3 hours. F.

Develops knowledge of self, self-confidence, and individual leadership skills. Develops problem-solving and critical thinking skills and applies communication, feedback, and conflict resolution skills. This course meets three (3) hours for lecture and lab.

MSL 202. Leadership and Teamwork. 3 hours. Sp.

Focuses on self-development guided by knowledge of self-and-group processes. Challenges current beliefs, knowledge, and skills. Provides equivalent preparation for the ROTC Advanced Course and the Leader's Training Course. This course meets three (3) hours for lecture and lab.

MSL 291. Leader's Training Course. 6 hours. Su.

Training normally is taken during the summer between the second- and third-year by those students who have not completed basic military training or the required basic science courses for advanced course enrollment. Training is conducted at a designated United States Army installation and includes hands-on practical leadership training with intensive counseling and feedback. This course focuses on confidence, leadership, and team building, along with training skills in basic rifle marksmanship and land navigation. The highlight of the course is a six day field phase where students will experience a series of challenging leadership opportunities while being mentored and counseled by cadre. The student must register for this course following successful camp completion in order to receive the appropriate credit. A letter grade will be awarded by the professor of Military Science based on camp results.

MSL 301. Leadership and Problem–Solving. 4 hours. F.

Examines basic skills that underlie effective problem-solving, analyzes the role officers played in the transition of the Army from Vietnam to the 21st century, reviews the features and execution of the Leadership Development program, analyzes military missions and plans military missions, and executes squad battle drills. Two 75-minute lectures, one 2-hour lab, and three (3) hours physical training per week is required.

MSL 302. Leadership and Ethics. 4 hours. Sp.

Probes leadership responsibilities that foster an ethical command climate, leadership competencies, prepares for success at the ROTC National Advanced Leadership Camp, recognizes leader responsibility to accommodate subordinate spiritual needs, and applies principles and techniques of effective written and oral communication. Two 75-minute lectures, one 2-hour laboratory, and three (3) hours physical training per week is required.

MSL 401. Leadership and Management. 4 hours. F.

Builds on the National Advanced Leadership Camp experience to solve organizational and staff problems and discusses staff organization, functions, and processes. Analyzes counseling responsibilities and methods, examines principles of subordinate motivation and organizational change, and applies leadership and problem-solving principles to a complex case study/simulation. Two 75-minute lectures, one 2-hour laboratory, and three (3) hours physical training per week is required.

MSL 402. Officership. 4 hours. Sp.

Capstone course exploring topics relevant to second lieutenants entering the Army. Describes legal aspects of decision making and leadership, analyzes Army organization for operations from the tactical to strategic level, assesses administrative and logistics management functions, discusses reporting and Permanent Change of Station process, performs platoon leader actions, and examines leader responsibilities that foster an ethical command climate. Two 75-minute lectures, one 2-hour laboratory, and two (2) hours physical training per week is required.

MSL 491. Leadership Development and Assessment Course. 6 hours. Su.

Training program normally taken during the summer between the MSIII and MSIV years. Training is required by all contracted cadets seeking enrollment as a MSIV student. The student must register for this course following successful completion of camp in order to receive the appropriate credit. A letter grade will be awarded by the professor Military Science based on camp results.

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 112. Class Piano for Music Majors, Level 1. 1 hour. F.

Covers the beginning development of functional piano skills for the professional musician. Provides experience in scales, arpeggios, sight-reading, harmonization, transposition, improvisation, solo repertoire, and ensemble playing.

MUS 113. Class Piano for Music Majors, Level 2. 1 hour. Sp.

Continues the early development of functional piano skills for the professional musician. Provides experience in scales, arpeggios, sight-reading, harmonization, transposition, improvisation, solo repertoire, and ensemble playing. Prerequisite: MUS112 Class Piano for Music Majors, Level 1.

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 131, 132, 231, 232, 331, 332, 431, 432. Jazz Band. 1 hour. F., Sp.

A music ensemble made up of students who have previously auditioned and been accepted into the Jazz Band. The band will play traditional jazz as well as other genres. Prerequisites: Audition and/or permission from the jazz band director.

MUS 141, 142, 241, 242, 341, 342, 441, 442. Music Ensemble. 1 hour. Offered on sufficient demand.

A periodic music ensemble created by a music faculty and designed to perform a particular genre of music or employ a particular variety of musicians and/or singers. Prerequisite: Permission of the music faculty director.

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 224. 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 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 303. Principles of Conducting. 2 hours. F. Even 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. Required materials: conductor's baton.

MUS 304. Advanced Conducting Techniques. 2 hours. Sp. Odd years.

A continuation of developing conducting skills. Technical facility is stressed foremost, but style, interpretation, and other relevant topics will be discussed in both choral and instrumental music. Required materials: conductor's baton.

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 315A. Class Instruction of Woodwind Instruments. 1 hour. Offered on sufficient demand.

Instruction in the techniques of playing various woodwind instruments of the band.

MUS 315B. Class Instruction of Brass Instruments. 1 hour. Offered on sufficient demand.

Instruction in the techniques of playing various brass instruments of the band.

MUS 315C. Class Instruction of Percussion Instruments. 1 hour. Offered on sufficient demand.

Instruction in the techniques of playing various percussion instruments of the band.

MUS 315D. Class Instruction of Class Instruments. 1 hour. Offered on sufficient demand.

Instruction in the techniques of playing various instruments used in classroom music.

MUS 316. Instrumentation and Orchestration. (W) 3 hours. Sp. Even years.

Scoring and arranging for the band and orchestration. Prerequisites: MUS 201 and MUS 202 (Music Theory I and 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. Odd years.

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 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 (5) semesters of private instruction. The junior recital will be a minimum of one–half (1/2) 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 and MUS 202 (Music Theory I and 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 (7) 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 or higher AND admission to the Nursing program. Corequisite: NSG 325 Pharmacology I. If a student drops either course (NSG 300 or NSG 325 Pharmacology I) 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 (4) 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 (6) hours of lab each week. Corequisite: NSG 301 Fundamentals of Nursing.

NSG 310. Aging and Care for the Older Adult. 3 hours. Offered on sufficient demand.

This course focuses on the aging adult and end-of-life care. The required competencies necessary to provide high-quality care to older adults and families will be explored.

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 (2) hours of lecture each week. Corequisite: NSG 315L Health Assessment Lab.

NSG 315L. Health Assessment Lab. 1 hour. F.

This laboratory 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 laboratory and a variety of clinical settings. This course meets for three (3) hours of lab each 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. This course meets for two (2) hours of lecture each week. Prerequisites: Admission to the Nursing program AND MAT 101 College Algebra or higher. Corequisites: NSG 300 Essentials of Medication Administration and Dosage Calculation, NSG 301 Fundamentals of Nursing, NSG 303 Basic Nursing Care, AND NSG 315 and 315L Health Assessment and Lab.

NSG 326. Pharmacology II. 2 hours. F., 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. This course meets for two (2) hours of lecture each 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. F., 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. This course meets for three (3) hours of lecture each week. Prerequisites: Successful completion of prior nursing courses AND positive progression in the Nursing program. Corequisite: NSG 332L Pediatric Practicum.

NSG 332L. Pediatric Practicum. 1 hour. F., 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 (1) hour credit. Corequisite: NSG 332 Pediatric Nursing.

NSG 334. Mental Health Nursing. (W) 3 hours. F., 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. This course meets for three (3) hours of lecture each week. This course includes a significant writing component. Corequisite: NSG 334L Mental Health Practicum.

NSG 334L. Mental Health Practicum. 1 hour. F., 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 (1) hour credit. Corequisite: NSG 334 Mental Health Nursing.

NSG 365. Introduction to Evidence–Based Practice. (W) 3 hours. F., 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 431. Women's Health. 3 hours. F., Sp.

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. This course meets for three (3) hours of lecture each 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., Sp.

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 (1) hour credit. Corequisite: NSG 431 Women's Health.

NSG 432. Faith–Based Community Nursing. 3 hours. F., Sp.

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. This course meets for three (3) hours of lecture each week. Corequisite: NSG 432L Community Practicum.

NSG 432L. Community Practicum. 1 hour. F., Sp.

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., Sp.

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. This course meets for four (4) hours of lecture each week. Corequisite: NSG 440L Adult Practicum I.

NSG 440L. Adult Practicum I. 3 hours. F., Sp.

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. F., 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. This course meets for four (4) hours of lecture each week. Corequisite: NSG 441L Adult Practicum II.

NSG 441L. Adult Practicum II. 3 hours. F., 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. F., 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 (2) hours of lecture each week. This course includes a significant writing component.

NSG 470. Leadership Management Nursing. 3 hours. F., 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. Corequisite: NSG 470L Nursing Management Practicum.

NSG 470L. Nursing Management Practicum. 1 hour. F., 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. F., Sp.

This course will prepare the student to be successful on the NCLEX–RN examination and focuses on strategies for professional and career development. This course includes three (3) computer laboratory hours each 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. This course 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 (1) time for credit. Corequisite: Participation on the FHU intercollegiate baseball team.

PEA 121. Intercollegiate Softball. 1 hour. Sp.

Designed for intercollegiate softball participants. This course includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in softball playing. This course may be repeated one (1) time for credit. Corequisite: Participation on the FHU intercollegiate softball team.

PEA 122. Intercollegiate Volleyball. 1 hour. F.

Designed for intercollegiate volleyball participants. This course includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in volleyball playing. This course may be repeated one (1) 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. This course includes aerobic and anaerobic conditioning, sport-specific strength training, as well as advanced techniques in basketball playing. This course may be repeated one (1) 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 (1) 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. This course 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 (1) 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 156. 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 167. 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 185. Physical Fitness Training. 2 hours. F.

This course is designed to prepare Army ROTC cadets to meet and exceed the physical fitness standards set by the Army. This course satisfies Cadet Command's requirement that all contracted cadets receive physical training and maintain the Army's individual fitness standard. This course is open to non-ROTC students. Contracted cadets must attend three 1-hour physical training sessions each week.

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 six (6) hours credit.

PHI 340. Logic. 3 hours. Sp. Odd years.

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. 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 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 laboratory component and will meet for three (3) 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 laboratory component and will meet for three (3) 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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 (3) hours of lecture and three (3) hours of lab each 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.

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 293. Law and the American Legal System. 3 hours. Sp.

An introduction to law and the American legal system. We will examine the functions, structures and processes of the American legal system, legal concepts and terminology, basic procedural rules, and broad substantive areas of law. Students will also be introduced to legal reasoning, writing, and research.

POL 399B. Politics in Film and Fiction. 3 hours. Offered on sufficient demand.

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 six (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 311. State and Local Governments. 3 hours. Offered on sufficient demand.

An introduction to the institutions, politics, and policies of state and local governments in the United States. Particular emphasis is placed on Tennessee government and politics.

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. Sp. Odd years.

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 349. American Public Policy. 3 hours. Offered on sufficient demand.

A consideration of the actors and institutions involved in formulating and executing public policy in America.

POL 341. American Presidency. 3 hours. Sp. Even years.

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 (6) 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 399B. Politics in Film and Fiction. 3 hours. Offered on sufficient demand.

An examination of the intersection of politics with literature and film.

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. F. Even 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. This course meets for two (2) hours lecture and two (2) hours observation and participation each week. 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. This course includes a significant writing component. Prerequisite: PSY 210 General Psychology (Exception: Education majors may take this after taking EDU 130 Introduction to Education to fulfill education program requirements).

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: Family sciences or nursing majors taking this course to fulfill program requirements.) Same as FAM 310.

PSY 311. Research Methods in Psychology I. (W) 3 hours. Sp.

An introduction to (a) becoming a consumer of research, (b) the basics of research design, and (c) writing a literature review. This course includes a significant writing component. Prerequisites: PSY 210 General Psychology AND PSY 215 Introduction to Psychological Practice. Corequisite: PSY 316 Statistics 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. Statistics for the Behavioral Sciences. 3 hours. Sp.

An introduction to descriptive and inferential statistics as applied to the behavioral sciences. This course provides practical experience in managing and analyzing quantitative data using statistical software. Prerequisites: PSY 210 General Psychology AND PSY 215 Introduction to Psychological Practice. Corequisite: PSY 311 Research Methods in Psychology I.

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 in Psychology I AND PSY 316 Statistics for the Behavioral Sciences.

PSY 414. Research Methods in Psychology II. (W) 3 hours. F.

An introduction to (a) becoming a designer of research, (b) specific research design methodologies, and (c) writing a research proposal. This course includes a significant writing component. Prerequisites: PSY 311 Research Methods in Psychology I AND PSY 316 Statistics 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.

PSY 419. Capstone Course in Psychology. (W) 3 hours. Sp.

Students complete a capstone project under faculty supervision using research protocols developed in PSY414 Research Methods in Psychology II to collect and analyze data and to communicate results of their research study in an APA Style manuscript. This course includes a significant writing component. Prerequisites: PSY 311 Research Methods in Psychology I, PSY 316 Statistics for the Behavioral Sciences, AND PSY 414 Research Methods in Psychology II.

PSY 497. Psychology Internship. 3 hours. Sp.

A professional field experience under the supervision of an experienced professional carefully selected and approved by the University.

PTA Physical Therapist Assistant

PTA 101. Introduction to Physical Therapy Concepts. 2 hours. F.

This course will Introduce students to the profession of physical therapy by discussing the scope of practice of the physical therapist and physical therapist assistant, legalities and ethical behavior, and current trends and practices in the physical therapy profession. Interpersonal communication among the healthcare team, documentation in a medical record, and psychosocial implications of disease will be emphasized.

PTA 102. Pathophysiology for the PTA. 3 hours. F.

This course will focus on common disorders and diseases affecting the major organ systems of the body. Etiology, signs and symptoms, red flags, diagnoses and prognoses, and implications for physical therapy will be discussed. Case studies will be provided for critical thinking and application

of theory to practice for the physical therapist assistant. Heavy emphasis of pharmacological interventions will be included.

PTA 103. PTA Procedures. 4 hours. F.

This course will introduce students to the development of early physical therapy skills and the understanding of basic physical therapy procedures. Emphasis will be placed on gait and transfer training, body mechanics, positioning techniques, vital sign assessment, infection control, wheelchair training, and proper use of assistive devices. Students will have laboratory time to practice and demonstrate an understanding of technical skills. This course meets four (4) hours for lecture and lab.

PTA 104. Clinical Anatomy and Kinesiology. 3 hours. F.

This course will cover human anatomy specific to the musculoskeletal system through the identification of anatomical structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns, and gait. Introduction to surface anatomy, palpation skills, goniometry, and manual muscle testing will be provided during laboratory time. This course meets three (3) hours for lecture and lab.

PTA 105. Therapeutic Exercise. 4 hours. F.

This course will introduce exercise as a preventative and treatment mechanism for pathological conditions that influence strength, endurance, and flexibility of the human body. Emphasis will be placed upon the body's physiological response to exercise, design and application of exercise, the developmental sequence of exercise, types of exercise, and the use of exercise equipment. A hands-on introduction to the principles and procedures of physical therapy interventions will be provided during laboratory time. This course meets four (4) hours for lecture and lab.

PTA 201. Orthopedic Rehabilitation. 2 hours. Sp.

This course will provide students with an overview of musculoskeletal and orthopedic conditions observed in physical therapy. Emphasis will be on the study of musculoskeletal pathologies, determination of appropriate physical therapy interventions, and a review of related anatomical structures.

PTA 202. Neuromuscular Rehabilitation Across the Lifespan. 4 hours. Sp.

This course will introduce diagnoses common to the neurological system. Neurological interventions, exercise prescription, and treatment progression will be discussed and applied through hands-on lab practice. This course will also provide an overview of the neuroanatomy of the CNS and PNS as it relates to the treatment necessary for patients with dysfunctions of these systems. Emphasis includes the structures and function of the nervous system, neurophysiological concepts, human growth and development across the lifespan, and neurologic dysfunctions. Pediatric and geriatric care will be covered in this course. This course meets four (4) hours for lecture and lab.

PTA 203. Physical Agents and Modalities. 4 hours. Sp.

This course will provide the student with the theoretical basis for the safe and effective use of physical agents and modalities in physical therapy practice. Upon completion of the course, students will demonstrate knowledge of the physiological effects, indications, contraindications, and application techniques for thermal agents, ultrasound, electrotherapy, traction, and external compression. Pain management techniques will also be included. Laboratory time will be utilized to teach students the proper setup, application, and monitoring of physical agents to ensure safe patient care. This course meets four (4) hours for lecture and lab.

PTA 204. PTA Ethics and Issues. 2 hours. Sp.

This course is an extension of the ethical concepts presented in PTA 101, taking a further look into the ethical and legal issues regarding physical therapy practice, supervisory processes between the physical therapist and physical therapist assistant, business concepts and healthcare reimbursement, and quality assurance principles such as chart audits. Students will discuss challenges in communication and ethical issues involving vulnerable populations. Students will begin an evidence-based research project to be completed and presented in PTA 209 during the final semester of the program.

PTA 205. Special Populations for the PTA. 4 hours. F.

This course will present students with a body systems approach to etiology, pathology, signs/symptoms, and treatment of conditions affecting the various organ systems of the body. Emphasis will be placed on conditions common to physical therapy practice including women's health, cardiac rehabilitation, oncology, orthotics and prosthetics, and amputee rehabilitation. Wound care management will also be addressed. Laboratory time will be allocated for hands-on practice of advanced intervention procedures for special populations. This course meets four (4) hours for lecture and lab.

PTA 206. Integrated Clinical Education. 4 hours. Sp.

An integrated clinical experience at the end of the second semester of PTA technical coursework designed to introduce the student to the practice of physical therapy through interactions in the healthcare environment. Under the supervision of a licensed physical therapist or physical therapist assistant, students will complete a minimum of 160 hours of clinical education while integrating knowledge and skills obtained in lecture and lab courses with patients in a clinical setting. This course entails ongoing interaction between the clinical instructor, student, and director of clinical education. At the end of this clinical education experience, students will be required to demonstrate all 14 performance criteria on the CPI at least at beginner-level.

PTA 207. Terminal Clinical Education I. 5 hours. F.

Clinical education experience that will provide continued supervised physical therapy learning in a healthcare setting. Students integrate knowledge learned during previous course experiences with prior knowledge and skills to continue to develop competencies with a greater variety of patients and treatments in a clinical setting. Six (6) weeks of full-time experience at one facility working under the supervision of a licensed physical therapist or physical therapist assistant serving as the clinical instructor; forty (40) hours per week, for a minimum of 240 clinical hours. At the end of this clinical education experience, students will be required to demonstrate all 5 Red Flag Behaviors at least at advanced intermediate-level, and all remaining CPI categories at least at intermediate-level.

PTA 208. Terminal Clinical Education II. 5 hours. F.

Terminal clinical education experience that allows the student to practice in the healthcare environment with technical skills attained in previous classroom and clinical instruction. Upon completion of the clinical rotation, students must be able to demonstrate entry-level clinical experience for all 14 Clinical Performance Criteria. Six (6) weeks of full-time experience at one facility working under the supervision of a licensed physical therapist or physical therapist assistant serving as the clinical instructor; forty (40) hours per week, for a minimum of 240 clinical hours.

PTA 209. PTA Seminar. 2 hours. Sp.

This course is designed to prepare the student for transition into the workforce as an independent clinician. The methodology will include a discussion of the National PTA Exam, state practice acts, professional development, employment opportunities, and community services. Students will be introduced to the National PTA Exam through learning methods including the establishment of comprehensive review plans and the provision of supplementary review lectures and materials. Students will participate in an on-site licensure preparation review course prior to graduation. At the conclusion of the seminar, students will present their evidence-based project begun in PTA 204.

RDG Reading

RDG 312. Literacy III: Teaching Literacy. 3 hours. F., Sp.

This is the third course in the sequence of literacy courses. This course will continue to build the knowledge base and will provide more opportunities to apply learning in a clinical setting. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices; select, develop, administer, and interpret a variety of literacy assessments; engaging students in a literacy rich environment; and demonstrate positive dispositions in professional behavior, learning, and leadership. In a clinical setting, they will apply effective teaching strategies, intervention, and materials. Prerequisite**:** EDU 311 Literacy II: Literature and Literacy.

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. Students will be expected to apply their knowledge of theoretical and research-based literacy instructional practices, engage students in a literacy-rich environment, and demonstrate positive dispositions in professional behavior, learning, and leadership. In a clinical setting, they will apply effective teaching strategies, intervention, and materials. Prerequisites: Admission to Teacher Education AND successful completion of EDU 250 Professional Reflective 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. Sp.

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. Three class periods per week.

SPA 132. Elementary Spanish II. 3 hours. F., Sp.

Continuation of SPA 131. Three class periods per week. Prerequisite: SPA 131 Elementary Spanish I OR the equivalent.

SPA 231. Intermediate Spanish I. 3 hours. F.

A review and expansion of grammar taught in SPA 131 and 132 Elementary Spanish I and 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. 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 (1) 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.

A study of pronunciation, language patterns, and use of the phonetic alphabet. Prerequisite: SPA 232 Intermediate Spanish II OR 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 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 equivalent, OR permission from the instructor.

SPA 336. Spanish Conversation. 3 hours. Sp.

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 nation 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 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 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, SPA 271 Introduction to Latin American and Peninsular Literature OR 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 20th century to the present. Prerequisites: SPA 232 Intermediate Spanish II, SPA 271 Introduction to Latin American and Peninsular Literature OR equivalents, OR permission from the instructor.

SPA 466. Women in Latin American Literature and Culture. 3 hours. 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 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.

This course focuses on learners with mild disabilities in K–8 inclusive type settings. 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. In addition, this course is designed for the K–8 interventionist licensure pathway. Same as SPE 546.

SPE 351. Literacy Interventions. 3 hours. Sp.

This course provides an overview of literacy, including diverse cultural and diverse backgrounds, the science of reading, and typical and atypical language development. Evidence-based strategies and interventions for students with language delays, developmental disabilities, and learning disabilities (i.e., dyslexia) will be emphasized. Same as SPE 651.

SPE 362. Characteristics and Needs of Exceptional Children. 3 hr. Fa.

This course is a study of etiology, characteristics, and educational needs of individuals with high incidence disabilities (i.e., learning disabilities, intellectual disabilities, behavior disorders) and low incidence disabilities (i.e., hearing impaired). Discussions and practical applications of educational methods, strategies, and techniques will also be incorporated. Same as SPE 562.

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. *Initial start date for the student teaching semester follows school district calendars.*

SPE 441. Differentiated Instruction and Intervention. 3 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. Same as SPE 541.

SPE 444. Managing Behaviors of Students with Special Needs. 3 hours. 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 behavior impacts academic achievement. Students will also gain an understanding of evidence-based strategies, tiered behavioral supports, effective techniques, and approaches to decrease inappropriate behaviors and increase desirable behaviors in the classroom. Attention will also be given to understanding of how trauma impacts student behavior, at-risk behaviors in children, and how those behaviors impact learning. Same as SPE 544.

SPE 447. Assessment in Special Education. 3 hours. F.

This course focuses on 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. Attention will be given to use of appropriate assessments to drive specialized instruction, data-driven behavioral supports, and the use of tiered behavioral supports. Requires practicum experience. Same as SPE 547.

SPE 448. 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. This course 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. 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. In addition, this course is designed for the 6-12 interventionist licensure pathway. Same as SPE 549.

SPE 483. Teaching Students with Moderate and Severe Disabilities. 3 hours. Sp.

This course focuses on educating students with severe and multiple disabilities, including physical disabilities, multiple disabilities, sensory disabilities, and other special health care needs. Emphasis will be placed on building trauma-informed classrooms, designing collaborative educational services, partnering with parents and families, designing and adapting the curriculum. This course requires clinical observation and practicum experience of a classroom that serves students with severe and multiple disabilities. This course is designed for the K–12 comprehensive licensure pathway. Same as SPE 583.

SPE 541. Differentiated Instruction and Intervention. 3 hours. Su., 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. Same as SPE 441.

SPE 544. Managing Behaviors of Students with Special Needs. 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 behavior impacts academic achievement. Students will also gain an understanding of evidence-based strategies, tiered behavioral supports, effective techniques, and approaches to decrease inappropriate behaviors and increase desirable behaviors in the classroom. Attention will also be given to understanding of how trauma impacts student behavior, 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.

This course focuses on learners with mild disabilities in K–8 inclusive type settings. 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 may have a clinical observation and practicum experience. Otherwise, students will complete a research project relative to a current trend or issue in special education. In addition, this course is designed for the K–8 interventionist licensure pathway. Same as SPE 347.

SPE 547. Assessment in Special Education. 3 hours. F.

This course focuses on 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. Attention will be given to use of appropriate assessments to drive specialized instruction, data-driven behavioral supports, and the use of tiered behavioral supports. Requires 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. This course 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, 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 write a paper on a topic relative to those discussed in class regarding working with students in this area and/or types of services for these students, outside of high school. In addition, this course is designed for the 6–12 interventionist licensure pathway. In addition, this course may have a clinical observation and practicum experience for students not yet teaching in their own classroom. Same as SPE 449.

SPE 562. Characteristics and Needs of Exceptional Children. 3 hours. F.

This course is a study of etiology, characteristics, and educational needs of individuals with high incidence disabilities (i.e., learning disabilities, intellectual disabilities, behavior disorders) and low-incidence disabilities (i.e., hearing impaired). Discussions and practical applications of educational methods, strategies, and techniques will also be incorporated. Same as SPE 362.

SPE 583. Teaching Students with Moderate and Severe Disabilities. 3 hours. Sp.

This course focuses on educating students with severe and multiple disabilities, including physical disabilities, multiple disabilities, sensory disabilities, and other special health care needs. Emphasis will be placed on building trauma-informed classrooms, designing collaborative educational services, partnering with parents and families, and designing and adapting the curriculum. This course requires clinical observation and practicum experience of a classroom that serves students with severe and multiple disabilities. This course is designed for the K–12 comprehensive licensure pathway. 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 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: students must have regular admission status, have completed twelve (12) graduate hours with 3.00 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 (6) semester hours may be counted toward a master's degree at Freed–Hardeman University. Same as EDU 598.

SPE 651. Literacy Interventions. 3 hours. Sp.

This course provides an overview of literacy, including diverse cultural and linguistic backgrounds, the science of reading, and typical and atypical language development. Evidence-based strategies and interventions for students with language delays, developmental disabilities, and learning disabilities (e.g., dyslexia) will be emphasized. Same as SPE 351.

SPT Sport Administration

SPT 273. Introduction to Sport Administration. 3 hours. F.

An introductory study into the business of sports. Students will get an overview of the leadership, governance, history, and management of the sporting industry at the high school, collegiate, and professional level.

SPT 371. Sport Marketing. 3 hours. F.

A study of the unique aspects and techniques of marketing a sports related business. This course will look at marketing professional sport organizations, marketing a sport related small business, and sports retailing.

SPT 372. Sport Operations. 3 hours. Sp.

A study of the management and administration of sporting events as well as sport facilities. This course will look at the process of creating, planning, and running sporting events from local recreation tournaments to large scale international events. This course will also look at the design, funding, and management of sport facilities.

SPT 379. Sport Administration Field Experience. 3 hours. F.

A real-world experience in the business of sports. This course will explore topical issues in sport administration through structured interactions with sport administration professionals. Because the issues and venues may change from year-to-year, the exact topics covered will vary; however, the following broad themes will be explored: the role of marketing in a successful sports-related business, sport event planning, sport facility management and operations, and coordinating live sporting events. This course includes a significant amount of travel and attendance at several sports-related venues.

SPT 471. Financial Management for Sport Administration. 3 hours. F.

A study of the budgeting, requisition, and expense report processes of the sport industry. Students will engage in learning activities that give them experience with the financial aspects of all levels of the sport industry.

SPT 472. Risk Management in Sport Administration. 3 hours. Sp.

A study of the risks involved in the sport industry and how future professionals can best be prepared to avoid, transfer, or plan for those risks. Specific attention is given to legal and financial risk management tactics.

SPT 479. Sport Administration Internship. 3 hours. F., Sp.

A professional field experience under the supervision of an experienced sport professional, carefully selected and approved by the 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 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. Corequisite: SWK 265 Professional Communication in Social Work Practice.

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, AND 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. Sp.

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 (THE 161), Lighting (THE 162), Costume/Makeup (THE 261), Performance I (THE 262), Stage Management I (THE 269), Publicity/House Management (THE 361), Scenic Painting (THE 367), Performance II (THE 461), and Stage Management II (THE 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 laboratory. 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.

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 emphases.

THE 268. Acting II. 3 hours. F. 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. World Building. 3 hours. Sp. Odd years.

An introduction to the process of crafting the conceptual framework for the stage, screen, still image, or work of fiction. Emphasis placed upon creating a strong and cohesive design. This course stresses research, visual presentation, and idea development.

THE 272. Introduction to Musical Theatre. 3 hours. Sp. Odd years.

A study of the principles and practices of musical theatre performance. Special emphasis on musical theatre history, performance technique, and basic dance technique for onstage performance.

THE 273. Digital Rendering. 3 hours. F. Odd years.

Students will learn to use a drawing tablet to create digital art. Basic composition and perspective, digital texture techniques, and concept design rendering for characters and environments will be explored through a project-based approach.

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. F. Sp.

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. Prerequisite: THE 180 Concepts in Theatre Design.

THE 372. Studio II. 3 hours. F. Sp.

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. Prerequisite: THE 371 Studio I.

THE 377. Acting III. 3 hours. Sp. Even years.

An overview of performance styles for non-realistic plays. Prerequisite: THE 265 Acting I OR permission from the instructor.

THE 397/497. Theatre Internship. 2 hours. Offered on sufficient demand.

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 80 clock hours of field activity is required for two (2) credit hours. Grading is conventional as assigned by the faculty supervisor.

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 468 A,B,C. Senior Capstone Experience. 1–3 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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ADMINISTRATIVE PERSONNEL

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President

B.S., Freed–Hardeman College, 1989.

CHARLES H. VIRES, JR., B.M.Ed., M.Ed., Ph.D. – 2010

Provost and Vice President for Academics; Professor of Education and Music

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

JASON M. BRASHIER, B.B.A., M.A., Ph.D. – 2005

Vice President for Financial Services and Chief Financial Officer

B.B.A., University of North Alabama, 2000; M.A., University of Alabama at Tuscaloosa, 2005; Ph.D., Northcentral University, 2013.

DAVID A. CLOUSE, B.A., M.A., CFRE – 1996

Vice President for Community Engagement

B.A., Freed–Hardeman College, 1987; M.A., University of Memphis, 2004; Certified Fund Raising Executive (CFRE), 2006.

TOMMIE KIRK, B.S., M.Ed., Ed.D. – 2022

Vice President for Student Services

B.S., Freed–Hardeman University, 2006; M.Ed., Freed–Hardeman University, 2009.

FACULTY

RACHEL D. ASKEW, B.S., M.Ed., Ed.D. – 2021

Assistant Professor of Education

B.S., Freed–Hardeman University, 2010; M.Ed., Vanderbilt University; 2012; Ed.D., University of Memphis, 2019.

DANA C. BALDWIN, B.A., M.A.R., D.Min. – 2006

Professor of Clinical Mental Health Counseling and Family Sciences

B.A., David Lipscomb University, 1981; M.A.R., Harding Graduate School of Religion, 1986; D.Min., Southern Christian University, 2003.

MATTHEW C. BARKER, B.A., M.A., Ph.D. – 2019

Assistant Professor of Communication

B.A., Freed–Hardeman University, 2006; M.A., Austin Peay State University, 2011; Ph.D., Johnson University, 2023.

JAMES W. BARR, B.S., M.S., Ph.D. – 2005

Assistant Professor of Chemistry; Director of Institutional Research and Analytics

Washington State Community College, 1994–1996; B.S., Freed–Hardeman University, 1999; M.S., University of Nevada, 2004; Ph.D., University of Memphis, 2020.

LEE J. BARTON, B.A., M.Ed., M.S. – 2015

Instructor in Biology

B.A., Freed–Hardeman University, 2009; M.Ed., Freed–Hardeman University, 2013; M.S., Mississippi State University, 2015.

LISA M. BEENE, B.S., M.S.S.W., A.C.S.W. – 1987

Chair, Department of Behavioral Sciences; Associate Professor of Social Work

B.S., Freed–Hardeman College, 1981; M.S.S.W., University of Tennessee, 1982; A.C.S.W., 1988; L.C.S.W., 1994.

BRYAN W. BLACK, B.A., M.S., D.B.A. – 2008

Director, Graduate Studies in Business; Associate Professor of Management

B.A., Harding University, 1988; M.S., Auburn University, 1992; D.B.A.., Argosy University, 2013.

MARK A. BLACKWELDER, B.A., M.Min., Ph.D. – 1996

Professor of Bible and Intercultural Communication

B.A., Freed–Hardeman University, 1991; M.Min., Freed–Hardeman University, 1992; Freed–Hardeman University, 1996–1997; Harding Graduate School of Religion, 1997–1999; Ph.D., Regent University, 2007.

ADAM G. BOOHER, B.S., M.M. – 2022

Assistant Professor of Music

B.S., Lipscomb University, 2014; M.M., Florida State University, 2016.

RICHARD A. BRUMBACK III, B.S., M.Eng., M.A., Ph.D. – 2017

Director, Graduate School of Theology; Professor of Bible, Theology, and Christian History

B.S., The University of Tulsa, 1990; M.Eng., 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, 2001; Texas State University, 2000–2001; The University of Texas at Austin, 2001–2003; Austin Community College, 2003–2005; Ph.D., Baylor University, 2014.

BRIAN E. BUNDREN, A.A., B.F.A, M.A., M.F.A. – 2008

Associate Professor of Art

A.A., Michigan Christian University, 1992; B.F.A., Indiana University, 1996; M.A., University of Indianapolis, 2006; M.F.A., University of Memphis, 2012.

DOUGLAS Y. BURLESON, B.A., M.A., M.Div., M.Th., Ph.D. – 2010

Assistant Dean of the College of Biblical Studies; Director of Lectureship; Professor of Bible and Biblical Languages

B.A., Freed–Hardeman University, 1999; M.A., Freed–Hardeman University, 2001; M.Div., Lipscomb University, 2003; M.Th., New Orleans Baptist Theological Seminary, 2007; Ph.D., New Orleans Baptist Seminary, 2013.

REBECCA L. BUSH, A.S.N., B.S.N., M.S.N. – 2007

Assistant Professor of Nursing

Jackson State Community College, 1985, 1989–1993; A.S.N., Union University, 1986; University of Tennessee at Martin, 1992–1993; B.S.N., Union University 1994; University of Memphis, 2008; M.S.N., Union University, 2009.

BRIAN P. BUTTERFIELD, B.S., M.S., Ph.D. – 1996

Chair, Department of Biological, Physical, and Human Sciences; Professor of Biology

B.S., Harding University, 1985; M.S., Arkansas State University, 1988; Ph.D., Auburn University, 1996.

KENAN L. CASEY, B.S., M.S., Ph.D. – 2008

John W. and Rosemary Kopel Brown Chair of Mathematics, Engineering, and Computer Science; Associate Professor of Computer Science

B.S., Freed–Hardeman University, 2004; M.S., Auburn University, 2007; Ph.D., Auburn University, 2008.

ELISE A. CHAFFIN, B.S., M.S., Ph.D. – 2017

Assistant Professor of Chemistry

B.S., Freed–Hardeman University, 2010; M.S., The University of Memphis, 2014; Ph.D., The University of Memphis, 2016.

BENJAMIN J. CLARK, B.S., B.S., M.S., Ph.D. – 2022

Assistant Professor of Computer Science

B.S., Freed–Hardeman University, 2004; B.S., Auburn University, 2006; M.S., Auburn University, 2008; Ph.D., Auburn University, 2012.

JARED T. COLLINS, B.S., M.S., Ph.D. – 2014

Associate Professor of Mathematics

B.S., Freed–Hardeman University, 2008; M.S., University of Memphis, 2010; Ph.D., University of Memphis, 2013.

MATTHEW E. COOK, B.A., M.A., M.Div., Ph.D. – 2013

Assistant Professor of Bible, Global Missions, and World Religions

B.A., Freed–Hardeman University, 2003; M.A., Freed–Hardeman University, 2004; M.Div., Freed–Hardeman University, 2007; Ph.D., The Southern Baptist Theological Seminary, 2019.

GAYLE MICHAEL CRAVENS, A.A., B.A., M.S., M.A., N.C.C., D.H.S., Ed.D. – 1987

Director, D.B.H. Program; Professor of Clinical Mental Health Counseling and Behavioral Sciences

A.A., Freed–Hardeman College, 1976; B.A., Harding College, 1976; M.S., University of Nebraska, 1980; M.A., Eastern Michigan University, 1983; N.C.C., 1983; D.H.S., Clayton University, 1986; Liberty University, 1988–1990; 1992; University of Memphis, 1990; 1993; California College for Health Sciences, 1997; Ed.D., Argosy University, 2004.

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

Associate Professor of Psychology

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

JENNIFER M. CREECY, B.S., M.Ed., Ph.D. – 2010

Assistant Professor of Education

B.S., Freed–Hardeman University, 1996; University of Central Missouri, 1998–2001; M.Ed., University of Missouri at Columbia, 2001; Ph.D., Capella University, 2020.

KAREN L. CYPRESS, B.S.W., M.S., Ed.D. – 1998

Associate Professor of Education

B.S.W., Freed–Hardeman University, 1991; M.S., University of Memphis, 1995; Ed.D., University of Memphis, 2003.

SHAREN L. CYPRESS, B.S. in Ed., M.Ed., Ed.D. – 1998

Dean of the College of Education and Behavioral Sciences; Professor of Education

B.S. in Ed., Freed–Hardeman University, 1991; M.Ed., University of Memphis, 1995; Ed.D., University of Memphis, 2003.

JAMES H. DALTON, B.A., M.S., Ph.D. – 2014

Director, M.S. in Counseling Programs and Graduate Certificates in Counseling, and Practicum and Internship Coordinator for Counseling Programs; Associate Professor of Clinical Mental Health Counseling and School Counseling

B.A., Freed–Hardeman University, 2004; M.S., Freed–Hardeman University, 2008; John Brown University, 2012; Ph.D., Regent University, 2013.

J. STARK DAVIS, B.S., M.P.A., J.D., M.A. – 2016

Associate Professor of Criminal Justice and Law

B.S., United States Air Force Academy, 1983; M.P.A., The University of Oklahoma, 1988; J.D., Oklahoma City University, 1989; M.A., Oklahoma Christian University, 2005.

JUD B. DAVIS, B.S., M.A., M.A., M.F.A. – 2014

Associate Professor of Art

B.S., Freed–Hardeman University, 1991; M.A., Auburn University, 1993; M.A., Savannah College of Art and Design, 2009; M.F.A., Savannah College of Art and Design, 2014.

M. LEANN DAVIS, B.S., M.S., Ph.D. – 1999

Associate Vice President for Instruction; Dean of the College of Arts and Sciences; Professor of Physical Science

B.S., Auburn University, 1993; M.S., Auburn University, 1996; Ph.D., University of Arkansas, 2001.

THOMAS W. DeBERRY, B.S., M.S., Ph.D. – 1982–1983, 2006

Professor of Accounting

B.S., Lubbock Christian University, 1978; M.S., Texas Tech University, 1979; Ph.D., Texas Tech University, 1994.

DONNIE L. DeBORD, B.A., M.A., M.Div., Ph.D. – 2019

E. Claude and Delorese Gardner Chair of Excellence in Bible; Assistant Professor of Bible and Systematic Theology

B.A., Freed–Hardeman University, 2005; M.A., Freed–Hardeman University, 2007; M.Div., Freed–Hardeman University, 2016; Ph.D., Midwestern Baptist Theological Seminary, 2022.

KATHRYN F. DECK, B.A. – 2023

Instructor in Graphic Design

B.A., Freed–Hardeman University, 2014.

ASHLEY U. DEFFENBAUGH, B.B.A., M.S. – 2021

Instructor in Accounting

B.B.A., Freed–Hardeman University, 2005.; M.S., Liberty University, 2021.

JOSEPH E. DEWEESE, B.S., Ph.D. – 2021

Professor of Biochemistry; Director of Undergraduate Research

B.S., Freed–Hardeman University, 2004; Ph.D., Vanderbilt University, 2009.

AMY C. DOWNEY, B.S., M.S., Ed.D. – 2018

Chair, Department of Education; Interim Director, M.Ed. in Literacy with an Emphasis in ESL; Assistant Professor of Education

B.S., Freed–Hardeman University, 1985; M.S., Middle Tennessee State University, 1989; Tennessee State University, 2000; Ed.D., Trevecca Nazarene University, 2012.

JANINE W. DUNLAP, B.S., M.A., Ph.D. – 1988

Associate Professor of Communication

University of Tennessee at Martin, 1981–1983; B.S., Freed–Hardeman College, 1985; M.A., University of Mississippi, 1988; Ph.D., Regent University, 2005.

TERRY L. EDWARDS, B.A., M.A., Ph.D. – 2003–2010, 2022

Professor of Humanities, History, and Bible

B.A., Harding College, 1980; Butler University, 1980-1982; M.A., Florida State University, 1992; Ph.D., Florida State University, 1993; Freed–Hardeman University, 2003–2006.

ASHLEY B. ESTES, B.S., M.A. – 2009

Instructor in Education

B.S., Freed–Hardeman University, 2002; M.A., Lindenwood University, 2006.

PAUL G. FADER, B.S., M.S., Ph.D. – 1993

Professor of Biology

A.A., Freed–Hardeman College, 1976; B.S., Freed–Hardeman College, 1978; M.S., Abilene Christian University, 1982; Troy State University, 1982; University of Alabama, 1985–1988; Ph.D., University of Mississippi, 1999.

AAREK W. FARMER, B.S., M.Ed., Ed.D. – 2010

Academic Coordinator, FHU/Memphis; Director, Ed.D. Program; Associate Professor of Education

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

RYAN N. FRASER, B.A., M.Min., M.Div., Ph.D. – 2006

Associate Professor of Bible, Youth Ministry, and Pastoral Counseling

B.A., Freed–Hardeman University, 1989; M.Min., Freed–Hardeman University, 1991; Harding Graduate School of Religion, 1991; M.Div., Abilene Christian University, 2002; Midwestern State University, 1999–2000; Texas Woman's University, 2004; Ph.D., Texas Christian University, 2010.

JAMES L. GARDNER, A.B., J.D. – 2005

Associate Professor of Arts and Humanities, Bible, and Honors College

A.B., Harvard University, 1973; Dartmouth College, 1975–1979; J.D., Yale University, 1985.

WENDY D. GEAN, B.S., M.S. – 2013

Assistant Professor of Biology

B.S., Freed–Hardeman University, 2008; M.S., Mississippi State University, 2011.

HANNAH E. GRAVES, B.A., M.A – 2022

Instructor in English

B.A., Freed–Hardeman University, 2012; M.A., Ohio University, 2022.

BRANDYN N. GRAVES, B.A., M.F.A. – 2015

Assistant Professor of Theatre

B.A., Freed–Hardeman University, 2011; M.F.A., Savannah College of Art and Design, 2015.

LEAH L. GRAY, B.B.A., M.A., D.H.Sc. - 2023

Assistant Professor of Management

B.B.A., Freed–Hardeman University, 1997; M.A., University of Phoenix, 2004; D.H.Sc., Massachusetts College of Pharmacy and Health Sciences, 2022.

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Instructor in Management and Analytics

B.B.A., Freed–Hardeman University, 2003; M.B.A., Freed–Hardeman University, 2007.

PERRY A. HARDIN, B.S., M.Ed., M.A., Ph.D. – 2017

Assistant Professor of Spanish

B.S., Freed–Hardeman University, 2003; M.Ed., Freed–Hardeman University, 2004; M.A., New Mexico State University, 2016; Ph.D., University of Memphis, 2022.

PAUL G. HELTON, B.A., M.A, Ph.D. – 2009

Associate Professor of Psychology

David Lipscomb University, 1982–1984; B.A., Freed–Hardeman College, 1986; M.A., University of North Alabama, 1992; Freed–Hardeman University, 1995–1998; Ph.D., Capella University, 2004.

SHOWEN M. HERRING, B.B.A., M.B.A., Ed.S., Ed.D. – 2020

Director, M.Ed. and Ed.S. in Instructional Leadership Programs; Assistant Professor of Education

B.B.A., Delta State University, 2000; M.B.A., Delta State University, 2002; Ed.S., Freed–Hardeman University, 2016; Ed.D., Freed–Hardeman University, 2017.

LEE E. HIBBETT, B.B.A., M.B.A., Ph.D. – 2003

Professor of Marketing

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

BEVERLY W. IVY, B.S, M.Ed. – 2022

Director of Field Experiences; Assistant Professor of Education

B.S., Freed–Hardeman University, 1991; M.Ed., Freed–Hardeman University, 2004.

CHARLES LEE JOHNSON, B.A., B.B.A. – 2019

Instructor in Finance (Part–time)

Jackson State Community College, 1993–1994; B.A., Freed–Hardeman University, 1997; B.B.A., Freed–Hardeman University, 1997.

JENNIFER S. JOHNSON, B.A., J.D. – 2000

Dean of the Honors College; Director of International Education; Assistant Professor of Arts and Humanities, History, and Political Studies

B.A., Freed–Hardeman University, 1991; J.D., Vanderbilt University, 1994.

MICHAEL E. JOHNSON, B.S., M.S., Ph.D. – 1999

Chair, Department of Mathematics, Engineering, and Computer Science; Associate Professor of Mathematics

B.S., Freed–Hardeman University, 1991; M.S., Vanderbilt University, 1993; Ph.D., Vanderbilt University, 1998.

CALEB M. KERSEY, B.S., Ph.D. –2012

Associate Professor of Biology

B.S., Freed–Hardeman University, 2005; Ph.D., Tennessee State University, 2011.

JOSHUA G. KETCHUM, B.S., B.S., M.Min., M.Div., D.Min. – 2021

Assistant Professor of Bible, Homiletics, and Leadership

B.S., Freed–Hardeman University, 1998; B.S., Freed–Hardeman University, 1998; M.Min., Freed–Hardeman University, 2000; M.Div., Freed–Hardeman University, 2012; D.Min., Southern Baptist Theological Seminary, 2021.

ALAN G. KINNINGHAM, B.S., M.M., D.M.A. – 2011

Associate Professor of Music

B.S., University of Tennessee at Martin, 1977; M.M., Texas A & M University – Commerce, 1978; D.M.A., University of Memphis, 1990.

BRANDON D. LANCILOTI, B.B.A., M.B.A., D.B.A. – 2013

Assistant Dean, College of Business; Assistant Professor of Accounting

B.B.A., Freed–Hardeman University, 2008; M.B.A., Freed–Hardeman University, 2008; D.B.A., Northcentral University, 2018.

SUSAN R. LANKFORD, B.S., M.A. – 2023

Instructor of Communication Sciences and Disorders

B.S., Appalachian State University, 1994; M.A., Appalachian State University, 1996.

GEOFFREY R. MABE, B.A., M.A., M.A., Ph.D. – 2023

Assistant Professor of Behavioral Sciences

B.A., Freed–Hardeman University, 1994; M.A., East Tennessee State University, 2005; M.A., Johnson University, 2009; Ph.D., University of Tennessee, 2020.

ROY E. MALECHA, B.S.W., M.S.W. – 2018

Assistant Professor of Social Work

B.S.W., Freed–Hardeman University, 2009; M.S.W., The University of Tennessee Knoxville, 2013.

GREGORY T. MAPLES, B.S. – 2022

Assistant Professor of Computer Science and Cybersecurity

B.S., Freed–Hardeman University, 1990; Capella University, 2021–.

COREY J. MARKUM, B.A., M.A., Ph.D. – 2011

Assistant Professor of History

B.A., Freed–Hardeman University, 2005; M.A., Auburn University, 2010; Ph.D., Auburn University, 2016.

STEPHEN R. MARVIN, A.S. B.A., M.Ed., Ed.D. – 2015

Professor of Education

A.S., West Hills Community College, 1993; B.A., Fresno Pacific University, 1995; Fresno Pacific University, 1995–1996; M.Ed., Harding University, 1998; Ed.D., University of Arkansas at Little Rock, 2002.

GREGORY D. MASSEY, B.A., M.A., Ph.D. – 1993

Chair, Department of History, Philosophy, and Political Studies; Professor of History

B.A., University of North Carolina at Wilmington, 1983, M.A., East Carolina University, 1987; Ph.D. University of South Carolina, 1992.

GAYLE M. McDONALD, A.A., B.S., M.Ed., M.S., C.A.T., ATC/L – 1999

Assistant Professor of Kinesiology; Certified Athletic Trainer

A.A., Freed–Hardeman College, 1981; B.S., Freed–Hardeman College, 1983; M.Ed., Memphis State University, 1985; M.S., Memphis State University, 1987.

AUNDREA M. MCFALL, B.S.W., M.A., Ed.S., Ph.D. – 2021

Director, Master of Arts in Teaching in Special Education Program; Assistant Professor of Special Education

B.S.W., University of Alabama, 1989; M.A., University of North Alabama, 1998; Ed.S., University of Alabama – Birmingham, 2017; Ph.D., University of Alabama, 2021.

GARY L. McKNIGHT, A.A., B.S., M.A., Ed.D. – 1991

Associate Professor of Music

A.A., Freed–Hardeman College, 1975; B.S., University of Alabama, 1978; M.A., University of Alabama, 1979; Troy State University, 1983; Ed.D., Memphis State University, 1990.

JOHN F. McLAUGHLIN, B.A., M.A., Ph.D. – 1996

Professor of English

B.A., Freed–Hardeman College, 1988; M.A., Louisiana State University, 1990; Ph.D., University of Alabama, 1998.

NADINE G. McNEAL, B.S.W., M.S.S.W., M.S., D.B.H. – 1999

Assistant Professor of Social Work

B.S.W., Freed–Hardeman University, 1990; M.S.S.W., University of Tennessee at Knoxville, 1996; M.S., Capella University, 2016; D.B.H., Freed–Hardeman University, 2020.

JANA E. MENINNO, B.S., M.S., Ph.D. – 2015–2018, 2019

Director, Graduate Studies in Exercise Science; Associate Professor of Kinesiology

B.S., Appalachian State University, 2010; M.S., Montana State University, 2012; Ph.D., East Tennessee State University, 2015.

VINCENT R. MENINNO, B.S., M.A. – 2019

Instructor in Sport Administration

B.S., Appalachian State University, 2010; M.A., East Tennessee State University, 2012.

KEVIN L. MOORE, B.S., M.A., Ph.D. – 1994–1996, 2003

Professor of Bible, New Testament, and Missions

B.S., Freed–Hardeman College, 1983; Two–year Certificate, East Tennessee School of Preaching, 1986; Abilene Christian University, 1987; M.A., Freed–Hardeman University, 1996; Ph.D., Victoria University, 2005.

LINDA E. MORAN, A.A., B.A., M.A., Ph.D. – 2011

Assistant Professor of Spanish

A.A., Freed–Hardeman College, 1972; B.A., University of Texas at San Antonio, 2002; M.A., University of Texas at San Antonio, 2004; Ph.D., University of Birmingham, 2018.

STEPHEN H. MORRIS, B.A., J.D. – 2002

Professor of Law and Political Studies

Itawamba Junior College, 1982; Harding University, 1983–1986; B.A., University of Mississippi, 1987; J.D., University of Mississippi, 1990; Virginia Tech, 2003–2004; Regent University, 2011–2012.

ALESHA F. NORTHCUTT, B.S., M.A.T.L., Ed.D. – 2015

Director, M.A. in Teaching and M.Ed. in Curriculum and Instruction Programs; Associate Professor of Education

B.S., Freed–Hardeman University, 2001; M.A.T.L., Nova Southeastern University, 2005; Ed.D., Lipscomb University, 2014.

JEREMY M. NORTHROP, B.B.A., M.A., M.S., Ph.D. – 2021

Assistant Professor of Behavioral Sciences

B.B.A., Freed–Hardeman University, 1999; M.A., Freed–Hardeman University, 2003; M.S., Freed–Hardeman University, 2008; Ph.D., Capella University, 2014.

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

Library Director; Assistant Professor

B.A., Harding University, 1993; M.L.I.S., University of Texas at Austin, 1998; M.Div., Abilene Christian University, 1999.

MARGARET M. PAYNE, B.A., M.A., Ph.D. – 1999

Chair, Department of Creative and Communication Arts; Interim Chair, Department of Fine Arts; Professor of English

B.A., Texas Christian University, 1991; M.A., University of Oklahoma, 1994; Ph.D., University of Oklahoma, 1999.

SARAH R. PIERCE, B.S., B.A., B.S.N., M.S.N., D.N.P. – 2013

Associate Professor of Nursing

B.S., Freed–Hardeman University, 2003; B.A., Freed–Hardeman University, 2004; B.S.N., Union University, 2005; M.S.N., University of South Alabama, 2013; D.N.P., University of South Alabama, 2014.

DAVID W. POWELL, B.A., M.Th., D.Min. – 1994

Assistant Professor of Bible and Ministry

B.A., Freed–Hardeman College, 1981; M.Th., Harding Graduate School of Religion, 1986; Freed–Hardeman University, 1991; D.Min., Harding Graduate School of Religion, 2000.

ASHLEY M. PRENTICE, B.A., D.P.T. – 2018

Director, Physical Therapist Assistant Program; Assistant Professor of Kinesiology

B.A., Freed–Hardeman University, 2012; D.P.T., Harding University, 2015.

J. MICHAEL PRENTICE, B.A., B.B.A., M.B.A. – 2021

Instructor in Finance

B.A., Freed–Hardeman University, 2016; B.B.A., Freed–Hardeman University, 2016; M.B.A., Freed–Hardeman University, 2016; Liberty University, 2021–.

LISA M. RAINE, B.S. – 2023

Instructor in Computer Science

B.S., Freed-Hardeman University, 2014; Freed-Hardeman University, 2018-.

T. NEIL RICHEY, B.S, M.A., Ph.D. – 2022

Assistant Professor of Clinical Mental Health Counseling

University of Memphis, 1995–1996; B.S., Freed–Hardeman University, 1998; M.A., Amridge University, 2018; Ph.D., University of the Cumberlands, 2022.

KRISTEN K. ROBERSON, B.S., M.B.A. – 2017

Instructor in Marketing

B.S., Union University, 2009; Bethel University, 2012; M.B.A., Union University, 2012.

JUSTIN M. ROGERS, B.A., M.A., M.Phil., Ph.D. – 2010

Dean of the College of Biblical Studies; Professor of Bible and Judaic Studies

B.A., Freed–Hardeman University, 2003; M.A., Freed–Hardeman University, 2006; M.Phil., Hebrew Union College–Jewish Institute of Religion, 2010; Ph.D., Hebrew Union College–Jewish Institute of Religion, 2012.

NEIL D. SEGARS, B.A., M.A. – 2003

Assistant Professor of English

B.A., Freed–Hardeman University, 1999; M.A., University of Mississippi, 2003; University of Mississippi, 2006–2008.

AMY B. SEWELL, B.S., M.A., – 2020

Instructor in Business, Lecturer in Communication

B.S., Harding University, 1988; M.A., Southern New Hampshire University, 2019; Liberty University, 2020–.

KAREN L. SEWELL, B.S, M.Ed., Ed.D. – 2022

Assistant Professor of Education

B.S., Shorter University, 1994; M.Ed., Freed–Hardeman University, 1996; Georgia Northwest Technical University; 2006; University of Tennessee at Chattanooga, 2007; Ed.D., Freed–Hardeman University, 2021.

TIMBERLY K. SINGLETON , B.S., M.S. – 2019

Instructor in Mathematics

B.S., Freed–Hardeman University, 2015; M.S., Tennessee Technological University, 2017.

CHARLES E. SMITH, B.S., M.A. – 2021

Instructor in Business Analytics and Economics

B.S., University of Tennessee, 2007; M.A., Western Kentucky University, 2021.

MATTHEW R. SOKOLOSKI, B.S., M.A., M.A., Ph.D. – 2020

Associate Professor of Bible, Humanities, and Christian Apologetics

B.S., Freed–Hardeman University, 2003; M.A., Freed–Hardeman University, 2004; M.A., University of Mississippi, 2006; Ph.D., University of Arkansas, 2012.

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Assistant Professor of Bible and Biblical Languages

B.A., Freed–Hardeman University, 1987; M.A., Oklahoma Christian University, 1994; M.Div., Harding University, 2002; Trinity University, 2002–2004.

MEAGAN A. SPENCER, B.A., M.S., Ed.D. – 2020

Assistant Professor of Communication Sciences and Disorders

B.A., Harding University, 2013; M.S., Harding University, 2015; Ed.D., Abilene Christian University, 2020.

ROBERT E. SPENCER, A.S., B.S., M.S.N. – F.N.P., J.D. – 2016

Academic Director, FHU/Dickson; Associate Professor of Nursing

A.S.& B.S., Austin Peay State University, 1977; M.S.N. – F.N.P., Vanderbilt University, 1978; J.D., Nashville School of Law, 1983.

DERRICK L. SPRADLIN, B.A., M.A., Ph.D. – 2005

Associate Professor of English

B.A., David Lipscomb University, 1996; M.A., Middle Tennessee State University, 1999; Ph.D., Auburn University, 2005.

KIMBERLY A. STREET, A.S., B.S., M.A., Ph.D. – 2019

Assistant Professor of Clinical Mental Health Counseling

A.S., Columbia State Community College, 1996; B.S., LaSalle University, 1999; M.A., Trevecca Nazarene University, 2003; Ph.D., Trevecca Nazarene University, 2020.

JOSHUA C. TAYLOR, B.S, M.S. – 2022

Instructor in Behavioral Sciences

Ball State University, 2011-2012; Southeast Institute of Biblical Studies, 2012-2014; B.S., Amridge University, 2017; M.S., Freed–Hardeman University, 2021.

R. CLIFFTON THOMPSON, B.A., M.F.A., Ph.D. – 1996

Professor of Theatre

B.A., Harding University, 1982; M.F.A., Memphis State University, 1986; Ph.D., University of Mississippi, 1999.

DAVID TIDWELL, B.S., M.S. Ph.D. – 2022

Assistant Professor of Mathematics

B.S., Freed–Hardeman University, 2011; M.S., Tennessee Technological University, 2015; Ph.D., Auburn University, 2021.

CHARLES J. TUCKER, B.S., B.S., M.S., Ph.D., P.E. – 2000

Professor of Engineering

B.S., Tennessee Technological University, 1995; B.S., Freed–Hardeman University, 1996; M.S., Tennessee Technological University, 1997; Ph.D., Tennessee Technological University, 2007.

BRIAN M. VAUGHN, B.S. – 2020

Instructor in Kinesiology; Clinical Coordinator for the P.T.A. Program

University of Florida, 1994–1995; Middle Tennessee State University, 1995–1996. B.S., University of Tennessee–Memphis, 1998.

MATT A. VEGA, B.A., J.D. – 2015

Dean, College of Business; Professor of Business Law and Ethics

B.A., Freed–Hardeman College, 1990; J.D., Yale Law School, 1993.

LOREN L. WARF, B.A., Ph.D. – 2018

Coordinator of Individualized Major Program; Assistant Professor of English

B.A., Freed–Hardeman University, 2008; Ph.D., Baylor University, 2020.

NATHAN T. WARF, B.S., M.P.P., J.D., Ph.D. – 2016

Assistant Professor of Political Studies

B.S., Freed–Hardeman University, 2008; M.P.P, Pepperdine University, 2012; J.D., Pepperdine University, 2012; Ph.D., Baylor University, 2016.

ANDREA B. WATSON, B.A., M.A., Ed.S. – 2023

Instructor in School Counseling

B.A., Bryan College, 2001; M.A., Tennessee Technological University, 2004; Ed.S., Tennessee Technological University, 2005; Bethel University, 2015; Freed-Hardeman University, 2021-

JENNY B. WEBB, B.S.N., MSN-Ed., Ph.D. – 2022

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B.S.N., University of Tennessee at Martin, 2007; MSN-Ed., Union University, 2010; Ph.D., University of Tennessee at Knoxville, 2017.

RAVEN D. WENTWORTH, A.A.S., B.S.N., M.S.N., D.N.P. – 2006–2007, 2012

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University of Tennessee at Martin, 1996, 1999; A.A.S., Jackson State Community College, 1998; Columbia State Community College, 1999–2000; A.A.S., Jackson State Community College, 2002; Union University, 2002; B.S.N., University of Memphis, 2003; M.S.N., Vanderbilt University, 2005; D.N.P., University of Alabama, 2011.

CHRISTOPHER J. WHITE, B.S., B.S.N., M.S.N., Ed.D. – 2009

Chair, Department of Nursing; Associate Professor of Nursing

Jackson State Community College, 1988–1992, 1996–1998; Freed–Hardeman University, 1990; B.S., Union University, 1994; B.S.N., Union University, 2000; M.S.N., Union University, 2001; Ed.D., Lipscomb University, 2012.

MAURICE D. WILLIAMS, B.S., M.S. – 2021

Assistant Professor of Kinesiology

B.S., Elon University; M.S., Ohio University, 2000.

MICHAEL G. YOPP, B.M., M.A., D.M.E. – 2023

Assistant Professor of Music

Memphis State University, 1981-1994; B.M., University of Memphis, 1995; Rhodes College, 1996-1997; M.A., Adams State University, 2017; D.M.E., Liberty University, 2021; Lipscomb University, 2022.

ADJUNCT FACULTY AND STAFF LECTURERS

M. TRENTON ADAMS, B.S., M.S. Ph.D.

Director, Graduate Admissions; Lecturer in Business (Staff)

B.A., Freed–Hardeman University, 2015; M.B.A., Harding University, 2018.

TIMOTHY A. ALSUP, B.A., B.S., M.A., M.Div.

Lecturer in Bible

B.A., Freed–Hardeman University, 2002; B.S., Freed–Hardeman University, 2002; M.A., Freed–Hardeman University, 2005; M.Div., Harding School of Theology, 2015; Harding School of Theology, 2019–.

STEVEN V. BAGGETT, B.S., M.A.

Lecturer in Bible

Austin Peay State University, 1975–1976; B.S., Tennessee Technological University, 1989; M.A., Lipscomb University, 1995.

JOSEPH D. BARKLEY, B.S.

Lecturer in Computer Science

B.S., Freed–Hardeman University, 1999.

BILLY R. BEARDEN, B.A., M.A., M.Div.,

Lecturer in Bible

B.A., Freed–Hardeman University, 2014; M.A., Freed–Hardeman University, 2016; M.Div., Freed–Hardeman University, 2019; Midwestern Baptist Theology Seminary, 2019–.

JAMES T. BIGGS, B.A.

Lecturer in Communication

B.A., Freed–Hardeman University, 2012; University of Alabama, 2021-2023.

SUSAN B. BINKLEY, B.A., M.F.S., Ph.D.

Lecturer in Arts and Humanities

B.A., Kent State University, 1989; M.F.S., Auburn University, 2003; Ph.D., The Ohio State University, 1999.

ISAAC M. BOURNE, B.A., M.A., M.Div.

Lecturer in Bible

B.A., Freed–Hardeman University, 2013; M.A., Freed–Hardeman University, 2015; M.Div., Freed–Hardeman University, 2017.

NICOLE D. BREEDING, B.S.W., M.S., Ed.D. – 2016

Lecturer in Behavioral Sciences

B.S.W., Freed–Hardeman University, 1999; M.S., Freed–Hardeman University, 2006; Ed.D., Argosy University, 2015.

NATHALIE A. BRUMBACK, B.A., M.Ed.

Lecturer in Arts and Humanities (Staff)

B.A., Wells College, 1992; Washington State University, 1993; Oklahoma Christian University, 2000; M.Ed., Texas State University, 2002.

AARON N. BURCH, B.A., M.Div.

Lecturer in Bible

B.A., Freed–Hardeman University, 2009; M.Div., Freed–Hardeman University, 2020.

ANGELA B. BUSBEA, B.A., M.Ed., Ed.S., Ed.D.

Lecturer in Education

University of Arkansas at Little Rock, 1993–1994; B.A., Harding University, 1996; M.Ed., Freed–Hardeman University, 2002; Ed.S., Freed–Hardeman University, 2004; Ed.D., Arkansas State University, 2008.

KAY L. BUTTERFIELD, B.A., M.A.

Lecturer in Physical Education Activities

Harding University, 1983–1985; B.A., Arkansas State University, 1987; M.A., Arkansas State University, 1988.

PATRICK S. CHAPMAN, B.A., B.S., M.S., Ed.D., M.A.

Lecturer in Business

B.A., Freed–Hardeman University, 1993; B.S., Freed–Hardeman University, 1993; M.S. in Counseling, Freed–Hardeman University, 1995; Ed.D., Argosy University, 2001; M.A., Ashford University, 2012.

C. TROY CLARK, B.A., J.D.

Lecturer in Business

B.A., Freed–Hardeman University, 2007; J.D., Mercer University, 2010.

JASON W. DUNN, A.D.N., B.S.N., M.S.N., P.M.H.N.P., D.N.P.

Lecturer in Behavioral Sciences

A.D.N., Lewis and Clark Community College, 2002; B.S.N., McKendree University, 2010; M.S.N., McKendree University, 2013; P.M.H.N.P., Eastern Kentucky University, 2016; D.N.P., McKendree University, 2021.

BARBARA L. ENGLAND, A.A., B.S.E., M.S.Ed., Ed.D.

Lecturer in Art

A.A., Freed–Hardeman College, 1975; B.S.E., Memphis State University, 1987; M.S.Ed., Troy State University, 1991; Ed.D., University of Memphis, 2000.

CHERYL L. FERGERSON, B.A., M.S.W., D.S.W.

Lecturer in Social Work

B.A., University of Memphis, 1999; M.S.W., University of Memphis, 2014; D.S.W., Capella University, 2019.

MATTHEW M. GARGIS, B.M, M.A., Ph.D.

Lecturer in Education

B.S.M., University of North Alabama, 1994; M.A., University of North Alabama, 1990; Ph.D., University of Alabama, 2013.

SUZANNE M. GILLSON, B.S.N., M.S.N., Ph.D.

Lecturer in Behavioral Sciences

Harding University, 1991–1992; Houston Community College, 1992–1993; B.S.N., University of Central Oklahoma, 1996; M.S.N., University of Houston – Victoria, 2012; Ph.D., Texas Woman's University, 2021.

STEVEN D. HAGUEWOOD, B.S., M.A.

Lecturer in Bible

B.S., Freed–Hardeman University, 2003; M.A., Freed–Hardeman University, 2006.

BENJAMIN L. HAYES, B.A., M.A., Ed.S.

Lecturer in Bible

B.A., Freed–Hardeman University, 2002; M.A., University of North Alabama, 2008; Ed.S., University of North Alabama, 2013.

WESTLEY D. HAZEL, B.A., M.Min., M.Div., D.Min.

Lecturer in Bible

B.A., Freed–Hardeman University, 1999; M.Min., Freed–Hardeman University, 2002; M.Div., Freed–Hardeman University, 2012; D.Min., Southern Baptist Theological Seminary, 2016.

MATTHEW M. HIATT, B.A., B.S., M.A

Lecturer in Bible

B.A., Freed–Hardeman University, 2006; B.S., Freed–Hardeman University, 2006; M.A., Harding University, 2011; Knox Theological Seminary, 2012–.

ANDREW N. HINSON, B.A., MS.

Lecturer in Computer Science

B.S., Freed–Hardeman University, 2018; Georgia Institute of Technology, 2018.

GREGORY A. HOLLAMON, B.S. M.A. – 2016

Lecturer in Mathematics

B.S., Murray State University, 1984; M.A. in Education, Murray State University, 1990.

JAMIE L. HOLTIN , B.S., M.S.

Lecturer in Mathematics

B.S., Freed–Hardeman University, 1999; M.S., University of Memphis, 2003.

BETTY J. HOPKINS, B.S., M.Ed.

Lecturer in Education

Northeast Mississippi Junior College, 1969-1971; B.S., Mississippi University for Women, 1973; M.Ed., University of Memphis, 1993.

LARRY A. IVERY, B.S., M.Min., M.S., D.Min.

Lecturer in Behavioral Sciences

Ferris State College, 1975–1976; Lincoln University, 1976–1978; B.S., Oklahoma Christian College, 1980; Harding College Graduate School of Religion, 1982–1992; M.Min., Freed–Hardeman University, 1991; M.S., Freed–Hardeman University, 1996; The University of Memphis, 1991–1992; D.Min., Luther Rice Seminary and University, 2006.

R. DRAKE JENKINS, B.S., M.A., Ph.D.

Lecturer in Bible

B.S., Freed–Hardeman University, 2012; M.A., Freed–Hardeman University, 2020; Ph.D., Liberty University, 2023.

QUINCY L. JONES, B.S.W., M.Ed., Ed.S., Ed.D.

Lecturer in School Counseling

B.S.W., Freed–Hardeman University, 1999; M.Ed., Freed–Hardeman University, 2000; Ed.S., Freed–Hardeman University, 2006; Ed.D., Union University, 2013.

HIRAM M. KEMP, B.S., M.S., M.A.

Lecturer in Bible

B.S., Bethune-Cookman University, 2011; M.S., Nova Southeastern University, 2014; Florida School of Preaching, 2016; M.A., Freed–Hardeman University, 2019.

TINA E. LAWSON, B.A., B.S., M.S.W., D.B.H.

Lecturer in Behavioral Sciences

B.A., Bethel College, 1991; University of Arkansas, 1991; B.S., Bethel College, 1999; M.S.W., University of Tennessee, 2008; D.B.H., Freed–Hardeman University, 2020.

DENISE M. LEGGETT, B.B.A., M.B.A., Ph.D.

Lecturer in Accounting

B.B.A., Middle Tennessee State University, 2000; M.B.A., Middle Tennessee State University, 2002; Ph.D., The University of Alabama, 2013.

HOLLIE S. MANGRUM, D.P.T.

Lecturer in Physical Sciences

D.P.T., University of Tennessee, 2013.

LANNY J. MATHEWS, B.S., M.Ed., Ed.D.

Lecturer in Education

Stephen F. Austin State University, 1999–2001; B.S., Freed–Hardeman University, 2003; M.Ed., Trevecca Nazarene University, 2006; Ed.D., Texas A & M University Commerce, 2014.

SHAWN D. MATHIS, B.S., M.A., Ph.D.

Lecturer in Business

B.S., Freed–Hardeman University, 1989; M.A., Lipscomb University, 1993; Ph.D., Faulkner University, 2016.

JERRY W. MAY, B.B.A., M.B.A., D.B.A.

Lecturer in Business

B.B.A., Abilene Christian University, 1991; M.B.A., Ashland University, 2001; D.B.A., Liberty University, 2023.

BRYAN D. MCALISTER, A.A., B.S., M.S., M.A., Ph.D.

Lecturer in Behavioral Sciences

A.A., Shawnee Community College, 1998; B.S., Southeast Missouri State University, 2000; Freed–Hardeman University, 2002–2004; M.A., Southeast Missouri State University, 2007; Ph.D., Amridge University, 2017.

WILLIAM L. MCFALL, B.A.

Lecturer in Communication

B.A., Freed–Hardeman University, 2013; University of Alabama, 2021-2023.

BRUCE D. MCLARTY, B.A., M.Th., D.Min

Minister-in-Residence

B.A., Harding College, 1978; M.Th., Harding Graduate School of Religion, 1982; D.Min., Ashland Theological Seminary, 2010.

FRANK T. MCMEEN, B.A., M.A.,Ed.D.

Lecturer in Behavioral Sciences

B.A., Freed–Hardeman College, 1979; M.A., University of Memphis, 2008; Ed.D., University of Memphis, 2021.

F. SUSAN MILEY, B.A., M.Ed., Ed.S., Ed.D.

Lecturer in Education

Mississippi Gulf Coast Community College, 1983–1985; B.A., Southeastern Louisiana University, 1987; Louisiana State University and A&M College, 1987–1988, 2002–2004; University of Phoenix, 2004; M.Ed., William Carey University, 2005; Ed.S., Arkansas State University, 2013; Ed.D., Freed–Hardeman University, 2017.

JONATHAN E. MOORE, B.S., D.P.M., M.A., Ph.D.

Lecturer in Biblical Studies

B.S., Texas State University, 1995; D.P.M., California College of Podiatric Medicine, 1999; M.A., Amridge University, 2014; Ph.D., Amridge University, 2023

CYNTHIA V. MOSS, PharmD

Lecturer in Behavioral Sciences

Freed–Hardeman University, 1993–1996; PharmD., The University of Tennessee Health Science Center, 2000.

CHRISTINA K. NUNNALLY, A.A.S., B.S.N., M.S.N.

Lecturer in Behavioral Sciences and Business

A.A.S., Northeast Mississippi Community College, 2004; B.S.N., Mississippi University for Women, 2007; M.S.N., Mississippi University for Women, 2008.

WAYNE PARKER, B.S., B.A., M.A.

Missionary-in-Residence

B.S., University of AL/Huntsville; B.A., University of AL/Huntsville; M.A., Heritage University.

ANDREW D. PHILLIPS, B.A., B.S., M.A., M.Div.

Lecturer in Arts and Humanities, and Bible

B.A., Freed–Hardeman University, 2003; B.S., Freed–Hardeman University, 2003; M.A., Harding School of Theology, 2007; M.Div. Harding School of Theology, 2014.

DAVID L. PHILLIPS, A.A., B.A., M.A., M.A.R., M.Div., D.Min.

Lecturer in Education

A.A., Freed–Hardeman College, 1976; B.A., Freed–Hardeman College, 1978; M.A., University of Arkansas at Little Rock, 1992; M.A.R., Harding Graduate School of Religion, 1996; University of Memphis, 1998; Covenant Theological Seminary, 1999; M.Div., Harding Graduate School of Religion, 2000; University of Memphis, 1998; D.Min., Harding Graduate School of Religion, 2005.

CATHY D. POWELL, B.S.W., M.Ed.

Lecturer in Bible

B.S.W., Freed–Hardeman University, 1983; M.Ed., Freed–Hardeman University, 1998.

TIFFANY D. PRITCHARD, B.A., M.A., Ed.S.

Lecturer in English

B.A., Morehead State University, 1995; M.A., Northern Arizona University, 2006; Ed.S., University of Missouri–Columbia, 2010.

ASHLEY M. RICE, B.S.W., M.S.W.

Lecturer in Social Work

B.S., Freed–Hardeman University, 2008; M.S.W., Union University, 2010.

TIMOTHY E. ROBERTS, B.S., M.S.

Lecturer in Military Science and Leadership (Staff)

B.S., Middle Tennessee State University, 2001; M.S., Lipscomb University, 2013.

JAY SATTERFIELD, B.B.A.

Lecturer in Finance

B.B.A., Freed–Hardeman University, 1986.

RANDY S. SHANNON, B.S., M.Ed., M.Ed., Ed.D.

Lecturer in Education

B.S., Freed–Hardeman University, 1990; University of Memphis, 1990–1994; M.Ed., Trevecca Nazarene University, 1995; M.Ed., Trevecca Nazarene University, 1997; Ed.D., Trevecca Nazarene University, 2001.

LEAH K. SHULL, B.A., B.A., M.Ed., Ed.D.

Lecturer in Education

B.A., Freed–Hardeman University, 2006; B.A., Freed–Hardeman University, 2006; M.Ed., Freed–Hardeman University, 2009; Louisiana State University and A & M College, 2011; Ed.D., New Jersey City University, 2019.

LARRY SOKOLOSKI, B.S., M.B.A.

Lecturer in Computer Science

Hillsborough Community College, 1973–1974; San Antonio College, 1975–1981; University of Texas at San Antonio, 1978–1994; B.S., University of Phoenix, 2005; M.B.A., Harding University, 2010.

AMANDA A. STUTTS, B.S.N.

Nursing Simulation and Lab Coordinator (Staff)

B.S.N., University of North Alabama, 2010.

REED T. SWINDLE, B.S., M.Min.

Lecturer in Bible

B.S., Freed–Hardeman University, 1999; M.Min., Freed–Hardeman University, 2007.

W. BRIAN STEPHENS, B.S., M.Min., M.F.A., M.A.

Lecturer in Bible

B.S., Freed–Hardeman University, 1993; M.Min., Freed–Hardeman University, 1997; Amridge University, 2012–2014; M.F.A., Lindenwood University, 2017; M.A., Regent University, 2021.

D. ALEX TEAGUE, B.B.A., M.S.

Lecturer in Biology

B.S., Shorter University, 2013; University of South Alabama, 2015-2017; M.S., University of Florida, 2021.

LAQUITA W. THOMSON, B.F.A., M.A. in Ed., M.F.A., M.A. – 2006

Lecturer in Art

Diploma, Freed–Hardeman College, 1966; Mississippi State University, 1966–1967; Northwest Mississippi Junior College, 1968; Northeast Mississippi Junior College, 1969; B.F.A., Mississippi University for Women, 1970; M.A. in Ed., University of Alabama in Birmingham, 1974, 1978–1980; M.F.A., Auburn University, 1991; M.A., University of Alabama in Huntsville, 2000.

RODNEY J. WEAVER, B.B.A., M.S.

Lecturer in Criminal Justice

B.B.A., Freed–Hardeman University, 2002; M.S., Bethel University, 2013.

JEREMY E. WEEKLEY, B.B.A., M.B.A., M.Min.

Lecturer in Bible

B.B.A., Freed–Hardeman University, 1999; M.B.A., University of Tennessee, 2006; M.Min., Freed–Hardeman University, 2014.

RODNEY J. WEAVER, B.B.A., M.S.

Lecturer in Criminal Justice

B.B.A., Freed–Hardeman University, 2002; M.S., Bethel University, 2013.

LIZBETH L. WELLINGTON, B.S., M.S.

Lecturer in Communication Sciences and Disorders

B.S., Murray State University, 2004; M.S., Murray State University, 2006.

ANGELA L. YOPP, B.A., M.A.

Lecturer in English

B.A., University of Memphis, 2003; M.A., University of Nebraska-Kearney, 2016.

ELIZABETH A. YOUNGBLOOD, A.S.N., B.S.N., M.S.N., Ed.D.

Lecturer in Nursing

A.S.N., Belmont College, 1989; B.S.N., Belmont College, 1991; M.S.N., Vanderbilt University, 1992; Ed.D., Trevecca Nazarene University, 2003.

Retired Administrators

Joe P. Hardin	Controller Emeritus
Vicki M. Johnson	Associate Vice President for Academics Emeritus and Professor Emeritus of Business
B. J. Naylor	Vice President for Administration Emeritus
Joe Wiley	President Emeritus

Retired Faculty

John M. Barton	Professor Emeritus of Mathematics and Computer Science
W. Clifton Bennett	Professor Emeritus of Sociology and Counseling
Joyce H. Bloomingburg	Professor Emeritus of Family Sciences
Bobby J. Brown	Professor Emeritus of Engineering
Bobby R. Bush	Professor Emeritus of Business
Edna D. Butterfield	Professor Emeritus of Education
Ronald P. Butterfield	Professor Emeritus of Education
Rebecca Cargile	Professor Emeritus of English
Richard L. Cave	Professor Emeritus of Psychology
Charles A. Corley	Professor Emeritus of Health and Human Performance
Jeffry A. Cozzens	Professor Emeritus of Education
Mark Crowell	Professor Emeritus of Social Work
Joe D. DeLay	Professor Emeritus of Physical Sciences
Kay S. DeLay	Professor Emeritus of Interdisciplinary Studies
Earl D. Edwards	Professor Emeritus of Bible
Barbara L. England	Professor Emeritus of Art
Richard C. England, Jr.	Professor Emeritus of Education and Music
Patrick N. Evans	Professor Emeritus of Mathematics
D. Ralph Gilmore	Professor Emeritus of Bible and Humanities
Samuel E. Hester	Professor Emeritus of Bible
Sylvia J. Harris	Professor Emeritus of Health and Physical Education
Marcus R. Hayes	Professor Emeritus of Communication
Gregory A. Hollamon	Professor Emeritus of Mathematics
Gerald G. Hovater	Professor Emeritus of Education
Thomas E. Hughes	Professor Emeritus of Education
Sharon S. Jennette	Professor Emeritus of Library Services
Ernest D. Jobe	Professor Emeritus of Finance
Marie C. Johnson	Professor Emeritus of Special Education
W. Stephen Johnson	Professor Emeritus of Communication
Samuel T. Jones	Professor Emeritus of Family Sciences
Anthony W. Kirk	Professor Emeritus of Health and Human Performance
Clyde Lewis	Professor Emeritus of Biology
Judy McKenzie	Professor Emeritus of Accounting
Kippy L. Myers	Professor Emeritus of Bible
Garey B. Perkins	Professor Emeritus of Agribusiness and Economics
Gene Reeves	Professor Emeritus of Education
Elizabeth Saunders	Professor Emeritus of Education
Roy Sharp	Professor Emeritus of Bible
Donald M. Shull	Professor Emeritus of English
Keith W. Smith	Professor Emeritus of Accounting
Nancy W. Smith	Professor Emeritus of Communication and Literature
William R. "Billy" Smith	Professor Emeritus of Bible
John D. Sweeney	Professor Emeritus of Education
Monte Tatom	Professor Emeritus of Education
Donald R. Taylor	Professor Emeritus of Languages and Literature
Janis V. Taylor	Professor Emeritus of Family and Consumer Sciences

J. D. Thomas	Professor Emeritus of Interdisciplinary Studies, Communication, and Historian
Rhonda F. Thompson	Professor Emeritus of Spanish
Laquita W. Thomson	Professor Emeritus of Art
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
Carol H. Waymire	Professor Emeritus of Education
Charles R. Webb	Professor Emeritus of Psychology
Dwina W. Willis	Professor Emeritus of Biology and Bible
Dwayne H. Wilson	Professor Emeritus of Business
Ann T. Woods	Professor Emeritus of English
Clyde M. Woods	Professor Emeritus of Bible
Linda H. Wright	Professor Emeritus of Education

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

Doug Burleson – Chair, Elise Chaffin, Jared Collins, Brandon Lanciloti, Karen Sewell, Nathan Warf; ex officio: LeAnn Davis, Susan Kimpel, Charles Vires, Jr.

ENGAGED LEARNING COMMITTEE

Vincent Meninno – Chair, Matt Barker, Richard Brumback III, Aundrea McFall, Ashley Prentice; ex officio: LeAnn Davis, Joe Deweese, Grant Goodman, Holly Rowsey, Charles Vires, Jr.

FACULTY ADVISORY COMMITTEE

Lee Hibbett – Chair, Paul Fader, Paul Helton, Caleb Kersey, Corey Markum, Kevin Moore, Sarah Pierce, Amy Sewell, Meagan Spencer

FACULTY SCHOLARSHIP–LEADERSHIP MEDALIST SELECTION COMMITTEE

Jennifer Creecy – Chair, Janine Dunlap, Sarah Pierce, David Powell, Michael Prentice

FINANCIAL AID COMMITTEE

Lee Barton – Chair, Matt Cook, James Dalton, Tom DeBerry, Gayle McDonald; ex officio: David Clouse

GRADUATE COUNCIL COMMITTEE

Mike Cravens – Chair, Trent Adams, Rick Brumback III, Sharen Cypress, Jana Meninno, Kristen Roberson; ex officio: Susan Kimpel, Charles Vires, Jr.

INSTRUCTIONAL INNOVATIONS COMMITTEE

Alesha Northcutt – Chair, Adam Booher, Rebecca Bush, Donnie DeBord, Ashley Deffenbaugh; ex officio: Director of Information Technology

LIBERAL ARTS COMMITTEE

Derrick Spradlin – Chair; Mark Blackwelder, Amy Downey, Lee Hibbett, John McLaughlin, Nadine McNeal, Maurice Williams; ex officio: LeAnn Davis, 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; helps 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

2023-2024

Summer Term 2023 (May 15-July 21)

May 2023 Two-Week Session

May 15-26	**Summer 2023 Graduate Two-Week Session**
May 15	**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, 3 p.m.
May 19	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 26	**Final Exams** (or may be given the last day of class)
May 31	Final grades due, 3 p.m.

Summer 2023 Four-Week Sessions

May 27-June 23	**First Four-Week Session**
May 30	**Classes begin** (unless otherwise noted in the Course Schedule)
June 2	Last day to register for First Four-Week Session courses Drop/Add Period to change First Four-Week Session schedule ends, 3 p.m.
June 9	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 23	**Final Exams** (or may be given the last day of class) Deadline for removing spring semester incomplete grades
June 28	Final grades due, 3 p.m.
June 24-July 21	**Second Four-Week Session**
June 26	**Classes begin** (unless otherwise noted in the Course Schedule)
June 30	Last day to register for Second Four-Week Session courses Drop/Add Period to change Second Four-Week Session schedule ends, 3 p.m.
July 4	**Independence Day Holiday (no classes)**
July 7	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
July 21	**Final Exams** (or may be given the last day of class)
July 26	Final grades due, 3 p.m.

Summer 2023 Eight-Week Session

May 27-July 21	**Eight-Week Session**
May 30	**Classes begin** (unless otherwise noted in the Course Schedule)
June 2	Last day to register for Eight-Week Session courses Drop/Add Period to change Eight-Week Session schedule ends, 3 p.m.
June 9	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 23	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 21	**Final Exams** (or may be given the last day of class)
July 26	Final grades due, 3 p.m.

Summer 2023 Ten-Week Session

May 15-July 21	**Ten-Week Session**
May 15	**Classes begin** (unless otherwise noted in the Course Schedule)
May 18	Last day to register for Ten-Week Session courses Drop/Add Period to change Ten-Week Session schedule ends, 3 p.m.
May 29	**Memorial Day Holiday (no classes)**
June 9	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 23	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 21	**Final Exams** (or may be given the last day of class)
July 26	Final grades due, 3 p.m.

Fall Term 2023 (August 7-December 8)

Fall 2023 Two-Week Session

August 7-18	**August Two-Week Session**
August 7	**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, 3 p.m.
August 11	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
August 18	**Final Exams** (or may be given the last day of class)
August 23	Final grades due, 3 p.m.

Fall 2023 Sixteen-Week Session

Aug. 23-Dec. 14	**Sixteen-Week Session**
August 22	Advising and registration for continuing and returning undergraduate students, 8 a.m.-12 p.m.
August 23	**Fall classes begin** (unless otherwise noted in the Course Schedule)
August 25	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
August 30	Last day to register for Sixteen-Week Session courses Drop/Add Period to change Sixteen-Week Course schedule ends, 3 p.m.
September 1	Last day for December graduates to apply for graduation
September 4	**Labor Day Holiday (no classes)**
September 28	University Servants' Day
October 9-13	**Mid-Term Week**
October 13	All summer incomplete grades and all fall mid-term grades due, 3 p.m.
October 20	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
November 3	University Scholars' Day
November 19-26	**Thanksgiving Holidays, Sunday-Sunday (no classes)**
December 11-14	**Final Exam Week** (or may be given last class meeting for graduate courses)
December 15	Final grades due, 3 p.m.
December 15	Commencement, 6 p.m., Loyd Auditorium

Fall 2023 Eight-Week Sessions

Aug. 19–Oct. 13	**First Eight-Week Session**
August 21	**Classes begin** (unless otherwise noted in the Course Schedule)
August 25	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
August 30	Last day to register for First Eight-Week courses Drop/Add Period to change First Eight-Week Session schedule ends, 3 p.m.
September 1	Last day for December graduates to apply for graduation
September 4	**Labor Day Holiday (no classes)**
September 15	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
October 9-13	**Final Exams** (or may be given the last day of class)
October 18	Final grades due, 3 p.m.

Oct. 14–Dec. 14	**Second Eight-Week Session**
September 1	Last day for December graduates to apply for graduation
October 16	**Classes begin** (unless otherwise noted in the Course Schedule)
October 20	Last day to register for Second Eight-Week courses
	Drop/Add Period to change Second Eight-Week Session schedule ends, 3 p.m.
	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
November 10	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 19-26	**Thanksgiving Holidays, Sunday-Sunday (no classes)**
December 11-14	**Final Exams** (or may be given the last day of class)
December 15	Final grades due, 3 p.m.
December 15	Commencement, 6 p.m., Loyd Auditorium

Spring Term 2024 (January 3–May 12)

Spring 2024 Two-Week Session

January 2-12	**January Two-Week Session**
January 1	Residence halls open for January Two-Week Session, 12 p.m.
January 2	**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, 3 p.m.
January 5	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
January 12	**Final Exams** (or may be given the last day of class)
January 17	Final grades due, 3 p.m.

Spring 2024 Sixteen-Week Session

Jan. 17–May 10	**Sixteen-Week Session**
January 14	Residence Halls open, 12 p.m. Dining hall opens, 5 p.m.; Meal plan begins
January 15	**Martin Luther King Holiday (no classes)**
January 16	Advising and registration, 8 a.m.-12 p.m.
January 17	**Spring classes begin** (unless otherwise noted in the Course Schedule)
January 19	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
January 24	Last day to register for Sixteen-Week Session courses Drop/Add period to change Sixteen-Week Course schedule ends, 3 p.m.
January 26	Last day for May graduates to apply for graduation
February 4-8	**Annual Bible Lectureship**
March 4-8	**Mid-Term Week**
March 8	All fall incomplete grades and all spring mid-term grades due, 3 p.m.
March 15	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
March 24-31	**Spring Vacation, Sunday – Sunday (no classes)**
April 5	Last day for August graduates to apply for graduation
May 6-10	**Final Exam Week** (or may be given last class meeting for graduate courses)
May 10	Final grades due, 3 p.m.
May 11	Commencement, 10 a.m., Loyd Auditorium

Spring 2024 Eight-Week Sessions

Jan. 13-Mar. 8	**First Eight-Week Session**
January 13	**Classes begin** (unless otherwise noted in the Course Schedule)
January 15	**Martin Luther King Holiday (no classes)**
January 19	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
January 24	Last day to register for First Eight-Week courses Drop/Add Period to change First Eight-Week Session schedule ends, 3 p.m.
January 26	Last day for May graduates to apply for graduation
February 9	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
March 4-8	**Final Exams** (or may be given the last day of class)
March 13	Final grades due, 3 p.m.
March 9-May 10	**Second Eight-Week Session**

January 26	Last day for May graduates to apply for graduation
March 11	**Classes begin** (unless otherwise noted in the Course Schedule)
March 15	Last day to register for Second Eight-Week courses Drop/Add Period to change Second Eight-Week Session schedule ends, 3 p.m. Last day to submit Special Studies forms to Dean's office, 3 p.m.
March 24-31	**Spring Vacation, Sunday-Sunday (no classes)**
April 5	Last day for August graduates to apply for graduation
April 12	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 6-10	**Final Exams** (or may be given the last day of class)
May 10	Final grades due, 3 p.m.
May 11	Commencement, 10 a.m., Loyd Auditorium

May 2024 Two-Week Session

May 13-24	**May Two-Week Session**
May 13	**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, 3 p.m.
May 17	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 24	**Final Exams** (or may be given the last day of class)
May 29	Final grades due, 3 p.m.

Academic Calendar, 2024-2025 (Tentative)

Summer Term 2024 (May 13-July 19)

May 2024 Two-Week Session

May 13-24	**Summer 2024 Graduate Two-Week Session**
May 13	**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, 3 p.m.
May 17	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 24	**Final Exams** (or may be given the last day of class)
May 29	Final grades due, 3 p.m.

Summer 2024 Four-Week Sessions

May 25-June 21	**First Four-Week Session**
May 28	**Classes begin** (unless otherwise noted in the Course Schedule)
May 31	Last day to register for First Four-Week Session courses Drop/Add Period to change First Four-Week Session schedule ends, 3 p.m.
June 7	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 21	**Final Exams** (or may be given the last day of class) Deadline for removing spring semester incomplete grades

June 26	Final grades due, 3 p.m.

June 22-July 19	**Second Four-Week Session**
June 24	**Classes begin** (unless otherwise noted in the Course Schedule)
June 28	Last day to register for Second Four-Week Session courses Drop/Add Period to change Second Four-Week Session schedule ends, 3 p.m.
July 4	**Independence Day Holiday (no classes)**
July 5	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
July 19	**Final Exams** (or may be given the last day of class)
July 24	Final grades due, 3 p.m.

Summer 2024 Eight-Week Session

May 25-July 19	**Eight-Week Session**
May 28	**Classes begin** (unless otherwise noted in the Course Schedule)
May 31	Last day to register for Eight-Week Session courses Drop/Add Period to change Eight-Week Session schedule ends, 3 p.m.
June 7	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 21	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 19	**Final Exams** (or may be given the last day of class)
July 24	Final grades due, 3 p.m.

Summer 2024 Ten-Week Session

May 13-July 19	**Ten-Week Session**
May 13	**Classes begin** (unless otherwise noted in the Course Schedule)
May 17	Last day to register for Ten-Week Session courses Drop/Add Period to change Ten-Week Session schedule ends, 3 p.m.
May 27	**Memorial Day Holiday (no classes)**
June 7	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
June 21	Deadline for removing spring semester incomplete grades
July 4	**Independence Day Holiday (no classes)**
July 19	**Final Exams** (or may be given the last day of class)
July 24	Final grades due, 3 p.m.

Fall Term 2024 (August 7-December 8)

Fall 2024 Two-Week Session

August 5-16	**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, 3 p.m.
August 9	Last day to withdraw without affecting GPA, 3 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, 3 p.m.

Fall 2024 Sixteen-Week Session

Aug. 21-Dec. 13	**Sixteen-Week Session**
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 23	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
August 28	Last day to register for Sixteen-Week Session courses Drop/Add Period to change Sixteen-Week Course schedule ends, 3 p.m.
August 30	Last day for December graduates to apply for graduation
September 2	**Labor Day Holiday (no classes)**
September 26	University Servants' Day
October 7-11	**Mid-Term Week**
October 11	All summer incomplete grades and all fall mid-term grades due, 3 p.m.
October 18	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
November 1	University Scholars' Day
November 24-Dec 1	**Thanksgiving Holidays, Sunday-Sunday (no classes)**
December 9-12	**Final Exam Week** (or may be given last class meeting for graduate courses)
December 13	Final grades due, 3 p.m.
December 13	Commencement, 6 p.m., Loyd Auditorium

Fall 2024 Eight-Week Sessions

Aug. 19–Oct. 13	**First Eight-Week Session**
August 19	**Classes begin** (unless otherwise noted in the Course Schedule)
August 23	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
August 28	Last day to register for First Eight-Week courses Drop/Add Period to change First Eight-Week Session schedule ends, 3 p.m.
August 30	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, 3 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, 3 p.m.

Oct. 12–Dec. 12	**Second Eight-Week Session**
August 30	Last day for December graduates to apply for graduation
October 14	**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, 3 p.m. Last day to submit Special Studies forms to Dean's Office, 3 p.m.
November 8	Last day to withdraw without affecting GPA, 5 p.m., Registrar's Office (last day to receive a W grade)
November 17-24	**Thanksgiving Holidays, Sunday-Sunday (no classes)**
December 9-12	**Final Exams** (or may be given the last day of class)
December 13	Final grades due, 3 p.m.
December 13	Commencement, 6 p.m., Loyd Auditorium

Spring Term 2025 (January 6–May 17)

Spring 2025 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, 3 p.m.
January 10	Last day to withdraw without affecting GPA, 3 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, 3 p.m.

Spring 2025 Sixteen-Week Session

Jan. 22–May 16	**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 24	Last day to submit Special Studies forms to Dean's Office, 3 p.m.
January 29	Last day to register for Sixteen-Week Session courses Drop/Add period to change Sixteen-Week Course schedule ends, 3 p.m.
January 31	Last day for May graduates to apply for graduation
February 3-6	**Annual Bible Lectureship**
March 10-14	**Mid-Term Week**
March 14	All fall incomplete grades and all spring mid-term grades due, 3 p.m.
March 21	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
March 23-30	**Spring Vacation, Sunday – Sunday (no classes)**
April 10	Last day for August graduates to apply for graduation
May 12-16	**Final Exam Week** (or may be given last class meeting for graduate courses)
May 16	Final grades due, 3 p.m.
May 17	Commencement, 10 a.m., Loyd Auditorium

Spring 2025 Eight-Week Sessions

Jan. 18-Mar. 14	**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 submit Special Studies forms to Dean's Office, 3 p.m.
January 29	Last day to register for First Eight-Week courses Drop/Add Period to change First Eight-Week Session schedule ends, 3 p.m.
January 31	Last day for May graduates to apply for graduation
February 14	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
March 10-14	**Final Exams** (or may be given the last day of class)
March 19	Final grades due, 3 p.m.
March 15-May 16	**Second Eight-Week Session**
January 31	Last day for May graduates to apply for graduation
March 15	**Classes begin** (unless otherwise noted in the Course Schedule)

March 21	Last day to register for Second Eight-Week courses Drop/Add Period to change Second Eight-Week Session schedule ends, 3 p.m. Last day to submit Special Studies forms to Dean's office, 3 p.m.
March 23-30	**Spring Vacation, Sunday-Sunday (no classes)**
April 10	Last day for August graduates to apply for graduation
April 18	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 12-16	**Final Exams** (or may be given the last day of class)
May 16	Final grades due, 3 p.m.
May 17	Commencement, 10 a.m., Loyd Auditorium

May 2025 Two-Week Session

May 19-30	**May Two-Week Session**
May 19	**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, 3 p.m.
May 23	Last day to withdraw without affecting GPA, 3 p.m., Registrar's Office (last day to receive a W grade)
May 30	**Final Exams** (or may be given the last day of class)
June 4	Final grades due, 3 p.m.

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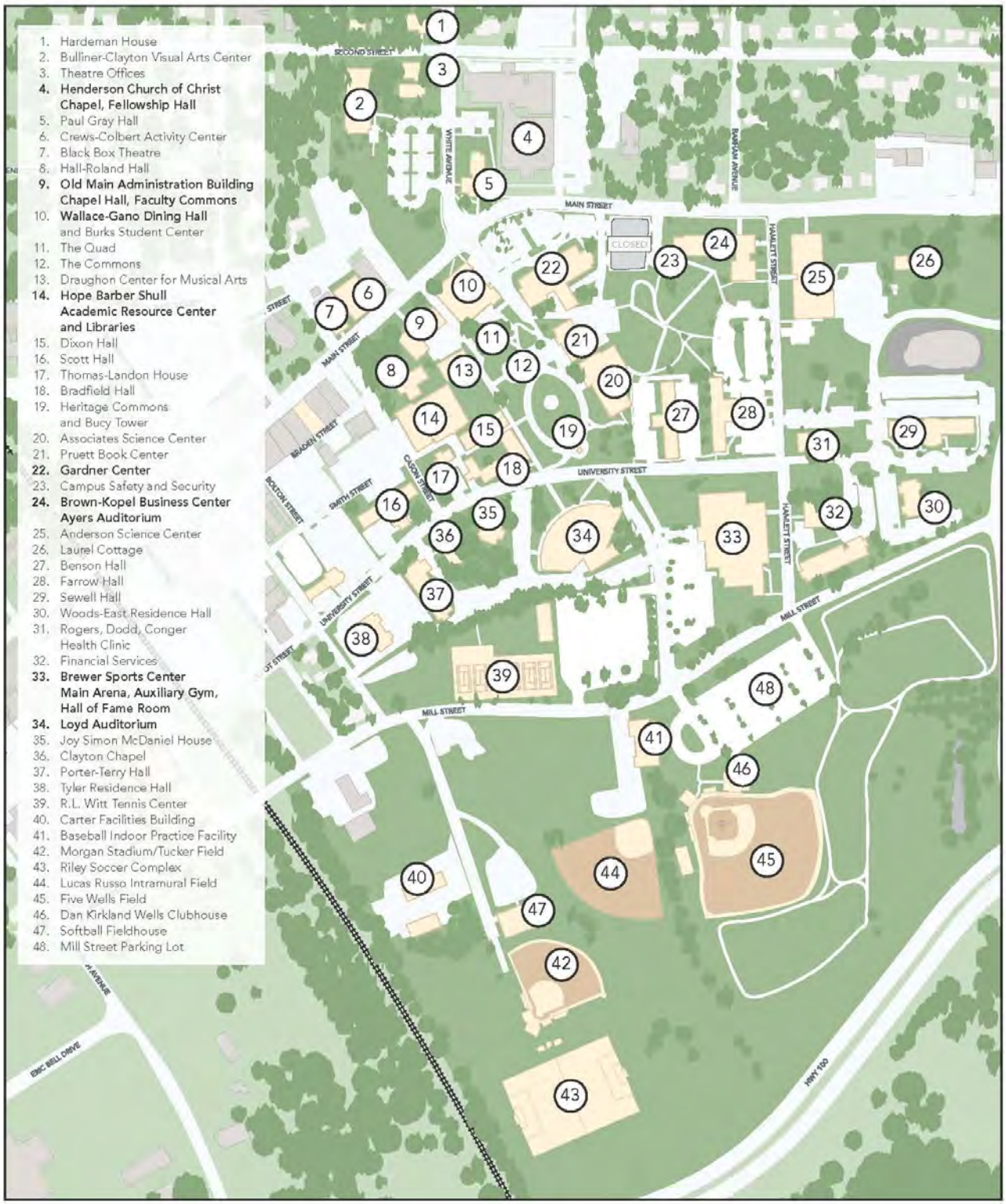
Campus Map


1. Hardeman House
2. Bulliner-Clayton Visual Arts Center
3. Theatre Offices
4. Henderson Church of Christ Chapel, Fellowship Hall
5. Paul Gray Hall
6. Crews-Colbert Activity Center
7. Black Box Theatre
8. Hall-Roland Hall
9. Old Main Administration Building Chapel Hall, Faculty Commons
10. Wallace-Gano Dining Hall and Burks Student Center
11. The Quad
12. The Commons
13. Draughon Center for Musical Arts
14. Hope Barber Shull Academic Resource Center and Libraries
15. Dixon Hall
16. Scott Hall
17. Thomas-Landon House
18. Bradfield Hall
19. Heritage Commons and Bucy Tower
20. Associates Science Center
21. Pruett Book Center
22. Gardner Center
23. Campus Safety and Security
24. Brown-Kopel Business Center Ayers Auditorium
25. Anderson Science Center
26. Laurel Cottage
27. Benson Hall
28. Farrow Hall
29. Sewell Hall
30. Woods-East Residence Hall
31. Rogers, Dodd, Conger Health Clinic
32. Financial Services
33. Brewer Sports Center Main Arena, Auxiliary Gym, Hall of Fame Room
34. Loyd Auditorium
35. Joy Simon McDaniel House
36. Clayton Chapel
37. Porter-Terry Hall
38. Tyler Residence Hall
39. R.L. Witt Tennis Center
40. Carter Facilities Building
41. Baseball Indoor Practice Facility
42. Morgan Stadium/Tucker Field
43. Riley Soccer Complex
44. Lucas Russo Intramural Field
45. Five Wells Field
46. Dan Kirkland Wells Clubhouse
47. Softball Fieldhouse
48. Mill Street Parking Lot
SECOND STREET
WHITE AVENUE
BANFORM AVENUE
MAIN STREET
CLOSED
HAMLETT STREET
BRADEN STREET
CASON STREET
SMITH STREET
BOLTON STREET
UNIVERSITY STREET
MILL STREET
ERIC BELL DRIVE
HWY 100

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HENDERSON, TENNESSEE