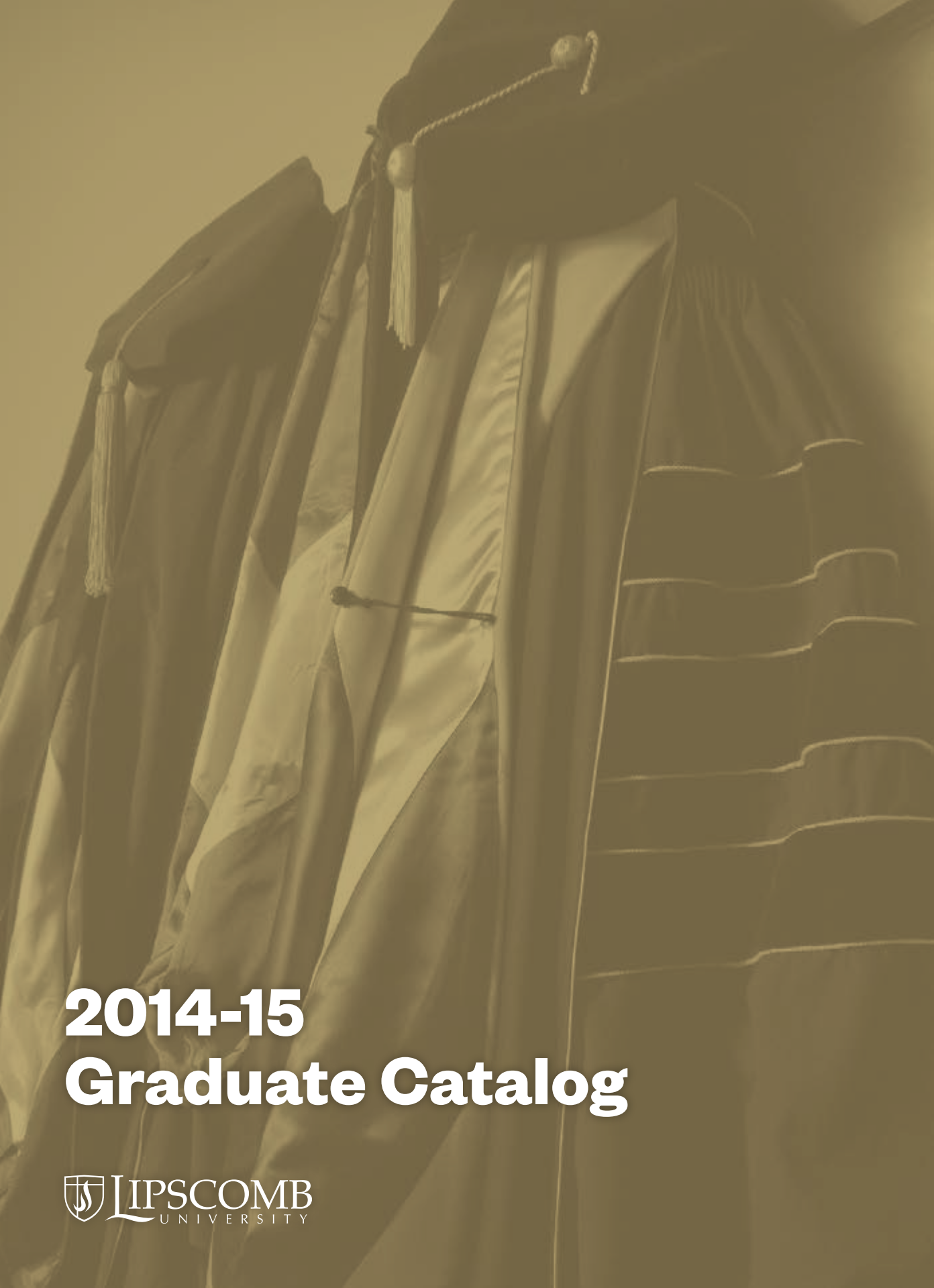

2014-15 Graduate Catalog

LIPSCOMB UNIVERSITY

Lipscomb University

2014-15 Graduate Catalog

One University Park Drive
Nashville, TN 37204-3951

615.966.1000 • 800.333.4358

www.lipscomb.edu
gradstudies.lipscomb.edu

The information contained in this catalog is accurate as of June 2014. The requirements, rules and provisions stated in this catalog and other publications of Lipscomb University are subject to change or modification at any time without notice. If changes are made to this catalog prior to its next reprinting, such changes will be made available in the office of the Associate Provost for Academic Development and Graduate Studies.

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** Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

Lipscomb University 2014-15

The corporate institution known as Lipscomb University consists of a campus school and a university. In addition to traditional undergraduate programs, the university provides not only an Adult Degree Program, which is a special undergraduate program for working adults, but also a post-baccalaureate program, offering professional, master's and doctoral degrees along with several certificates of graduate study. Graduate and undergraduate programs are described briefly below. For more information on any of these programs, contact the offices listed below.

A. Graduate Programs

1. **Aging Services Leadership****
   Lipscomb University has made a commitment to help find lasting and meaningful solutions to long-term and post-acute care challenges in the United States. The School of TransformAging® aspires to offer the nation's most innovative graduate degree in aging services and to educate a new workforce who will passionately pursue careers with the aging and demonstrate a holistic skill set.

   The Master of Professional Studies in aging services leadership is a 30-hour program, which incorporates a curriculum-spanning applied project. Courses are offered in a blended format, combining the best of online and classroom learning, allowing students to complete the program in one year.

   Certificates of Graduate Studies in aging services leadership, serving the aging consumer and aging and pastoral care are also offered.

   Aging services leadership is also available to interested students upon the completion of a 12-credit-hour program. For more information, call 615.966.1102 or visit us online at transformaging.lipscomb.edu.

2. **Bible and Ministry**
   The College of Bible and Ministry offers the Master of Arts in Christian practice. This 30-hour interdisciplinary program combines course work in theology with options for study from other graduate departments at Lipscomb. For further information contact Frank Guertin, MACP director, College of Bible and Ministry at 615.966.5352.

3. **Biomolecular Science**
   The Department of Biology offers an M.S. in biomolecular science. This program is a 30-hour non-thesis professional master degree offered in a block format. Each block is eight weeks, with one calendar year consisting of five blocks. Students may enter the program three times each year (June, Aug., and Jan.).
   The program may be completed in as little as one calendar year provided that students enroll in two courses per block. To accommodate working professionals, most courses and laboratories are offered in the evening. For more information contact Kent Gallaher at 615.966.5174 or kent.gallaher@lipscomb.edu.

4. **Business**
   The College of Business offers four graduate degrees: MBA, MAcc, MM, and MHR.

   The Master of Business Administration (MBA), offered in weeknight and weekend formats, provides a flexible schedule. Evening students complete classes on Monday, Tuesday, or Thursday evenings, while weekend students combine web-based learning and classroom instruction over 22 weekends. Twelve areas of concentration are available (accounting, conflict management, finance, health care management, leadership, nonprofit management, sports management, strategic human resources, sustainability, health care informatics, information security and a distributed option). A lock-step cohort MBA program is also available at Lipscomb's Cool Springs off-site location. Classes start there every Aug.

   The Master of Accountancy (MAcc) is also available, incorporating seven accounting courses with three business electives. Three areas of concentration are available (taxation, assurance and attestation, or distributed).

** *Offered on demand.*

The Master of Management (MM) is available in a cohort format, incorporating five integrated course modules for a total of 30 hours.

The Master of Human Resources (MHR) is available in a cohort format, incorporating seven HR courses supplemented with two conflict management courses and one elective course.

Dual degrees combining the MBA with a Master of Science in Sustainability and a Master of Fine Arts in Film and Creative Media* are also available.

For further information, contact the graduate business office at 615.966.1833 or onedegreeaway.lipscomb.edu.

5. **Civic Leadership**
The Nelson and Sue Andrews Institute for Civic Leadership offers the Master of Arts in civic leadership. Evening and weekend and online course work accommodate government, nonprofit and business professionals seeking a leadership degree with a focus on social innovation and multi-sector collaboration for community building. The master's degree, including the final master's project, can be completed in 15 months. For more information visit lipscomb.edu/civicleadership or call 615.966.6155.

6. **Computing and Informatics**
The School of Computing and Informatics offers four innovative and uniquely multi-disciplinary programs that prepare graduates for entrepreneurial, technical and executive leadership positions within our industry, and further advanced degrees:
MSIA, ISEC, MITM and MSSE.

The Master of Science in informatics and analytics (MSIA) is a 36-hour interdisciplinary program designed to train and equip data scientists with best-practice knowledge and current methodologies to make their businesses more agile as they acquire skills to aggregate and analyze disparate types of data and to recognize patterns and trends within that data.

The Master of Science in information security is (ISEC) a 36-hour program that provides an in-depth study of the many areas of information security including those associated with the responsibilities of a chief information security officer.

The Master of Science in information technology management (MITM) is a 36-hour program that emphasizes the integration of technology, management, information security and health care informatics in order to equip executive, managerial and information technology professionals with skills to create, plan, organize, lead and control information technologies.

The Master of Science in software engineering (MSSE) is a 36-hour program designed to equip professionals with a strong foundation of theory, best-practice knowledge, current methodologies and emerging technologies and their applications in software engineering—including architecture, design, planning, testing and management.

All four programs are offered in evening and weekend formats to provide flexible schedules for working professionals.

Certificates of Graduate Studies are offered in informatics and analytics, information security, information technology management and software engineering. For further information, contact the School of Computing and Informatics (615.966.7500 or technology@lipscomb.edu) or visit lipscomb.edu/technology/graduate-programs.

7. **Conflict Management**
The Institute for Conflict Management offers a Certificate of Graduate Studies in conflict management and a Master of Arts in conflict management. For further information, contact ICM at 615.966.6680 or icm@lipscomb.edu.

** Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

8. **Education**
The College of Education offers Masters of Education (M.Ed.) in collaborative professional learning; educational leadership (administrative); English language learning; instructional practice; literacy coaching; professional learning and coaching in mathematics; reading specialty; special education; teaching, learning and leading; and technology integration, as well as a new Master of Science (M.S.) in applied behavior analysis. Programs are available for experienced educators, for those who want to enhance their careers in other appropriate fields and for individuals holding bachelor's degrees who seek initial teacher licensure.

The Education Specialist (Ed.S.) degree is offered in collaborative professional learning; educational leadership (administrative); English language learning; instructional practice; literacy coaching; professional learning and coaching in mathematics; and reading specialty. The Ed.S. degree prepares a candidate for both leadership and teaching in the selected Ed.S. major.

The Doctor of Education Degree (Ed.D.) in learning organizations and strategic change is a two-year accelerated program featuring a cohort model that combines multiple learning venues with onsite, online and field-based course work.

Certificates of Graduate Studies are offered in advanced applied behavior analysis, applied behavior analysis, English language learning, instructional coaching, literacy coaching and mathematics coaching, and technology integration.

Graduate education programs have convenient online, evening and weekend classes. For further information, contact Kristin Baese in the Office of Outreach and Enrollment for the College of Education, at 615.966.5173 or kristin.baese@lipscomb.edu.

9. **Engineering Management**
The Raymond B. Jones College of Engineering offers a Master of Science in engineering management. Courses are offered in a variety of formats so as to have minimal disruption to schedules and careers of mid-career professionals. This degree is designed for graduates of ABET-accredited engineering programs that desire to obtain the skills necessary to prepare them for executive-level positions in engineering-focused organizations. The master's degree can be completed in 12-18 months which includes a capstone project. For more information contact David L. Davidson at 615.966.5071 or david.davidson@lipscomb.edu.

10. **Exercise and Nutrition Science**
Lipscomb University offers a Master of Science in exercise and nutrition science, combining the disciplines of exercise science and nutrition. Students with a background in nutrition, exercise science, or other allied health or science areas will have advanced educational opportunities in either a wellness (working with healthy individuals) or clinical track. For further information, contact Karen Robichaud, director of graduate studies in exercise and nutrition science, at 615.966.5602 or karen.robichaud@lipscomb.edu.

11. **Film and Creative Media**
The Lipscomb University Master of Arts (MA) in film and creative media is a 36-hour graduate program designed to educate the next generation of artists to be independent, entrepreneurial filmmakers. The Master of Fine Arts (M.F.A.) in film and creative media* is a 62-75 hour program. These are immersion programs that are:

Experiential—Students create several media projects in an array of formats and genres.

Entrepreneurial—Students are expected not only to create media for the classroom, they are encouraged to reach out to artists and companies in Nashville to create content.

Professional—Students will gain experience through one of several production companies in the Nashville area.

** Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

To accommodate working professionals, courses are offered online, in the evening and on Saturdays. For more information contact Mike Fernandez at 615.966.5186 or mike.fernandez@lipscomb.edu.

12. Pharmacy

The Lipscomb University College of Pharmacy and Health Sciences offers the Doctor of Pharmacy (Pharm.D.) degree. An innovative dual degree combining the Pharm.D. and the Master of Science in health care informatics (MHCI) is also offered. In addition, the Pharm.D. and the certificate in graduate studies represents another unique curricular offering for student pharmacists.

Lipscomb University College of Pharmacy has been granted full accreditation status by the Accreditation Council for Pharmacy Education. The college has demonstrated to the satisfaction of ACPE that the program complies with accreditation standards, including the appropriateness of the program's mission and goals, the adequacy of resources and organization to meet the mission and goals, outcomes which indicate that the mission and goals are being met, and the reasonable assurance of the continued compliance with standards.

Full accreditation status was granted by the ACPE through June 30, 2014. The ACPE site team conducted the scheduled continuation site visit in Feb. 2014. The ACPE Board of Directors will meet in June 2014 to consider continuation of full accreditation status.

For information on the College of Pharmacy, contact Laura Ward, director of admissions and student affairs at 615.966.7173.

The Master of Science in health care informatics (MHCI) is a 42-hour interdisciplinary program designed to provide the knowledge and skills needed to enhance quality, safety, efficiency and patient-centric health care delivery and outcomes through the use of information technology.

The MHCI includes courses from health sciences, business and information technology. An important extension of this program is the certificate in graduate studies. This is a 15-hour program of advanced study in health care informatics and is comprised of the first five courses of the MHCI program.

For information on the masters in health care informatics, certificate in graduate studies or dual degree Pharm.D.-MHCI, contact Beth Breeden, director of graduate studies in health care informatics, 615.966.7160.

13. Psychology and Counseling

The Department of Psychology offers an M.S. in clinical mental health counseling, an M.S. in psychology and, a Master of Marriage and Family Therapy. For further information, contact the graduate program office at 615.966.5906 or Jake Morris at jake.morris@lipscomb.edu.

14. Sustainability

The Institute for Sustainable Practice offers a Master of Science in sustainability, a Certificate of Graduate Studies in sustainability and a dual degree combining the MBA with an M.S. in sustainability. (i.e., two diplomas are awarded). In addition, the College of Business in partnership with the ISP offers an MBA with a concentration in sustainability. For more information, call 615.966.1771 or email sustainability@lipscomb.edu.

15. Theology

The Hazelip School of Theology offers the Doctor of Ministry, the Master of Arts in Christian ministry, the Master of Divinity and the Master of Theological Studies. For further information, contact Kathy Bickel, administrative assistant for the Hazelip School of Theology at 615.966.6053, or Mark Black, director of the Hazelip School of Theology at 615.966.5709 or mark.black@lipscomb.edu.

B. Undergraduate Programs

1. **Traditional Liberal Arts and Pre-Professional Programs**
   The undergraduate liberal arts and pre-professional offerings of the university lead to a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing or a Bachelor of Social Work degree. Contact the Admissions Office at 615.966.1776 or admissions@ lipscomb.edu.

2. **Adult Learning**
   The College of Professional Studies houses Lipscomb's successful Adult Degree Program, a multi-disciplinary program that offers working students the opportunity to earn an undergraduate degree in a non-traditional way. Evening, online and hybrid courses are offered in eight-week terms, designed to accommodate busy schedules. Courses are offered in a compressed format during nine academic terms throughout the year. The ADP maintains an outstanding reputation among the business and educational communities in the Greater Nashville metropolitan area. The hallmark of the program is an applications-oriented curriculum taught by faculty members who are recognized experts in their respective fields of study. Professors tailor the courses to address both academic theory and the most pressing discipline-specific topics happening in local, national and international environments. Students are well-prepared to advance both professionally and personally.

   In addition, the ADP offers competency-based education in online, self-paced modules with faculty coaches. Competency-based behavioral assessment, as well as prior learning assessment through portfolio evaluation, is available to students who qualify based on work experience and transfer credit.

   Non-degree seeking students may also take classes for professional development, personal enrichment and preparation for graduate studies. Students preparing for the CPA exam may enroll in the evening Certificate of Accounting Program.

   Contact the Adult Degree Program at 615.966.5279 or visit www.lipscomb.edu/professionalstudies for additional information.

C. Lipscomb Academy

Lipscomb Academy offers pre-university training from pre-kindergarten through the twelfth grade of high school. For further information, contact Greg Glenn, head of school for Lipscomb Academy, at 615.966.6355 or greg.glenn@lipscomb.edu or Candice McQueen, senior vice president over Lipscomb Academy, at 615.966.5708 or candice.mcqueen@lipscomb.edu.

A Message from the President

Welcome to the graduate programs at Lipscomb University, the third largest by enrollment in Nashville. Whether you have just finished your undergraduate degree or are already established in your job, at Lipscomb you will find more than 75 graduate programs to match your professional goals.

Lipscomb was recently selected as one of the top 16 up-and-coming master's universities in the South by U.S. News and World Report. Since 2005, our graduate enrollment has grown 588 percent to 1,690 (Fall of 2013), and we have remained current by adding or realigning more than 60 graduate programs in that time period. Lipscomb continues to invest in innovative programs and assemble superior faculty. The core faculty are doctoral-level professors recognized as experts in their fields. Visiting and adjunct professors, with a variety of professional and educational backgrounds, add to the dimension of instruction.

Recently, the College of Education and its dean, Candice McQueen, were featured in the U.S. News and World Report's Best Grad School publication. Lipscomb is annually recognized by national, state and local sources for its top teacher preparation program. The college was named one of the top four in the nation in a recent National Council of Teacher Quality's Teacher Prep Review, and the Ayers Institute for Teacher Learning and Innovation received competitive Race to the Top grants for promoting STEM and conducting professional development for teachers.

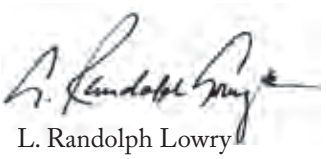
Lipscomb's College of Pharmacy, the first pharmacy college established in Middle Tennessee, awarded its first Pharm. D. degrees in 2012. The new 15,000-square-foot Pharmaceutical Sciences Research Center that opened last fall provides students with the latest technology and research environments. The development of an enzyme, drug or therapeutics that will fight cancer, Parkinson's disease or obesity may be made here!

The College of Business has been named one of the top 100 business ethics programs in the world by Ethisphere Magazine, and is among the top 25 business schools in the nation for veterans. It is the first in Tennessee and the fourth in the nation to achieve specialized accreditation for its accounting program and is one of only 15 percent of business schools in the nation to require a global study and travel experience in order to graduate with a master's degree. In cooperation with Hang Seng Management College in Hong Kong, the college established the area's first supply chain management program, making it the first globally partnered program of its kind in Middle Tennessee.

I could continue with the many accolades bestowed upon Lipscomb and the advances we are making, but more important is that Lipscomb prepares students for success. Beyond instruction in the classroom, students are educated through partnerships with community organizations, local and national businesses, travel abroad programs and engagement in other cultures. Students graduate from Lipscomb confident in their ability to make a difference in an ever-changing and challenging world.

Thank you for considering Lipscomb and for the potential of sharing the coming months with a university recognized as one of the leading educational institutions in the country. We hope you will join us for a life-shaping and life-changing experience.

Best Wishes,



L. Randolph Lowry
President

Calendar

2014-2015

Fall Semester 2014

Term I classes begin ..... Aug. 18
Classes begin ..... Aug. 18
Last day to add classes ..... Aug. 24
Labor Day holiday ..... Sept. 1
Last day to drop full term classes with partial refund ... Sept. 12
Last day to drop Term I classes ..... Sept. 19
Term II classes begin ..... Oct. 13
Fall Break ..... Oct. 17
Last day to drop full term classes ..... Oct. 26
Preregistration ..... Nov. 3-6
Last day to drop Term II classes ..... Nov. 14
Thanksgiving holidays ..... Nov. 24-28
Final examinations ..... Dec. 4-11
Commencement ..... Dec. 13
Christmas holidays ..... Dec. 14-Jan. 4
Wintermester 2015 ..... Dec. 14-Jan. 4

Spring Semester 2015

Term I classes begin ..... Jan. 5
Classes begin ..... Jan. 5
Last day to add classes ..... Jan. 11
Martin Luther King, Jr. Day holiday ..... Jan. 19
Last day to drop full term classes with partial refund ..... Jan. 30
Last day to drop Term I classes ..... Feb. 6
Term II classes begin ..... March 2
Last day to drop full term classes ..... March 12
Spring break ..... March 16-20
Last day to drop Term II classes ..... April 10
Final examinations ..... April 23-April 30
Commencement ..... May 2

Summer Session 2015

Maymester registration and classes begin ..... May 4
Last day to drop Maymester classes with partial refund .... May 7
Maymester final examinations ..... May 22
Residence halls open ..... May 25
Memorial Day holiday ..... May 25
Summer session and Junemester classes begin ..... May 26
Last day to add Term I classes ..... May 28
Last day to drop Junemester classes with partial refund May 29
Last day to add full term classes ..... May 29
Last day to drop Term I classes with partial refund ..... June 2
Last day to drop full term classes with partial refund ..... June 10
Last day to drop Term I classes ..... June 12
Junemester final examinations ..... June 18
Term I final examinations ..... June 25
Julymester and Term II classes begin ..... June 29
Summer Celebration ..... TBA

2014

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2015

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Last day to add Term II classes ..... July 1
Last day to drop classes with partial refund (Term II) ..... July 7
Last day to drop classes (Term II) ..... July 17
Julymester final examinations..... July 23
Full and term II final examinations ..... July 30

2015-2016*

Fall Semester 2015

Term I classes begin .....Aug. 24
Classes begin.....Aug. 24
Last day to add classes.....Aug. 30
Labor Day holiday..... Sept. 7
Last day to drop full term classes with partial refund Sept. 18
Last day to drop Term I classes..... Sept. 25
Term II classes begin..... Oct. 19
Fall break..... Oct. 16
Last day to drop full term classes ..... Oct. 25
Preregistration.....Nov. 9-12
Last day to drop Term II classes .....Nov. 20
Thanksgiving holidays .....Nov. 23-27
Final examinations ..... Dec. 10-17
Commencement.....Dec. 19
Christmas holidays .....Dec. 20-Jan. 10
Wintermester 2016 .....Dec. 20-Jan. 10

2016

Jan.

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Feb.

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug.

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sept.

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct.

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Nov.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Dec.

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Spring Semester 2016

Term I classes begin ..... Jan. 11
Classes begin..... Jan. 11
Last day to add classes..... Jan. 18
Martin Luther King Jr. Day holiday..... Jan. 18
Last day to drop full term classes with partial refund.....Feb. 5
Last day to drop Term I classes..... Feb. 12
Term II classes begin.....March 7
Spring break.....March 14-18
Last day to drop full term classes.....March 24
Last day to drop Term II classes .....April 4
Preregistration..... April 11-14
Final examinations ..... April 28-May 5
Commencement.....May 7

Summer Session 2016

Maymester registration and classes begin .....May 9
Last day to drop Maymester classes with partial refund May 12
Maymester final examinations .....May 27
Memorial Day holiday .....May 30
Summer session and Junemester classes begin .....May 21
Last day to drop Term I classes with partial refund ..... June 2
Last day to add Term I classes .....June 3
Last day to drop Junemester classes with partial refund ..June 3
Last day to add full term classes .....June 3
Last day to drop full term classes with partial refund .....June 7
Last day to drop Term I classes ..... June 17
Junemester final examinations..... June 23
Term I final examinations ..... June 30
Summer Celebration.....TBA
Holiday..... July 4
Julymester and second term classes begin..... July 7
Last day to add Term II classes..... July 7
Last day to drop full term classes..... July 11
Last day to drop Term II classes with partial refund.....July 8
Last day to drop Term II classes .....July 22
Julymester final examinations..... July 28
Full and Term II final examinations .....Aug. 4

**The dates in 2015-2016 are subject to change and should be regarded as tentative projections.*

Lipscomb University

As a liberal arts university building upon a 123-year heritage of academic excellence, Lipscomb University offers an engaging, intellectually challenging environment for graduate education and a commitment to encourage and support spiritual formation in every member of the university community. Lipscomb's 65-acre campus, located in the Green Hills area of Nashville, Tennessee, provides a beautiful setting which supports a nurturing environment where students can develop professionally and personally.

The Lipscomb community is diverse, with a 4,000+ member undergraduate and graduate student body representing 44 states and 38 nations that includes numerous ethnic cultures and religious traditions. More than 1,600 post-baccalaureate students are enrolled in master's and doctoral degree programs providing academic and professional development opportunities that extend career opportunities. An average graduate class size of 20 students creates an environment for productive and rich interaction among students from diverse professional and educational backgrounds as well as between students and faculty.

The construction of new facilities, maintenance of the campus grounds, development of new academic programs and the stewardship of financial resources are strategic and will provide Lipscomb students with a quality education relevant to today's world. Lipscomb's outstanding full-time faculty, 84 percent of whom hold a terminal degree in their field of expertise, are accomplished teachers, active researchers and dedicated Christians.

Graduate faculty members present a valuable understanding of their discipline in application to the professional world and all faculty members are committed to providing instruction and guidance to students as they prepare for their roles in society. In addition, Lipscomb's support staff members are attentive to student needs and facilitate the processes and procedures that enable students to successfully transition through all levels of the university experience.

Exciting and unique graduate programs in areas such as exercise and nutrition science, sustainability, civic leadership, engineering management, health care informatics, and film and creative media, coupled with traditional graduate programming in areas of business, theology and education, have broadened our appeal and strengthened the university's reputation for excellence. In 2013, U.S. News and World Report again named Lipscomb University a top university in our category.

Lipscomb University is providing students with an educational experience that is valued and respected by local, state and national constituencies. In the past 10 years, the Lipscomb campus has been transformed by new construction, environmentally friendly renovations and landscaping totaling more than $87 million. Lipscomb lead the way for universities in Tennessee through our on-campus sustainable innovations when the Burton Health Sciences Building became the first LEED-registered academic building in the state and earned the gold-level certification.

As we continue our growth and educational expansion, we invite you to be a part of one of the leading institutions in the Southeast for preparing educated students to be leaders in their selected fields. Join us on a journey that will be life-changing.

Degrees and Certificates of Graduate Study

Lipscomb University currently confers the following post-baccalaureate degrees:

- Doctor of Education in learning organizations and strategic change
- Doctor of Ministry
- Doctor of Pharmacy
- Education Specialist (education leadership, collaborative professional learning, English language learning, professional learning and coaching in mathematics and reading specialty)
- Master of Accountancy (concentrations in taxation, assurance and attestation, or a distributed option)
- Master of Arts (Christian practice, civic leadership, conflict management, and film and creative media)
- Master of Arts in Christian ministry

Master of Business Administration (concentrations in accounting, conflict management, finance, health care informatics, health care management, information security, leadership, nonprofit management, strategic human resources, sports management, sustainability or a distributed option)

Master of Divinity

Master of Education (collaborative professional learning; educational leadership; English language learning; instructional practice; professional learning and coaching in mathematics; reading specialty; special education; teaching, learning and leading; and technology integration)

Master of Fine Arts in film and creative media*

Master of Human Resources

Master of Management

Master of Marriage and Family Therapy

Master of Professional Studies in aging services leadership**

Master of Science (applied behavior analysis, biomolecular science, engineering management, exercise and nutrition science, health care informatics, information security, informatics and analytics, information technology management, clinical mental health counseling, psychology, software engineering and sustainability)

Master of Theological Studies

The university also awards the following Certificates of Graduate Studies: advanced applied behavior analysis, aging services leadership**, serving the aging consumer, conflict management, English language learning, health care informatics, information security, informatics and analytics, information technology management, instructional coaching, literacy coaching, mathematics coaching, pastoral care for the aging, professional accountancy, software engineering, student ministry, sustainability and technology integration. These certificates do not imply professional certification but are intended to strengthen students' qualifications and professional portfolios in specific areas.

Accreditations and Memberships

Lipscomb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Ga. 30033-4097 or call 404.679.4500 for questions about the accreditation of Lipscomb University.

The Hazelip School of Theology at Lipscomb is a member of the Association of Theological Schools. ATS is the premier accrediting organization for graduate, professional theological schools in the United States.

The College of Business programs at the graduate and undergraduate level are accredited by the Accreditation Council for Business Schools and Programs. In addition, the accounting program has achieved separate accreditation for both its undergraduate and graduate degree programs.

The College of Education M.Ed. and Ed.D. programs at Lipscomb University are approved by the Tennessee State Board of Education, and are accredited by the National Council for Accreditation of Teacher Education.

The College of Pharmacy offers the Doctor of Pharmacy degree. The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education.

Mission

Lipscomb University is a private coeducational institution whose principal focus is undergraduate education in the liberal arts and sciences, combined with a number of undergraduate professional and pre-professional fields, master's and doctoral degree programs. Its primary mission is to integrate Christian faith and practice with academic excellence. This mission is carried out not only in the classroom but also by involvement in numerous services to the church and the larger community.

** Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*
*** Offered on demand.*

General Governance Information

Graduate Governance

The associate provost for academic development and graduate studies oversees Lipscomb's graduate education experience. The graduate academic leadership team, chaired by the associate provost for academic development and graduate Studies, controls policies and procedures relating to graduate programs.

All decisions of the graduate academic leadership team are subject to final review for approval or disapproval by the provost. All curricular changes to graduate programs (including new graduate programming) are approved by the academic leadership team following approval by appropriate graduate faculties and colleges. The provost chairs the ALT and the associate provost for academic development and graduate studies is a member of ALT.

The day-to-day operations of graduate programs will be administered by their respective program directors. Their responsibilities include, but are not limited to, reviewing course content and evaluation procedures, maintaining graduate level work in all classes, monitoring student admission to the program, supervising and aiding student progress through the program and completing all routine reports.

Intellectual Property Policy

The intellectual property policy exists to encourage research and innovation, clarify ownership of intellectual property rights, create opportunities for public use of the university innovations and provide for the equitable distribution of monetary and other benefits derived from intellectual property. The Office of General Counsel oversees the implementation of procedures for intellectual property. Please contact the general counsel with intellectual property issues or for a full copy of the policy.

Community Accountability—Whistleblower Policy

Lipscomb University is committed to providing all members of the university community, including students, faculty, staff, alumni, vendors and guests, with a safe and productive environment. If any member of the university community has reason to believe or reasonably suspect that the university or any of its agents is acting contrary to any applicable federal, state or local laws or regulations, or contrary to any established university policy, that person may report such action or activity without fear of reprisal or retaliation. Information regarding this policy is available through the Office of General Counsel.

Graduate Student Handbook

The graduate student handbook contains information regarding general academic policies, student conduct and policies that apply to the graduate student community at Lipscomb. The handbook can be accessed at www.lipscomb.edu/uploads/48839.pdf.

Graduate Admission Approval Process

Admission to an accredited master's degree program requires that the prospective student show educational preparation that evidences the potential for a high level of performance. The admissions policy of Lipscomb University is aimed toward evaluating the readiness of the applicant for responsible graduate level work.

Admission decisions will be made in each graduate area based upon a composite of subjective and quantitative information. Each applicant's individual strengths and weaknesses are considered. Admission decisions are based on the candidate's essay and letters of recommendation, the academic standing of other academic programs in which the applicant has studied, relevant professional activities and achievements, test scores, previous grades, extracurricular and community activities, and the recommendation of the faculty in the area in which the applicant is seeking admission. Each application will be considered in the context of other applicants to the same area, with due consideration to the availability of space in the program and the need to maintain a pool of students of superior potential. Critical evaluations of each applicant's professional goals, academic potential and promise for a productive career are made in order to bring together the candidates most likely to benefit from the Lipscomb graduate experience.

Each applicant's complete file is evaluated by representatives from the applicant's program of interest. The appropriate graduate program director may assume this responsibility when an applicant has satisfactorily met all conditions for admission. Each graduate area will make the determination to grant or deny admission to the applicant and will be responsible for specifying any prerequisite courses the applicant must complete in order to be granted full admission and/or to make recommendations concerning needs of the applicant in specific areas of curriculum selection.

Non-Discriminatory Policy

Lipscomb University is a private, Christian university open to any qualified student without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Lipscomb University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, religion, sex, age, color, national or ethnic origin, or disability in the administration of its educational policies, programs and activities. This policy includes admissions policies, scholarship and loan programs, employment practices and athletic and other school-administered programs.

Required Documentation for Off-Site Learning Experiences

Off-site learning experiences (i.e. clinical, practicum, internship, etc.) are required in some courses of study at Lipscomb. Successful completion of these experiential courses is required for graduation and/ or licensure. Students should be aware that many experiential sites require satisfactory documentation of personal identification in the form of driver's licenses, social security cards, passports, drug screening and background checks. Students should make sure that they are aware of and can meet all documentation requirements well in advance of the time frame for admission into the respective program and placement into these sites. Failure to provide required documentation for successful entry into these experiential courses will result in failure to complete the desired program of study.

Email Accounts

All graduate students are issued a Lipscomb email account. That email must be checked regularly for campus information, class announcements, etc. The Lipscomb email account serves as the official means of electronic communication with students. Students are expected to monitor and regularly check this account for messages. The student may forward the Lipscomb account to an account that he orshe checks daily.

Parking

All graduate students who park on campus must register the vehicle and have a Lipscomb parking sticker.

ID Cards

All graduate students must have a Lipscomb ID card. Students taking any course work on campus, who do not have an ID made, will be placed on hold and not allowed to register for the next term.

NOTE: Students seeking to enroll in the College of Pharmacy should consult those portions of the catalog for specifics related to that program.

General Academic Information

Academic Integrity: A Community of Faith

Lipscomb University is a community of scholars and learners committed to the teachings of Jesus Christ. Our core values of Christ-likeness, truth, excellence and service integrate our Christian faith with the practice of academic pursuits. As citizens of this community, students, faculty and staff share the responsibility for promoting a climate of integrity.

As a distinctively Christian university, the desire is for each member of the community to grow in Christ's image. The pursuit of truth is a constant goal of the Christian life and lays the foundation for lifelong integrity. In every facet of our work, we seek excellence in the pursuit of knowledge and the courage to make difficult choices even at personal cost. In our service in this community, our actions should reflect the second great command "to love your neighbor as yourself." This command compels us to respect others, to treat others fairly and honestly and to assume personal responsibility.

The life of the Christian is built on the foundation of serving others and living in truth. A community built on these principles cannot accept cheating, lying, fraud, theft and other dishonest behaviors that jeopardize the rights and welfare of the community and diminish the worth of academic integrity of the community.

The "community of faith" sets out broad principles. From these broad principles flow policies and practices for members of the Lipscomb University community. The community of faith, judicial code and academic integrity policies can be found in *my*Lipscomb in the Office of the Provost section.

Multiple Masters' Degrees

Graduate students may request to concurrently pursue more than one master's degree. Guidelines for requesting admission to multiple masters' degrees (other than admission to specifically developed dual degree programs) can be obtained from the Office of the Associate Provost for Academic Development and Graduate Studies. For guidelines regarding specifically developed dual degree graduate programs refer to the following section entitled Dual Degree Programs.

Dual Degree Programs

Admissions: All stated admissions policies and procedures outlined in the graduate catalog for each cooperating graduate program offering dual degree options will apply during the catalog year of admission and enrollment.

- Candidates must apply to each individual graduate program. One application can be forwarded to both programs when selecting the "dual degree" option on the application.
- Separate admission must be sought from a cooperating program if the student chooses a dual degree option AFTER being admitted to an individual degree program.
- Prospective dual degree candidates can apply for dual degree status from cooperating programs at any time prior to graduation from the former admitted graduate program.
- If a student has already received a diploma from a cooperating graduate dual degree program, the student is ineligible for the dual degree option.

Course work: Dual degree programs represent curriculum developed and agreed upon by both cooperating graduate programs, with approval by their respective academic supervisors, graduate academic leadership team, academic leadership team and the registrar, with appropriate SACCOC notification.

- All dual degree program course work is clearly described and listed in the graduate catalog.
- The majority of course work within cooperating graduate dual degree programs should be completed within one individual graduate program at a time. However, some cooperating dual degree program courses may be taken where they are normally offered within the context of a concentration or within the context of elective selection.

Academic Standards and Policies: All Lipscomb dual degree programs adhere to existing policies in all participating academic units that are consistent with the policies described herein.

- Upon completion of the minimum requirements for graduation from each cooperating dual degree program, two diplomas will be issued.

Registration

Registration for graduate courses is done in conjunction with the appropriate graduate studies office. Students will be able to register for classes at *my*Lipscomb on the Web after receiving a registration PIN from their advisor or the registrar's office. Registration will be permitted prior to the first class session. For information on adding or dropping courses, see General Financial Information.

Student Advising

The appropriate graduate studies offices provide advising to students throughout their programs of study. Students will pursue a master's or doctoral degree in close consultation with an advisor.

Readmission

Students not enrolled for two or more consecutive semesters (fall or spring) must reapply by submitting only the graduate studies application two weeks prior to the start of the semester in which they plan to enroll.

Students not enrolled for two years or more must submit a complete admission file before the admissions deadline of the graduate program. Refer to the specific graduate program's admission policies and procedure for official documentation required.

New Graduate Student Orientation

The Office of Graduate Studies will host a new graduate student orientation prior to the beginning of fall and spring semesters. The orientation is designed to give new students the opportunity to meet one-on-one with offices across campus and become familiar with the Lipscomb campus. Every new student is strongly encouraged to participate in this program before attending classes.

Auditing

A student is permitted to audit a course as a non-degree seeking student provided (a) there is space in the classroom and (b) the number of auditors is not more than 20 percent of the credit students. The fee for auditing a course is 50 percent of regular tuition and no credit is earned. With permission of the professor, a student may change his or her registration from credit to audit or audit to credit during the first four weeks of the semester or equivalent time in non-semester terms. After this time the options are to continue as registered or to withdraw from the course.

Course Load

See individual graduate programs for course load requirements.

Special Examinations (Challenge Procedure)

Although the university does not encourage the use of special examinations, there are situations (e.g.,

extraordinary experience) in which it seems advisable to allow a student to challenge a course by special examination. This may be either for credit or without credit. In no case should a student expect to challenge a lower-level course in a discipline for which he or she has previously earned advanced level credit. Further information concerning special examinations is available in the registrar's office. A fee of $170 is charged for each special examination. A student may challenge a particular course only once and cannot challenge a course which he or she has failed or a course in which he or she has been officially enrolled, i.e., it appears on his or her transcript. A maximum of 6 hours may be waived by special examination.

Thesis Guidelines

Some graduate programs include a thesis as part of the academic requirements. Students who write a thesis should work closely with their advisor to make certain that they follow appropriate guidelines established by the graduate academic leadership team and their individual graduate program. Copies of their guidelines and forms are available on the Office of Graduate Studies website, lipscomb.edu/uploads/53774.pdf.

Institutional Review Board

The role of the institutional review board is to review all proposed research involving human subjects to ensure that subjects are treated ethically and that their rights and welfare are adequately protected.

The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work, researchers whose primary interests are non-scientific, as well as members from the community. The IRB review process is administered through the Office of the Associate Provost for Academic Development and Graduate Studies. For information regarding IRB processes see www.lipscomb.edu/research/irb.

Grading System and Records

While it may be customary to refer to graduate student enrollment by the number of courses a student takes per term, the academic unit is the semester hour. The three-semester hour course is based upon three 50-minute hours of instruction each week over a period of 16 weeks. In most instances, graduate courses meet for 150 minutes per week. (In education, graduate courses [except the 12-semester hour enhanced student teaching experience for students seeking initial teacher licensure] are 1-, 2-, 3- or 6- semester hour courses.)

Class Attendance

Regular class attendance is expected of each student. The classroom experience is considered an integral part of the institution's educational program. Students who miss a significant amount of class time are subject to failure.

Students who expect to miss class should consult with their teachers in advance and additional assignments may be required to compensate for the missed classes.

Transcripts

Requests for transcripts should be made through the registrar's homepage via the Lipscomb website (www.lipscomb.edu). Such requests should be submitted at least a week before the transcript is needed. All final decisions on the issuance of transcripts will be made by the registrar. No transcripts will be issued until all accounts with the university have been satisfactorily settled. There is a $5.00 fee per transcript.

Grades

All work in the university is graded by letters. Each letter is in turn assigned a quality-point value according to the list provided below. For example, a letter grade of "A" carries a quality-point value of four quality points per semester hour. If the student makes an "A" in a three-hour course, the total number of quality points earned for this course would be twelve quality points.

The overall grade-point average for each student is determined by dividing the number of quality points earned by the total number of hours attempted. Only work taken at Lipscomb University is included in the computation.

In the case of courses repeated at Lipscomb, only the highest grade will be used in determining the grade-point average. The hours attempted will be used only once. For duplicated work, that is, for any course taken both at Lipscomb and another school, the grade of the Lipscomb course will always be used in computing the student's GPA.

Grades are awarded on an "A" (excellent), "B" (good), "C" (marginal) and "F" (failing) scale.

An "I" (incomplete) may be given under special circumstances, but will be computed as an "F" until the course is completed.

In cases where the grade of "I" is given, a grade must be established within the first three weeks of the succeeding term in residence or the grade automatically becomes "F." An extension may be petitioned by the student but such extensions must be: initiated by the student and approved by the instructor and the graduate program director, in that order. A student who does not return to Lipscomb University will automatically receive "F" on all incomplete grades after one year. The "W" is awarded if withdrawal occurs during the designated drop period. The letter "X" is noted on the transcript as the designation for an audit. Quality points are awarded as follows: "A" = 4; "B" = 3; "C" = 2; "F" = 0.

Grades of "S" (satisfactory) or "U" (unsatisfactory) are typically awarded for thesis work and are not to be included in computation of grade-point average.

An "IP" (in progress) may be given for students enrolled in thesis, internship and independent study classes where progress is being made but not completed by the end of term. In cases where the grade of "IP" is given, a grade must be established by the end of the next full semester after the "IP" grade has been given. A student who does not return to Lipscomb University will automatically receive an "F" on all incomplete and in-progress grades after one year. Any variation of these policies must be approved by the academic leadership team.

Grades are available to the student on the Web at the end of every term. Students who need written documentation of grades for employer reimbursement purposes should contact the registrar's office for assistance. Once grades have been posted to the student's record in the registrar's office, they are considered permanent.

Definition of Credit Hour

A credit hour (one) is defined as student/teacher interaction of not less than one hour and a minimum of two hours out of class work for 15 weeks. See addendum on page 278.

Academic Standing

Good Academic Standing
See individual graduate programs for policy.

Academic Probation
See individual graduate programs for policy.

Conditional Admission
See individual graduate programs for policy.

Suspension
See individual graduate programs for policy.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the post-baccalaureate degree, the student must be admitted to "candidacy." See individual graduate programs for candidacy policy.

Final Examinations

A schedule of final examinations is announced by the registrar.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the Registrar's Office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Student Grievance/Complaint Process

A student wishing to lodge a complaint about any university office or service is invited to follow the procedures outlined in the student handbook, available on the Lipscomb website. If the complaint or grievance is related to a specific course or instructor, the matter should be addressed first with the instructor. If that interaction is unsatisfactory, the student should take the complaint to the program director. Should the concern remain unresolved, the student may directly contact the office of the dean of the college.

If the issue is still unresolved, the appeal can be continued by filing a formal written appeal with the Director of Student Advocacy. The form is located on the Lipscomb website, www.lipscomb.edu/uploads/49405.pdf.

Following the procedure above, any appeal of a course grade must be filed in the Office of the Associate Provost for Academic Development and Graduate Studies within 60 days following posting of the grade to the student's record. A grade is deemed posted when the grades are rolled to history at the end of each semester. In no case may a student appeal a grade that has been recorded on the transcript for as long as twelve months.

As to academic freedom, students are encouraged to examine all pertinent data, question assumptions and, guided by the evidence of research, freely study the substance of each academic discipline. Any student

who perceives that this right has been violated may file a formal grievance through the Office of the Associate Provost for Academic Development and Graduate Studies.

International Students

Individuals are considered international students if they:

1. Are not a United States citizen; or
2. Do not have permanent resident status.

Applicants with permanent resident status do not have to take the Test of English as a Foreign Language exam, but will need to use a transcript evaluation service if any undergraduate work was taken outside the United States.

1. Financial aid opportunities are extremely limited.
2. For Lipscomb to provide a student visa, international student applicants must supply proof of financial status (enough savings to pay for at least one year's tuition and living costs). Lipscomb requires that the first semester's tuition and fees be paid in advance. Lipscomb also requires proof of health insurance coverage.
3. International students are required to be proficient in written and oral English before enrolling. International students whose native language is not English must present the results of the Test of English as a Foreign Language OR the International English Language Testing System exam with the application. Preferred TOEFL scores are in the 75th percentile rank (approximately 570 on the paper-based test, 230 on the computer-based test, or 80 on the IBT). An IELTS exam with an overall band score of 6.5 is the minimal accepted for admittance.
4. International students must make application at least six months prior to the desired date of entrance with a non-refundable international student application fee of $75.
5. All applicants whose academic records are from colleges, universities and institutes located outside the United States must order a course-by-course report from an approved evaluation service. Application for admission will not be considered without having this detailed review on file. All applicants are required to order a course-by-course report.
   The services that Lipscomb University uses are:

Lisano International
Foreign International Credential Evaluation
P.O. Box 407
Auburn, AL 36831-0407 U.S.A.
Fax: 334.745.0425
website: www.lisano-INTL.com
or
World Education Services (WES)
P.O. Box 01-5060
Miami, FL 3310104
tel: 305.358.6688
website: www.wes.org

6. Official copies of satisfactory standardized test scores on TOEFL and the GMAT, GRE (or acceptable alternative), must be submitted six months in advance.

NOTE: Graduate credit will not be granted to students who do not comply with the above requirements. Admission to graduate study does not imply admission to candidacy for the degree.

For more information, contact the director of transfer and international admissions at 615.966.1776, email admissions@lipscomb.edu, or visit international.lipscomb.edu.

General Financial Information

Application Fees
Each graduate program carries a non-refundable $50 application fee, payable before the application can be processed. Please refer to your individual graduate program for tuition and fee information.

Interdisciplinary Program Tuition
Courses taken outside of the primary program may have a different hourly tuition rate than the hourly rate of the classes within the primary program.

Payment Policy
Graduate students beginning a program after the due dates are required to have payment in full, financial aid awarded, or a TouchNet payment plan established prior to attending class. For future semesters they should follow the scheduled due dates.

Students should register for any classes they anticipate taking in a semester during pre-registration for the semester, in order to maximize their opportunity for successful financial arrangements.

Returning students must be officially registered (paid in full, financial aid awarded, or TouchNet payment plan established) by the following dates:
- Summer: May 1
- Fall: Aug. 1
- Spring: Dec. 1

Students who require additional funds outside of any eligible financial aid and who have not chosen one of the following options will not be able to attend class and their classes may be dropped:

Payment options are as follows:

I. Monthly Payment Plan

Lipscomb University is partnering with TouchNet to offer monthly payment plan options allowing students to spread semester expenses over equal monthly payments. The plan may be used to supplement all forms of financial aid. There is a non-refundable enrollment fee of $60 per semester. Enroll online through TouchNet. Sign up as early as April for summer and fall semesters and as early as Nov. for spring semester. Any late payments are subject to a $40 late payment fee. Payments are due on the 25th of each month.

II. Full Pay

Any remaining balance after loans and scholarships are applied is due by the required due date.

Summary of Potential Transcript Holds
The following holds will prevent release of transcripts or diplomas, or the selection of classes. **These holds are strictly enforced.**

Hold	Office Responsible
Academic	Associate Provost's Office
Discipline	Campus Life Office
Financial	Business Office
Prepayment Hold	Business Office
Collections Hold	Business Office
FERPA	Registrar's Office
Financial Aid	Financial Aid Office
Health	Campus Nurse

Employer Reimbursement
Employer reimbursement benefits result from an agreement between the student and his or her employer. Students are required to satisfy financial obligations by due dates regardless of the timing of reimbursement from the employer.

Financial Responsibility
Registration at the university is considered a binding contract. Students are not permitted to register for classes, receive transcripts or diploma until all financial obligations to the university are satisfied.

Delinquent Accounts
Past due accounts are subject to interest at 1.5 percent per month(18 percent annually). Failure to meet financial obligations to the university may result in the delinquesnt account being placed with a collection agency. Students are responsible for the fees of any collection agency, which may be based on a percentage at a maximum off 33.3 percent of the debt, and all costs and expenses including reasonable attorney's fees incurred in our collection efforts.

Students are responsible for notifying the registrar's office of any change in billing address.

Student Refunds
Any credit balance on a student account resulting from Title IV funds will be refunded no later than 14 days after the credit has occurred. Direct deposit is the preferred method for refunds. Bank account information can be set up through TouchNet on the "eRefunds" tab.

Financial Aid

While primary responsibility for financing a graduate education lies with the student, Lipscomb makes every effort to bring that education into the reach of each qualified student. Filing a Free Application for Federal Student Aid at www.fafsa.gov qualifies a student for the federal Stafford Student Loan Program. A load of six hours in a semester is required to receive a Stafford student loan.

To be eligible for the Stafford Student Loan Program:

1. Complete the Free Application for Federal Student Aid. Go to www.pin.gov and apply for a PIN number. Once you have your PIN number, go to www.fafsa.gov and fill out the online application. You may 'sign' the online application with your PIN number.
2. Wait for the Department of Education to process the FAFSA form. This takes a few days.
3. Accept the awarded Stafford loans via *my*Lipscomb. Supporting documentation, including an online MPN and online entrance counseling, are also required and can be completed at www.studentloans.gov. The FAFSA must be filed annually.
4. Loans are disbursed 30 days after the start of the semester of after a student has begun his or her sixth hour, whichever comes later.

The student loan process and FAFSA filing take time, so please complete these documents and submit them at least four weeks prior to the start of the semester in which you are enrolled.

The official form of communication is a student's Lipscomb email address.

Please contact the financial aid office at 615.966.1791 for information concerning renewal requirements, duration requirements, loan funds and other related matters.

Student Loans

Federal Stafford student loans, Graduate PLUS and private student loans are available through the university. The student may contact the Financial Aid Office for application information or go online to financialaid.lipscomb.edu. The FAFSA must be filed in order to qualify for the Stafford loan and Graduate PLUS loan programs.

Previous student loans are eligible for in-school deferment with a minimum of six hours per semester. Enrollment status is verified by the registrar's office.

Veterans Aid/Yellow Ribbon Program

Graduate degree programs at Lipscomb University are approved for the training of veterans and eligible persons under laws administered by the U.S. Department of Veterans Affairs.

Through an agreement with the United States Department of Veteran Affairs, Lipscomb University will guarantee some level of graduate tuition funding, applicable to all Lipscomb University graduate programs, for graduate students who qualify for the Yellow Ribbon Program. Depending on program tuition rates, the graduate tuition funding may or may not cover the total tuition cost of the program.

The Yellow Ribbon Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses. For eligibility requirements, go to www.benefits.va.gov/gibill/.

Any questions concerning eligibility or benefits should be sent to the VA school certifying official located in the lower level of Bennett Campus Center, Suite 140, or visit their website at www.lipscomb.edu/veterans.

Satisfactory Academic Progress to Maintain Federal Financial Aid

In order to receive federal financial aid, students must be making satisfactory academic progress. The university is required to apply standards that are both qualitative and quantitative.

Qualitative - Students must be accepted for admission and be eligible to enroll for classes. In addition, students must achieve and maintain a cumulative grade-point average based on each program's academic requirements. (Minimum GPA on a 4.00 scale: M.Div., MTS., M.A.C.M., 2.75; Ed.D., Education Specialist, MBA, M.Acc., M.A. in Christian practice, M.A. in conflict management, M.A. in civic leadership, M.Ed., M.M.F.T., M.H.R., M.P.S. in aging services leadership, M.S. in biomolecular science, M.S. in exercise and nutrition science, M.S. in engineering management, M.A. in film and creative media, Master of Fine Arts in film and creative media, Master of Management, M.S. in applied behavior analysis, M.S. in health care informatics,

M.S. in informatics and analytics, M.S. in information security, M.S. in information technology management, M.S. in mental health counseling, M.S. in psychology, M.S. in engineering management, M.S. in sustainability and Certificates of Graduate Studies in all programs, 3.00; and Pharm. D., 2.30)

Quantitative - All students must earn a cumulative minimum of 66.7 percent of all hours attempted. Students cannot receive aid after attempting 150 percent of the hours required for completion of their academic program. For example, in the Master of Science in psychology program, a nine-hour semester course load constitutes full-time status. The 36-hour program would require four full-time semesters to complete. Applying the 150 percent rule above, with respect to financial aid, a student will have six semesters to complete the program and receive aid. Hours accepted for transfer credit will reduce this time frame.

The federal government expects a student to pass at least 66.7 percent of all attempted hours, not earned hours. Attempted hours include all "W, F, NC, U, I or IP" grades and/or dropped courses. Satisfactory academic progress is reviewed by the Financial Aid Office at the end of each term in which a student receives Title IV aid. Students placed on federal financial aid warning or probation status will be notified by email to their Lipscomb email address. Students on warning status must pass 75 percent of their attempted hours in the semester in which they are currently enrolled. If the student does not pass 75 percent, the student will be placed on financial aid probation.

All probations may be appealed in writing by completing a satisfactory academic progress appeal form (located in the Financial Aid Office). All appeals must include documentation of any unusual circumstance that contributed to the suspension. A plan must be in place to ensure success of the student the following semester that will allow the student to meet future minimum SAP requirements and be signed by a faculty member (or appropriate instructor). Federal financial aid probation or suspension is not the same as Lipscomb University academic probation or suspension. If a student receives a grade change or satisfies an incomplete grade after satisfactory academic progress is confirmed, it is the student's responsibility to notify the Financial Aid Office during the appeal process.

Return of Federal Title IV Policy (R2T4)

In the event a student withdraws, drops out or is expelled from the university prior to the end of a semester of enrollment, the financial aid office will determine if the student must return any Title IV funds, even if the funds have already been credited in full to the student's account. It is the student's responsibility to inform the financial aid office if he or she is withdrawing for any reason from the university prior to the end of a semester.

I. Students who officially withdraw prior to completing 60 percent of the semester will have their financial aid prorated and any unearned funds returned. Students may owe funds to the Department of Education and/or Lipscomb University.
   A. Return of Title IV aid will be completed upon notification of a student's withdrawal from the university.
   B. The registrar's office notifies the financial aid office when a student has withdrawn from the university and the last date of attendance is entered into the university database.

II. The official last date of attendance for students who withdraw will be determined by the students' instructor in conjunction with the registrar's office.
   A. A student who officially withdraws will complete a form with the registrar's office which must be signed by various university offices including the financial aid office.
   B. The registrar's office initiates the withdrawal form and procedure for pre-registered nonreturning students.

III. Upon official notification of a withdrawal by the registrar's office in which classes are removed and a "W" is placed on the student's record, the financial aid office will calculate in accordance with federal guidelines the amount of aid that must be returned or disbursed to the student. The financial aid office uses university software to calculate the earned and unearned funds per student.
   A. The financial aid office will return any unearned portion of the grant and/or loan funds to the Department of Education. (This may cause a balance owed to the university which becomes the student's responsibility.)
   B. The student is informed by email of the required returns and the amount, if applicable, that is owed to the university.

C. The university business office will send a statement of charges and billing information to the student after the withdrawal and removal of Title IV aid is complete.

D. For federal Stafford loans, a letter with exit counseling instructions is sent to the withdrawn student and any future scheduled disbursements for the aid year are cancelled.

Federal regulations stipulate how the return of Title IV Funds is calculated for a student who has received financial assistance from any of the federal Title IV programs. The return must be allocated in the following order and returned to the appropriate program(s):

1. Unsubsidized federal Stafford loan
2. Subsidized federal Stafford loan
3. Federal Perkins loan
4. Federal PLUS loan
5. Federal Pell grant
6. Federal SEOG
7. Other Title IV aid programs

Unofficial Withdrawals

Students who do not officially withdraw from the university but receive all grades of "F at the end of the term will be considered to have withdrawn. The registrar's office will contact the professors in whose classes the students were enrolled to determine if the student earned the grade of "F" and the last date of attendance for that student. The professor will complete a form or respond to the email with the determination of last date of attendance and the earned grade. If the student attended past the 60 percent mark in the semester, it will be deemed that the student earned the grade of "F" and will not be a withdrawal.

Students in module programs who complete one module (example Term I and Term II) but withdraw from the second module will be considered a withdrawal and the calculations and processes described above will be followed.

The registrar's office will determine the last date of attendance in the second module by contacting the student's professor. Once the date is determined, the information will be entered into the database and passed on to the financial aid office for calculation.

Beyond academic requirements, by accepting financial aid, the student incurs an ethical responsibility to observe the university code of conduct and fulfill his or her contractual financial obligations.

Adding and Dropping Courses

1. During drop/add period (see catalog calendar for specific drop dates), students will receive a full tuition refund, according to the refund policy.
2. After the drop/add period, refunds will be prorated according to the refund policy listed below.
3. During the official drop/add period, students will be able to drop or add classes on the Web. After that time, a drop/add form must be completed and accepted in the Registrar's Office in order to be official. The official drop date will be the transaction date indicated from the Web or the date the drop/add form is accepted in the registrar's office.
4. No reduction in tuition is provided for courses added at any time during the semester.
5. There are no financial reductions for temporary student absence from classes for any reason.
6. The last day to add a class is the date of the first class meeting. (MBA students who register for a class within 14 days of its first class meeting may not receive textbooks and other required readings before the first class session.)
7. Any course dropped within the first week of the semester will not appear on the permanent record. Any course dropped after the first week and until the last day to drop classes will be given a grade of "W." (For MBA and MAcc courses, see Graduate Studies in Business section of this catalog.)
8. Any course dropped at any time without proper notification (completed drop/add form) to the registrar's office will be assigned the grade of "F."
9. Adding and dropping courses can affect a student's financial aid. Check with the financial aid office for details.

Date of Official Withdrawal

Lipscomb charges a withdrawal fee of $195.

1. Official withdrawal from the university requires that the student:
   a. Secure a student withdrawal form from the registrar's office.
   b. Supply all necessary information on the student withdrawal form, securing the required signatures.
   c. Secure residence hall clearance in writing from the head resident (boarding students only).

2. The completed student withdrawal form and the student I.D. card must be turned in to the business office. The date of official withdrawal from the university will be the date the process is begun in the registrar's office. The form must be signed by the housing office, the financial aid office, and the business office before the procedure is complete.
3. The official withdrawal notice must be recorded by the business office before an adjustment in the student's financial record can be made.
4. Students withdrawing during a semester, or not attending any semester other than summer session, must reapply in the appropriate graduate office.
5. The semester deadline for official withdrawal from the university is the last day of classes prior to the final exam period.
6. Withdrawal from the university can affect a student's financial aid. Check with the financial aid office prior to withdrawal.

Refund Policy

Registration at the university is considered a contract binding the student for the entire term. Many commitments of the university are based upon the enrollment anticipated at the beginning of the term.

After a Student Registers, there Will Be No Refund of Most Fees.

Refund of tuition:
Refunds will be calculated based on the official date of withdrawal or date class is dropped as defined above. Please refer to the table below to determine applicable rate for non-standard terms or the schedule to determine the rate for standard semesters.

Graduate students who are enrolled in a program of study where the first course of the program meets on a weekend format may receive a 100 percent refund if they have attended only the first weekend meeting (or less) of that first course. Attendance beyond the first weekend will be subject to the normal refund protocol. Withdrawal from courses beyond the first one in the program will follow the regular refund process.

Fall and Spring (Full Term) Tuition Refund Period:

100% Must drop or withdraw by the equivalent of two weeks of class.

50% Must drop or withdraw by the equivalent of four weeks of class.

No refund of tuition after the equivalent of the fourth week of class (see paragraph below).

Accelerated Classes (Fall, Spring, Summer) Refund Period:

100% Must drop or withdraw by the equivalent of two weeks of class.

50% Must drop or withdraw by the equivalent of four weeks of class.

No refund of tuition after the equivalent of the fourth week of class (see paragraph below).

Engineering, MBA and MAcc Eight-Week Refund Policy:

100% Must drop or withdraw on or before attending second day of class.

50% Must drop or withdraw on or before attending third day of class.

No refund of tuition after 3rd day of class

PMBA Refund Policy:

100% Must drop or withdraw on or before attending the initial Saturday morning class.

50% Must drop or withdraw after attending the initial weekend and before beginning the course's Blackboard component.

No refund of tuition after beginning the course's Blackboard component.

Refunds for non-traditional meeting times are based on the above schedule using equivalent weeks of class time rather than calendar weeks. (See definition of credit hour.)

For the graduate business program, there is a 100 % "refund policy for one-hour leveling courses if the student drops before attending the first class. There is no refund of tuition after the first day of class. For online leveling courses, there will be no refunds once the student has accessed the course through Blackboard.

Students who withdraw from the university on or before the first week of class will receive a full refund of any dorm room charge. A refund of 33 percent of dorm room charges will be credited to the account if a student officially withdraws on or before the end of the fourth week. To be eligible for the dorm room refund, the student must return the student I.D. card, remove belongings from the room and follow checkout procedures. (Please refer to Date of Official Withdrawal section.)

Board (meal plans) will not be refunded.

NOTE: Students enrolled in non-traditional terms will receive a refund of 33 percent of dorm charges if officially withdrawn on or before the first quarter of the term.

Title IV Refund Policy

Any credit balance on a student account resulting from Title IV funds will be refunded no later than 14 days after credit occurred. Direct deposit is the preferred method for refunds. Bank account information can be set up through TouchNet on the eRefunds tab.

Student Consumer Rights and Responsibilities

See addendum on page 277.

Student Services Information

Student Life

Student life at Lipscomb University embraces a model where the city is our campus and the world is our classroom. While that's the case, there is an amazing amount of activity that happens on our campus. You are invited to be an engaged participant in campus life. A broad array of community activities including worship, athletic events and social gatherings are regular occurrences at Lipscomb. These opportunities, services and responsibilities are described in detail in the graduate student handbook (www.lipscomb.edu/studentlife/expectations). Each university student is expected to read and respect the guidelines outlined in the handbook and live in a way that upholds the ideals and purposes of Lipscomb University.

Career Development Center

The Career Development Center is dedicated to providing opportunities for self-assessment, occupational exploration and professional preparation for both current students and alumni as they develop their career goals. The CDC is located in the lower level of the Bennett Campus Center with normal business hours of 8:30 a.m.-5:30 p.m., Monday through Friday. We assist students in understanding their skills, interests and values while connecting this knowledge to various career options, career exploration and on-campus recruiting.

Upon entering Lipscomb University, students may utilize the Career Development Center's services and they are immediately granted an account in Experience, our online internship and job posting website. All CDC services, including career counseling and testing, are available to alumni of the university at no cost as a part of a lifelong relationship between Lipscomb and its students.

Self-Assessment

The CDC encourages graduate students to learn how their strengths and talents can be maximized. Through StrengthsQuest, students begin to understand how their God given strengths help them become leaders in their areas of expertise. The CDC assists graduate students in discovering opportunities to utilize their advanced degree in various career paths.

Networking

Graduate students have the opportunity to engage with employers at various networking and career fair events during the year. In addition, the CDC can help students connect with alumni or mentors for professional development or informational interviewing.

Some students may be interested in working an internship or professional part-time job while pursuing graduate studies. The CDC has resources to help connect you with those opportunities. Contacting the CDC for your individual needs is the most effective method of reaching your career goals. Please contact us at careerdevelopment@lipscomb.edu.

Counseling Center

The following services are located in the Counseling Center, Elam Administration Center, south wing, lower level. Normal hours are 7:45 a.m.-6:00 p.m., Monday through Friday. More information may be obtained and appointments may be scheduled on the Counseling Center webpage (www.counselingcenter.lipscomb.edu), by phone at 615.966.1781, or in person.

Counseling Services

The university provides licensed professional counselors and graduate interns for students who need help with personal, emotional, psychological issues, interpersonal or family problems, academic issues, choice of major (career), etc. No fees are charged for counseling.

More information on any of these services may be obtained at counselingcenter.lipscomb.edu.

Academic Success Center

The Academic Success Center is located in Room 141 of the Beaman Library. The ASC houses the Lipscomb University Writing Studio, math lab, Office of Disability Services as well as additional academic resources. The ASC is open Monday, Tuesday and Thursday from 8:00 a.m.-10:00 p.m. and Wednesday and Friday from 8:00 a.m.-6:00 p.m. Writing Studio appointments may be scheduled by visiting the ASC or by calling the ASC for details at 615.966.1400.

Disability Services

The disability services office coordinates services for students with disabilities and assists with appropriate accommodations. Students with disabilities should contact the director of disability services at 615.966.1052. Disability services is located in the Academic Success Center which is located in Beaman 141.

Testing Services

The testing office supervises and administers CLEP testing in the Academic Success Center. This office also oversees the SAT and ACT national testing programs on Saturdays. The testing director may be reached at 615.966.6301. The MAT is offered through the College of Education. For more information about the MAT, contact 615.966.6091.

Health Services

University Health Services is located in the front, lower level of Elam Hall between the Counseling Center and campus security. Normal hours during the school year are 7:45 a.m.-4:30 p.m., Monday through Friday with reduced hours during the summer. The clinic is closed on school-recognized holidays. The clinic is staffed by a nurse practitioner and a registered nurse.

Students at Lipscomb University can conveniently receive health care for acute illnesses and injuries. All health services are confidential unless the student specifies disclosure information. Allergy shots, TB skin tests and some vaccinations are available in the health center throughout the year for specified fees. There is no charge for nurse visits; a visit fee of $20 will be charged if a graduate student wishes to see the nurse practitioner. Payment for prescription medications, imaging and laboratory services will be up to the student and may be billed to his/her health insurance plan. Health insurance is recommended for students but is not required.

Graduate students must complete a graduate student health record form and submit it to health services before starting class. Students who have not submitted the health record form within the first week of enrollment will have a hold put on their registration until it has been completed. This hold could prevent the student from registering for subsequent semesters.

The state of Tennessee requires for all students born after 1956 to provide proof of two measles, mumps and rubella (MMR) vaccinations or a titer showing immunity. If there is not immunity to all three diseases, a booster shot will be required. For students born after 1979, proof of chickenpox disease (documented date of disease or a titer) or two varicella vaccines is required. All students must also have tuberculosis (TB) screening in the form of a skin test, blood test or risk factor questionnaire within the last year. A chest x-ray must be submitted for any positive skin test. Health profession students have additional requirements outlined by their respective schools or departments.

Library

Beaman Library houses approximately 245,000 bound volumes as well as current periodicals, microform, non-print materials in various formats and electronic resources. The 56,000-square-foot facility features group study rooms and casual seating areas for quiet study, leisure reading and research. Library holdings may be accessed through the online catalog at library.lipscomb.edu or from the Lipscomb website through the library link. The library website contains complete information for accessing all materials, information about library hours, policies, services and staff. Librarians are on duty during library hours of operation to assist with specific information needs.

Graduate Studies in

Aging Services Leadership

Charla Long,
Dean, College of Professional Studies

Graduate Studies in Aging Services in the School of TransformAging®

- **Master of Professional Studies in Aging Services Leadership****
- **Certificate of Graduate Studies in Aging Services Leadership****
- **Certificate of Graduate Studies in Pastoral Care and the Aging**
- **Certificate of Graduate Studies in Serving the Aging Consumer**

Charla Long, *Dean, College of Professional Studies*

In 2011, 13.3 percent of the American population was over the age of 65, compared to 12 percent just eight years earlier (U.S. Census Bureau). Another way to look at it: in 2000, the number of Americans age 85 and older was 34 times higher than at the turn of the 20th century (U.S. Census Bureau). The older adult population is expected to reach 72 million by 2030 (U.S. Census Bureau).

Lipscomb University has made a commitment to help find lasting and meaningful solutions to long-term and post-acute care challenges in the United States. The School of TransformAging® aspires to offer the nation's most innovative graduate degree in aging services and to educate a new workforce who will passionately pursue careers with the aging and demonstrate a holistic skill set.

Graduate students have the benefit of participating in the University's TransformAging® initiative. This industry-focused outreach initiative is designed to achieve five primary objectives:

1. *Be a neutral convener of conversations of significance regarding aging issues;*
2. *Provide useful and timely information and training for both professional and family caregivers;*
3. *Shape the faith-based community's aging ministries, including addressing spiritual formation and end-of-life issues;*
4. *Serve as the catalyst for applied research and design for professionals in the field; and*
5. *Transform the public policy thinking on aging through extensive perception leadership work.*

Master of Professional Studies in Aging Services Leadership**

The Master of Professional Studies graduate degree in aging services leadership is a 30-hour program, which incorporates a curriculum-spanning applied project. Courses are offered in a blended format, combining the best of online and classroom learning, allowing students to complete the program in one year. (Four of the courses in the master's degree curriculum form the graduate certificate in aging services.)

Certificate of Graduate Study in Aging Services Leadership**

A Certificate of Graduate Studies in aging services leadership is available to interested students upon the completion of a 12-credit-hour program. Classes include The Care Continuum and Delivery Systems Trends, Leadership in Aging Services, Legal Issues in Aging, and Elder Mediation and Intergenerational Communication.

** *Offered on demand.*

Certificate of Graduate Studies in Aging and Pastoral Care

This certificate will serve an educational need among leaders in the churches and professionals in religious, educational and social work agencies that work with the older adult population. This certificate will be especially attractive to professionals serving in ministry roles in churches and other faith-based organizations as well as to people of faith working in secular fields such as social work and education. In 2010, 53 percent of those 65 and older reported attending church at least once per week or almost every week (Gallup). Elders, preachers, Bible class teachers and others need a firm knowledge base in how to best serve the majority of their congregations. Christians who work with older adults in secular fields will be better equipped to minister to their patients or clients with this certificate program.

Certificate of Graduate Studies in Serving the Aging Consumer

Aging services and products compose a growing field as the American population ages. This program is helpful to not only individual students but to corporations and companies specializing in the production, development, marketing and sales of products and services to older adults in the United States. With this aging population come the many needs and limitations faced by older adults which graduates of this certificate program will be equipped to meet. This program is about more than technology—it involves understanding the individual older adult's needs as well as messaging, marketing and sales.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form, available online at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee**. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized Exam Score or Substantive Professional Experience**. Each applicant must submit either a standardized exam score or complete the GRE waiver form (available online at www.lipscomb.edu/transformaging/Admission-Policies). If a candidate chooses to submit an exam score, it should be from either the Graduate Record Examination or the Graduate Management Admissions Test. Contact the aging services program to learn the most current score requirements.

   Students who have already earned a master's level degree may apply to the program without submitting a standardized test score or completing the GRE waiver form. Applicants may submit an official GRE score or complete the GRE waiver form if the following criteria are met: Five years of professional work experience OR 3.0 undergraduate GPA.
4. **References**. Each applicant is required to submit two references. Please submit either two professional references, OR one professional and one academic reference from individuals who know you well and who are able to comment on your skills and abilities. Reference information will be requested as part of the online application process.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.

6. **Resume**. A resume detailing the applicant's work and academic experience is required.
7. **Personal Statement**. Details are provided on the Graduate Personal Statement Form, which is part of the online application process.
8. **Interview**: After all application documents are received and academic requirements are met, the program director and academic committee will schedule an on-campus interview (when feasible) or schedule an online interview.
9. **TOEFL**. The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

Registration Notice: After admission has been confirmed, graduate students are required to submit additional documentation to begin registering for courses.

Please send all materials to: Lipscomb University; School of TransformAging®; ATTN: Yedid Minjares, Aging Services Leadership; One University Park Drive; Nashville, TN 37204 or fax to 615.966.1336.

Transfer of Courses

Although graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.P.S. in Aging Services Leadership degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the front of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work, GRE acceptable scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to nine-semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the dean of the College of Professional Studies.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the M.P.S. in aging services leadership student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.P.S. in aging services leadership degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.P.S. in aging services leadership degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

   After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits

The M.P.S. in aging services leadership requires 30 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit $898

Aging and pastoral care certificate per graduate credit $500

Serving the aging consumer certificate per graduate credit $500

Tuition to audit ..... 50% of regular tuition

Special Fees

Application Fee..... $50 ($75 for international students)

Graduation fee $195

Returned check fee $30

Thesis fee (includes printing and binding..... $50

*TouchNet (*monthly payment) enrollment fee per semester $60

Withdrawal fee $195

**Effective May 1, 2014*

Scholarship and Discount Opportunities

Scholarships and discounts may be available to students pursuing the master's or certificate program. These discounts include lower multi-student tuition rates given to corporations, governments and nonprofit entities that commit to send multiple students through the program. Please visit transformaging.lipscomb.edu to learn more about scholarship and discount opportunities.

Master of Professional Studies in Aging Services Leadership (30 hours)**

The M.P.S. in aging services leadership is designed to prepare students academically and professionally for many career opportunities in the aging services profession. The multi-disciplinary curriculum requires students to complete 10 three-credit-hour classes. Each course is taught in a one-month period. On campus classes are held on Friday nights (6-9 p.m.) and Saturdays (9 a.m.-3 p.m.) for two weekends per month.

AGE 6003	Aging: An Interdisciplinary Approach (3)
AGE 6013	Ethical Issues in Aging (3)
AGE 6103	The Care Continuum and Delivery System Trends (3)
AGE 6203	Innovations in Aging (3)
AGE 6303	Leadership in Aging Services (3)
AGE 6403	Legal Issues in Aging (3)
AGE 6603	Elder Mediation and Intergenerational Communication (3)
AGE 6613	Spiritual Formation in the Aging and Aged (3)
AGE 6513	Aging Policy and Finance (3)
AGE 6993	TransformAging® Project: Capstone (3)

Certificate of Graduate Study in Aging Services Leadership (12 hours)**

Students may earn a professional graduate certificate in aging services leadership by completing 12 required credits.

AGE 6103	The Care Continuum and Delivery System Trends (3)
AGE 6303	Leadership in Aging Services (3)
AGE 6403	Legal Issues in Aging (3)
AGE 6603	Elder Mediation and Intergenerational Communication (3)

Certificate of Graduate Study in Pastoral Care and the Aging (15 hours)

Students may earn a professional graduate certificate in pastoral care and aging by completing 15 required credits.

AGE 6003	Aging: An Interdisciplinary Approach (3)
AGE 6603	Elder Mediation and Intergenerational Communication (3)
AGE 6613	Spiritual Formation in the Aging and Aged (3)
AGE 6053	Community and Congregational Resources (3)
AGE 6993	TransformAging® Project: Capstone (3)

Certificate of Graduate Study in Serving the Aging Consumer (12 hours)

Students may earn a professional graduate certificate in serving the aging consumer by completing 12 required credits.

AGE 6023	Reaching the Aging Consumer (3)
AGE 6033	Understanding the Aging Consumer (3)
AGE 6043	The Aging Market (3)
AGE 6993	TransformAging® Project: Capstone (3)

*** Offered on demand.*

Course Descriptions

AGE 6003 **Aging: An Interdisciplinary Approach (3)**
This course is intended to blend theory with practice by exposing students to cutting-edge, real-world issues in the aging services arena, while reinforcing the importance of integrating multiple academic disciplines in the study of aging. This course will explore the effects of aging on the mind, body and spirit and reinforce the need to address all three for healthy aging.

AGE 6013 **Ethical Issues in Aging (3)**
This course focuses on the moral and ethical issues service professionals face when dealing with the aging. Through the use of case studies, various ethical decision-making approaches will be taught. Current ethical issues will be explored including biomedical ethics.

AGE 6023 **Reaching the Aging Consumer (3)**
This course examines the economy's greatest hope: the aging population. With more financial resources and an increasing awareness of their power as consumers, the 55-plus aging group controls more than three-fourths of this country's wealth, and the 65-plus group has twice as much per capita income as the average baby boomer. Older adults use their financial resources to remain physically and mentally active: vacationing, trying new hobbies, exercising, continuing their education and purchasing items such as computers. Students will learn to apply marketing concepts, principles and practices to more effectively reach the aging consumer.

AGE 6033 **Understanding the Aging Consumer (3)**
The course will provide students with an understanding of the demographics of the older adult population and how those characteristics affect consumer needs and behavior. This will be an interdisciplinary study, examining older adults in America from a psychological, sociological and economic lens.

AGE 6043 **The Aging Market (3)**
This course will explore existing products and services marketed to older adults, as well as cutting-edge developments and discoveries. Through the use of focus groups, surveys and market studies, students will evaluate the current and future market, discerning gaps and creating solutions to consumer needs.

AGE 6053 **Community and Congregational Resources (3)**
This course explores the church's role as a service provider with and for older adults in relationship with community organizations and agencies. Local and national resource networks of community and faith-based programs, services and benefits supporting older adults will be identified along with ways in which the church can partner with community service organizations for the sake of holistic older adult ministry.

AGE 6103 **The Care Continuum and Delivery System Trends (3)**
The course will provide a historical, philosophical and managerial overview of seniors' housing and care, along the entire care continuum. Special attention will be paid to nursing homes and senior housing options and their past, present and future role within the overall health care system in the United States. An examination of future service models which reflect the impact of demographics and the changing nature of family relationships on senior services delivery will be explored. Significant attention will be devoted to the determinants of quality care and the critical role of quality management.

AGE 6203 **Innovations in Aging (3)**
The course introduces design thinking as a powerful approach to foster innovation, whether at the level of products and services, policy initiatives or the creation of a new organization. To develop skills as design thinkers, students immerse in an intensive design exercise working in teams on an actual design problem.

AGE 6303 **Leadership in Aging Services (3)**
A leader's job is to produce results. This course examines leadership theory and practice in the context of aging services organizations. Students will be encouraged to consider their own personal leadership patterns and to develop their ability to match appropriate leadership behaviors to specific situations and organizational priorities.

AGE 6403 **Legal Issues in Aging (3)**
This course introduces students to the legal issues they are likely to face in managing an aging services organization. Students will be able to identify legal issues and to understand the legal ramifications of their decisions. Topics include regulatory issues, patients' rights, antitrust, institutional liability and employee relations. Students will also explore the regulatory process and examine proposed legislation and public policy.

AGE 6513 **Aging Policy and Finance (3)**
This course explores the "Silver Tsunami" and its impact on national, state and local policies that interact with organizations providing services to older adults and influencing the economic well-being of those older adults. The current and projected financial status of key entitlement programs such as Social Security, Medicare and Medicaid will be analyzed. Students will gain a better understanding of personal health care, long-term care financial management as well as that of the elder care industry.

AGE 6603 **Elder Mediation and Intergenerational Communication (3)**
As people age, individuals and families are faced with many difficult decisions and often conflict. Mediation can play a critical role in bringing older adults together with their family members, caregivers, health care and social service providers to have important conversations. This course prepares participants to practice transformative mediation in a way that responds to the needs of those present and respects each person's decision-making capacity as they face critical times of transition. Focus will be placed on intergenerational communication theory and techniques. The interactive format will include lecture, discussion and role plays.

AGE 6613 **Spiritual Formation in the Aging and Aged (3)**
The course provides an in-depth look at the relationship between aging and spirituality, centered around Christian spiritual formation. An extensive study of spiritual disciplines will occur as students learn how the aging and aged are conformed to the image of Christ. This course explores the physical, mental, emotional, social, spiritual and psychological dynamics of aging and how churches and service providers play an integral role in fostering successful aging in the U.S.

AGE 6993 **TransformAging® Project: Capstone (3)**
This course will provide students with the opportunity to integrate knowledge and experience by completing a research project in an applied setting. Students will work with a local organization serving older adults to conduct an interdisciplinary study to enhance the services of that organization.

Aging Services Leadership Core Faculty

The faculty for the aging services leadership program is comprised of both academic scholars and industry leaders in a blended teaching format. Please visit transformaging.lipscomb.edu to view a current list of the program's faculty and members of the Lipscomb Advisory Board and the National Industry Advisory Board.

Steve Joiner, B.A. (Lubbock Christian University), M.S., M.Div., D.Min. (Abilene Christian University), Post-doctoral Certification in Conflict Management (Abilene Christian University), Post-Doctoral Certification in Higher Education Leadership (Cornell University), *Managing Director of the Institute for Conflict Management and Professor of Ministry*

Charla S. Long, B.B.A. (Northeastern State University), J.D. (Oklahoma City University), *Dean of the College of Professional Studies*

In addition to the School of TransformAging® faculty, distinguished visiting professors with expertise in issues of aging will lecture in selected classes.

Graduate Studies in

Bible and Ministry

Frank Guertin
Academic Director, MACP,
College of Bible and Ministry

Graduate Studies in Bible and Ministry

• Master of Arts in Christian Practice

C. Leonard Allen, *Dean, College of Bible and Ministry*
Frank Guertin, *Academic Director, MACP, College of Bible and Ministry*

The College of Bible and Ministry has a long history of training for ministry. Programs continue to equip ministers for work with congregations, train teachers for religious instruction and empower professionals for leadership roles with nonprofit Christian organizations. Graduate studies with the college provide advanced theological learning primarily focused on practical ministry contexts.

Our graduate program, the Master of Arts in Christian Practice (M.A.C.P.), has three primary features:

1. **Engagement with the Scriptures:** The Bible is the wellspring of Christian imagination for ministry. The M.A.C.P. gives you a deeper understanding of the Scriptures and introduces you to some of the essential tools used by theologians to explore the many textures of God's Word.
2. **Personal Formation:** The M.A.C.P. also focuses on your own relationship with God and how personal faith interacts with broader ministry efforts. The spiritual formation component provides resources for an individual's growth as it intersects the activities of everyday life.
3. **Missional Expression:** Christian practices should reflect the purposes of God's Kingdom in the world. Students will be challenged to creatively engage their ministry contexts and to develop a disciplined missional response to the needs they have contact with.

The M.A.C.P. offers broad flexibility to design a course of study appropriate to your situation in life. Within the 30-hour program, students can couple their 15-hour core theological training with other graduate certificates and emphases available at Lipscomb University or choose additional course work from the Hazelip School of Theology. This blending ability intentionally allows you to think carefully about your professional and personal needs and then study accordingly.

Admission Policies and Procedures (M.A.C.P.)

Applicants to the College of Bible and Ministry must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on Apply by Program to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **References.** Letters of reference are required as follows: one from a college or university administrator or professor, one from a professional supervisor/employer and one from a church leader or minister.
4. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from every school attended.
5. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.) This form must be submitted directly to University Health Services.
6. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records. Even those who are independent of parents must submit this form prior to enrollment.

7. **Goals Statement.** A 750-1000 word expanded goals statement is required, concerning the applicant's religious heritage, career goals and how the College of Bible and Ministry will contribute to the achievement of those goals.
8. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the College of Bible and Ministry office at least three weeks prior to the first day of class in which the student plans to enroll. Forms should be mailed to the College of Bible and Ministry, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work, acceptable standardized exam scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or standardized test score.
    b. A transfer student with a graduate GPA between 2.50 and 2.74. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or standardized exam score. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Transfer of Courses

Although graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.A.C.P. degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer. No more than half of a student's hours from a completed degree may be transferred.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Academic Policies

Course Load

A student enrolled for nine hours per block is considered a full-time student. A student enrolled for six hours is considered a half-time student. No student will be permitted to enroll for more than nine hours per block without special approval from the director of the graduate program.

1. **Good Academic Standing:** To remain in good academic standing, the student must maintain a cumulative 2.75 GPA and a 2.75 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 2.75, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term in which the probation applies.

   The probationary student is required to achieve a 2.75 cumulative GPA by the time the student has completed the next nine hours of course work. Courses may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before an academic graduate committee.

   A graduate course in which a student has earned a "C" or "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 2.75 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements (M.A.C.P.)

Statute of Limitations

All requirements for the M.A.C.P. degree should be completed within a six-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the theology degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted conditionally.
2. Complete at least twelve hours of graduate work.
3. Maintain a 2.75 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college.

   After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the director of the graduate program and the dean of the college. The application for candidacy should be filed with the College of Bible and Ministry office after the student has completed 12 hours in the program.

Minimum Credits

The M.A.C.P. requires 30 semester hours exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit $500

Certificate tuition per semester hour $500

Tuition to audit with credit ..... 50% of regular tuition

Special Fees

Application fee .... $50 ($75 for international students)

Graduation fee..... $195

Printed refund check fee..... $25

Returned check fee $30

*TouchNet (*monthly payment)..... $60 enrollment fee per semester

Withdrawal fee..... $195

**Effective May 1, 2014*

Master of Arts in Christian Practice Course Requirements (30 hours)

The Master of Arts in Christian practice degree combines theology course work with certificate programs from conflict management, pastoral counseling, pastoral care and the aging as well as emphases in nonprofit management and theological instruction. This offers students opportunities to train for a variety of ministries with skill sets appropriate to those contexts. Fifteen core hours in theology are required as well as a non-credit course that introduces theological research.

CHPR 5000	Introduction to Theological Studies (non-credit)
CHPR 6103	Understanding the Old Testament
CHPR 6203	Understanding the New Testament
CHPR 6403	Thinking Theologically
GB 5553	Spiritual Formation and Guidance
GB 5643	Missional Strategies in Emerging Culture

Certificate options for completion are as follows:

Conflict Management (15 hours)
See Conflict Management section in this catalog.

Pastoral Care and the Aging (15 hours)
See Aging Services Leadership section in this catalog.

Pastoral Counseling (15 hours)
See Psychology and Counseling section in this catalog.

The MACP also has two emphases available:

Theological Instruction Emphasis (15 hours)
See Theology section in this catalog for course descriptions.

Three hours in Old Testament scripture, chosen from the following:

GB 5103	Genesis
GB 5133	Deuteronomy
GB 5153	Samuel
GB 5203	Psalms
GB 5223	Isaiah
GB 5233	Jeremiah, Lamentations
GB 5253	Minor Prophets

Three hours in New Testament scripture, chosen from the following:

GB 5303	Synoptic Gospels
GB 5313	Luke-Acts
GB 5323	Johannine Literature
GB 5333	Romans, Galatians
GB 5343	Corinthians
GB 5363	General Epistles
GB 5383	Revelation
GB 5An3	Seminar in Bible

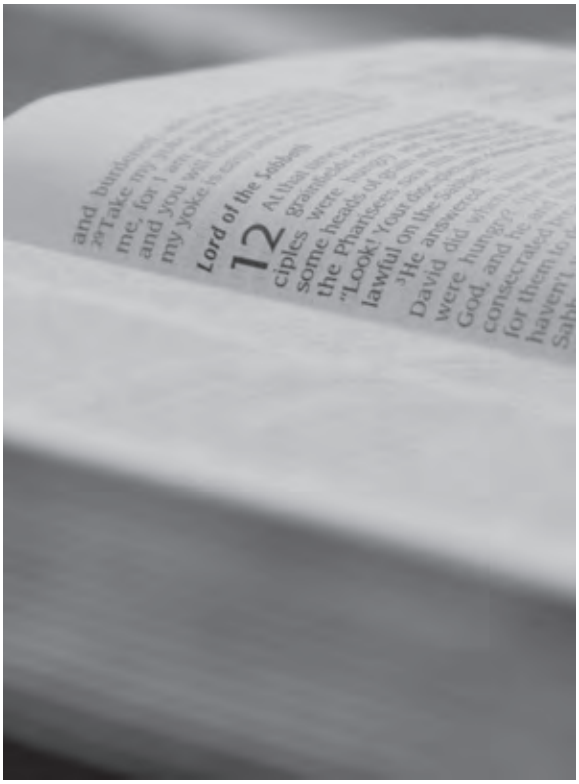
Three hours in theology and history, chosen from the following:

GB 5423	Historical Theology I
GB 5433	American Church History
GB 5443	Historical Theology II
GB 5503	Systematic Theology
GB 5Cn3	Seminar in Theology
GB 5Dn3	Seminar in Historical Theology

Six hours of electives, taken from the above and/or from the following:

GB 5563	World Religions
GB 5583	Gospel and Culture
GB 5Jn3	Seminar in Christianity and Culture

Other courses from Hazelip School of Theology may be considered for elective credit, subject to approval by the director of the MACP program.



Nonprofit Management Emphasis (15 hours)
See Business section of this catalog for course descriptions.

Twelve hour core:

BU 6403	Introduction to Nonprofits
BU 6413	Marketing, Fundraising, and Resource Development in the Nonprofit Sector
BU 6933	Accounting for Professional Services
BU 6533	Leadership and Organizational Behavior

One from the following:

BU 6503	Leading Teams and Groups in Organizations
BU 6763	Leading Change
ICM 5013	Negotiation and Settlement Processes

Course Descriptions

CHPR 5000 **Introduction to Theological Studies (non-credit)**
This course introduces students to the basic research tools and writing styles necessary for graduate studies in theology. This class should be taken with the first six hours of study.

GB 5553 **Spiritual Formation and Guidance (3)**
Focusing on the indispensable personal spiritual formation of the ministry student, this course also trains one to lead and direct others in deepening their devotion to God and more fully participating in His work in the world. This course considers both personal and congregational settings.

GB 5643 **Missional Strategies in Emerging Cultures (3)**
A practical theological analysis of contemporary efforts to be and become missional churches—in both domestic and international settings. The study includes biblical foundations, historical implications and contemporary applications. Emphasis is given to the mission of the church in postmodern and cross-cultural contexts.

CHPR 6103 **Understanding the Old Testament (3)**
This course provides an introduction to the study of the Old Testament. Students will learn about the nature of the Old Testament writings, including their genres, their historical background and critical issues. Attention will be given to methods of interpretation for understanding the Old Testament in its historical context and for contemporary Christian life.

CHPR 6203 **Understanding the New Testament (3)**
This course provides an introduction to the study of the New Testament. Students will learn about the nature of the New Testament writings, including their genres, their historical background, and critical issues. Attention will be given to methods of interpretation for understanding the New Testament in its historical context and contemporary Christian life.

CHPR 6403 **Thinking Theologically (3)**
This course provides an introduction to the study of Christian theology. Students will study theological method, the sources of theology and several noted theologians in Christian history. Attention will be given to learning basic theological themes and the ability to incorporate theology into contemporary Christian life.

Bible and Ministry Core Faculty

Mark C. Black, B.A. (Freed-Hardeman University), M.A., M.Th. (Harding University Graduate School of Religion), Th.M. (Princeton Theological Seminary), Ph.D. (Emory University), *Associate Dean of Hazelip School of Theology, Professor of New Testament*

Terry R. Briley, B.A. (Lipscomb University), M.Ph., Ph.D. (Hebrew Union College), *Professor of Old Testament and New Testament*

John Mark Hicks, B.A. (Freed-Hardeman College), M.A. (Western Kentucky University), M.A.R. , Ph.D. (Westminster Theological Seminary), *Professor of Theology*

Earl Lavender, B.A., MA. (Lipscomb University), Ph.D. (St. Louis University), *Professor of Theology and Ministry*

Josh Strahan, B.A. (Lipscomb University), M.Div. (Abilene Christian University), Ph.D. (Fuller Theological Seminary), *Assistant Professor of Bible*

Graduate Studies in

Biomolecular Science

Kent Gallaher,
Academic Chair,
Department of Biology;
Director, Graduate Studies in
Biomolecular Science

Graduate Studies in Biomolecular Science

• Master of Science

Norma Burgess, *Dean, College of Arts and Sciences*
Kent Gallaher, *Academic Chair, Department of Biology; Director, Graduate Studies in Biomolecular Science*

The mission of the graduate program in biomolecular science is to prepare competent scientists whose practice is informed by faith and who are well positioned for successful careers in biomedical science, basic research, genetic testing, cancer biology, developmental biology and DNA forensics. Additionally persons may elect to pursue this graduate program to better position themselves for entry into graduate programs in medicine, dentistry and other allied health professions.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee**. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score**. Each applicant must submit scores from an appropriate exam. The program accepts scores from the Graduate Record Examination, Medical College Admissions Test, and Dental College Admissions Test. For more information on the GRE, visit www.ets.org/ and click on "GRE." For more information on the MCAT, visit www.aamc.org. For more information on the DAT, visit www.ada.org. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score.
4. **References**. Two letters of reference are required: one academic reference and one character reference.
5. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form**.* Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA**.* The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Resume**. A resume detailing the applicant's work and academic experience is required.
9. **TOEFL**. The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the Graduate Studies in Biomolecular Science office no later than 15 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Graduate Studies, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

** These forms must be submitted after acceptance into the program.*

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.S. in biomolecular science. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.
Special consideration for course waiver may be given to the student who has special study and/or experience in a given subject area. The waiver will be by means of an examination that is passed with a grade of "B" or better. A maximum of six hours may be waived by examination. See section on Special Examinations.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 3.0 on undergraduate work, acceptable standardized exam scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or standardized test score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.

c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.

3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or standardized exam score. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for six hours per block is considered a full-time student. A student enrolled for three hours is considered a half-time student. No student will be permitted to enroll for more than nine hours per block without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the M.S. in biomolecular science student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.S. in biomolecular science degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.S. degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.

2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan and application for candidacy in the graduate program office which meet all requirements and are approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits

The M.S. in biomolecular science requires 30 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit $898

Tuition to audit without credit..... 50% of regular tuition

Special Fees

Application fee ..... $50 ($75 for international students)

Graduation fee $195

Returned check fee $30

TouchNet (monthly payment) $60
enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

Master of Science in Biomolecular Science (30 to 33 hours)

The M.S. in biomolecular science (30 hours) is offered in a block format. Each block is eight weeks, with one calendar year consisting of five blocks. In order to complete the degree in one calendar year, students must enroll in two courses per block. Students may enter the program three times each year (June, Aug. and Jan.) To accommodate working professionals, courses and laboratories are offered in the evening. Lecture courses meet two nights each week (6:00-8:20 p.m.) with laboratories meeting one night each week (6:00-9:50 p.m.).

Current Lipscomb undergraduate students may elect to apply to the 150-hour B.S. to M.S. bridge program. In this scenario, students who are accepted into the program may transition to graduate classes once they have completed 120 hours of undergraduate course work, receiving both a B.S. in molecular biology and an M.S. in biomolecular sciences after completion of 150 hours of total course work, including all of the respective degree requirements.

Program Core Requirements (15 hours)

BMS 5103	Introduction to Research (3)
BMS 5113	Biomolecular Laboratory I (3)
BMS 5213	Biostatistics (3)
BMS 5223	Ethics in Science and Biotechnology (3)
BMS 5503	Capstone Research (3)

Laboratory Research Track (15 hours):

BMS 5123 Biomolecular Laboratory II (3)

Plus 12 hours of elective courses in biomolecular science.

Human Disease Track (18 hours):

BMS 5203 Scientific Communication (3)

BMS 5463 Clinical Research (3)

Plus 12 hours of elective courses in biomolecular science.

Course Descriptions

BMS 5013 **Molecular Biology (3)**
This course is designed to be an upper-level, laboratory-based course focusing on DNA, RNA and protein laboratory techniques. Students will learn to apply previously mastered concepts in cell biology and genetics to practical laboratory-based problems. Additionally, students will learn and apply the practice of grant writing and peer review, and will critically discuss numerous scientific journal articles. Cross listed with BY 4013.

BMS 5023 **Cancer Biology (3)**
This course is designed to give students an in-depth understanding of the molecular basis of cancer, as well as an increased knowledge in clinical aspects of cancer diagnosis and treatment. Characteristics of cancer cells, oncogenes and tumor suppressors; the tumor microenvironment; tumor immunology; and novel cancer therapies are major areas covered. Cross listed with BY 4023

BMS 5103 **Introduction to Research (3)**
This course is designed to prepare biomolecular science students for labs required for this program. Students will learn to search and review literature, solve scientific problems using common molecular biology laboratory techniques and learn to trouble shoot common problems that arise in a biomolecular laboratory. This is a three-hour online course with emphasis on learning and understanding common research methods.

BMS 5113 **Biomolecular Laboratory I (3)**
A course designed to give graduate students hands-on experience with techniques common to molecular research laboratories. Students will learn how to perform common research methods and troubleshoot those methods when problems arise. Techniques will include: reverse-transcriptase PCR, basic cell culture, immunostaining and microscopy, and protein interactions and analysis including SDS-Page and western blotting. This laboratory is a foundation for the Biomolecular Lab II and Capstone Project.

BMS 5123 **Biomolecular Laboratory II (3)**
This laboratory course is designed so that students learn to apply methods learned in BMS 5103 and BMS 5113. The goal of this laboratory course is for students to learn to become independent researchers.

BMS 5203 **Scientific Communications (3)**
This course provides instruction in the types of professional communications common to science. Topics will include abstracts and summaries, literature reviews, research proposals, poster and oral presentations, and journal publications.

BMS 5213 **Biostatistics (3)**
This is a mathematically sophisticated introduction to the concepts and methods of biostatistical data analysis. The topics include descriptive statistics, sampling distributions, point and confidence interval estimation, hypothesis testing, a variety of one and two-sample parametric and on-parametric methods for analyzing continuous and discrete and simple linear regression. The course provides hands-on training with SAS applications to prepare students for real-life data collection and analysis.

BMS 5223 **Ethics in Science and Biotechnology (3)**
An ethics course aimed to prepare students to face and surmount current and emerging ethical issues as professionals in a scientific field. Topics emphasized will include authorship, medical ethics, honesty and responsibilities to colleagues, society and the common good. A mixture of student- and professor-led discussion and case studies will be used to gain understanding of the key ethical challenges faced in the biotechnology community.

BMS 5303 **Cellular and Molecular Physiology (3)**
This course is an in-depth examination of the physiology of the cell. We will focus on the cell membrane, cell signaling, cytoskeletal dynamics and cell cycle regulation. Special attention will be given to how mammalian cell function relates to mammalian cell structure and to how cells interact to make a complex functioning multicellular organism.

BMS 5313 **Advanced Cancer Biology (3)**
This course will build on previously mastered concepts in cancer biology, using the primary literature to focus on current research topics in cancer biology, including oncogenes, tumor suppressors, genomic instability, genomic profiling, tumor microenvironment, invasion, metastasis, angiogenesis and miRNA regulation of cancer genes. Class discussions will center on the critical evaluation of the primary literature.

BMS 5323 **Advanced Immunology (3)**
This course focuses on the molecular basis of immunity and the major components of the immune system. The interaction of the components as they relate to the protection from disease and the development of the specific autoimmune conditions will be the major topics covered within this course. Students will also develop practical skills in data interpretation, communication as well as interpersonal and team-working skills.

BMS 5413 **Microbial Pathogenesis (3)**
This course will focus on specific bacterial and viral human pathogens and the molecular mechanisms used to induce disease. This course will provide current information on selected topics in microbial pathogenesis, including molecular mechanisms and emergent technologies.

BMS 5423 **Neurobiology (3)**
This course discusses the principles that govern neural activity. Focus is on the development of the nervous system, the interactions between neurons through neurotransmitters, electrical properties of neurons, neural receptors, synaptic transmission and sensory transduction. Additionally students will discover how the anatomy of the central nervous system dictates function and how the molecular biology of the neuron results in specified behavior, memory and sensory function.

BMS 5433 **Stem Cell Biology (3)**
The course will provide students with knowledge of wide-ranging topics related to stem cell and regenerative biology, including: a brief history of the field, research on animal models of regeneration, tissue engineering and the promise of disease cures. As a part of the learning objectives of this course, students will be able to list the properties that define a stem cell; explain how stem cells are derived for scientific research; compare and contrast tissue-specific stem cell types and the mechanisms that regulate them; list the common and extrapolate the potential clinical use(s) of stem cells; discuss emerging regenerative research findings and how they relate to stem cell biology.

BMS 5453 **Developmental Genetics (3)**
How does an organism transform from a ball of undifferentiated cells to a complex patterned multicellular organism with specific tissues for specific functions? This course will examine the genetic signals and responses involved in patterning and formation of an organism. We will focus on the general principles and specific mechanisms of development. We will further discuss the advantages and limitation of the genetic model organisms commonly used to study development. Lastly, students will gain experience in critical reading and interpretation of primary research articles.

BMS 5463 **Clinical Research (3)**
This is a course on the general principles underlying clinical research design. Topics covered in this course include: formulation of research objectives and hypotheses, methods of analysis, "blinding," and clinical epidemiology including disease etiology, causation, diagnostic testing and evaluation of treatment efficacies. The content is designed to allow students to classify studies in the medical literature as experimental or observational, prospective or retrospective, case-control, cross sectional or cohort. Additionally students will understand the relative limitations and advantages of each type and will be introduced to the ethical issues related specifically to clinical research.

BMS 5xn3 **Topics in Biomolecular Science (3)**
This course may be either lecture- or laboratory-based depending upon the topic selected; and is designed to represent an in-depth approach to a specific area of biomolecular science of interest to the student. Examples may include: apoptosis, angiogenesis, viral pathogenesis, etc.

BMS 5503 **Capstone Research (3)**
This course will serve as the culmination of the M.S. in biomolecular science program, as students will apply the laboratory techniques and analytical skills that they have acquired to a specific research question. This course will be an independent study supervised by a selected graduate faculty mentor. The student will choose an area of ongoing research, formulate a novel hypothesis, propose a series of experiments to test the hypothesis and perform experiments towards that goal.

BMS 5500 **Capstone Continuation (3)**
This course is a continuation of capstone research. It is utilized by students who do not complete their laboratory research project in a single semester. A lab fee will be assessed to students in this course to cover the ongoing expense of their laboratory research.

Biomolecular Science Core Faculty

The graduate faculty in biomolecular science represent the areas of molecular biology, genetics, cancer biology and the biomedical sciences.

Beth Conway, B.S. (Abilene Christian University), Ph.D. (University of Connecticut Health Science Center), *Associate Professor of Biology*

Kevin Heath, B.S. (Lipscomb University), M.D. (Tulane University School of Medicine), *Assistant Professor of Biology*

Jon Lowrance, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), Ph.D. (University of Tennessee Health Science Center), Post-Doctoral Fellowship (University of Missouri School of Medicine), *Professor of Biology*

Florah Mhlanga, B.S. (University of Zimbabwe), M.S. and Ph.D. (Michigan State University), *Professor of Biology*

Bonny Millimaki, B.S. (Middle Tennessee State University), Ph.D. (Texas A&M University), *Assistant Professor of Biology*

Mary Sledge, B.S., Ph.D. (University of Georgia), *Professor of Biology*

Amanda Williams, B.S. (Lipscomb University), M.S. (Vanderbilt University School of Medicine), *Instructor of Biology and Research Coordinator*

Graduate Studies in

Business

Joe Ivey,
Associate Dean of Graduate Business Programs

Allison Duke,
Director, MHR and Director, Graduate Business Programs

Perry Moore,
Director, MAcc and Director, Graduate Business Programs

Graduate Business Programs

- **Master of Accountancy**
- **Master of Business Administration**
- **Master of Human Resources**
- **Master of Management**
- **Certificate of Graduate Studies in Professional Accountancy**

Ray Eldridge, *Interim Dean, College of Business*
Joe Ivey, *Associate Dean of Graduate Business Programs*
Allison Duke, *Director of Graduate Business Programs*
Perry Moore, *Director of Graduate Business Programs*

Master of Business Administration (MBA)

Mission

The Lipscomb University MBA program will integrate Christian faith, servant leadership and innovation in the MBA classroom to provide excellent academic training for Lipscomb MBA students to prepare them for higher service in their current and future organizations.

The Master of Business Administration is designed for students with an undergraduate degree in either business or a non-related field. Leveling courses are offered for the non-business undergraduate. Business undergraduates may require fewer leveling courses, if any, before beginning the core courses.

The MBA program:

- Incorporates ethics and values into every course so you can learn to identify and cultivate a values-based business environment.
- Is built around the principle that doing business right is the only right way to do business.
- Features courses taught by outstanding faculty with substantial business experience. Our faculty members bring expertise in their field and an ability to integrate faith into their teaching.

MBA

Students enrolled in the MBA program may select an area of concentration in accounting, conflict management, financial services, health care informatics, health care management, information security, leadership, nonprofit management, sports management, sustainability or a distributed option. No work experience is required for admission to the program.

The curriculum is grouped into three categories: leveling courses, core courses and concentration electives. Thirty-six hours are required for graduation, consisting of 27 hours in the required core courses and nine hours of concentration electives.

The MBA schedule is flexible. Courses are taught in five eight-week terms. Classes meet once per week, for eight weeks, from 5:30–9:30 p.m. Classes meet on Monday, Tuesday and Thursday evenings. Some classes will meet at other times such as online or weekends.

A global perspective is strengthened through participation on an international trip.

Cool Springs MBA

A cohort MBA program is also available at Lipscomb's off-site location in Cool Springs. Thirty-six hours are required for graduation. All required core classes will be taught at night in Cool Springs, as well as classes for the leadership concentration. All other concentration elective courses will be taught on Lipscomb's main campus. This program can be completed in 24 months. Three years of work experience is required for admission to the program.

A global perspective is strengthened through participation on an international trip.

Professional MBA

The Professional MBA may be completed in 14-18 months attending classes 24 weekends. You can begin the PMBA program in Aug. or Jan.

The curriculum is composed of month-long course modules, and a global perspective is strengthened through participation on an international trip.

The PMBA schedule is lock-step. Courses are taught two weekends per month, with three-hour courses meeting for four hours on Friday and eight hours on Saturday and two-hour courses meeting four hours on Friday and four hours on Saturday. Additional content is delivered online. Thirty-six hours are required for graduation. Three years of work experience is required for admission to the program.

Dual Degree MBA and Sustainability

The dual degree program combines cutting edge business training with state of the art training in sustainability to create a "green" degree program that incorporates the best of two worlds, resulting in two diplomas.

Students enrolled in the dual degree program will complete the core courses required for each degree (24 hours in business and 24 hours in sustainability). Upon completion of the 48 hours of course work, students will be awarded both an MBA and an MS in Sustainable Practice.

Students enrolled in the MBA or PMBA program can pursue the dual degree option. Dual degree students will participate in a global travel course.

The dual degree option MUST be selected before the student graduates with either degree. Once a student has graduated, the dual degree option is no longer available.

Master of Accountancy (MAcc)

Mission

To provide a high quality accounting education and prepare its students to excel professionally.

The Master of Accountancy is primarily designed for undergraduate accounting majors who seek additional academic training and/or credit hours in preparation to sit for the Uniform Certified Public Accountant examination. It also provides the working professional with the additional knowledge needed to succeed in today's business environment.

All courses will be taught in the evening on Monday, Tuesday or Thursday nights, and classes meet once per week for eight-week terms. The MAcc program can be completed in less than one year for those students who have completed all prerequisite requirements. No work experience is required for admission to the program.

For those students who need additional course work, leveling courses in business and accounting are offered. All prerequisite courses are taught at night and some are available online. New students can begin any month a new class starts (Jan., March, June, Aug. or Oct.). Some elective classes will meet at other times such as online or weekends.

Graduate Certificate in Professional Accountancy

For those students who do not want to complete the entire master's degree, the 12-hour certificate program will provide them with the additional hours needed to sit for the exam. These hours can be applied towards the MAcc or the MBA should the student decide to pursue a graduate degree at a later date. Students select four MAcc courses from the following list to earn the graduate certificate:

MAcc 6003	Corporate Governance and Business Ethics
MAcc 6303	Advanced Financial Accounting
MAcc 6403	Advanced Accounting
MAcc 6503	Current Developments In Accounting
MAcc 6553	Accounting Information Systems
MAcc 6603	Advanced Auditing and Forensics
MAcc 662V	Independent Project or Research
MAcc 6633	Professional Certification Preparation
MAcc 6703	Taxation of Passthrough Entities
MAcc 6713	Taxation of Corporations
MAcc 6723	Survey of Tax Practice
MAcc 6753	Financial Statement Analysis

Course descriptions are given in the MAcc section of this catalog. Appropriate prerequisite requirements apply to all certificate courses.

Certificate students can shift from that program to the MACC or MBA program. Such students must notify the graduate business office of their intent to change programs and submit the appropriate paperwork. A minimum 3.00 GPA is required to shift programs. Admission requirements are the same as the MAcc program.

Joint BBA/MAcc Degree Program

Interested students will earn two degrees at the completion of 150 hours of course work. Both degrees will be awarded concurrently upon completion of the 150 hours. In their first four years, students will complete the required undergraduate work, which includes an embedded minor in business. Their fifth year will be the graduate MAcc year.

Undergraduate students who are interested in the Joint BBA/MAcc degree program need specific academic advising during the first semester of their freshman year at Lipscomb. Please contact Perry Moore, 615.966.5795, or perry.moore@lipscomb.edu, to set up an advising appointment.

Master of Human Resources (MHR)

Mission

To provide a high quality, integrated learning experience in human resources that will prepare students to advance professionally.

The Master of Human Resources curriculum is based on the idea that employees are human capital: the most important assets in an organization. Growing and maintaining their commitment is a critical success factor for an organization. The curriculum will focus on developing human resource systems that are both fiscally responsible and in alignment with an organization's strategic goals and objectives. The curriculum will also emphasize an organization's ability to respond to a global and changing environment and to learn to be efficient and competitive with the people it employs. Two years of HR work experience or three years of non-HR work experience is required.

Master of Management (MM)

Mission

To provide an innovative graduate management program that will help students combine their passion with business experience to be highly competitive in the job market.

The Master of Management is a one-year, full-time graduate business degree. The 30-hour curriculum includes a directed work experience, two week-long residencies, weekly class meetings and full-day experiential sessions. Students will study global business first-hand (through a global travel experience), plan a global product launch, prepare a social enterprise plan, create a leadership development portfolio and develop an interactive case study.

No work experience is required for the MM program.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at onedegreeaway.lipscomb.edu, then click on "Admissions," then "Apply Today". The application can be completed online or downloaded in a PDF version.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit the scores of a standardized exam. Scores from the Graduate Management Admission Test are required for students seeking graduate business degrees.
4. **References.** Two letters of reference are required as follows: from a college or university administrator or professor or from a professional supervisor or employer.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA:** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Resume.** A resume detailing the applicant's work experience is required.
9. **Goals Statement.** An expanded goals statement concerning the applicant's interest in and application of the program's curriculum to expected career progression is required.

10. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

Check website for application deadlines: onedegreeaway.lipscomb.edu.

Undergraduate Degree and Performance

The standard for admission into a master's degree program is an accredited bachelor's degree from a regionally accredited college or university. In addition, the prospective student will have an acceptable grade-point average and a GMAT or GRE score.

Admittance or non-admittance is determined by the admission committee after thorough analysis of each applicant's file.

Applicants holding an unaccredited degree or who are within one semester of completing a bachelor's degree, may be considered for conditional admission (see Unaccredited Degree and/or Substandard Admission Scores section below).

The GMAT may be waived for applicants to the MBA, MAcc and MHR programs who have significant work and management/leadership experience. Joint MAcc applicants with an overall GPA of 3.50 may petition to have the GMAT waived.

The GMAT may be waived for applicants to the MM program who have demonstrated academic excellence in their undergraduate programs.

Some of the admission requirements (e.g., GPA) may receive less weight during the evaluation process from applicants who have been out of school for at least five years, or for those who have earned a terminal degree (e.g., Ph.D., J.D., M.D.).

The Bachelor of Business Administration is offered in an evening/online format through the Adult Degree Program for students who have not completed a bachelor's degree. For more information, call 615.966.5279.

Unaccredited Degree and/or Substandard Admission Scores

Should conditional admission be granted, the following stipulations will apply:

Unaccredited Degree: If the student's transcript shows deficiencies in liberal arts courses as defined by the Southern Association of Colleges and Schools Commission on Colleges , the student will be required to demonstrate the understandings and skills normally associated with a liberal arts education, particularly in scientific method and computation and in oral and written communication skills. The student may be required to remove the deficiency by successfully completing undergraduate level courses. The minimum standard is as follows: 30 hours of course work drawn from three areas—humanities/fine arts, social/behavioral science and natural science/mathematics; evidence of competence in oral and written communication skills; and fundamental mathematical skills.

Substandard Admission Scores: A student may be admitted conditionally. Such students must complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.

Students who are denied admission may reapply for admission after completing 12 semester hours of approved undergraduate credits with a grade of "B" or higher from an accredited institution and/or after obtaining an acceptable score on the GMAT.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the MAcc, MHR or MBA degrees. The graduate director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer. Requests from current students to transfer new course work into any graduate program will generally be denied. No transfer credit will be awarded for the MM degree.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. From an unaccredited school or with a substandard GPA or GMAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has satisfied admission requirements. The student may take up to 12 semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 21 hours (either graduate or undergraduate) per semester.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the student must maintain a cumulative 3.00 GPA. At least 75 percent of those hours must be completed with grades of "B" or higher.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

    If the requisite GPA is attained, the academic probation status will be removed. A graduate course in which a student has earned an "F" may be repeated. Students may not repeat courses in which the student earned a grade of "C" or higher.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the admissions committee.

    Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency
No period of formal residency is required for graduate business degrees.

Statute of Limitations
All requirements for the MBA, MAcc, MM and MHR degrees must be completed within a seven-year period from the time of initial matriculation.

Candidacy
Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the MBA, MAcc, MM or MHR degrees, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an application for candidacy form with the graduate program office.
5. File a degree plan in the graduate program office which meets all requirements and is approved by the administrator of the graduate program. The degree plan must be filed at the same time that an application for candidacy is filed.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits
The MAcc degree requires 30 semester hours, exclusive of hours accumulated to satisfy academic deficiencies. The MBA degree requires 36 semester hours, the MHR degree requires 30 hours, and the MM degree requires 30 hours.

Minimum GPA
The minimum cumulative grade-point average for all graduate business degrees is 3.00 for all graduate courses taken for graduate credit. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester for graduate programs in business (tuition per hour includes all general fees)*

MAcc tuition per semester hour.....$1,150 (includes cost of textbooks)

MBA tuition per semester hour.....$1,230 (includes cost of textbooks and international travel course; a fee will be added for BU 6633)

PMBA tuition per semester hour .....$1,230 (includes cost of textbooks and international travel course; a fee will be added for PMBA 6633)

Professional accountancy certificate tuition.....$1,150 per hour (includes cost of textbooks)

MM tuition per semester hour .....$1,100 (includes cost of textbooks

MHR (Interdisciplinary program that includes graduate business course work in HR [21 hours] and graduate course work from the Institute for Conflict Management [nine hours]). Tuition per semester hour (includes cost of textbooks and international travel course; a fee will be added for international travel)

MHR tuition per semester hour.....$1,125

ICM tuition per semester hour.....$1,230

Tuition to audit without credit.....50% of regular tuition

Special Fees

Application Fee.....$50 ($75 for international students)

Graduation fee.....$195

Returned check fee $30

TouchNet (monthly payment).....$60 enrollment fee per semester

Withdrawal fee.....$195

**Effective May 1, 2014*

Acceptance of a position in a graduate business class is viewed as a long-term commitment. Admitted applicants must submit a non-refundable deposit to reserve their space in the class. Class size is limited and admission decisions are made on a rolling basis.

Scholarships/Assistantships

Merit scholarship awards are available through the College of Business. Such scholarship awards are given for one year only and are not renewable. Scholarship awards typically are given to offset tuition charges for one or more classes.

Nonprofit scholarships are awarded by the College of Business. These scholarships are awarded to applicants interested in the MBA/PMBA nonprofit concentration and continue for the duration of the student's program.

Non-teaching graduate assistantships are awarded by the College of Business. Such assistantships are given for one-year terms, but students may apply for extensions.

Graduate assistantship awards typically are given to offset tuition charges for three or more classes in exchange for the student providing assistance in the graduate business office or with a graduate faculty member. Generally, students receiving an assistantship are enrolled as full-time students. There are federal income tax consequences for students receiving assistantships.

Dependent children of full-time Lipscomb employees are eligible to receive a Lipscomb Family Scholarship which covers 25 percent of the program's cost for students in the MBA and MAcc programs.

To receive a scholarship or assistantship, the student must complete the main application form, which also includes the student's essay and references. No action will be taken before these items and the GMAT score report are received. Applicants for graduate assistantships must also complete an assistantship application and schedule a personal interview with the MBA director. A 3.00 GPA must be maintained to be eligible for a scholarship or assistantship.

Lipscomb graduate business alumni are eligible for a 50 percent tuition scholarship on additional elective courses taken after they have graduated. This scholarship is available for courses offered only within the College of Business.

MBA Prerequisites (Leveling Courses)

Students are welcome from all academic disciplines and professions.

Students holding undergraduate degrees in business, with no deficiencies in prescribed undergraduate courses, have the leveling courses waived. At many institutions, the undergraduate business major covers all of the areas given below, but not all institutions and/or majors do.

Students with bachelor's degrees in disciplines other than business must satisfy the following course requirements:

- Principles of Accounting (both semesters)
- Statistics, Business Math or Quantitative Methods
- Principles of Finance

The prospective MBA student may elect to meet the deficiencies in one of two ways:

1.Take the quantitative leveling course (BU 6103)

2.Take the appropriate undergraduate course(s)

BU 6103 may be taken concurrently with other graduate business courses and must be completed before the student can enroll in accounting or finance courses.

Leveling Course

For students whose undergraduate degree was not in business, the quantitative leveling course will be required. This course will provide coverage of accounting, finance and statistics.

BU 6103 Intro to Quantitative Business Analysis (3)

Accounting and finance are considered the languages of business. This course is designed to help students begin to understand these languages by introducing them to the fundamental concepts of both disciplines. In addition, this course also introduces students to the statistical and quantitative tools available to analyze and support financial decisions. At the end of the course, students will have a high-level understanding of the meaning and flow of financial statements, a fundamental understanding of the principles of finance and a general understanding of how accounting and finance serve as the underpinnings of business.

Certificate in Accounting Program

Lipscomb offers a Certificate in Accounting Program for students who need additional undergraduate accounting hours. An intensified program is offered each summer during daytime hours where students are able to complete leveling requirements for the MAcc program. The program is also offered during the evening hours for those students who have a full-time job. Visit www.cap.lipscomb.edu for details. For more information about our graduation rates, the median debt of students who completed the program and other important information, please visit our website at lipscomb.edu/business.

Cool Springs Off-site MBA

The MBA is offered at Lipscomb's off-site Cool Springs location, or Spark. This is a 36-hour MBA that includes all requirements given for the MBA program. Core classes will be taught on Monday evenings for this cohort program. Concentration electives will be taught on Lipscomb's main campus, but the leadership concentration will be taught at Spark.

MBA Concentration Requirements (minimum 9 hours)

Accounting Concentration (minimum 9 hours)

The Tennessee State Board of Accountancy requires CPA exam candidates to complete 150 hours of education, with specific requirements in both accounting (30 hours) and business (24 hours). Interested students should seek specific advising from Lipscomb's department of accounting to plan a schedule which enables the student to meet all state board requirements.

NOTE: The courses in the accounting concentration have prerequisites from several different undergraduate accounting courses. See each course's description for specific details.

Required courses for the accounting concentration:
The student must take three of the following courses offered as part of the MAcc program:

MAcc 6003	Corporate Governance and Business Ethics
MAcc 6303	Advanced Financial Accounting
MAcc 6403	Advanced Accounting
MAcc 6503	Current Developments in Accounting
MAcc 6553	Accounting Information Systems
MAcc 6603	Advanced Auditing and Forensics
MAcc 662V	Independent Project or Research
MAcc 6633	Professional Certification Preparation
MAcc 6703	Taxation of Passthrough Entities
MAcc 6713	Taxation of Corporations
MAcc 6723	Survey of Tax Practice
MAcc 6753	Financial Statement Analysis

Conflict Management Concentration (9 hours)

A concentration in conflict management is available for the MBA program. Students interested in this concentration can pursue the certificate program from the Institute for Conflict Management. That certificate program requires five graduate courses and the MBA concentration requirements would be satisfied after completion of these courses: ICM 5013, 5023 and choice of 5033, 5043, 5053 or 5073. For descriptions of the appropriate courses, please see the conflict management section of this catalog for its certificate program.

Finance Concentration (minimum 9 hours)

Required courses for the finance concentration:

BU 6723	Investment Valuation
BU 6743	Investment Fund Management
MAcc 6753	Financial Statement Analysis

Health Care Informatics Concentration (minimum 9 hours)

Required courses for the health care informatics concentration:

HCI 5013	Information Systems Management
HCI 5103	Decision Support Systems
ISEC 5113	Introduction to Information Security

Health Care Management Concentration (minimum 9 hours)

Required courses for the health care management concentration:

BU 6303	Health Services Management
BU 6323	The U.S. Health Care System
BU 6333	Health Care Financial Management

Information Security Concentration (minimum 9 hours)

Required courses for the information security concentration:

ISEC 5113	Introduction to Information Security
ISEC 5123	Risk Assessment and Mitigation Planning
ISEC 5223	Business Continuity and Disaster Recovery Planning

Leadership Concentration (minimum 9 hours)

Required courses for the leadership concentration:

BU 6503	Leading Teams and Groups in Organizations
BU 6543	Organizational Development
ICM 5013	Negotiation and Settlement Processes

Nonprofit Management Concentration (minimum 9 hours)

Required courses for the nonprofit management concentration:

BU 6403	Introduction to the Nonprofit Sector
BU 6413	Marketing, Fundraising and Research Development in the Nonprofit Sector
ICM 5013	Negotiation and Settlement Processes

Sports Management Concentration (minimum 9 Hours)

Required courses for the sports management concentration:

BU 6803	Sports Management
BU 6813	Marketing, Fundraising and Public Relations in Sports
BU 6823	Sports Law and Risk Management

Strategic Human Resources Concentration (minimum 9 hours)

Required courses for the strategic human resources concentration:

BU 6763	Leading Change
BU 6773	The Employment Relationship
BU 6783	Human Capital Strategy and Analytics

Sustainability Concentration (minimum 9 hours)

A concentration in sustainable practice is available for the MBA program. Students interested in this concentration can pursue the certificate program from the Institute for Sustainable Practice. The certificate program requires five graduate courses and the MBA concentration requirements would be satisfied after taking these courses: SU 6003, SU 6023 and SU 6153. For descriptions of the appropriate courses, please see the Sustainable Practice section of this catalog.

Distributive Concentration Option (minimum 9 hours)

For those students who do not want a specific concentration, the MBA or PMBA will consist of 10 core classes and three elective classes. The three electives may be selected from any course in the Concentration Electives listing.

MBA Core Courses (27 hours required)

The Lipscomb MBA includes 10 required core courses to be completed by all graduate students.

BU 6013 Business Ethics (3)
This course examines the basic ethical issues involved in the conduct of business from a biblical perspective. The course will promote critical thinking about business as a social, ethical, moral and spiritual activity. Students will consider the juxtaposition of Christianity and commerce and the role of character in ethical decision-making and behavior. Students will be introduced to successful Christian business leaders who will be used extensively in guest-lecture formats. A goal of the course is to encourage and facilitate ethical leadership through a practical study of ethics, as applied to business, health care and nonprofit environments and to enhance the student's ability to make responsible ethical decisions.

BU 6033 Accounting for Executives (3)
This course introduces students to financial and managerial accounting concepts and their application in the decision-making process. Case analyses on a variety of accounting topics will be used to make application of the concepts covered in this class. Specific topics include the conceptual framework, revenue recognition issues and the income statement, the balance sheet, the statement of cash flows, corporate accountability, product costing and cost behavior concepts, cost volume profit analysis, planning and budgeting, variance analysis and non-financial measures of performance. This course will be waived for those students who have earned a professional certification in accounting (e.g., CPA, CIA, CFE). Undergraduate accounting majors may petition to have this course waived. Students who have this course waived are required to replace it with an approved MAcc course.

BU 6053 Financial Management and Strategy (3)
All financial decisions a firm must make are interconnected. Likewise, all major financial decisions affect the overall strategy of the firm. This course focuses on creating awareness of these relationships as well as providing tools for financial and strategic decision making. Topics include project valuation, risk analysis, capital structure, financial signaling and managerial incentives.

BU 6062 Strategic Marketing (2)
The basic objective of this course is intended to provide students with an understanding of the strategic marketing planning process from research and practitioner perspectives. It covers the concept of strategic marketing from the customer and brand perspective. The course will go into the concept of marketing strategy: targeting, getting a sustainable competitive advantage and brand positioning. Emphasis of this course will also be directed toward marketing implications.

BU 6083 Strategic Management (3)
This course provides students with the knowledge to develop a holistic approach to business decision making by integrating concepts and experiences from all business areas or disciplines. The ability to work in a cross-disciplinary setting will be enhanced through group assignments. Topics covered include vision, external and internal analysis and strategic alternatives. The course is multidisciplinary and highly integrative. The overall objective is to sharpen your abilities to "think strategically" and to diagnose situations from a faith-based and strategic perspective. This is the capstone course and should be taken in the student's final term.

BU 6132 Global Operations and Supply Chain Management (2)
This course focuses on business processes and strategies that transform and deliver inputs into finished goods and services that meet customer needs. Students learn how to compete using supply networks that manage product, information and revenue flows. Our focus is the entire supply chain from raw materials through consumer use and eventual disposition at the end of life. Significant attention is paid to active learning activities including simulations and case studies. Topics include global supply chain management, lean management, six sigma quality and project management.

BU 6142 Information Systems for Decision Making (2)
This course focuses on the use of information systems to support decision making and business process management. Students learn how to integrate organizational processes and supply networks with enterprise resource planning software, to make management decisions utilizing business analytic and data visualization tools and to employ BPM techniques to improve business processes. Students will examine organizational resistance in systems implementation. Significant attention is paid to active learning activities including team-based problem-solving and case studies.

BU 6523 Managing Human Resources (3)
This course is designed to provide management insight and an applications-oriented, bottom-line approach to human resource management. It is based on the latest research and practice in the human resource management field. The course is also designed to stimulate critical thinking and to provide skills and techniques that will be used in the world of work. Discussions will include topics such as human resource planning, recruiting, training and development, compensation and employee relations issues pertinent to the new millennium.

BU 6533 Leadership and Organizational Behavior (3)
This course will examine the challenges associated with leading and managing organizational behavior within complex situations. Leadership and Organizational Behavior focuses on developing skills for identifying behavioral and organizational problems, creating alternative solutions, making and communicating decisions and winning commitment for your position. We will be looking for nuances of behavior that

will lead to a higher level of understanding and hence more effective leadership—nuances of adapting to different management styles, understanding the boss or subordinates, coping with conflict, developing career strategies and meeting other leadership challenges.

BU 6633 MBA Global Business (3)
This course will give learners international/domestic business exposure and a unique cultural experience with an opportunity to encounter firsthand a global business environment including various business segments, trends, governing/advising bodies, cultural influences, political issues, marketing and service strategies, management approaches and other factors impacting the transaction of business in the chosen destination. Participation is required. A fee is assessed for this course to offset some of the travel expenses. Because travel rebates are only used for travel costs, they are not "qualified expenses" for tax purposes. Thus, students receiving a travel program rebate will receive a Form 1098-T for the amount of the travel program rebate received.

Concentration Electives

Students select three three-hour courses (nine hours total) from 11 current concentration options or a distributed concentration made up of the student's choice of three three-hour courses from among the concentrations.

Current concentration options include:

- Accounting
- Conflict management
- Distributive business
- Finance
- Health care informatics
- Health care management
- Information security
- Leadership
- Nonprofit management
- Sports management
- Strategic human resources
- Sustainability

MBA and MAcc Concentration Electives
Students are required to select either one concentration area or the distributive concentration option. Students selecting a specific concentration area are to complete nine hours of course work in their concentration.

Students selecting the distributed concentration option are to select nine hours of course work from any course in the Concentration Electives listing.

BU 6243 Regulatory Law and Compliance (3)
A study of the Uniform Commercial Code and the study of legal principles of agency, partnerships and corporations, including security regulations.

BU 6303 Health Services Management (3)
This course will expose students to a range of operational health care topics to include leadership, organizational behavior, strategy and process improvement. The reference material used in the class will mostly be from primary sources such as executive interviews, case studies and guest lecturers. The class structure assumes students will have an understanding of the broader health care environment and therefore open discussion and practical scenarios will aide students in translating classroom learning into real-world knowledge. Prerequisites: BU6323 or BU6313.

BU 6323 The U.S. Health Care System (3)
This course will identify and examine the various services and organizations that impact the current health care delivery system in the United States. The class focuses on gaining an understanding of how these varying organizations and services come together to create the health community of the U.S. while also challenging students to creatively assess ways the system can be changed and improved to enhance health care service delivery. Through study, research and experimental learning, students will learn how the various components of the U.S. health care system function and what professional opportunities may be available for students to pursue in the future. Prerequisites: None.

BU 6333 Health Care Financial Management (3)
This class will provide students with an overview of accounting and financial concepts within the context of a health care organization. Students will discover the unique characteristics of health care finance and learn how accounting and finance play a central role in the operations and financial viability of a health care entity. This course will also cover multiple methods to monitor, analyze and improve the effectiveness and performance of a health care organization's financial performance.

BU 6403 Introduction to the Nonprofit Sector (3)
This course serves as an introduction to nonprofit organizations and explores their unique characteristics. Issues facing managers in the nonprofit sector will be discussed and include program planning, selecting and managing boards, fundraising, financial and budgeting challenges, and developing strategies. In addition, the nonprofit sector will be studied from a historical, social and economic perspective.

BU 6413 Marketing, Fundraising and Resource Development in the Nonprofit Sector (3)
This course investigates the range of fundraising elements in the nonprofit organization, including fundraising strategies, program management and methods and approaches to fundraising. Included will be an examination of the process of optimizing voluntary support through effective development and implementation of capital campaigns. Other marketing efforts will be discussed including service marketing, promotional methods and marketing management. Students will also work with a nonprofit organization on a development plan.

BU 6503 Leading Teams and Groups in Organizations (3)
Teams and work groups have become a design and structural choice of organizations as a response to performance pressures for speed, cost, quality and innovation. This course is a study designed to examine models, concepts, art and science of how teams work in organizations. The problems of team development in bureaucratic and matrix organizations will be reviewed. The course will provide guidelines and principles for designing team-based organizations. The class will be organized into teams and use cases to examine issues of organizational structures, systems, processes, culture and strategies. Current best practices books will be reviewed and shared.

BU 6543 Organizational Development (3)
This course addresses the fundamental concepts of organizational development. Students are exposed to both theoretical and practical information that is critical when altering work processes, organizational culture and large-scale systems. Projects and case studies provide students hands-on experience designing, implementing and analyzing assessment tools in the work environment. Additionally, students learn how to develop and successfully integrate strategic organizational change initiatives.

BU 661V Internship (1-3)
Internships are designed to allow the student to include meaningful field experience work in his or her graduate program. Any such field experience must be approved in advance by the MBA director and carried on under the supervision of both a designated Lipscomb faculty advisor and a properly appointed field supervisor who will often not be a part of the faculty. At least 200 hours of approved work experience is required. Credit cannot be given for prior experience or work. The internship must include appropriate written presentations and evaluations. This course may be taken for a maximum of three semester hours.

BU 662V Independent Project or Research (1-3)
This course is designed to engage the student in an individual project or research under the direction of a designated professor. The results of this research must be presented in writing under his or her supervision. The purpose of this research is to allow the student to gain further experience in methods

of research, library use and presentation of results. Students expecting to pursue an independent project or research must advise the MBA director at least 21 days prior to the registration date for the term in which the research is to be taken. Prerequisites: Proven research ability and advance approval by the MBA director. This course may be taken for a maximum of three semester hours.

BU 6723 Investment Valuation (3)
This course examines asset and company valuation using discounted cash flow and relative valuation techniques. The course focuses primarily on valuation of privately held companies for purposes of venture capital investments, mergers and acquisitions and initial public offerings. Other topics include investment banking, capital structure and cost of capital. Prerequisite: BU 6053.

BU 6743 Investment Fund Management (3)
Students enrolled in this course are responsible for managing a real portfolio of Tennessee Valley Authority funds. Students also compete in The TVA Investment Challenge against investment teams from other universities in the TVA region. Participating students are responsible for security selection, portfolio balancing and other fund management decisions. Enrollment is limited. Prerequisite: A grade of "B" or better in BU 6053.

BU 6763 Leading Change (3)
This course examines all aspects of dealing with the people aspects of organizational change from the perspective of a change leader or consultant. This course is practical and hands on with an audit of an organizational change, a corporate turnaround simulation, videos, speakers, case incidents and personal feedback assessments. Topics covered include personal change, models and frameworks for change, new methods for changing corporate culture and mindsets, approaches for strategy execution and techniques for implementing new organization designs and technologies.

BU 6773 The Employment Relationship (3)
Labor accounts for more than half of a typical firm's costs. This course examines the market in which the firm and its workforce interact. The course uses economics and a discussion of legal institutions to build a deeper understanding of this relationship. In particular, we will discuss discrimination, employment litigation, international trade, outsourcing, off-shoring, unions and union-organizing activity, minimum wages, overtime, termination and employee benefits. Throughout the course, we will also discuss practical ways to use data to uncover important causal relationships and to distinguish them from correlations.

BU 6783 **Human Capital Strategy and Analytics (3)**
This course is designed to teach students how to think about the interaction of human resource processes and organizational performance. This course examines several contemporary models that are designed to ensure human resource professionals think about and incorporate critical strategic, operational, and financial processes when making major decisions about workforce planning, recruiting/selection, compensation/benefits, talent management/development, and termination/retirement. Some effort will be devoted to teaching basic statistical formulas and analysis techniques. Most importantly, students will develop important skills in utilizing and interpreting analytics.

BU 6803 **Sports Management (3)**
This course is an exploration of the incontrovertible link among sport, commerce and culture. Understanding sport forms as cultural and intertwined with business will be accomplished through emphases on the major management principles that are needed to operate a sports business. Topics covered will include the study of the organization; planning and operations of sports leagues; franchises and teams; service management in sports organizations; concessions, events and operations; management of revenue acquisition and funding; team administration and franchise management; human resource issues relating to outsourcing labor and the use of volunteer labor; and organizational design/leadership issues arising from collective bargaining/agency representation in professional sports.

BU 6813 **Marketing, Fundraising and Public Relations in Sports (3)**
This course is an examination of the current principles and practices in marketing, fundraising and public relations programs of high school, collegiate and professional sports teams.

BU 6823 **Sports Law and Risk Management (3)**
This course provides the student with an understanding of the legal issues involved in the supervision, management and business operations of sports.

Professional MBA Core Courses (27 hours required) (PMBA)

The PMBA includes 10 required courses taken by all students.

PMBA Curriculum

The Lipscomb PMBA is taught in a learning module format as seen below. The 36-hour program includes 27 hours of required core course work and nine hours of concentration course work. Each module is made up of classes that should be taken in sequence within the module.

PMBA 6023 **Accounting for Executives (3)**
This course introduces students to financial and managerial accounting concepts and their application in the decision-making process. Case analyses on a variety of accounting topics will be used to make application of the concepts covered in this class. Specific topics include the conceptual framework, revenue recognition issues and the income statement, the balance sheet, the statement of cash flows, corporate accountability, product costing and cost behavior concepts, cost volume profit analysis, planning and budgeting, variance analysis and non-financial measures of performance.

PMBA 6043 **Financial Management and Strategy (3)**
All financial decisions a firm must make are interconnected. Likewise, all major financial decisions affect the overall strategy of the firm. This course focuses on creating awareness of these relationships as well as providing tools for financial and strategic decision making. Topics include project valuation, risk analysis, capital structure, financial signaling and managerial incentives.

PMBA 6053 **Corporate Governance, Ethics and Corporate Responsibility (3)**
At the completion of the course students will have a clear understanding of corporate governance functions, including top management, boards of directors and their committees and risk assessment. Students will have the opportunity to consider the ethical challenges that arise across the spectrum of business activity. Students will also learn how to make difficult choices, promote responsible behavior within their organizations and understand the role personal values play in developing effective leadership skills.

PMBA 6062 **Strategic Marketing (2)**
The basic objective of this course is intended to provide students with an understanding of the strategic marketing planning process from research and practitioner perspectives. It covers the concept of strategic marketing from the customer and brand perspective. The course will go into the concept of marketing strategy: targeting, getting a sustainable competitive advantage and brand positioning. Emphasis of this course will also be directed toward marketing implications.

PMBA 6083 **Managing Human Resources (3)**
This course is designed to provide the general manager with insight and an applications-oriented, bottom-line approach to human resource management. It is based on the latest research and practice in the human resource management field. The course is also designed to stimulate critical thinking and to provide skills and techniques that will be used in the world of work. Discussions will include topics such as human resource planning, recruiting, training and development, compensation and employee relations issues pertinent to the new millennium.

PMBA 6103 **Strategic Management (3)**
This course provides students with the knowledge to develop a holistic approach to business decision making by integrating concepts and experiences from all business areas or disciplines. The ability to work in a cross-disciplinary setting will be enhanced through group assignments. Topics covered include vision, external and internal analysis and strategic alternatives. The course is multidisciplinary and highly integrative. The overall objective is to sharpen your abilities to "think strategically" and to diagnose situations from a faith-based and strategic perspective

PMBA 6132 **Global Operations and Supply Chain Management (2)**
This course focuses on business processes and strategies that transform and deliver inputs into finished goods and services that meet customer needs. Students learn how to compete using supply networks that manage product, information and revenue flows. Our focus is the entire supply chain from raw materials through consumer use and eventual disposition at the end of life. Significant attention is paid to active learning activities including simulations and case studies. Topics include global supply chain management, lean management, six sigma quality and project management.

PMBA 6142 **Information Systems for Decision Making (2)**
This course focuses on the use of information systems to support decision making and business process management. Students learn how to integrate organizational processes and supply networks with enterprise resource planning software, to make management decisions utilizing business analytic and data visualization tools and to employ BPM techniques to improve business processes. Students will examine organizational resistance in systems implementation.

PMBA 6533 **Leadership and Organizational Behavior (3)**
This course will examine the challenges associated with leading and managing organizational behavior within complex situations. Leadership and Organizational Behavior focuses on developing skills for identifying behavioral and organizational problems, creating alternative solutions, making and communicating decisions and winning commitment for your position. We will be looking for nuances of behavior that will lead to a higher level of understanding and hence more effective leadership—nuances of adapting to different management styles, understanding the manager or subordinates, coping with conflict, developing career strategies and meeting other leadership challenges.

PMBA 6633 **MBA Global Business (3)**
This course will give learners international/domestic business exposure and a unique cultural experience with an opportunity to encounter firsthand a global business environment including various business segments, trends, governing/advising bodies, cultural influences, political issues, marketing and service strategies, management approaches and other factors impacting the transaction of business in the chosen destination. Participation is required. A fee is assessed for this course. Because travel rebates are only used for travel costs, they are not "qualified expenses" for tax purposes. Thus, students receiving a travel program rebate will receive a Form 1098-T for the amount of the travel program rebate received.

Concentrations

Students select three three-hour courses (nine hours total) from 10 current concentration options or a distributed concentration made up of the student's choice of three three-hour courses from among the concentrations.

Current concentration options include:

Accounting
Conflict management
Finance
Health care informatics
Health care management
Information security
Leadership
Nonprofit management
Sports management
Strategic human resources
Sustainability

PMBA Concentrations
Students are required to select one concentration area that will be comprised of nine hours of course work.

Master of Accountancy Requirements

Generally, MAcc candidates must satisfy the following requirements before enrollment in MAcc courses is permitted.

Area	Undergraduate requirement	Lipscomb undergraduate course
Financial Accounting	Principles of Accounting 1	AC 2503 or Financial Accounting
Managerial Accounting	Principles of Accounting 2	AC 2513 or Managerial Accounting
Intermediate Accounting	Intermediate Accounting 1 and 2	AC 3503 and 3513
Cost Accounting	Cost Accounting	AC 3563
Individual Tax	Federal Income Taxation 1	AC 3573
Auditing	Principles of Auditing	AC 4113

Students can begin taking graduate courses, while still completing the accounting course requirements, as long as they have completed the appropriate prerequisites for each graduate course.

Business course requirements

Area	Undergraduate requirement	Lipscomb undergraduate course
Finance	Principles of Finance	FI 3503
Marketing	Principles of Marketing	MK 3503
Law	Business Law 1	MG 3613
Management	Principles of Management	MG 3503
Business math	Business Statistics	MG 3013
Micro-economics	Micro-economics	EC 2503
Macro-economics	Macro-economics	EC 2513

Requirements for undergraduate students who are non-business majors

Non-business majors likely will need to complete both the eight business courses and seven accounting courses. The expected completion time is at least 12 months and could be longer depending on how many courses the student takes concurrently and when the student begins the course work.

Requirements for undergraduate students who are business majors

Undergraduate business majors likely will need to complete the five upper-division accounting courses, as it is assumed that the candidate would have completed the principles of accounting courses as part of their undergraduate degree.

Requirements for undergraduate students who are accounting majors

Undergraduate accounting majors likely have had all eight business and seven accounting courses as part of their undergraduate experience. Such candidates should be able to commence the MAcc degree upon acceptance to the program.

MAcc Core Courses (21 hours)

MAcc Curriculum

The Lipscomb MAcc is a 30-hour program that includes 21 hours of required core course work and nine hours of elective course work. All courses are three-hour courses.

The MAcc is offered with three concentrations: taxation, assurance/attestation and distributed. Five classes are common across all concentrations, while both taxation and assurance/attestation have two additional classes focused on their specific areas. Students pursuing the distributed concentration would select two additional MAcc classes.

Courses required for all MAcc students (15 hours):

MAcc 6003	Corporate Governance
MAcc 6403	Advanced Accounting
MAcc 6503	Current Developments
MAcc 6633	Professional Certification Preparation
MAcc 6713	Taxation of Corporations

Additional courses required for tax concentration students (15 hours):

MAcc 6703 Taxation of Passthrough Entities

MAcc 6723 Survey of Tax Practice

Nine hours of additional MBA or MAcc electives.

Additional courses required for assurance and attestation concentration students (15 hours):

MAcc 6303 Advanced Financial Reporting

MAcc 6603 Advanced Auditing

Nine hours of additional MBA or MAcc electives.

Additional courses required for distributed concentration students (15 hours):

Six hours of additional MAcc electives (two courses selected from MAcc 6303, 6553, 6603, 661V, 662V, 6703, 6723, or 6753)

Nine hours of additional MBA or MAcc electives.

MAcc 6003 Corporate Governance and Business Ethics (3)
Corporate governance refers to the myriad of constraints designed to make managers and directors act in their shareholders' interest. Topics covered include choice of legal form of organization, ownership structure, corporate charter, stakeholders and corporate social responsibility, board of directors, boundaries of the firm, CEO compensation, performance evaluation and retention. Additionally, students will have the opportunity to consider the ethical challenges that arise across the spectrum of business activity. Students will learn how to promote responsible behavior within their organizations and understand the role that personal values play in developing effective leadership skills.

MAcc 6303 Advanced Financial Reporting (3)
An in-depth discussion of the history and development of generally accepted accounting principles. The course focuses on the conceptual framework of accounting and the environment in which accounting interacts. Prerequisite: Intermediate Accounting 2.

MAcc 6403 Advanced Accounting (3)
Advanced Accounting provides an in-depth examination of accounting for business combinations, consolidated statements and foreign operations. Prerequisite: Intermediate Accounting 1.

MAcc 6503 Current Developments in Accounting (3)
This course is the capstone experience of the Lipscomb MAcc. Through lectures, class discussion, case analyses and guest lectures, this course analyzes recent literature, both professional and academic, in accounting and focuses on the impact of current developments on the accounting profession. Topics covered will vary depending on current issues facing professional accountants, but would include updates on financial, managerial and governmental accounting, auditing, tax and international accounting. Prerequisites: Intermediate Accounting 2, Principles of Auditing, and completion of at least two MAcc courses.

MAcc 6603 Advanced Auditing & Forensics (3)
This course is an extension of the undergraduate auditing course providing an introduction to the attest function, the control environment, risk assessment, ethics and a brief analysis of generally accepted auditing standards. This course involves an examination of the attest function with a greater focus on auditing procedures and auditing standards. Additionally, the course will include an examination of the forensics nature of auditing, being alert to fraud and material irregularities. Prerequisite: Principles of Auditing.

MAcc 6633 Professional Certification Preparation (1-3)
Examination of accounting standards and procedures required for professional accounting certification. Instructor approval required. A separate course fee is required to cover the cost of the review materials. The class meets on

Saturdays and will begin at the start of the spring semester and continue until the end of the summer semester. A grade of "IP" will be assigned at the end of the spring semester until the course is finished during the summer semester.

MAcc 6703 **Taxation of Passthrough Entities and Special Topics (3)**
This course involves federal taxation of entities that pass through certain income and deductions to its owners with primary emphasis on partnerships, S Corporations, trusts and estates. Some attention will also be given to transfer taxes in the form of estate and gift taxation. Prerequisite: Federal Income Taxation (Individual).

MAcc 6713 **Taxation of Corporations (3)**
This course involves the tax analysis of corporate formations, including corporate characteristics, corporate capital structure, income tax determination, special tax elections and introduction to international corporate taxation. Topics will include corporate/stockholder relationships, corporate distributions, reorganizations, liquidations, corporate redemptions, accumulated earnings and personal holding companies. Prerequisite: Federal Income Taxation (Individual).

MAcc 6723 **Survey of Tax Practice (3)**
This course is designed to introduce new Lipscomb graduate tax students to the tax practice in accounting firms and in-house tax departments. As a result, the course will cover many tax topics with the goal of exposing students to several specific areas of tax practice so they may better evaluate which areas of tax law they want to study in greater depth during their graduate studies. To that end, this course will include overviews of the major tax practice areas – corporate taxation, mergers and acquisitions, partnership taxation, international taxation, estate and gift taxation, and state and local taxation. Prerequisite: Federal Income Taxation (Individual).

MAcc Electives (minimum 9 hours required)

Students are required to select three elective courses. These MBA and MAcc courses are suggested elective options:

BU 6053	Financial Management and Strategy
BU 6243*	Regulatory Law and Compliance
BU 6403	Introduction to the Nonprofit Sector
BU 6503*	Leading Teams and Groups in Organizations
BU 6523	Managing Human Resources
BU 6533*	Leadership and Organizational Behavior
BU 6633	MBA Global Business
BU 6803	Sports Management
BU 6813	Marketing, Fundraising and Public Relations in Sports
MAcc 6553	Accounting Information Systems
MAcc 661V	Accounting Internship
MAcc 662V	Independent Project or Research
MAcc 6753	Financial Statement Analysis
MAcc 6903	MAcc Travels

Courses marked with an (*) are the recommended courses for the MAcc degree. BU course descriptions are given in the MBA section of this graduate catalog.

MAcc 6553 **Accounting Information Systems (3)**
A course which informs students of the relationships between the accounting process and the needs of management. In addition, internal controls and how systems work within the various transaction cycles are examined. Computer skills and their use will be an important component of this course. Prerequisite: Intermediate Accounting 1.

MAcc 661V **Internship in Accounting (1-3)**
Internships are designed to allow the student to include meaningful field experience work in his or her graduate program. Any such field experience must be approved in advance by the MAcc director and carried on under the supervision of both a designated Lipscomb faculty

advisor and a properly appointed field supervisor who will often not be a part of the faculty. At least 200 hours of approved work experience is required. Credit cannot be given for prior work experience or work. The internship must include appropriate written presentations and evaluations. This course may be taken for a maximum of three semester hours.

MAcc 662V **Independent Project or Research (1-3)**
This course is designed to engage the student in an individual project or research under the direction of a designated professor. The results of the research must be presented in writing under his or her supervision. The purpose of this research is to allow the student to gain further experience in methods of research, library use and presentation of results. Students expecting to pursue an independent project or research must advise the MAcc director at least 21 days prior to the registration date for the term in which the research is to be taken. This course may be taken for a maximum of three semester hours.

MAcc 6753 **Financial Statement Analysis (3)**
Focuses on corporate financial statements and provides an appreciation for the issues faced by corporate managers as they design a financial reporting strategy. Skills developed in the course include analysis of business performance through financial statements analysis of earnings quality and other accounting matters and forecasting earnings and cash flows. The course also offers perspectives on the role of financial reporting and financial statement analysis in the capital markets and an appreciation of the importance to business managers of their own financial reporting and disclosure policies. Prerequisite: Principles of Finance.

MAcc 6903 **MAcc Travels (3)**
This course will give students international/domestic business exposure and a cultural experience with an opportunity to encounter first-hand that business environment including various business segments, trends, governing/regulatory bodies, cultural influences, political issues, marketing and service strategies, management approaches and other factors impacting the accounting profession. Because travel rebates are only used for travel costs, they are not "qualified expenses" for tax purposes. Thus, students receiving a travel program rebate will receive a Form 1098-T for the amount of the travel program rebate received. A separate fee may also be charged for some travel expenses.

Master of Management Courses (30 hours) (MM)

The Lipscomb MM is a 30-hour program that includes five integrated course modules.

MMGT5003 Becoming a Professional I (3)
MMGT5013 Becoming a Professional II (3)
MMGT5022 Becoming a Professional III (2)

This series of courses will provide students with 25 hours of work experience each week at specifically selected companies. Students will also participate in professional development seminars that will enhance their networks, career development and understanding of appropriate work place behaviors.

MMGT5103 Managing Yourself and Others I (3)
MMGT5113 Managing Yourself and Others II (3)

These courses will explore individual and organizational behavior including personality, motivation, teamwork, conflict management, and negotiation. The courses will also address how a manager exercises leadership whether or not he or she is in perceived leadership positions.

MMGT5203 Managing for Results I (3)
MMGT5213 Managing for Results II (3)

These courses will look at how to organize work to achieve maximum results. Students will study the various techniques (both qualitative and quantitative) to arrive at appropriate decisions and how to present those proposed decisions to others. Special emphasis will be devoted to ethical decision-making.

MMGT5302 The Manager as Entrepreneur I (2)

MMGT5312 The Manager as Entrepreneur II (2)

This series of courses will give students the tools necessary to plan for and launch a social venture. Students will use the knowledge gained to participate in an entrepreneurial pitch competition.

MMGT5401 The Global Manager I (1)

MMGT5411 The Global Manager II (1)

MMGT5424 The Global Manager III (4)

These courses will emphasize global economic, social and political influences on multinational organizations. As part of the courses, students will participate in a global business travel experience.

Master of Human Resources Courses (30 hours) (MHR)

The Lipscomb MHR includes 10 courses to be completed by all students.

MHR Curriculum

The Lipscomb MHR is a 30-hour program that includes 21 hours of required core course work, six hours of course work in conflict management (go to catalog.lipscomb.edu for complete course descriptions), and a three-hour elective. All courses are three-hour courses.

Core Courses (21 hours):

MHR 6003 Designing Strategic Human Resource Systems (3)
Human resources management is at the heart of any organization—small, large, public or private. HR managers are under more pressure than ever to become active strategic partners in their organizations. The effective employment, deployment and strategically managed human assets or resources is a must for firms to compete in a global and changing environment. An organization's ability to respond and to learn, to be efficient and competitive depend on the people the firm employs. Our focus will be on the impact of human resource systems such as staff, training and development, performance management and compensation on the strategy and performance of the firm.

MHR 6013 Organization Entry (3)
In order to develop and sustain a competitive advantage, an organization must be able to identify, attract, select and retain the right people. This course will emphasize the role of job analysis in the selection process as well as government regulations affecting selection, reliability and validity of selection measures and recruiting and selection metrics. Particular attention will be given to the evaluation of selection methods used to make hiring decisions. Additionally, socialization processes including new-hire orientation and onboarding will be discussed.

MHR 6023 Human Capital Analytics (3)
This course is designed to teach students how to think about the interaction of human resource processes and organizational performance. The course examines several contemporary models that are designed to ensure human resource professionals think about and incorporate critical strategic, operational and financial processes when making major decisions about workforce planning, recruiting/selection, compensation/benefits, talent management/development and termination/retirement. Some effort will be devoted to teaching basic statistical formulas and analysis techniques. Most importantly, students will develop important skills in utilizing and interpreting analytics.

MHR 6033 Training and Development (3)
This course provides an overview of human resource development to include training, organizational development and career development. The primary focus is on how individuals and groups learn and interact within organizations. Topics include motivation, group dynamics, systems theory, psychological theory, economics theory, organizational culture, learning and change.

MHR 6043 **Evaluating Employee Performance and Reward Structures (3)**
This course provides an overview of performance management systems including performance appraisal, handling performance problems and identifying training needs. This course will also demonstrate the art and science of designing and implementing a total rewards system. Compensation strategies such as incentive cash, stock and benefits will be discussed. Additionally, the relationships among individual performance evaluation, compensation, motivation and organizational performance will be examined.

MHR 6053 **Global Human Resources (3)**
This course examines global HR issues, the meaning of work, ethical development and decision making in a global setting and country-specific HR challenges. Participation is required. A fee is assessed for this course. Because travel rebates are only used for travel costs, they are not "qualified expenses" for tax purposes. Thus, students receiving a travel program rebate will receive a Form 1098-T for the amount of the travel program rebate received.

MHR 6063 **Employment Law (3)**
This course provides a conceptual and functional analysis of the legal framework guiding the employee-employer relationship. Topics will include discrimination, affirmative action, sexual harassment, wages, benefits, privacy rights, health, safety, employment-at-will, layoffs and termination.

Conflict Management Courses (6 hours):

ICM 5003 **Survey of Conflict Management (3)**
ICM 5013 **Negotiation and Settlement Processes (3)**

Elective Courses (3 hours):
Choose one:

MHR 6123 **Consulting Project (3)**
This course is to be conducted as a project with your employer or another sponsor organization. This course is designed to be a hands-on experience working with an actual business issue. You will be expected to lead a human resources project that will identify an issue(s) facing your organization, develop alternatives for the issue(s), analyze those alternatives then based on your analysis develop and propose an implementation process for your solution.

ICM 5023 **Mediation (3)**

Dual Degree: MBA and M.S. in Sustainability

Note: Graduate students participating in a dual degree program must adhere to the admissions and academic policies of each graduate program that are consistent with policies for dual degree programs. For additional information see the Dual Degree Programs section in this catalog.

Summary of business and sustainability graduate courses for a dual degree program MBA or PMBA and M.S. in sustainable practice:

Graduate Courses from the College of Business MBA Format (24 hours)

BU 6013	Business Ethics (3)
BU 6033	Accounting for Executives (3)
BU 6053	Financial Management and Strategy (3)
BU 6062	Strategic Marketing (2)
BU 6083	Strategic Management (3)
BU 6132	Operations and Supply Chain Management (2)
BU 6142	Information Systems for Decision Making (2)
BU 6523	Managing Human Resources (3)
BU 6533	Leadership and Organizational Behavior (3)

PMBA Format (24 hours)

PMBA 6023	Accounting for Executives (3)
PMBA 6132	Operations and Supply Chain Management (2)
PMBA 6043	Financial Management and Strategy (3)
PMBA 6053	Corporate Governance, Ethics and Corporate Responsibility (3)
PMBA 6062	Strategic Marketing (2)
PMBA 6083	Managing Human Resources (3)
PMBA 6103	Strategic Management (3)
PMBA 6142	Information Systems for Decision Making (2)
PMBA 6533	Leadership and Organizational Behavior (3)

Graduate Courses from the Institute for Sustainable Practice

Core Course Requirements (12 hours):

SU 6003	Sustainable Earth Systems (3)
SU 6023	Sustainable Enterprise I (3)
SU 6113	Principles of Applied Sustainability (3)
SU 6153	Zero Management (3)

Advanced Module (6 hours):

SU 6063	Sustainable Enterprise II (3)
SU 6073	Applied Earth Systems and Biomimicry (3)

Global Travel Course: (choose one)

SU 609V	Sustainability Travel [to non-U.S. destination] (3)
	OR
BU 6633	Global Business Travel (with sustainability component) (3)
	OR
PMBA 6633	MBA Global Business (3)

Specialization Module – Choose One (3 hours):

SU 603V	Special Topics in Sustainability (3)
SU 6083	Professional Experience in Sustainability (3)
SU 6103	Creation Care and Spiritual Formation (3)
SU 6123	Introduction to Green Building Design and Operation (3)
SU 6133	Renewable Energy Options and Design Applications (3)
SU 6143	Sustainable Food Practice (3)

Dual Degree: MBA and MFA*

Note: Graduate students participating in a dual degree program must adhere to the admissions and academic policies of each graduate program that are consistent with policies for dual degree programs. For additional information see the Dual Degree Programs section in this catalog.

MFA / MBA for Producers Track * (75 hours)

In this track students specialize in the financial and management side of digital entertainment. Emphasis is placed on molding the creative executive who can develop new story ideas, strategize funding models for content creation and production, and creatively market and distribute their packaged content. Students in this track will also get a degree from the College of Business. Each student in this track must apply for and be accepted into the College of Business.

Courses required for the MFA/MBA track:

FCM 5002	Story and Structure (2)
FCM 5012	Emerging Media (2)
FCM 5022	Media Entrepreneurship (2)
FCM 5033	Film Production I (3)
FCM 5042	Development (2)
FCM 5052	History of TV and Film (2)
FCM 5062	Writing for Television (2)
FCM 5073	Film Production II (3)
FCM 5082	Screenwriting (2)
FCM 5092	Distribution (2)
FCM 5102	Cinematic Aesthetics (2)
FCM 5121x5	Professional Practicum (1)
FCM 5133	Portfolio I (3)
FCM 5152	Writing for TV II (2)
FCM 5233	Cannes Film Festival (3)
FCM 5243	Advanced Digital Entertainment Business & Law (3)

** Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

FCM 5252	Writing for TV III (2)
FCM 5263	Producing I (3)
FCM 5272	Acting for Directors (2)
FCM 5283	Producing II (3)
BU 6013	Business Ethics
BU 6253	Managing Human Resources
PMBA 6023	Accounting for Executives (3)
PMBA 6043	Financial Management and Strategy (3)
PMBA 6062	Strategic Marketing (2)
PMBA 6083	Managing Human Resources (3)
PMBA 6103	Strategic Management (3)
PMBA 6142	Information Systems for Decision Making (2)
PMBA 6533	Leadership and Organizational Behavior (3)
PMBA 6633	MBA Global Business (3) (Cannes)

Both the M.A. and the M.F.A. are offered in a way that accommodates working professionals. Courses are offered online, in the evening and on Saturdays.

Graduate Business Faculty

Andy Borchers, B.I.A. (Kettering University), M.B.A. (Vanderbilt University), D.B.A. (Nova Southeastern University), Certified Computer Professional, Certified in Production and Inventory Management, *Associate Professor of Management and Chair of Department of Management and Marketing*

George W. Boulware, B.S. (University of North Carolina), M.B.A. (Emory University), Ph.D. (University of South Carolina), Certified Financial Planner, *Purity Dairies Distinguished Professor of Business Administration*

Charles G. Capps, B.S. (University of Alabama), M.S. (Mississippi State University), M.S., Ph.D. (Michigan State University), *Associate Professor of Management*

Allison B. Duke, B.S. (Murray State University), M.B.A. (Lipscomb University), Ph.D. (University of Mississippi), *Associate Professor of Management, Director of Graduate Business Programs*

C. Ray Eldridge, B.S. (The Citadel), M.B.A. (Golden Gate University), M.S. (Syracuse University), D.B.A. (University of Sarasota), *Professor of Management and Interim Dean, College of Business*

Charles E. Frasier, B.S. (Lipscomb University), M.A. (University of Alabama), Certified Public Accountant, Certified Management Accountant, *Professor of Accounting and Chair of Department of Accounting, Finance, and Economics*

Joseph M. Ivey, B.A., LL.D. (Freed-Hardeman University), M.B.A. (Texas A & M University), *Clinical Professor of Management, Executive Director, Center for Entrepreneurship and Associate Dean of Graduate Business Programs*

Jeffrey J. Jewell, B.A. (Harding University), M.B.A. University of Alabama), Ph.D. (University of Florida), Chartered Financial Analyst, *Professor of Finance*

Michael E. Kendrick, B.B.A. (University of Montevallo), M.Ed., Ed.D. (Vanderbilt University), *Associate Professor of Business Administration and Associate Dean of Global Business*

G. Bart Liddle, B.A. (Lipscomb University), M.B.A. (Belmont University), A.B.D., (University of Alabama, Birmingham) *Instructor in Management*

John R. Lowry, B.A. (Pepperdine University), M.A. (Abilene Christian University), J.D. (Southern Methodist University), *Assistant Professor of Business*

L. Randolph Lowry, B.A., M.P.A. (Pepperdine University), J.D. (Hamline University School of Law), *President of Lipscomb University and Professor of Management*

Brian S. Masterson, B.S. (Lipscomb University), J.D. (University of North Carolina School of Law), L.L.M. (Georgetown University Law Center), Certified Public Accountant, *Assistant Professor of Accounting*

Perry G. Moore, B.S. (Lipscomb University), M.A. (University of Alabama), Ph.D. (University of Georgia), Certified Public Accountant, Certified Internal Auditor, Certified in Risk Management Assurance, Certificate in Data Processing, Chartered Global Management Accountant, *Professor of Accounting, Director of Graduate Business Programs*

Laura W. Morrow, B.S. , M.B.A. (Lipscomb University), Ph.D. (University of Mississippi), *Assistant Professor of Management*

Brad Reid, B.A. (University of Oklahoma), J.D. (University of Texas), *Professor of Business Law and Managing Director, Dean Institute for Corporate Governance and Integrity*

C. Turney Stevens, B.A. (Lipscomb University), M.B.A. (Vanderbilt University), *Professor of Management and Dean Emeritus, College of Business*

Graduate Studies in

Civic Leadership

Linda Peek Schacht
Founding Director,
Nelson and Sue Andrews Institute
for Civic Leadership

Michelle Steele
Academic Director,
Nelson and Sue Andrews Institute
for Civic Leadership

Graduate Studies in Civic Leadership

• Master of Arts

Linda Peek Schacht, *Founding Director*
Michelle Steele, *Academic Director*

The master's program in civic leadership prepares emerging and mid-career professionals for service in both their communities and their profession. The course of study includes 10 months of course work and up to five months of master's project implementation in the community. Weekend and online classes accommodate government, business and not-for-profit professionals seeking a leadership degree focused on social innovation and collaboration among multiple stakeholders. It serves both those seeking to undertake a graduate program for the first time and those who have graduate or professional degrees who seek a theory-to-practice leadership degree with a focus on community.

Students from every sector will benefit from this degree with specific careers supported in local, state and federal government, the business sector and nonprofits. These include corporate social responsibility and community/public/government affairs positions in the business sector; community development, public policy, communications and public/private partnership positions in the public sector; and nonprofit positions including the creation and leadership of public/private partnerships and social enterprises. This program also is suited to those moving into encore careers or in transition between sectors.

Classes are held in the institute's unique learning space, the COLLABoratory, through off-campus experiences in social innovation and through a robust online learning environment. Students join a learning community of local, state, national and international scholars and leaders in civic and social innovation.

Founded in Oct. 2010, and built upon the legacy of Nashville leader Nelson Andrews, the Nelson and Sue Andrews Institute for Civic Leadership engages emerging and current leaders in programs to create thriving communities. The Institute promotes and showcases government, business and not-for-profit leaders working together for the common good. Its programs provide for the study and practice of this collaborative civic leadership model.

For more information on the program, call 615.966.6155 or visit lipscomb.edu/civicleadership.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit scores from one of the following: the Graduate Record Examination, the Miller Analogy Test or the Graduate Management Admission Test. For more information on the GRE, visit www.ets.org/ and click on "GRE." For more information on the MAT, visit www.milleranalogies.com/. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score.
4. **References.** Each applicant is required to submit two references: professional, academic and/or personal.

5. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Essay.** Please write a two- to three-page double-spaced essay giving your reasons for pursuing a degree in civic leadership and any community, region or state issues of particular interest to you. This is an informal essay—tell us your story—what shaped you, what matters to you and what future you see for yourself and your community, region or state.
7. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
8. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
9. **Resume.** A resume detailing the applicant's work and academic experience is required.
10. **TOEFL.** The Test of English as a Foreign Language (TOEFL) is required for international students. (See section titled International Students for more information.)

All application items should be submitted to The Nelson and Sue Andrews Institute for Civic Leadership no later than 45 days before classes begin for the term in which the student plans to enroll. Classes begin in Oct. Forms should be mailed to: The Nelson and Sue Andrews Institute for Civic Leadership, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.A. in civic leadership degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 3.00 on undergraduate work, acceptable GRE, MAT or GMAT scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the academic director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.

2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the academic director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the M.A. in civic leadership student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.A. in civic leadership degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.A. in civic leadership degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an application for candidacy form with the graduate program office.
5. File a degree plan in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the academic director. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits

The M.A. in civic leadership requires 30 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average (GPA) for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester prior to and the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per graduate hour $1,230

Tuition to audit without credit..... 50% of regular tuition

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee..... $195

Returned check fee..... $30

TouchNet (monthly payment)..... $60
enrollment fee per semester

Withdrawal fee..... $195

**Effective May 1, 2014*

Master of Arts In Civic Leadership (30 hours)

Required for all students (30 hours):

CL 5003 Leading Community Change (3)

CL 5013 Leading in Multicultural and Global Contexts (3)

CL 5023 Developing as a Leader—Assessing and Building Leadership Skills (3)

CL 5033 Models for Community Change—The Nashville Model and Beyond (3)

CL 5043 Leadership Theories—Current and Historical Perspectives (3)

CL 5103 Cross-Sector Collaboration for the Common Good (3)

CL 5113 Leading with Communication and Technology in a Networked World (3)

CL 5143 Research Methods for Community Change (3)

CL 5203 Master's Project in Civic Leadership (3)

CL 5213 Action in Community—Building Capacity for Sustainable Change (3)

Course Descriptions

CL 5003 Leading Community Change (3)
This course explores theories of leadership and change management and develops concrete skills in effecting community change through leadership intervention both proactively and in reaction to crisis. Study and application of leadership and change models, including Nelson Andrews' engage, discover, create and transform model. Develops skills to assess community needs and build leadership plans for raising consciousness or building support around an issue or need, creating a program to address the need and mobilizing multiple stakeholders to implement the program for change for the common good.

CL 5013 Leading in Multicultural and Global Contexts (3)
Leadership for civic change requires cross-cultural understanding and engagement at the local, regional, national and global levels. This course explores how culture and diversity influence individual leadership effectiveness and the ethical ramifications of leading in multicultural and global contexts. Research, case studies and experiential exercises help students understand their own cultural biases to increase leadership effectiveness, cross boundaries for community change and foster the value of community change solutions from other cultures. Research and case studies include the role of faith-based organizations in civic leadership. Includes building and leading cross-cultural teams from neighborhoods to the global arena to create sustainable change.

CL 5023 Developing as a Leader—Assessing and Building Leadership Skills (3)
This course focuses on the basic principles of personal leadership, which are a prerequisite to leading others. Students in this course will focus on their individual personal development by assessing and identifying their strengths and weaknesses as leaders. Emphasis will be placed on personal vision, goals, spiritual assessment and reflection.

CL 5033 Models for Community Change—The Nashville Model and Beyond (3)
Individual and group capstones for tier one are based on placement with a Nashville civic leader instrumental in a key community initiative either past or present. This individual project will produce an oral history and lessons-learned analysis. The group project will produce a case study of successful or failed civic leadership.

CL 5043 Leadership Theories—Current and Historical Perspectives (3)
This course presumes it is important to be familiar with the seminal readings on leadership and is grounded in the mental models and the underlying assumptions about leadership from current and historical perspectives. The course is specifically designed to provide a fundamental familiarity with the leadership literature historically, using those texts widely considered timeless and essential. A key goal of this course will be a clearer understanding of the characteristics and challenges of leadership across time and cultures. Throughout the course, we will explore four basic questions: What are the essential characteristics of human nature and the good society? What should the relationship between a leader and his or her society be? How should leaders bring about needed change? What distinguishes writing about leadership from writing as leadership?

CL 5103 Crossing the Bridge—Cross-Sector Collaboration for the Common Good (3)
This course uses readings and case studies to foster understanding of the role and perspective of business, nonprofits and government in creating civic leadership and fostering community well-being. Study includes the issues and challenges generated by the integration of public, private and nonprofit roles, responsibilities and practices in pursuit of the common good. This course examines the theories and the reality of multi-sector (private, public and nonprofit) collaboration. The course will also focus on developing skills critical to successful collaborative efforts and will include a class project to foster collaboration across sectors on a community challenge. It also includes a module on conflict resolution among community players.

CL 5113 Leading with Communication and Technology in a Networked World (3)
This course examines and develops the communication and technology competencies required to motivate followers and inspire positive change, based on an understanding of seminal and current theories of persuasion and communication. The course examines the responsibility of leaders in a digital society (digital citizenship) with a focus on communication for leading and managing community change for the common good, including advocacy and in crisis. It includes creation and communication of vision and strategy, audience analysis and message development, the role of media in community leadership, the use of new and traditional media and understanding and using public opinion research in communication for community change. This course includes readings, case studies and speakers on understanding and using the power of technology in community building and application of new and emerging technology, including social media, at the local, national and global level.

CL 5143 Research Methods for Community Change (3)
Communities are continually changing. To teach students how to manage the change, this course is designed to introduce students to research methods and statistical analysis used in community research. Students will learn how to formulate research questions, explore appropriate statistical techniques, consider assumptions necessary to conduct the proposed research, analyze and interpret results, and summarize the findings.

CL 5203 Master's Project in Civic Leadership (3)
The master's project is the culmination of the student's academic program and is based on work the student has undertaken throughout course work (on a single community challenge).

CL 5213 Action in Community—Building Capacity for Sustainable Change (3)
This externship consists of the execution of a vision, mission and strategy for civic leadership to mobilize community change. It may be taken at any time in the final half of the student's program, but it must be completed before CL 5203.

CL53nV Special Topics (1-3)
This course may be either lecture or independent-study-based depending upon the topic selected. Prerequisite: Permission of the instructor. Offered as needed.

Civic Leadership Faculty

Steve Joiner, B.A. (Lubbock Christian University), M.S., M.Div., D.Min. (Abilene Christian University), Post-doctoral Certification in Conflict Mgt. (Abilene Christian University), Post-Doctoral Certification in Higher Ed Leadership (Cornell University), *Managing Director of the Institute for Conflict Management and Professor of Ministry*

Matthew Paden, BSIS, M.S. (Lubbock Christian University), Ed.D. (Pepperdine University), *Special Assistant to the President and Assistant Professor*

Linda Peek Schacht, B.S. (Lipscomb University), M.A. (Ohio State University), *Founding Director for the Nelson and Sue Andrews Institute for Civic Leadership, Associate Professor of Communication and of Political Science*

Michelle D. Steele, B.S. (University of Tennessee Chattanooga), M.S. (Cumberland University), Ed.D. (Trevecca Nazarene University), *Academic Director for the Nelson and Sue Andrews Institute for Civic Leadership, Assistant Professor of Civic Leadership.*

In addition to civic leadership core faculty, distinguished visiting professors with expertise in the field will teach selected classes.

Graduate Studies in

Computing and Informatics

Jeff Crawford
Director of Graduate Programs,
School of Computing
and Informatics

Graduate Studies in Computing and Informatics

- **Master of Science in Informatics and Analytics**
- **Master of Science in Information Security**
- **Master of Science in Information Technology Management**
- **Master of Science in Software Engineering**
- **Certificate of Graduate Studies in Informatics and Analytics**
- **Certificate of Graduate Studies in Information Security**
- **Certificate of Graduate Studies in Information Technology Management**
- **Certificate of Graduate Studies in Software Engineering**

Fortune Mhlanga, *Director, School of Computing and Informatics*
Jeff Crawford, *Director of Graduate Programs, School or Computing and Informatics*

The School of Computing and Informatics offers innovative and uniquely multi-disciplinary programs that prepare graduates for entrepreneurial, technical and executive leadership positions within our industry, and further advanced degrees.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form**. Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee**. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit scores from the Graduate Record Examination. For more information on the GRE, visit www.ets.org/ and click on GRE. Applicants taking the GRE test should contact the program office for current requirements. Students who have already earned a master's level degree may not need to complete the GRE standardized test.
4. **Eligibility**. Each applicant must submit documentation verifying course work or demonstrated competency in information technology concepts and terminology, statistics and computer literacy and must satisfy one of the following:
   - Hold an advanced degree (master's or doctorate) in a relevant area of health care.
   - Hold a bachelor's degree in a relevant area of study, with five years of related work experience.
   - Hold a bachelor's degree in a relevant area of study and submit GRE scores with application, if less than five years of related work experience.
5. **References**. Two letters of reference are required as follows: one from a college or university administrator or professor and one from a professional supervisor/employer, or personal reference.
6. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
7. **Health Form**. Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)

8. **FERPA**. The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
9. **Resume**. A resume detailing the applicant's work and academic experience is required.
10. **Personal Statement**. Each applicant must submit an expanded goals statement concerning the applicant's interest in and application of the program's curriculum to expected career progression.
11. **TOEFL**. The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the School of Computing and Informatics office no later than 30 days before the beginning of the semester or term in which the student plans to enroll. Forms should be submitted online or mailed to: Graduate Studies in Computing and Informatics, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward a master in the School of Computing and Informatics. The program director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work, GRE acceptable scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 15 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the School of Computing and Informatics student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for a degree in the School of Computing and Informatics must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing a degree in the School of Computing and Informatics, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan and application for candidacy in the graduate program office which meet all requirements and are approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum GPA

The minimum cumulative grade-point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit ..... $1,225 (includes all textbooks)

Tuition to audit without credit ..... 50% of regular tuition

Special Fees

Application fee .... $50 ($75 for international students)

Graduation fee $195

Late registration $195

Printed refund check fee $25

Returned check fee $30

Thesis fee (includes printing and binding) $50

TouchNet (monthly payment) ..... $60 fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

Course Designations

MSIA –Informatics and analytics
ISEC – Information security
MITM – Information technology management
MSSE – Software engineering

Master of Science in Informatics and Analytics (36 hours)

While the advent of information technology brings tremendous opportunities for industry, business and government agencies, it also brings with it increasing complexities of the digital economy and challenges to enterprises and to individual executives and managers. Today, the informatics analyst, who deals with big data to find insights into new and emerging types of data and content, is the sought-after professional. The Master of Science in Informatics and Analytics degree program is designed to equip professionals with best-practice knowledge and current methodologies to make their businesses more agile as they acquire skills to aggregate and analyze disparate types of data and to recognize patterns and trends within that data. It builds on the experience of participants and also emphasizes the development of communication and presentation skills in a team-based data-driven economy. Class participation is crucial as students often learn as much from each other as from the faculty and course materials. The curriculum encompasses all important aspects of informatics and analytics, including:

- Information structures
- Statistical analysis and decision modeling
- Research methods in informatics
- Big data management and analytics
- Predictive analytics and data mining
- Information ethics, law and policy

Completion of the program requires 36 graduate credits (12 courses). To provide a common background in informatics and analytics, 10 core courses are required of all students. In addition to the core courses, students will choose an emphasis area within the program. Emphasis areas include but are not limited to:

- Health emphasis: health services delivery, management, planning and consumption
- Business emphasis: finance, business strategy, and marketing

Emphasis areas may be expanded or adjusted based on student interest and at the program director's discretion. The degree culminates with a comprehensive real-life, industry-type practicum, comprising six of the 36 credits, oriented toward the student's selected emphasis area.

- The ideal student has a passion for understanding how data and data-driven thinking can transform all apsects of contemporary life.
- Faculty are not only leaders in their field but also work with individual students to offer personalized attention not often found at other institutions.
- The two-night per week course delivery format is designed to meet the needs of working professionals.
- Highly technical, relevant and hands-on training provides the ability to effectively participate in all phases of the data science process.
- The cohort program includes course work being delivered in as short as 12 months.

Minimum Credits

The Master of Science in informatics and analytics requires 36 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies.

Required Courses (36 hours)

Phase I: Research and Design

MSIA 5013 Principles of Informatics and Analytics (3)
MSIA 5023 Information Structures (3)
MSIA 5043 Principles of Statistical Analysis and Decision Modeling (3)
MSIA 5053 Research Methods in Informatics (3)
MSIA 5123 Worldview of Informatics and Analytics (3)
MSIA 5143 Informatics and Analytics Practicum I (3)

Phase II: Implementation and Analytics

MSIA 5153 Big Data Management and Analytics (3)
MSIA 5163 Data Mining and Analysis (3)
MSIA 5173 Information Ethics, Law and Policy (3)
MSIA 5213 Predictive Analytics and Data Mining (3)
MSIA 5223 Case Studies in Health Informatics and Analytics (3)
MSIA 5243 Informatics and Analytics Practicum II (3)

Certificate of Graduate Studies in Informatics and Analytics (15 hours)

Required Courses

MSIA 5013 Principles of Informatics and Analytics (3)
MSIA 5023 Information Structures (3)
MSIA 5043 Principles of Statistical Analysis and Decision Modeling (3)
MSIA 5053 Research Methods in Informatics (3)
MSIA 5123 Worldview of Informatics and Analytics (3)

Master of Science in Informatics and Analytics Course Descriptions

MSIA 5013 Principles of Informatics and Analytics (3)
Principles of informatics including theories, concepts and principles of information, information seeking, cognitive processing, knowledge representation and restructuring, and their relationship to physical and intellectual access to information. Different perspectives from which data is used, the different terminology used when referring to them and a number of representation and manipulation methods. Illustrative examples from the perspectives of hypothesis testing and query formation and answering.

MSIA 5023 Information Structures (3)
The concepts and structures used to analyze, store, manage and present information and navigation. Topics include information analysis and organization methods, XML and metadata concepts and application.

MSIA 5043 Principles of Statistical Analysis and Decision Modeling (3)
Principles of statistical and probabilistic analysis with focus on practical decisions and risk using quantitative models. Topics include overview of probability, descriptive and graphical statistical methods, sampling and

sampling distributions, estimation, hypothesis testing, analysis of variance, study design and linear regression, decision modeling and simulation, and in-depth discussion on application of statistical techniques to the processing and interpretation of data from various industries and disciplines.

MSIA 5053 Research Methods in Informatics (3)
The research process investigating information needs, creation, organization, flow, retrieval and use. Stages include: research definition, questions, objectives, data collection and management, data analysis and data interpretation. Techniques include: observation, interviews, questionnaires and transaction-log analysis.

MSIA 5123 Worldview of Informatics and Analytics (3)
Overview to the field of informatics and analytics with a focus on the multidisciplinary understanding necessary for effective decision-making within a student-selected emphasis area (refer to the graduate catalog for a listing of available emphasis areas). Topics for coverage will include information technology, communications, security, law and ethics, human resources and vendor relationships specific to the emphasis area chosen. A focus on developing a robust and mature understanding of the data landscape and the approach required to research and design an effective decision-making strategy based on provider and/or consumer requirements, constraints and opportunities.

MSIA 5143 Informatics and Analytics Practicum I (3)
The informatics and analytics practicum is intended to give participants an experience working as a member of a informatics and analytics team conducting a data analytics research and design phase of a real-world project. The students will be asked to serve in team roles, hold oral research and design reviews, and prepare documentation appropriate to the project. Informatics and Analytics Practicum I is the first of two required MSIA Practicum courses.

MSIA 5153 Big Data Management and Analytics (3)
How traditional data management is not big data management. Drivers behind big data. Challenges of big data. Storing and processing big data. Big data management and processing. Automatically learning hidden trends and patterns in big data. Tools and techniques for big data analytics. Processing unstructured data.

MSIA 5163 Data Mining and Analysis (3)
Computational techniques for analysis of large, complex datasets, covering fundamental aspects as well as modern data mining and analysis techniques. Hands-on experience with data mining software.

MSIA 5173 Information Ethics, Law and Policy (3)
Framework for analyzing the ethical, legal, economic, and socio-political issues surrounding information, information technologies and the information industries. Policy and ethical issues of information access and control including intellectual property, file sharing, free speech, privacy and national security.

MSIA 5213 Predictive Analytics and Data Mining (3)
Investigation of predictive modeling using valuable prospective intelligence hidden within large volumes of data. In-depth study of data mining techniques at a tactical level, and understanding of how various methods and tools apply to different kinds of data intensive problems.

MSIA 5223 Case Studies in Informatics and Analytics (3)
Deep and critical examination of contemporary informatics and analytics implementations within a student-selected emphasis area (refer to the graduate catalog for a listing of available emphasis areas). Focus on understanding factors necessary to develop an effective informatics and analytics program within that particular context.

MSIA 5243 Informatics and Analytics Practicum II (3)
This course is a continuation of MSIA 5133 (Informatics and Analytics Practicum I). MSIA 5243 focuses on implementation and analytics phase of the real-world project. In addition, students will participate in the design and implementation reviews of other teams in the class.

Master of Science in Information Security (36 hours)

The mission of the graduate information security program is to prepare professionals to be able to oversee and secure in an ethical manner organizations' data and information.

Lipscomb's Master of Science in Information Security is an executive program which allows students to complete their degree in 12-15 months while continuing with their present career. The degree program consists of a 36-hour curriculum designed to give the student an in-depth study of the many areas of information security, including those associated with the responsibilities of a chief information security officer.

Minimum Credits

The M.S. in Information Security requires 36 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Required Courses (36 hours):

ISEC 5113	Introduction to Information Security (3)
ISEC 5123	Risk Assessment and Mitigation Planning (3)
ISEC 5133	Policy and Procedures (3)
ISEC 5143	Trustworthy Human Resources and Physical Environment Security (3)
ISEC 5153	Secure IT Communications & Operations I – Network Management Focus (3)
ISEC 5163	Secure IT Communications & Operations II – Database/ Information Exchange Focus (3)
ISEC 5173	Legal, Ethical and Compliance Concerns (3)
ISEC 5183	Access Control (3)
ISEC 5193	Systems and Application Security and Planning (3)
ISEC 5213	Incident Response and Forensics (3)
ISEC 5223	Business Continuity and Disaster Recovery Planning (3)
ISEC 6113	Capstone Project or Research (3)

NOTE: ISEC 5153 has a prerequisite of IT 3313 Network Principles or equivalent (experience will also be considered).

NOTE: ISEC 5163 has a prerequisite of CS 2243 Database Management Systems or equivalent (experience will also be considered).

Certificate of Graduate Studies in Information Security (15 hours)

Required Courses:

ISEC 5113	Introduction to Information Security (3)
ISEC 5123	Risk Assessment and Mitigation Planning (3)
ISEC 5133	Policy and Procedures (3)
ISEC 5143	Trustworthy Human Resources and Physical Environment Security (3)
ISEC 5153	Secure IT Communications and Operations I – Network Management Focus (3)

Master of Science in Information Security Course Descriptions

ISEC 5113 Introduction to Information Security (3)
This course is designed to communicate the fundamental concepts of risk based information security planning and introduce to the student the importance of securing all aspects of the organization. This includes everything from the physical plant, to human resources, to databases, networks and all communications that concern the transmission of data/information.

ISEC 5123 Risk Assessment & Mitigation Planning (3)
This course will address how risks are fully identified and understood in an organization. From this foundation mitigation strategies can be developed. Risk assessment addresses both the process of identifying vulnerabilities and threats as well as the probabilities of their occurrence and potential impact.

ISEC 5133 Policy & Procedures (3)
This course teaches the importance of outlining and documenting the principles of any information security program. These policies address management directives for establishing information security policies for the organization. They also identify relevant contracts, laws and regulations constraining the organization and sets procedures to be used in day-to-day operations.

ISEC 5143 Trustworthy Human Resources & Physical Environment Security (3)
This course will emphasize that employees, contractors, vendors and other related third parties each have obligations to protect an organization's information. It will show that beginning with trustworthy personnel, the organization should offer training for defined information security expectations and have a disciplinary plan for handling information security incidents. Hiring procedures and how to protect the physical plant will be taught in conjunction with the foregoing.

ISEC 5153 Secure IT Communications & Operations I – Network Management Focus (3)
Topics covered will focus on how business environments rely on networked computer systems to securely retain, process and produce immense amounts of information. Emphasis will be given to ensuring that these assets protect an organization's information through properly configured networking systems as well as documented operating procedures and audit trails. Prerequisite: Computer Science 3613 or equivalent.

ISEC 5163 Secure IT Communications & Operations II – Database/ Information Exchange Focus (3)
Immense amount of data is stored in databases, data warehouses and in informatics databases. Topics focus on methods and techniques to protect and secure data exchange and data storage facilities. Prerequisite: Computer Science 3213 or equivalent.

ISEC 5173 Legal, Ethical and Compliance Concerns (3)
This course describes necessary maintenance of the program including legal and privacy requirements, government reporting requirements, upgraded standards and audit considerations. The ethical use of data and information will be heavily emphasized both from a Christian ethics standpoint, ethical conduct in general and from a global cultural ethics standpoint.

ISEC 5183 Access Control (3)
This course examines the issue that access to the organization's information should be restricted based on personnel classifications and the requirements of the information security policy. This integral issue from general policy to the specifics of password selection and timeout controls and a variety of techniques on how to accomplish appropriate access control is discussed.

ISEC 5193 Systems & Application Security and Planning (3)
Protection and verification procedures needed for all systems and applications are reviewed in this course. Controls are needed for information technology systems to ensure confidentiality, integrity and non-repudiation of an organization's sensitive information. Security of applications and the importance of making them secure along with the systems is also discussed.

ISEC 5213 Incident Response & Forensics (3)
Formal procedures and the importance of establishing them for handling information security events are discussed. This course also covers the basics needed regarding incidents from prevention to lessons learned.

ISEC 5223 Business Continuity and Disaster Recovery Planning (3)
This course addresses specifically the maintenance of information and the processes of how to continue in business in the face of a data loss and how to plan for the recovery in the event of such a loss.

ISEC 6113 Capstone Project or Research (3)
The capstone to the information security master's degree is the student's choice between a research paper or a project. The project or research paper will be a topic of the student's choosing but it must be approved by the director of graduate programs for information technology prior to the commencement of the project or research paper. The project or research paper must be of a certain level of import and depth as to demonstrate the student's complete understanding of the concepts and procedures of the information security subject matter. Note: It is highly recommended that the subject matter and whether the student will pursue a project or research paper be discussed with the director of graduate programs prior to beginning the first course for this degree.

Master of Science in Information Technology Management (36 hours)

The pervasiveness of information technology brings with it increasing complexities of the digital economy and challenges to enterprises and to individual executives and managers. The Master of Science and Graduate Certificate in Information Technology Management programs are designed to equip executive, managerial, and computing and information technology professionals with the skills to create, plan, organize, lead and control the information technologies in their organizations.

Completion of the Master of Science in Information Technology Management requires 36 graduate credits (12 courses). To provide a common background in information technology management, nine core courses are required of all students. In addition to the core courses, students will choose a concentration within the program by taking two courses in an emphasis area. (Schedule permitting and with the approval of the program director, students may also choose their two emphasis courses from any of the three concentration areas.) The degree culminates with a comprehensive real-life industry-type project or research-oriented capstone toward the student's selected area of emphasis.

The Graduate Certificate in information technology management will be awarded after completing 15 graduate credits (five courses) focusing on survey of information technology management, telecommunications network management, data and knowledge management, IT law and policy, and IT project management. Students that successfully complete the graduate certificate in information technology management can matriculate into the Master of Science in information technology management program by fulfilling the remaining requirements for the Master of Science program.

Minimum Credits

The M.S. in information technology management requires 36 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Required Courses (30 hours):

MITM 5003 Introduction to Information Technology Management (3)
MITM 5013 Telecommunications Network Management (3)
MITM 5023 Data and Knowledge Management (3)
MITM 5043 Principles of Statistical Analysis and Decision Modeling (3)
HCI 5103 Introduction to Health Care Informatics (3)
ISEC 5113 Introduction to Information Security (3)
MITM 5173 IT Law and Policy (3)
MITM 5203 IT Project Management (3)
MITM 5213 Predictive Analytics and Data Mining (3)
MITM 6113 Capstone Project or Research (3)

Concentration Courses (6 hours):

In addition to the courses listed above, students will choose a two-course (six-hour) concentration in one of the following areas:

- Health Care Informatics
- Information Security
- Leadership and Organizational Management

Certificate of Graduate Studies in Information Technology Management (15 hours)

Required Courses:

MITM 5003 Introduction to Information Technology Management (3)
MITM 5013 Telecommunications Network Management (3)
MITM 5023 Data and Knowledge Management (3)
MITM 5173 IT Law and Policy (3)
MITM 5203 IT Project Management (3)

Master of Science in Information Technology Management Course Descriptions

MITM 5003 Introduction to Information Technology Management (3)
Introduction to the basic concepts of information technology management—its structure, standards, security requirements and definitions, including the broad range of skills necessary for successful management of information technology at the enterprise level.

MITM 5013 Telecommunications Network Management (3)
In-depth study of telecommunications network management technology systems. Architecture, functions, methods and protocols necessary to design modern telecommunications network management systems. Network management standards such as Telecommunications Management Network and Simple Network Management Protocol. Basic network management concepts, protocols and methods with real-world examples used to address these. Management aspects of planning and controlling/ decision making for telecommunication networks: human resources, financial planning and control, marketing, cost/ benefit analysis. Marketing aspects of telecommunications networks.

MITM 5023 Data and Knowledge Management (3)
Data management: modeling, using, securing and sharing organizational data resources. Business intelligence: applications and technologies for gathering, storing, analyzing and providing access to help enterprise users make better business decisions. Knowledge management: effective deployment of technology, organizational practices and processes to increase an organization's return on its knowledge capital.

MITM 5043 Principles of Statistical Analysis and Decision Modeling (3)
Principles of statistical and probabilistic analysis with focus on practical decisions and risk using quantitative models. Topics include overview of probability, descriptive and graphical statistical methods, sampling and sampling distributions, estimation, hypothesis testing, analysis of variance, study design and linear regression, decision modeling and simulation, and in-depth discussion on application of statistical techniques to the processing and interpretation of data from various industries and disciplines.

MITM 5173 IT Law and Policy (3)
Laws and policies that influence the production, distribution and use of information technologies, with a focus on issues of privacy, online speech, intellectual property, the creative commons, computer crime, and governance.

MITM 5203 IT Project Management (3)
Evaluation of methods to manage the development and implementation of a system so that it meets all aspects of stake-holder needs. Discussions of how to initiate, analyze, develop, implement and maintain systems projects, and of how to keep a project timeline, budget and attain the highest possible results from an information setting.

MITM 5213 Predictive Analytics and Data Mining (3)
Investigation of predictive modeling using valuable prospective intelligence hidden within large volumes of data. In-depth study of data mining techniques at a tactical level, and understanding of how various methods and tools apply to different kinds of data intensive problems. Prerequisites: MITM 5023, 5043.

MITM 6113 Capstone Project or Research (3)
The capstone to the information technology management master's degree is the student's choice between a research paper or a project. The project or research paper will be a topic of the student's choosing but it must be approved by the director of the M.S. in information technology management program prior to the commencement of the project or research paper. The project or research paper must be of a certain level of import and depth as to demonstrate the student's complete understanding of the concepts and procedures of the information technology management subject matter. Note: It is highly recommended that the subject matter and whether the student will pursue a project or research paper be discussed with the director of graduate programs prior to the beginning of the first course for this degree.

Master of Science in Software Engineering (36 hours)

The Master of Science in Software Engineering degree program is designed to equip professionals with a strong foundation of theory, best-practice knowledge, current methodologies, and emerging technologies and their applications, in software engineering. It builds on the experience of participants and also emphasizes the development of communication and presentation skills in a team-based software development environment. Class participation is crucial as students often learn as much from each other as from the faculty and course materials. The curriculum encompasses all important aspects of software engineering, including:

- Software engineering processes
- Requirements engineering and modeling
- Software architecture and design
- Software construction, evaluation and administration
- Software maintenance, evolution and re-engineering
- Software configuration management
- Software project planning and management
- Software quality assurance and testiing

Completion of the program requires 36 graduate credits (12 courses). The degree culminates with a comprehensive real-life, industry-type practicum, comprising six of the 36 credits, oriented toward the student's domain of interest.

The Graduate Certificate in software engineering will be awarded after completing 15 graduate credits (five courses) focusing on survey of requirements engineering and modeling, object-oriented analysis and design, software architecture and design, agile software development, database engineering and administration. Students that successfully complete the graduate certificate in software engineering can matriculate into the Master of Science in software engineering program by fulfilling the remaining requirements for the software engineering graduate program.

Minimum Entry Requirements

Entry requirements for the software engineering graduate program are high and the process is quite competitive. The ability to perform graduate-level work, a solid undergraduate background in computer science or related disciplines, software development maturity and industry experience are several factors considered for admission. Because the ability to understand and communicate in English is essential, we require international applicants to take the TOEFL examination, or its equivalent.

Minimum Credits

The M.S. in software engineering requires 36 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Required Courses (36 hours):

MSSE 5023	Perspectives on Software Engineering: Requirements Engineering and Modeling
MSSE 5033	Object-Oriented Analysis and Design
MSSE 5043	Software Architecture and Design
MSSE 5113	Agile Software Development
MSSE 5123	Database Modeling and Design
MSSE 5133	Software Engineering Practicum I
MSSE 5203	Software Quality Assurance and Testing
MSSE 5313	Graphical User Interface Design and Evaluation
MSSE 5323	Software Maintenance, Evolution and Re-Engineering
MSSE 5413	Software Development for Embedded and Real-time Systems
MSSE 5423	Software Project Planning and Management
MSSE 6113	Software Engineering Practicum II

Certificate of Graduate Studies in Software Engineering (15 hours)

Required Courses:

MSSE 5023 Perspectives on Software Engineering: Requirements Engineering and Modeling

MSSE 5033 Object-Oriented Analysis and Design

MSSE 5043 Software Architecture and Design

MSSE 5113 Agile Software Development

MSSE 5123 Database Modeling and Design

Master of Science in Software Engineering Course Descriptions

MSSE 5023 Perspectives on Software Engineering: Requirements Engineering and Modeling (3)
Perspectives on software engineering processes. In-depth study of engineering requirements and an overview of various modeling techniques applicable to requirements analysis and specification, including UML and formal methods.

MSSE 5033 Object-Oriented Analysis and Design (3)
In-depth understanding of object oriented approaches to software development, in particular to the analysis and design phases of the software life cycle. Modern software engineering practices including object-oriented analysis and design, unified modeling language, design patterns, and iterative and agile software development processes.

MSSE 5043 Software Architecture and Design (3)
The process of constructing software, including the structural views of software components, and their characteristics and interrelationships, at a high level of abstraction. The course also covers the design principles that govern the purpose, structure, development and evolution of software components.

MSSE 5113 Agile Software Development (3)
In-depth understanding of agile software development, a highly-iterative, customer-focused, team-based, test-driven method for developing software. Principles and fundamental concepts that drive agile, borrowing from many of the agile variations (scrum, extreme programming, etc.). Application of agile's dynamic and adaptable principles within the context of an organization.

MSSE 5123 Database Modeling and Design (3)
Application of software engineering approaches in the strategy, analysis, design, implementation, verification and validation phases of large scaled database design. Data modeling concepts using ER and UML notation. Use of data modeling concepts in the database design process. Theory of database design through the normalization process and the functional equivalence with conceptual modeling. The "impedance mismatch" problem. Logical database design issues in business intelligence—data warehousing, OLAP for decision support systems and data mining.

MSSE 5133 Software Engineering Practicum I (3)
The software engineering practicum is intended to give participants an experience working as a member of a software engineering team developing a product for which the schedule is fixed and the scope is appropriate for the number of people working on the team. The students will be asked to serve in team roles, hold oral design reviews, and prepare documentation appropriate to their product. Software Engineering Practicum I is the first of two required MSSE practicum courses.

MSSE 5203 Software Quality Assurance and Testing (3)
Fundamental concepts of software quality assurance and testing. Functional testing. GUI based testing tools. Control flow based test adequacy criteria. Data flow based test adequacy criteria. White box based testing tools. Mutation testing and testing tools. Relationship between test adequacy criteria. Finite state machine based testing. Static and dynamic program slicing for testing and debugging. Software quality and reliability. Testing management techniques and support tools; team-oriented project used methods, techniques and practices learned.

MSSE 5313 Graphical User Interface Design and Evaluation (3)
Theory, design, evaluation and development process for interactive application interfaces. User- and task-centered approaches to design. Variety of interface evaluation techniques, and an overview of current interface trends including Web interfaces and information visualization. Conduct of case study for a large design and evaluation project whose topics include: human capabilities and limitations, the interface design and engineering process, prototyping, issues in interface construction, interface evaluation, and current topics such as data visualization, World Wide Web and small UI device interface issues, and social and collaborative computing.

MSSE 5323 Software Maintenance, Evolution and Re-Engineering (3)
Principles and techniques of software maintenance. Impact of software development process on software justifiability, maintainability, evolvability, and planning of release cycles. Use of very high-level languages and dependencies for forward engineering and reverse engineering. Achievements, pitfalls and trends in software reuse, reverse engineering and re-engineering.

MSSE 5413 Software Development for Embedded and Real-time Systems (3)
Software development requirements and understanding of system architecture, modeling, scheduling, and low-level hardware control of sensors and/or motors. Appreciation of the complicated development of the often safety-critical and embedded real-time systems. General concepts and techniques related to real-time and embedded systems, including concurrent programming, real-time scheduling, low-level hardware control, system modeling and verification, resource access, and multiprocessor systems. Introduction to the basic concepts and processes of system safety, how verification and fault-tolerance fit within this umbrella, and the role of regulatory agencies and certification standards.

MSSE 5423 Software Project Planning and Management (3)
Techniques and disciplines for successful management of software projects. Project planning and contracts. Advanced cost estimation models. Risk management process and activities. Advanced scheduling techniques. Definition, management and optimization of software engineering processes. Statistical process control. Software configuration management. capability maturity model integration.

MSSE 6113 Software Engineering Practicum II (3)
This course is a continuation of MSSE 5133 (Software Engineering Practicum I). In addition, students will participate in the design reviews of other teams in the class.

School of Computing & Informatics Core Faculty

Full-time faculty is supplemented with adjunct faculty members who are experts in their fields.

Eddy C. Borera, B.S. (Abilene Christian University), M.S., PhD. (Texas Tech University), *Assistant Professor of Computer Science*

Jeff Crawford, B.B.A. (University of Oklahoma), M.S. (Oklahoma State University), Ph.D. (University of Oklahoma), *Director of Graduate Programs and Associate Professor of Information Technology Management*

Fortune S. Mhlanga, B.S. (Harding University), M.S., Ph.D. (New Jersey Institute of Technology), *Director of the School of Computing & Informatics and Professor of Computer Science*

Robert Nix, B.S. (Oklahoma Christian University), M.S., Ph.D. (University of Texas, Dallas), *Assistant Professor of Computer Science*

Steve Nordstrom, B.S.E.E (Tennessee Technological University), M.S., Ph.D. (Vanderbilt University), *Assistant Professor of Computer Science*

Arisoa S. Randrianasolo, B.S. (Abilene Christian University), M.S., Ph.D. (Texas Tech University), *Assistant Professor of Computer Science*

Frederick Scholl, B.S., M.S., Ph.D. (Cornell University), *Visiting Professor of Information Security and Information Technology Management*

Chris Simmons, B.S. (Tennessee State University), M.S. (Carnegie Mellon University), Doctoral Candidate (University of Memphis), *Assistant Professor of Computer Science, Software Engineering, and Information Security*

Graduate Studies in

Conflict Management

Steve Joiner
Managing Director,
Institute for
Conflict Management

Phyllis Hildreth
Director of Academics,
Institute for
Conflict Management

The Institute for Conflict Management

• Master of Arts
• Certificate of Graduate Studies in Conflict Management

Steve Joiner, *Managing Director*
Beth Morrow, *Assistant Director, Director of Marketing and Recruitment*
Phyllis Hildreth, *Director of Academics*

Lipscomb University's Institute for Conflict Management provides academic and business specific resources to equip students, organizations and professionals with skills to minimize the costs of unresolved conflict. Growing out of the internationally recognized dispute resolution work of L. Randolph Lowry, president of Lipscomb and former director of the Straus Institute Pepperdine University, ICM provides degrees, certificates, seminars and research dedicated to the advancement of conflict management disciplines.

ICM's master's degree, certificate, research and conference offerings impact most areas of commerce and education, model evolving best practices in conflict management and instruct participants in more cost effective and efficient solutions for unresolved conflict. ICM target markets include the following:

- *Master's degree candidates in bible, business, education, human resources, sustainability and psychology seeking specialized training in conflict*
- *Master's degree candidates in conflict management.*
- *Non-degree students seeking certification in conflict management skills.*
- *Businesses and professionals seeking advanced dialogue and study concerning the growing professional discipline of conflict management.*
- *Health care companies, executives and professionals dedicated to improving the quality and cost effectiveness of health care delivery through the development of advanced systems of conflict management specific to the industry.*

The Certificate in Conflict Management will be awarded after completing 15 hours of designated course work focusing on negotiation, mediation and dispute resolution in various settings as well as a clinical internship or elective course. This program will be open to students, professionals and other interested parties in the community who seek training and/or certification in dispute resolution. The certificate program is also available for students enrolled in other graduate programs on campus.

The Master of Arts in Conflict Management will be awarded after completing 30 hours of designated course work (15 hours are included in the certificate curriculum).

In addition to the academic curriculum, ICM also offers programs featuring national leaders and experts in dispute resolution and conflict management.

Message from the Managing Director

Conflict management is one of the newest and most exciting fields of service in America and Lipscomb University is pleased to be a leader in this field of study. Building on the work of L. Randolph Lowry, the Institute for Conflict Management provides training in the field of dispute resolution, mediation and conflict management. In our sixth year of existence, ICM trains leaders in corporate, nonprofit, educational and religious settings to manage difficult moments.

Our goal is threefold: train students and professionals to serve their organizations, prepare professional conflict management practitioners and provide services to organizations enmeshed in conflict.

Students enrolled in the ICM graduate certificate or master's degree programs learn from faculty drawn from leading conflict management professionals and educators in the nation. Classes are configured for the mid-career student with weeklong or weekend class schedules designed to minimize disruptions to the student's full time employment. Classes are taught both on campus and online in hybrid learning environments.

For anyone interested in joining the fulfilling professional ranks of those who are able to assist others in moving from conflict to the opportunity inherent in it, ICM provides the multi-disciplinary setting in which to hone the skills of conflict management and dispute resolution.

We welcome you to the world of conflict competency.

Steve Joiner

Calendar

The ICM course schedule is available on the web at icm.lipscomb.edu or by contacting ICM at 615.966.6680.

ICM Academic Programs

The institute offers two academic program choices:

1. **Certificate in Conflict Management.** This academic program consists of 15 hours of designated course work. Students who desire introductory instruction and skill development in negotiation, communication and the culture of conflict management will benefit from the certificate program. The certificate will enhance the career of individuals whose employment requires some degree of conflict management skills.
2. **Master of Arts in Conflict Management.** This academic program consists of 30 hours of designated course work (15 hours are included in the certificate program). Students who seek advanced instruction and skill development in cross-cultural, business specific and high level professional development will want to seek the M.A. in conflict management. The master's degree will equip students to offer professional level expertise in conflict management and dispute resolution.

Admission Policies and Procedures

Background courses in the law, business, education or social sciences, as well as prior relevant work experience, are desirable. Although students may enroll on a full-time or part-time basis, entry into the program is in the fall or spring semesters only.

In addition to meeting all Lipscomb University requirements for admission, an applicant to either the certificate or M.A. program in conflict management must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit the scores of a standardized exam. Scores from the Graduate Record Examination or the Graduate Management Aptitude Test are preferred for students seeking their first graduate course work. (For more information on the GRE, visit www.ets.org/ and click on GRE.) However, scores for students who have taken the Graduate Management Aptitude Test, MEDCAT, MAT or LSAT will be accepted as substitutes for the GRE/GMAT requirement. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score, if less than five years of related work experience

4. **References.** Two letters of reference are required as follows: one from a college or university administrator or professor, one from a professional supervisor/employer, or one from a personal reference with knowledge of your ability to satisfactorily perform at the graduate level.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA:** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Resume.** A resume detailing the applicant's work experience which must include no less than three years of gainful employment in a field of the applicant's choice, following the completion of undergraduate, graduate or professional school degrees, is required.
9. **Goals Statement.** A 750-1000 word expanded goals statement concerning the applicant's interest in and application of the program's curriculum to expected career progression is required.
10. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the ICM office no later than 30 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Institute for Conflict Management, Lipscomb University, Ezell Room 320, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Graduate credit hours earned at another accredited institution may be transferred toward the ICM degree requirement upon request. A maximum of six hours may be counted toward the master's degree and a maximum of three hours may be counted toward the certificate. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has satisfied admission requirements (including GRE or other standardized exam) but does not intend to earn a graduate degree. Such students may take up to 15 semester hours for graduate credit which may be applied toward a certificate. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and is formally admitted to a graduate program as a degree-seeking student.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Students who are denied admission may request from the ICM director an action plan to help them identify specific areas where improvement is needed. Students who are denied admission may reapply for admission after completing the action as described by the ICM director.

Academic Policies

Course Load

A student enrolled for nine hours per term is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the ICM student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.

3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   A graduate course in which a student has earned an "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency
No period of formal residency is required for a degree in a master's program.

Statute of Limitations
All requirements for the ICM certificate or master's degree must be completed within a five-year period from the time of initial matriculation.

Candidacy
Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the ICM certificate or master's degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an "application for candidacy" degree plan form with the graduate program office. This plan must meet all requirements and is approved by the director of the graduate program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the director of the graduate program. The application for candidacy must be filed before the beginning of the student's last course in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed, without permission granted in writing by the program director

Minimum Credits
The certificate in conflict management requires 15 semester hours and the Master of Arts in Conflict Management requires 30 hours, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA
The minimum cumulative grade point average for ICM master's course work is 3.00. The minimum cumulative GPA for the ICM certificate is 2.5 for all graduate courses taken for graduate credit while pursuing the certificate. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester prior to and the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per graduate hour $1,230

Tuition to audit without credit .....50% of regular tuition

Special Fees

Application fee ..... $50 ($75 for international students)

Graduation fee $195

Returned check fee..... $30

TouchNet (monthly payment) ..... $60 enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

ICM Scholarships

Once a year, the Center for Nonprofit Management will select two individuals employed by a nonprofit entity for admission as a student for the certificate program in conflict management for whom tuition will be waived. For further details, contact the ICM managing director or the Nashville Center for nonprofit Management.

Master of Arts in Conflict Management (30 hours required)

Certificate in Conflict Management (15 hours required)

Both the Master of Arts in conflict management and the certificate in conflict management require the following core courses and electives:

ICM Foundation Courses:

ICM 5000	Introduction to Graduate Studies (non-credit)
ICM 5003	Survey of Conflict Management
ICM 5013	Negotiation and Settlement Processes
ICM 5023	Mediation

ICM Settings Requirement *(Select One)*:

ICM 5033	Conflict Management in Business and Commercial Settings
ICM 5043	Conflict Management in Education Settings
ICM 5053	Conflict Management in Health care Settings
ICM 5063	Conflict Management in Religious Settings
ICM 6053	Public Policy Conflict Management (satisfies the settings requirement)
ICM 619V	Special Topics: Conflict Management in Family Settings

ICM Electives:

For the Master of Arts, select three of the following; for the certificate, select one of the following:

ICM 5073	Conflict Management Clinical Internship
ICM 6013	Psychology of Conflict
ICM 6023	Impact of Culture and Gender on Negotiation and Mediation
ICM 6033	Communications in Conflict
ICM 6043	Systems Design in Conflict Management
ICM 6053	Public Policy Conflict Management
ICM 6103	Apology, Forgiveness and Reconciliation
ICM 6113	Facilitating Dynamic Groups
ICM 6133	Interpersonal Conflict
ICM 6143	Organizational Conflict
ICM 6153	Readings in Conflict
ICM 619V	Special Topics

ICM Master of Arts Capstone Courses:

For non-thesis masters option (both courses are required):

ICM 6073	Conflict Management Project
ICM 6083	Conflict Management Externship

For thesis masters option:

ICM 6096	Conflict Management Thesis

Course Descriptions

ICM 5000 Introduction to Graduate Studies (non-credit)
This course is designed to introduce students to graduate study in conflict management at Lipscomb University. Students are oriented to graduate education, hybrid course delivery systems, and "hands-on" experience with research, writing and library resources.

ICM 5003 Survey of Conflict Management (3)
This course is designed to offer a basic introduction to the concepts, instruments, functions and theories of modern conflict management techniques. The purpose of this introduction is to provide some of the information needed to better understand the basic personal, organizational, legal and practical problems facing the world of economic interaction today. First, we will begin with a discussion of interpersonal conflict and its causes. Second, we will look at various forms of business conflict and the legal system's impact on them. Third, we will examine the process of negotiation and the skill set required to successfully engage in problem solving. Finally, today's legal system and its provisions for court annexed dispute resolution will be examined in terms of the opportunities to overcome systemic obstacles to resolution. Prerequisite: Admission to the certificate in conflict management or master in conflict management.

ICM 5013 Negotiation and Settlement Processes (3)
This course is designed to offer a basic experiential introduction to the concepts, instruments, functions and theories of modern negotiation. The purpose of this introduction is to provide some of the information needed to better understand the basic dynamics of interpersonal, business and legally related negotiation. First, we will begin with a discussion of negotiations as interpersonal communication. Second, we will examine avoiding exploitation in mixed-motive exchange. Third, we will explore distributive bargaining strengths and weaknesses. Fourth, we examine the use of integrative bargaining techniques and those settings in which they might be best used. Finally, the landscape of legal jurisprudence will be reviewed in order to apply appropriate ideologies and techniques to the complex adaptive system of American business and personal interaction. Prerequisite: ICM 5003 or consent of ICM director.

ICM 5023 Mediation (3)
This course is designed to offer a basic introduction to the concepts, instruments, functions and theories of mediation. Both court annexed and private mediation will be introduced for the purpose of understanding when this approach to conflict resolution is the preferred tool. The purpose of this introduction is to provide some of the information needed to better understand the basic dynamics of successful mediation. First, we will begin with setting the stage for successful mediation from initial contacts with the disputants to convening the session. Second, we will look at the nature of the conduct of a successful mediation. Third, we will examine the methods of reaching and recording agreement in the mediation context. Finally, the course will demonstrate how mediation must work within the judicial system to be of value to litigated cases. Prerequisite: ICM 5013 or consent of ICM director.

ICM 5033 Conflict Management in Business and Commercial Settings (3)
This course is designed to offer a basic introduction to the concepts of collaboration and conflict resolution in the commercial setting. First, we will begin with reviewing the evolution of conflict resolution in American business. Second, we will examine the establishment of conflict management systems in commerce. Third, we will explore the future of conflict resolution systems and how innovations are reshaping the complexion of the U.S. business model. Finally, the course will

provide experiential learning in conflict resolution systems for employment, board governance and marketplace applications. Prerequisite: ICM 5023 or consent of ICM director.

ICM 5043 Conflict Management in Education Settings (3)
This course is designed to offer a basic introduction to the concepts of collaboration and conflict resolution in the educational setting. First, we will begin with a review of the origins of conflict in education. Second, we will explore the nature of necessary conflict resolution skills in the classroom. Third, we will develop a rationale for the development of conflict resolution in education. Finally, the course will provide experiential learning in conflict resolution systems for the classroom, within the teaching profession, among administrators and in conjunction with the parental roles and responsibilities in public and private education. Prerequisite: ICM 5003 and ICM 5023 or enrollment in COE graduate program, or consent of ICM director.

ICM 5053 Conflict Management in Health Care Settings (3)
This course is designed to offer a basic introduction to the concepts of collaboration and conflict resolution in the health care setting. First, we will begin with a review of the origins of conflict in health care. Second, we will explore the nature of the necessary conflict resolution skills of negotiation, mediation and arbitration in this complex environment. Third, we will explore positional versus interest based bargaining and the role of disciplinary bias in the health care system. Finally, the course will provide experiential learning in conflict resolution systems for the health care professional. Prerequisite: ICM 5023 or consent of ICM director.

ICM 5063 Conflict Management in Religious Settings (3)
This course is designed to offer a basic introduction to the concepts of biblical conflict resolution. First, we will begin with setting the stage understanding the companion Judeo-Christian reconciliation ethic. Second, we will look at the nature of the conduct of successful conflict management in faith based setting. Third, we will examine the core values essential for religious conflict resolution. Finally, the course will provide experiential learning in faith based reconciliation methods. Prerequisite: ICM 5023 or consent of ICM director.

ICM 5073 Conflict Management Clinical Internship (3)
This course is designed to offer a relevant experience in the application of learned skills to the unpredictable work world in which they must be tested. Daily involvement in the professional discipline of the student's choosing (i.e., religious setting, professional mediation, education, ombudspersons, compliance officers, risk managers, human resources, etc.) and meetings with the student's course faculty advisor will form the basis of this learning experience. The purpose of this experience is to the give the student the opportunity to test acquired learning in conflict resolution in day to day working world realities and begin to transition into a career path of his or her choosing. First, we will orient the student to the work of the problem solver. Second, we will examine conflict resolution skills in the context of the student's intended working world. Third, we will examine the obstacles to applying conflict resolution skills to the workplace and the strategies for overcoming them. Finally, the course will demonstrate how academic training must be adapted to the workplace realties and how systems, leadership styles and workplace culture, affect the work of conflict resolution. This is pass/fail. Prerequisite: ICM 5023 and the consent of ICM director.

ICM 6013 **Psychology of Conflict (3)**
This course is designed to offer a psychological and social science examination of the personal characteristics of conflict. Obstacles to conflict resolution are often unrelated to the issues articulated by the parties, but rooted in more deeply influential personality attributes. The purpose of this course is to the give the student a framework with which to approach the psychology of conflict resolution. First, we will examine the student's own psychological conflict profile, its strengths and its weakness. Second, we will examine the psychology of conflict in others and how to anticipate resolution opportunities through the personal make-up of the disputants. Third, we will examine the context of disputes from a social and psychological perspective and determine how the nature of conflict impacts the tools and techniques appropriate for resolution. Finally, the course will demonstrate how an analytical framework will assist in developing appropriate approaches and protocols to personality intensive conflict settings. Prerequisite: ICM 5023 or consent of ICM director.

ICM 6023 **Impact of Culture and Gender on Negotiation and Mediation (3)**
This course is designed to offer a social science based examination into conflict, its cultural origins and the differences by which conflict is processed from a cultural perspective. Identity based (language, ethnicity, nationality and religion) conflict increases as the diversity of culture increases and the resolution of culture based conflict becomes more difficult. The purpose of this course is to the give the student a framework with which to approach culture based conflict and skills to apply to its successful resolution. First, we will investigate the nature of culture based conflict from a social science perspective. Second, we will examine conflict resolution skills in the context of the cultures in which they work most effectively. Third, we will examine the obstacles to applying conflict resolution skills to culturally diverse disputants. Finally, the course will demonstrate how an analytical framework will assist in developing appropriate approaches and protocols to culture intensive conflict settings. Prerequisite: ICM 5023 or consent of ICM director.

ICM 6033 **Communications in Conflict (3)**
This course is designed to offer an examination of the impact of communications devices in conflict. Obstacles to conflict resolution are often unrelated to the issues articulated by the parties, but rooted in more deeply influential communications systems. Both verbal and non-verbal communications shape the course of conflict and its constructive resolution. The purpose of this course is to the give the student a framework with which to choose and practice the many communications tools available to the problem solver. First, we will examine the origins of conflict in the context of communications consciously or unconsciously chosen by the disputants. Second, we will examine the tools of communications that are most helpful in conflict resolution setting. Third, we will experience the communications tools and techniques appropriate for resolution. Finally, the course will demonstrate how an analytical framework will assist in selecting and implementing communications approaches and protocols in conflict settings. Prerequisite: ICM 5023 or consent of ICM director.

ICM 6043 **Systems Design in Conflict Management (3)**
This course will examine the successful innovations in conflict resolution theory and practice. The student will acquire strategic capabilities in the assessment, design and implementation of organizational conflict resolution. Whether embedded in employment, patient or customer relations, the course will assist the student in strategic application of principles to practice. First, we will examine the contemporary innovations in conflict resolution systems. Second, we will develop conflict assessment strategies.

Third, we will experience the creation of integrated conflict resolution systems. Finally, the course will provide experience in training protocols for organizational effectiveness. Prerequisite: ICM 5023 or consent of ICM director.

ICM 6053 **Public Policy Conflict Management (3)**
This course will examine the successful application of conflict resolution theory and practice to the public forum. The student will acquire strategic capabilities in the application of conflict resolution to political, government and community based conflicts. Land use planning, environmental, criminal justice and cultural diversity issues will form the basis of this course learning techniques. First, we will examine the political and social implications of public interest conflict. Second, we will examine the techniques of successful multi-party mediation. Third, we will experience the facilitation of public consensus building conflict resolution systems. Finally, the course will provide experience in the techniques of public interest communication and problem solving. Prerequisite: ICM 5023 or consent of ICM director. NOTE: This course satisfies the settings requirement.

ICM 6073 **Conflict Management Project (3)**
This course will be used to structure conflict resolution research assignments and projects for master's students seeking to complete a conflict resolution project as part of their course requirements for the master's degree in conflict resolution. Prerequisite: ICM 6083 and consent of ICM director.

ICM 6083 **Conflict Management Externship (3)**
This course provides advanced opportunities for students to participate in the mediation of live client cases or work in the conflict management environment under faculty supervision. Students must be available to be involved in observation or mediation cases during normal business hours. Students must be accepted for this course through special arrangement with the Institute for Conflict Management. Prerequisite: Completion of 21 hours of ICM courses. Normally to be taken in the last semester. This is pass/fail.

ICM 6096 **Conflict Management Thesis (6)**
This course will be used to structure conflict resolution research assignments and projects for master's students seeking to write a thesis as part of their course requirements for the master's degree in conflict resolution. Prerequisite: Completion of nine hours of ICM 6000-level courses. To normally be taken in the last semester.

ICM 6103 **Apology, Forgiveness and Reconciliation (3)**
The "power of apology" has become a vital conversation in many professional fields from health care to business to religion. The course will explore the challenges and opportunity of this approach to conflict management. Prerequisites: ICM 5023 or consent of ICM director.

ICM 6113 **Facilitating Dynamic Groups (3)**
Professionals in all settings are often called upon to assist committees and groups achieve efficient and effective outcomes. This course will examine and apply various techniques to help maximize group functioning and minimize group conflict. Prerequisite: ICM 5023 or consent of ICM director

ICM 6133 **Interpersonal Conflict (3)**
This course explores the interpersonal dynamics of conflict resolution as a way to heighten awareness of the human complexities of the conflict engagement process, strengthen the student's understanding of the emotional and cognitive elements of conflict engagement, and improve the student's ability to assist parties in approaching a conflict situation constructively.

ICM 6143 **Organizational Conflict (3)**
This course examines the intrapersonal, interpersonal and organizational factors that influence both the beneficial and the destructive elements of conflict, the role of organizational climate and culture on conflict and the ways that conflict intervenes can be agents of healthy conflict engagement in the workplace. The course also invites participants to consider how they can cultivate their own presence in this growing area of the conflict resolution field.

ICM 6153 **Readings in Conflict Management (3)**
This independent study course explores the sources of knowledge and scholarship contributing to the interdisciplinary study of conflict management. It is designed to advance the skills of upper-level students in reviewing the literature of the field, including identification and use of primary sources and professional writings across the disciplines.

ICM 619V **Special Topics (1-3)**
Selected topics from the field of conflict management are offered. The format of the course is determined by the topic. Field experiences may be required. Prerequisite: ICM 5023 or consent of ICM Director.

Conflict Management Core Faculty

Phyllis D.K. Hildreth, B.A. (Harvard University), J.D. (University of Maryland School of Law), M.A. (Lipscomb University), *Director of Academics, Institute for Conflict Management, Associate Professor of Conflict Management*

Steve Joiner, B.A. (Lubbock Christian University), M.S., M.Div., D.Min. (Abilene Christian University), Post-doctoral Certification in Conflict Management (Abilene Christian University), Post-Doctoral Certification in Higher Education Leadership (Cornell University), *Managing Director of the Institute for Conflict Management and Professor of Ministry*

John R. Lowry, B.A. (Pepperdine University), M.A. (Abilene Christian University), J.D. (Southern Methodist University), *Assistant Professor of Business*

L. Randolph Lowry, B.A. (Pepperdine University), MPA (Pepperdine University), J.D. (Hamline University School of Law), *President of Lipscomb University and Professor of Management*

Nancy Magnusson Durham, B.S. (Westmont College), M.A. (San Francisco State University), Ph.D. (Washington State University), *Professor of Psychology*

Jim L. Thomas, B.A. (Lipscomb University), M.A. (Auburn University), Ed.D. (University of Tennessee), M.A. (Lipscomb University), *Professor of Communication*

In addition to the ICM core faculty, distinguished visiting professors with expertise in conflict management will teach selected classes.

Graduate Studies in

Education

Deborah Boyd
Associate Dean and Director of Graduate Studies in Education

Trace Hebert
Director of Ed.D. Program

Misty Vetter
Director of M.Ed. Programs

Nina J. Morel
Director of M.Ed. Programs and Ed. Specialist Programs

Hank Staggs
Director of M.Ed. Programs and Ed. Specialist Programs

Graduate Studies in Education

- **Doctor of Education**
- **Education Specialist**
- **Master of Education**
- **Master of Science**
- **Certificate of Graduate Studies in Applied Behavior Analysis**
- **Certificate of Graduate Studies in English Language learning**
- **Certificate of Graduate Studies in Instructional Coaching**
- **Certificate of Graduate Studies in Mathematics Coaching**
- **Certificate of Graduate Studies in Literacy Coaching**

Candice McQueen, *Dean, College of Education*
Deborah Boyd, *Associate Dean, College of Education*
Trace Hebert, *Director, Doctor of Education*
Nina J. Morel, *Director, Master of Education and Education Specialist (Collaborative Professional Learning, English Language Learning, Professional Learning and Coaching in Mathematics, Reading Specialty, Teaching Learning and Leading, Technology Integration)*
Hank Staggs, *Director, Master of Education and Education Specialist (Educational Leadership, off-campus cohorts)*
Misty Vetter, *Director, Master of Education (Instructional Practice, Special Education, Applied Behavior Analysis)*

Graduate studies in education include degree options that provide professional and academic development for both in-service and pre-service educators. Graduate degrees in education include concentrations that enable students to enhance their pedagogical expertise, to expand their career opportunities and to assume leadership roles in education. Opportunities that lead students to initial license/endorsement are also available through graduate degree programs in education.

Master of Education

- Collaborative Professional Learning
- Educational Leadership
- English Language Learning
- Instructional Practice
- Professional Learning and Coaching in Mathematics
- Reading Specialty
- Special Education
- Teaching, Learning and Leading
- Technology Integration

The Master of Education degree program continues Lipscomb's tradition of excellence in teacher and leader education. As part of Lipscomb's Christian academic community, the mission of the program is to prepare caring and competent educational leaders

- who practice their craft in an exemplary manner,
- who possess attitudes and values worthy of imitation,
- who are able to relate to members of all communities within the educational experience and
- who possess knowledge essential for the profession.

To receive the Master of Education degree, a student must complete one of the following degree programs:

- Collaborative Professional Learning (30)
- Educational Leadership (33)
- English Language Learning (30)
- Instructional Practice (30)
- Professional Learning and Coaching in Mathematics (36)
- Reading Specialty (33)
- Special Education (33)
- Teaching, Learning and Leading (30)
- Technology Integration (30)

The availability of a variety of programs makes the degree attractive to licensed teachers seeking a master's degree, those individuals who have a bachelor's degree in a field other than education and who want to meet initial teacher licensure requirements in conjunction with earning the Master of Education degree, individuals who desire to take graduate courses for teacher recertification or professional development, or individuals who would like to obtain an instructional leader license. Students seeking initial teacher licensure may be required to take selected undergraduate/graduate courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education. Endorsement-only programs are also offered in administrative licensure, English language learning, reading specialty, special education, and teacher licensure.

All NCATE, INTASC, NBPTS, ISLLC and Tennessee standards are met.

Master of Science

- Applied Behavior Analysis

The studies in applied behavior analysis programs combine Lipscomb tradition of innovation and quality instruction with one of the highest demand fields in learning today. The demand for certified professionals who can deliver effective behavioral services is growing. Along with offering a certification program, we also offer a Master of Science in applied behavior analysis. Within the M.S. degree, students will receive Behavior Analyst Certification Board®—course-sequence-approved courses and 1,500 hours of field supervision necessary to apply for the Behavior Analyst Certification Board exam.

Education Specialist

The Education Specialist degree prepares a candidate for both leadership and teaching in the selected Ed.S. major. The Ed.S. is preparation for many school, district-level, and undergraduate-college teaching opportunities. In teaching fields, the purpose of the degree is to prepare undergraduate-college teachers, especially those who will be employed in junior or community colleges, as well as small private and state colleges. The primary goals of the Ed.S. degree are increasing teaching expertise and acquiring professional proficiency in an area. In most education settings, the person with an Ed.S. is viewed as a content specialist who can also teach that content in various settings.

The college offers the following program majors that lead to an Ed.S. degree:

- Educational Leadership (36)
  - Candidates can earn the administrative license from the state of Tennessee through this program.
- Collaborative Professional Learning (33)
  - Candidates can receive a Certificate in Instructional Coaching from Lipscomb University through this program.
- English Language Learning (33)
  - Candidates can earn the EL endorsement from the state of Tennessee through this program.
- Reading Specialty (36)
  - Candidates can earn the reading specialist endorsement from the state of Tennessee through this program.

Doctor of Education

The Doctor of Education degree in learning organizations and strategic change is focused on preparing leaders for public and private organizations and academic settings. This program guides working professionals through an examination of educational leadership, the application of theory and research to practice, national and international perspectives and Christian ethics. The program culminates with a practical, collaborative capstone project that addresses real questions in authentic settings for the purpose of informing educational practice.

The M.Ed. and Ed.D. programs have been granted NCATE and state approval. **The Reading Specialty and Ed.S. programs have been granted conditional approval.**

All NCATE, INTASC, NBPTS, ISSLC and Tennessee Standards are met.

Admission Policies and Procedures

Applicants to all graduate programs must submit the following items. Some programs may require additional application materials.

1. **Application Form.** Each applicant must complete an application form. www.lipscomb.edu/education/graduate_programs, then click on "Admissions," then click on "Apply by Program." The application should be completed online.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized Exam Score.** Each applicant must submit the scores of a standardized exam. Scores from the Graduate Record Examination or Miller's Analogy Test are preferred for students seeking their first graduate course work. (For more information on the GRE, visit www.ets.org/ and click on GRE. For more information on the MAT, visit www.milleranalogies.com/.) Students who have already earned a master's level degree may apply to the M.Ed. program without submitting a standardized test score.
4. **References.** Letters of reference are required and vary by degree and program.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, **from all schools attended**.
6. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.
7. **FERPA:** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if the applicant is independent of his or her parents, he or she must submit this form prior to enrollment.
8. **Resume.** A resume detailing the applicant's work and academic experience is required for the EDLD and Ed.D. programs.
9. **Personal Statement.** Depending on the program, a 250-1000 word expanded goals statement concerning the applicant's interest in and application of the program's curriculum to expected career progression is required.

10. **Standard Writing Sample.** EDLD applicants will write a 250-750 word essay in response to a prepared writing prompt.
11. **Interview.** Applicants will interview with the appropriate program director and/or designee. The interview process and requirements are determined based on program.
12. **TOEFL.** The Test of English as a Foreign Language is required for international students and may be required for students for whom English is a second language. (See section titled International Students for more information.)

All application items should be submitted to the College of Education office no later than 30 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Applications, College of Education, Graduate Studies in Education, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the master's degree and 15 for the doctoral degree at the discretion of the program director. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

In master's programs, special consideration for course substitution in the required course of study may be given to a student who has had special study and/or experience in a given subject area. The student may apply to the program director and submit a proposal demonstrating the need for course substitution based on prior background knowledge in the required course. No credit will be given for the substituted course and a replacement course will be chosen.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admission requirements. (For the M.Ed.: minimum requirements of an average of 3.0 for last 60 hours, a combined verbal and quantitative score of 294 or higher on the GRE, or 386 [31] or higher on the MAT.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete six hours of academic courses in their program with no grade lower than a "B" (transitional mentoring hours do not count towards the six hours) before the conditional admission is removed.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies but has not met all admission requirements or is pursuing endorsement or license only. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements are met and the student is formally admitted to a graduate program as a degree-seeking student. Additional requirements, including successful passage of PRAXIS exams, may be placed on students seeking licensure.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Unaccredited Degree and/or Substandard Admission Scores

Should conditional admission be granted, the following stipulations will apply:

Unaccredited Degree: If the student's transcript shows deficiencies in liberal arts courses as defined by the Southern Association of Colleges and Schools Commission on Colleges, the student will be required to demonstrate the understandings and skills normally associated with a liberal arts education, particularly in oral and written communication skills. The student may be required to remove the deficiency by successfully completing additional courses. The minimum standard generally is as follows: 30 hours of course work drawn from three areas—humanities/fine arts, social/behavioral science and natural science/mathematics; evidence of competence in oral and written communication skills; and fundamental mathematical skills.

Substandard Admission Scores: If the GPA during the last 60 semester hours of college work is between 2.50 and 2.99, or the combined verbal and quantitative GRE score is between 290 and 293, or the MAT score is between 382 (25) and 385 (29), the student must complete a minimum of nine hours of graduate work at Lipscomb with a grade of "B" or above before the student's admission status is reviewed and conditional admission is satisfied.

Students who are denied admission because of a GPA below 2.50 during the last 60 semester hours of undergraduate work, a GPA below 3.0 for graduate work leading to earning a master's degree, a combined verbal and quantitative GRE score below 290, an MAT score below 382 (25) may reapply for admission after completing 12 semester hours of approved undergraduate credits or nine semester hours of approved graduate credits with a grade of "B" or higher from an accredited institution or after obtaining an acceptable score on the GRE or the MAT.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for less than nine hours is considered a half-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

M.Ed. and Ed.S. courses are offered online, Saturdays, nights and weekends, typically allowing a student to take six hours of credit each semester. Some intensive day courses are offered during summers and winter or May sessions. Twelve hours are possible during summer sessions.

The Ed.D. courses are offered in a cohort model. Certain Ed.S. and M.Ed. programs, including Educational Leadership and Technology Integration are also offered in a cohort model.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the graduate education student must maintain a cumulative 3.00 GPA and also a 3.00 GPA on the most recent 12 semester hours of work.

2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies and the student's progress will be monitored course by course.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A graduate course in which a student has earned a "C" or "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

   If the requisite GPA is attained, the academic probation status will be removed.

3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   A graduate course in which a student has earned a "C" or "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's or doctoral program.

Statute of Limitations

All requirements for the M.Ed., Ed.S., M.S. or Ed.D. degrees must be completed within seven calendar years from the date that the student begins initial course work for the applicable program at Lipscomb University.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the master's degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work successfully.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an application for candidacy form with the graduate program office.
5. File a degree plan in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed at the same time that an application for candidacy is filed.
6. Have an admissions interview with the director of the program or faculty delegate.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Exit Requirements (comprehensive exams, etc.)

Each M.Ed. degree-seeking student is required to successfully complete a comprehensive exam, portfolio, research proposal/project and presentation. Education leadership M.Ed. students and administrative licensure students must have a passing score on the SLLA Praxis in lieu of a comprehensive exam.

Each Ed.S. degree-seeking student is required to complete successfully all course and research requirements. Education Leadership Ed.S. students and administrative licensure students must complete the SLLA praxis as well as any additional requirements for licensure.

Each Ed.D. degree-seeking student is required to complete successfully all course and capstone requirements.

Minimum Credits

The M.Ed. in educational leadership requires 33 hours; the M.Ed. in English language learning 30 hours; the M.Ed in reading specialty 33 hours; the M.Ed. in collaborative professional learning 30 hours; the M.Ed. in instructional practice 30 hours; the M.Ed. in technology integration 30 hours; the M.Ed. in professional learning and coaching in mathematics 36 hours; the M.Ed. in special education 33 hours; and the M.Ed. in teaching, learning and leading 30 hours. The Ed.S. in educational leadership requires 36 hours; the Ed.S. in English language learning 33 hours; the Ed.S. in collaborative professional learning 33 hours; the Ed.S. in reading specialty 36 hours. The Ed.D. requires 54 hours.

Minimum GPA

The minimum cumulative grade-point average for all graduate education programs is 3.00 for all courses taken for graduate credit while pursuing the degree or seeking initial teacher licensure. No grade below a "C" is acceptable.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the deadline set by the registrar, but no later than the end of the first week of their last semester may be delayed in graduating. M.Ed. students must also register for an online graduation seminar (no fee and no credit) in their last semester before graduation.

Graduate students receiving degrees are hooded during May and Dec. commencement exercises. Aug. graduates are typically recognized at the Dec. commencement. Students may also submit a petition to walk early if they wish to be recognized at the May ceremony.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit, M.Ed..... $898

Tuition per semester hour of graduate credit, Ed.S..... $898

Tuition per semester hour of graduate credit, Ed.D $898

Tuition to audit without credit.....50% of regular tuition

Student Teaching Fee $350
(charged to each student enrolled in Student Teacher Seminar Course)

Ed.D. books fee..... $300
(charged to Ed.D. students each semester enrolled)

Ed.D. technical review fee $100

Special Fees

Application Fee..... $50 ($75 for international students)

Transcript analysis..... $30

Supervision of field experience $250

Graduation fee $195

Returned check fee..... $30

TouchNet (monthly payment)..... $60
enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

In-Service Scholarships

The graduate education program at Lipscomb offers an in-service scholarship (26 percent discount) for currently employed full-time educators and/or administrators who enroll in an on-campus master's level graduate education program.

A 20 percent in-service scholarship is offered for the Ed.S and doctoral level graduate education programs for full-time educators and/or administrators. Contact the graduate education office for more details.

A 20 percent alumni scholarship is offered for alumni of Lipscomb University. Contact the College of Education office for more details.

Lipscomb Scholarships

Scholarships are awarded each semester as funds are available to selected students in the graduate programs. These recipients must have full admission status and be registered as a full-time student at the time of the award.

Scholarship awards will be decided by the graduate scholarship committee. The scholarship application form and letter must be filed by the application deadline each semester before action will be taken by the scholarship committee. A 3.00 GPA must be maintained and students must be registered for their next semester's courses to be eligible for the scholarship.

Master of Education

The M.Ed. programs create a faith-based learning community that values both theory and practice. This holistic and constructivist approach to learning opens opportunities to discuss important topics, techniques and unique perspectives used in school systems. The faculty members have years of professional experience as teachers and administrators. They bring this knowledge to the graduate learning community to enhance each student's professional skills.

Lipscomb University's M.Ed. programs are structured around a core of classes required of all students. Those seeking initial teaching licensure take a core that addresses the needs of beginning teachers, while those in advanced programs take a leadership core designed for the more experienced educator. The remaining courses in each program follow a modified cohort model.

Prospective applicants seeking initial teacher licensure may apply to M.Ed. programs in English language learning, instructional practice, math specialty, or special education. Those who are already licensed teachers/administrators or who do not seek teacher licensure may apply to M.Ed. programs in English language learning; collaborative professional learning; technology integration; professional learning and coaching in mathematics; special education; or teaching, learning and leading. Students seeking licensure as a school administrator may apply to the educational leadership program. (This program requires three years of successful education working experience and a teaching license.) Students seeking an endorsement as a reading specialist may apply to the reading specialty program. (Reading specialist endorsement requires completion of three years of successful education working experience and a teaching license. It is recommended that applicants for reading specialty have at least one year teaching experience and expect to have three by the time they complete the program.)

The following M.Ed. degree options are available:

M.Ed. in Collaborative Professional Learning (30 hours)

This program will equip teacher-leaders to be effective leaders of job-embedded professional learning. Students will experience a strong competency-based leadership core and then specialty courses in leading adult learning, cultural competence, instructional coaching, and leading collaborative professional learning programs. Graduates of this program will earn a certificate in instructional coaching that is aligned with the International Coaching Federation competencies and code of ethics. Graduates will be able to use their skills and knowledge in careers as instructional coaches, professional developers at the school, district or in the private sector, consultants, leadership coaches and school and district administrators.

M.Ed. in Educational Leadership (33 hours)

The M.Ed. in educational leadership is designed to equip future school leaders to manage change, resulting in higher levels of learning in the classroom for all students. This learner-centered program takes a unique approach to training effective school administrators. Not only does the program prepare participants for licensure as instructional leaders, but it also has a distinctive emphasis in change, ethical leadership, and practical experiences. Learning opportunities include collaboration with a practicing mentor throughout the program to prepare participants for the challenges of today's school leadership. The program is designed to meet the scheduling needs of the working professional. The M.Ed. in educational leadership can be completed within 18 months with classes conveniently scheduled online and on campus during summers, weeknights and on weekends. One exit requirement of this program is a passing score on the School Leaders Licensure Assessment (Praxis 6011).

M.Ed. in English Language Learning (30 hours)

The M.Ed. in English language learning is designed for those who seek endorsement in teaching English as a second language. The program is designed to offer necessary course work for the support of the teaching craft as it applies to educating English language learners preK-12. The program enables colleagues to develop

the knowledge, skills and dispositions of teaching ESL in ways that produce the highest potential for both the teacher and for English language learner proficiency. The students encounter "best teaching" practices, applied linguistics, second language acquisition research, specialized curriculum development, culture-based pedagogy for language learning and extensive application of testing and assessment.

M.Ed. in Instructional Practice (30 hours)

The M.Ed. in instructional practice is an initial licensure program designed for the post-baccalaureate individual who has a desire to teach, but who lacks the certification required by the state. The course work, curriculum and instruction are designed around the conceptual framework (C.A.R.E.- Craft of Teaching, Attitudes and Values, Relationships and Essential Knowledge). Successful completion of the program and appropriate field experience provide students with the credentials for licensure in elementary education (K-6), with an emphasis in ELL or special education, middle grades education (4-8), STEM, most secondary (7-12) disciplines and preK-12 in some designated areas.

M.Ed. in Professional Learning and Coaching in Mathematics (36 hours)

The professional learning and coaching in mathematics master's degree program is designed to deepen content proficiency, leadership and coaching skills for elementary, middle and high school teachers. Students in this 36-hour program will engage in course work that prepares them to be mathematics coaches, leaders and practitioners in their schools and districts. Throughout the program, students will design, implement, model and coach exemplary mathematics instruction aligned with the Common Core standards geared toward 21st century learners.

M.Ed. in Special Education (33 hours)

The M.Ed. in special education provides participants with the opportunity to earn licensure/endorsement for special education instruction, modified K-12. The program courses focus on understanding students with disabilities and the state and federal laws that pertain to this population. There is also a focus on appropriate intervention and instructional strategies for students with disabilities. Candidates will develop effective communication and collaboration skills in special education and will master the creation, implementation and use of individual education plans. In addition, students will take three courses in applied behavior analysis which will help them to understand and manage the behavior of their students.

M.Ed. in Technology Integration (30 hours)

As technology develops and the demand for knowledge increases, the classroom must become a modern and creative place for students to learn. The M.Ed. in technology integration is designed to enhance the classroom experience by using innovative approaches to technology. The M.Ed. in technology integration is a contemporary program which can be completed online in four or five semesters. This program is composed of 15 hours of core M.Ed. courses and 15 hours of technology integration course work.

M.Ed. in Teaching, Learning and Leading (30 hours)

The M.Ed. in teaching, learning and leading focuses on both the theory and implementation of best practices in teaching and learning while equipping the participant to take a leadership role in his or her teaching setting. The program provides a solid foundation in research-based instruction, curriculum, teaching strategies, data use and skills. Sharing a common core of classes with the other M.Ed. programs, the M.Ed. in teaching, learning and leading is designed to enhance both teaching skills and career opportunities.

M.S. in Applied Behavior Analysis (34 hours)

Our studies in applied behavior analysis programs combine Lipscomb's tradition of innovation and quality instruction with one of the highest demand fields in learning today. The demand for certified professionals who can deliver effective behavioral services is growing. Along with offering a certification program, we also offer a Master of Science in Applied Behavior Analysis. Within the M.S. degree, students will receive Behavior Analyst Certification Board® course sequence approved courses and 1500 hours of field supervision necessary to apply for the Behavior Analyst Certification Board exam.

The following is a detailed list of course requirements for the M.Ed. degrees described above:

All M.Ed. students take the following two courses as non-credit, no-charge, and pass/fail, one during their first semester and one during the semester in which they graduate:

EG 5000	Orientation to M.Ed. Programs (0)
EG 6000	Graduation Seminar (0)

Students will choose one of the following sets of core courses based on current teacher licensure status and goals:

INITIAL CORE

Required for all candidates seeking initial teacher licensure (15 hours)

EG 5023	Principles of Learning (3)
EG 5053	Planning, Instruction & Assessment (3)
EG 5063	Building Classroom Communities (3)
EG 5303	Teaching the Diverse Learner (3)
EG 5803	Literacy Foundations and Standards (3)

LEADERSHIP CORE

Required for all candidates in advanced programs, with the exception of Technology Integration (15 hours)

EG 5233	Leadership Behavior and Practice (3)
EG 5253	Vision and Change for Leaders (3)
EG 5263	Communication and Community (3)
EG 5333	Law and Ethics in Leadership (3)
EG 5653	Introduction to Education Research (3)

MAJOR Collaborative Professional Learning

M.Ed. LEADERSHIP CORE + 15 hours

EG 5033	Leadership in Collaborative Professional Learning (3)
EG 5273	Coaching Models and Practices (3)
EG 5283	Developing Critical Cultural Competence (3)
EG 5293	Principles of Adult Learning (3)
EG 5363	Action Research (3)

MAJOR English Language Learning

M.Ed. LEADERSHIP CORE + 15 hours

EGEL 5013	Theory and Practice in Second Language Acquisition (3)
EGEL 5033	Grammar for ELL Teachers (3)
EGEL 5043	Curriculum Design and Instruction in the ELL Classroom (3)
EGEL 5053	Culture, Communication and Community in the ELL Classroom (3)
EG 5363	Action Research (3)

MAJOR Educational Leadership

M.Ed. LEADERSHIP CORE + 18 hours

EG 5483	Instructional Leadership (3)
EG 5493	Evaluating Instructional Practice (3)
EG 5551	Crucial Communications (1)
EG 5562	Political Implications in Education (2)
EG 5573	Human Capital and Operations Management (3)
EG 5583	School Resource Management (3)
EG 5663	Intro to Educational Research (3)

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for graduation from this program.

MAJOR Instructional Practice Grades K-6 with ELL

M.Ed. INITIAL CORE + 15 hours

EG 5083	Research in Classroom Practice (3)
EG 5143	Teaching Methods K-6 (3)
	OR
EG 5153	Methods for Adolescent Learners (3)
EG 5793	Integrated Literacy (3)
EGEL 5453	Foundations of Linguistics, Culture, and Language Learning (3)
EGEL 5443	Instruction and Assessment in English Language Learning (3)

MAJOR Instructional Practice Grades K-6 with Special Education

M.Ed. INITIAL CORE + 18 hours

EG 5143	Teaching Methods K-6
EGSE 5023	Special Education Disabilities (3)
EGSE 5033	Special Education Law (3)
EGSE 5043	Special Education Teaching Methodologies (3)
EGSE 5053	Foundations of Applied Behavior Analysis
EGSE 5063	Research Methods in Behavior Analysis (3)

MAJOR Instructional Practice Grades 4-8, 7-12, or K-12

M.Ed. INITIAL CORE + 15 hours

G 5083	Research in Classroom Practice (3)
EG 5153	Methods for Adolescent Learners (3)
EG 5793	Integrated Literacy (3)

Six hours of electives or content methods (no more than three hours of student teaching may count toward the M.Ed.)

MAJOR Instructional Practice with STEM emphasis

M.Ed. INITIAL CORE + 18 hours

EG 5083	Research in Classroom Practice (3)
EG 5153	Methods for Adolescent Learners (3)
EG 5793	Integrated Literacy (3)
EG 5433	Problem-based Learning (3)
EG 5423	Methods in STEM Content Areas (3)
EG 5523	Technology Applications for Teaching & Learning (3)

MAJOR Technology Integration (30 hours total/No M.Ed. CORE required)

EG 5013	Education in a Global Context (3)
EG 5103	Data-Driven Learning Culture (3)
EG 5203	How We Learn (3)
EG 5213	Instructional Design (3)
EG 5363	Action Research (3)
EG 5523	Technology Applications for Teaching & Learning (3)
EG 5603	Leadership in Educational Technologies (3)
EG 5613	Effective Technology Use in the Classroom (3)
EG 5633	Technology and Problem-Based Learning (3)
EG 5643	Technology for Special Groups (3)

The course work for this degree will be offered online, in a cohort model beginning in the fall of each year.

MAJOR Professional Learning and Coaching in Mathematics

M.Ed. LEADERSHIP CORE + 21 hours

MAED 5063	Teaching Geometry (3)
MAED 5153	Numbers, Operations, and Algebraic Thinking (3)
MAED 5143	Functions and Mathematical Applications (3)
MAED 5163	Problem Solving and Mathematical Modeling (3)
MAED 5173	Statistics, Probability, Measurement, and Data (3)
MAED 5183	Leadership and Instructional Coaching in Mathematics (3)
EG 5273	Coaching Models and Practices (3)

MAJOR With Reading Specialty

M.Ed. LEADERSHIP CORE + 18 hours

EG 5363	Action Research (3)
EG 5743	Leadership in Balanced Literacy (3)
EG 5753	Emergent Literacy (3)
EG 5763	Reading in the Content Area (3)
EG 5773	Diagnosis and Remediation of Reading Difficulties (3)
EG 5783	Literacy Coaching for Reading Specialists (3)

MAJOR Special Education (21 hours)

M.Ed. CORE or M.Ed. LEADERSHIP CORE + 18 hours

EGSE 5023	Special Education Disabilities (3)
EGSE 5033	Special Education Law (3)
EGSE 5043	Special Education Teaching Methodologies (3)
EGSE 5053	Foundations of Applied Behavior Analysis (3)
EGSE 5063	Research Methods in Behavior Analysis (3)
EGSE 5073	Behavior Change Procedures (3)

MAJOR Teaching, Learning and Leading

M.Ed. LEADERSHIP CORE + 18 hours

EG 5363	Action Research (3)

15 hours of electives chosen to support individual learning goals.

ELECTIVES and Other Courses

EG 5033	Collaborative Professional Learning (3)
EG 5043	Addressing Learning Differences (3)
EG 513V	Transitional Licensure Mentoring (1-3)
EG 5223	Communication, Collaboration & Community Relations (3)
EG 5233	Learning Focused Leadership (3)
EG 5243	Best Practices for Teaching and Learning (3)
EG 5273	Coaching Models and Practices (3)
EG 5283	Developing Critical Cultural Competence (3)
EG 5293	Principles of Adult Learning (3)
EG 5333	Professional Accountability (3)
EG 536V	Action Research (1-3)
EG 5402	Student Teaching Seminar (2)
EG 5417	Enhanced Student Teaching (7) (No more than three hours can be used toward M.Ed.)
EG 5463	Integrating Faith in Academic Disciplines (3)
EG 5503	Independent Study (3)
EG 5523	Internet Applications for Teaching & Learning (3)
EG 5533	Administrative Mentoring Seminar (3)
EG 5623	Trends and Issues in Instructional Technology (3)
EG 570V	Special Topics* (1-3)
EGEL 5053	Culture, Communication and Community in the ELL Classroom (3)
EGEL 5063	Practicum in ELL Teaching and Learning (3)

**Special Topics include courses such as "Covey's 7 Habits of Highly Effective People" (3) and more.*

Master of Science in Applied Behavior Analysis (34 hours)

EGSE 5053	Foundations of Applied Behavior Analysis
EGSE 5063	Research in Behavior Analysis
EGSE 5073	Behavior Change Procedures
EGSE 5083	Program, Design, Implementation, and Evaluation
EGSE 5133	Ethical and Professional Conduct
EGSE 5143	Advanced Applied Behavior Analysis
EGSE 5153	Communication, Language, and Social Skills
EGSE 5163	Business Essentials
EGSE 5173	Autism Spectrum Disorders
EGSE 5181	ABA Research Seminar
EGSE 5102	Behavioral Field Supervision I
EGSE 5112	Behavioral Field Supervision II
EGSE 5122	Behavioral Field Supervision III

Education Specialist (33-36 hours required)

The primary goals of the Ed.S. degree are increasing teaching expertise and acquiring professional proficiency in an area. In most education settings, the person with an Ed.S, is viewed as a content specialist who can also teach that content in various settings. The Ed.S. degree is also designed to prepare undergraduate, post-secondary teachers, especially those who will be employed in junior or community colleges as well as small private and state colleges.

In general, all advanced M.Ed. and Ed.S. programs are for candidates who have already attained a teaching license. However, candidates whose career paths do not require a teaching license may be considered for the Ed.S. and certificate programs based on their prior experience in the field of education. Examples include extensive experience in higher education, private education or educational corporations or nonprofits.

Lipscomb University's Ed.S. programs are structured around a core of advanced classes required of all Ed.S. candidates and a concentration in a specified content area. The core of the Ed.S. programs consists of 15 hours of course work in leadership and an introduction to educational research. The remaining courses in each program follow a modified cohort model specific to each content area.

Each Ed.S. candidate is expected to complete two education specialist project courses (six hours) as a part of the concentration. These courses, in conjunction with the Ed.S. components in the emphasis courses, lead to the completion of a professional learning project in one's emphasis that will be delivered in an e-format to both an academic (internal) and professional (external) audience at the conclusion of the degree.

The following Ed.S. degree options are available:

Ed.S. in Collaborative Professional Learning (33 hours)

The Education Specialist in collaborative professional learning is a 33-credit-hour program that will provide candidates with skills to be leaders, instructional coaches and professional developers in a variety of collaborative learning environments at the school or district level. Courses will help the candidate understand adult learning styles and diverse needs, models and methods of coaching and presenting to adults, and leadership in setting up collaborative learning practices in an organization. Candidates completing the emphasis courses will receive a university certificate of instructional coaching. The candidate will also develop and implement an individual research project.

Ed.S. in Educational Leadership (36 hours)

The new Ed.S. in educational leadership is tailored to prepare high caliber candidates to become successful educational leaders at the school, district or state level. Program participants will follow innovative strands of leadership competencies on their way to earning the Education Specialist degree and a Tennessee Instructional Leadership License. A consistent theme of ethical leadership will be woven into all aspects of the educational leadership program along with an emphasis in leading student achievement for all students.

Leadership strands include:

- Personal and ethical leadership
- Visionary leadership
- Learning focused leadership
- Organizational leadership

Each candidate will complete a professional learning project in a emphasis area of his or her choosing in conjunction with an advisor. This project is completed throughout the program and will be delivered to both academic and professional audiences at the conclusion of the degree.

Each strand is built upon researched, best practice leadership competencies in which participants will master and be able to proficiently apply in the field. These competencies will be learned and practiced through an innovative field experience where participants will work directly with a practicing mentor coach throughout the entire program.

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for completion of this program.

Ed.S. in English Language Learning (33 hours)

The Ed.S. in English language learning is a 33-hour program designed for licensed teachers and focuses on culture and community in the classroom for non-native speakers. The Ed.S. in English language learning emphasizes a targeted curriculum for second language acquisition and examines the most effective pedagogical practices for working with students whose primary language is not English. Candidates will earn an Ed.S. degree and an endorsement in English language learning preK-12. The candidate will also develop and implement an individual research project.

Ed.S. in Literacy Coaching (33 hours)

The Ed.S. in literacy coaching is a 33-hour program designed to prepare the reading teacher, coach or reading specialist to be an effective literacy coach. Course content will provide the student with knowledge and skills in Common Core English Language Arts Standards, response to intervention, balanced literacy and reading coaching. Students will receive group and individual coaching. Included in the hours for this program is the certificate in literacy coaching that will provide reading specialists and reading teachers a university certificate showing that they have knowledge and skills to be a literacy coach. Additionally, teachers who do not intend to get a reading specialist credential (private school teachers, instructional coaches, reading clinic nonprofit employees, etc.) would also benefit from this degree.

Ed.S. in Professional Learning and Coaching in Mathematics (42 hours)

The Ed.S. in professional learning and coaching in mathematics is a 42-hour program designed to develop the skills and knowledge for candidates to be a mathematics coach at a school or system level, a lead mathematics teacher or a professional development specialist for mathematics teachers. The program for a certificate in mathematics coaching is embedded in the program, so candidates would have both that certificate as well as the degree. Students who already have a master's degree and want to improve their skills would benefit from this program and would have that embedded certificate to demonstrate that they have the skills needed to be a math coach, even if their prior degree was not in mathematics coaching.

Ed.S. with Reading Specialty (36 hours)

The Ed.S. with reading specialty is a 36-hour program designed for licensed teachers and focuses on collaboration and leadership while learning the most effective mentoring and coaching practices. The program emphasizes a balanced approach to literacy, implements the Common Core English and Language Arts Standards, and concentrates on diagnosis and remediation of reading disabilities. Candidates will earn an Ed.S. degree and an endorsement as a reading specialist in preK-12. The candidate will also develop and implement an individual research project.

Ed.S. Courses for Transfer into Ed.D. at Lipscomb

The Ed.D. program at Lipscomb allows up to 15 hours of Ed.S. course work (6000 level) to transfer into the program if those hours equate to the content of 15 "transfer eligible" course hours. (See the Ed.D. program description for courses considered "transfer eligible.") Candidates for the Ed.D. degree at Lipscomb may transfer up to 15 hours (12 hours of the Ed.S. core and up to three hours in the emphasis as indicated from these programs: collaborative professional learning, educational leadership, English language learning, and reading specialty). Courses that will transfer from the Lipscomb Ed.S. programs into the Ed.D. are marked below with this notation: EDD.

The following is a detailed list of course requirements for the Ed.S. degrees described above:

All Ed.S. candidates take the following two courses as non-credit, no-charge, and pass/fail, one during their first semester and one during the semester in which they graduate:

EG 5000	Orientation to Ed.S. Programs (0)
EG 6000	Graduation Seminar (0)

All Ed.S. candidates take the following core classes:

CORE- Required for all emphasis areas (15 hours)

EG 6233	Leadership Behavior and Practice (3) EDD
EG 6333	Law and Ethics in Leadership (3) EDD
EG 6253	Vision and Change for Leaders (3) EDD
EG 6263	Communication and Community (3) EDD
EG 6653	Introduction to Education Research (3)

Candidates will choose one of the following sets of emphasis courses based on current goals:

EMPHASIS Collaborative Professional Learning
Ed.S. CORE + 18 hours

EG 6033	Leadership in Collaborative Professional Learning (3)* EDD
EG 6273	Coaching Models and Practices (3)*
EG 6283	Developing Critical Cultural Competence (3)*
EG 6293	Principles of Adult Learning (3)*
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

** Leads to Certificate in Instructional Coaching*

EMPHASIS Educational Leadership
ED.S. CORE + (21 hours

EG 6483	Instructional Leadership (3)
EG 6493	Evaluating Instructional Practice (3)
EG 6551	Crucial Communications (1) EDD
EG 6562	Political Implications in Education (2) EDD
EG 6573	Human Capital and Operations Management (3)
EG 6583	School Resource Management (3)
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

EMPHASIS English Language Learning
Ed.S. CORE + 18 hours

EGEL 6013	Theory and Practice in Second Language Acquisition (3)
EGEL 6033	Grammar for ELL Teachers (3)
EGEL 6043	Curriculum Design and Instruction in the ELL Classroom (3)
EGEL 6053	Culture, Communication and Community in the ELL Classroom (3) EDD
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

EMPHASIS Literacy Coaching
Ed.S. CORE + 18 hours

EG6836	Comprehensive Literacy Acquisition (6)*
EG6846	Methods and Strategies for the Literacy Leader (6)*
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

** Leads to certificate in literacy coaching*

EMPHASIS Professional Learning and Coaching in Mathematics

Ed.S. CORE + 27 hours

MAED 5153	Numbers, Operations, and Algebraic Thinking (3)*
MAED 5143	Functions and Mathematical Applications (3)*
MAED 5063	Teaching Geometry (3)*
MAED 5163	Problem Solving and Mathematical Modeling (3)*
MAED 5173	Statistics, Probability, Measurement, and Data (3)*
MAED 5183	Leadership and Instructional Coaching in Mathematics (3)*
EG 5273	Coaching Models and Practices (3)*
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

** Leads to Certificate in Mathematics Coaching*

EMPHASIS With Reading Specialty

Ed.S. CORE + 21 hours

EG 6743	Leadership in Balanced Literacy (3)
EG 6753	Emergent Literacy (3)
EG 6763	Reading in the Content Area (3)
EG 6773	Diagnosis and Remediation of Reading Difficulties (3)
EG 6783	Literacy Coaching for Reading Specialists (3) EDD
EG 6903	Education Specialist Project I (3)
EG 6913	Education Specialist Project II (3)

Course Descriptions: M.Ed. and Ed.S. programs

EG 5000 **Orientation to M.Ed./Ed.S. Programs (Non-credit and P/F)**
This course is required for all degree seeking M.Ed. students in their first semester of course work. Under the direction of their advisor or instructor, they will complete independent learning modules online and begin their portfolio of work which must be completed for graduation.

EG 5013 **Education in a Global Context (3)**
The course places contemporary American education in the context of global, social, cultural and economic systems. Students will explore diversity among learners (e.g., cultural, socio-economic, linguistic, gender, special needs) and the differentiated instructional and assessment strategies that support their academic achievement. This course includes contemporary issues concerning diversity, global perspectives and family engagement.

EG 5033/ EG 6033 **Leadership in Collaborative Professional Learning (3)**
The student will gain an understanding of varied collaborative professional learning models including professional learning communities, coaching (instructional, data and content area), mentoring, lesson study and online collaboration. Students will gain practical experience as members of a professional team in analyzing student work and data and creating lessons to improve student learning. Ed.S. sections have additional course objectives.

EG 5043 **Addressing Learning Differences (3)**
The course is designed to give students a theoretical background in differentiated modes of instruction and the skills needed to work with colleagues to improve achievement for individual learners, including those of different linguistic and cultural backgrounds. Discussions and readings will explore classroom strategies that improve student achievement, the elements of effective instruction, instructional design and ways to use assessment to drive instruction. Finally, the course will discuss ways that teacher leaders can work with colleagues to enhance their instruction and student learning.

EG 5053 **Planning, Instruction & Assessment (3)**
This course provides pre-service teachers with the knowledge and skills necessary to evaluate and apply effective pedagogical practices in various classroom settings. Students will analyze teaching strategies and will critique and analyze lessons presented in various settings. Likewise, students will write and develop effective unit and lesson plans and corresponding assessments. Students in the course will analyze lesson plans, examine the

essential components of effective lesson and unit plans and will develop plans for curriculum standards provided by the state of Tennessee. Likewise, students will be able to analyze effectively instructional practices and data in order to make sound curricular choices. Students will engage in practice teaching sessions in order to receive feedback from their colleagues and will design formative assessments in order to demonstrate an understanding of the concepts presented in the course.

EG 5063 **Building Classroom Communities (3)**
This course is designed to analyze the relationship among classroom environment, classroom behavior, and learning. Students will explore various classroom discipline and management models and their relationship to degrees of teacher and student control. Particular attention is given to understanding how a teacher's behavior and/or instructional strategies, styles and techniques affect student behavior and learning. This course will also explore the importance of family and community collaboration.

EG 5083 **Research in Classroom Practice (3)**
This course will require students to understand educational research, investigate a problem in their specific field, propose a solution based on best practices in research and create a report and multimedia project on the proposed solution. Students will use observational research in real classrooms to investigate their problem, as well as video examples. In addition, students will become familiar with how action research can be used in the classroom and how data systems are used in school districts.

EG 5103 **Data-Driven Learning Culture (3)**
This course will focus on using data to guide planning, instruction and evaluation. The student will exhibit an understanding of basic statistical analysis and research design and methodology. Attention will be given to the best practices for analyzing and evaluating the rigor of curriculum and instruction and monitoring the school's curricular program, as well as supporting a systematic process of student/teacher assessment and improvement, coaching and supervision. The student will identify a problem that can be investigated using action research, clarify the problem, propose a solution and determine appropriate methodology for the research. In some programs, the student will complete the action research project in EG5363.

EG 513V **Transitional Licensure Mentoring (1-3)**
This course provides a mentor to teacher candidates who are teaching on a transitional license. The mentoring component has a requirement of two hours credit for the first two semesters and one-hour credit for the two semesters of the second year of the program. The course is provided as a means of support for the teacher candidate who chooses to take an alternative route to certification and meets the State of Tennessee requirement for mentoring.

EG 5143 **Teaching Methods K-6 (3)**
This is an integrated methods course designed to meet the developmental needs of children in the various subject areas found in the elementary school curriculum (K-6). It includes discussion of current research and practice relative to teaching/learning objectives, planning, instruction and classroom techniques. Students develop decision making skills through actual involvement in planned demonstration lessons using traditional and new techniques and innovations, including computer applications.

EG 5153 **Methods for Adolescent Learners (3)**
This is an integrated methods course designed to meet the developmental needs of children in the various subject areas found in the secondary school curriculum (7-12). It includes discussion of current research and practice relative to teaching/learning objectives, planning, instruction and classroom techniques. Students develop decision-making skills through actual involvement in planned demonstration lessons using traditional and new techniques and innovations, including computer applications.

EG 5203 **How We Learn (3)**
The student will participate in an advanced study of learning theories (including constructivism), human growth and development and motivation, including cognitive, emotional and physical characteristics of children in various age groups. Current brain research on teaching and learning, the importance of metacognition and strategies that increase student learning will also be a focus of the course. Case studies and clinical observations may be used to develop the skills and knowledge necessary to identify different learning styles among students and to develop appropriate instructional strategies. Students will learn observation methods used to evaluate and improve instruction.

EG 5213 **Instructional Design in an Online Environment (3)**
Research on effective online instruction, strategies to foster student learning at higher levels in an online course and ways to assess student learning online will be central to this course. In addition to learning strategic planning for instruction, the student will exhibit skills and knowledge necessary to research, design and implement instruction in an online course. This course will also consider the continuing professional development needed to provide teachers with research-based online instructional strategies necessary to assist students in meeting academic standards and to prepare teachers to use a variety of classroom assessments appropriately

EG 5223 **Communication, Collaboration & Community Relations (3)**
The student will gain an understanding of the communication skills necessary to cultivate positive relationships and collaborations with diverse stakeholders in a school culture focused on teaching and learning. In addition to identifying strengths and weaknesses of their own communication process, students will study how to manage school and community resources, communicate assessment results, make decisions within an ethical context and develop and implement appropriate policies that benefit all students.

EG 5233/ EG 6233 **Leadership Behavior & Practice (3) (Formerly Learning-Focused Leadership)**
Students will be introduced to personal and professional ethics in leader behavior. Essential leadership traits of personal integrity, courage, resilience, and perseverance will be thoroughly examined. Students will learn how to set high standards for self, model professional learning and establish a culture of personal and professional growth. Students will understand the value of leading by example as they move toward becoming a credible leader. Students will learn how to change confrontation into positive practice and results by exploring ways to enter into critical conversations with various stakeholders. Students will additionally learn how to distribute personal ethics in leadership to others through equal access, opportunity, and inclusionary practices. Students will learn how leaders can create positive environments of cultural competence and equity for all stakeholders. Additionally, students will understand the role of the school leader in the community and strategies to manage community circles. Ed.S. sections have additional course objectives.

EG 5253/ EG 6253 **Vision and Change for Leaders (3) (formerly Organizational Learning and Change)**
Students will be introduced to the strategic planning and change management processes. Students will learn how to create and conduct a needs assessment and use the resulting data to develop a comprehensive strategic plan to impact student learning. Students will also learn how to implement a strategic plan as a method for creating or changing school culture, which ultimately impacts students' ability to learn and progress both academically and personally. Students will understand the necessity for the instructional focus to shift from teaching to learning. Ed.S. sections have additional course objectives.

EG 5263/ EG 6263 **Communication and Community (3)**
Students will be introduced to the variety of communication styles utilized within the school environment. Students will learn how to craft effective

messages based on information to be communicated and intended audience. Students will learn the value of business and community partners and the pivotal role effective communication plays in fostering these relationships. Students will learn to leverage digital and social media. Additionally, students will learn how to match communication styles and messages to the appropriate stakeholder in order to maximize effectiveness. Ed.S. sections have additional course objectives.

EG 5273/ EG 6273 **Coaching Models and Practices (3)**
In this course, students will investigate how the research supports a coaching model and the value of coaching in a learning organization. They will develop a personal definition of coaching, investigate various models of coaching, and practice a variety of coaching and questioning strategies. The importance of ethics in coaching, the identification of one's personal values, and strategies for identifying a teacher-client's core values will be emphasized. Students will create coaching agreements, anticipate the phases of a coaching relationship, and learn methods to develop trust and safety in the coaching relationship. Ed.S. sections have additional course objectives.

EG 5283/ EG 6283 **Developing Critical Cultural Competence (3)**
This course will provide students the opportunity to develop an informed perspective on the social, cultural and political influences on our education system. After taking this course, participants will better understand their roles in student achievement and how their own cultural lenses impact their relationships with students, teachers and families. Additionally, students will experience and lead crucial conversations about race, ethnicity and linguistic diversity and apply strategies to bring a faculty closer to closing achievement gaps between groups. The goal of this course is to provide teachers, instructional coaches and administrators with the tools to lead and to help others lead in a diverse environment. Ed.S. sections have additional course objectives.

EG 5293/ EG 6293 **Principles of Adult Learning (3)**
In this course, students will demonstrate an understanding of theories and principles of adult development and learning, illustrate an understanding of their own development and experiences as learners, demonstrate their understanding of how to assess the needs and interests of adult learners, and illustrate how to apply concepts introduced in this course to the teaching and coaching of adult learners. More specifically, students will apply adult learning theory to the facilitation of professional learning for teachers. Ed.S. sections have additional course objectives.

EG 5303 **Teaching the Diverse Learner (3)**
The student will understand diversity among students (e.g., cultural, socio-economic, linguistic, gender, special needs) and the differentiated instructional and assessment strategies that support their academic achievement. Included will be theories of assessment and the development of skills and knowledge needed to analyze and implement teaching strategies for use with all learners in the classroom (including special needs, advanced, and ELL), among a team of teachers and as part of a referral to the appropriate resources. This course includes contemporary legal issues concerning diverse learners.

EG 5333/ EG 6333 **Law & Ethics in Leadership (3) (formerly Professional Accountability)**
This course will help students understand legal practices and the application of ethical principles in education. Students will learn how to ethically and equitably protect the rights of all stakeholders. Students will study state and federal laws and how these impact educational leadership. Students will review relevant court cases and make applications to leadership practice. Attention will be given to how leaders apply the law ethically and equitably to all aspects of educational leadership and to all stakeholders. Ed.S. sections have additional course objectives.

EG 5343 **Curriculum & Assessment Design (3) (formerly Curriculum, Instruction & Assessment)**
Analysis of curriculum standards, identification of appropriate goals and objectives, articulation of formative and summative assessments that allow students to demonstrate achievement and implementation of effective instructional strategies will be considered. The student will investigate the role of school leadership in curriculum implementation, mapping, gap analysis, pacing and assessment procedures, and will cultivate an appreciation for academic and cultural diversity. Leadership, including servant and transformative leadership, to improve educational outcomes and to facilitate shared responsibility for instructional decisions will be discussed.

EG 536v **Action Research (1-3)**
The student will implement the action research proposal from EG5103 and test its effectiveness by applying the solution in a classroom/school setting. (In EG5103, the student will identify a problem that can be investigated using action research, clarify the problem, propose a solution and determine appropriate methodology for the research.) A written report and an oral presentation of the project will be completed. Prerequisites: The successful completion of all Tier 1 and 2 courses in the program.

EG 5402 **Student Teaching Seminar (2) Fall and Spring Semesters**
This course is taken concurrently with student teaching. The seminar meeting dates include days at the beginning, middle and end of the student teaching semester. Students will be required to attend all sessions, provide required documentation and participate in activities related to each major objective. Prerequisite: Completion of all teaching licensure course work. Corequisite: EG 5417

EG 5417 **Enhanced Student Teaching (7) Fall and Spring Semesters**
The student will spend 15 weeks as a student teacher in two sequentially assigned classroom settings. The student will be expected to demonstrate skills and knowledge appropriate to the age of the children and the subject matter for which the student is seeking licensure. A $350 fee will be added to tuition during student teaching. Corequisite: EG 5402. *(Overseas student teaching opportunities are available through the Christian College Teacher Education Coordinating Council. For more information, contact the director of student teaching.)*

EG 5423 **Methods in STEM Content Areas (3)**
This course will offer students a chance to learn about lesson planning, classroom practices and materials needed to implement cross-curricular lessons in STEM content. Students will learn about the use of hands-on learning, cooperative learning, inquiry, writing, problem solving, problem-based learning, facilitation, technology integration and assessment to effectively implement lessons in STEM content. In collaboration with their peers, students will develop cross-curricular lessons in STEM content, implement their plans, and receive peer and teacher feedback. Successful completion of the course will result in students having a set of cross-curricular lessons in STEM content.

EG 5433 **Problem-Based Learning (3)**
Problem-based learning focuses on student-centered instruction driven by a real-world problem, question or task. Within STEM classrooms, this design lends itself seamlessly to providing students with 21st century learning experiences using authentic data and research. This course will emphasize STEM topics, technologies, instructional strategies and assessments to enhance and support PBL experiences. Students will design and present a STEM-focused unit of study using this instructional strategy.

EG 5463/ EG 6463 **Integrating Faith in Academic Disciplines (3)**
This course addresses the goal of meeting both the intellectual and spiritual needs of students through the integration of faith in academic content areas as part of the college's overall goal to provide all schools (Christian, private

and public) with the best teachers the college can produce. While teachers are expected to be deeply grounded in their academic disciplines, this course is designed to help them identify areas that will promote the integration of faith and learning, create faith-integration learning activities in the classroom, to use faith-oriented scholarly resources and to ensure academic rigor while integrating faith. Topics to be included are developing learning outcomes, assignments and activities; maintaining intellectual rigor and perseverance in these products; and purposefully making faith connections throughout the planned units and lessons.

EG 5483/ EG 6483 **Instructional Leadership (3)**
The course will focus learning on leadership practices which drive student achievement in schools. Students will learn how school leaders can analyze and use data (formative and summative) to make appropriate decisions. Students will analyze simulated TVAAS data to derive outcomes and make plans for next steps to ensure progress and growth. Student will also learn how to establish, maintain and lead professional learning communities within the school for the specific purpose of improving student achievement. Ed.S. sections have additional course objectives.

EG 5493/ EG 6493 **Evaluating Instructional Practice (3)**
Students will learn how to identify, evaluate and promote effective instructional practice. Research based instructional practices will be discussed in conjunction with how to recognize effective teaching as measured by student outcomes and state approved teacher evaluation models. Students will learn how to provide high quality feedback and encourage reflective practices from the roles of evaluator, mentor and coach. Students will learn how to support teachers in the change process through collaborative conversations, student data and instruction for growth. Ed.S. sections have additional course objectives.

EG 5503 **Independent Study (3)**
The student will propose and conduct a special study or project with the consent and guidance of a graduate faculty member. A student may receive credit for completing EG 5503 a maximum of two times. Prerequisite: Approval by the director of the appropriate program.

EG 5523 **Internet Applications for Teaching & Learning (3)**
The student will develop technology skills that facilitate student instruction and learning. This course will cover a considerable number of e-learning tools with social networking capabilities as well as abilities to engage students in quality collaborative projects. Additionally, research will be done to determine the latest developments and trends in the use of the Internet, tablets and other technology tools in the classroom.

EG 5533 **Administrative Mentoring Seminar (3)**
This course is designed to meet the objectives outlined by the State of Tennessee for an individual to obtain the Professional Administrator License. The course will provide a customized professional development program (jointly developed by principal, superintendent, university and mentor). This course will consist of required readings, literature circles for discussion of content and development of a professional administrative portfolio. The course will be primarily field-based with minimal class meetings at certain intervals during the process. Prerequisite: Beginning administrator license.

EG 5551/ EG 6551 **ORG1 Crucial Communications (1)**
This course will focus on a leader's personal communication style and how it impacts effective communication within a learning community. Students will explore the relationship between communication and decision making that is both valid and transparent from the stakeholder perspective. Students will define their personal communication style, decision-making style and create an effective communications plan that addresses a specific school need and allows response to stakeholder concerns. Students will be introduced to field work and partnered with a mentor. Ed.S. sections have additional course objectives.

EG 5562/ EG 6562 **ORG2 Political Implications in Education (2)**
This course will focus on the different political structures in place that exist to support schools. Students will learn a myriad of ways that political involvement can support student success. Students will be required to collaborate with a mentor practitioner. Ed.S. sections have additional course objectives.

EG 5573/ EG 6573 **ORG3 Human Capital and Operations Management (3)**
Students will learn best practices for leading human capital and school operations. Focusing on recruiting, hiring and retaining top staff, students will gain a greater understanding of the role of people, positions and roles within a successful organization. Students will learn the importance of intentional, diverse hiring practices. Students will also work collaboratively with a field mentor to learn essential operating procedures of the physical plant and its relationship to student achievement. Students will learn how to assess physical plant needs, establish and maintain a safe and clean environment, and record proper documentation for all physical plant matters. Ed.S. sections have additional course objectives.

EG 5583/ EG 6583 **ORG4 School Resource Management (3)**
This course will address the educational leader's role in managing resources. Students will learn federal, state and local requirements for ethical management of all educational fiscal resources including the creation and implementation of budgets. Additionally, students will explore other funding sources such as grants, donations and fundraisers. Attention will be given to the relationship between resource management and academic achievement. Students will be required to collaborate with a practicing mentor during this course. Ed.S. sections have additional course objectives.

EG 5603 **Leadership in Educational Technologies (3)**
This course will explore leadership skills and knowledge needed to implement and support educational technology use. Leaders must know how to acquire technology, plan its effective use, prepare teachers and assess effectiveness, including how to assess what is currently in place, what is needed and how best to use it. Funding educational technology, grant writing and prioritizing and implementation will be discussed. Also included will be the challenge of staying abreast of new technologies, assessing teacher use of technology and utilizing community resources.

EG 5613 **Effective Technology Use in the Classroom (3)**
This course will center on effective use of technological resources, both in the classroom and online and the class includes field experience. While technology is constantly changing, suggested classroom tools include document cameras, slate boards/tablets, interactive white boards, clicker systems and other portable computing devices. Classroom website, electronic rubrics, communication tools and assessment tools will also be used.

EG 5623 **Trends and Issues in Instructional Technology (3)**
One of the major challenges in educational technology is its ever-changing nature. This course is designed to maximize the knowledge of current candidates and to promote inquiry into new uses of technology through class interaction. Topics for discussion could include but are not be limited to effective use of classroom devices, use of vendor programs, security issues and challenges, laptop initiatives, social networking/podcasts/webinars, online staff development, maximizing limited resources and dependence on technology.

EG 5633 **Technology and Problem-Based Learning (3)**
This is a project-based class that explores using technology to solve problems more effectively, more efficiently, more innovatively and more collaboratively. A cross curricular approach to creating and organizing engaging problems for students will be taken.

EG 5643 **Technology for Special Groups (3)**
This course will provide develop skills for the instructional technology student who is learning to use technology to meet the needs of English language learners and students with special needs in the classroom. This class will prepare a student to be a technology coach or technology integration specialist.

EG 5653/ EG 6653 **Intro to Educational Research (3)**
This course will provide an introduction to empirical research within the field of education. Students will exhibit an understanding of educational research skills in design, methodology and basic statistical analysis. Emphasis will be placed on helping students locate, understand and apply educational research in practice. Students will implement learned skills to identify a project topic and complete a review of related literature. In some programs, students will be required to further develop the topic into an action research or specialized field project. Students in these programs will implement the project, analyze data, draw conclusions, construct recommendations, and formally present findings in subsequent course work and/or independent program requirements. This course serves as a prerequisite for EG 5663 or EG 6903. Ed.S. sections have additional course objectives.

EG 5663 **SPR2: Specialized Field Project (3)**
This course serves as the culminating experience for specialized field projects in educational leadership. A specialized field project is conducted by the student throughout the educational leadership program and completed in this course. Students will submit a final paper to the instructor and make a formal oral presentation to cohort participants, faculty and other members of the graduate school community. Prerequisite: EG 5653 or equivalent.

EG 570V **Special Topics (1-3)**
Selected topics from the field of education are offered. The format of the course is determined by the topic. Field experiences may be required. Prerequisite: Permission of instructor. Offered as needed.

EG 5743/ EG 6743 **Leadership in Balanced Literacy (3)**
This course is an in-depth look into the theoretical and evidence-based processes of reading and writing and instruction. It focuses on equipping future teachers with a expert foundational knowledge of literacy research and pedagogical best practices that will help them make appropriate decisions as an informed leader to plan and implement high-quality reading and writing instruction in a clinical or classroom setting. In addition, course objectives and topics are aligned with Tennessee's reading specialist standards and the Standards for Reading Professionals from the International Reading Association (2010).

EG 5753/ EG 6753 **Emergent Literacy (3)**
This course focuses on how early language practices and environment from birth to age five impact how a child learns to read and write. Theories of language development, cognition and learning will be highlighted along with study and application of various systems of language to the reading and writing processes. Course objectives include teaching phonemic awareness and phonics with an emphasis on speech production, teaching writing along with reading through children's literature, understanding early literacy assessment tools, utilizing a variety of instructional groupings, and creating lifelong readers by focusing on story, vocabulary and comprehension. Special attention will be given to literacy acquisition for students from a wide-range of cultural, linguistic, and social backgrounds. Course objectives and topics are aligned with Tennessee reading specialist standards and the International Reading Association's standards for reading professionals (2010).

EG 5763/ EG 6763 **Reading in the Content Area (3)**
This course is for students in the M.Ed. with reading specialty program. Students will practice strategies to help K-12 teachers in all content areas enhance student learning, particularly with relation to reading and writing. It emphasizes teaching activities, study

strategies and specialized skills for learning content through reading a variety of text structures. The course provides an overview of how students learn to read and the importance of meta-cognitive skills in reading. The focus will be on strategies to help reading specialists recognize and respond to the variety of ability levels and linguistic and cultural backgrounds in a classroom.

EG 5773/ EG 6773 **Diagnosis and Remediation of Reading Difficulties (3)**
The student will gain an understanding of the nature and multiple causes of reading difficulties and the appropriate selection, use and interpretation of formal and teacher-developed assessment tools to report, evaluate, and modify instruction for successful learning. The student will learn to communicate assessment data to family and other stakeholders in an effective manner that helps promote positive literacy connections between the home and school. This course requires a field experience in reading intervention.

EG 5783/ EG 6783 **Literacy Coaching for Reading Specialists (3)**
This course develops the skills and knowledge needed for the reading specialist to work with teachers as a coach and mentor. Students will be asked to employ the coaching knowledge, skills and dispositions needed to facilitate job embedded professional learning for teachers and other education professionals. Emphasis will be placed on the roles of the reading specialist as resource provider, data coach, interventionist, and parent and community liaison. The student will understand the cycle of assessment and instruction, classroom and small group organization, and instructional coaching focused on literacy.

EG 5793 **Integrated Literacy (3)**
This course is an in-depth look at using a variety of strategies for integrating reading and writing across the curriculum and developing vocabulary and comprehension skills. It will help students understand how to identify and explore quality literature. It will also focus on

using informational and exemplary texts to teach content, as well as evidence-based writing. Lastly, the course will address scaffolding and differentiation strategies for struggling readers.

EG 5803 **Literacy Foundations and Standards (3)**
This course is an in-depth look into research on how children become literate and the practical implications of this research for teachers. It focuses on equipping future teachers with the theoretical knowledge and pedagogical skills that will help them make appropriate assessment and instructional decisions as they teach children to become adept readers and writers. In addition, course objectives and topics are grounded in the five essential components of reading and the Common Core State Standards.

EG 5813/ EG 6813 **Reading Recovery 1 (3)**
This course introduces teachers to reading recovery, its theoretical foundations, research, purposes and procedures. Classroom instruction is coordinated with the individual instruction of 10 at-risk students in an integrated field experience.

EG 5823/ EG 6823 **Reading Recovery 2 (3)**
The purpose of this class is to refine and expand the teacher's level of awareness and understanding of how to effectively teach reading and writing to at-risk students.

EG 5836/ EG 6836 **Comprehensive Literacy Acquisition (6)**
This course will offer students an in-depth study of the concepts required for literacy acquisition in elementary students. Students will learn about current literacy assessments, how to administer the assessments, and how to use the literacy assessment data to drive instruction in reading and writing. Students will also learn about the balanced approach of literacy and make connections to embed that approach in the Common Core State Standards. In collaboration with their peers, students will plan and implement literacy lessons in all component of the balanced approach with direct focus on the five components of reading.

EG 5846/ EG 6846 **Methods and Strategies for the Literacy Leader (6)**
This course will prepare students to work effectively with students and adults in elementary school settings. Students will learn effective models and strategies of literacy coaching. In collaboration with their peers, students will participate in coaching rounds. Students will learn effective leadership strategies and models of collaboration. Successful completion of the course will result in students having strategies and protocols in place to be effective literacy leaders and coaches.

EG 6000 **Graduation Seminar (Non-credit and P/F)**
This course is required for all M.Ed. students in their final semester before graduation. Students will complete all graduation requirements for a M.Ed. degree in the College of Education. Under the direction of their advisor or instructor, they will complete the portfolio of work begun in their first term, publicly present their cumulative action research project and complete a comprehensive exam case study.

EG 6903 **Education Specialist Project I (3)**
In this independent study course, the student will work with the instructor to select a real-world project in which to apply knowledge and competencies attained in the Ed.S. curriculum. It should be taken in one of the last two semesters of the Ed.S. program. The project may be completed in the area of collaborative professional learning, English language learning, reading, or educational leadership.

EG 6913 **Education Specialist Project II (3)**
In this second of two independent study courses, the student will work with the instructor to complete a real-world project in which to apply knowledge and competencies attained in the Ed.S. curriculum. It should be taken in the last two semesters of the Ed.S. program. The project may be completed in the area of collaborative professional learning, English language learning, reading, or educational leadership.

English Language Learning

EGEL 5013 / EGEL 6013 Theory and Practice in Second Language Acquisition (3)
This is an introductory course in second language acquisition which will expose students to terminology and concepts specific to the field of language acquisition. Students in this course will explore the human capacity for language and will discuss and encounter myths specific to language acquisition. Likewise, students will trace the development of the field by examining the ideas of theorists such as Chomsky, Krashen, Camale and Swain, Piaget, Vygotzky and others. Key concepts presented include interlanguage development, transfer, comprehensible input, learner variables, language immersion vs. classroom instruction and the role culture and society play in language acquisition.

EGEL 5033 / EGEL 6033 Grammar for ELL Teachers (3)
This course provides a description of English grammar for those planning to teach English. In this course, students will be reminded of theories of language learning previously studied and will compare grammatical structures and patterns present in different languages of the world. Theories related specifically to grammar instruction will be presented and students will be able to design their own activities as a result of this course. Specific models presented in this course include input processing (structure input and output) and the PACE model. A discussion of what it means to teach grammar in terms of language acquisition is also substantive to the course and will include ways in which language (i.e., grammar) has historically been taught. Specific goals for students in this course include developing an understanding of English grammar (prescriptive and descriptive), analyzing methods by which grammar has been taught, and designing and evaluating materials designed to teach grammar. Additionally, students will be exposed to issues related to phonetics, linguistics and transcription using the International Phonetic Alphabet.

EGEL 5043 / EGEL 6043 Curriculum Design and Instruction in the ELL Classroom (3)
The course is designed to give students the skills that they need to effectively teach in an ELL classroom. Students will be responsible for analyzing and critiquing lesson plans, for creating language and content objectives, for developing lesson and unit plans with appropriate sequencing of activities, for choosing authentic spoken and written materials in order to differentiate instruction and for preparing and teaching rigorous curriculum in engaging ways for ELL learners. Specifically, students will consider principles critical to ELL classroom which include making content comprehensive and participating in jointly constructed activities with students. Students will explore ways to teach that building their students' academic language, a key process for ELL students. As a result of this course, students will be able to give clear instructions and directions, will learn effective ways to gauge comprehension, will provide effective instruction in terms of language content and will be able to reflect on the lesson and units they create in order to make appropriate modifications and/or adaptations for future lessons. Additionally, students will be provided with specific strategies related to reading and writing instruction and the development of academic literacy.

EGEL 5053 / EGEL 6053 Culture, Communication and Community in the ELL Classroom (3)
In this course, students will discuss the broader issues connected to the ELL teaching profession. Selected articles and texts will be chosen to stimulate students' thinking about such topics as language and identity and language and power. Likewise, students will develop an understanding of cultural competence and factors related to participating in a culture other than one's native culture. Further, this course will discuss cultural issues related to managing the second language classroom environment and will also discuss the significance of culture and school as it relates to building literacy in a second language.

EGEL 5063 Practicum in ELL Teaching and Learning (3)
In this course, students will work both independently and with the professor in order to gain hands-on experience in the ELL classroom. Students will partner with ELL teachers, students and families in order to enhance their teaching and learning skills. Sample practicum activities include: English language teaching in after school programs, English language tutoring with after school or adult ELL programs, participating in EL book studies, and working with outreach programs designed to educate and support ELL families. Students will complete a minimum of 12 hours of teaching/ service to ELL students and families. Students with work with case studies to hone skills in building relationship, observing language use, analyzing and assessing language use, and making recommendations for progress.

EGEL 5443 Instruction and Assessment in English Language Learning (3)
In this course, students will know, understand and use evidence-based practices and strategies to plan, implement and assess standards-based ESL and content instruction for students with diverse linguistic backgrounds. Students will learn classroom organization techniques, program models and strategies for developing and integrating language skills. Issues and concepts of formative and summative assessment of ESL students and modification of assessments will be discussed. Students will review the state and federal requirements to identify and serve ESL students. This course is for students seeking initial licensure in K-6 and ESL. This course is designed to prepare ELL teachers to meet Tennessee Teacher Licensure Standards 3 (Instruction) and 4 (Assessment). It will help the graduate student to prepare for the Praxis Exam 0361 (II and III, instructional methods and assessment methods).

EGEL 5453 Foundations of Linguistics, Culture, and Language Learning (3)
This course will lead students to know and understand the major theories and research related to the structure and acquisition of language to support ESL students' language and literacy development and content area achievement. Students will review major concepts of culture and learn to build a classroom community that honors the cultural richness and diversity all students bring to the classroom. Students will demonstrate collaboration skills that are necessary to work with families and other school professionals to serve the needs of all students. This course is for students seeking initial licensure in K-6 and ELL. It will help the graduate student to prepare for the Praxis Exam 0361 (I. Foundations of Linguistics and Language Learning and IV. Cultural and Professional Aspects of the Job) and Tennessee Teacher Licensure Standards I (Language), II (Culture) and V (Professionalism).

Special Education

EGSE 5023 Special Education Disabilities (3)
Participants are provided with an overview of a variety of conditions including high incidence disabilities, low incidence disabilities, spectrum disorders such as autism, attention deficit disorders, emotional and behavioral disorders, and the gifted and talented. These are examined with consideration to the psychological, physiological, social and educational characteristics of each. An emphasis is placed on causes, prevalence, diagnosis and intervention.

EGSE 5033 Special Education Law (3)
Statutory guidelines that govern the application of major components of all federal mandates for special education are examined. Attention is given to providing knowledge of current law and legislation, sensitivity to legal issues and application of legal principles related to special education services in the public school setting. IDEA, communication and collaboration, preparing for and conducting meetings, accommodations and modifications, IEP writing, transition planning and inclusive teaching practices are key components of the course.

EGSE 5043 Special Education Teaching Methodologies (3)
Participants learn pedagogical strategies and techniques and philosophical underpinnings required for teaching exceptional students. Major topics include: characteristics of effective teaching; planning for instruction; creating effective lessons using a variety of approaches, effectively integrating technology; science instructional methods and math instructional methods.

EGSE 5053 Foundations of Applied Behavior Analysis (3)
This course provides historical and current context regarding the terminology, methods and applications of applied behavior analysis. Emphasis will be on having students demonstrate mastery of terms used and generate examples of concepts across various settings. This is the first in a series of courses designed to assist in preparing students to discuss principles using a common terminology and survey how these principles are applied. Supervised experience concurrent to course work is required and may be accessed through the college.

EGSE 5063 Research Methods in Behavior Analysis (3)
This course is designed to develop an understanding of data collection methods, interpretation of data and data-based decision making. Additionally, single subject research design will be described in terms of evaluating effects of implementing interventions. Emphasis will be on the selecting effective means of data collection for assessment and intervention monitoring and using single-subject research designs to describe functional relationships between interventions and behavioral outcomes.

EGSE 5073 Behavior Change Procedures (3)
This course will examine the factors that contribute to challenging behavior or lead to instructional challenges and coordinating best practices for analyzing student behavior and learning styles, developing intervention plans and evaluating the effectiveness of these plans. Students completing this course will be able to use principles of applied behavior analysis to identify target behaviors, collect data on the behavior in order to establish a baseline and develop individualized and appropriate interventions.

EGSE 5083 Program Design, Implementation, and Evaluation (3)
This course covers the behavioral theory, principles and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand ethics, professional conduct, behavior change systems, and development, implementation, management and supervision of behavior intervention plans, by applying these behavioral principles to real-world scenarios. Students will examine how behavioral management can be used in the field of education.

EGSE 5102 Behavioral Field Supervision I (2)
Supervised independent fieldwork: This course is the first of three field supervision courses and will provide 25 hours of field supervision, fulfilling the requirement for supervision of 5 percent of the first 500 hours of field work for the BCaBA and BCBA certificate.

EGSE 5112 Behavioral Field Supervision II (2)
Supervised independent fieldwork: This course is the second of three field supervision courses and will provide 25 hours of field supervision. Combined with EGSE 5102, this course fulfills the requirement for supervision of 5 percent of the first 1000 hours of field work for the BCaBA and BCBA certificate.

EGSE 5122 Behavioral Field Supervision III (2)
Supervised independent fieldwork: This course is the last of three field supervision courses and will provide 25 hours of field supervision. All three courses must be taken to fulfill the requirement for supervision of 5 percent of the entire 1500 hours of field work for the BCBA certificate.

EGSE 5133 Ethical and Professional Conduct (3)
This course covers ethical and professional conduct in the field of applied behavior analysis and ethical implications of behavior change systems, implementation, management and supervision. Students

will understand and apply behavioral modification techniques within the BACB ethical framework.

EGSE 5143 Advanced Applied Behavior Analysis (3)
This course covers the measurement (including data analysis), experimental design, behavioral change systems and school based applications of behavior analysis. Students will understand and apply behavioral modification techniques, such as measurement, consideration of biological variables, observable/measureable behavior, identification of motivators, selecting alternative behaviors and identification of contingencies governing behavior, by applying these behavioral principles to real-world scenarios. Students will examine how behavioral management can be used in the field of education.

EGSE 5153 Communication, Language, and Social Skills (3)
This course covers the development of communication, language and social skills for typically developing children, as well as the deficits seen in these areas in children with disabilities. Students will learn the link between communication and behavior, the importance of developing functional communication and instructional strategies to develop communication, language and social skills. Research-based interventions such as social narratives, video-modeling and functional communication training will also be discussed.

EGSE 5163 Business Essential (3)
This course will address the basics of building and maintaining a private business specifically geared to the future BCBA. Issues discussed will include insurance billing, managing employees, marketing and advertising and business ethics. Students will learn how to start, develop and maintain their own business.

EGSE 5173 Autism Spectrum Disorders (3)
This course will address the specific characteristics of students diagnosed with autism spectrum disorder and how those characteristics manifest in a variety of environments. Students will learn how to analyze the characteristics when addressing behavior concerns. They will also learn about research-based interventions such as pivotal response training, incidental teaching and visual supports. Students will also learn about sensory dysfunction and fine motor deficits, as well as strategies to incorporate to support these two deficit areas.

EGSE 5181 ABA Research Seminar (1)
This course will allow students to complete their research project that they will begin in EGSE 5063. This will be a single subject study related to the ABA field. Students will complete their data collection, write their findings or learn about publication. They will also complete their research presentation in this course.

Professional Learning & Coaching in Mathematics

MAED 5063 Teaching Geometry (3)
This course will focus on the pedagogy of geometry. Euclidean geometry, including congruence and similarity of triangles and investigations of polygons, circles, and measurement will be presented using innovative research-based techniques and strategies.

MAED 5143 Functions and Mathematical Applications (3)
In this course, students will examine the function concept through graphs, ordered pairs, equations, and relationships between variables in applied settings. Additionally, students will interpret, analyze and build functions that model relationships. The function concept will be examined more deeply by studying special properties of functions (symmetry, one-to-one, inverse, increasing, decreasing, etc.) and learning about the properties of specific types of functions (linear, quadratic, exponential, and trigonometric). Special topics from calculus will be presented with a focus on conceptual understanding rather than computation.

MAED 5153 Numbers, Operations, and Algebraic Thinking (3)
In this course, students' number sense will be developed using a variety of

pedagogies and strategies that will engage the students in the Common Core Standards for Mathematical Practice. Problem-solving tasks, base-10 blocks, ten frames, number talks, hands-on manipulatives and other number sense routines will be presented to the students and they will be given the resources needed to share these strategies with other teachers. Students will learn ways to help students transition from performing arithmetic to an algebraic way of thinking. Students' algebraic thinking will be strengthened by activities that require them to write and interpret numerical expressions, look for patterns, reason and make use of the structure of mathematics.

MAED 5163 Problem Solving and Mathematical Modeling (3)
Techniques of problem-solving are presented. Students in this course will learn about problem-based pedagogies and experience learning mathematics through problem-based pedagogies. Students will extend their knowledge of problem-solving, mathematics, and problem-based pedagogies by creating problem-based tasks for the K-12 classroom and critiquing problem-based tasks.

MAED 5173 Statistics, Probability, Measurement, and Data (3)
This course will examine the essential understandings needed to teach statistics, probability, measurement and data analysis. In groups, students will interpret and discuss data, make decisions about the appropriate analysis of the data, analyze the data and communicate the results of their analyses to others.

MAED 5183 Leadership and Instructional Coaching in Mathematics (3)
In this course, students will gain understanding of the roles of a mathematics instructional coach. Students will learn how to analyze and implement common core standards and strategies in the math classroom. Students will also learn how to analyze, interpret and communicate data. There will be a focus on improving teacher effectiveness and student outcomes.

Administrative Licensure Program

Teachers who already hold a master's degree in some field of education and have three years of successful teaching experience may earn the Instructional Leadership License. The 21-credit-hour program will provide course work and field experiences to prepare candidates for the Praxis exam for administrative licensure and also for becoming an educational leader. The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department and the requirements of the Tennessee State Board of Education's learning-centered leadership policy. Participants in this program are classified as "non-degree seeking."

The following courses (21 hours) are required for the Tennessee Instructional Leadership License:

EG 5233/6233	Leadership Behavior and Practice (3)
EG 5333/6333	Law and Ethics in Leadership (3)
EG 5253/6353	Vision and Change for Leaders (3)
EG 5483/6483	Instructional Leadership (3)
EG 5551/6551	Crucial Communications (1)
EG 5562/6562	Political Implications in Education (2)
EG 5573/6573	Human Capital and Operations Management (3)
	OR
EG 5583/6583	School Resource Management (3)
EG 5663	Specialized Field Project (3)*
	OR
EG 6903	Education Specialist Project I (3)
	AND
EG 6913	Education Specialist Project II (3)

**As a prerequisite to EG 5663/EG 6903, students must show evidence of successful completion of graduate-level course work in educational research or proficiency in educational research.*

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for completion of this program.

ELL Endorsement Program

Licensed teachers who would like to seek an additional endorsement in English as a second language may enroll in the 12-hour graduate-level track in ELL. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching a second language. The program will examine second language acquisition theories, appropriate

methods and materials, issues in multicultural learning communities and effective educative assessment strategies/instruments for English language learners.

Participants in the ELL endorsement program are classified as "non-degree seeking." The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (12 hours) are required for the English language learner endorsement:

EGEL 5013/ EGEL 6013	Theory & Practice in Second Language Acquisition
EGEL 5033/ EGEL 6033	Grammar for ELL Teachers
EGEL 5043/ EGEL 6043	Curriculum, Design & Instruction in the ELL Classroom
EGEL 5053/ EGEL 6053	Culture, Communication & Community in the ELL Classroom

Reading Specialty Endorsement Program

Licensed teachers who would like to seek an additional endorsement as a reading specialist may enroll in the 15-hour graduate-level track in reading specialty. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of reading. participants in the reading specialty endorsement program are classified as "non-degree seeking." The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (15 hours) are required for the reading specialty endorsement:

EG 5743/ EG 6743	Leadership in Balanced Literacy
EG 5753/ EG 6753	Emergent Literacy
EG 5763/ EG 6763	Reading in the Content Area
EG 5773/ EG 6773	Diagnosis and Remediation of Reading Difficulties
EG 5783/ EG 6783	Literacy Coaching for Reading Specialists

Special Education Endorsement Program

Licensed teachers who would like to seek an additional endorsement in special education may enroll in the 18 hour graduate level track in S.E. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching special education. The program will examine foundations of special education, I.D.E.A., inclusionary teaching practices, psychological and behavioral management of students with special needs and other topics. Participants in the special education endorsement program are classified as "non-degree seeking." The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (18 hours) are required for the special education endorsement:

EGSE 5023	Special Education Disabilities
EGSE 5033	Special Education Law
EGSE 5043	Special Education Teaching Methods
EGSE 5053	Foundations of Applied Behavior Analysis
EGSE 5063	Research in Behavior Analysis
EGSE 5073	Behavior Change Procedures

Certificate in Applied Behavior Analysis

Our studies in applied behavior analysis programs combine Lipscomb's tradition of innovation and quality instruction with one of the highest demand fields in learning today. Recent estimates show that Tennessee has fewer than 250 certified behavior analysts, while 1 in 88 children has been diagnosed with an autism spectrum disorder. The demand for certified professionals who can deliver effective and certified behavior therapy is growing.

Students may choose between a certificate in applied behavior analysis which assists them in becoming certified as a board certified assistant behavior analyst or a certificate in advanced applied behavior analysis which assists them in becoming certified as a board certified behavior analyst. Along with offering a certification program, we also offer a Master of Science in Applied Behavior Analysis. Within the M.S. degree, students will receive Behavior Analyst Certification Board® course sequence approved courses and 1500 hours of field supervision necessary to apply for the behavior analyst certification board exam.

The following 16 hours are required for both the BCaBA and BCBA in the certificate in applied behavior analysis:

EGSE 5053	Foundations of Applied Behavior Analysis
EGSE 5063	Research in Behavior Analysis
EGSE 5073	Behavior Change Procedures
EGSE 5083	Program Design, Implementation, and Evaluation
EGSE 5102	Behavioral Field Supervision I
EGSE 5112	Behavioral Field Supervision II

The following 24 hours are required for the certificate in advanced applied behavior analysis:

EGSE 5053	Foundations of Applied Behavior Analysis
EGSE 5063	Research in Behavior Analysis
EGSE 5073	Behavior Change Procedures
EGSE 5083	Program Design, Implementation, and Evaluation
EGSE 5133	Ethical and Professional Conduct
EGSE 5143	Advanced Applied Behavior Analysis
EGSE 5102	Behavioral Field Supervision I
EGSE 5112	Behavioral Field Supervision II
EGSE 5122	Behavioral Field Supervision III

Certificate in Instructional Coaching

Students will receive a certificate of instructional coaching upon completion of the following 12 credit hours of courses:

EG 5033/ EG 6033	Leadership in Collaborative Professional Learning
EG 5273/ EG 6273	Coaching Models and Practices
EG 5293/ EG 6293	Principles of Adult Learning
EG 5386/ EG 6396	Developing Critical Cultural Competence

Certificate in Mathematics Coaching

Students will receive a certificate in mathematics coaching upon completion of the following 21 hours of courses:

MAED 5153	Numbers, Operations, and Algebraic Thinking
MAED 5143	Functions and Mathematical Applications
MAED 5063	Teaching Geometry
MAED 5163	Problem Solving and Mathematical Modeling
MAED 5173	Statistics, Probability, Measurement, and Data
MAED 5183	Leadership and Instructional Coaching in Mathematics
EG 5273	Coaching Models and Practices

Certificate in Literacy Coaching

Students will receive a certificate in literacy coaching upon completion of the following 12 hours of courses.

EG5836/ EG6836	Comprehensive Literacy Acquisition (6)
EG5846/ EG6846	Methods and Strategies for the Literacy Leader (6)

Certificate in Technology Integration

Students will receive a certificate in technology integration upon completion of the following 12 credit hours of courses:

EG 5523	Technology Applications
EG 5603	Leadership in Educational Technologies
EG 5613	Effective Technology Use in the Classroom
EG 5643	Technology for Special Groups

Teacher Licensure Program

Candidates with an undergraduate degree may pursue Tennessee teacher licensure through the teacher licensure program. The program will provide the course work and skill development that new educators need.

Participants in the teacher licensure program are classified as "non-degree seeking." The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

All candidates seeking a Tennessee teaching licensure will take the following required 18 credit hours of course work:

EG 5023	Principles of Learning
EG 5053	Planning, Instruction & Assessment
EG 5063	Building Classroom Communities
EG 5143	Teaching Methods K-6
	OR
EG 5153	Methods for Adolescent Learners

EG 5303 Teaching the Diverse Learner
EG 5803 Literacy Foundations and Standards
Additional courses may be required for licensure.

Tennessee licensure requirements include an extended clinical experience. Candidates must also take either EG 5417 Enhanced Student Teaching (seven hours) and EG 5402 Student Teaching Seminar (two hours) or EG 513V Mentoring (four hours minimum) (for individuals with transitional licenses only) in order to complete licensure requirements.

Doctor of Education (Ed.D.) (54 hours required)

Unique Features Overview

- Two-year accelerated program (two years of course work)
- Cohort model with collaborative capstone project
- Combines multiple learning venues: onsite, online and field-based course work
- Year one focused on understanding theory and practice; year two focused on experiential learning
- Program culminates with a practical, collaborative capstone project that addresses a real research need for a real educational organization and client.
- Christian ethics focus
- International experience during summer term (optional)
- Up to 15 hours of transfer credit will be considered for post-master's course work that is direct equivalent with eligible courses.
- Emphasis on leading innovative change in education

Admission Requirements

The Ed.D. program admits candidates who meet the academic requirements for the Ed.D. degree program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as leaders in public and private organizations and academic institutions.

In addition to admission requirements for graduate studies in the College of Education, the Ed.D. program requires the following of applicants for admission to the doctoral program*:

- An earned baccalaureate degree and master's degree or the equivalent from an accredited institution of higher education with a grade point average in upper division and graduate study of 3.0 or above;
- Official score report for the GRE or MAT taken within five years of application date;
- Sufficient preparation and experience engaging learners to benefit from the program;
- Three letters of professional reference that document demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community and/or policy leadership (replacements for master's reference forms):
  a. A reference from supervisor, administrator, etc. to whom the candidate reports, (required) and
  b. Two other references from those detailed below:
     1. A reference from someone who can speak to the applicant's character and work ethic,
     2. A reference from a colleague with whom the candidate has worked in a professional capacity for at least two years, or
     3. A reference from someone who has benefited from the candidate's work;
- Written personal statements (replacements for the master's personal statement)
  a. A faith statement and spiritual development and
  b. A statement of purpose for why the student wishes to pursue an Ed.D. degree and how this will serve his or her future goals and aspirations.
- A personal interview conducted by a panel chosen by the College of Education.
- Demonstrated academic excellence, problem-solving ability and an interest in critically assessing and bringing about improvements within current organizational or educational policies and practices through an artifact such as one of the following items. A copy of this artifact should be submitted one week prior to the interview:
  a. A master's thesis,

b. A project planned and implemented by the candidate,

c. An action research project,

d. A school improvement plan headed by the candidate.

e. A published book or article, or

f. Other similar evidence (A copy of this artifact should be submitted one week prior to the interview)

Meeting these minimum requirements qualifies an individual for admissions consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis. The dean reserves the final decision on any applicant.

**All requirements detailed for the Ed.D. program are in addition to existing requirements for graduate studies in education. Any instances of substitution for existing requirements are noted.*

Course of Study

Year One: Theory and Understanding Practice (27 hours)

Fall 2014 – Nine hours

EG 7103	Leadership Theory and Practice
EG 7113	Brain-Based Research
EG 7113	Leading Learning

Spring 2015 – Nine hours

EG 7133	Organizational Theory and Practice
EG 7183	Legal Political and Ethical Issues of Leadership
EG 7213	Qualitative Research Methods in Education

Summer 2015 – Nine hours

EG 7163	Studies in Comparative and International Education
EG 7173	Applied Research Seminar
EG 7203	Change Management

Year Two: Experiential learning (27 hours)

Fall 2015 – Nine hours

EG 7146	Quantitative Research Methods in Education
EG 8013	Capstone Project

Spring 2016 – Nine hours

EG 7223	Entrepreneurship in Education
EG 7233	Strategic Planning and Assessment
EG 8023	Capstone Project

Summer 2016 – Nine hours

EG 7243	Contemporary Issues in Education
EG 7253	Ethical Behavior in Education
EG 8033	Capstone Project and Presentation

Course Descriptions

EG 7103 Leadership Theory and Practice (3)
This course links research and theory to the practice of effective leadership in educational settings. Course content will cover the history of organizational leadership and its practical applications. Participants will study examples of leadership approaches that have been successful in creating and sustaining positive, productive organizations. Participants will reflect on themselves as leaders and their abilities to identify, analyze and appropriately respond to challenges within complex, diverse educational environments. This course will also address the relationship between leadership, decision-making, data-driven assessment and collaborative problem-solving.

EG 7113 Brain-Based Research (3)
This course includes an examination of theory and research about cognitive development and perspectives on learning and education. Course content will include learning theories, domains of learning, levels of learning and exploration of modern research pertaining to brain-based learning and its potential application to educational practice. These principles will also be related to teaching, learning and leading adults who are engaged in education-related roles within learning organizations.

EG 7133 **Organizational Theory and Practice (3)**
This course examines research on organizational theory as it pertains to the effective management and leadership of a dynamic learning organization. Literature, case studies and class discussion will be used to study the analysis of organizational effectiveness, primarily in educational settings. Emphasis will be placed on strategic planning, continuous improvement, benchmarking, small- scale and large-scale change issues, team leadership and the role of organizational leaders.

EG 7146 **Quantitative Research Methods in Education (6)**
Participants will address questions that arise in educational research developed through quantitative research methodology. Participants will formulate research questions; explore appropriate statistical techniques; consider assumptions necessary to conduct the proposed research; analyze and interpret results; and summarize the findings. Quantitative methods to be studied include the general linear model—regression, correlation, analysis of variance, and analysis of covariance-using computer-based statistical analyses.

EG 7163 **Studies in Comparative and International Education (3)**
Participants will study comparative and international education through analysis of policies and practices that compose the organization, content and processes of educational systems and institutions. The course explores major educational trends at primary, secondary and post-secondary levels within a diverse global context. The course will also examine topics of continuing interest to educational policy makers, researchers and practitioners alongside national and international political, economic and cultural dynamics. The course will address policy reform initiatives that address key educational global challenges, approaches for generating and analyzing policy alternatives, and educational impact on economies and communities. This course may include an optional international experience lasting between seven to 10 days. A fee will be assessed to participating students to cover the costs of travel, lodging, meals and expenses.

EG 7173 **Applied Research Seminar (3)**
This course will provide an overview and exploration of qualitative, quantitative and mixed research and analysis techniques and how these methodologies might apply to the action research capstone projects. Students will explore various approaches as well as consider the potential benefits and challenges of potential methodologies. At the culmination of this course, capstone project teams will be formally engaged in the design and research of their projects.

EG 7183 **Legal, Political and Ethical Issues in Leadership (3)**
This course examines the legal, political and regulatory environments and ethical issues that impact educational organizations and influence their ability to effectively meet the challenges confronting education systems. Emphasis will be placed upon issues that are important to educational leaders who must negotiate, innovate and lead strategic change within these environments. (Eligible for transfer credit)

EG 7203 **Change Management (3)**
This course examines the characteristics of successful learning organizations and the role of educational leaders as change agents. Participants will study change principles while considering various implementation challenges related to organizational structure, employee empowerment, communication, culture and strategic planning. Research within the field of change management will inform participants about how to identify, promote, achieve and sustain meaningful educational improvements and innovation. Participants will review and practice collaborative problem-solving and consensus-building techniques as well as individual and group communication strategies, among other best practices for effecting transformational change.

EG7213 **Qualitative Research Methods in Education (3)**
This course focuses on qualitative inquiry including research design, major qualitative methods and techniques, data analysis and interpretation and ethical challenges in the qualitative research process. Participants will examine the appropriateness of qualitative research as a tool for answering research questions and explore qualitative methods/ approaches including ethnography, grounded theory, phenomenological theory, case study, historical/narrative research and mixed methods. Students will explore various approaches to qualitative research and learn to formulate a research question; conduct an appropriate literature review, select the appropriate research participants; determine the data that needs to be obtained; develop the best strategies, methods and tools to be used in data collection; understand the reliability and validity concerns involved; code, store and analyze data; interpret the results; and write a quality research report.

EG 7223 **Entrepreneurship in Education (3)**
This course views the educational leader as an entrepreneur who must effectively shape and influence complex decision processes to translate vision into action. The course addresses the challenges of initiating and sustaining meaningful change in dynamic, complex and highly uncertain environments. Participants will discuss the roles of creativity and innovation in education, approaches to leading change and the significant barriers and unique opportunities for entrepreneurs in the field of education.

EG 7233 **Strategic Planning and Assessment (3)**
This course covers multiple business functions in an organization including resource allocations and financial management. The need in an organization to develop leadership teams that are equipped with group process skills is a prominent portion of the course. Developing an ability through a needs assessment to determine both short-term and long-term goals for the organization with a plan that outlines incremental steps to achieve the needs will be included. Participants will explore financial and accounting reports, resource allocation and strategies for matching resources to the desired outcomes. Strategic planning, driven by appropriate assessment of needs, will be a focal point for the course.

EG 7243 **Contemporary Issues in Education (3)**
This course is designed to familiarize participants with select key issues in education and to model systematic evaluation of research and debate related to those issues. Examples of contemporary issues to be examined are reform efforts targeting productivity of educational systems, such as accountability measures; restructuring classroom instruction; school choice and privatization; data driven decision making; early childhood programs; the condition of higher education; and teacher and administrator recruitment, training and compensation policies. (Eligible for transfer credit)

EG 7253 **Ethical Behavior in Education (3)**
This course builds on the program's emphasis on ethical and moral responsibilities as educational leaders inspired by the Christian mission. Participants will study approaches to ethical decision-making and constructing and defending moral judgments that teachers and administrators face in today's environments. The course will ethical values in education and the significance of character and personal integrity for educational leaders in their professional settings and in the communities they serve.

EG 7313 **Leading Learning (3)**
This course provides students with an understanding of strategies for leading instructional improvement with research-based, and results oriented practices for leading and sustaining principled and learner-centered community cultures. Students explore strategies guiding the instructional program to close achievement gaps, focus on instructional core and promote high expectations, rigorous academics, equity, fairness and respect among all members of the community.

EG 8013 8023, 8033 **Capstone Project and Presentations (9)**
Members of the cohort, working in teams of two to four, will undertake a capstone project that will extend throughout the year, culminating with a formal written and oral presentation to the client and to a juried review committee. The project established and monitored by program staff involves research and analysis of an issue currently being experienced by a local educational, governmental or nonprofit entity. The project will be designed and implemented in coordination with the entity being served and will include the following (or approved variations thereof dependent upon the project):

- analysis of the issue and thorough examination of the related research literature;
- design of methodology to collect data to be used in formulation of a proposed solution to the issue;
- administration of the selected methodology and collection of data;
- analysis of the collected data using appropriate quantitative or qualitative methods;
- development of recommendations that might assist the educational entity with the issue being addressed;
- formal presentation of the research and recommendations to the client and a juried review committee;
- detailed documentation of the responsibility and contributions of each team member.

EG 8013 and 8023 will be graded as satisfactory/unsatisfactory by the Ed.D. faculty adviser. EG 8033 will be graded as satisfactory/unsatisfactory by a juried review committee (see capstone project presentation).

EG 804V **Special Topics (1 – 3)**
With permission of the director of the Ed.D. program, students may be provided with opportunities to expand their understanding of educational and professional environments and to achieve the objectives of the curriculum. Course graded as satisfactory/unsatisfactory.

Graduate Education Faculty

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Brandon C. Banes, B.A. (Lipscomb University), M.S., Ph.D. (Middle Tennessee State University), *Assistant Professor*

Randy E. Bouldin, B.A. (Lipscomb University), M.S. (University of Tennessee), Ph.D. (Vanderbilt University), *Professor of Mathematics, Associate Provost for Academic Development and Graduate Studies*

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Graduate Studies in

Engineering Management

David L. Davidson
Program Director

Graduate Studies in Engineering Management

• Master of Science

Justin A. Myrick, *Dean, Raymond B. Jones College of Engineering*
David L. Davidson, *P.E., Program Director*

The mission of the engineering management program at Lipscomb University is to assist the student with their need for lifelong learning that will enhance their leadership and technical skills, along with the moral guidance to ethically lead engineering focused organizations.

Lipscomb's Masters of Science in Engineering Management is an executive-level program which allows students to complete their degree in as little as 12 months while continuing their present careers. The degree program consist of a 36-hour curriculum designed to give the student an in-depth study into the areas of responsibilities of an executive-level position within an engineering-focused organization.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form**. Each applicant must complete an application form. The application form is available at www.lipscomb.edu/admissions/graduate, then click on "Apply by Program" to complete the online application.
2. **Application Fee**. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized Exam Score.** Each applicant shall submit the scores of a standardized exam. Scores from the Graduate Record Examination must be consistent with:
   - 154 (Verbal)
   - 166 (Quantitative)
   - 3.6 (Analytical Writing).

   Students with these scores will be given preference for entrance into the program.
4. **References**. Two letters of reference are required as follows: one from a college or university administrator or professor and one from a professional supervisor/employer or personal reference.
5. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form.*** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter /forms).
7. **FERPA**.* The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Resume**. A resume detailing the applicant's work and academic experience is required.
9. **TOEFL**. The Test of English as a Foreign Language is required for international students. (See section titled "International Students" for more information.)

All application items should be submitted to the graduate studies in engineering office no later than 15 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Graduate Studies, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

** These forms must be submitted after acceptance into the program.*

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.S. in engineering management. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Special consideration for course waiver may be given to the student who has special study and/or experience in a given subject area. The waiver will be by means of an examination that is passed with a grade of "B" or better. A $170 fee is charged for each examination taken (includes $70 for evaluating and recording and $100 per course for constructing and administering). A maximum of six hours may be waived by examination. Arrangements for a waiver are to be made through the graduate studies in engineering office. No graduate credit is awarded.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work.) The student must be graduate of an ABET accredited institution, all others will be decided upon on a case by case basis. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing**: To remain in good academic standing, the M.S. in engineering management student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation**: Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than 6 hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension**: If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals**: Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.S. in engineering management degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.S. degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits

The M.S. in engineering management requires 36 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit.....$1,225

Tuition to audit without credit.....50% of regular tuition

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee $195

Returned check fee..... $30

Thesis fee (includes printing and binding) $50

TouchNet (monthly payment)..... $60 enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

Master of Science in Engineering Management (36 hours required)

Core Courses (21 Hours):

EMGT 5103	Applied Engineering Statistics
EMGT 5113	Advanced Operational Research
EMGT 5123	Systems Optimization
EMGT 5153	Engineering Project Management
EMGT 5343	Engineering Economics
BU 6033	Accounting for Executives
BU 6533	Leadership and Organizational Behavior

Electives (9 Hours):

EMGT 5133	Manufacturing Systems and Supply Chain Design
EMGT 5143	Quality Systems
EMGT 5213	Leading Professionals
EMGT 5233	Developing Opinion Leaders
EMGT 5323	Procurement Management
EMGT 5353	Managing Professional Services Firms

Capstone Project (6 Hours):

The course of study will conclude with a capstone project that requires a comprehensive application of the new skills learned.

EMGT 5443	Applied Research-Engineering Management I
EMGT 5453	Applied Research-Engineering Management II

Course Descriptions

EMGT 5103 Applied Engineering Statistics (3)
Modeling and analysis of uncertainty and variation by probability models and distribution, regression, and basic statistical procedures pertinent to engineering. The course will cover introduction to experimental design, Taguchi methods and statistical process control.

EMGT 5113 Advanced Operations Research (3)
A survey of quantitative methods to develop modeling and decision-making skills. Topics include transforms and difference equations, Markov chains, decision analysis techniques, goal programming, game theory, queuing theory and nonlinear programming.

EMGT 5123 Systems Optimization (3)
Application-oriented introduction to systems optimization focusing on understanding system tradeoffs. Introduces modeling methodology (linear, network, integer, nonlinear programming and heuristics), modeling tools (sensitivity and post optimality analysis), software, and applications in production planning and scheduling, inventory planning, supply network optimization, project scheduling, telecommunications, facility sizing and capacity expansion, product development, yield management, electronic trading and finance.

EMGT 5133 **Manufacturing Systems and Supply Chain Design (3)**
Focuses on decision making for system design, as it arises in manufacturing systems and supply chains. Students exposed to frameworks and models for structuring key issues and trade-offs. Presents and discusses new opportunities, issues and concepts introduced by the internet and e-commerce. Introduces various models, methods and software tools for logistics network design, capacity planning and flexibility, make-buy and integration with product development. Industry applications and cases illustrate concepts and challenges.

EMGT 5143 **Quality Systems (3)**
Principles and practices of quality control methods. Topics include the Deming's Total Quality Management for process improvement, Six Sigma, System Thinking and ISO.

EMGT 5153 **Engineering Project Management (3)**
Introduction to the concepts and overview of project management. Topics covered include planning successful projects, effective leadership, team building, organizing work assignments, scheduling, managing conflict, record keeping, status reporting, communicating and closeout.

EMGT 5213 **Leading Professionals (3)**
This course provides insights to identifying and understanding personality types and behaviors associated with each type. Topics of study will include the ladder of inference and its role in conflict resolution, dialogue's role in communications and the role of trustworthiness in developing adaptive skills in order to build support for desired outcomes.

EMGT 5233 **Developing Opinion Leaders (3)**
This course focuses on developing skills necessary to effect community change. Leadership skills developed will include using metaphors to communicating technical solutions, identification of actual and perceived decision makers and those that influence decision makers, identification of allied groups to support your goals and development of key talking points to insure a clear message. The student will develop an understanding of the importance of influence skills, within an ethical framework, in the change process.

EMGT 5323 **Procurement Management (3)**
This course develops a holistic approach to business decision-making by integrating mission, vision, and marketing within an engineering organization. Topics covered will include determination of mission and vision external and internal analysis of market segments and assessing a firm's strategic advantages. The QBS process of marketing to government clients will be covered. The overall objective is to sharpen the students' abilities to "think strategically" in diagnosing market opportunities and align operations from a strategic advantage.

EMGT 5343 **Engineering Economics (3)**
The purpose of this course is to understand the effective and efficient management of engineering operations in an organization. This course focuses on critical issues such as product development, process planning and design, demand theory, forecasting, demand analysis, resource allocation and cost analysis, staffing, job design and workforce measurement.

EMGT 5353 **Managing Professional Service Firms (3)**
This course covers firm strategy and client relationship management, exploring what it takes to become, and remain, a "trusted advisor." The second module is grounded in the idea that developing competitive advantage in a firm's ability to attract, hire, nourish and motivate the best talent in the labor market and succeeding and thriving as a professional.

EMGT 5443 **Applied Research-Engineering Management I**
In partnership with a local industry or firm, or as a special topic, this course will allow the student to apply newly learned skills to address specific issues. This course will focus on the capstone project proposal and project management documents expected for final capstone project submittal of EMGT 5453.

EMGT 5453 **Applied Research-Engineering Management II**
In partnership with a local industry or firm, or as a special topic, this course will allow the student to apply newly learned skills to address specific issues being faced by the partner firm.

BU 6033 **Accounting for Executives (3)**
This course introduces financial and managerial accounting concepts for professional services organizations and their application in the decision-making process. Specific topics include basic concepts underlying corporate financial statements and the performance evaluation tools necessary for analyzing profitability, cash flows, financial ratios and information needed for internal planning, decision making and control.

BU 6533 **Leadership and Organizational Behavior (3)**
This course will examine the challenges associated with leading and managing organizational behavior within complex situations. The course focuses on developing skills for identifying behavioral and organizational problems, creating alternative solutions, making and communicating decisions and winning commitment for your position. We will be looking for nuances of behavior that will lead to a higher level of understanding and hence more effective leadership—nuances of adapting to different management styles, understanding the boss or subordinates, coping with conflict, developing career strategies and meeting other leadership challenges.

Engineering Management Core Faculty

Faculty is supplemented with several excellent adjunct faculty members who are experts in their fields.

David L. Davidson, P.E., B.S.C.E., M.S. (Tennessee Technological University), *Director, Graduate Studies in Engineering, Raymond B. Jones College of Engineering; Executive in Residence; Assistant Professor of Civil and Environmental Engineering*

Justin A. Myrick Sr., B.S. (University of Alabama), M.S.(New York University), Ph.D.(University of Missouri-Columbia), *Professor and Dean, Raymond B. Jones College of Engineering*

Graduate Studies in

Exercise and Nutrition Science

Karen Robichaud
Director of Graduate Studies in Exercise and Nutrition Science

Graduate Studies in Exercise and Nutrition Science

• Master of Science

Roger Davis, *Dean, College of Pharmacy and Health Sciences*
Karen Robichaud, *Director, Graduate Studies in Exercise and Nutrition Science*

The M.S. in exercise and nutrition science is a 36-hour program combining the disciplines of exercise science and nutrition. Students with a background in exercise science, nutrition or other allied health or science areas will have advanced educational opportunities in either a wellness (working with healthy individuals) or clinical track. Students will choose a thesis or practicum option as their culminating experience. For more information, look online at exns.lipscomb.edu.

Key Strengths

- *Program flexibility–four core courses, with electives designed to meet professional and educational goals*
- *Thesis or practicum option*
- *Interdisciplinary curriculum*
- *Opportunities for research or networking with local organizations for practical experience*
- *Certification opportunities through ACSM or other professional organizations*
- *R.D. internship available (students must satisfy all prerequisites and be accepted into internship appointment)*

Career Opportunities

- *Exercise and fitness practitioner*
- *Wellness/fitness facility manager or administrator*
- *Community health departments and agencies*
- *Cardiac or pulmonary rehabilitation programs*
- *Health care facilities*
- *Food science and technology (with completion of R.D. [Registered Dietitian] requirement)*
- *Sales and marketing*

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at www.gradstudies.lipscomb.edu/, then click on "Admissions," then "Apply Today." The application can be completed online or downloaded in a PDF version.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit scores from the Graduate Record Examination. For more information on the GRE, visit www.ets.org/ and click on "GRE." A minimum combined score of 288 current score (800 prior score) is required on the new GRE format. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score.

4. **References.** Two letters of reference are required as follows: one from a college or university administrator or professor and one from a professional supervisor/employer, or personal reference.
5. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA**. The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Resume**. A resume detailing the applicant's work and academic experience is required.
9. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the graduate studies in exercise and nutrition science office no later than 15 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Graduate Studies in Exercise and Nutrition Science, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the M.S. in exercise and nutrition science degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work, GRE acceptable scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.

5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "Graduate Student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing**: To remain in good academic standing, the M.S. in exercise and nutrition science student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation**: Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension**: If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.S. in exercise and nutrition science degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.S. in exercise and nutrition science degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the Program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits
The M.S. in exercise and nutrition science requires 36 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies.

Minimum GPA
The minimum cumulative grade-point average for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Comprehensive Examinations
A successfully written comprehensive examination over the material covered is required of all non-thesis (practicum option) candidates for the M.S. in exercise and nutrition science by the first week in Nov. for Dec. graduation and the first week in April for May graduation and the last week in June for Aug. graduation. Thesis candidates are required to successfully present/defend the results by July 15, for Aug. graduation, Nov. 15, for Dec. graduation and April 15, for May graduation. Students must turn in the completed thesis by July 27, for Aug. graduation; Dec. 15, for Dec. graduation and April 25, for May graduation. Students complete the comprehensive examination in the semester before they intend to graduate. The purpose of the examination is to assess each student's ability to apply principles covered in the M.S. degree program and to analyze, synthesize and evaluate information related to the content of the degree program.

Thesis

Students who choose the thesis option are required to register for EXNS 5423 (Thesis I) and EXNS 5433 (Thesis II). Thesis I is taken after completion of 18 hours of course work. Thesis option students are required to both present and defend the thesis. These students do not have to take comprehensive exams.

Thesis option students will take 30 hours of course work (typically 10 courses) and six hours of thesis work to complete the degree requirements. The thesis option students must accrue 36 hours to complete the M.S. in exercise and nutrition science.

Practicum

Students who choose the practicum option are required to register for EXNS 530V after meeting with the practicum director. The practicum is required of all non-thesis option students and can be taken for three to six hours of credit (300-600 hours of practicum experience). The student must have taken a minimum of 18 graduate hours before he or she is eligible to register for the Practicum. If a student selects a three credit hour Practicum (300 clock hours), that student must take 33 hours of course work (typically 11 courses) to complete the degree requirements. If a student chooses the six credit hour Practicum (600 clock hours), that student will take 30 hours of course work (typically 10 courses) to complete the degree requirements. In either case, the practicum option students must accrue 36 credit hours to complete the M.S. in exercise and nutrition science. The practicum option requires students to take comprehensive exams.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit.....$898

Tuition to audit without credit .....50% of regular tuition

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee $195

Returned check fee..... $30

Thesis fee (includes printing and binding)..... $50

TouchNet (monthly payment)..... $60 enrollment fee per semester

Withdrawal fee $195

Thesis continuation fee $350

**Effective May 1, 2014*

Master of Science in Exercise and Nutrition Science (36 hours)

The M.S. in exercise and nutrition science is designed to prepare students academically and professionally for many career opportunities in a health, exercise science or nutrition field.

The following core courses are required for this degree (15 hours):

EXNS 5003 Advanced Exercise Physiology (3)

EXNS 5013 Exercise and Nutrition Strategies I (3)

EXNS 5063 Biostatistics (3)

EXNS 5103 Research Design and Data Analysis (3)

EXNS 5203 Advanced Nutritional Biochemistry (3)

Students select from the following courses based on interest and professional goals (21 hours):

EXNS 5023 Exercise and Nutrition Strategies II (3)

EXNS 5033 Anatomical Kinesiology and Biomechanics (3)

EXNS 5043 Exercise and Sports Nutrition (3)

EXNS 5053 Exercise Testing and Electrocardiography (3)

EXNS 5113 Applied Exercise Physiology (3)

EXNS 5213 Health Promotion and Disease Prevention (3)

EXNS 5223 Nutrition and Genetics (3)
EXNS 5233 Nutrition and Exercise in Obesity Treatment (3)
EXNS 5243 Program Planning in Exercise and Nutrition Science (3)
EXNS 5253 Nutrition Across the Life Span (3)
EXNS 530V Practicum (3-6)
EXNS 5403 Special Topics in Exercise and Nutrition Science (3)
EXNS 541V Independent Study (1-3)
EXNS 5423 Thesis I (3)
EXNS 5433 Thesis II (3)

Other elective courses outside the EXNS program

Students who have not previously transferred credit from the dietetic internship or another graduate school may apply up to six hours from the Lipscomb Graduate business and/or psychology programs toward the EXNS degree:

BU 6303 Introduction to Health Services Management (3)
BU 6313 Health Services Issues (3)
BU 6323 The U.S. Health Care System (3)
BU 6803 Sports Management (3)
BU 6813 Marketing, Fundraising and Public Relations in Sports (3)
BU 6823 Sports Law and Risk Management (3)
PSG 5903 Introduction to Counseling Skills (3)

Note: Graduate business and/or psychology program tuition applies if the student takes these courses.

Course Descriptions

Required Courses

EXNS 5003 Advanced Exercise Physiology (3)
The study of acute and chronic adaptation of the body's structures and functions during and after physical activity.

EXNS 5013 Exercise and Nutrition Strategies I (3)
The study of exercise and nutrition strategies for optimal wellness in healthy populations. Prerequisite: EXNS 5003.

EXNS 5063 Biostatistics (3)
The study of statistical methods and concepts appropriate for biomedical research and health related subjects. Topics will include descriptive and inferential statistics including parametric and nonparametric hypothesis testing methods, sample size, statistical significance and power, vital statistics, demographic methods, survival curve analysis, relative risk, odds ratio, chi square modeling, and analysis of variance.

EXNS 5103 Research Design and Data Analysis (3)
The study of qualitative and quantitative methods for designing and analyzing appropriate research projects in exercise and nutrition science.

EXNS 5203 Advanced Nutritional Biochemistry (3)
The study of the biochemistry of digestion, absorption and metabolism of foods and specific nutrients. Special emphasis is given to the interrelationship of metabolic pathways and the impact of biochemistry on health and disease.

Elective Courses

EXNS 5023 Exercise and Nutrition Strategies II (3)
The study of exercise and nutrition strategies for optimal wellness in diseased populations. Prerequisite: EXNS 5013.

EXNS 5033 Anatomical Kinesiology and Biomechanics (3)
The study of the structure of human movement from an anatomical and biomechanical perspective.

EXNS 5043 Exercise and Sports Nutrition (3)
The study of nutrition requirements for optimal performance in exercise and sports.

EXNS 5053 Exercise Testing and Electrocardiography (3)
Study and applications of commonly used graded exercise tests on the treadmill and cycle ergometer. This course will also provide an understanding of the resting and exercise electrocardiogram. Prerequisite: EXNS 5003.

EXNS 5113 Applied Exercise Physiology (3)
Students will apply the principles learned from advanced exercise physiology. Topics include: training for anaerobic power; ergogenic aids to enhance performance; hypobaric exercise performance; exercise and thermal stress; body composition, energy balance and weight control; exercise and aging. Prerequisite: EXNS 5003.

EXNS 5213 Health Promotion and Disease Prevention (3)
The study of the role of exercise and nutrition in promoting health and preventing disease in the general population.

EXNS 5223 Nutrition and Genetics (3)
The study of the role of genetics in human nutrition and metabolism, with emphasis on the use of genetic testing in nutrition therapy.

EXNS 5233 Nutrition and Exercise in Obesity Treatment (3)
The study of exercise and nutrition therapies for treating obesity across the lifespan.

EXNS 5243 Program Planning in Exercise and Nutrition Science (3)
The study of the design, management and evaluation of exercise and nutrition programs to improve health and wellness and to treat disease.

EXNS 5253 Nutrition Across the Life Span (3)
The study of nutrition needs at different stages of life, including pregnancy, infancy, child hood, adolescence and aging.

EXNS 530V Practicum (3-6)
Supervised practice in the field of exercise and nutrition science. May be repeated for credit. Maximum six hours applied toward the degree.

EXNS 5403 Special Topics in Exercise and Nutrition Science (3)
An in-depth discussion of special topics that are of interest to students and faculty. Topics must not be covered in depth in other courses. Titles will be announced in the course schedule.

EXNS 541V Independent Study (1-3)
Advanced study and/or research in a specific area of exercise and nutrition science. Offered on demand.

EXNS 5423 Thesis I (3)
Students will identify a thesis advisor and committee, propose the thesis topic and write the first three chapters of the thesis document (Introduction, Literature Review, Methodology and IRB approval).

EXNS 5433 Thesis II (3)
Students will collect and analyze thesis data, finalize written document and present/defend the document to the thesis committee Prerequisite: EXNS 5423.

EXNS 5800 Thesis Continuation (0)
Thesis students requiring additional semester(s) to complete thesis work must enroll in this course. May be repeated. Course graded as satisfactory or unsatisfactory. Prerequisites EXNS 5423 and EXNS 5433.

EXNS 5900 Comprehensive Examination (0)
This course is required for practicum option students. Course graded as satisfactory or unsatisfactory.

Exercise and Nutrition Science Faculty

Ruth Henry, B.S. (Lipscomb University), M.S., D.A. (Middle Tennessee State University), *Professor of Exercise Science*

Nancy H. Hunt, B.S. (University of Tennessee), M.Ed. (Middle Tennessee State University), M.S. (Western Kentucky University), Registered Dietitian, *Associate Professor of Nutrition*

Kent D. Johnson, B.A., M.Ed. (Harding University), M.S. (University of Arizona), Ph.D. (University of Southern Mississippi), *Professor of Exercise Science and Chair of the Department of Kinesiology*

Anne M. Lowery, B.S. (Lipscomb University), M.S. (Auburn University), *Assistant Professor of Dietetics*

Autumn C. Marshall, B.S. (Lipscomb University), M.S. (Texas A & M University), Ph.D. (Auburn University), *Professor of Nutrition and Chair of Department of Nutrition*

Karen Robichaud, B.S. (Lipscomb University), M.S., Ph.D. (Middle Tennessee State University), *Director of Graduate Studies in Exercise and Nutrition Science, Assistant Professor of Exercise Science*

Graduate Studies in

Film and Creative Media

Mike Fernandez
Director, Graduate Studies in Film and Creative Media

Graduate Studies in Film and Creative Media

- **Master of Arts**
- **Master of Fine Arts***

Norma Burgess, *Dean, College of Arts and Sciences*
Mike Fernandez, *Academic Chair, Department of Theatre; Director, Graduate Studies in Film and Creative Media*
Steve Taylor, *Filmmaker-in-Residence*

The mission of the graduate program in film and creative media is to educate the next generation of artists to be independent, entrepreneurial filmmakers who graduate ready to create uplifting content for the digital entertainment marketplace.

Both the M.A. and the M.F.A. are offered in a way that accommodates working professionals. Courses are offered online, in the evening and on Saturdays.*

FCM is a total immersion program that is:
1. *Experiential – students create several media projects in an array of formats and genres.*
2. *Entrepreneurial – students are expected to not only create media for the classroom, they are encouraged to reach out to artists and companies in Nashville to create content.*
3. *Professional – students will gain experience through one of several production companies in the Nashville area.*

**Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at gradstudies.lipscomb.edu/, then click on Admissions, then "Apply Today." The application can be completed online or downloaded in a PDF version.
2. **Application Fee**. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score**. Each applicant must submit scores from an appropriate exam. The program accepts scores from the Graduate Record Examination, or the Miller Analogies Test. Students who have already earned a master's level degree or have been accepted into another Lipscomb graduate program may apply without submitting a standardized test score. For more information on the GRE, visit www.ets.org/ and click on GRE. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score.
4. **References**. Two letters of reference are required: one academic reference and one character reference.
5. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form**.* Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA**.* The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.

** These forms must be submitted after acceptance into the program.*

8. **Resume**. A resume detailing the applicant's work and academic experience is required.
9. **TOEFL**. The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)
10. **Video Portfolio or Personal Essay.** Each student must submit a video sample of their work. This can be in the form of a reel that shows a variety of film projects or it can be a single piece that best demonstrates your ability. If you do not have a video sample you should submit a personal essay that is no more than two pages describing why you want to enter the graduate film program.

    All application items should be submitted to the graduate studies in film and creative media office no later than 15 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Graduate Studies, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.A in film and creative media. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer. See "Special Consideration" in front of catalog.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 3.0 on undergraduate work, acceptable standardized exam scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.
    a. From an unaccredited school or with a substandard GPA or Standardized Test score.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or standardized exam score. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours per block is considered a full-time student. A student enrolled for six hours is considered a half-time student. No student will be permitted to enroll for more than 12 hours per block without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the M.A or M.F.A.* in film and creative media student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he orshe will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

   The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.A. or M.F.A.* in film and creative media degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.A. or M.F.A. degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

**Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

Minimum Credits
The M.A. in film and creative media requires 36 semester hours. The M.F.A.* in film and creative media requires 62 semester hours. All are exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA
The minimum cumulative grade-point average for all programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

*Basic charges** per semester:*

Tuition per semester hour of graduate credit..... $919

Tuition to audit without credit..... 50% of regular tuition

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee..... $195

Returned check fee..... $30

TouchNet (monthly payment)..... $60
enrollment fee per semester

Withdrawal fee..... $195

The tuition cost does not include program fees or equipment purchasing fees. While most of the gear will be provided for first year students on a loan/check-out basis, it is a requirement that students come in with a Macbook Pro.

Also note that all students are responsible for costs of their own productions.

***Effective May 1, 2014*
**Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

Master of Arts in Film and Creative Media (36 hours)

The Master of Arts or M.A. (36 hours) in film and creative media is a degree that trains students to be independent, entrepreneurial filmmakers. In this program, students learn to write, produce, direct and edit various genres of content for multiple media platforms including: music videos, commercials, television sitcoms, dramas and feature films.

Courses required for the M.A.

Fall I

FCM 5002	Story and Structure (2)
FCM 5102	Cinematic Aesthetics (2)
FCM 5272	Acting for Directors (2)
FCM 5033	Film Production I (3)
FCM 5121	Professional Practicum (1)

Spring

FCM 5052	History of TV and Film (2)
FCM 5042	Development (2)
FCM 5062	Writing for Television (2)
FCM 5073	Film Production II (3)
FCM 5121	Professional Practicum (1)

Summer

FCM 5082	Screenwriting (2)
FCM 5113	Film Production III (3)
FCM 5121	Professional Practicum (1)

Fall II

FCM 5012	Emerging Media (2)
FCM 5022	Media Entrepreneurship (2)
FCM 5133	Portfolio I (3)
FCM 5143	Portfolio II (3)

Master of Fine Arts in Film and Creative Media* (62 hours)

The Master of Fine Arts in film and creative media, or M.F.A., is a more intensive degree that allows students the ability to specialize in narrower areas of interest or tracks. The M.F.A. is also considered a terminal degree, meaning that a person with this type of degree is qualified to teach at the collegiate level.

M.F.A. Writer/Director Track * (62 hrs)
In this track students specialize in writing and directing in the areas of TV and film.

Courses required for the M.F.A. writer/director track:

Fall I

FCM 5002	Story and Structure (2)
FCM 5102	Cinematic Aesthetics (2)
FCM 5272	Acting for Directors (2)
FCM 5033	Film Production I (3)
FCM 5121	Professional Practicum (1)

Spring I

FCM 5052	History of TV and Film (2)
FCM 5042	Development (2)
FCM 5062	Writing for Television (2)
FCM 5073	Film Production II (3)
FCM 5121	Professional Practicum (1)

Summer I

FCM 5152	Writing for TV II (2)
FCM 5113	Film Production III (3)
FCM 5121	Professional Practicum (1)

Fall II

FCM 5162	Redemptive Media (2)
FCM 5082	Screenwriting (2)
FCM 5172	Screenwriting II (2)
FCM 5183	Film Production IV (3)
FCM 5121	Professional Practicum (1)

Spring II

FCM 5202	Transmedia (2)
FCM 5252	Writing for TV III (2)
FCM 5092	Distribution (2)
FCM 5223	Film Production V (3)
FCM 5121	Professional Practicum (1)

Summer II

FCM 5243	Advanced Digital Entertainment Business & Law (3)
FCM 5233	Cannes Film Festival (3)

Fall III

FCM 5012	Emerging Media (2)
FCM 5022	Media Entrepreneurship (2)
FCM 5133	Portfolio I (3)
FCM 5143	Portfolio II (3)

Dual Degree: MFA* and MBA

Note: Graduate students participating in a dual-degree program must adhere to the admissions and academic policies of each graduate program that are consistent with policies for dual degree programs. For additional information see Dual Degree Programs section in this catalog.

M.F.A. / M.B.A. for Producers Track * (75 hrs)
In this track students specialize in the financial and management side of digital entertainment. Emphasis is placed on molding the creative executive who can develop new story ideas, strategize funding models for content creation and production, and creatively market and distribute their packaged content. Students in this track will also get a degree from the College of Business. ** Each student in this track must apply for and be accepted into the College of Business.

Courses required for the M.F.A/M.B.A track:

Fall I

FCM 5002	Story and Structure (2)
FCM 5102	Cinematic Aesthetics (2)
FCM 5272	Acting for Directors (2)
FCM 5033	Film Production I (3)
FCM 5121	Professional Practicum (1)

**Approval by the Southern Association of Colleges and Schools Commission on Colleges is pending.*

***Students in the MFA/MBA track must take the PMBA degree in the College of Business. Mandatory courses are as follows: PMBA 6533, 6062, 6103, 6023, 6633 (Cannes), 6142, 6253, 6013, 6043, 6083. Each student must be accepted into that program.*

Spring I

FCM 5052	History of TV and Film (2)
FCM 5042	Development (2)
FCM 5062	Writing for Television (2)
FCM 5073	Film Production II (3)
FCM 5121	Professional Practicum (1)

Summer I

FCM 5152	Writing for TV II (2)
FCM 5263	Producing I (3)
FCM 5121	Professional Practicum (1)

Fall II

FCM 5082	Screenwriting (2)
PMBA 6533	Leadership and Organizational Behavior (3)
FCM 5283	Producing II (3)
PMBA 6062	Strategic Marketing (2)
FCM 5121	Professional Practicum (1)

Spring II

FCM 5252	Writing for TV III (2)
FCM 5092	Distribution (2)
BU 6103	Introduction to Quantitative Business Analysis
PMBA 6023	Accounting for Executives (3)
FCM 5121	Professional Practicum (1)

Summer II

FCM 5243	Advanced Digital Entertainment Business & Law (3)
FCM 5233	Cannes Film Festival (3) Counts as PMBA 6633 MBA Global Business

Fall III

PMBA 6142	Information Systems for Decision Making (2)
PMBA 6083	Managing Human Resources (3)
BU 6013	Business Ethics
FCM 5012	Emerging Media (2)

Spring III

PMBA 6043	Financial Management and Strategy (3)
PMBA 6103	Strategic Management (3)
FCM 5133	Portfolio I (3)
FCM 5022	Media Entrepreneurship (2)

Course Descriptions

The following courses are required:

FCM 5002 **Story and Structure (2)**
Full Term Online
This course explores the basic dramatic principles of story, character and structure from multiple narrative viewpoints. The course work consists of extensive readings in theories of narratology with application to drama, film and other media.

FCM 5003 **Story and Structure (3)**
Fall, Full Term Online
This course explores the basic dramatic principles of story, character and structure from multiple narrative viewpoints. While special attention is given to the storytelling philosophy of modern western culture there is considerable attention given to ancient myth narratives and eastern culture.

FCM 5012 **Emerging Media (2) Fall, Term II**
Examining new narrative forms and the unique requirements they place upon storytellers, this course covers the hows and whys of content creation for Web series, mobile and alternative viewing platforms, branded entertainment, commercials and other emerging forms of digital content.

FCM 5022 **Media Entrepreneurship (2)**
Fall, Term I
This course explores how the film and media business works in today's ever-changing marketplace, and provides students with the tools to have what it takes to compete as a professional working in the industry. Throughout the course, students will get an inside glimpse into the economic, political and power structures behind the scenes which help determine how movies and media get made, distributed and seen by the public.

FCM 5033 **Film Production I (3) Fall, Full Term**
This course introduces students to major aspects of visual storytelling. Students will learn concepts to help achieve maximum psychological impact by studying the director's decisions in camera placement, blocking, staging and visual image design, as well as fundamental aspects of linear (continuity) editing and sound production.

FCM 5042 **Development (2) Spring, Term I**
This course explores the process of creative content development, the role of the producer and pre-production planning and logistics for any type of film shoot. Students will develop many conceptual ideas during this course including their thesis.

FCM 5052 **History of TV and Film (2) Spring, Online**
This course is a critical and historical investigation of film and television. Different areas of scholarly study will be examined. including film and television comedy, the western, film noir and social media. Special emphasis will be given to the study of religious films and redemptive storytelling. Script breakdowns for multiple genres will be expected.

FCM 5062 **Writing for Television (2) Spring, Term II**
This course focuses on short-form videos for the internet as well as traditional television sitcom and dramas. It will also touch on education training videos as well as reality tv. Students will complete a script that will go in to production the following semester.

FCM 5073 **Film Production II (3) Spring, Full Term**
This course moves deeper into the process of film directing. Students learn the on-set dialogue necessary to run a set crew, direct two camera sets, and focus on intermediate directing and cinematography techniques. They also learn more complex editing techniques including nonlinear and experimental.

FCM 5082 **Screenwriting (2) Fall, Term 1, or Summer Full Term, Online with once a week video conference**
This course teaches students to write feature films in the traditional screenplay formats; it facilitates a deeper understanding of the screenwriting process; and enables students to develop character, story and linear structure. The students leave the course having written their final thesis work, which they will produce in the fall.

FCM 5092 **Distribution (2) Summer, Term II and Spring, Term II**
This course focuses on aspects of media production as they relate to raising financing and creating a marketing plan for a project. Examination of traditional theatrical distribution as well as new distribution avenues, including Web and mobile technologies.

FCM 5102 **Cinematic Aesthetics (2) Summer, Fall Term I**
This course focuses on aesthetic experience in various media. Special emphasis is placed on the visual work of the director. Relevant film theories of the 20th and 21st centuries will be examined.

FCM 5113 **Film Production III (3) Summer, Full Term**
This course explores the advanced process of film directing and cinematography for the narrative feature film. The students also learn more advanced editing techniques including foley, color correction and orchestration for film.

FCM 5121 **Professional Practicum (1) Fall/Spring/Summer, Full Term, (two must be taken for MA, five for MFA) three hours a week**
Provides opportunities for practical and hands-on experience with a professional production company, or the FCM in house production company, in all five of the areas of film production. Such as development, pre-production, production, post-production, distribution.

FCM 5133 Portfolio I (3) Fall
In this course the student is required to put together an advanced business plan and production notebook for their final film. They will meet with a thesis advisor regularly and a copy of the product will be delivered to the library.

FCM 5143 Portfolio II (3) Fall
In this course the student will produce, direct and edit their final film project. They will also be required to work on other thesis projects with their peers at various capacities. They must have a thesis advisor that guides them through the process. A copy of their fully realized film will be delivered to the library.

FCM 5152 Writing for TV II (2) Summer, Term II
This course is an extension of Writing for TV I and focuses on writing a pilot script for sitcoms and dramas. Students will complete a script, and select scripts will go into production the following semester.

FCM 5162 Redemptive Media (2) Fall, Online
This course is a critical study of theories and practices behind the creation of overtly religious or redemptive films and media. Study will focus on quality connotations and audience reception as well as examining the overall impact these works have on contemporary culture.

FCM 5172 Screenwriting II (2) Fall, Term II
This course will be an extension of the first screenwriting course. Designed to develop a deeper understanding of the screenwriting process, special emphasis will be placed on creating compelling plots and memorable characters. Students will write an original full-length screenplay during the course.

FCM 5183 Film Production IV (3) Fall, Full Term
This course explores advanced practices of film directing and cinematography for unscripted, documentary and historical filmmaking. Special emphasis will be given to researching and developing compelling subject matter. Topics relevant to this area of post-production will include narrative construction, the use of historical and stock footage, voice-over and basic graphics.

FCM 5202 Transmedia (2) Spring, Online
In this class students will look at the increasing use of transmedia storytelling as part of television and film programming and marketing. Students will do a case study of a major television show and a major feature film that used transmedia techniques. They will then develop techniques for their own portfolio piece.

FCM 5223 Film Production V (3) Fall, Full Term
This course explores advanced techniques in film directing and cinematography for the narrative feature film. Special emphasis will be given to post-production sound—dialogue editing, foley, music and sound mixing—as well as post-production visuals, including digital visual effects, titles and color correction. Students will complete a short narrative film in class.

FCM 5233 Cannes Film Festival (3)
This is a travel course that meets the MBA global business requirements. Refer to BU 6633 in the MFA/MBA section.

FCM 5243 Advanced Digital Entertainment Business & Law (3) Online
An overview of the legal and ethical issues involved in entertainment law and business. Topics include intellectual property, copyright, options, employment agreements, distribution agreements, music licensing and negotiation strategies. Special emphasis will be placed on standards and practices (or the lack thereof) in entertainment business accounting.

FCM 5252 Writing for TV III (2) Spring, Term I
This course focuses on writing for television formats including unscripted, documentary, historical and live event. Students will complete a script, and select scripts will go into production the following semester

FCM 5263 Producing I (3) Summer, Full Term
This course explores the advanced skills needed for producing unscripted, documentary and historical films. The students will work with directors in Film Production IV to realize a film for class.

FCM 5272 **Acting for Directors (2) Fall, Term II**
This course focuses on the process of directing and evaluating actors for the camera. Student directors work on camera technique, auditions, cold readings, blocking, etc., for both film and television performances. Students will learn by directing their own pieces as well as performing for other directors.

FCM 5283 **Producing II (3) Fall, Full Term**
This course explores the advanced process of producing for narrative films. The students will work with directors in Film Production V to realize a short film for class.

FCM 5233 **MBA Global Business (3) Maymester Cannes Film Festival**
This course will give learners international/domestic business exposure and a unique cultural experience with an opportunity to encounter first-hand a global business environment including various business segments, trends, governing/advising bodies, cultural influences, political issues, marketing and service strategies, management approaches and other factors impacting the transaction of business in the chosen destination. Participation is required.

Film and Creative Media Faculty

Larry Brown, B.A., M.A. (Abilene Christian), M.A. (Harding University), Ph.D. (University of Nebraska-Lincoln), *Professor of Theatre*

Mike Fernandez, B.A. (Abilene Christian University), M.F.A. (University of Houston), *Assistant Professor, Chair of the Department of Theatre and Director Graduate Studies in Film and Creative Media*

Stacia Watkins, B.A. (Western Kentucky University), M.A. (Middle Tennessee State University), Ph.D. (Middle Tennessee State University), *Assistant Professor of English*

In addition to Film and Creative Media core faculty, distinguished practitioners with expertise in the field will teach selected classes.

Graduate Studies in

Pharmacy

Roger L. Davis
Dean, College of Pharmacy and Health Sciences

College of Pharmacy and Health Sciences

- **Doctor of Pharmacy**
- **Master of Science in Health Care Informatics**
- **Certificate in Health Care Informatics**
- **Dual Degree: Doctor of Pharmacy and Master of Science in Health Care Informatics**
- **Degree – Certificate: Doctor of Pharmacy and Certificate in Health Care Informatics**

Roger L. Davis, *Dean*

Lipscomb University College of Pharmacy is an extraordinary college steeped in the traditions of public service, focused on health care delivery to the public, and committed to the principles of Christian service. The College of Pharmacy at Lipscomb University embraces an environment that emphasizes a commitment to academic excellence and a life of Christian faith.

Lipscomb University College of Pharmacy has been granted full accreditation status by the Accreditation Council for Pharmacy Education. The college has demonstrated to the satisfaction of ACPE that the program complies with accreditation standards, including the appropriateness of the program's mission and goals, the adequacy of resources and organization to meet the mission and goals, outcomes which indicate that the mission and goals are being met, and the reasonable assurance of the continued compliance with standards.

Full accreditation status was granted by the ACPE through June 30, 2014. The ACPE site team conducted the scheduled continuation site visit in Feb. 2014. The ACPE Board of Directors will meet in June 2014 to consider continuation of full accreditation Status.

The official ACPE statement is as follows: "Lipscomb University College of Pharmacy & Health Sciences' Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652. Web site www.acpe-accredit.org."

Message from the Dean

Building a college to educate health care professionals for a life of service.

Welcome to the Lipscomb University College of Pharmacy and Health Sciences. Thank you for your interest in this opportunity for professional education. Lipscomb University has a rich history in preparing students to be leaders in multiple career fields and, most importantly, a strong history in preparing students for a life of service. Lipscomb University's legacy and tradition of excellence extends to the field of pharmacy education and is expanding in the field of health care informatics. The location in Nashville, Tenn., is an incredible asset for our students. Nashville is the nation's health care industry capital, growing with opportunities every day.

The pharmacy profession is growing and is in the midst of a revolution in health care delivery and the improvement of quality of life for millions of individuals. At the center of this revolution is the discovery of and appropriate use of medications. Pharmacists in a variety of practice settings will bear accountability for achieving optimum outcomes for patients. Pharmacy is a service profession built on compassion and commitment to those who have health care needs. It is critical that pharmacists, as essential members of the health care team, apply Christian principles such as compassion, understanding and caring into their practices.

Health care informatics is a growing and emerging discipline which evaluates the application of biomedical informatics methods and techniques utilized in the provision of health care services. Also included is the vital

role HCI plays in enhancing the quality of care, reducing health care costs and addressing health issues. The newly offered dual degree in pharmacy and health care informatics is designed to develop health care leaders ready to meet the current and future challenges of the health care industry.

The College of Pharmacy and Health Sciences at Lipscomb University embraces an environment that emphasizes a commitment to a life of Christian mission and ideals. It is an exciting time to be in the health care industry, and Lipscomb University is an exciting place to begin that journey.

If you would like more information regarding the College of Pharmacy and Health Sciences, email us at pharmacy@lipscomb.edu or call 888.333.4358, ext. 7160. We also encourage you to personally visit our campus at any opportunity.

– Roger L. Davis, Pharm.D., dean and professor

Mission-College of Pharmacy

The mission for the Lipscomb University College of Pharmacy is to provide an educational environment characterized by academic excellence and Christian faith, where student pharmacists are prepared to optimize patient medication outcomes in an ethical and compassionate practice. The college will achieve its mission by improving patient care through:

- Excellence in education
- Excellence in scholarship
- Clinical and professional service
- Professional development
- Interdisciplinary collaboration

Admission Policies and Procedures

- **Complete a minimum of 66 semester hours of preprofessional education at accredited college or university.**
    - The pre-pharmacy education will require a minimum of 66 semester hours. Required pre-pharmacy courses should be completed by the end of the spring semester prior to desired enrollment; however, course work may be in progress or planned at the time of application without it negatively impacting the application. If an applicant has not completed all required pre-pharmacy course work prior to submitting the application, a proposed plan for completion is required as part of the application process. The required pre-pharmacy courses are listed in the section below titled Pharmacy Prerequisites.
    - Achievement of a grade of "C" or higher for each required pre-pharmacy course is mandatory.
- **Attain a cumulative academic grade-point average of not less than 2.5 on a 4.0 scale for all courses.**
- **Complete the Pharmacy College Admission Test with a minimum composite score of 45th percentile.**
    - Applicants must achieve the minimum PCAT scores to be considered for admission.
    - The national average composite score is 50th percentile and the national average composite score of accepted students is 80th percentile. The Lipscomb University College of Pharmacy Admissions Committee strongly advises applicants to take the PCAT in the summer or fall prior to the year of admission. This timeline provides an opportunity to take the test again if it is believed that a re-examination will significantly improve your score. If the Lipscomb University College of Pharmacy receives results from multiple test dates, the highest scores across all results will be accepted.
    - PCAT testing is administered through:
      Pearson
      19500 Bulverde Rd.
      San Antonio, TX 78259
      1.800.622.3231 or 210.339.8710
      website: www.pcatweb.info
- **Submit online the Application for Admission and Supplemental Application.**
    - Applications for the upcoming enrolling year will be submitted through the Pharmacy College Application Service. Application reviews begin in Sept. Detailed instructions for submitting the application, transcripts and letters of recommendation through PharmCAS may be found online at pharmacy.lipscomb.edu or at www.pharmcas.org in the school pages section. The deadline for application submission is March 1, each year.

- A supplemental application is also required. This application is distributed directly from the College of Pharmacy after the primary application has been received from PharmCAS. A $50 nonrefundable fee must accompany your supplemental application.
- Payment can be processed online at the time of supplemental application submission using a debit or credit card.
- If online payment by debit or credit card is not an option, then a check or money order made to the Lipscomb University College of Pharmacy may be mailed to the address below. Please print and include a copy of the completed application if payment is made via mail.

  Lipscomb University College of Pharmacy
  Director of Admissions and Student Affairs
  One University Park Drive
  Nashville, TN 37204-3951
- Applications are only considered complete when an application fee is received.
- Applications will not be accepted via fax transmission.

- **Prepare for an admissions interview.**

  An on-site interview is required for admission to Lipscomb University College of Pharmacy. Interviews are conducted by invitation only. The Office of Student Affairs at the Lipscomb University College of Pharmacy will evaluate each application for competitiveness and request an interview with those determined to be qualified applicants. Lipscomb University College of Pharmacy utilizes a rolling admissions process and candidates are accepted at the discretion of the admissions committee based upon their qualifications and interview. While the application deadline is March 1, review of applications begins the prior Sept. Applicants are interviewed and admissions decisions are made on a continual basis Nov. through April until the class is filled. Applicants are strongly encouraged to apply early.

College of Pharmacy International Student Admission Policies and Procedures

- International students must follow the same admissions procedures and meet the same requirements as applicants who are U.S. citizens (see Admission Policies and Procedures) in addition to the following specific requirements. There will be no exceptions to this policy.

- Individuals are considered international if they:
  - Are not a United States citizen; or
  - Do not have permanent resident status.
- International applicants must have been enrolled at an accredited U.S. college or university for a minimum of two years prior to the planned enrollment date.
- International applicants should complete all the pre-pharmacy course requirements at a U.S. institution. Any prerequisite courses taken at institutions outside of the United States must be evaluated and approved.
  - After all of the required documents are received, the Office of Student Affairs will evaluate whether the course work can be applied to the prerequisite requirements for admission. English courses taken outside of the United States will not be accepted toward meeting the English requirements unless English is the official language of the university attended and all instruction is conducted in English.
- International students are required to be proficient in written and oral English.
  - Applicants whose native language is not English must present the results of the Test of English as a Foreign Language. The Minimum TOEFL scores are 213 for the computer exam and 550 for the paper exam. The equivalent TOEFL ibt score is 80. Lipscomb's TOEFL code is 1161. These scores should be submitted through PharmCAS.

    [Test of English as a Foreign Language (TOEFL) www.toefl.org]

- Submit the PharmCAS application including all academic records from colleges and universities located both inside and outside the United States.
  - Course-by-course reports from the transcript evaluation services World Education Services or Educational Credential Evaluators must accompany international transcripts. Evaluations from other services are not accepted.

    [World Education Services www.wes.org; Educational Credential Evaluators eval@ece.org]
  - The outside assessments by WES and ECE are subject to review and approval by the Office of Student Affairs. This includes, but is not limited to, decisions regarding acceptable credit, prerequisite fulfillment, GPA calculations, degree equivalencies and minimum passing grade levels, among other things. The college is not obligated to accept the conclusion of any outside evaluation service.
  - Official, final transcripts for both international and U.S. course work will be required prior to matriculation.
- Submit the Lipscomb University College of Pharmacy Supplemental Application online. Nonrefundable fee: $50.

  Lipscomb Supplemental Application, pharmacy.lipscomb.edu
- International applicants must provide copies of current status with the U.S. Immigration and Naturalization Service at the time of application; i.e., VISA, I-94 and I-20 documents.
- For Lipscomb to provide a student visa, international applicants must provide financial statements requested from their U.S. banking institution that shows adequate funds needed for all expenses for at least one year related to enrollment in the Lipscomb University College of Pharmacy.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Financial Information

Tuition and Fees for 2014-15*

Tuition for 2014-15, per year $36,850

Special Fees

Certification materials cost (first professional year) $200

Certification materials cost (third professional year)..... $40

E*Value student portfolio ..... $120/yr.

Graduation fee (fourth professional year only)..... $195

Laboratory fee (first professional year only) $240

Laboratory fee (third professional year only)..... $100

NAPLEX review fee (fourth professional yr. only)..... $325

PCOA exam fee (first three professional years) ..... $75/yr.

Professional liability insurance ..... $20/yr.

Student activity and technology fees..... $2,100 /yr . (first three professional years, $995 fourth professional year)

Textbooks (electronic) ..... $200/yr.

Textbooks (print) estimated ..... $800/yr. ($750 first professional year, $50 second professional year)

Additional Out-of-Pocket Expenses

Background check..... $130 every two years

Drug screen ..... $30/yr.

Required apparel ..... $40 minimum required expense for scrubs

Room and board charges per semester are available in the undergraduate catalog.

**Effective May 1, 2014*

Student Pharmacist Voluntary Withdrawal Policy

Acceptance of a position in a class of the College of Pharmacy is viewed as a long-term commitment and different from registering for classes in an undergraduate program. The curriculum of the College of Pharmacy is offered in fulfillment of a professional degree where the focus of education is more narrow and the intensity of effort is more profound. Since classes are admitted only one time a year for a defined number of students, the opportunity to replace student pharmacists who choose to voluntarily withdraw is

extremely limited. It is the operational policy of the Lipscomb University College of Pharmacy that no potential student pharmacist will be asked to join any class after the official fifth day of classes, unless there is agreement between the dean and the provost that it will be in the best interests of the student pharmacist and the college to permit a later start.

Therefore, the college's policy on voluntary withdrawal and refund of tuition and fees for the College of Pharmacy is as follows.

1. Upon acceptance by an applicant of a position in a class of the College of Pharmacy, the student pays an initial deposit to hold the position. This deposit is nonrefundable. The full deposit amount is lost if the student pharmacist then chooses to forfeit his or her position in the class.
2. Fees, including textbooks, assessed as a part of the registration process are nonrefundable if a student pharmacist chooses to voluntarily withdraw from the College of Pharmacy.
3. A student pharmacist is considered enrolled in the College of Pharmacy when all steps of their registration are complete including final arrangements for payment for all student pharmacist charges through one of the options offered by the university and the date for completion of registration as defined by the college is passed. At this point, the student pharmacist makes a commitment to pay all fees and tuition associated with that respective year of the college's curriculum.
4. If a student pharmacist chooses to voluntarily withdraw from the College of Pharmacy after being officially registered, then an official withdrawal process must take place. To withdraw from the College of Pharmacy, a student pharmacist should meet first with the director of student affairs and the associate dean for academic affairs. Following this meeting, all parties should meet with the dean of the college and complete the College of Pharmacy withdrawal form and pay a withdrawal fee of $195.
5. Refund of the tuition shall be according to the following schedule:

   From official registration completion to one week before the first official day of orientation 100%
   From one week before the first official day of orientation through the official fifth day of class 50%
   After the official fifth day of class ..... None
   For the second or any subsequent semester of the program ..... None
6. By completing registration in the College of Pharmacy, each student pharmacist has agreed to meet all financial obligations to the Lipscomb University College of Pharmacy. Failure to meet these obligations may result in a variety of activities being pursued toward collection of the outstanding obligations.

Pharmacy Prerequisites

Pharmacy prerequisites include a minimum 66 undergraduate hours including:

Course	Minimum Semester Credit Hours
General chemistry with laboratories	8
Organic chemistry with laboratories	8
Physics with laboratories	4
Biology with laboratories	8
Calculus*	3
Statistics	3
English Composition I and II	6
Speech communication	3
Micro or macro economics	3
Electives–humanities	6
Electives–social science	6
Additional electives	8
TOTAL hours (minimum)	**66**

** Calculus for Business Majors is not accepted.*

Doctor of Pharmacy Curriculum (155 hours)

The following courses of study are designed to prepare a student for the Doctor of Pharmacy degree at Lipscomb University College of Pharmacy.
PHAD – Health Sciences Administration
PHIE – Introductory Pharmacy Practice Experiences
PHPR – Pharmacy Practice
PHAE – Advanced Pharmacy Practice Experiences
PHSC – Pharmaceutical Sciences

Professional Year 1

Fall Semester 1

PHAD 1000	Dean's Hour (0)
PHAD 1111	Applied Christian Values I (1) (S/U)
PHIE 1512	Introductory Pharmacy Practice Exp. I (2)
PHPR 1002	Pharmacy Practice I (2)
PHPR 1622	Pharmacy Calculations (2)
PHSC 1113	Physiological Basis of Therapeutics I (3)
PHSC 1213	Biomolecular Chemistry (3)
PHSC 1313	Microbiology and Immunology (3)
PHSC 1413	Pharmaceutical Medicinal Chemistry (3)
PHSC 1512	Integrated Biomedical Sciences Lab I (2)

Semester Credit Hours: 21

Professional Year 1

Spring Semester 2

PHIE 1522	Introductory Pharmacy Practice Exp. II (2)
PHPR 1102	Pharmacy Practice II (2)
PHPR 1613	Dispensing Lab/ Compounding (3)
PHSC 1123	Physiological Basis of Therapeutics II (3)
PHSC 1423	Biopharmaceutics (3)
PHSC 1522	Integrated Biomedical Sciences Lab II (2)
PHSC 1613	Pharmacologic Basis of Therapeutics I (3)

Semester Credit Hours: 18

Professional Year 2

Fall Semester 3

PHAD 2102	PP III (Biostatistics/ Study Design)(2)
PHAD 2111	Applied Christian Values II (1) (S/U)
PHAD 2413	Practice Management (3)
PHAD 2432	Communication Skills for HCPs (2)
PHIE 2512	Introductory Pharm. Practice Exp. III (2)
PHPR 2202	Interpreting Lab Data (2)
PHPR 2422	Health Informatics (2)
PHSC 2433	Advanced Biopharmaceutics and Pharmacokinetics (3)
PHSC 2623	Pharmacologic Basis of Therapeutics II (3)

Semester Credit Hours: 20

Professional Year 2

Spring Semester 4

PHAD 2233	Principles of Health Care Delivery (3)
PHAD 2443	Pharmacy Law/Ethics (3)
PHIE 2522	Introductory Pharmacy Practice Exp. IV (2)
PHPR 2703	Non-prescription Medications and Devices (3)
PHPR 2813	Pharmacotherapy I (3)
PHPR 2823	Pharmacotherapy II (3)
PHSC 2633	Pharmacologic Basis of Therapeutics III (3)

Semester Credit Hours: 20

Professional Year 3

Fall Semester 5

PHAD 3111	Applied Christian Values III (1) (S/U)
PHAD 3203	PP V-Community Management (3)
PHIE 3510	Introductory Pharmacy Practice Experience V (0) (P/F)
PHPR 3121	Practice Seminar I (1)
PHPR 3232	PP IV (Pharmacoecconomics/ Health Outcomes) (2)
PHPR 3312	Natural Medicine(2)
PHPR 3502	Medication Therapy Management (2)
PHPR 3813	Pharmacotherapy III (3)
PHPR 3823	Pharmacotherapy IV (3)
PHPR 3nnV	Electives (2)

Semester Credit Hours: 19

Professional Year 3

Spring Semester 6

PHAD 3213	PP VI-Institutional Management (3)
PHIE 3520	Introductory Pharmacy Practice Experience VI (0) (P/F)
PHPR 3131	Practice Seminar II (1)
PHPR 3512	Applied Pharmacotherapy (2)
PHPR 3603	Adv. Clinical Practice Skills (3)
PHPR 3833	Pharmacotherapy V (3)
PHPR 3843	Pharmacotherapy VI (3)
PHPR 3nnV	Electives (2)

Semester Credit Hours: 17

Professional Year 4

Summer / Fall Semester 7

PHAE 4nn4	Advanced Practice Experience I (4)
PHAE 4nn4	Advanced Practice Experience II (4)
PHAE 4nn4	Advanced Practice Experience III (4)
PHAE 4nn4	Advanced Practice Experience IV (4)
PHAE 4nn4	Advanced Practice Experience V (4)
PHAE 4nn4	Advanced Practice Experience VI (4)

Semester Credit Hours: 24

Professional Year 4

Spring Semester 8

PHAE 4nn4	Advanced Practice Experience VII (4)
PHAE 4nn4	Advanced Practice Experience VIII (4)
PHAE 4nn4	Advanced Practice Experience IX (4)
PHAE 4nn4	Advanced Practice Experience X (4)
PHPR 4900	Pharmacy Practice Review (0)

Semester Credit Hours: 16

Course Descriptions

Health Sciences Administration

PHAD 1000 Dean's Hour (0)
The content of this course will focus on what it means to be a pharmacist, historical view of the profession, professionalism, attitudes and values needed in the care of patients, leadership skills and guest speakers sharing experiences in their careers as a pharmacist.

PHAD 1111 Applied Christian Values I (1) (Satisfactory/Unsatisfactory)
This course is a study in Christian ethics and the attitudes and values that pharmacists should exemplify in the care of patients. Topics to be explored include pain and suffering, caring and compassion and worldviews and values. It is required that each student attend the monthly lecture sessions and small group discussion meetings as well as other assignments to successfully complete the course.

PHAD 2102 Pharmacy Practice III – Biostatistics / Study Design (2)
The third IPPE course continues with student pharmacists rotating through hospital, community and specialty pharmacy settings for four hours a day, one day a week, for the entire semester (five weeks at each practice type). Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 225 IPPE contact hours). Concepts added this semester will be development of pharmaceutical care plans, advanced pharmaceutical calculations, advanced communication skills and development of presentation skills.

PHAD 2111 Applied Christian Values II (1) (Satisfactory/Unsatisfactory)
This course is a study in Christian ethics and the attitudes and values that pharmacists should exemplify in the care of patients. Topics to be explored include pain and suffering, caring and compassion and worldviews and values. It is required that each student attend the monthly lecture sessions and small group discussion meetings as well as other assignments to successfully complete the course.

PHAD 2233 Principles of Health Care Delivery (3)
Content of course to include introduction to U.S., state and local health care delivery systems and their interfaces; social, political and economic factors of the U.S. health care delivery system; principles that influence the distribution of pharmaceutical products and services; role of public and private insurers, pharmaceutical industry and managed care on health care delivery in the U.S.; Medicaid and Medicare, including Part D; indigent care programs; incidence of and problems associated with drug overuse, under use and misuse in the U.S. health care system; off-label drug use; issues relating to health care policy; the evolution of health care insurance; managed care; government's role in health care; community and institutional reimbursement issues; collaborative practice agreements; and prescriptive authority.

PHAD 2413 Practice Management (3)
Course content includes discussions of pharmacy practice management in both community and health system practice settings including general business, human, financial and operations management. The course will also focus on quality assurance/risk management issues.

PHAD 2432 Communication Skills for Health Care Professionals (2)
Content and exercises to include effective verbal and written interpersonal communication; health literacy; communicating with diverse patients, families, pharmacists and other health professionals in a variety of settings; patient interviewing techniques; active listening and empathy; assertiveness and problem-solving techniques; cultural influences on communication of health information; group presentation skills; strategies for handling difficult situations; documentation of pharmacist recommendations and consultations; and principles of behavior modification. Student pharmacists will also rotate through a Communications Patient Simulation Lab where the student pharmacist will join a medical student and nursing student at the (simulated) bedside of a patient. This lab will reinforce professional roles and focus on the necessary interdisciplinary communication needed to optimize patient care.

PHAD 2443 Pharmacy Law and Ethics (3)
Content to include legal basis of pharmacy practice, pharmacist's responsibilities and limits under the law; pharmacist's role in reducing liability by reducing drug-related misadventure; civil versus criminal liability; business contract law; principles of professional behavior; ethical issues related to the development, promotion, sales, prescriptions and use of drugs; dealing with ethical dilemmas; conflict of interest; ethical issues in delivery of patient centered care and clinical research; principles of end-of-life care; and ethical issues in teamwork.
Fee - $95

PHAD 3111 Applied Christian Values III (1) (Satisfactory/Unsatisfactory)
This course is a study in Christian ethics and the attitudes and values that pharmacists should exemplify in the care of patients. Topics to be explored include pain and suffering, caring and compassion and worldviews and values. It is required that each student attend the monthly lecture sessions and small group discussion meetings as well as other assignments to successfully complete the course.

PHAD 3203 Pharmacy Practice V – Community Management (3)
Content of course is to include specific issues related to institutional (hospital, health-system) pharmacy practice such as management principles (planning, organizing, directing and controlling resources); management of staff within the practice setting, including pharmacists, technicians and other supportive personnel; management tools, including informatics needed to assess and address change, improve quality and optimize patient services; legal and ethical considerations in institutional practice; management of medication use safety systems; strategies to improve the continuity of patient care as patients move between health care settings; marketing principles; basic accounting principles; project management; managed care and other third party administration; home care and long-term care; development of patient medication profiles; identification and prevention of medication related errors; issues of distribution systems; role of automation in the practice setting; patient counseling and other communication issues; disease state management; MTM; methods of outcome monitoring and assessment techniques; reimbursement related issues; infection control; JCAHO; sterile product preparation and dispensing; safe handling of hazardous drugs; and unique aspects of hospitals from the small community hospital to the academic health system.

PHAD 3213 **Pharmacy Practice VI – Institutional Management (3)**
Content of this course is to include specific issues related to institutional (hospital, health system) pharmacy practice such as management principles (planning, organizing, directing and controlling resources); management of staff within the practice setting, including pharmacists, technicians and other supportive personnel; management tools, including informatics needed to assess and address change, improve quality and optimize patient services; legal and ethical considerations in institutional practice; management of medication use safety systems; strategies to improve the continuity of patient care as patients move between health care settings; marketing principles; basic accounting principles; project management; managed care and other third party administration; home care and long-term care; development of patient medication profiles; identification and prevention of medication related errors; issues of distribution systems; role of automation in the practice setting; patient counseling and other communication issues; disease state management; MTM; methods of outcome monitoring and assessment techniques; reimbursement related issues; infection control; JCAHO; sterile product preparation and dispensing; safe handling of hazardous drugs; and unique aspects of hospitals from the small community hospital to the academic health system.

Advanced Pharmacy Practice Experiences

PHAE 4nn4 **Advanced Pharmacy Practice Experiences (40)**
The advanced pharmacy practice experiences will encompass the entire fourth year of the curriculum (25 percent of total curriculum). Students will rotate through ten advanced practice experiences, each being a calendar month in duration. Students will have four required practice experiences (advanced community, advanced hospital, inpatient acute care and ambulatory care). Students will select two practice experiences in the areas of managed care, practice management, specialty pharmacy, or a medicine sub-specialty. Students will also choose four elective practice experiences from an approved listing representing a variety of practice settings. It is the expectation that these practice experiences will be interdisciplinary in nature where the pharmacy student will work as a member of the health care team. Fee - $20

Introductory Pharmacy Practice Experiences

PHIE 1512 **Introductory Pharmacy Practice Experiences I (2)**
Introductory Pharmacy Practice Experiences consist of shadowing a practitioner and upper level pharmacy student for four hours a day, one day a week, for the entire semester. Students will rotate within the semester between hospital, community and specialty pharmacy practices (five weeks at each practice type). This experience will provide 75 IPPE contact hours. Concepts that will be covered in IPPE I will be introduction to pharmacy law, introductory drug knowledge, interprofessional interactions and understanding the role of the pharmacist. Fee - $20

PHIE 1522 **Introductory Pharmacy Practice Experiences II (2)**
The second semester of IPPEs continues with student pharmacists rotating through hospital, community and specialty pharmacy settings for four hours a day, one day a week, for the entire semester (five weeks at each practice type). Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 150 IPPE contact hours). It is expected that student pharmacists will build upon the concepts learned

in IPPE I and add to it the concepts of communication skills, introductory pharmaceutical calculations and an introduction to pharmaceutical care.

PHIE 2512 **Introductory Pharmacy Practice Experiences III (2)**
IPPE III will allow for student pharmacists to rotate through hospital, community, and specialty pharmacy settings for four hours a day, one day a week, for the entire semester (five weeks per practice site). During this semester, the focus will be placed on enhancing communication and presentation skills, pharmacy calculations skills, knowledge of drugs and drug information resources, knowledge of disease states, and the ability to use patient information to begin developing a plan of care. Student pharmacists will also be expected to reflect upon their experiences in small group discussions with faculty. This experience will provide 75 IPPE contact hours (cumulative 225 IPPE contact hours). Fee - $20

PHIE 2522 **Introductory Pharmacy Practice Experiences IV (2)**
IPPE IV will allow for student pharmacists to rotate through hospital, community and specialty pharmacy settings for four hours a day, one day a week, for the entire semester (five weeks at each practice type). During this semester, more focus will be placed on administrative and clinical roles of pharmacists in these practice settings as the students continue to build upon the knowledge and skills learned in the previous IPPE experiences. Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 300 IPPE contact hours).

PHIE 3510 **Introductory Pharmacy Practice Experience V (0) (Pass/fail)**
A capstone course which will enable the student pharmacist to use the knowledge and skills gained to this point in the curriculum to provide patient centered care through different service-related projects. This course will allow for each student pharmacist to demonstrate academic enhancement, personal growth and civic engagement. Student pharmacists will render meaningful patient-care services in the community that will relate back to academic materials. Through guided reflection, student pharmacists individually and in small groups examine their experiences critically and articulate specific learning outcomes. Student pharmacists will receive credit for 44 contact hours for introductory pharmacy practices, four of which will be reflection time. Fee - $20

PHIE 3520 **Introductory Pharmacy Practice Experience VI (0) (Pass/Fail)**
A capstone course which will enable the student pharmacist to use the knowledge and skills gained to this point in the curriculum to provide patient centered care through different service-related projects. This course will allow for each student pharmacist to demonstrate academic enhancement, personal growth and civic engagement. Student pharmacists will render meaningful patient-care services in the community that will relate back to academic materials. Through guided reflection, student pharmacists individually and in small groups examine their experiences critically and articulate specific learning outcomes. Student pharmacists will receive credit for 44 contact hours for introductory pharmacy practices, four of which will be reflection time.

Pharmacy Practice

PHPR 1002 **Pharmacy Practice I (2)**
The didactic portion of this course includes an introduction to the practice of pharmacy within the major practice settings; the history of the pharmacy profession; discussion on the role of the pharmacist as a part of the health care team; the drug use process; utilization of technology and support personnel in pharmacy practice; and the provision of pharmaceutical care. The course also provides student pharmacists

with certification in Basic Cardiac Life Support and Pharmacy-Based Immunization Delivery. Additionally, a mandatory online certification course will be completed before the student's hospital based IPPE. This certification course will be developed in cooperation with area hospitals and will meet their legal policies and procedures for admittance in the pharmacy and patient care areas. This course will also include small group discussion sessions where students can reflect on topics from the didactic portion and relate that discussion to what they have experienced in the IPPE course. Fee - $200

PHPR 1102 Pharmacy Practice II (2)
This course is a continuation of the first semester Pharmacy Practice I course. The didactic portion of this course includes: a review of the drug discovery and approval process within the pharmaceutical industry; roles of pharmacists within industry; a review of the Top 200 drugs; an introduction to basic principles of pharmacoeconomics and pharmacoepidemiology; legal, social, moral and ethical issues in pharmacy; communication skills; drug information skills; the role and importance of professional pharmacy organizations; and postgraduate educational and career opportunities in pharmacy practice.

PHPR 1613 Dispensing Lab/Compounding (3)
Course content and projects include U.S. Pharmacopeia guidance on compounding and FDA compliance; policy guidelines; techniques and principles used to prepare and dispense individual extemporaneous prescriptions, including dating of compounded dosage forms; liquid (parenteral, enteral), solid, semi-solid and topical preparations; dosage form preparation calculations; sterile admixture techniques (stability and sterility dating, clean room requirements, infusion devices and catheters and preparation and dispensing of prescriptions, including mock antineoplastic agents); interpretation of a prescription; and requirements and parts of a prescription label. Pharmaceutical calculations materials will also be a component of this course and will include the interpretation of a prescription; overview of pharmaceutical measurements; dosage calculations and adjustments in standard and special population patients; and medication administration techniques. Fee - $80

PHPR 1622 Pharmacy Calculations (2)
The course is designed to enable student pharmacists to accurately perform pharmacy calculations required in pharmacy practice. Calculations taught the range from dose calculations and adjustments to those necessary to compound, dispense, and administer medications. Student pharmacists will also be introduced to knowledge needed to interpret prescription and medication orders and an overview of pharmaceutical measurement. Examples of topics covered include conversion between various systems of measurement, dose calculations, calculations involving electrolytes, isotonicity calculations, intravenous flow and drip rate calculations and calculations for altering product strength. Course material is delivered through didactic lectures and interactive workshops. The workshops encourage group-learning activities.

PHPR 2202 Interpreting Laboratory Data (2)
Content of course to include the fundamentals of laboratory medicine and its importance to screening, diagnosis and evaluation of patients; clinical data relevant to disease state management; interpretation of drug screens; knowledge of the basis for common clinical laboratory values and diagnostic tests and the influences of common disease states; and false positive and false negative results.

PHPR 2422 Health Informatics (2)
This course surveys the fundamental concepts and activities of information technology as applied to health care.

Topics include computer-based medical records, electronic health record, knowledge-based systems, decision theory and decision support, e-Health, ARRA/HITECH and Meaningful Use and the personal health record. Students will learn health care informatics history, informatics competencies, concepts, legal and ethical implications and applications within the health care industry. This course will introduce the student to the software development life cycle; human factors issues in health care informatics; critical issues affecting the development and implementation of information and communication systems and technologies, professional practice trends and explore some of the emerging information and communication technology in health care (CPOE, eMAR, barcode medication administration systems, e-Prescribing, etc.)

PHPR 2703 **Non-prescription Medications and Devices (3)**
Course content will include a study of various non-prescription pharmaceuticals, medical and surgical supplies and appliances commonly found in ambulatory pharmacy practice sites; their rational use and therapeutic efficacy; and decision making skills for ambulatory patient triage. The course will consist of didactic lectures, self-study and case based teaching.

PHPR 2813 **Pharmacotherapy I (3)**
Course content is to be presented in modules focusing on organ systems (i.e., CNS, gastrointestinal), disease states (i.e., epilepsy, depression, diarrhea, constipation), or patient populations (i.e., terminally ill, pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching and small group discussions.

PHPR 2823 **Pharmacotherapy II (3)**
Course content is to be presented in modules focusing on organ systems (i.e., hematological), disease states (i.e., infectious diseases), or patient populations (i.e., pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching and small group discussions.

PHPR 3121 **Practice Seminar I (1)**
Each student pharmacist will prepare and make one 20-minute presentation before their class and faculty during the semester. Emphasis will be placed on developing and exercising group presentation skills. Student pharmacists will be expected to research and develop the scientific content of the presentation and handle questions following the presentations.

PHPR 3131 **Practice Seminar II (1)**
Each student pharmacist will prepare and make one 20-minute presentation before their class and faculty during the

semester. Emphasis will be placed on developing and exercising group presentation skills. Student pharmacists will be expected to research and develop the scientific content of the presentation and handle questions following the presentations.

PHPR 3232 **Pharmacy Practice IV – Pharmacoeconomics / Health Outcomes (3)**
This course will include the economic principles that relate to pharmacoeconomic analysis; concepts of pharmacoeconomics in relation to patient care; applications of economic theories and health-related quality of life concepts to improve allocation of limited health care resources; application of principles of epidemiology to the study of drug use and outcomes in large populations; studies that provide an estimate of the probability of beneficial effects in populations or the probability of adverse effects in populations and other parameters relating to drug use benefit; evaluation of literature; concepts relating to formularies and their maintenance; and measuring health outcomes. The course will consist of didactic lectures, self-study, case-based teaching, projects and small group discussions.

PHPR 3312 **Natural Medicine (2)**
Content of course to include concepts of crude drugs; semi-purified and purified natural products; variability of occurrence of pharmacologically active substances in plants and impact on regulatory aspects of herbal products; overview of classes of pharmacologically active natural products; dietary supplements (vitamins, minerals and herbals); alternative medical treatments; evaluation of alternative and complementary medicine purity, bioavailability, safety and efficacy; herbal-drug interactions; and regulation of dietary supplements and herbal products.

PHPR 3502 **Medication Therapy Management (2)**
Content of this course surrounds the understanding of the core components of Medication Therapy Management and its implementation in the patient centered care setting. These core components include: Performing or obtaining necessary assessments of the patient's health status; formulating a medication treatment plan; selecting, initiating, modifying, or administering medication therapy; monitoring and evaluating the patient's response to therapy, including safety and effectiveness; performing a comprehensive medication review to identify, resolve and prevent medication-related problems, including adverse drug events; documenting the care delivered and communicating essential information to the patient's other primary care providers; providing verbal education and training designed to enhance patient understanding and appropriate use of his or her medications; providing information, support services and resources designed to enhance patient adherence with his or her therapeutic regimens; coordinating and integrating medication therapy management services within the broader health care-management services being provided to the patient. Additionally, issues surrounding the cost for providing MTM services and accompanying appropriate pharmacist reimbursement will be discussed. The course will be taught with didactic lectures and special projects where student pharmacists are mock patients on which to develop MTM strategies.

PHPR 3512 **Applied Pharmacotherapy (2)**
Using the ASHP text of the same name as the guide, this course will provide extensive training on key components of setting up a clinical practice in both institutional and ambulatory settings. Topics will include understanding patient issues; pharmacy profession and pharmaceutical care; patient-pharmacist encounters; patient records; clinical reasoning; designing and implementing the patient care

plan; evaluating patient progress and outcome assessments; and utilization of drug information skills. The course will consist of didactic lectures, case-based teaching, group projects and small group discussions.

PHPR 3603 Advanced Clinical Practice Skills (3)
Content of the course to focus on developing skills in obtaining a comprehensive patient history; familiarity with basic physical assessment techniques such as assessing vital signs, HEENT assessment, integumentary assessment, thorax and lung assessment, cardiovascular assessment, abdominal assessment, musculoskeletal assessment, neurological assessment and the changes that occur in the presence of disease or drug therapy; principles of ECG and common abnormalities; and renewal of Basic Cardiac Life Support. Fee - $40

PHPR 3813 Pharmacotherapy III (3)
Course content is to be presented in modules focusing on organ systems (e.g., respiratory, cardiovascular), disease states (e.g., asthma, hypertension, heart failure, angina), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient-centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching and small group discussions.

PHPR 3823 Pharmacotherapy IV (3)
Course content is to be presented in modules focusing on organ systems (e.g., endocrinology, reproductive systems), disease states (e.g., diabetes, thyroid disorder, eclampsia), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching and small group discussions.

PHPR 3833 Pharmacotherapy V (3)
Course content is to be presented in modules focusing on organ systems (e.g., oncology, hematology, rheumatology), disease states (e.g., breast cancer, lung cancer, leukemia, arthritis, gout), or patient populations (e.g., pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case-based teaching and small group discussions.

PHPR 3843 Pharmacotherapy VI (3)
Course content is to be presented in modules focusing on organ systems (e.g., endocrinology, reproductive systems), disease states (e.g., diabetes,

thyroid disorder, eclampsia), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case-based teaching and small group discussions.

PHPR 3nnV **Elective(s) (2-3)**
Opportunities will be provided for students to take course work designed to develop areas of personal interest, to expand their understanding of professional opportunities and to achieve the outcomes of the curriculum.

Pharmaceutical Sciences

PHSC 1113 **Physiological Basis of Therapeutics I (3)**
The first of a two-course sequence designed to emphasize integrated concepts of structure (anatomy) and function (physiology) of the integumentary, skeletal, muscular and nervous systems. Particular emphasis will be placed on cellular, homeostatic and control mechanisms that regulate the physiologic response of target tissues. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory Course and consist of directed use of anatomical models of various structures, systems and physiology simulations in a modified gross anatomy and physiology laboratory. Methods of instruction include lectures, group discussions and independent study.

PHSC 1123 **Physiological Basis of Therapeutics II (3)**
The second of a two course sequence designed to emphasize integrated concepts of structure (anatomy) and function (physiology) of the respiratory, cardiovascular, endocrine, digestive, urinary and reproductive systems. Particular emphasis will be placed on cellular, homeostatic and control mechanisms that regulate the physiologic response of target tissues. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory course and will consist of directed use of anatomical models of various structures, systems and physiology simulations in a modified gross anatomy and physiology laboratory. Methods of instruction include lectures, group discussions and independent study.

PHSC 1213 **Biomolecular Chemistry (3)**
This course is designed to cover integrated concepts of human biochemistry as it relates to the synthesis, structure and function of key biomolecules (nucleic acids, amino acids, proteins, lipids and carbohydrates), membranes, cells, signal transduction processes and metabolic pathways in physiologic systems. Special emphasis will be placed on the comprehension of key biomolecules, cellular organelles or pathways that can be targeted or manipulated for the diagnosis, prevention, or treatment of human disease. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory course when necessary. Methods of instruction include lectures, group discussions and independent study.

PHSC 1313 **Microbiology/Immunology (3)**
This course is designed to cover general principles of microbial concepts; principles of infectious disease, host-parasite relationships; viral structure and reproduction; pathogenic microorganisms of man; inflammatory responses to infectious

agents; and clinical aspects of infection. Immunology content will include discussions on human immunity and immune response; principles of antigen-antibody relationships; molecular biology of immune response; and the genetic basis for antibody synthesis, development, function and immunopathology. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory course when necessary. Methods of instruction include lectures, group discussions and independent study.

PHSC 1413 Pharmaceutical Medicinal Chemistry (3)
This course is designed for the student pharmacist to develop an understanding of the physical, chemical and pharmaceutical properties of medicinal products used in the delivery of pharmaceutical care. Course content includes general principles of thermodynamics; physical and chemical properties of molecules; particle size, shape and surface area; kinetic, equilibrium and interfacial phenomena; principles of drug dissolution, release and diffusion; rheologic properties of liquids, solutions and colloidal systems; polymers and biomaterials; and drug delivery systems. The course will also introduce fundamental aspects of medicinal chemistry used in the rational design of drug molecules; molecular changes in drug molecules that affect affinity and activity at drug receptors and influence the absorption, distribution, metabolism, excretion and stability of drugs; and the properties of drug molecules which are important in their formulation into drug products. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory course. Methods of instruction include lectures, group discussions and independent study.

PHSC 1423 Biopharmaceutics (3)
Content includes physicochemical principles of dosage forms; biological principles of dosage forms; principles of drug delivery via dosage forms (e.g., liquid, solid, semi-solid, controlled release, transdermal and implants); principles of dosage form stability and drug degradation in dosage forms; materials and methods used in preparation, testing and use of dosage forms; drug discovery and development; basic principles of in vivo drug kinetics (linear and nonlinear); and principles of bioavailability/bioequivalence. Methods of instruction include lectures, group discussions and independent study.

PHSC 1512 Integrated Biomedical Sciences Lab I (2)
The focus of this laboratory course will be to engage students in laboratory exercises, experiments and simulations that supplement and enhance didactic material in the biomedical and pharmaceutical sciences. Special emphasis will be placed on exercises, experiments and simulations that relate to the biochemical, physiological or pharmacological basis of drug discovery, formulation, disposition and response. Methods of instruction include independent and group laboratory exercises, computer simulations and independent study. Fee - $80

PHSC 1522 Integrated Biomedical Sciences Lab II (2)
The focus of this laboratory course will be to engage students in laboratory exercises, experiments and simulations that supplement and enhance didactic material in the biomedical and pharmaceutical sciences. Special emphasis will be placed on exercises, experiments and simulations that relate to the biochemical, physiological or pharmacological basis of drug discovery, formulation, disposition and response. Methods of instruction include independent and group laboratory exercises, computer simulations and independent study. Fee - $80

PHSC 1613 **Pharmacologic Basis of Therapeutics I (3)**
The first of a three course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of neuropharmacology, inflammation and immune pharmacology and antimicrobial agents. Fundamental principles that will be covered in this sequence includes evaluating physical and chemical properties of drug molecules (medicinal chemistry) and drug targets (biochemistry) that regulate drug-receptor interactions, characterizing the type of drug molecules and drug targets that interact with specific cell signaling pathways (pharmacology) and understanding pharmacodynamic and pharmacokinetic principles that alter drug efficacy (therapeutics) or drug toxicity (toxicology). Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory course. Methods of instruction include lectures, group discussions and independent study.

PHSC 2433 **Advanced Biopharmaceutics and Pharmacokinetics (3)**
This course is a continuation of the biopharmaceutics course that will focus on the theoretical and practical models that predict and describe drug absorption, distribution, metabolism, excretion and response; the use of mathematical equations to estimate doses and dosage regimens for patients; the effect of disease, drugs and dietary influences on drug formulation, pharmacokinetics and pharmacodynamic parameters. Methods of instruction include lectures, group discussions, computer simulations and independent study.

PHSC 2623 **Pharmacological Basis of Therapeutics II (3)**
The second of a three-course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of chemotherapeutic agents, cardiovascular pharmacology and endocrinology. Fundamental principles that will be covered in this sequence includes evaluating physical and chemical properties of drug molecules (medicinal chemistry) and drug targets (biochemistry) that regulate drug-receptor interactions, characterizing the type of drug molecules and drug targets that interact with specific cell signaling pathways (pharmacology) and understanding pharmacodynamic and pharmacokinetic principles that alter drug efficacy (therapeutics) or drug toxicity (toxicology). Methods of instruction include lectures, group discussions and independent study.

PHSC 2633 **Pharmacological Basis of Therapeutics III (3)**
The third of a three-course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of gastrointestinal pharmacology. This final sequence will also cover special areas such as protein and RNA-based therapies, pharmacogenomics and gene delivery, drug development and regulation and principles of toxicology and poison management. Methods of instruction include lectures, group discussions and independent study.

Academic Policies

Minimum Requirements for Graduation

- Completion of the Doctor of Pharmacy curriculum with a passing grade in each course, a passing score in the calculations capstone and with a 2.3 cumulative grade-point average in a maximum of six academic years, unless enrolled in a dual degree program.
- Forty-six months residence in an accredited school of pharmacy, the final 24 months of which must be completed at Lipscomb University College of Pharmacy.
- Recommendation by the faculty of the college, through the academic progression committee.
- Payment of all financial obligations to the college. Compulsory attendance at graduation exercises.

Early Identification of Academic Difficulty

- During the P1, P2 and P3 years, student pharmacists' academic performance will be monitored by the academic progression committee each semester. As a step to identify early academic difficulty, the academic progression committee will monitor progress throughout the semester and then perform a formal review at the end of each semester to determine if progression is warranted. The first step of the monitoring process is that faculty advisors will be notified of academic progress of their advisees after the first exam block of the semester or earlier if a problem is noted by faculty. Advisors will provide academic counsel to those student pharmacists with early academic struggles. After the second exam block, this same review will take place and student pharmacists with continued struggles will be sent to the associate dean for academic affairs for additional academic counseling. Student pharmacist performance after the third exam block will again be reviewed by faculty advisors. Student pharmacists in academic trouble, as defined by having failing grades, after the third exam block will have their records reviewed by the academic progression committee and recommendations will be made by the committee on additional steps that have not been executed previously by the faculty advisor and/or associate dean for academic affairs. The academic progression committee will use a delegate, normally the associate dean for academic affairs, to convey their recommendations to the student pharmacist. At the conclusion of the semester, academic performance is once again reviewed by the faculty advisors and the academic progression committee.
- During the P4 year, student pharmacists' academic performance will be monitored by the academic progression committee. Additionally, the associate dean for experiential education and the experiential education committee will also evaluate student pharmacist/preceptor performance and this evaluation will take place at the end of each practice experience cycle.
- Anyone identified as having less than "C" performance in any required course will receive written communication indicating the need for improvement and the need to meet with the associate dean for academic affairs.

Student pharmacists must maintain a cumulative and per semester GPA in all professional course work of at least 2.3. A student who fails to attain a 2.3 GPA in any academic semester will be placed on academic probation. Additionally, student pharmacists with a GPA of 3.0 or less during their advanced practice experiences may be subject to remedial work, based on recommendation from the academic progression committee and the experiential education committee. Students earning less than a 3.0 GPA during the fourth professional year must meet with the associate dean for experiential education, associate dean for academic affairs and at least one of their preceptors.

- **Academic Warning**: A P1 student pharmacist whose GPA for the first semester is below 2.3 will be placed on academic warning. This is a one-time warning available only to P1 student pharmacists finishing the first semester. Student pharmacists on academic warning who do not raise their GPA to 2.3 by the end of their next semester in school will be placed on academic probation. Student pharmacists on academic warning will be required to participate in *Pharmacy Turning Point*, a program designed to assist student pharmacists attempting to recover from difficult academic situations (*Pharmacy Turning Point* is an adaptation of a successful university counseling program).
    - *Pharmacy Turning Point* is a program designed to assist student pharmacists who are attempting to recover from difficult academic situations. This program is coordinated by the associate deans in student affairs and academic affairs and will involve faculty, staff and outside educational resources. Participants will be expected to fulfill all program requirements, such as supervisory office visits with the coordinating staff (or faculty advisor), participation in tutoring labs and academic skills workshops and monitoring of class attendance and academic performance.
- **Academic Probation**: All student pharmacists must maintain a cumulative GPA of 2.3, including incomplete grades. Student pharmacists whose cumulative GPA falls below 2.3 will be placed on academic probation for the following semester. Student pharmacists on academic probation must contact the associate dean for academic affairs for a meeting before semester enrollment and complete a probation contract. The contract will be the result of an evaluation of the student pharmacist to determine the possible reasons for academic difficulty and development of a plan to address

the areas contributing to academic difficulty. The probation contract is a useful way to address the academic problems the student pharmacist has encountered. Failure to sign a contract, by student pharmacist choice, results in academic dismissal from the college.

- Student pharmacists on academic probation who earn a term GPA of 2.3 or higher but fail to raise their cumulative GPA to 2.3 or higher may be considered for a one-semester extension of their probation.
- Student pharmacists on academic probation because of incomplete work can be removed from probation at any time the work is made up and a satisfactory GPA is recorded on the permanent record.
- Student pharmacists on academic probation may not be appointed to any college committee or elected to any office in any college organization during the period of probation. Student pharmacists holding such appointed offices or elected positions must resign the position by the first class day of the semester in which they are placed on probation.
- Student pharmacists on academic probation are not eligible to serve as elected officers or committee chairs for any organizations on campus or part of the pharmacy profession. Student pharmacists may still serve as members in professional organizations. Activities developed by professional organizations or extracurricular activities (e.g., intramurals) should be avoided due to time requirements and the subsequent loss of time that could be used for academic studies. Should a student pharmacist desire to participate in an activity of a professional organization or an extracurricular activity of the university, he or she shall request written permission of the director of admissions and student affairs.
- **Failing Grades:**
    - A student pharmacist who receives a failing grade ("F" or "U") in any professional course work must successfully complete an academic recovery contract developed with the associate dean for academic affairs and approved by the academic progression committee. The academic recovery contract is similar to the probation contract; however, it deals more specifically with the course work in which a failing grade was received. The academic recovery contract discusses remediation and the need for demonstration of proficiency in the course work in which a failing grade was received.
    - Student pharmacists will be required to remediate any class in which a failing grade ("F" or "U") was received. The process for remediation will range from retaking the class the next academic year to "after-hours" course work and assessment. After hours class work will be reviewing of video lectures, one-on-one discussion with faculty and an examination. Remediation plans will be developed collaboratively by the course coordinator, department chairs/vice chairs and the academic progression committee. The decision for this remediation will be made by the academic progression committee in consultation with the dean. Student pharmacists requiring course remediation must remediate any material for which they received a failing examination grade. Including additional remediation material is at the discretion of the faculty member coordinating remediation. If additional material that the student pharmacist previously earned a passing score is included, the score of the repeat attempt will be used to calculate the average remediation grade. Student pharmacists must attend all meetings scheduled in the remediation contract unless the faculty member coordinating the remediation excuses them. An unexcused absence will result in termination of the remediation contract and remediation failure. Successful remediation is defined as receiving a passing grade equal to or greater than 70 percent for the average of all assessments assigned under the remediation contract
    - Remediated course work performed in a successful manner will result in a grade change form's being submitted to the registrar. The university's academic record system will keep on file that the record contains a grade change due to remediation. The college also maintains records on all grades earned in the college and this record will be utilized for all honors, scholarships and faculty recommendation from the college. The highest replacement grade that may be achieved secondary to remediation is a "70 percent" for a course grade. The process for remediation of introductory and advanced pharmacy practice experiences will be coordinated through the Office of Experiential Education and the APC. Remediation Contract and Content: the remediation course coordinator and

any faculty members responsible for remediation content should agree on the plan set forth in the remediation contract presented to the student pharmacist and approved by the APC. This plan should include the time set aside for meetings between the faculty member and student that may include informal assessment, answering questions regarding content, or other discussion. Remediation should be comparable in academic rigor to the original course. The remediation contract should include the following at a minimum: Dates of assessments and expected completion date of the remediation; coordinator's expectations for time allotted for individual study; course content to be remediated; expectations for the planned meetings between faculty and the student pharmacist; general remediation principles outlined above; statement of agreement of financial obligation for remediation fee; student pharmacist signature, course coordinator signature and associate dean for academic affairs signature prior to the initiation of remediation. A $1,500 fee will be paid by the student pharmacist for each remediation course. Remediation is both offered and designed to best prepare student pharmacists for professional practice and they are responsible for paying for this privilege. This fee will be paid to the College of Pharmacy for the support of academic and professional activities. Payment of this fee is required by the end of the semester following remediation or prior to graduation, whichever comes first. There will be no change in the grade on the transcript until this fee is paid in full. If a student pharmacist does not successfully complete remediation as noted in 6.3.4, the student pharmacist will be academically suspended. Remediation a second time for the same course is not an option. A separate policy regarding student pharmacist involvement while in academic jeopardy has been approved. The Office of Admissions and Student Affairs in collaboration with the Office of Academic Affairs will assure this policy is applied to any student pharmacists receiving failing grades or placed on academic probation or suspension.

- A failing grade during the P4 year will require re-taking the APPE experience. If possible, an attempt will be made to have the APPE during Dec. if approved by the preceptor, the associate dean for experiential education, the academic progression committee and the dean. If the failing grade takes place after Dec. of the P4 year, the student pharmacist's graduation may be delayed pending successful remediation of the APPE experience.
- If a student pharmacist receives two or more failing grades ("F" or "U") in any professional course work the student pharmacist will be dismissed from the program for scholastic deficiency. (Policy remains at three more failing grades for Class of 2015).
- Any student pharmacist, who receives a grade of "I" (incomplete) at the end of an academic semester, must develop an academic plan with the associate dean for academic affairs. The plan must be approved by the coordinator of the course in which the "I" was received. The plan must be in place at the start of the next semester with dates specified for the completion of the incomplete work which will be no later than the end of the next academic year. It is expected that incomplete course work will be completed in a manner and timeframe as stated in the academic plan.
- Failure to complete the academic plan will result in the course coordinator assigning a grade consistent with the academic work completed.
- Any student pharmacist with a grade of "I" may not proceed to the APPE portion of the curriculum until the grade is recorded or the course completed.

- **Academic Suspension**: A student pharmacist on academic probation who fails to earn a GPA of at least 2.3 in any term that he or she is on academic probation will be suspended. Additionally, if the student pharmacist is on academic probation and professional/disciplinary probation at the same time, the student pharmacist will be suspended. Readmission to the college will be available the next professional year pending approval by the academic progression committee and the dean. Both the suspension and readmission will be recorded on the student pharmacist's permanent academic record. No student pharmacist shall be academically suspended unless he or she has been placed on academic

probation for at least one semester, failed at least two courses, or was unsuccessful in remediation.

- A student pharmacist who returns from academic suspension will automatically be on academic probation. No academic course work earned elsewhere during the suspension will be used either in the calculation of the student pharmacist's academic status, nor transferred as credit toward a degree.

- **Academic Dismissal:** If a student pharmacist is on probation as a result of having returned from an academic suspension and fails to meet the 2.3 GPA retention standards for any semester, then he or she will be academically dismissed from the program. No student pharmacist shall be academically dismissed unless he or she has first been academically suspended except in the case of the student pharmacists receiving two failing grades.
- **Repeating Course work**
  - Student pharmacists are not allowed to drop any classes within the college's professional curriculum.
  - All failing grades ("F" or "U") are subject to the remediation processes outlined in academic policy.
  - A course in which the student pharmacist receives a grade of "A", "B" or "C" may not be repeated under any conditions.
- **Grade Appeal**: A student pharmacist has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin, or disability. The procedure for bringing an academic appeal is as follows: A formal appeal must be initiated within 30 calendar days following the date that grades are posted. The appeal should be completed within 60 calendar days following the initiation of the process. The student pharmacist must initiate the process by presenting the appeal in writing to the faculty member who serves as course coordinator of the course. The faculty member will render a decision in writing. If the appeal is denied by the faculty member, the student pharmacist may present it in writing to the appropriate department chairperson. The department chairperson will render a decision in writing. If the appeal to the department chairperson is not resolved to the student pharmacist's satisfaction, the student pharmacist may present the appeal in writing to the associate dean for academic affairs. This must be done within 10 days of the decision of the department chairperson. The appeal must specify the grounds, as well as supporting facts and arguments. The associate dean for academic affairs will consult with the dean of the College of Pharmacy and will review supporting documents as well as any new information that may not have been available to the department chairperson or course coordinator at the time of his/her determination. Discovery of any new information brought forward by the student pharmacist will be provided to the department chairperson and the involved faculty member for review and feedback. The associate dean for academic affairs will render a final decision in writing after consultation with the dean. This step ends the appeal process.
- **Class Attendance:** As part of demonstrating professionalism, student pharmacists are required to attend class. Course coordinators and instructors have the authority to routinely or randomly monitor and document class attendance by any verbal, written, or electronic method utilized at the beginning, during, or end of the scheduled class period. Student pharmacists can miss no more classes within an individual course than twice the number of course credits without penalty (i.e., four absences for a two semester credit hour course). There are no excused or unexcused absences, but rather the student pharmacist can utilize the previously mentioned bank of days (twice the number of semester credit hours) for any absence whether related to illness or any other reason. The college strongly discourages missing class haphazardly. If the student pharmacist reaches the limit of allowed absences and then, due to illness, needs to miss an additional day, the penalty described below will be enforced. Therefore, it is prudent for student pharmacists to utilize the bank of allowable absences wisely. Makeup of missed assignments will be allowed if the student pharmacist is within the allowed number of absences. Some graded assignments are not conducive to makeup (e.g., group projects, presentations) and in those cases the course coordinator will exercise judgment whether course content makeup can be performed. In some cases, a modified version of the missed assignment may be assigned for make up and this is at faculty

discretion. Course content make up of missed work should not disrupt the overall course schedule. It is understood that there may be instances where a student pharmacist is unable to attend class for an extended period (defined as being absent for classes the equivalent of one week) due to illness or other valid personal reasons. The student pharmacist should notify the course coordinator prior to the absence, if known, or promptly thereafter to inform the coordinator of the circumstances. Extended absences need to be validated and cleared through the Office of Academic Affairs. It is likely that the associate dean for academic affairs will require documentation of illness from your health care provider if illness is the reason for the extended absence. The course coordinator will help the student pharmacist develop a plan to make up any missed class work or assignments. In cases where the absence is more extensive, the academic progression committee will work collaboratively with the course coordinators to schedule the make up process.

The policy for managing attendance issues for individual student pharmacists is as follows:

- Student pharmacists who miss class more than two times the number of credit hours for an individual course will be required to meet with the director of admissions and student affairs and the associate dean for academic affairs before being readmitted to class and have their final letter grade for the course reduced by one letter grade and no makeup of missed graded assignments will be allowed. If course remediation is required, the plan will be developed by the course coordinator with input from the department chair/vice chair and the associate dean for academic affairs and approved by the academic progression committee.
- Student pharmacists who miss class more than three times the number of credit hours for an individual course will be required to meet with the director of admissions and student affairs and the associate dean for academic affairs before being readmitted to class and have their final letter grade for the course reduced by two letter grades and no makeup of missed graded assignments will be allowed. If course remediation is required, the plan will be developed by the course coordinator with input from the department chair/vice chair and the associate dean for academic affairs and approved by the academic progression committee.
- Student pharmacists who miss class more than four times the number of credit hours for an individual course will be required to meet with the director of admissions and student affairs and the associate dean for academic affairs before being readmitted to class and have their final letter grade for the course reduced by three letter grades. This will require remediation of the course content per the college's academic policies. The plan for remediation will be developed by the course coordinator with input from the department chair/vice chair and the associate dean for academic affairs and approved by the academic progression committee.

The policy for managing attendance issues for the entire class is as follows:

The course coordinator has the authority to discontinue the electronic availability of lectures on the college's audio/video lecture capture system for the remaining portion of the semester if attendance for the entire class drops below 80 percent more than two times the number of credit hours for an individual course.

- **Examinations:** Examinations and other assessments may be given via an electronic or paper format at the discretion of the course coordinator. The guiding principles regarding examinations and assessments are reasonableness and fairness. Student pharmacists must report for examinations as scheduled. Permission for a make-up exam due to illness or other emergency may be obtained from the course coordinator. If permission is granted, it is the responsibility of the student pharmacist to contact the course coordinator to schedule a make-up examination. It is the responsibility of the course coordinator to describe in the syllabus the course policy for making up exams that are canceled due to class disruption. Tests and examinations are to be prepared by faculty and staff members only. Student pharmacists are not allowed to assist in the preparation of tests and examinations. This means student workers cannot help in any aspect of the preparation, copying, handling, or distribution of assessments. Privacy laws, courtesy, and good judgment dictate that student pharmacists should not have access to the grades of their peers. All regular classes should have more than two graded tests or other exercises during a semester. As a general rule, it is recommended that a class should have at least one test or other major graded assignment during the semester for each hour of credit offered for the class.

- **Capstone Assessments:** The college will implement the Pharmacy Curriculum Outcomes Assessment as offered by the National Association of Boards of Pharmacy as a mechanism to analyze and evaluate performance in the curriculum and identify individual student pharmacists' strengths, weaknesses, and progress from year to year. The college will also be able to evaluate overall curricular strength as compared to national benchmarks comprised of other participating colleges/schools of pharmacy. Benchmark data will be able to be broken down into four major content areas and thirty-five subtopic areas. The four major content areas are basic biomedical sciences; pharmaceutical sciences; social, behavioral and administrative pharmacy sciences; and clinical sciences. The PCOA will serve as a low-stakes assessment and will be administered annually in Jan. or Feb. of the spring semester. The associate dean for academic affairs will schedule this assessment and publish the date in the class calendars.
- **Calculations Capstone Assessment:** Prior to the completion of the first academic year, student pharmacists will be required to successfully pass a calculations capstone assessment. This assessment will be considered high stakes as student pharmacists will not be allowed to graduate from the college until successful completion occurs. Student pharmacists who fail to meet the 75 percent passing score will be required to remediate a calculations module during breaks between semesters and will continue this remediation until a successful score is achieved.
- **Degree Requirements:** Completion of the Doctor of Pharmacy curriculum with a passing grade in each course, a passing score in the calculations capstone, and with a 2.3 cumulative grade point average in a maximum of six academic years, unless enrolled in a dual degree program. Forty-six months residence in an accredited school of pharmacy, the final 24 months of which must be completed at Lipscomb University College of Pharmacy. Recommendation by the faculty of the college through the academic progression committee. Payment of all financial obligations to the college. Compulsory attendance at graduation exercises.
- **Graduation Exercises:** A commencement ceremony is held annually at the end of the spring semester. The college's student pharmacists will be eligible to participate in the commencement ceremony when all degree requirements as outlined in Article 13 are met. The traditional cap and gown, with or without an academic hood, is considered formal academic attire for ceremonial events, and the addition of any ornamentation is quite limited by customary etiquette. At commencement, the college will provide cords and ribbons for graduates to wear acknowledging membership in nationally recognized academic honor societies and organizations. Any other addition to the formal academic regalia must be similarly appropriate, must represent only recognized organizations within the college, and must be approved in advance of commencement by the Office of the Dean. Honors are calculated at the end of the student pharmacist's advanced pharmacy practice experiences at the end of April. Undergraduate work will not be counted in calculating honors. A purple and white cord shows membership in Rho Chi. A green and gold cord signifies membership in Phi Lambda Sigma. Traditional hoods of academic regalia are bestowed upon the graduates at commencement. The hood is lined with the Lipscomb University colors of purple and gold and is trimmed in olive green, denoting pharmacy. Graduates of the college are also required to attend a private convocation ceremony held in conjunction with the graduation ceremonies for Lipscomb University. All awards for graduates will be awarded at this ceremony.
- **Dean's List and Honor Roll:** To qualify for the Dean's List, a student pharmacist must achieve a GPA of 4.0 for the semester. To qualify for the Honor Roll, a student pharmacist must achieve a 3.5 or higher GPA for the semester.

- **Transfer Credits from other Colleges/Schools of Pharmacy**: Student pharmacists requesting a transfer to Lipscomb University College of Pharmacy from another Doctor of Pharmacy program must follow college guidelines.
  - Each case will be individually assessed on its merit and potential transfer students are to be informed that it is likely that an additional semester or more will be needed to fulfill all required course work.
  - Student pharmacists must have an official transcript of their work from each school they have attended mailed to the College of Pharmacy's director of admission and recruitment office.
  - A recommendation to accept courses will be made by the associate dean for academic affairs after consultation with the university registrar, department chairs and director of admissions and student affairs. Final decision to accept or deny will reside with the dean. Each course will be reviewed by the associate dean for academic affairs to establish whether or not the course work fulfills existing requirements within the college's curriculum. If components of a particular course that are deemed critical elements by the department chairs were not covered by the previous academic institution in their respective curriculum (for a similarly described course), then the transfer student pharmacist will be asked to repeat that particular course upon admission to the college. The associate dean for academic affairs will provide the transfer student pharmacist a full listing of his or her curricular requirements prior to enrollment thereby providing opportunity to accept the conditions for transfer. Transfer candidates will be evaluated for transfer eligibility based on previous academic performance, professional behavior, on-campus interview, and, when applicable, recommendations from faculty from the previous college/school of pharmacy.
  - A grade of "C" or better must have been earned for each course for transfer.
  - At least 50 percent of the credit hours required for the Doctor of Pharmacy degree must be earned in course work at Lipscomb University College of Pharmacy, therefore, only transfer candidates in the earliest semesters of their respective pharmacy programs are eligible to transfer.
  - Credit must have been received from Accreditation Council for Pharmacy Education recognized college of pharmacy before it will be awarded. Additionally, the prospective transfer student pharmacist must complete an onsite interview process arranged by the director of admissions and recruitment.
  - Transfer student pharmacists will also be asked to complete a field test consistent with the level of course work the student pharmacist should have completed prior to transfer. An assessment will be made on the score received to ascertain if the transfer should move forward and at what academic level within the college.
  - Additionally, all applicants to Lipscomb University College of Pharmacy must possess a cumulative grade point average of at least 2.5 on a 4.0 scale on all previous college work. Grades from all undergraduate course work attempted are included in the calculation of the overall undergraduate GPA, which is the primary GPA, used in the admissions process. All previous academic work will be evaluated.
- **College-Wide Assessment:** As a part of the ongoing assessment, evaluation, and review of the college's curriculum, student pharmacist and faculty information are used for evaluation and feedback to improve the program and to document student pharmacist and faculty progress. The educational assessment committee oversees this function. This committee will use course evaluations, faculty evaluations, student progress assessment and feedback, faculty progress, surveys, videotaped encounters, and group work in this ongoing process. For student pharmacist assessment, data are primarily reported in the aggregate, and individual identification will be protected. There will be some instances when videotape review will be used to teach interviewing skills and group dynamics. All persons being videotaped will give their consent prior to any use of the videotaped material. When data are used for documenting and publishing about the curriculum and student pharmacist outcomes, appropriate institutional review will occur and aggregate data used. If the use of identifying information is needed appropriate student pharmacist consent will be obtained.

- **CLEP/AP Credit Acceptance**: Advanced placement and CLEP credit (credit by examination) may be used to satisfy prerequisite course work provided that the credit is accepted by the applicant's institution and is posted on the applicant's official academic transcript. Acceptance of credit is at the discretion of Lipscomb University College of Pharmacy based upon course equivalency standards.
- **Non-traditional Doctor of Pharmacy Program:** There will be no program at Lipscomb University College of Pharmacy by which baccalaureate pharmacists may earn the Doctor of Pharmacy degree. At this time, the only professional degree offered by Lipscomb University College of Pharmacy will be the entry-level Doctor of Pharmacy degree.
- **Student Pharmacist Records:** The college follows University guidelines and regulations regarding access to student pharmacist records and is consistent with the Family Educational Rights and Privacy Act. Ordinarily, access to records is restricted to authorized personnel, such as deans, the Office of Student Affairs, and all university approved staff per the university policy (such as provost, registrar). Faculty must have legitimate academic interest to view student pharmacist records. That principally occurs when faculty serve as a student pharmacist's academic advisor. Faculty also have implied consent to view a student pharmacist's record if asked for a letter of recommendation, or if a student pharmacist asks a faculty member to act as an advisor on a research project. Student pharmacists wishing to deny faculty access to their records under either of the previously cited cases must notify the Office of Student Affairs of their wishes each time a request for faculty action is initiated. Faculty will have access to student pharmacist records in other circumstances only with permission from the college's associate dean for academic affairs or the director of admissions and student affairs.
- **Textbooks:** Student pharmacists will be provided a listing of all required and recommended textbooks well in advance of the next academic semester. The student pharmacists will be provided ISBN-13 identification numbers and are responsible for acquiring the textbook prior to the start of the next semester's courses. Student pharmacists bear all responsibility regarding their purchases. The college will assure that the university bookstore stock a sufficient number of textbooks to accommodate all student pharmacists desiring to purchase their books on campus. Student pharmacists in the fall semester of the first professional year will have all required textbooks bundled and available for pickup prior to the start of the semester. The college may also utilize online textbooks (e-texts) as a part of course requirements. In such cases where an online textbook is used, the faculty must assure that sufficient access to the text can be achieved by any computer that meets the minimal requirements for personal notebook (laptop) as described by the college.
- **Computers and Computer Skills:** Computer literacy is an entry requirement for Lipscomb University College of Pharmacy. Student pharmacists will not be able to complete the course work in the Doctor of Pharmacy curriculum without a solid foundation in basic computer skills, which the college defines as competence in using:
    - Microsoft Word (or equivalent word processor)
    - Microsoft Excel (or equivalent spreadsheet program)
    - Microsoft PowerPoint
    - Adobe Reader
    - Email
    - Internet Web Browsers (i.e., Internet Explorer 6.0 or higher, Mozilla) Student pharmacists will be required to document that they possess these minimal skills during orientation of the first professional year. Student pharmacists requesting supplemental training will be accommodated. All student pharmacists will be required to have a personal notebook (laptop) computer with wireless networking capability and software that meets a minimum set of specifications. Computer specifications are located on the college's website under the "Computer Requirements" tab.
- **Grievance Procedure:** Accreditation Council for Pharmacy Education Accreditation Standards: Any student pharmacist may bring a grievance or complaint in reference to the Accreditation Council for Pharmacy Education accreditation standards. Details regarding this process are outlined in the student pharmacy handbook

Health Care Informatics

The Master of Science in health care informatics is a 42-hour interdisciplinary program which includes courses from health sciences, business, and information technology. Health care informatics is a growing and emerging discipline which evaluates the application of biomedical informatics methods and techniques utilized in the provision of health care services. Also included is the vital role HCI plays in enhancing the quality of care, reducing health care costs and addressing health issues. An important extension of this program is the Certificate in Health Care Informatics. This is a 15-hour program of advanced study in health care informatics and is comprised of the first five courses of the MHCI program.

- The ideal student has a passion for understanding how information and technology can be used to change and enhance health care delivery and outcomes.
- Faculty are not only leaders in their field but also work with individual students to offer personalized attention not often found at other institutions.
- The alternating weekend program is designed to meet the needs of working professionals.
- Multidisciplinary training provides the ability to communicate effectively with clinicians, administrators, business leaders and IT professionals and to understand the challenges of each role.
- Career options are unlimited for professionals with this expertise and include such areas as health system pharmacy, hospital corporations, academia, community, managed care, regulatory and government, vendor, legal, consulting, entrepreneurial, clinical research and the pharmaceutical industry to name a few.

Minimum Credits

The Master of Science in health care informatics requires completion of 42 semester hours. The certificate in health care informatics requires completion of 15 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies. Alternating weekend classes are offered Friday evenings and Saturdays, allowing the highest quality educational experience without disrupting one's professional career.

Projects

Individual and group projects are a required component of most graduate classes. Most group projects are facilitated with a combination of online and in-person meetings, emails and phone calls. As part of the health care informatics core curriculum, the student will complete a capstone project which can be designed to support items such as an employer's strategic initiative or an entrepreneurial opportunity. Each student will work with a faculty mentor to define the capstone project and advance through the process of completing the requirements to complete it.

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate, select "Apply by Program," "Health Sciences," "Health Care Informatics" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Applicants with less than five years of related work experience must submit scores from the Graduate Record Examination. For more information on the GRE, visit www.ets.org and click on GRE. A minimum combined score of 295 is required. Applicants taking the GRE test should contact the program office for current requirements. Students who have already earned a master's level degree may not need to complete the GRE standardized test.
4. **Eligibility.** Each applicant must submit documentation verifying course work or demonstrated competency in medical terminology, statistics and PC literacy and must satisfy one of the following:
   - Hold an advanced degree (master's or doctorate) in a relevant area such as in health care.
   - Hold a bachelor's degree in a relevant area of study, with five years of related work experience.
   - Hold a bachelor's degree in a relevant area of study and submit GRE scores with application, if less than five years of related work experience.
5. **References.** Two letters of reference are required as follows: one from a college or university administrator or professor and one from a professional supervisor/employer, or personal reference.
6. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
7. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.) This form must be submitted directly to Lipscomb's Health Center.
8. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
9. **Resume.** A resume detailing the applicant's work and academic experience is required.
10. **Personal Statement.** Each applicant must submit an expanded goals statement concerning the applicant's interest in and application of the program's curriculum to expected career progression is required.
11. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.) All application items should be submitted to the College of Pharmacy and Health Sciences no later than 90 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: College of Pharmacy and Health Sciences, Graduate Studies in Health Care Informatics, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward a master's degree in the College of Pharmacy and Health Sciences. The program director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. (Average of 2.75 on undergraduate work, GRE acceptable scores.)

   A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an Academic Hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.

2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above.

   a. From an unaccredited school or with a substandard GPA or GRE/MAT score.

   b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.

   c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.

3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to nine semester hours or graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.

5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program. Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the MHCI or Certificate in HCI student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of MHCI or Certificate in HCI work.

2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies. The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.

3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

4. **Appeals:** Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

M. S. in Health Care Informatics Degree Completion Requirements

Residency
No period of formal residency is required for a degree in a master's program.

Statute of Limitations
All requirements for a degree in the College of Pharmacy and Health Sciences must be completed within a five-year period from the time of initial matriculation.

Candidacy
Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing a degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all MHCI course work taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be completed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application or candidacy must be completed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is completed.

Minimum GPA
The minimum cumulative grade-point average or all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating. Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour $1,225
(includes all textbooks)

Tuition to audit without credit ..... 50% of regular tuition

Special Fees

Application fee ..... $50 ($75 for international students)

Graduation fee $195

Returned check fee $30

Withdrawal fee $195

*Effective May 1, 2014

Master of Science in Health Care Informatics

Required Courses (42 hours)

HCI 5003	Decision Support Systems (3)
HCI 5013	Information Systems Management (3)
HCI 5033	Project Management (3)
HCI 5103	Introduction to Health Care Informatics (3)
HCI 5123	Ethical and Legal Issues in Health Care Informatics (3)
HCI 5133	Health Care IT Vendor Management (3)
HCI 5153	Consumer Health Informatics (3)
HCI 5203	Leadership and Organizational Behavior (3)

HCI 5213	Operations in Health Care Organizations (3)
HCI 5253	Contemporary Issues in Health Care (3)
HCI 5903	Capstone Project (3)
ISEC 5113	Introduction to Information Security (3)
MITM 5023	Data and Knowledge Management (3)
MITM 5213	Predictive Analytics and Data Mining (3)

NOTE: MITM 5213 has prerequisites which include a course in Statistics and also MITM 5023 – Data and Knowledge Management.

Certificate of Graduate Studies in Health Care Informatics

Required Courses (15 hours)

HCI 5003	Decision Support Systems (3)
HCI 5013	Information Systems Management (3)
MITM 5023	Data and Knowledge Management (3)
HCI 5103	Introduction to Health Care Informatics (3)
ISEC 5113	Introduction to Information Security (3)

Course Descriptions

HCI 5103 Introduction to Health Care Informatics (3)
This course surveys the fundamental concepts and activities of information technology as applied to health care. Topics include computer-based medical records, electronic health record, knowledge-based systems, decision theory and decision support, e-Health, ARRA/HITECH and Meaningful Use and the personal health record. Students will learn informatics competencies, concepts, legal and ethical implications and applications within the health care industry. This course will introduce the student to the software development life cycle, human factors issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies; practice trends; and emerging information and communication technology in health care (CPOE, eMAR, barcode medication administration systems, e-Prescribing, etc.)

HCI 5013 Information Systems Management (3)
This course covers the role of information systems within the organization and how they can be used to make operations more efficient while saving time and energy. The use of critical thinking skills to explore methods of using information systems to increase productivity and as the competitive advantage will be a large component of this course.

MITM 5023 Data and Knowledge Management (3)
The focus of this course is data management: modeling, using, securing and sharing organizational data resources. Business intelligence: applications and technologies for gathering, storing, analyzing and providing access to help enterprise users make better business decisions. Knowledge management: effective deployment of technology, organizational practices and processes to increase an organization's return on its knowledge capital.

HCI 5003 Decision Support Systems (3)
The course explores the history, evolution and current applications of decision support. Emphasis is on the unique challenges of data representation and information retrieval techniques that are foundational to decision support systems.

ISEC 5113 Introduction to Information Security (3)
This course communicates the fundamental concepts of risk-based information security planning and introduces the importance of securing all aspects of the organization, including the physical plant, human resources, databases, networks and all communications that concern the transmission of data and information.

HCI 5203 Leadership and Organizational Behavior (3)
Students will examine the challenges associated with leading and managing organizational behavior within complex situations in a health care setting. Leadership and Organizational Behavior focuses on developing skills for identifying behavioral and organizational

problems, creating alternative solutions, making and communicating decisions and winning commitment for your position. It also focuses on understanding the general theme of how health care organizations behave, gaining an understanding of how individual values, preferences and behaviors integrate with organizational policies and dynamics.

HCI 5253 **Contemporary Issues in Health Care (3)**
This is an issues-oriented course that provides a broad background of information on current issues emerging and impacting the health care industry. Topics will include key trends and regulatory conditions confronting health care today from a policy, management, technology and regulatory perspective.

HCI 5033 **Project Management (3)**
Students will be taught how to design, develop and implement an information systems project so that it meets all aspects of stakeholder needs and will discuss how to initiate, analyze, develop, implement and maintain system projects. Concepts taught will apply to any type of organization.

MITM 5213 **Predictive Analytics and Data Mining (3)**
This course is an investigation of predictive modeling using valuable prospective intelligence hidden within large volumes of data. It will involve an in-depth study of data-mining techniques at a tactical level, and an understanding of how various methods and tools apply to different kinds of data intensive problems.

HCI 5153 **Consumer Health Informatics (3)**
This course covers from a patient/consumer perspective the use of electronic information to improve health outcomes and decision-making. It focuses on aspects of the consumer health information process as well as resources which are utilized in fulfilling the information needs. Areas of emphasis include health literacy, electronic and mobile products from the health care sector, delivery of online consumer health information, and issues in security of protected health information.

HCI 5213 **Operations in Health Care Organizations (3)**
This course involves designing, operating and improving the processes whereby any firm (such as a hospital) transforms raw materials (like sick patients) into finished goods (like cured patients). A key role is to manage the flow of work through these process steps, with the goal of closely matching supply with demand, while enhancing quality and minimizing cost.

HCI 5123 **Ethical and Legal Issues in Health Care Informatics (3)**
This course covers the ethical and legal issues in informatics, those currently in place and on the horizon in health care organizations; utilizes the evaluation of case studies, group and class discussions, and problem-based learning of the effective utilization of information technology applications; and features guest lecturers with relevant experience in health care informatics.

HCI 5133 **Health Care IT Vendor Management (3)**
Students focus on evaluating the environment and activities necessary to plan, select, contract, implement and maintain systems from vendors in the health care IT sector. The course evaluates all aspects of vendor/client relationships, noting the benefits and challenges inherent within.

HCI 5903 **Capstone Project (3)**
The capstone project will be decided by the student and includes a health care component. Students will submit a formal proposal for approval before the project begins. An example of such a project is students serving as consultants for an area business and developing solutions to current problems and issues. Students will gain invaluable, hands-on experience while working on actual business projects, interact with area business professionals and be advised by a faculty member. A formal written report and presentation will be delivered at the conclusion of the project.

Dual Degree: Doctor of Pharmacy and Master of Science in Health Care Informatics

Health care informatics is a growing and emerging discipline which evaluates the application of biomedical informatics methods and techniques utilized in the provision of health care services. Also included is the vital role HCI plays in enhancing the quality of care, reducing health care costs and addressing health issues.

Professionals who understand the relationship between people, health, information technology the health care system are in great demand.

For this reason, Lipscomb University is offering two innovative and exciting programs in HCI. We offer the dual degree program Doctor of Pharmacy and Master of Science in health care informatics. Also offered is the Doctor of Pharmacy and certificate in health care informatics.

Career options are unlimited for pharmacists with this expertise and include such areas as health system pharmacy, hospital corporations, academia, community, managed care, regulatory and government, vendor, legal, consulting, entrepreneurial, clinical research, and the pharmaceutical industry to name a few.

Interested students will earn both the Doctor of Pharmacy and the Master of Science in health care informatics degrees at the completion of required course work. The two programs will run concurrently.

Note: College of Pharmacy students participating in a dual degree program must adhere to the admissions and academic policies of each graduate program that are consistent with policies for dual degree programs. For additional information see the Dual Degree Programs sections in this catalog.

Courses from the College of Pharmacy Curriculum (155 hours):

See courses listed under the Doctor of Pharmacy curriculum.

Six hours of electives in the Doctor of Pharmacy curriculum are required courses, which apply toward the dual degree.

Courses from the Master of Science in health care informatics (27 hours):

HCI 5003	Decision Support Systems (3)
HCI 5013	Information Systems Management (3)
HCI 5123	Ethical and Legal Issues in Health Care Informatics (3)
HCI 5133	Health Care IT Vendor Management (3)
HCI 5253	Contemporary Issues in Health Care (3)
HCI 5903	Capstone Project (3)
ISEC 5113	Introduction to Information Security (3)
MITM 5023	Data and Knowledge Management (3)
MITM 5213	Predictive Analytics and Data Mining (3)

NOTE: MITM 5213 has prerequisites, which include a course in Statistics and also MITM 5023 – Data and Knowledge Management.

Degree-Certificate: Doctor of Pharmacy and Certificate in Health Care Informatics

Interested students will earn both the Doctor of Pharmacy and the certificate in health care informatics at the completion of required course work. The two programs will run concurrently.

Courses from the College of Pharmacy curriculum (155 hours):

See courses listed under the Doctor of Pharmacy curriculum.

Courses from the Master of Science in health care informatics (12 hours):

HCI 5003	Decision Support Systems (3)
HCI 5013	Information Systems Management (3)
ISEC 5113	Introduction to Information Security (3)
MITM 5023	Data and Knowledge Management (3)

College of Pharmacy and Health Sciences Faculty

Scott Akers, Pharm.D. (University of Tennessee), Ph.D. (University of Kentucky), *Chair and Professor of Pharmaceutical Sciences*

Elizabeth Breeden, B.A. (University of Tennessee), M.S. (Austin Peay State University), B.S. (McWhorter School of Pharmacy, Samford University), Doctor of Pharmacy - Tennessee, *Assistant Professor of Pharmacy Practice, Director of Graduate Studies in Health Care Informatics*

Ronda Bryant, B.S. (East Tennessee State University), Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Abbie Tucker Burka, B.S. (Rhodes College), Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Tom Campbell, Pharm.D. (University of Tennessee), *Associate Dean for Academic Affairs, College of Pharmacy, Associate Professor of Pharmacy Practice*

Zachary Cox, Pharm.D. (University of Tennessee), *Associate Professor, Department of Pharmacy Practice*

R. Nathan Daniels, B.S. (The Ohio State University), Ph.D. (Vanderbilt University), *Assistant Professor of Pharmaceutical Sciences*

Roger L. Davis, B.S., Pharm.D. (University of Tennessee), *Dean, College of Pharmacy, Professor of Pharmacy Practice*

Joseph Deweese, B.S. (Freed-Hardeman University), Ph.D. (Vanderbilt University), *Assistant Professor of Pharmaceutical Sciences*

Holli Dilks, B.S. (Lipscomb University), Ph.D. (Vanderbilt University), *Assistant Professor of Pharmaceutical Sciences*

Kevin Eidson, Pharm.D. (Mercer University Southern School of Pharmacy), *Assistant Professor of Pharmacy Practice*

Danielle Falconer, B.S. (Rockford University), Pharm.D. (Lipscomb University College of Pharmacy), *Assistant Professor of Pharmacy Practice*

Mike Fowler, B.S. (Oklahoma Christian University), Ph.D. (Ohio State University), *Vice Chair of Department of Pharmaceutical Sciences, Professor of Pharmaceutical Sciences*

Chad Gentry, Pharm.D. (Bill Gatton College of Pharmacy, East Tennessee State University), *Assistant Professor of Pharmacy Practice*

Ben Gross, Pharm.D. (University of Tennessee), *Associate Professor of Pharmacy Practice*

Klarissa Hardy, B.S. (Jackson State University), Ph.D. (Vanderbilt University), *Assistant Professor of Pharmaceutical Sciences*

Randy Jerkins, B.S. (Lipscomb University), B.S., Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Jeff Lee, Pharm.D. (University of Tennessee), *Associate Professor of Pharmacy Practice*

Ray Marcrom, B.S., Pharm.D. (University of Tennessee), *Special Assistant to the Dean, Associate Professor of Pharmacy Practice*

Lauren McCluggage, Pharm.D. (University of North Carolina), *Associate Professor of Pharmacy Practice*

Susan Mercer, B.S. (Seton Hill University), Ph.D. (University of Maryland, Baltimore), *Associate Professor of Pharmaceutical Sciences*

Lindsey Miller, B.S. (Eastern Illinois University), Pharm.D. (West Virginia University School of Pharmacy), *Assistant Professor of Pharmacy Practice*

Susan Morley, B.S., Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Kam Nola, B.S. (Middle Tennessee State University), Pharm.D. (University of Tennessee), *Associate Professor of Pharmacy Practice and Vice Chair of Department*

Steve Phipps, B.S. (University of Montana), Pharm.D., Ph.D. (University of Kentucky), *Associate Professor of Pharmaceutical Sciences*

Allison Provine, B.S., Pharm.D. (McWhorter School of Pharmacy, Samford University), *Assistant Professor of Pharmacy Practice*

Richard Thompson, B.S., Pharm.D. (University of Tennessee), MBA (University of Maryland University College), *Chair of Department of Pharmacy Practice, Associate Professor of Pharmacy Practice*

Jimmy Torr, Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Sarah Uroza, Pharm.D. (University of Arkansas for Medical Sciences), *Assistant Professor of Pharmacy Practice*

Michelle Valentine, B.S. (The Ohio State University), Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Matt Vergne, B.S. (Harding University), Ph.D. (Vanderbilt University), *Assistant Research Scientist of Pharmaceutical Sciences*

Jessica Wallace, B.S. (Middle Tennessee State University), Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Julie Wilbeck, B.S. (Auburn University), Pharm.D. (McWhorter School of Pharmacy, Samford University), *Assistant Professor of Pharmacy Practice*

Greg Young, Pharm.D. (University of Tennessee), *Associate Dean for Experiential Education, College of Pharmacy, Assistant Professor of Pharmacy Practice*

Please visit pharmacy.lipscomb.edu for the most up to date information regarding the College of Pharmacy.
You may also contact the College of Pharmacy by email at pharmacy@lipscomb.edu or by phone at 615.966.7160 or 800.333.4358 ext. 7160.

Graduate Studies in

Psychology and Counseling

Jake Morris
Director, Graduate Studies in Psychology and Counseling; Program Director for M.S. in Mental Health Counseling

Chris Gonzalez
Program Director, Graduate Studies, Masters in Marriage and Family Therapy

Shanna Ray
Program Director, Graduate Studies, M.S. in Psychology

Graduate Studies in Psychology and Counseling

- **Master of Marriage and Family Therapy**
- **Master of Science in Clinical Mental Health Counseling**
- **Master of Science in Psychology**

Norma Burgess, *Dean, College of Arts and Sciences*
Jake Morris, *Director, Graduate Studies in Psychology and Counseling; Program Director for M.S. in Mental Health Counseling*
Chris Gonzalez, *Program Director, Graduate Studies, Masters in Marriage and Family Therapy*
Shanna Ray, *Program Director, M.S. in Psychology*

The mission of the graduate Psychology and Counseling program is to prepare competent and caring professionals who adhere to high standards of ethical behavior. Graduates of our program should be able to serve individuals of all ages and from diverse ethnic, cultural and social backgrounds. Our curriculum is informed by faith and we encourage a dialogue and integration of findings in psychology and theology.

Degrees Offered

Lipscomb's graduate counseling program offers the following options:

- **M.S. in clinical mental health counseling** (61 hours, including practicum and internships) prepares students to seek licensure as a Licensed Professional Counselor with Mental Health Services Provider designation. This program will prepare students to provide counseling services in a variety of settings including mental health centers, churches and private practice.
- **M.S. in psychology** (39 hours). This program allows flexibility in choosing electives for unique career goals and will enhance career opportunities in diverse areas including education, ministry, social work, health care and business. This degree involves a significant research component.
- **Master of marriage and family therapy** (60 hours, including practicum and internship) prepares students to seek licensure as a Licensed Marriage and Family Therapist. This program will prepare students to provide marriage and family therapy in a variety of settings including mental health centers, churches and private practice.

Students interested in changing graduate programs may do so with an additional interview, which may be waived at the discretion of the program director, and an internal assessment of availability and fit. It is likely when transferring programs, that not all classes will be applicable to the new program. Students concerned about the transfer of hours should consult with the program director to assess degree completion requirements prior to switching programs.

Lipscomb graduate students wishing to complete a second Master's degree may apply for the second desired program with the completion of a new application and a second interview (other requirements will be waived). Students who are admitted will be able to apply nine hours of their prior graduate course work toward the second Master's degree at the director's discretion.

Students who have completed a master's degree in psychology or a related field, at Lipscomb or a different university, may be interested in course work that enables them to pursue licensure. These students must complete all application procedures and be admitted to the M.S. in clinical mental health counseling as a non-degree seeking student (Students who completed their Master's degree at Lipscomb will only need to complete their application and interview).

Admission Policies and Procedures

Applicants to graduate programs must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students). Fee will be waived for those applying before Oct. 1 for Spring semester and March 1 for fall semester.
3. **Goals Statement.** A 750-1000 word expanded goals statement concerning the applicant's interest in the program's curriculum and expected career progression is required.
4. **Standardized exam score.** Scores from the Graduate Record Examination are required for students seeking their first graduate course work. (For more information on the GRE, visit www.ets.org/ and click on "GRE.")
5. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)
6. **References**. Three letters of reference are required. Letters should be from individuals who are familiar with your professional and/or academic achievements.
7. **Official Transcript(s)**. Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
8. **Health Form**.* Each accepted new student must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
9. **FERPA**:* The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.

** These forms must be submitted after acceptance into the program.*

All application items should be submitted to the graduate studies in psychology and counseling office by the program deadlines:

- Clinical Mental Health Counseling: April 1 for fall semester; Oct. 1 for spring semester
- Graduate Psychology: June 1 for fall semester; Oct. 1 for spring semester
- Marriage and Family Therapy: May 1.

Forms should be mailed to: Graduate Studies in Psychology and Counseling, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours (or more at the program director's discretion) will be counted toward a graduate degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer. See "Special Consideration" in front of catalog.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Student Classifications

Students are admitted to graduate courses in one of four categories:

1. **Graduate Student**: one who has satisfied all admissions requirements. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
2. **Conditionally Admitted Student**: one who has been admitted conditionally, without satisfying all admission requirements, at the discretion of the program director. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. With a substandard GPA or GRE score.
    b. A transfer student with a graduate GPA of 3.0 or above. The transfer student must be in good standing at the previous institution attended.
    c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student**: one who has been admitted to graduate studies and has met all admission requirements except GPA or MAT/GRE. The student may take up to nine semester hours for graduate credit (unless enrolled in 15-hour certificate program). Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student**: one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student**: one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

Academic Standing

1. **Good Academic Standing**: To remain in good academic standing, the student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation**: Should the student's cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies. The probationary student is required to achieve a 3.25 cumulative GPA by the time the student has completed the next

nine hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.

3. **Suspension**: If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. Additionally, a graduate course in which a student earns an "F" will cause suspension for the following semester. The student may be required to appear before the graduate committee.

   A graduate course in which a student has earned a "C" or "F" may be repeated. Students earning a "C" or below in a practicum or internship course will be required to repeat the course before the student may proceed to the next course in the clinical sequence. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

4. **Appeals**: Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in a master's program.

Statute of Limitations

All requirements for the M.S. in psychology, M.S. in clinical mental health counseling or the M.M.F.T degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the M.S. degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following within the first twelve months following admission:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan in the graduate program office which meets all requirements and is approved by the advisor, administrator of the graduate program and the dean of the college.

   After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Minimum Credits

The M.S. in psychology requires 39 semester hours, the M.S. in clinical mental health counseling requires 61 hours, and the Master's in Marriage and Family Therapy requires 60 hours, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester for graduate program:*

Tuition per semester hour $898
of graduate credit (includes all general fees)

Tuition to audit without credit ..... 50% of regular tuition

Special Fees

Application fee ..... $50 ($75 for international students)

Graduation fee $195

Late registration $195

Printed refund check fee $25

Returned check fee $30

Thesis fee (includes printing and binding) $50

TouchNet (monthly payment) $60
enrollment fee per semester

Withdrawal fee $195

Internship Continuation (COUN 6910) $500

Additional Expenses: Practicum and internship students are required to obtain and maintain student membership (inclusive of professional liability insurance coverage) with the American Counseling Association or with the American Association of Marriage and Family Therapy. Documentation will be required. For information on ACA membership and benefits, www.counseling.org\Students. For information on AAMFT membership and benefits, www.aamft.org.

** Effective May 1, 2014*

Master of Science in Clinical Mental Health Counseling (61 hours required)

The M.S. in clinical mental health counseling offers a 61-hour curriculum designed to meet the academic requirements for licensure as a Licensed Professional Counselor with Mental Health Service Provider designation. For detailed information about this licensure, see the rules of the State Board of Certification for Professional Counselors and Marital and Family Therapists and Clinical Pastoral Therapists on our website. In addition to counseling courses, students must also adhere to the policies and requirements listed in the graduate studies in counseling program handbook. Graduation from the counseling program will require:

- A cumulative GPA of 3.0 or higher
- Completion of a comprehensive exam
- Successful completion of one year clinical experience sequence totaling 750 hours
- Filing an application for graduation with the Registrar and completing all required paperwork.
- Recommendation of the graduate faculty

Core Courses (46 Hours):

COUN 5103	Theories of Counseling and Personality
COUN5113	Introduction to Clinical Mental Health Counseling
COUN 5203	Introduction to Psychopathology and Adaptive Behavior
COUN 5303	Lifespan Development
COUN 5603	Research Methods and Statistics
COUN 5703	Ethics and Professional Issues in Counseling
COUN 5803	Integration of Psychology and Christianity Seminar
COUN 5903	Introduction to Counseling Skills
COUN 6053	Multicultural Issues in Counseling
COUN 6103	Group Dynamics and Group Counseling
COUN 6253	Career Counseling
COUN 6303	Substance Abuse Counseling
COUN 6603	Advanced Psychopathology
COUN 6653	Assessment Techniques
COUN 6703	Effective Counseling and Treatment Planning
COUN 6951	Capstone Seminar in Counseling

Practicum Courses (9 Hours)

COUN 6803	Practicum
COUN 6903	Internship I
COUN 6913	Internship II

Elective Courses (select 6 Hours)

COUN 6003	Grief and Crisis Counseling
COUN 6153	Marriage and Family Counseling
COUN 6203	Child and Adolescent Counseling
COUN 6353	Addictive Disorders
COUN 6403	Psychopharmacology
COUN 6453	Gerontology
COUN 6503	Human Sexuality
COUN 675V	Psychological /Counseling Topics
PSG 6553	Psychology of Religion And Spirituality
PSG 6933	Thesis I
PSG 6943	Thesis II

Approved electives from other graduate programs at Lipscomb

Required course sequence for the first year: full-time M.S. in Clinical Mental Health Counseling (61- hour program) students entering in Fall 2014 or Spring 2015:

First Semester:

Introduction to Clinical Mental Health Counseling,
Introduction to Psychopathology and Adaptive Behavior
Theories of Counseling and Personality

Second Semester:

Advanced Psychopathology
Ethics & Professional Issues in Counseling
Introduction to Counseling Skills

Third Semester:

Effective Counseling & Treatment Planning
Substance Abuse Counseling
Multicultural Issues in Counseling

Master of Marriage and Family Therapy (60 Hours Required)

The Master of Marriage and Family Therapy offers a 60-hour curriculum designed to meet the academic requirements for licensure as a Marriage and Family Therapist in Tennessee. This credential allows students to provide marriage and family therapy services to individuals, couples, and families in a variety of settings in the community such as mental health centers, private practices, and churches. Our program's emphasis on faith integration would be especially helpful for those who wish to practice in faith-related settings (although students are not limited to only these settings).

The M.M.F.T. is a 60-hour, 24-month program structured in a cohort model which requires all the course work and practice necessary for students seeking LMFT licensure. Students will complete 500 hours of supervised clinical work in addition to their course work.

Courses in Sequence:

Fall I

PSFT 5103	Introduction to Systems and Family Theory
PSFT 5303	Family Life Cycle
PSFT 5903	Introduction to Counseling Skills

Spring I

PSFT 5203	Family Therapy I
PSFT 5403	Ethics and Clinical Practice
PSFT 6603	Advanced Psychopathology

Maymester I

PSFT 6733	Non-traditional Families

Summer I

PSFT 6743	Couple Therapy
PSFT 6703	Intimacy, Sexuality, and Sex Therapy
PSFT 6843	Supervised Clinical Practice I

Fall II

PSFT 6713	Family Therapy II
PSFT 6653	Family Assessment
PSFT 6853	Supervised Clinical Practice II
COUN 6103	Group Dynamics and Group Counseling (Nashville Campus–required for dual license LMFT/LPC)

Spring II

PSFT 6053	Cultural Diversity in MFT
PSFT 6863	Supervised Clinical Practice III
PSG/ COUN5603	Research Methods and Statistics
COUN 6253	Career Counseling (Nashville campus – required for dual license LMFT/LPC)

Maymester II

PSFT 5803	Spirituality in MFT

Summer II

PSFT 6353	Treating Addiction in Families
PSG 6708	Statistics II (Nashville campus—highly recommended to prepare for doctoral studies)
PSFT 6723	Therapy Across the Life Cycle
PSFT 6873	Supervised Clinical Practice IV

Master of Science in Psychology (39 hours required)

The 39-hour M.S. in psychology is for degree-seeking students who will not seek licensure as a counselor. If attending full-time, this degree could be completed in four semesters. The courses are listed below.

Core Courses (30 Hours, 3 hours each):

PSG 5103	Theories of Counseling and Personality
PSG 5203	Introduction to Psychopathology and Adaptive Behavior
PSG 5303	Lifespan Development
PSG 5603	Research Methods and Statistics
PSG 5803	Integration of Psychology and Christianity Seminar
PSG 6613	Statistics I
PSG 6713	Biological Psychology
PSG 6623	Statistics II
PSG 6933	Thesis I
PSG 6943	Thesis II

Elective Courses (select 9 Hours):

COUN 5103	Counseling Theories and Techniques
COUN 5703	Ethics and Professional Issues in Counseling
COUN 6003	Grief and Crisis Counseling
COUN 6053	Multicultural Issues in Counseling
COUN 6103	Group Dynamics and Group Counseling
COUN 6153	Marriage and Family Counseling
COUN 6203	Child and Adolescent Counseling
COUN 6253	Career Counseling
COUN 6303	Substance Abuse Counseling
COUN 6353	Addictive Disorders
PSG 6403	Psychopharmacology
PSG 6453	Gerontology
PSG 6503	Human Sexuality
PSG 6553	Psychology of Religion and Spirituality
PSG 675V	Psychological/Counseling Topics

Approved electives from other graduate programs at Lipscomb

Suggested course sequence for Full-time M.S. in Psychology (39-hour program) students entering in Fall 2014:

Note: Some of the classes listed below are only offered once per year. If a student deviates from this plan, it may delay graduation. Students should consult with their advisor about any deviation from this course sequence.

Fall 1:

Research Methods and Statistics
Lifespan Development
Introduction to Psychopathology and Adaptive Behavior

Spring:

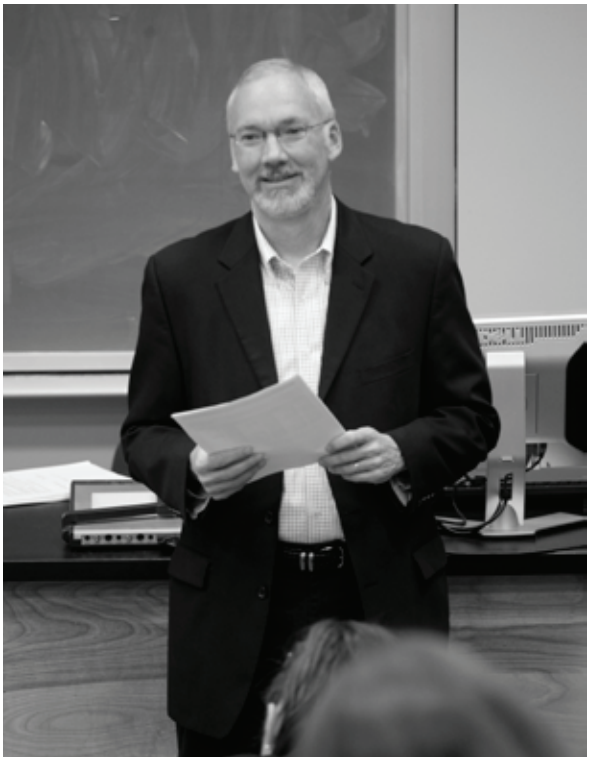
Theories of Counseling and Personality
Statistics I
Thesis I

Summer:

Statistics II
Elective 1
Integration of Psychology and Christianity Seminar

Fall 2:

Elective 2
Elective 3
Thesis II
Biological Psychology



Suggested course sequence for full-time M.S. in Psychology (39-hour program) students entering in Spring 2014:

Spring 1:
Research Methods and Statistics
Lifespan Development
Introduction to Psychopathology and Adaptive Behavior

Summer:
Statistics I
Theories of Counseling and Personality
Thesis I

Fall:
Statistics II
Elective 1
Biological Psychology
Integration of Psychology and Christianity Seminar

Spring 2:
Elective 2
Elective 3
Thesis II

Course Descriptions

COUN - Graduate Counseling
PSG - Graduate Psychology
PSG/COUN - Graduate Psychology/Graduate Counseling
PSFT - Graduate Marriage and Family Therapy

PSG/COUN 5103 **Theories of Counseling and Personality (3)**
Provides an overview of the practice of counseling, with emphasis on understanding the profession of counseling, interviewing and assessment, introduction to techniques of psychotherapy and various treatment strategies.

COUN 5113 **Introduction to Clinical Mental Health Counseling**
This course provides a base of knowledge about the counseling profession, its history, philosophy and identity. Also covered are the roles & responsibilities of the professional counselor in working competently with diverse populations through personal challenges and crises toward wellness and prevention.

PSG/COUN 5203 **Introduction to Psychopathology and Adaptive Behavior (3)**
Presents categories of psychopathology with an emphasis on causes, diagnosis and treatment strategies. Roles of various mental health professionals involved in diagnosis and treatment of psychopathologies will be addressed. Healthy and adaptive behaviors will also be discussed.

PSG/COUN 5303 **Lifespan Development (3)**
This course provides a survey of human development from conception through death. Special emphasis will be given to biological, social/emotional and cognitive change as well as applications to counseling and other applied settings.

PSG/COUN 5603 **Research Methods and Statistics (3)**
Course designed to introduce students to research methods and statistical analyses used in psychological research. Students will be taught to critically evaluate psychological research and understand its application to counseling.

COUN 5703 **Ethics and Professional Issues in Counseling (3)**
Presents the current American Counseling Association code of ethics and related codes as appropriate. Steps in ethical decision making will be discussed and case studies will be presented. Students will gain an understanding of the need for ethical standards and will learn how to follow ethical guidelines. Prerequisites: COUN 5113, COUN 5203.

PSG/COUN 5803 **Integration of Psychology and Christianity Seminar (3)**
An in-depth consideration of psychological theories and ethics within the context of the Christian faith with a focus on areas of agreement and disagreement among theories of counseling and Christian principles. Ethical and legal issues from both Psychology and Christianity will be discussed. Prerequisites: COUN/PSG 5103.

COUN 5903 **Introduction to Counseling Skills (3)**
Introduces the development of basic counseling techniques with an introduction to counseling theory, philosophy and principles as applied to skill development.

A number of counseling approaches and techniques will be examined for student development, demonstration, and possible integration. The instructor of COUN 5903 will consult with the PRC regarding a student who fails to demonstrate proficiency in this course.

Following the review of evidence regarding the student's deficiencies, the PRC may recommend that the student be given an "in progress" grade and provided with a performance improvement plan which will detail corrective actions necessary for successful completion of this course. Students receiving a "C" or below in the course will be required to repeat the course. A grade of "A" or "B" is required in this course in order to be considered for candidacy status. Candidacy approval is required in order to complete clinical experiences (practicum/internships). Successful completion of clinical experiences are required to be conferred a Master of Science in clinical mental health counseling.

Students failing to successfully complete the PIP and/or failing to pass COUN 5903 in the semester immediately following initial registration in this course will be not be allowed to continue in the program. Students dismissed from the program will be provided with encouragement and support in exploring other professions to which they are better suited.

COUN 6003 **Grief and Crises Counseling (3)**
The purpose of this course is to investigate the process of dying and grieving in order to learn how the normal grieving process occurs and how counselors can address with sensitivity the needs of the dying and those who are survivors of loss. Crises management strategies, including those in emergency situations will also be addressed. Prerequisites: COUN/PSG 5103, COUN/PSG 5203.

COUN 6053 **Multicultural Issues in Counseling (3)**
A course designed to help counselors maximize their effectiveness in working with clients from different cultures and sub-cultures. Includes counseling skills that are effective with clients with various disabilities, races, religions, sexual orientations and economic backgrounds. Prerequisite: COUN/PSG 5103, COUN/PSG 5203.

COUN 6103 **Group Dynamics and Group Counseling (3)**
An introduction to group counseling techniques, the advantages and limitations of group counseling and group work, opportunities and challenges unique to this format and effective strategies for maximizing

group effectiveness. Prerequisite: COUN/PSG 5103, COUN/PSG 5203.

COUN 6153 **Marriage and Family Counseling (3)**
Introduction to major approaches to marriage and family counseling, including issues and challenges unique to marriage/family counseling and strategies for dealing with these challenges Prerequisite: COUN/PSG 5103, COUN/PSG 5203.

COUN 6203 **Child and Adolescent Counseling (3)**
Provides an overview of psychological problems and issues unique to child and adolescent clients and introduces counseling theories and techniques that are used with this population. Problems in diagnosis, treatment, rights of minors and abuse issues will be addressed. Prerequisites: COUN/PSG 5103, COUN/PSG 5203.

COUN 6253 **Career Counseling (3)**
Introduces students to methods used in counseling clients about career-related decisions. Provides an overview of test instruments used to evaluate skills and aptitudes, methods to give guidance for training and job placement and job interview strategies. Prerequisites: COUN/PSG 5103, COUN/PSG 5203.

COUN 6303 **Substance Abuse Counseling (3)**
A course for preparing students to work with substance abuse clients and to be able to refer clients to appropriate treatment. Supervised exposure to a controlled inpatient substance abuse environment is required. Prerequisites: COUN/PSG 5103, COUN/PSG 5203, COUN 6603.

COUN 6353 **Addictive Disorders (3)**
Overviews how to identify, diagnose and treat common types of addictions such as chemical dependence, compulsive gambling, or sex addiction. The physical, emotional and legal consequences of addiction will also be addressed.

PSG/COUN 6403 **Psychopharmacology (3)**
An overview of the psychotropic drugs with emphasis on drugs that have therapeutic uses relative to clinical disorders. Basic physiological and neurological processes will be discussed along with the necessity for monitoring clients for adverse drug reactions. Prerequisite: COUN/PSY 5203.

PSG/COUN 6453 **Gerontology (3)**
An overview of current thinking and evidence regarding the development of older persons. Problems of illnesses will be explored along with types of possible placements for disabled elderly clients. Ways to assist caretakers in decision making about treatment, placement or referral to agencies for other assistance will be presented. Prerequisite: COUN/PSG 5103, COUN/PSG 5203.

PSG/COUN 6503 **Human Sexuality (3)**
Overview of the physiological and psychological components of sexual behavior. Both healthy and problematic areas of sexual functioning will be studied, with special attention to diagnostic skills for identifying sexual disorders and dysfunctions and designing appropriate treatment regimens. Moral, legal and ethical issues will be addressed. Prerequisites: COUN/PSG 5103, COUN/PSG 5203.

PSG 6553 **Psychology of Religion and Spirituality (3)**
An overview of psychological approaches to religion and the role that it plays in the lives of individuals. This course uses psychological theory and research to understand the development of religious beliefs, the role of religion in coping with life experiences and the relationship between religion and other phenomena. Applications to counseling and ministry will be addressed.

PSG/COUN 6603 **Advanced Psychopathology (3)**
Intense coverage of disorders included in the current diagnostic and statistical manual. Focus will be on developing diagnostic skills and an understanding of psychopathology. This course is only open to students in the Professional Counseling program. Prerequisites: COUN/PSG 5103, COUN/PSG 5203.

PSG 6613 **Statistics I (3)**
This is a primary graduate course in the development of statistical knowledge and skills with an applied emphasis from the perspective of the behavioral and social sciences. It reviews and expands upon bivariate statistical methods such as correlation, t tests, ANOVA, regression, and nonparametric tests, offering options for follow-up measures of data analysis and utilization of SPSS software. Students will develop graduate level research skills by writing a literature review and designing an experimental research project. It will also guide students in preparation for their master's thesis by reviewing experimental designs, data collection methods, appropriate data analysis, and interpretation. Prerequisites: COUN/PSG 5603.

PSG/COUN 6653 **Assessment Techniques (3)**
An overview of interviewing methods, appropriate assessment instruments and their interpretation. Students will serve as both examiner and subject in administration of psychological tests. This course is only open to students in the professional counseling program. Prerequisites: COUN/PSG 5603.

COUN 6703 **Effective Counseling and Treatment Planning (3)**
Course will provide advanced study of the process of counseling, with emphasis on treatment planning strategies, rapport building and developing counseling skills. This course is only open to students in the professional counseling program. Prerequisites: COUN 5903, COUN 5113, COUN 5203, COUN 5103, COUN 5703, COUN 6603.

PSG 6713 **Biological Psychology (3)**
This course surveys the biological basis of behavior. Foci will be on neuroanatomy, functioning of the nervous system, endocrine hormones and other biological and chemical influences upon behavior.

PSG 6723 **Statistics II (3)**
This is an intermediate graduate level research course that builds on the information learned in previous statistics courses and is designed to provide students with the skills in common multivariate research designs and data analysis for the behavioral sciences. It is set up to aid students in completing a master's thesis. This course will prepare students to complete a master's thesis by helping them develop research skills in conducting a multivariate research project, including data collection, analysis and interpretation.

PSG/COUN 675V **Psychological /Counseling Topics (1 to 3)**
A course option available upon request of students and/or faculty to cover topics not covered in the regular graduate program. The course may be offered as an extension of existing courses or may cover advanced or seldom-covered areas.

COUN 6803 **Practicum (3)**
Introductory experience in supervised counseling with clients in selected clinical settings totaling a minimum of 150 hours. Students will be supervised by the course instructor and a field supervisor and receive feedback from supervisors in order to develop counseling skills. Practicum must be approved by the clinical director prior to registration for practicum. Students should plan to start searching for practicum two semesters before they wish to start. Prerequisites: COUN 5903, COUN 5113, COUN 5203, COUN 5103, COUN 5703, COUN 6603, COUN 6703, COUN 6053, COUN 6303. Some practicum sites may require additional prerequisites. This class may be taken only by students enrolled in the clinical mental

health counseling program. Proof of liability insurance (through ACA student membership) is required.

COUN 6903 **Internship I (3)**
Intermediate experience in supervised counseling with clients in selected clinical settings totaling a minimum of 300 hours Students will be supervised by the course instructor and a field supervisor and receive feedback from supervisors in order to develop counseling skills. Internship must be approved by the clinical director in the semester prior to beginning the internship. Proof of liability insurance (through ACA student membership) is required. Prerequisites: COUN 6803, COUN 6103.

COUN 6913 **Internship II (3)**
Advanced experience in supervised counseling with clients in selected clinical settings totaling a minimum of 300 hours. This course should be taken during the last semester of the students' program. Students will be supervised by the course instructor and a site supervisor and receive feedback from supervisors in order to develop counseling skills. Internship II must be arranged with the clinical director in the semester prior to beginning the practicum. Proof of liability insurance (through ACA student membership) is required. Prerequisites: COUN 6903. Permission of instructor is required.

COUN 6910 **Internship Continuation (0)**
For students who are unable to complete the 600 hours required in Internship I and II, they may register for additional semesters of Internship Continuation until their site and face to face hours are completed (subject to approval of the site director or supervisor). Internship continuation must be approved by the clinical director in the semester prior to registration for internship continuation. Proof of liability insurance (through ACA student membership) is required. A fee will be required to register for internship continuation. This is a no credit hour course. Prerequisites: COUN 6913.

PSG 6933 **Thesis I**
The student will work in collaboration with a faculty member to select a research problem, review the relevant literature, design the methodology and develop the thesis proposal. Prerequisite: PSG 5603. Permission of thesis coordinator is required.

PSG 6943 **Thesis II**
The student will work in collaboration with a faculty member to collect and analyze the relevant data and present the completed thesis research in oral and written forms. Prerequisite: PSG 6933. Permission of thesis coordinator is required.

COUN 6951 **Capstone Seminar in Counseling (1)**
Provides a review of the counseling program and is a venue for students to further explore their professional identity and plan for the licensure process. Course is to be taken in the last semester of the program and is only open to students in the clinical mental health counseling program. Prerequisite: completion of 52 hours in course work. This course should be taken in the final semester only.

PSFT 5103 **Introduction to Systems and Family Theory (3)**
This course explores the contribution of general systems theory to the development of family therapy. The focus is on examining different theoretical perspectives. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life.

PSFT - Graduate Marriage and Family Therapy

PSFT 5203 **Family Therapy I (3)**
This course will train the CFT therapist in the theories and clinical applications that inform our practices. Throughout the semester, the student will learn the fundamental concepts of General Systems Theory as it applies to the study of couple and family therapy. The student will also examine the role of theory in philosophy, politics, epistemology, empirical investigation, and conceptual frameworks. Lecture, videotapes and role-play will be utilized in an effort to aid the students in learning and integrating four fundamental models of family therapy.

PSFT 5303 **Family Life Cycle (3)**
Developmental aspects of the family life cycle and emphasis on transition difficulties. Special focus will be given to the specialized needs of families at each stage. The focus of this course will be on integration of individual, couple, and family developmental cycle in the context of diagnosis and treatment individual and relational problems. Students will be exposed to lifespan literature as well as literature on the systemic application of this perspective for the field of marriage an family therapy. This course will include lecture, video, role playing, case study group consultation and demonstrations among other activities.

PSFT 5403 **Ethics and Clinical Practice (3)**
This course is designed to provide the student with background material associated with the major ethical, legal, and professional issues in the field of marriage and family therapy. Issues of faith will be included as they pertain to these arenas. Students will learn through lecture, group discussion, case study and presentations.

PSFT 5803 **Spirituality in MFT (3)**
This course is designed to help the student explore family spirituality, spirituality in family therapy and the integration of psychology and theology from both theoretical and practical perspectives. Epistemological issues from the perspective of Scripture, traditional psychology, and family systems theory will be explored. Related issues include general versus specific revelation, models of integration, human nature, mental health, sin, guilt, forgiveness, moral development, sexuality and others. Application of social sciences to the church setting will be explored as well as spiritual applications in secular settings.

PSFT 5903 **Introduction to Counseling Skills (3)**
Introduces the development of basic counseling techniques with an introduction to counseling theory, philosophy and principles as applied to skill development. A number of counseling approaches and techniques will be examined for student development, demonstration, and possible integration.

PSFT 6053 **Cultural Diversity in MFT (3)**
A course designed to help counselors maximize their effectiveness in working with clients from different cultures and sub-cultures. Includes counseling skills that are effective with clients with various disabilities, races, religions, sexual orientations and economic backgrounds.

PSFT 6353 **Treating Addiction in Families (3)**
Overviews how to identify, diagnose and treat common types of addictions such as chemical dependence, compulsive gambling, or sex addiction. The physical, emotional and legal consequences of addiction will also be addressed.

PSFT 6603 **Advanced Psychopathology (3)**
Intense coverage of disorders included in the current diagnostic and statistical manual. Focus will be on developing diagnostic skills and an understanding of psychopathology. This course is only open to students in the professional counseling program.

PSFT 6653 **Family Assessment (3)**
The focus of this course is the exploration of issues in the clinical assessment of specific clinical constructs and relational difficulties experienced in the context of couple and family systems. Students will learn about the underlying assumptions and values of contemporary assessment approaches, as well as empirically tested assessment procedures.

PSFT 6713 **Family Therapy II (3)**
This course is designed to offer the student advanced training in conceptual and intervention skills. The primary focus will be a general overview of the postmodern family therapy approaches. Attention will be given to the conceptualization and application of these models of therapy through appropriate therapeutic technique. This course will emphasize the integration of faith and learning in order that the student might utilize their skills for Christian service and professional leadership.

PSFT 6723 **Therapy Across the Life Cycle (3)**
Family Therapy across the Life Cycle is designed to develop therapeutic skills for individuals and families at traditional transitional points across the life cycle: childhood, adolescence and older adulthood. Additionally, problems occurring as a result of discontinuous change such as medical disability, death and divorce as well as therapeutic interventions for these challenges will also be explored.

PSFT 6733 **Non-traditional Families (3)**
This course will explore areas related to the uniqueness of nontraditional families and how this relates to the practice of marriage and family therapy. Students will study the family interactions, behaviors, and emotions of families who are experiencing divorce, single parenthood, remarriage and other unique family configurations.

PSFT 6743 **Couple Therapy (3)**
This course provides an overview of dynamics of couple relationships and basic principles of working with couples in therapeutic settings. Applications to common presenting issues in with couples will also be included.

PSFT 6753 **Intimacy, Sexuality, and Sex Therapy (3)**
The focus of this course is to explore theories of intimacy, sexuality and sex in couples. Therapeutic interventions and approaches to sex therapy are covered.

PSFT 6843, 6853, 6863, 6873 **Supervised Clinical Practice I-IV (3)**
The focus of the courses is to continue the training of the student in the practice and art of counseling. Students will become knowledgeable about various therapeutic approaches, techniques and interventions. Throughout the internships students will accumulate 500 clinical client contact hours. Class format will be lecture and experiential. This class is open only to those students enrolled in the marriage and family therapy program.

Graduate Psychology and Counseling Core Faculty

Our full-time faculty consists of professors representing the areas of counseling, clinical, experimental, neuroscience, developmental and cognitive psychology. We supplement this group with several excellent part-time faculty members who are experts in their fields. For further information about each faculty member, visit our website.

J. Dale Alden III, B.S. (Freed Hardeman University), M.S. (Abilene Christian University), Ph.D. (Virginia Polytechnic University), Internship/Residency, (Vanderbilt University School of Medicine), HSPP, *Assistant Professor of Psychology and Counseling*

Christopher J. Gonzalez, B.A. (Harding University), M.M.F.T. (Abilene Christian University), Ph.D. (University of Minnesota), *Assistant Professor of Psychology and Counseling*

Roy W. Hamley, B.S. (Tennessee State University at Nashville), M.S. (Middle Tennessee State University), Ed.D. (Tennessee State University), LPC, FT, *Professor of Psychology and Counseling*

David M. Morgan, B.S. (Auburn University), M.M.F.T. (Trevecca Nazarene University), Ed.D. (Vanderbilt University), LMFT, *Assistant Professor of Psychology and Counseling*

Jake Morris, B.A., M.Ed., Ph.D. (University of Mississippi), LPC, *Director of Graduate Studies in Psychology and Counseling, Professor of Psychology and Counseling*

Melanie Morris, B.S., (Lipscomb University), M.S., Ph.D. (University of Mississippi), LPC, *Clinical Director, Assistant Professor of Psychology*

Shanna D. Ray, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), M.S., Ph.D. (Vanderbilt University), *Professor of Psychology and Counseling*

Douglas Ribeiro, B.S., M.S. (Freed Hardeman University), Ph.D. (Georgia State University), Licensed Psychologist – Temporarily Licensed, *Assistant Professor of Psychology and Counseling*

Denis' Thomas, B.A. (Abilene University), M.Ed. (Middle Tennessee State University), Ph.D. (University of Tennessee), NCC, *Assistant Professor of Psychology and Counseling*

Paul E. Turner, A.A. (Faulkner University), B.S. (Auburn University), M.A. (Southern Christian University), M.S. (University of Western Kentucky), M.A., Ph.D. (University of Southern Mississippi), *Professor of Psychology and Counseling*

Graduate Studies in

Sustainability

Dodd Galbreath
Founding Director,
Institute for Sustainable Practice

Graduate Studies in Sustainability

- **Master of Science in Sustainability**
- **Dual Degree MBA/M.S. in Sustainability**
- **Certificate of Graduate Studies in Sustainability**
- **Sustainability Concentration Option for MBA Program**

G. Dodd Galbreath, *Founding Director*

The mission of the Institute for Sustainable Practice is to develop and advance the practices and profession of sustainability through education, research, training and service to the community and the world. Sustainability refers to a holistic approach in the stewardship of people, the planet, prosperity and providence. The founding principles of sustainability translate to all professions, cultures, organizations, economic markets and natural environments.

Unlike most sustainability programs, Lipscomb University equips professionals from virtually any discipline with advanced expertise in sustainability, including students with non-science backgrounds. Entry-level course work establishes a foundation in sustainability principles. These include: fundamentals of earth science, biomimicry, business management, entrepreneurship, social justice, corporate and social responsibility, leadership, multi-media communications, conflict management, and social dynamics. Advanced courses allow students to graduate with concentrations in sustainable food systems, renewable energy, green buildings and sites, sustainable business performance, sustainability metrics, creation care and individually designed sustainability concentrations approved by the program. Students are also able to tailor course work to individual passions and interests through course projects, elective study, independent research and a capstone project.

The Institute for Sustainable Practice offers four graduate study options: a Master of Science in Sustainability; a dual degree Master of Business Administration and Master of Science in sustainability resulting in two diplomas with less credit hours due to overlapping course work; a Certificate of Graduate Studies in Sustainability (a "half degree" option); and the MBA with a concentration in sustainability. All study options begin with the same introductory course work allowing a student to choose the best path based on their initial course experience. All courses offer assignments that students can tailor to personal or career interests. Successful practitioners in sustainability and seasoned academics provide course instruction to combine the best of market experience and subject matter delivery. Course content, field tours, sustainability travel, guest expert lectures, annual seminars and conferences provide complete insight into subject discovery, career networks and the best chances for professional success.

Lipscomb University was named one of the Princeton Review's 2013 322 Green Colleges *due to "exemplary commitment to sustainability." For five consecutive years, the university founded and sponsored Tennessee's first Sustainable Business Summit bringing to Nashville leading sustainability pioneers such as L. Hunter Lovins, author of Natural Capitalism; Janine Benyus, author of Biomimicry; and Gary Hirshberg, founder and CEO of Stonyfield Farms organic yogurt company. The Biomimicry Institute also named the university as its first faith-based affiliate member.*

Nashville and the state of Tennessee provide a superb classroom for sustainability in practice. Highlights include: three Lipscomb University ground-sourced heating and cooling system buildings and Tennessee's first LEED Gold Certified academic building. In the surrounding region and state, there has been rapid growth in solar energy installations; a new $1.6 billion Nissan's electric car and battery plant; a $1 billion LEED Platinum (first in the world) Volkswagen automobile plant; and the internationally significant aquatic biodiversity of the Clinch, Powell, Duck and Conasauga Rivers and the Great Smoky Mountains, among other regional wonders of creation.

Master of Science in Sustainability

The Master of Science degree consists of 30 hours of graduate course work. Since few universities offer such a degree, graduates achieve a competitive advantage for emerging sustainability positions. The degree is ideal for students from any discipline who seek a focused career in sustainability managing people and/or projects, including: corporate management; consulting; design; construction management; business performance; nonprofit development; project management; and sustainability certification.

The first 15 hours of course work complete a core foundation. Students also complete 15 additional hours of required advanced courses. Some allow students to further refine specializations in sustainable food systems, renewable energy, green buildings and sites, sustainable business performance, sustainability metrics, creation care, and other custom designed concentrations approved by the program. Students must also complete a capstone experience to demonstrate a comprehensive understanding and application prior to graduation. Foreign or domestic travel to the best sustainability locations round out the program experience. Experienced academics and successful practitioners provide course content.

The M.S. in sustainability program consists of mostly month-long, weekend and evening courses. Incoming students can begin in July, Aug., Jan. or Feb. Many students complete the program in 12–15 months, but credits are eligible for up to five years. The Master of Science in sustainability has been fully accredited by the Commission on Colleges of the Southern Association of Colleges.

Dual Degree Program: MBA and M.S. in Sustainability

The dual degree program combines cutting edge business training with state of the art training in sustainability resulting in two diplomas. Many professionals choose this option to enhance their flexibility to meet ever shifting credential expectations. Students enrolled in the dual-degree program will complete a select grouping of courses from each program (24 hours in business and 24 hours in sustainability, depending on which travel course is selected). Successful completion of 48 hours of course work will earn students both an MBA and an M.S. in sustainable practice.

Students enrolled in either MBA program (evening or weekend) can pursue the dual degree option. Dual degree students must participate in a global travel course, but have the option of either an MBA travel course or the sustainability travel course, as long as it is a global experience (outside of the continental U.S.).

The dual-degree option MUST be declared before the student graduates with either degree. Once a student has graduated with either degree, the dual degree option is no longer available.

Certificate of Graduate Studies in Sustainability

The certificate consists of 15 hours of graduate course work and comprises one half of a master's degree. The certificate is ideal for college graduates or masters degreed professionals of any discipline who seek additional professional credentials and fundamental skills in sustainability, without having to pursue a full graduate degree. Course work includes both theoretical and applied experiences for seasoned or new professionals. Certificate students can begin in July, Aug., Sept., Jan. or Feb.

Concentration in Sustainability

(for the Master of Business Administration, see "College of Business")

The Green MBA is a partnership between the College of Business and the Institute for Sustainable Practice and provides required course work for both programs. The concentration in sustainability is ideal for MBA students who desire to manage people and money in a profitable, ecological and socially responsible business context. Careers include entrepreneurship, corporate sustainability leadership, business management, consulting, development, advertising, marketing and sales. The Green MBA consists of traditional graduate business core courses and nine hours of course work from ISP to fulfill the concentration: SU 6003, SU 6023 and SU 6153. Note: Only two additional courses are required to convert a concentration to the aforementioned Certificate, providing additional documentation of sustainability credentials.

MBA students can be admitted into the graduate sustainability program and complete all sustainability courses before taking any leveling or graduate MBA courses. Admission to the graduate sustainability program does not however guarantee admission to the MBA program.

Students enrolled in either MBA program (evening or weekend) can pursue the dual degree option. Dual degree students will participate in a global travel course, but have the option of either an MBA travel course or the sustainability travel course, as long as it is a global (outside of the continental U.S.) travel course.

The dual degree option MUST be declared before the student graduates with either degree. Once a student has graduated with either degree, the dual degree option is no longer available.

Services and Benefits Common to all ISP Programs

- All books, materials, and weekend meals are included in tuition unless otherwise noted during the admissions process (this does not include additional fees required for travel courses).
- All assignments, homework submissions, exams and grading are completed electronically.
- Professional, applied and real consulting experiences are available in every sustainability course.
- Sustainability course meetings are held on two weeknights as course orientations or specially called meetings; on two lecture/discussion weekends; and for one final exam or presentation meeting at the end of the month, all of which occurs in one calendar month. Many classes will meet once or twice a month on a week night.
- Graduate courses for graduate credit are open to undergraduates in their last semester of study or may be taken as undergraduate credit courses altered for undergraduate requirements.
- All certificate credit hours can be applied to current and future sustainability graduate degrees offered through ISP, as listed in the aforementioned program summary.
- The certificate can be completed in six to eight months and the M.S. in 12 to 15 months, but all earned course credits can be applied toward a certificate or degree for up to five years.
- Students have the opportunity to receive a personal library of the most recent and relevant sustainability literature and a professional sustainability tool kit that includes a sustainability resume, web pages, an electronic library of best practices, professional memberships and lifelong contacts.

- Students have the opportunity to meet national and international sustainability leaders in class lectures, at local events, at travel conferences and other additional events.
- Leadership in Energy and Environmental Design certification and other professional credentials can be secured for partial or full graduate credit, depending on the credit hours required.

Admission Policies and Procedures

A four-year undergraduate degree, background courses in business or environmental sciences, as well as prior relevant work experience, will most enhance the student experience, but are not necessary for successful completion of the program and professional advancement. In addition to meeting all Lipscomb University requirements for admission, each applicant to the graduate program in sustainability must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **Standardized exam score.** Each applicant must submit the scores of a standardized exam (GRE or GMAT per academic advisor's direction) if planning to pursue the M.S. degree, prior to admission or within the first six months of admission to the graduate program with program consent. For students who do not plan to pursue a graduate degree, the candidate interview, transcripts and resume serve as the primary screening tools for predicting academic success. Students who have already earned a master's level degree and above may apply to the program without submitting any standardized test scores. (For more information, visit www.ets.org/gre or www.gmat.org .) Scores for the Law School Admission Test (LSAT) can be accepted as substitutes for the GMAT or GRE requirement. The standardized test score requirement may be waived for those students who possess adequate professional experience (at least 10 years).
4. **References.** Two letters of reference are required: one academic and one character reference.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
6. **Health Form.** Upon acceptance, each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.)
7. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.
8. **Candidate Interview.** Each applicant must visit the campus or meet by video conference call to participate in an interview to identify the applicant's unique goals and objectives and to determine the applicant's suitability for successful completion of the program and leadership potential in the field of sustainability.
9. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information).

All application items should be submitted to the Institute for Sustainable Practice no later than 30 days before the beginning of the month in which the student plans to enroll. It is preferred that forms be scanned and emailed to sustainability@lipscomb.edu. If necessary, forms should be mailed to: The Institute for Sustainable Practice, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student**: one who has satisfied all admissions requirements. (Average of 3.0 for last 60 hours, MAT/GRE acceptable scores.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.

2. **Conditionally Admitted Student**: one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. From an unaccredited school or with a GPA or GRE/MAT score below admission requirements.
    b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended. The transfer student may be accepted upon approval of Registrar and program administrators.
    c. A student who has not completed a bachelor's degree program but who is within six hours of graduation. The student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA or MAT/GRE. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "Graduate Student" described above are eligible for candidacy.

Transfer of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of nine hours will be counted toward the M.S. in Sustainability. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site (and Virtual Classroom) Learning Experiences in the opening section of this catalog.

Academic Policies

Course Load

A student enrolled for nine hours each semester is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the academic director of the graduate program. See the section on "Projected Course Plan" for course schedules.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the sustainability program graduate student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation**: Should the student's cumulative graduate GPA fall below 3.00, he/she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

    The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of course work.

A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.

3. **Suspension**: If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the graduate committee.

   A graduate course in which a student has earned a "C" or "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

4. **Appeals**: Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements

Residency

No period of formal residency is required.

Candidacy

During the course of pursuing the Master of Science in sustainability, the dual degree M.S./MBA, or the MBA concentration in sustainability, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a declaration of candidacy form with the graduate program office.
5. File a degree plan in the graduate program office which meets all requirements and is approved by the administrator of the graduate program. The degree plan must be filed during the second semester of graduate work in the program.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program. The application for candidacy must be filed before the beginning of the student's last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Statute of Limitations

All requirements for the pursuing the Certificate of Graduate Studies in Sustainability or the M.S. in sustainability, must be completed within a five-year period from the time of initial matriculation. Exceptions may be made at the discretion of the ISP academic director.

Minimum Credits

The MBA concentration in sustainability requires nine semester hours of introductory sustainability course work; the dual degree MBA/M.S. in sustainability requires 24 hours in each program; the Certificate of Graduate Study in sustainability requires 15 semester hours of introductory and capstone sustainability course work; and the M.S. in sustainability requires 30 hours of introductory and specialized sustainability course work; all course work is exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade-point average is 3.00. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of graduate credit.....$1,230

Tuition to audit without credit .....50% of regular tuition

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee $195

Returned check fee..... $30

TouchNet (monthly payment) ..... $60 enrollment fee per semester

Withdrawal fee $195

** Effective May 1, 2014*

Projected Degree Plan

Regardless of the graduate program, students should complete a degree plan or declaration of candidacy that not only includes the projected number of hours needed to enter the graduate program (leveling requirements or pre-requisites) as well as the graduate courses required to successfully earn a diploma. In this manner, the student may better plan and coordinate graduate school responsibilities with personal obligations. Leveling or other prerequisite requirements could add from one month or more to a projected program of study, depending on the degree. Please contact each individual graduate program for their pre-graduate program requirements. Please also plan to commit fully to the graduate school experience, giving priority to courses, on-campus speakers, field trips, conferences, travel, team projects, individual maturation and professional growth, and interpersonal interactions.

Certificate of Graduate Studies in Sustainability

(15 hours required for Certificate; nine hours for the Sustainability concentration for MBA)

Master of Science in Sustainability

(15 foundational hours plus 15 advanced sustainability hours)

General Schedule for Lecture Courses

Course Orientation: Prior to beginning a course, students will meet with the instructor of record to review course requirements, grading expectations and online homework required prior to the first class meeting.

Week 1-2: Fundamentals – The first two weeks of the month focus on lecture preparation and fundamentals of the course. Students complete online assignments and readings and turn in work electronically.

Weekend One: Lecture - The first weekend is focused on course lectures, guest lectures, field trips and in-class assignments to emphasize the fundamental concepts of the course and subject literacy. Students meet on campus or virtually online Friday evening from 4-9 p.m. CST and Saturday from 8 a.m.-5 p.m. CST.

Week 3-4: Application – During the third week, students complete some readings or assignments, but largely begin team or individual projects in applied or experiential course content. At the beginning of week 4, students may meet with the instructor to ensure their work is going in the right direction.

Weekend Two: Lecture – The second weekend is focused on advanced features of the course, guest lectures, field trips and in-class assignments to emphasize higher level concepts and applications of the course. Students or teams present application assignments.

Remaining Month: Students complete any final assignments and write up reports or edit presentations based on feedback from the instructor or guest reviewers from the second weekend .

Note: ICM 5003 (Survey of Conflict Management), meets for 30 days, two weekends a month, with classes all day on two Fridays and two Saturdays with some online work.

General Schedule for Independent Study Courses

Traditional Semester: Independent study courses follow a semester-long format. Independent study means the student directs the course of study, without the structured direction of a professor as follows:

- Complete research on the type of course topic desired for study. Usually these course subjects focus on an concentration not offered in the program.

- Schedule a consultation with a course facilitator who completes a course agreement form (available on ISP website) or course contract. The student develops an outline of learning objectives, course expectations, timelines and deliverables and documents it on the Form.
- Check in with the course facilitator at mid-semester to ensure the independent study is progressing as agreed and that the learning objectives are being achieved.
- Complete the agreed course of study and submit deliverables to the course facilitator for grading, prior to the date for final course grade submission.

Master of Science Specialty Courses

The Institute for Sustainable Practice offers several academic specialty courses. Students may select from the options below, or design their own specialization through independent study with program approval.

Sustainable Food Practices: (Courses Required: SU 6143 and SU 609V–Food Conference Travel). Attain fundamental expertise in food production, distribution, service and fundamentals of health and nutrition.

Renewable Energy Options and Design Applications: (Courses Required: SU 6003). Secure a fundamental understanding of renewable energy systems, options, applications, fundamental design features, and practical application.

Introduction to Green Building Design and Operation: (Courses Required: SU 6003, SU 609V (Travel to Greenbuild Conference)). Develop professional skill in the design, construction, operation, management and best practices for sustainable buildings and sites. Pursuing LEED or other green building accreditations is also recommended.

Sustainable Business Performance: (Courses Required: SU 609V–Travel with Business Emphasis, SU 6043–Capstone Project in Sustainability). Focuses on business analytics and management skills that enhance business gains in profit, social and environmental responsibility.

Creation Care and Spiritual Formation: (Courses Required: SU 6003). Explores personal Christian faith, and its integration with the profession of sustainability and awareness of best practices for faith institutions.

Concentration Approved by Program: (Courses Required: SU 6003): Allows students to design a unique concentration, approved by the program director, not currently offered in the program. Examples of this include: sustainable pharmacy, recreational design, hospitality, tourism, environmental literacy, industrial design, home renovation, community health, carbon modeling and more.

Certificate /Foundation Courses (15 credit hours total: 12 hours below plus one 3 hour advanced or elective course for completion of Certificate)

ICM 5003	Survey of Conflict Management (See ICM section of catalog) (3)
SU 6003	Sustainable Earth Systems (3)
SU 6153	Zero Management (3)
SU 6023	Sustainable Enterprise I (3)

Advanced Required Courses (M.S. and Dual Degree) (12)

SU 6043	Capstone Project in Sustainability (3) SU 6063 Sustainable Enterprise II (3)
SU 6073	Applied Earth Systems (3)

Elective Courses: (6 credit hours – Choose Two)

SU 6033	Special Topics in Sustainability (3)
SU 6083	Professional Experience and Study in Sustainability (3)
SU 6103	Creation Care and Spiritual Formation (3)
SU 6123	Introduction to Green Building Design, Construction and Operation (3)
SU 6133	Renewable Energy Options and Design Applications (3)
SU 6143	Sustainable Food Practice (3)

Dual Degree: MBA and M.S. in Sustainability

Note: Graduate students participating in the dual degree program must adhere to the admissions and academic policies of each graduate program that are consistent with policies for dual degree programs. For additional information see the Dual-Degree Programs section of this catalog.

See M.S./Certificate course descriptions for SU course prerequisite requirements.

Graduate Courses from the College of Business:

MBA Format (24 hours):

Strategic module:

BU 6001 The Managerial Environment (1)
BU 6062 Strategic Marketing (2)
BU 6083 Strategic Management (3)

Analytical Tools for Managers module:

BU 6033 Accounting for Executives (3)
BU 6053 Financial Management and Strategy (3)
BU 6073 Service Operations and Managerial Economics (3)

Managing Human Capital module:

BU 6013 Business Ethics (3)
BU 6523 Managing Human Resources (3)
BU 6533 Leadership & Organizational Behavior (3)

PMBA Format (24 hours):

Strategic module:

PMBA 6062 Strategic Marketing (2)
PMBA 6103 Strategic Management (3)
PMBA 6121 Consulting Project (1)

Analytical Tools for Managers Module:

PMBA 6023 Accounting for Executives (3)
PMBA 6043 Financial Management & Strategy (3)
PMBA 6073 Service Operations & Managerial Economics (3)

Managing Human Capital Module:

PMBA 6053 Corporate Governance, Ethics and Corporate Responsibility (3)
PMBA 6083 Managing Human Resources (3)
PMBA 6533 Leadership & Organizational Behavior (3)

Graduate Courses from the Institute for Sustainable Practice:

Certificate/Foundational Module (12 hours):

SU 6003 Sustainable Earth Systems (3)
SU 6153 Zero Management (3)
SU 6023 Sustainable Enterprise I (3)
ICM 5003 Survey of Conflict Management (3)

Advanced Module (9 hours):

SU 6063 Sustainable Enterprise II (3)
SU 6073 Applied Earth Systems (3)

AND one of the following electives

6103 Creation Care and Spiritual Formation (3)
6123 Introduction to Green Building, Design and Operation (3)
6133 Renewable Energy Options and Design Applications (3)
6143 Sustainable Food Practices (3)

Global Travel Course: (Choose One)

SU 609V Sustainability Travel [to non-U.S. destination] (3)

OR

BU 6633 Global Business Travel (with sustainability component) (3)

OR

PMBA 6633 MBA Global Business (3)

Course Descriptions

SU 6003 Sustainable Earth Systems (3)
Studies how the Earth's systems are the model for sustainable and regenerative practice. Students will review basic earth sciences and analyze the structure and function of abiotic and selected biotic systems to later apply these lessons to human and natural challenges. No prerequisite; introductory course.

SU 6023 Sustainable Enterprise (3)
Explores business as the model for delivering prosperity and for achieving sustainability in timely, reliable, affordable, effective and creative manner. It reviews fundamentals of business models, tools and frameworks that are used to incorporate social and natural dimensions in a competitive and profitable manner. Prerequisite: SU 6003 or consent of program director.

SU 6033 **Special Topics in Sustainability (3)**
Responds to the ever-changing world of sustainability through course offerings that may not be frequently repeated. Content is developed for each offering, which may include independent study. Prerequisite: Permission of the instructor and nine credit hours.

SU 6043 **Capstone Project in Sustainability (3)**
Collaborative study to apply the concepts of the entire graduate program. Course is based on application processes and skills while working through either case studies or real time community needs. Course credit may also be dedicated to attaining sustainability certification (e.g., professional sustainability certifications with approval of the academic director) and by documenting an approved application of certification knowledge. Students may also opt for a capstone experience that is facilitated by an instructor to resolve a specific client challenge using advanced tools derived from Enterprise I and II. Prerequisites: nine credit hours for certificate students; 21 credit hours for M.S. students.

SU 6063 **Sustainable Enterprise II (3)**
Probes more deeply into the metrics of the "triple bottom line" – the simultaneous delivery of financial, social and environmental performance – and expands student's knowledge of specific strategic models, tools and frameworks and in-depth case studies in leading green business sectors that successfully incorporate social and environmental dimensions in a competitive and profitable manner. Prerequisite: SU 6003.

SU 6073 **Applied Earth Systems (3)**
Addresses how to transfer the core principles, designs and strategies of abiotic and biotic systems into sustainable and regenerative solutions to human and natural challenges using tools such as biomimicry, continuums of care and systems thinking. Prerequisite: SU 6003.

SU 6083 **Professional Experience and Study in Sustainability (3)**
Shadow, serve and study with successful sustainability professionals in the specific specialization, field or level of advancement appropriate to their electives, goals and prior experience for the term of the course. Prerequisites: 24 hours in graduate sustainability.

SU 609V **Sustainability Travel to [Destination] (3)**
Experience live, on-site domestic and international destinations for variable credit. Can include major conferences and specialized travel. Students conduct research, study and detailed examination before, during and after the travel destination and assess its lessons to a broader understanding of the larger sustainability movement. No prerequisites; offered for variable course credit.

SU 6103 **Creation Care and Spiritual Formation (3)**
Addresses what some describe as the fourth leg of sustainability: Providence or Spirituality. Examine and discuss potential relationships between professional sustainability, faith-based creation care, and personal Christian spiritual formation and growth. The student will also assess best practices of sustainability for faith based institutions. Prerequisite: SU 6003.

SU 6113 **Principles of Applied Sustainability (3)**
All sustainability professionals must eat food, live and work in buildings/sites, use energy, and measure sustainability performance. These interactions most commonly define individual commitment, integrity and professionalism in regard to the daily practice of sustainable living. The course will survey the array of applied practices in each of these focal areas and introduce core principles that are prerequisite to more in depth specialization. Prerequisite: SU 6003.

SU 6123 **Green Building Design, Construction & Operation (3)**
An examination of green commercial, industrial and residential development, management, maintenance, life cycle costs, certification, practices, technology and sustainable waste management applications from site selection, planning, design and construction through operations and management. Prerequisite: SU 6003.

SU 6133 **Renewable Energy Options and Design Applications (3)**
As the preferred choice of sustainable design, renewable energy and its various alternative technologies, applications and design parameters are the focus of the course experience. Prerequisite: SU 6003.

SU 6143 **Sustainable Food Practice (3)**
A study of sustainable food practice including sustainable agriculture production, health, manufacturing, distribution, retail, urban and community gardens, food co-ops, farmers markets, international trade and the unique needs of developing countries. Prerequisite: SU 6113.

SU 6153 **Zero Management (3)**
Represents a growing trend in business and industry to eliminate the financial and legal risk associated with waste and inefficiency. The course will examine all aspects of "net zero," "net positive," "regenerative," and "no-net-impact" management within an organization and its unique social and psychological framework. Prerequisite: SU 6003.

Sustainability Core Faculty

G. Dodd Galbreath, B.S. (Tennessee Technological University), M.S.P. (University of Tennessee), *ISP Founding Director and Assistant Professor of Sustainability*

Other adjunct faculty, staff, guest lecturers and program advisors associated with the graduate program in sustainability are posted on the Institute website at www.lipscomb.edu/sustainbility.

Graduate Studies in

Theology

John York
Associate Dean, Hazelip School of Theology; Director, Doctor of Ministry

Mark Black
Associate Dean, Hazelip School of Theology; Director, Graduate Studies in Theology

Hazelip School of Theology

- **Doctor of Ministry**
- **Master of Arts in Christian Ministry**
- **Master of Divinity**
- **Master of Theological Studies**

C. Leonard Allen, *Dean, College of Bible and Ministry*
Mark Black, *Associate Dean and Director, Hazelip School of Theology*
John York, *Associate Dean and Director, Doctor of Ministry*

Philosophy of the Hazelip School of Theology

The mission of the Hazelip School of Theology is to prepare followers of Jesus for leadership and service in God's kingdom, especially the church, by providing education in Scripture, theology and history, global contextualization and ministry skills in the framework of faith in God and formation by the Spirit.

A great need exists in the world today for men and women who can model a deep, healthy relationship with God and who possess the knowledge and skills to minister in the context of a complex and rapidly-changing world. In our view, the ideal preparation for ministry includes the following areas:

1. **Spiritual Formation:** The heart of ministry involves equipping individuals to grow into the likeness of Christ (Ephesians 4:11-16). A deep exploration of one's identity and the paths to nurture a relationship with God is essential to the minister's personal wellbeing and ability to help others.
2. **Interpretation of Scripture:** God's inspired revelation of himself in the Bible continues to provide the foundation for our understanding of what it means to be his people. Each minister faces the challenge of discerning the message of these ancient texts within their original cultural setting and the way they speak to us today.
3. **Contemporary Culture:** Although the message of Scripture is timeless, the culture it seeks to connect with and confront is constantly changing. The challenges of diversity of culture and rapidity of change have perhaps never been greater than the present time. The minister must, therefore, be a student of contemporary culture as well as the Bible.
4. **Christian History:** One of the most valuable tools for recognizing the interaction (positive and negative) between faith and culture is the study of Christian history. It is often possible to see this interaction more clearly in another time than our own, and the insights gained may be applied to current challenges.
5. **Theological Thinking:** Knowledge of how to interpret the Bible is critical, but it is not the end of the process. The minister also needs to understand the method by which one arrives at a synthesis of the Bible's teachings on theological concepts such as the nature of God, Christ, the Holy Spirit, salvation, the church and others.
6. **Ministry Skills**: The knowledge and perspectives gained from the preceding areas must ultimately be applied to the lives of individuals and churches. The tools and techniques of various ministries provide the link between understanding and application.

The Doctor of Ministry in missional and spiritual formation is designed to equip followers of Christ who seek to be spiritually formed, live missionally in the world and are capable of leading and training those in their spiritual care to fully participate in missio dei (God's mission for creation).

The Hazelip School of Theology currently is a member of the Association of Theological Schools in the United States and Canada. ATS is the premier accrediting body for graduate theological education in the U.S. Many schools will only accept credits or degrees from ATS-accredited schools for further academic study.

In 2005, Lipscomb University named its graduate program in Theology in honor of former Lipscomb President Harold Hazelip. In recognition of his contributions to Lipscomb, as well as to Christian education and preaching, the Hazelip School of Theology was established. This honor was made possible by an endowment established by Lori Renick of Bowling Green, Ky.

Doctor of Ministry

The Doctor of Ministry in missional and spiritual formation degree prepares ministry leaders for service in public and private organizations and academic settings. As a three-year program, it features a cohort model that combines multiple learning venues with onsite, online and field-based course work.

The program consists of 36 credit hours. During the first two years, 28 hours are theory and practice courses and two hours are research specific. The third year covers the final six hours of the program and involves a practical, collaborative capstone project which addresses real research questions in authentic settings.

Admission Standards

Hazelip School of Theology's Doctor of Ministry program follows A.T.S. admission standards, where entrance to the D.Min. program requires the possession of a board-approved M.Div. degree or its educational equivalent. Ministerial experience is not considered the equivalent of or a substitute for the M.Div. degree.

When one applies to the seminary's D.Min. program with a master's degree other than the M.Div. degree, the program director or member of the D.Min. program's administrative staff performs an M.Div. equivalency evaluation to assess the degree to which the applicant's educational background meets the educational equivalent of the M.Div. degree. If it is determined that the applicant's educational background does not meet M.Div. equivalency and falls short by no more than 30 semester hours, a list of suggested leveling courses is provided, which, when completed, would satisfy A.T.S. standards. Meeting M.Div. equivalency does not result in the conferral of the M.Div. degree. Its sole purpose is to qualify the applicant for admission to the D.Min. program.

When a student has 18 hours or less of leveling course work required, entrance into the D.Min. program may be granted at the discretion of the admissions committee. Students who begin the D. Min. with leveling course requirements must complete the equivalency requirement before beginning the third residency module.

Transfer of Credit

Due to the nature of the program, all students are encouraged to take all of the course work within the program. Exceptions will be made, based on the similarity of content and competencies learned, for up to six hours from another accredited doctoral level program.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Documentation in the opening section of this catalog.

Admission Policies and Procedures (D.Min)

Applicants to the Hazelip School's Doctor of Ministry program must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students). Pay the fee online or mail a check to Hazelip School of Theology, Doctor of Ministry program, One University Park Drive, Nashville, TN 37204-3951.
3. **References.** Letters of reference are required as follows: one from a university professor or administrator, one from a church leader or minister and one from professional supervisor/employer.

4. **Documentation of full-time participation in ministry.** A minimum of three years' experience is required after completion of the M.Div. degree. This documentation includes a written endorsement of the applicant's admission to the D.Min. program from his or her church or parachurch organization.
5. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended. If you need a transcript from Lipscomb University, go to the Office of the Registrar's site in order to request one. They can send your transcript through campus mail, but we cannot request it for you.
6. **Possession of appropriate writing skills.** Applicants must submit a writing sample (e.g., an academic paper or a recently published article) to be evaluated by the D.Min. program director or member of the program's faculty. Writing samples are evaluated on the basis of form (demonstrating a basic grasp of the mechanics of good writing) and content (demonstrating the ability to engage in critical thinking).
7. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.) This form must be submitted directly to Lipscomb's Health Center.
8. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even those who are independent of parents must submit this form to the registrar's office prior to enrollment.
9. **TOEFL.** The Test of English as a Foreign Language, with a score or at least 550, is required for international students. (See section titled International Students for more information.)
10. **Formal Interview.** Once all application materials have been reviewed, applicants will be contacted for an on-site interview.

All application items should be submitted to the Hazelip School of Theology office no later than 30 days before the beginning of the cohort in which the students plans to enroll. Forms should be mailed to Hazelip School of Theology, Doctor of Ministry program, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.

All requirements detailed for the D.Min. program are in addition to existing requirements for Graduate Studies in Theology. Any instances of substitution for existing requirements are noted.

Degree Completion Requirements (D.Min.) (36 hours)

All students in the Doctor of Ministry program are required to satisfactorily:

1. Complete four residency modules with required course work (28 hours)
2. Complete two research courses (two hours)
3. Complete any required leveling course work (maximum of 18 hours) before the beginning of the 3rd residency module
4. Complete the Project/Thesis (six hours, completed in consultation with the student's advisor)
5. Complete the Project Oral Defense

Statute of Limitations

All requirements for the D.Min. degree must be completed within a five-year period from the time of initial matriculation.

Candidacy

The Doctor of Ministry is a formational degree that requires students to make progress in their academic, personal and professional development. Therefore, students will be required to apply for candidacy after the first residency module (eight hours). Students should submit the candidacy status form and related materials to the doctor of ministry office. Students must be approved prior to beginning second-year studies.

Minimum Credits

The D.Min. requires 36 semester hours.

Minimum GPA

The minimum cumulative grade-point average for all theology degree programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a "C" is acceptable. Such grades will not apply toward degree completion.

Graduation

Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the Registrar's Office by the end of the first week of their last semester may be delayed in graduating. Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information (D.Min.)

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of credit $333

Tuition to audit without credit ..... 50% of regular tuition

Project continuation fee $250

Special Fees

Application fee ..... $50 ($75 for international students)

Graduation fee $195

Returned check fee $30

Thesis fee (includes printing and binding) $50

TouchNet (monthly payment) ..... $60 enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

Course of Study (D.Min.)

First Residency, July 14-25, 2014 (term begins June 2)

DMin 7101	Acquiring Skills for Effective Ministry Research
DMin 7313	Missional Theology
DMin 7323	Spiritual Companionship
DMin 7331	Spiritual Formation Retreat

Second Residency, Feb. 9-20, 2015 (term begins Jan. 5)

DMin 7413	Religious and Cross-Cultural Engagement
DMin 7423	Social Justice, Mission and the Kingdom of God
DMin 7431	Spiritual Formation Retreat
DMin 7901	Producing the D.Min. Project

Third Residency, July 13-24, 2015 (term begins May 26)

DMin 7101	Acquiring Skills for Effective Ministry Research
DMin 7113	The Mission of God
DMin 7123	History of Christian Spirituality
DMin 7131	Spiritual Formation Retreat

Fourth Residency, Feb. 8-19, 2016 (term begins Jan. 11)

DMin 7213	Community Leadership
DMin 7223	Reconciliation as Missional Living
DMin 7231	Spiritual Formation Retreat

Research Project

DMin 7913	Engaging in Ministry Research I
DMin 7923	Engaging in Ministry Research II

Course Descriptions (D.Min.)

Classes for the Doctor of Ministry program are offered during four two-week long residencies (see modules below). Students attend intensive classes Monday through Friday and participate in a spiritual formation retreat weekend midway through each residency.

DMIN 7101 Acquiring Skills for Effective Ministry Research (1)
Learn the resources, research methods and writing skills required for doctoral level ministry study. The residency portion of this class occurs the first day of your first two-week residency. This course includes extensive pre-residency online work.

DMIN 7113 The Mission of God (3)
This course is designed to engage the study participants in advanced exegetical, theological and practical analysis of key topics and texts related to missional ministry. It will focus

on assisting the Christian leader to lead as God intends through the understanding, development and application of a missional hermeneutic. The course will focus on the content of the mission of God, paradigmatic themes within the story of God as recorded in Scripture, and the reading of Scripture through the lens of a hermeneutic that discerns the Missio Dei as the centerpiece of the story. We will take up the topics of theological interpretation in relation to critical readings, rehearsing paradigmatic themes in Scripture, moving from Scripture to theology and missional understanding of particular texts.

DMIN 7123 **The History of Christian Spirituality (3)**
Experience the biblical foundations, historic implementations and practical applications of Christian spirituality in order to apply biblically faithful and culturally relevant missiological strategies to your ministry. This will include extensive encounters with historical spiritual masters, focusing on their relevance for evangelism and mission. It will also include a historical survey attempting to understand past theological movements that led away from full engagement in God's purposes as well as a consideration of contemporary forms of spirituality and their effectiveness.

DMIN 7131 **Spiritual Formation Retreat (1)**
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

DMIN 7213 **Community Leadership (3)**
Relate spirituality to congregational life and explore how to facilitate spiritual formation and missional living at the collective level. Based on the missional ecclesiology and leadership developed in previous courses, students now explore the missional character of specific practices which contribute to congregational vitalization. An assessment of the existing relationship between the student's congregation and its wider community provides the framework for this exploration.

DMIN 7223 **Reconciliation as Missional Living (3)**
Develop a theology of reconciliation and skills for facilitating reconciliation among individuals, in congregations, in other ministries and in the wider society. This course presents biblically-framed principles and processes for moving toward societal reconciliation. Cultural and religious diversity, conflict resolution, spiritual disciplines, social and economic justice issues (racism, sexism, classism) and related subjects are covered. Focus is also given to helping communities of faith successfully navigate change. This course includes a preaching workshop.

DMIN 7231 **Spiritual Formation Retreat (1)**
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

DMIN 7313 **Missional Theology (3)**
This course produces practicing theologians within a broad and deep imagination concerning the mission of God. Theology, is this sense, is not simply the deposit of answers to questions arranged by topics within a systematic compendium to be applied to the church and world in ministerial praxis. Rather, theology here is the pursuit of a living God who calls communities into the world of God's concern. If God is active in relationship to the world, there should be evidence of that. It should, in some sense, be describable. This understanding of God makes theology a task, not simply a deposit or settled content from which strategic or practical directions are derived.

DMIN 7323 **Spiritual Companionship (3)**
Christian spiritual companionship is the ministry of assisting an individual of attending to God. Christians who are mature in the faith walk alongside others and help them in their spiritual journeys. The practice of spiritual direction has taken place throughout the ages in both this informal manner as well as in a formal sense. The focus of the spiritual director is to attend to God on the behalf of the directee. God is the true director and it is helpful to

be with individuals who have the ability to remind us to pay attention to how God is working and revealing himself to us. The purpose of this course is to provide an introduction to the ancient practice of spiritual companionship or spiritual direction.

DMIN 7331 **Spiritual Formation Retreat (1)**
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

DMIN 7413 **Religious and Cross-Cultural Engagement (3)**
It isn't the world is changing. The world has changed. We now live in a post-denominational, post-religious, post-Christian context. Navigating this context as a leader of a local Christian congregation is difficult. The minister is expected to be pastor, preacher, visionary, ethnographer, CEO, spiritual guru, tech-savant. It's a daunting task to embrace the calling. This course will equip you with a theological and practical framework for contextualizing your gifts in being a catalyst for the kingdom of God using case studies, lecture, and discussion. This course includes a preaching workshop.

DMIN 7423 **Social Justice, Mission, and the Kingdom of God(3)**
This experiential travel course integrates key biblical and theological texts with site visits to important locations in the southeastern United States. Visits will include American Civil Rights sites and locations central to peace-making in the American experience. The course will include a strong emphasis on homiletics and thus the readings, lectures, site visits, and interviews with Christian leaders will explore the manner in which the call to practice justice and righteousness is informed by, and integral to, preaching the good news of the Kingdom of God.

DMIN 7431 **Spiritual Formation Retreat (1)**
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

DMIN 7901 **Producing the D.Min. Project (1)**
Learn to identify an issue, choose a research method and appropriately organize a ministry project. The residency portion of this course occurs on the first day of your fourth two-week residency.

DMIN 7913 **Engaging in Ministry Research I (3)**
With guidance from a faculty mentor, the student will implement, assess and present an integrative ministry project related to your D.Min. focus.

DMIN 7923 **Engaging in Ministry Research II (3)**
With guidance from a faculty mentor, the student will implement, assess and present an integrative ministry project related to your D.Min. focus.

Master of Divinity, Master of Theological Studies, and Master of Christian Ministry (M.Div., M.T.S., M.A.C.M.)

Our most comprehensive degree, the Master of Divinity, has traditionally been considered to provide the best preparation for ministry. It is required for ordination in many religious bodies, as well as for service in fields such as chaplaincy. It is a prerequisite for the Doctor of Ministry degree and in recent years it has also become a requirement for entrance into many Ph.D. programs.

The Master of Theological Studies degree provides a basic understanding of theological disciplines for further graduate study, for teaching or for general educational purposes.

The Master of Arts in Christian ministry degree equips persons for competent leadership in Christian ministry in congregations and other settings.

Admission Policies and Procedures (M.Div., M.T.S., M.A.C.M.)

Applicants to Hazelip School of Theology must submit the following:

1. **Application Form.** Each applicant must complete an application form. The application form is available at lipscomb.edu/admissions/graduate then click on "Apply by Program" to complete the online application.
2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).
3. **References.** Letters of reference are required as follows: one from a college or university administrator or professor, one from a professional supervisor/employer and one from a church leader or minister.
4. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from every school attended.
5. **Degree.** Each applicant must hold a bachelor's degree from a regionally accredited college or university.
6. **Minimum GPA.** Each applicant must have earned at least a 2.75 GPA in undergraduate degree or graduate degree.
7. **Health Form.** Each applicant must submit a completed health form signed by a health care provider. To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms. This form must be submitted directly to Lipscomb's Health Center.
8. **FERPA.** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records. Even those who are independent of parents must submit this form prior to enrollment.
9. **Goals Statement.** A 750-1000-word expanded goals statement is required, concerning the applicant's religious heritage, career goals and how Hazelip School of Theology will contribute to the achievement of those goals.
10. **TOEFL.** The Test of English as a Foreign Language is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the Hazelip School of Theology office at least three weeks prior to the first day of class in which the student plans to enroll. Forms should be mailed to Hazelip School of Theology, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. **Graduate Student:** one who has satisfied all admissions requirements. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an Academic Hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.
    a. **Degree.** Each applicant must hold a bachelor's degree from a regionally accredited college or university.
    b. **Minimum GPA**. Each applicant must have earned at least a 2.75 GPA in undergraduate degree or graduate degree.
2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria will be required to complete a minimum of nine hours of graduate work with a grade of "B" or above before the conditional admission is removed.
    a. A student from an unaccredited school or with a substandard GPA.
    b. A transfer student with a graduate GPA between 2.50 and 2.74. The transfer student must be in good standing at the previous institution attended.
    c. A student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.
3. **Non-Degree Student:** one who has been admitted to graduate studies and has met all admission requirements except GPA. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of "B" or better in the courses taken for

credit and if all admission requirements (GPA) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for "graduate student" described above are eligible for candidacy.

Transfer of Courses

Graduate credit hours may be transferred from another A.T.S.-accredited institution; however, a maximum of 21 hours will be counted toward the M.T.S. and M.A.C.M. degrees, and a maximum of 48 hours will be counted toward the M.Div. degree. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer. No more than half of a student's hours from a completed degree may be transferred.

Special consideration for course waiver may be given the student who has special study and/or experience in a given subject area. The waiver will be by means of an examination that is passed with a grade of "B" or better. A $170 fee is charged for each examination taken (includes $70 for evaluating and recording and $100 per course for constructing and administering). A maximum of six hours may be waived by examination. Arrangements for a waiver are to be made through the graduate studies office. No graduate credit is awarded. See "Special Consideration" in front of catalog.

Advanced Standing

Advanced standing may be granted for as many as one-fifth of the total hours required for the M.Div., M.T.S., and M.A.C.M. degrees. Only those who have prior theological education from outstanding regionally-accredited colleges and universities will qualify. Any course for which advanced standing is granted must be a reasonable substitute for the course required by the Hazelip School of Theology, and the student must have gained an "A" or a "B." The granting of such credit is subject to the decision of the HST academic committee.

Documentation

Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

Academic Policies (M.Div., M.T.S., M.A.C.M.)

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. Students will not be permitted to enroll for more than 12 hours per semester during the fall or spring semesters, or nine hours during the summer semester, without first obtaining special permission from the program director.

Academic Standing

1. **Good Academic Standing:** To remain in good academic standing, the student must maintain a cumulative 2.75 GPA and a 2.75 GPA on the most recent 12 semester hours of work.
2. **Probation**: Should the student's cumulative graduate GPA fall below 2.75, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term in which the probation applies.

   The probationary student is required to achieve a 2.75 cumulative GPA by the time the student has completed the next nine hours of course work. Courses may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension**: If the requisite GPA is not attained, the student will be suspended from

graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before an academic graduate committee.

A graduate course in which a student has earned a "C" or "F" may be repeated. In such cases, only the higher grade will be used to compute the student's GPA. Failing grades will provide no credit toward the degree but will be included in determining scholarship level, unless replaced with a higher grade by repeating the course(s). A 2.75 GPA must be maintained to be eligible for financial assistance.

4. **Appeals**: Appeals to suspension decisions should be made in writing to the associate provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Degree Completion Requirements (M.Div., M.T.S., M.A.C.M.)

Residency
Students are required to earn at least 27 hours on campus for the M.Div. and 16 hours on campus for the M.A.C.M.

Statute of Limitations
All requirements for the M.Div. degree should be completed within a 10-year period from the time of initial matriculation. All requirements for the M.T.S. or M.A.C.M. degrees must be completed within a 10-year period from the time of initial matriculation.

Candidacy
Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the theology degrees, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted conditionally.
2. Complete at least 12 hours of graduate work.
3. Maintain a 2.75 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File a degree plan/application for candidacy in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed at the same time that an "application for candidacy" is filed.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the director of the graduate program and the dean of the college. The application for candidacy should be filed after the student has completed 12 hours in the program.

Thesis
Students may write a thesis for the M.Div. or M.T.S. degree on a creative topic in a field directly related to their studies. The student may register for three hours of thesis work in each of two semesters or the entire six hours of thesis work in a single semester. Guidelines and requirements for theses are available in the Hazelip School of Theology office. Only students with a 3.5 grade point average in their graduate credits are eligible to apply to write a thesis, and the director must approve registration for thesis work.

Portfolio
Each student must maintain a portfolio (preferably electronic) containing graded exams, papers, and other major projects. The portfolio will be reviewed by the faculty during the semester in which the student plans to graduate.

Comprehensive Examination
A written comprehensive examination is required of all candidates for the Master of Divinity, Master of Theological Studies and Master of Arts in Christian ministry degrees. The comprehensive exam is administered once in the fall semester and once in the spring semester. Students intending to graduate in the fall or spring must notify the program director of their intent to take the exam at the beginning of that semester. The student intending to graduate in the summer semester must notify the program director at the beginning of the preceding spring semester. The examination must be completed at least one month before the anticipated graduation date. The examination will be graded on a pass-fail basis.

Minimum Credits
The M.Div. requires 75 semester hours and the M.A.C.M. requires 48 hours, exclusive of hours accumulated to satisfy academic deficiencies. The M.T.S. also requires 48 hours but students with prior extensive undergraduate studies in theology may be allowed to complete the program in 42 hours, at the discretion of the director.

Minimum GPA
The minimum cumulative grade-point average for all theology degree programs is 2.75 for all graduate courses taken for graduate credit while pursuing the degree. Any grade below "C" is unacceptable and will not apply toward degree completion.

Graduation
Students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the registrar's office by the end of the first week of their last semester may be delayed in graduating.

Graduate students receiving degrees are hooded during the May and Dec. commencement exercises.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information (M.Div., M.T.S., M.A.C.M.)

Tuition and Fees for 2014-15

Basic charges per semester:*

Tuition per semester hour of master's credit.....$898

Tuition to audit without credit .....50% of regular tuition

Tuition for second year Thesis work..... $350

Special Fees

Application fee..... $50 ($75 for international students)

Graduation fee $195

Returned check fee..... $30

Thesis fee (includes printing and binding) $50

TouchNet (monthly payment) ..... $60 enrollment fee per semester

Withdrawal fee $195

**Effective May 1, 2014*

Scholarships
The Hazelip School of Theology is able to offer scholarships to most students. Scholarships are awarded based primarily on academic performance. Students should consult with the program director regarding availability of scholarships.

One recently established scholarship is the Prentice A. Meador scholarship. In memory of Dr. Meador's service to the church, his academic excellence, and his inclusive spirit, this award shall be given to one or more students who show promise for ministry and/or scholarship, especially those from underrepresented groups. Students should consult with the Hazelip School of Theology office regarding availability of this scholarship.

Master of Divinity Course Requirements (75 hours)

The Master of Divinity is the standard degree for those who want to engage in full-time ministry, especially congregational ministry or chaplaincy. The goals of the program are to give students competence in the interpretation of the Bible, to ensure that students have a basic knowledge of Christian history and theology, to cultivate an active concern for local and global poverty and oppression, to integrate the knowledge of these disciplines with the skills for ministry in today's culture and in congregational settings and to provide training in spiritual formation. The M.Div. degree is a 75-hour program. Students may take classes on campus or online. As many as 48 hours may be earned in the distance format; however, at least 27 hours must be earned in residence. These classes are often offered in an intensive format (weekend or one-week classes). Twelve hours of electives or concentration allow students to specialize in a particular area, if they so desire. For those students who have prior undergraduate or graduate training, many of the foundational courses may be waived to allow for more elective hours.

Foundations (12 hours)

(These courses may be waived if the student has taken undergraduate equivalents. Elective hours may be substituted for these hours.)

GB 5003 Introduction to Theological Studies (3)
GB 5013 Critical Introduction to the Bible (3)
GB 5033 Biblical Greek I (3)
GB 5043 Biblical Hebrew I (3)

Scripture (18 hours)

Biblical Interpretation and Theology (6 hours)

GB 6083 Old Testament Interpretation and Theology (3)
GB 6093 New Testament Interpretation and Theology (3)

Text Courses (12 hours, 1 course from each area required)

OT Narrative/Law

GB 5103 Genesis (3)
GB 5133 Deuteronomy (3)
GB 5153 Samuel (3)

OT Poetry/Prophecy

GB 5203 Psalms (3)
GB 5223 Isaiah (3)
GB 5233 Jeremiah/Lamentations (3)
GB 5253 Minor Prophets (3)

NT Gospels

GB 5303 Synoptic Gospels (3)
GB 5313 Luke-Acts (3)
GB 5323 Johannine Literature (3)

NT Letters

GB 5333 Romans/Galatians (3)
GB 5343 Corinthians (3)
GB 5363 General Epistles (3)

OT or NT (may be substituted for a course listed above)

GB 5An3 Seminar in Bible (3)

Theology and History (15 hours)

GB 5423 Historical Theology I (3)
GB 5433 American Church History (3)
GB 5443 Historical Theology II (3)
GB 5473 Christian Ethics (3)
GB 5503 Systematic Theology (3)

Ministry (18 hours)

GB 5553 Spiritual Formation and Guidance (3)
GB 5603 Theology of Ministry (3)
GB 5613 Introduction to Preaching (3)
GB 5643 Missional Strategies in Emerging Culture (3)
GB 5653 Counseling for Church Leaders (3)
GB 580V, 581V Practicum (3)

Electives or Concentration (12 hours)

Comprehensive Examination

Master of Theological Studies Course Requirements (48 hours)

The 48-hour Master of Theological Studies degree program serves students interested in theological education for a variety of educational and personal goals. The purpose of the degree is to provide meaningful grounding in the theological disciplines. The structure of course work provides students with grounding in basic methodologies of scriptural exegesis as well as a broad overview of Christian history and theological trajectories. Given the intent of the degree to provide broad theological education according to students' particular personal goals, the degree requirements are structured in such a way as to allow students maximum flexibility in selection of courses, within the purposed intent of the degree.

In addition, students may take classes on campus or in the distance format.

The basic goals of the M.T.S., determined by the HST faculty, include: the ability to interpret Scripture; acquisition of a broad knowledge of major theological and historical developments within the Christian tradition; and the ability to reason theologically, in conversation with the biblical canon and Christian tradition.

GB 5003 Introduction to Theological Studies (3)

Scripture (15 hours)

GB 5013 Critical Introduction to the Bible (3)
GB 6083 Old Testament Interpretation and Theology (3)
GB 6093 New Testament Interpretation and Theology (3)
Scripture Electives (6)

Theology and History (12 hours chosen from the following)

GB 5423 Historical Theology I (3)
GB 5433 American Church History (3)
GB 5443 Historical Theology II (3)
GB 5473 Christian Ethics (3)
GB 5503 Systematic Theology (3)
GB 5Cn3 Seminar in Theology (3)
GB 5Dn3 Seminar in Historical Theology (3)

Emphasis (9 hours)

Old Testament

GB 5043 Biblical Hebrew I (3)
GB 5063 Biblical Hebrew II (3)
OT Scripture Electives (3)

New Testament

GB 5033 Biblical Greek I (3)
GB 5073 Biblical Greek II (3)
NT Scripture Electives (3)

Scripture

OT Scripture Electives (3-6)
NT Scripture Electives (3-6)

Theology and History

Theology and History Electives (9)

No Emphasis

Electives (9)

Electives (9 hours)

Nine hours from any courses offered by Hazelip School of Theology that are not already counting toward the above requirements or emphasis. A maximum of two ministry courses (six hours) may be counted toward this degree.

Comprehensive Exam

Master of Arts in Christian Ministry Course Requirements (48 hours)

The Master of Arts in Christian ministry is a 48 credit-hour degree program designed to equip men and women for competent leadership in ministry in churches and other settings. Training is provided in specialized ministry areas such as missions, youth and family ministry, campus ministry, preaching, spiritual guidance, urban ministry and others. Students are also expected to gain proficiency in scriptural and theological studies.

Students may take classes on campus or online. As many as 32 hours may be earned in the distance format; however, at least 16 hours must be earned in residence. These classes are often offered in an intensive format (weekend or one-week classes). The M.A. in Christian Ministry includes a comprehensive examination based on a case-study approach.

The educational goals of the program are: to provide foundational training in the basic theological disciplines (biblical, theological, pastoral); to enable discovery of strengths for ministerial leadership; to provide training in spiritual formation for effective work in ministry settings; and to teach specific ministry skills appropriate to the student's calling (youth ministry, children's ministry, campus ministry, urban ministry, etc.).

GB 5003 Introduction to Theological Studies (3 hours)

Scripture (15 hours)

GB 6083 Old Testament Interpretation and Theology (3)

GB 6093 New Testament Interpretation and Theology (3)

Old Testament Scripture Course (3)

New Testament Scripture Course (3)

Theology and History (9 hours chosen from the following)

GB 5423 Historical Theology I (3)

GB 5433 American Church History (3)

GB 5443 Historical Theology II (3)

GB 5473 Christian Ethics (3)

GB 5503 Systematic Theology (3)

Ministry (18 hours)

GB 5553 Spiritual Formation and Guidance (3)

GB 5603 Theology of Ministry (3)

GB 5653 Counseling for Church Leaders (3)

GB 580V Practicum I (required) (3)

Ministry Electives (6 hours from the Ministry and Culture course section)

Electives (6 hours)

Six hours from any courses offered by Hazelip School of Theology that are not already counting toward the requirements above.

Comprehensive Exam

Course Descriptions

Foundations

Foundation courses are designed for students entering the graduate program who did not major in Bible or a related field as undergraduates.

GB 5003 Introduction to Theological Studies (3)
An introduction to graduate study in Scripture, theology and ministry. The student will gain an understanding of the purposes, methods, and challenges of theological education. Special attention will be given to the use of library and online resources, research, matters of style, writing and critical thinking.

GB 5013 Critical Introduction to the Bible (3)
A study of critical issues involved in the serious study of the Bible. In this course students examine questions relating to the canon, inspiration and textual basis of the Old and New Testaments. Students also explore questions of authorship, sources, dating, and other historical and literary matters relating to individual biblical writings.

GB 6083 Old Testament Interpretation and Theology (3)
This course will introduce students to the hermeneutical issues and methods necessary for competent interpretation of the Old Testament. Special attentions will be given to the characteristics of the different genres of this literature. In addition to exegetical skills, students will gain the ability to trace and analyze the theological streams within the Old Testament.

GB 6093 New Testament Interpretation and Theology (3)
This course will introduce students to the hermeneutical issues and methods necessary for competent interpretation of the Old Testament. Special attentions will be given to the characteristics of the different genres of this literature. In addition to exegetical skills, students will gain the ability to analyze the theological teachings of the New Testament authors.

Scripture

The Scripture courses offer in-depth study of biblical texts. Based on the English text (unless otherwise designated as a Hebrew text or Greek text course), attention is given to backgrounds, critical issues and original language insights. Critical issues of the individual book are reviewed in relation to the wider issues of the surrounding biblical material. Characteristic of each course is careful reading, exegesis and contemporary application of the theological content. Substantial outside reading, a research project and two examinations are common requirements.

Old Testament

Category 1: Torah/Narrative

GB 5103 Genesis (3)

GB 5133 Deuteronomy (3)

GB 5153 Samuel (3)

Category 2: Poetry/Prophecy

GB 5203 Psalms (3)

GB 5223 Isaiah (3)

GB 5233 Jeremiah, Lamentations (3)

GB 5253 Minor Prophets (3)

New Testament

Category 1:Gospels

GB 5303 Synoptic Gospels (3)

GB 5313 Luke-Acts (3

GB 5323 Johannine Literature (3)

Category 2: Letters

GB 5333 Romans, Galatians (3)

GB 5343 Corinthians (3)

GB 5363 General Epistles (3)

GB 5383 Revelation (3)

GB 5An3 Seminar in Bible (3)
A study of a particular topic within a book or books of Scripture, or a particular textual study of a Biblical book not listed above. The digit "n" will vary with the subject matter. Three hours of credit may be earned for each different seminar offered. This course may count as one of the required Scripture courses.

Theology and History

Theology and history courses are concerned with information that relates to the biblical text, the history of its interpretation and its implications for Christian living.

GB 5423 Historical Theology I (3)
A survey of Christian thought from 100 CE to 1600 CE. The thought of influential leaders (including Ignatius, Justin Martyr, Irenaeus, Tertullian, Clement, Origen, Cyprian, Aug. ine, Chrysostom, John of Damascus, Anselm, Bernard, Aquinas, Luther, Calvin, Zwingli, Anglicanism and the Anabaptists), Ecumenical Councils and the division between East and West is studied in view of the theological development of Christian thought. Themes are studied in their historical development, including apologetics and philosophy, scripture and tradition, heresy and Gnosticism, Trinitarianism, Christology, ecclesiology, soteriology, anthropology and the sacraments and in terms of their significance for the contemporary church.

GB 5433 **American Church History (3)**
An introduction to American Church History, with special emphasis on the Stone-Campbell Movement. The course will include an exploration through reading of original sources of the significant themes—unity, restoration, rationalism, democracy, millennialism and hermeneutics—that have shaped the theology of Churches of Christ, Christian Churches and the Christian Church (Disciples of Christ).

GB 5443 **Historical Theology II (3)**
An analysis of the main themes of Christian thought from the post-Reformation period (1600 CE) to the contemporary postmodern context. The first third of the course surveys the post-Reformation period and the 18th Century Revivals by noting the development of Protestant Orthodoxy, Revivalism and the Enlightenment (Arminius, Protestant Scholasticism, Locke, Hume, Wesley, Edwards, Puritanism, Pietism). The middle third of the courses focuses on the rise of modern theology in the late 18th century through the 19th century (Kant, Schleiermacher, Ritschl, Harnack, Troeltsch) and the response of the early 20th century (Barth, Bultmann, Tillich, Fundamentalism). The final third of the course concentrates on 20th century theology (Pannenberg, Moltmann, Process Theology, Evangelicalism, Liberation Theology, Vatican II) and postmodern theology (Radical Orthodoxy, Post-liberalism, Neo-liberalism, Post-evangelicalism). Theological themes are studied in the light of their significance for the contemporary church.

GB 5473 **Christian Ethics (3)**
This course examines a number of basic questions: What is the Christian church called to be and do? How does our life together relate to the surrounding, unbelieving culture? To what authority or authorities should the church yield allegiance? How does scripture mediate authority in ethical decision making and character formation? How does "Christian ethics" relate to other philosophical "ethical theories"? In the context of these and similar questions, the course will also examine, with necessarily brief attention, a number of specific issues: money and economics; sex and reproduction; violence and war-making; politics and social justice.

GB 5503 **Systematic Theology (3)**
An examination of Christian teaching on God, Christ, the Holy Spirit, the church, salvation and eschatology.

GB 5Cn3 **Seminar in Theology (3)**
In-depth readings and study in a specific topic in theology, including the nature of God, Christology, the nature of man, the church, eschatology, et al. The digit "n" will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

GB 5Dn3 **Seminar in Historical Theology (3)**
An in-depth study of a particular area, period, or theme in historical theology. The digit "n" will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

Ministry and Culture

These courses are concerned with the development of ministry skills, analysis of world and culture contexts, contemporary issues and their implications for practical implementation of ministry skills.

GB 5553 **Spiritual Formation and Guidance (3)**
Focusing on the indispensable personal spiritual formation of the ministry student, this course also trains one to lead and direct others in deepening their devotion to God and more fully participating in his work in the world. This course considers both personal and congregational settings.

GB 5563 **World Religions (3)**
This course is designed to provide students with an understanding and appreciation for the phenomenon of religion in general and of world religions in particular. The course will begin with an examination of the origin and practice of religion. The bulk of this course will focus on a survey of major religious systems—Tribal religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto, Judaism, Christianity and Islam.

It is intended to introduce the study to the history, myths, beliefs, rituals and moral codes of the world's major faiths. This course will also examine a few new religious movements with particular emphasis given to the growing influence of Eastern religious thought on the Western World and the language of Spirituality in contemporary culture.

GB 5573 Multi-Cultural Ministry (3)
An examination of ministry issues in multi-cultural contexts, with attention given to the growing ethnic diversity of urban life and the theological foundations for Christian unity in the midst of cultural diversity.

GB 5583 Gospel and Culture (3)
This course analyzes the long held belief that while the cultural circumstances and methods may change, the gospel itself somehow is changeless. Culture and Gospel are always inextricably tied together. Working with both historical and contemporary examples, this course will examine the changing and changeless claims of the Christian faith.

GB 5603 Theology of Ministry (3)
A broad-based course covering a theology of ministry and the practical aspects of the minister's work, including family relationships, personal spirituality, care for the sick and dying, spiritual care and leadership in worship.

GB 5613 Introduction to Preaching (3)
An introduction to preaching, focusing on preparation and delivery of the sermon. Attention is given to the form, content and style of the sermon; the location of the preacher within the congregation and the contemporary world; and the person of the preacher. Prerequisite: GB 6083 or GB 6093 or equivalent.

GB 5633 Christian Leadership (3)
The student will be introduced to biblical principles of leadership, using the leadership of Jesus as a model. Service leadership will be emphasized.

GB 5643 Missional Strategies in Emerging Culture (3)
A practical and theological analysis of contemporary efforts to be and become missional churches—in both domestic and international settings. The study includes biblical foundations, historical implications and contemporary applications. Emphasis is given to the mission of the church in postmodern and cross-cultural contexts.

GB 5653 Counseling for Church Leaders (3)
Areas of study will include basic counseling skills, marriage and family, developing coping skills and crisis counseling. A $75 materials fee applies to this course.

GB 5673 Youth and Family Ministry (3)
The class will examine various models of youth and family ministry, examining current issues and trends in youth and family studies, contemporary contexts and theological foundations. Development and evaluation of effective ministry curricula and programs will be emphasized.

GB 5683 Campus Ministry (3)
The class will examine various models of youth and family ministry, examining current issues and trends in youth and family studies, contemporary contexts and theological foundations. Development and evaluation of effective ministry curricula and programs will be emphasized.

GB 5693 Gender in Ministry (3)
This course will examine the biblical, theological and social-cultural issues related to race, gender and female roles in ministry, missions and the local church.

GB 5833 Preaching and the Rhetorical Arts (3)
This course will systematically explore the canons of rhetoric with special focus on invention, arrangement, style and delivery, challenging students to think critically about how their preaching should follow the biblical model, embedding their "theological smarts" with "rhetorical skills." Prerequisite: GB 5613.

GB 5843 History and Theology of Preaching (3)
This course will develop from the theological premise that, for our time, the best preaching happens when we live in the world imagined in Scripture, not interpreting the stories to meet our perceived needs but allowing the stories to interpret us; a preaching that allows the Bible to create a reality through imagining a world into which it invites us to enter. Prerequisite: GB 5613.

GB 5En3 **Seminar in Preaching (3)**
This course is designed to further develop the student's skills in interpretation and preaching from biblical texts. The digit "n" will vary with the choice of topics or texts chosen for the class. Three hours of credit may be earned for each different class offered. Prerequisites: GB 5083, GB 5093, GB 5613 or equivalents.

GB 5Fn3 **Seminar in Missions (3)**
A study of a particular topic in missions. The digit "n" will vary with the choice of topics or texts chosen for the class. Three hours of credit may be earned for each different class offered.

GB 5Gn3 **Seminar in Ministry (3)**
A study of a particular topic in Christian ministry. The digit "n" will vary with the choice of topics or texts chosen for the class. Three hours of credit may be earned for each different class offered.

GB 5Hn3 **Seminar in Counseling (3)**
A study of a particular topic in counseling. The digit "n" will vary with the choice of topics or texts chosen for the class. Three hours of credit may be earned for each different class offered.

GB 5Jn3 **Seminar in Christianity and Culture (3)**
Different contemporary issues, such as theology and science, literature and theology, media influences on the Gospel —to name only a few possible topics— will be explored. The digit "n" will vary with the choice of topics or texts chosen for the class. Three hours of credit may be earned for each different class offered.

GB 6003 **Current Issues in Youth Ministry (3)**
Current Issues: This course investigates the current trends in the psychosocial development of adolescents and how it affects the praxis of youth ministry in the local church. It will also spend significant time in the discipline of practical theology and equipping the student to apply these skills towards issues that arise in their own ministry context.

GB 6013 **Conflict and Family Systems (3)**
This course is designed to provide an in-depth study of conflict in religious settings and the application of general systems theory to the conflict. Topics will include theology, principles of intervention, systems theory, generational issues and systems design.

GB 6023 **Spiritual Formation of Adolescence (3)**
This course will explore the biblical, theological and psychosocial issues related to helping adolescent students develop personal spiritual formation skills. This course will also look at spiritual disciplines and train one to lead and direct both early and middle adolescents in deepening their devotion to God.

Languages

Greek
The foundational first year course of study is designed to introduce the student to Biblical Greek and develop minimal competence in reading the Greek New Testament.

GB 5033 **Biblical Greek I (3)**

GB 5073 **Biblical Greek II (3)**
Additional courses in Greek presuppose a grasp of Greek grammar. These courses are advanced studies of select portions of the New Testament together with certain other readings from Hellenistic Greek.

GB 5703 **NT Greek Readings I (3)**

GB 5713 **NT Greek Readings II (3)**

GB 5723 **NT Greek Readings III (3)**

GB 5733 **Advanced Greek Readings I (3)**

GB 5743 **Advanced Greek Readings II (3)**

GB 5753 **Advanced Greek Readings III (3)**

Hebrew
The first year course of study in Biblical Hebrew introduces the student to elementary grammar and vocabulary and is designed to develop a minimal level of competence in the primary language of the Old Testament.

GB 5043 **Biblical Hebrew I (3)**

GB 5063 Biblical Hebrew II (3)
Additional Hebrew courses presuppose a solid understanding of Hebrew Grammar. These courses consist of readings in Old Testament books with emphasis on building vocabulary, reviewing the "regular" and "irregular" verb forms and making occasional comparative studies in the Septuagint and New Testament.

GB 5763 OT Hebrew Readings I (3)

GB 5773 OT Hebrew Readings II (3)

GB 5783 OT Hebrew Readings III (3)

Practicum and Research

Practicum

Practicum courses (internships) are designed to allow the student to include meaningful field experience work in his/her graduate program. A student is eligible to take these courses after completing 24 hours of course work in one's chosen degree program. Up to six hours may be counted toward the M.Div. and M.A.C.M. Any such experience must be approved by the director of supervised ministry, in consultation with the student and the appropriate field supervisor. Credit cannot be given for prior experience or work. The practicum includes appropriate written documentation and evaluations.

GB 580V Practicum (1-3)

GB 581V Practicum (1-3)

Guided Research

Guided research is designed to engage the student in individual research under the direction of a designated professor. The results of this research must be presented in writing under the professor's supervision. The purpose of this research is to allow the student to gain further experience in methods of research, library use and presentation of results. Students expecting to pursue guided research should advise the director of HST at least 30 days prior to the registration date for the term in which the research is to be taken.

GB 582V Guided Research (1, 2, or 3)
A maximum of six hours may be taken.

Thesis

GB 599V Thesis (3, 6)
With the guidance of a thesis committee composed of three Hazelip School of Theology faculty members, the student may write a thesis for the M.Div. or M.T.S. degree on a creative topic in a field directly related to biblical/theological studies. The student may register for three hours of thesis work in two semesters or the entire six hours of thesis work in a single semester. Guidelines and requirements for theses are available in the Hazelip School of Theology office. Only students with a 3.5 grade-point average are eligible to apply to write a thesis, and the director must approve registration for thesis work.

GB 5900-01 Thesis continuation without fee

GB 5900-02 Thesis continuation with fee $50 (binding fee)

Upon completion of course work and payment of thesis fees, students must register for thesis continuation to keep their student status current. Students may take GB 5900-01 at no fee for two semesters. After that time they must register for GB 5900-02 until the thesis is completed.

Hazelip School of Theology Faculty

C. Leonard Allen, B.A. (Harding University, M.A. (Harding School of Theology,), Ph.D. (University of Iowa), *Dean, College of Bible and Ministry*

Mark C. Black, B.A. (Freed-Hardeman University), M.A., M.Th. (Harding University Graduate School of Religion), Th.M. (Princeton Theological Seminary), Ph.D. (Emory University), *Associate Dean of Hazelip School of Theology, Professor of New Testament*

Terry R. Briley, B.A. (Lipscomb University), M.Ph., Ph.D. (Hebrew Union College), *Professor of Old Testament*

Phillip Camp, B.A. (Cornell University), M.A.R. (Lipscomb University), M.Div. (Princeton Theological Seminary), Ph.D. (Union Theological Seminary) *Associate Professor of Old Testament*

Ken R. Durham, B.A. (Lipscomb University), M.A., Ph.D. (Louisiana State University), *Batsell Barrett Baxter Chair of Preaching*

David Fleer, B.A. (Washington State University), M.Div. (Abilene Christian University), M.S. (Portland State University), D.Min. (Fuller Theological Seminary), Ph.D. (University of Washington), *Professor of Ministry*

John Mark Hicks, B.A. (Freed-Hardeman College), M.A. (Western Kentucky University), M.A.R. , Ph.D. (Westminister Theological Seminary), *Professor of Theology*

Steve Joiner, B.A. (Lubbock Christian University), M.S., D.Min. (Abilene Christian University), Post-doctoral Certification in Conflict Mgt. (Abilene Christian University), *Managing Director of the Institute of Conflict Management and Professor of Ministry*

Josh Strahan, B.A. (Lipscomb University), M.Div. (Abilene Christian University), Ph.D. (Fuller Theological Seminary), *Assistant Professor of Bible*

John O. York, B.A., M.A., M.Div. (Abilene Christian University), Ph.D. (Emory University), *Associate Dean and Director, Doctor of Ministry, Professor of Ministry and New Testament*

Other Participating Faculty

Lee Camp, B.A. (Lipscomb University), M.A., M.Div. (Abilene Christian University), M.A., Ph.D. (Notre Dame University), *Professor of Theology*

George Goldman, B.A., MA. (Lipscomb University), M.Div. (Harding Graduate School of Religion) Ph.D. (Trinity Evangelical Divinity School), *Associate Professor of New Testament*

Earl Lavender, B.A., MA. (Lipscomb University), Ph.D. (St. Louis University), *Professor of Theology and Ministry*

Rhonda Lowry, B.A. (Pepperdine University), M.Div. (Fuller Theological Seminary), *Assistant Professor of Spiritual Formation*

Walter F. Surdacki, B.A. (Institute for Christian Studies), M.S. (Pepperdine University), M.Div., D.Min. (Fuller Theological Seminary), *Assistant Professor of Ministry*

C. Michael Williams, B.A. (University of Arizona), M.Div. (Abilene Christian University), Ph.D. (Emory University), *Associate Professor of New Testament*

Competency-Based Education Programs

Charla Long,
Dean, College of Professional Studies

Competency-Based Education Programs

• CORE (Customized, Outcome-Based Relevant Evaluation)

Lipscomb University has launched the first competency-based education program to be approved by the Southern Association of Colleges and Schools Commission on Colleges , based on the Organization Systems International Polaris® competency model. Polaris® includes 41 competencies, of which Lipscomb currently assesses 17, deemed to be the most desired competencies a graduate of Lipscomb should possess, as determined in conjunction with OSI. Other organizations utilizing OSI's unique competency system include Wendy's International Inc., Service Master, Nike, Petco and AT&T. While OSI has worked with a small number of higher education institutions, Lipscomb is truly the pioneer of a degree program based on this competency model.

The College of Professional Studies offers competency-based assessments through our CORE Competency Assessment and Development Center. Students may be assessed in 15 competency areas in the Center and may earn digital badges for their competency levels. In addition, if their behaviors are evaluated at Level 2 or 3, students may select to transcript their badges for undergraduate credit earned by assessment. Students who visit the CORE Assessment Center but do not demonstrate competency at the required level may register for online, self-paced modules with a faculty coach.

At the graduate level, students must demonstrate a level 4 or 5 competency Level at the CORE Center. Competency assessment and development can be used as professional development and may count as electives toward some graduate programs.

The College of Professional Studies will work with employers and individual students to customize a visit to the CORE Competency Assessment and Development Center that addresses specific competencies needed for their organization. Students who do not possess an undergraduate degree are encouraged to explore the Bachelor of Professional Studies in Organizational Leadership or Bachelor of Arts or Science in Integrated Studies, competency-based degrees, by calling the College of Professional Studies at 615.966.5279 or visiting www.lipscomb.edu/professionalstudies/core-assessment.

Course Descriptions

CORE 501v **Advanced Active Listening**
Effective performers frequently mentor others in active listening skills, are sought for roles requiring advanced listening skills and are exceptionally adept at interpreting and reinforcing genuine dialogue; personable and approachable.

CORE 601v **Strategic Active Listening**
Effective performers are listening champions, instrumental in establishing sustainable organization-wide communication initiatives in which active listening is valued and recognized, hold organization accountable for maintaining effective listening skills and establish formal and informal reward programs for effective listening.

CORE 502v **Advanced Assertiveness**
Effective performers have confidence and conviction based on experience and expertise, champion opinions and programs, are comfortable with challenge, are not afraid to take an unpopular stance and readily take risks.

CORE 602v **Strategic Assertiveness**
Effective performers model executive self-assurance, communicate a solid vision and purpose for the organization, listen to others, show conviction and exude utmost confidence.

CORE 504v **Advanced Change Mastery**
Effective performers are considered valuable resources during organizational transitions, consistently test the temperature of the team, recognize that change is often positive, proactively present opportunities for change and like to reshuffle the deck.

CORE 604v **Strategic Change Mastery**
Effective performers initiate major organizational change, are sought out to lead major change initiatives and understand the importance of managing transitions.

CORE 505v **Advanced Communicativeness**
Effective performers consistently and effectively communicate with a wide spectrum of people at all levels, implement sustainable communication procedures, find innovative ways to share knowledge and proactively share best practices with others.

CORE 605v **Strategic Communication**
Effective performers hold their organization accountable for maintaining effective communications, establish formal structures that support informal information sharing and advocate information flow as a competitive advantage.

CORE 506v **Advanced Composure**
Effective performers set the appropriate emotional tone, use emotional detachment appropriately and retain emotional control under stress.

CORE 606v **Strategic Composure**
Effective performers set an overall positive emotional tone for the organization, continue to perform effectively under extremely challenging circumstances, can be counted on to exhibit calm and control and lead the organization through ambiguous situations with appropriate emotions.

CORE 507v **Advanced Conflict Management**
Effective performers successfully mediate conflict between groups, encourage debate and discussion, model open debate, establish formal opportunities to air differing opinions, are skilled at turning aggressive conflict into healthy debate.

CORE 607v **Strategic Conflict Management**
Effective performers use executive position to model a win-win standard, create an organizational environment that encourages and manages constructive conflict, establish structures that support debate and discussion and establish reward and recognition

CORE 512v **Advanced Drive/Energy**
Effective performers set the pace for the functional work ethic of the organization, conduct business at a fast-pace and high-energy level, leverage functional meetings and communications to energize associates, work enthusiastically and productively under stress and establish structure and processes to reward enthusiastic drive.

CORE 612v **Strategic Drive/Energy**
Effective performers demonstrate a continuously high level of pride and enthusiasm about the organization, leverage opportunities to publicly recognize the organization's achievements, demonstrate authentic passion toward the organization, and establish strategic goals and metrics to energize motivation.

CORE 515v **Advanced Global Skills**
Effective performers translate global trends into local action, consult global network to shape ideas, consider global implications of domestic current events and have a global knowledge-base.

CORE 615v **Strategic Global Skills**
Effective performers have a well-developed international network, integrate and connect global trends, seek global opportunities, successfully advocate for global practices, monitor the globe when making a decision and are extremely comfortable beyond local borders.

CORE 518v **Advanced Influence**
Effective performers communicate an agenda across functions, understand the dynamics of power and responsibilities of leadership and clearly articulate advantages of situations.

CORE 618v **Strategic Influence**
Effective performers develop and implement appropriate and creative rewards and incentives, influence across all levels, are leaders and have a commanding presence.

CORE 520v **Advanced Initiative**
Effective performers take the initiative even under challenging or new circumstances, consistently look for opportunities to implement new initiatives, act with a high degree of independence and initiate important programs without being prompted.

CORE 620v **Strategic Initiative**
Effective performers proactively create and implement organization-wide or extra-organizational initiatives, establish enterprise-wide initiatives for recognition and reward, set the tone for the organization and consistently look for opportunities to improve the organization.

CORE 524v **Advanced Mission Focus**
Effective performers translate their purpose into a functional mission, establish plans and goals that support their mission and integrate their mission into all activities.

CORE 624v **Strategic Mission Focus**
Effective performers establish or refresh their mission, communicate their mission to others, integrate all behaviors to support their mission and use their mission statement as a starting point for decision making.

CORE 526v **Advanced Organizing and Planning**
Effective performers consistently anticipate problems, are expert at changing priorities as the situation demands, design supporting functions to maximize efficiency, align functional priorities and manage competing priorities across teams.

CORE 626v **Strategic Organizing and Planning**
Effective performers provide a framework for setting priorities across the organization, effectively handle multiple demands at the highest level, and establish efficiency measures for the organization.

CORE 528v **Advanced Presentation Skills**
Effective performers like the challenge of formal speaking, use multiple media creatively, are skilled at fielding questions and often give presentations for large audiences.

CORE 628v **Strategic Presentation Skills**
Effective performers frequently present for the organization in high-profile situations, give powerful presentations using innovative techniques, are very adept at managing challenging questions and are very skilled at handling volatile audiences.

CORE 529v **Advanced Problem Solving and Decision Making**
Effective performers possess cross-organization analytical skills, mentor and empower others, proactively consider cross-team impacts, consider outcomes and facilitate functional decision-making sessions.

CORE 629v **Strategic Problem Solving and Decision Making**
Effective performers are expert at anticipating and creatively solving strategic problems, maintain an external executive network, demonstrate the ability to make decisions quickly in crisis situations and continually monitor impact of decisions.

CORE 530v **Advanced Relationship Building**
Effective performers establish and maintain a broad network of relationships, effectively utilize a network of relationships, help others improve their relationship building skills and mentor and coach others.

CORE 630v **Strategic Relationship Building**
Effective performers cultivate an environment for the organization in which people and relationships are valued, maintain a comprehensive network of relationships, spend time and effort cultivating relationships, communicate the value of relationship networks to the organization and establish events to reinforce and reward relationship building.

CORE 531v **Advanced Results Orientation**
Effective performers translate organizational growth goals into functional goals, communicate growth goals across teams, attain goals, deliver results at a higher level than expected, are assigned to high-profile projects and sponsor growth initiatives.

CORE 631v **Strategic Results Orientation**
Effective performers regularly celebrate the organization's accomplishment of strategic goals, establish organization's strategic goals, evidence a sense of strategic urgency and set challenging but achievable organizational goals.

CORE 538v **Advanced Team Player**
Effective performers are willing and able senior collaborators, readily yield individual goals to meet organizational goals and implement initiatives that promote teamwork.

CORE 638v **Strategic Team Player**
Effective performers always put the organization first, foster an environment in which resources and information are shared openly, and are sought to participate in the highest organizational teams.

University Personnel

Senior Leadership Team
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W. Craig Bledsoe, *Provost*
Nancy Magnusson Durham, *Senior Vice President for Strategic Initiatives*
Candice McQueen, *Senior Vice President*
Danny H. Taylor, *Senior Vice President for Finance and Administration*
Mike Green, *Vice President and Chief Information Officer*
Rick Holaway, *Vice President for Admissions*
Walt Leaver, *Vice President for University Relations*
Scott McDowell, *Senior Vice President for Student Life*
Scott Sager, *Vice President for Church Services*
Deby K. Samuels, *Vice President, University Communication and Marketing*
John Lowry, *Vice President for Community and Government Relations*
Greg Glenn, *Head of School, Lipscomb Academy*
David Wilson, *General Counsel*
Philip Hutcheson, *Director of Athletics*
Jim Thomas, *Executive Assistant to the President*
Dale Armstrong, *Senior Development Counsel*
Susan Galbreath, *Special Assistant to the President*

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Randy Bouldin, *Associate Provost for Academic Development and Graduate Studies*
Susan Galbreath, *Associate Provost for Academic Administration and Strategic Initiatives*
Elaine Griffin, *Associate Provost for Institutional Effectiveness*
Steve Prewitt, *Associate Provost for Student Academic Success*

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Roger Davis, *Pharmacy*
C. Leonard Allen, *Bible and Ministry*
Charla Long, *Professional Studies*
Candice McQueen, *Education*
Justin Myrick, *Raymond B. Jones College of Engineering*
Ray Eldridge (Interim), *Business*

School Directors
Fortune Mhlanga, *School of Computing and Informatics*

Academic Success Center
Brian Mast, *Senior Director*
TBA, *Director of Student Advocacy*
Rob Mossack, *Director of Academic Advising*

Admissions
Rick Holaway, *Vice President for Admissions*

Adult Learning Programs
Teresa Clark, *Director*

Beaman Library
Sandra Parham, *Director of Library Services*

Bookstore
Wolcott Fary, *Store Manager*

Business Office
Darrell Duncan, *Associate Vice President/Finance*
Shelia Demonbreun, *Collections and Student Accounts*
Grady Folger, *Senior Accountant*
Cathy Freeman, *Operations Manager/Bursar*
Marie Smith, *Rental Property and Perkins Loans*

Campus Life
Scott McDowell, *Senior Vice President for Student Life*
Sarah Keith Gamble, *Associate Dean of Campus Life*
Sam Smith, *Associate Dean of Campus Life*

Career Development Center
Monica Wentworth, *Director*

Carillonneur
Donna King

Centers
International Peace and Justice
Don Cole, *Director*
Spiritual Renewal
Carl McKelvey, *Director*
Center for Teaching and Learning
Al Austelle, *Director*
Keith O'Neal, *Instructional Designer*

Counseling Center
Frank Scott, *Center Director*

Dining Services (operated by Sodexo)
Wolcott Fary, *General Manager*

Entertainment And Technical Services
Jamie Shankland, *Director*

Event Management
Barry Thompson, *Event Operations Manager*
Haley Davis, *Event Coordinator*
Naomi Lutz, *Event Coordinator*
Anamarie Knapp, *Event Coordinator*
Aaron Fiant, *Event Coordinator*

Facilities
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Larry Cochran, *Associate Vice President, Finance and Endowment*

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David Wilson, *General Counsel*
Kathy Hargis, *Director of Risk Management*

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Barbara Blackman, *Administrative Assistant/Coordinator, Graduate Studies*
TBA, *Coordinator for Academic Technology*

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Suzanne Sager, *Director of Employer and Student Engagement*
Yedid Minjares, *Administrative Coordinator*

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Ruth Henry, B.S. (Lipscomb University), M.S., D.A. (Middle Tennessee State University), *Professor of Exercise Science*

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Junior L. High, B.S. (Lipscomb University), M.Ed. (Middle Tennessee State University), Ed.D. (Trevecca Nazarene University), *Professor of Education; Director of Undergraduate Education*

Phyllis D.K. Hildreth, B.A. (Harvard University), J.D. (University of Maryland School of Law), M.A. (Lipscomb University), *Director of Academics, Institute for Conflict Management, Associate Professor of Conflict Management*

Doy O. Hollman, B.S., M.S.T. (Middle Tennessee State University), Ph.D. (University of Mississippi), *Professor of Mathematics*

Nancy H. Hunt, B.S. (University of Tennessee), M.Ed. (Middle Tennessee State University), M.S. (Western Kentucky University), Registered Dietitian, *Associate Professor of Nutrition*

Joseph M. Ivey, B.A., LL.D. (Freed-Hardeman University), M.B.A. (Texas A & M University), *Clinical Professor of Management, Executive Director, Center for Entrepreneurship and Associate Dean of Graduate Business Programs*

Jeffrey J. Jewell, B.A. (Harding University), M.B.A. University of Alabama), Ph.D. (University of Florida), Chartered Financial Analyst, *Professor of Finance*

Randy Jerkins, B.S. (Lipscomb University), B.S., Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*

Kent D. Johnson, B.A., M.Ed. (Harding University), M.S. (University of Arizona), Ph.D. (University of Southern Mississippi), *Professor of Exercise Science and Chair of the Department of Kinesiology*

Steve Joiner, B.A. (Lubbock Christian University), M.S., M.Div., D.Min. (Abilene Christian University), Post-doctoral Certification in Conflict Mgt. (Abilene Christian University), Post-Doctoral Certification in Higher Ed Leadership (Cornell University), *Managing Director of the Institute for Conflict Management and Professor of Ministry*

Michael E. Kendrick, B.B.A. (University of Montevallo), M.Ed., Ed.D. (Vanderbilt University), *Associate Professor of Business Administration and Associate Dean of Global Business*

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** Approval by the Southern Association of Colleges commission on Colleges is pending*
*** Available on demand.*

Financial Information Addendum

Student Consumer Rights and Responsibilities

Education after high school costs you time, money and effort. It is a big investment, and as a student and a consumer, you should carefully evaluate the education or training you are considering. To help you make a good choice, you should have information on a school's academic program, facilities, dropout rates, full cost of attendance, refund policy, financial aid programs and any other information you think will help you to make a decision.

Student Rights
You have the right to ask a school:

1. What financial assistance is available, including information on all federal, state and institutional financial aid programs.
2. What the deadlines are for submitting applications for each of the financial aid programs available.
3. What is its cost of attendance, and what are its policies on refunds to students who drop out.
4. What criteria it uses to select financial aid recipients.
5. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses are considered in your budget.
6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. To explain the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.
9. What portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin.
10. How the school determines whether you are making satisfactory progress and what happens if you are not.

Student Responsibilities
It is your responsibility to:

1. Review and consider all information about a school's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately and submit it on time to the right place. Errors can delay your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
3. Submit all additional documentation, verification, corrections and/or new information requested by either the financial aid office or the agency to which you submitted your application.
4. Read and understand all forms you are asked to sign and keep copies of them.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address or school status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a federal work-study award.
8. Know and comply with the deadlines for application or reapplication for aid.
9. Know and comply with your school's refund procedures.
10. All students who have received a loan must report at the time of withdrawal, transfer or graduation to the financial aid office for an exit interview.

For further information on scholarships or financial aid, call or write: Financial Aid Office, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.

In the Nashville area, call 615.966.1791, or from outside the area, toll-free at 1.800.333.4358, ext. 1791, or visit www.lipscomb.edu.

Credit Hour Addendum

Definition of Credit Hour

A credit hour (one) is defined as student/teacher interaction of not less than one hour and a minimum of two hours out of class work for 15 weeks. Application: Since several courses and some programs are delivered in a variety of formats, including distance learning, the driving force for delivering a credit hour commences with identifying learning objectives that can be delivered in the one hour/2/15 formula as noted in the definition. Using the definition and formula as noted above, granting more than one hour of credit for a course requires using the formula and increasing the student/teacher interaction, etc., via the learning objectives for the equivalent amount of credit hours desired for the course.

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