

# 2011-12 Graduate Catalog

# **Lipscomb University**

## **2011-12 Graduate Catalog**

One University Park Drive  
Nashville, TN 37204-3951

615.966.1000 • 800.333.4358

**[lipscomb.edu](http://lipscomb.edu)**  
**[gradstudies.lipscomb.edu](http://gradstudies.lipscomb.edu)**

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# Table of Contents

Graduate Programs.....	4	Academic Programs.....	68
President’s Message.....	7	Admission Policies and Procedures .....	69
Calendar .....	8	Academic Policies.....	71
Lipscomb University .....	11	Degree Completion Requirements.....	72
Message from Associate Provost.....	13	Financial Information .....	73
General Academic Policies.....	16	Certificate of Conflict Management .....	73
International Students .....	18	Master of Arts in Conflict Management.....	73
General Financial Information.....	19	Course Descriptions .....	74
General Student Services .....	25	Faculty.....	78
Graduate Studies in Aging Services Leadership.....	27	Graduate Studies in Education .....	79
Academic Programs.....	28	Degrees Offered .....	80
Admission Policies and Procedures .....	28	Admission Policies and Procedures.....	81
Academic Policies.....	30	Academic Policies.....	83
Degree Completion Requirements.....	30	Degree Completion and Requirements .....	84
Financial Information .....	31	Financial Information .....	85
Course Descriptions .....	33	M.Ed. Options .....	85
Faculty.....	34	M.Ed. Course Descriptions.....	87
Graduate Studies in Business .....	35	M.Ed. with Math Specialty.....	88
Degrees Offered .....	36	Master of Education Course Descriptions .....	89
Admission Policies and Procedures .....	38	English Language Learning .....	94
Academic Policies.....	40	Course Descriptions	
Degree Completion Requirements.....	40	Special Education Course Descriptions .....	96
Financial Information .....	41	Math Specialty Course Descriptions.....	97
Master of Business Administration .....	43	Special Education Endorsement .....	97
Professional Master of Business Administration .....	49	ELL Endorsement .....	98
Master of Accountance.....	52	Doctor of Education .....	98
Master of Human Resources .....	55	Doctor of Education Course Descriptions .....	100
Faculty.....	58	Faculty.....	103
Graduate Studies in Civic Leadership.....	59	Graduate Studies in Exercise and Nutrition Science.....	105
Academic Programs.....	60	Admission Policies and Procedures .....	106
Admission Policies and Procedures .....	60	Academic Policies.....	108
Academic Policies.....	62	Degree Completion and Requirements .....	108
Degree Completion Requirements.....	63	Financial Information .....	110
Financial Information .....	64	Course Descriptions .....	111
Course Descriptions .....	64	Faculty.....	112
Faculty.....	66	Graduate Studies in Health Care Informatics .....	113
Graduate Studies in Conflict Management.....	67	Admission Policies and Procedures .....	114
		Academic Policies.....	116
		Degree Completion and Requirements .....	117
		Financial Information .....	118

Course Descriptions .....	118	Graduate Studies in Theology.....	173
Faculty.....	120	Philosophy.....	174
Graduate Studies in Information Security.....	121	Admission Policies and Procedures .....	175
Admission Policies and Procedures .....	121	Academic Policies.....	176
Academic Policies.....	124	Degree Completion Requirements.....	177
Degree Completion and Requirements .....	125	Financial Information .....	178
Financial Information .....	125	Master of Divinity.....	178
Course Descriptions .....	126	Master of Theological Studies .....	179
Faculty.....	128	Master of Arts in Christian Ministry .....	180
College of Pharmacy .....	129	Course Descriptions.....	180
Admission Policies and Procedures .....	131	Doctor of Ministry.....	186
Financial Information .....	133	Doctor of Ministry Financial Information .....	188
Doctor of Pharmacy Curriculum.....	135	Doctor of Ministry Course Descriptions.....	188
Course Descriptions .....	136	Faculty.....	190
Academic Policies.....	146	University Personnel.....	191
Faculty.....	150	Board of Trustees.....	193
Graduate Studies in Psychology and Counseling .....	151	Graduate Studies Faculty.....	194
Degrees Offered .....	152	Index.....	198
Admission Policies and Procedures.....	152		
Academic Policies.....	154		
Degree Completion and Requirements .....	155		
Financial Information .....	156		
Master of Science in .....	156		
Professional Counseling			
Master of Science in Psychology .....	157		
Course Requirements			
Certificate of Graduate Study .....	158		
in Counseling and Psychology			
Course Descriptions .....	159		
Faculty.....	162		
Graduate Studies in Sustainable Practice.....	163		
Degrees Offered .....	164		
Certificate of Graduate Study .....	165		
in Sustainability			
Admission Policies and Procedures.....	166		
Academic Policies.....	168		
Degree Completion Requirements.....	168		
Financial Information .....	169		
Course Descriptions .....	171		
Faculty.....	172		



# Lipscomb University

## 2011-12

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 Learning Program, which is a special undergraduate program for working adults, but also a graduate 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. Graduate Program in 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 Aging Services 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 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. A Professional Graduate Certificate in Aging Services Leadership is also available to interested students upon the completion of a 12 credit hour program. For more information, call Dr. Charla Long at 615.966.1015 or visit us online at [agingservices.lipscomb.edu](http://agingservices.lipscomb.edu).

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



#### 2. Graduate Programs in Business

The College of Business offers three graduate degrees. The MBA, offered on weeknights and weekends, provides a unique combination of web-based learning and classroom over 18 weekends. Specializations in leadership, conflict management and sustainability are available for weekend students. The weeknight option has nine areas of concentration (accounting, conflict management, financial services, health care management, leadership, nonprofit management, sports management, sustainability and a distributed option). A Master of Accountancy (MAcc) is also available, incorporating six accounting courses with four business electives. A Master of Human Resources (MHR) is also available in a cohort format, incorporating six HR courses supplemented with three conflict management courses and a consulting project. A dual degree combining the MBA with a Master of Science in Sustainability is also available. For further information, contact Jenni Jones, Administrative Assistant for the Graduate Business Programs 615.966.1833, or Dr. Perry Moore, Assistant Director at 615.966.1833 or [perry.moore@lipscomb.edu](mailto:perry.moore@lipscomb.edu).

**3. Graduate Program in Civic Leadership**

The Nelson and Sue Andrews Institute for Civic Leadership offers the Master of Arts in Civic Leadership. Evening, weekend and online coursework accommodate government, non-profit 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 final master's project, can be completed in 12 to 15 months or extended over two years. For more information visit [leadingvoices.lipscomb.edu](http://leadingvoices.lipscomb.edu) or call 615.966.6155.

**4. Graduate Programs in Conflict Management**

The Institute for Conflict Management offers a Certificate of Graduate Study in Conflict Management and a Master of Arts in Conflict Management. For further information, contact Dr. Steve Joiner, Managing Director, at 615.966.6680 or [steve.joiner@lipscomb.edu](mailto:steve.joiner@lipscomb.edu).

**5. Graduate Programs in Education**

The College of Education offers Master of Education (M.Ed.) degrees in Educational Leadership (administrative); English Language Learning; Instructional Practice; Instructional Technology; Math Specialty; and Teaching, Learning and Leading (all non-administrative). 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 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 coursework.

All graduate education programs have convenient online, evening and weekend classes. For further information, contact Steve Hull, Director of Outreach and Enrollment for the College of Education, at 615.966.1811 or [steve.hull@lipscomb.edu](mailto:steve.hull@lipscomb.edu).

**6. Graduate Program in 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 Dr. Karen Robichaud, Director of Graduate Studies in Exercise and Nutrition Science, at 615.966.5602 or [karen.robichaud@lipscomb.edu](mailto:karen.robichaud@lipscomb.edu).

**7. Graduate Program in Health Care Informatics**

Lipscomb's Master in Health Care Informatics is a 42-hour, interdisciplinary graduate degree 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. It will also train health care leaders, educators and innovators who will drive the evolution of clinical systems now and in the future. For more information contact Dr. Beth Breeden at 615.966.7112 or [beth.breeden@lipscomb.edu](mailto:beth.breeden@lipscomb.edu).

**8. Graduate Program in Information Security**

The Department of Computing and Information Technology offers a Master of Science degree in Information Security. Weekend courses are offered so those who are working will have minimal disruption to their schedules. This degree is ideal for IT professionals looking to advance their careers into a broad high demand discipline; those who have recently graduated with an undergraduate degree in a computing related field or for anyone looking to move their career in a new and exciting direction. The master's degree is designed so it can be completed in 12-15 months which includes a capstone research project or a real-world project. For more information visit [cit.lipscomb.edu](http://cit.lipscomb.edu) or contact Dr. Don Geddes at 615.966.6192 or [don.geddes@lipscomb.edu](mailto:don.geddes@lipscomb.edu).

**9. Graduate Programs in Pharmacy**  
The Lipscomb University College of Pharmacy offers the Doctor of Pharmacy degree. The College of Pharmacy was awarded candidate status by the Accreditation Council for Pharmacy Education (ACPE) through June 2011. Continuation of candidate status will be decided upon by the ACPE board of directors at the June 2011 meeting. If granted, candidate status will continue through June 2012. At that time the college will submit additional documentation and ACPE will conduct a final site visit prior to awarding full accreditation status. For information on the College of Pharmacy, contact Laura Ward, Director of Recruitment/Admissions, 615.966.7173.

**10. Graduate Programs in Psychology and Counseling**  
The Department of Psychology offers an M.S. in Professional Counseling, an M.S. in Psychology and a Certificate of Graduate Study in Counseling Psychology. For further information, contact the graduate program office at 615.966.5906 or Dr. Jake Morris at [jake.morris@lipscomb.edu](mailto:jake.morris@lipscomb.edu).

**11. Graduate Programs in Sustainability**  
The Institute for Sustainable Practice offers a Master of Science in Sustainable Practice, a Certificate of Graduate Studies in Sustainability and a dual degree combining the MBA with an M.S. in Sustainability. In addition, an MBA (Master of Business Administration) with a concentration in Sustainability is offered through the College of Business. For more information, contact G. Dodd Galbreath, Executive Director at 615.966.1771 or [dodd.galbreath@lipscomb.edu](mailto:dodd.galbreath@lipscomb.edu).

**12. Graduate Programs in 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 Melissa Cox, Administrative Assistant for the Hazelip School of Theology at 615-966-6053, or Dr. Mark Black, Director of the Hazelip School of Theology at 615.966.5709 or [mark.black@lipscomb.edu](mailto:mark.black@lipscomb.edu).

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

## **C. 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 Science, Bachelor of Music, Bachelor of Music in Music Education, Bachelor of Fine Arts, Bachelor of Social Work or a Bachelor of Science in Nursing degree. Contact the Admissions Office at 615.966.1776 or [admissions@lipscomb.edu](mailto:admissions@lipscomb.edu).

### **2. Adult Learning**

Designed for adult learners who require flexible academic schedules, the Adult Degree Program (ADP) provides undergraduate curricula in an accelerated (eight-week) evening, weekend and online formats. Students may obtain a Bachelor of Business Administration degree while majoring in Accounting, Human Resource Management or Information Technology Management. Similarly, students may earn a Bachelor of Science in Law, Justice and Society; in K-6 teacher certification; in Information Technology Applications; or a Bachelor of Social Work. Students may minor in Applied Ethics or Psychology. Students may also pursue non-degree tracks for professional and personal development. Contact Dr. Teresa Bagamery Clark, Director, at 615.966.5859, or via e-mail at [teresa.clark@lipscomb.edu](mailto:teresa.clark@lipscomb.edu) for additional information.

## **D. Campus School**

The Campus School offers pre-university training from kindergarten through the twelfth grade of high school. For further information, contact Dr. Mike Hammond, Vice President and Headmaster of the Campus School, at 615.966.6355 or [mike.hammond@lipscomb.edu](mailto:mike.hammond@lipscomb.edu).

# A Message from the President

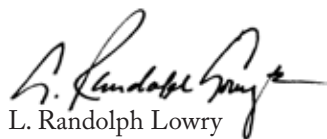
As I came to Lipscomb six years ago, I found an institution committed to outstanding and innovative graduate education. While based on a 120-year foundation of excellent undergraduate education, it recognizes that graduate and professional programs must be distinctive in their design, responsive to the particular needs of graduate degree students and cutting edge in their preparation for an ever-changing world.

I commend to you the following attributes of graduate education at Lipscomb:

- First, a faculty that is well prepared to teach. Our faculty have degrees from some of the finest universities in America and are equally connected to the professional world. We know that both are necessary to equip you with the academic foundation and practical skills you will need to succeed.
- Second, facilities that provide safety, convenience and support as you add graduate studies to your already busy life. Located on the safest university campus in Nashville, yet only minutes from downtown, Green Hills and Brentwood, you can arrive on campus, park next to the state-of-the-art Ezell Center, grab coffee at our full-service Starbucks and actually enjoy class! At Lipscomb the challenges are in the academic program, not getting to it.
- Third, teaching methods that reflect how adults learn. Many of Lipscomb's graduate programs reflect the combination of substance on-line learning, the dynamics of theory interactive activities and the new realm that learning is collaborative with faculty and students working together. We know how adults learn and it is not by sitting in class listening to well-worn lectures but rather fully participating in a creative learning experience.
- Fourth, academic experiences that bring learning to life. Short interactive study times (required in some graduate programs) provide global perspective on what you will learn. Each experience provides a new insight, a contemporary application and an examination of real life experiences from a global perspective.

As you can easily view, our focus is on you and equipping you for the world as it is today. With that beginning, you are prepared for the world as it will exist tomorrow.

Best Wishes,



L. Randolph Lowry  
President





# Calendar

## 2011

### Fall Semester

Pharmacy Classes Begin .....	August 1
Graduate Student Orientation.....	August 20
Residence Halls Open .....	August 22
Classes Begin.....	August 22
Adult Degree Term I Classes Begin .....	August 22
Last Day to Add Classes.....	August 28
Labor Day Holiday .....	September 5
Last Day to Drop Classes .....	September 9 with Partial Refund
Last Day to Drop Adult Degree.....	September 24 Term I Classes
Mid-Term Deficiencies .....	October 12-14
Adult Degree Term II Classes Begin .....	October 17
Fall Break.....	October 21
Advising.....	October 25-November 5
Last Day to Drop Classes-Full Term .....	October 28
Preregistration.....	November 8-12
Last Day to Drop Adult Degree.....	November 18 Term II Classes
Thanksgiving Holidays.....	November 21-25
Study Day .....	December 8
Graduate Final Examinations.....	December 8-15
Graduation.....	December 17
Christmas Holidays Begin .....	December 19

## 2012\*

### Spring Semester

Wintermester .....	December 16-January 8
Graduate Student Orientation.....	January 7
Christmas Holidays End.....	January 8
Residence Halls Open.....	January 8
Adult Degree Term I Classes Begin .....	January 9
Classes Begin.....	January 9
Last day to add classes.....	January 16
Martin Luther King, Jr. Day Holiday .....	January 16

2011																													
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30	31																												

Last Day to Drop Classes .....	January 27 with Partial Refund
Last Day to Drop Adult Degree.....	February 18 Term I Classes
Mid-Term Deficiencies .....	February 29-March 2
Adult Degree Term II Classes Begin.....	March 5
Spring Vacation .....	March 19-23
Advising.....	March 26-April 6
Last Day to Drop Classes-Full Term .....	March 29
Singarama .....	TBA
Preregistration.....	April 9-13
Last Day to Drop Adult Degree.....	April 14 Term II Classes
Study Day.....	April 26
Graduate Final Examinations.....	April 26-May 3
Graduation.....	May 5
<b>Summer Semester</b>	
Maymester Registration and Classes Begin .....	May 7
Last Day to Drop Classes with Partial Refund .....	May 7
Memorial Day Holiday.....	May 28
Maymester Final Examinations.....	May 29

Residence Halls Open.....May 31  
 Summer Session and Junemester Classes Begin..... May 31  
 Last Day to Drop Junemester Classes .....May 31  
 with Partial Refund  
 Last Day to Add Classes (First Term).....May 31  
 Last Day to Add Classes (Full Session)..... June 1  
 Last Day to Drop Classes .....June 4  
 with Partial Refund (First Term)  
 Last Day to Drop Classes .....June 8  
 with Partial Refund (Full Session)  
 Last Day to Drop Classes (First Term) ..... June 15  
 Junemester Final Examinations ..... June 21  
 First Term Final Examinations.....June 28  
 Julymester and Second Term Classes Begin..... July 2  
 Summer Celebration ..... TBA  
 Independence Day Holiday, Observed ..... July 4  
 Last Day to Add classes (Second Term)..... July 5  
 Last day to drop classes (Full Session)..... July 6  
 Last Day to Drop Classes ..... July 9  
 with Partial Refund (Second Term)  
 Last Day to Drop Classes (Second Term)..... July 19  
 Julymester Final Examinations ..... July 26  
 Summer Session Final Examinations..... August 1

**Fall Semester**

Pharmacy Classes Begin .....August 3  
 Graduate Student Orientation..... August 18  
 Residence Halls Open ..... August 18  
 Classes Begin ..... August 20  
 Adult Degree Term I Classes Begin ..... August 20  
 Last Day to Add Classes ..... August 26  
 Labor Day Holiday ..... September 3  
 Last Day to Drop Classes ..... September 7  
 with Partial Refund  
 Last Day to Drop Adult Degree..... September 21  
 Term I Classes  
 Mid-Term Deficiencies ..... TBA  
 Adult Degree Term II Classes Begin .....October 15  
 Fall Break.....October 19

2012																							
JANUARY							FEBRUARY							MARCH									
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28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29	30	31					

Advising .....October 24-November 4  
 Last Day to Drop Classes-Full Term .....October 26  
 Preregistration.....November 7-11  
 Last Day to Drop Adult Degrees .....November 16  
 Term II Classes  
 Thanksgiving Holidays.....November 19-23  
 Study Day ..... December 6  
 Graduate Final Examinations..... December 7-13  
 Graduation..... December 15  
 Christmas Holidays Begin ..... December 17

# 2013\*

## Spring Semester

Wintermester .....	December 14-January 6
Residence Halls Open .....	January 5
Graduate Student Orientation .....	January 6
Christmas Holidays End .....	January 6
Adult Degree Term I Classes Begin .....	January 7
Classes Begin.....	January 7
Last Day to Add Classes .....	January 13
Martin Luther King, Jr. Day Holiday .....	January 21
Last Day to Drop Classes.....	January 25
with Partial Refund	
Last Day to Drop Adult Degree.....	February 8
Term I Classes	
Mid-Term Deficiencies.....	TBA
Adult Degree Term II Classes Begin.....	March 4
Spring Vacation .....	March 14-18
Advising .....	TBA
Last Day to Drop Classes (Full Term) .....	March 15
Singarama.....	March 31-April 2
Preregistration .....	April 2-6
Last Day to Drop Adult Degree.....	April 5
Term II Classes	
Study Day.....	April 25
Graduate Final Examinations.....	April 26-May 2
Graduation .....	May 2

## Summer Semester

Maymester Registration and Classes Begin.....	May 6
Last Day to Drop Classes.....	May 6
with Partial Refund	
Maymester Final Examinations.....	May 24
Memorial Day Holiday .....	May 27
Residence Halls Open .....	May 28
Summer Session and Junemester Classes begin .....	May 28
Last Day to Add Classes (First Term).....	May 28
Last Day to Drop Junemester Classes .....	May 31
with Partial Refund	
Last day to Add Classes (Full Session).....	June 3
Last Day to Drop Classes.....	June 4
with Partial Refund (First Term)	

2013																													
JANUARY							FEBRUARY							MARCH															
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Last Day to Drop Classes.....	June 7
with Partial Refund (Full Term)	
Last Day to Drop Classes (First Term) .....	June 14
Junemester Final Examinations.....	June 20
First Term Final Examinations .....	June 27
Julymester and Second Term Classes Begin .....	July 1
Summer Celebration .....	TBA
Last Day to Add Classes (Second Term).....	July 3
Independence Day Holiday, Observed .....	July 4
Last Day to Drop Classes (Full Term) .....	July 8
Last Day to Drop Classes.....	July 8
with Partial Refund (Second Term)	
Last Day to Drop Classes (Second Term) .....	July 18
Julymester Final Examinations.....	July 25
Summer Session Final Examinations .....	August 3

*\*The dates in 2012-13 are subject to change and should be regarded as tentative projections. See Business section for additional information on MBA dates.*

# Lipscomb University

As a liberal arts university building upon a 120-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 3500+ member undergraduate and graduate student body representing 43 states and 19 nations that includes numerous ethnic cultures and religious traditions and experiences. More than 1100 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 and collaboration among students from diverse professional and educational backgrounds and between students and faculty. The administration of Lipscomb University is dedicated to providing leadership that supports the university's mission. 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, 92 percent of whom hold a terminal degree in their field of expertise, are accomplished teachers, active researchers and dedicated Christians. Graduate faculty members engaged in professional practice bring a valuable understanding of discipline application in 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, information security, health care informatics and aging services leadership, coupled with recent honors, have broadened our appeal and strengthened the University's reputation



for excellence. *U.S. News* "2010 America's Best Colleges" guidebook named Lipscomb University a Top 20 University. This represents a rapid climb in the U.S. News rankings since 2002 when the university debuted in the "Best Universities—Master's" category at 33rd out of 118 colleges and universities in the Southeast United States.

Lipscomb University is providing students with an educational experience that is valued and respected by local, state and national constituencies. In the past three years, the Lipscomb campus has been transformed by new construction and environmentally friendly renovations totaling more than \$40 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. Lipscomb was awarded the 2009 Governor's Environmental Stewardship Award for its commitment to sustainable practices in higher education.

## Degrees and Certificates of Graduate Study

Lipscomb University currently confers the following post-baccalaureate degrees:

Doctor of Education (Learning Organizations and Strategic Change)

Doctor of Ministry\*

Doctor of Pharmacy

Master of Accountancy

Master of Arts (Conflict Management, Civic Leadership)

Master of Arts in Christian Ministry

Master of Business Administration (concentrations in accounting, conflict management, financial services, health care management, leadership, nonprofit management, sports management, sustainability, or a distributed option)

Master of Divinity

Master of Education (Educational Leadership; English Language Learning; Instructional Practice; Instructional Technology; Math Specialty; Teaching, Learning and Leading)

Master of Health Care Informatics

Master of Science (Professional Counseling, Psychology, Exercise and Nutrition Science, Information Security, Sustainability)

Master of Human Resources

Master of Professional Studies (Aging Services Leadership\*)

Master of Theological Studies

The university also awards the following Certificates of Graduate Study: Conflict Management, Counseling Psychology, Professional Accountancy and Sustainability. These certificates do not imply professional certification but are intended to strengthen students' qualifications and professional portfolios in specific areas.

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

### Accreditations and Memberships

Lipscomb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia

30033-4097 or call 404.679.4500 for questions about the accreditation of Lipscomb University. For all other questions about Lipscomb, contact Lipscomb University at 615.966.1000 or 800.333.4358.

The Hazelip School of Theology at Lipscomb is a member of the Association of Theological Schools (ATS). 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 Association of Collegiate Business Schools and Programs (ACBSP).

The College of Education M.Ed. program at Lipscomb University is approved by the Tennessee State Board of Education, Southern Association of Colleges and Schools and is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The College of Pharmacy offers the Doctor of Pharmacy degree. The College of Pharmacy was awarded candidate status by the Accreditation Council for Pharmacy Education (ACPE) through June 2011. Continuation of candidate status will be decided upon by the ACPE board of directors at the June 2011 meeting. If granted, candidate status will continue through June 2012. At that time the college will submit additional documentation and ACPE will conduct a final site visit prior to awarding full accreditation status.

Lipscomb University is a member of the Tennessee Council of Graduate Schools, the Conference of Southern Graduate Schools, the MBA Roundtable and the Council of Graduate Schools.

### 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.

# The Post-Baccalaureate Educational Experience

## A Message from the Associate Provost for Academic Development and Graduate Studies

It is an exciting time to be a part of post-baccalaureate education at Lipscomb University. The diversity of our graduate programs continues to broaden our capacity to academically serve students.

I am delighted that you are interested in continuing to develop your academic potential and enhancing your professional marketability. I am especially pleased that Lipscomb University can play a role in making that happen. You are entering a time in your personal educational landscape that is exciting and challenging. In some respects you may be navigating waters that are uncharted ones for you, but the post-baccalaureate educational experience can have many benefits and life-changing consequences. It has been suggested that a master's degree can equate to as much as seven years of professional work experience.



The post-baccalaureate degree experience is, by nature, distinct from the baccalaureate experience. First, it places a heavier emphasis on research and reflective thinking. Second, the post-baccalaureate curriculum provides greater depth of education and aims at building specialized skills. Third, it engenders a sense of creative independence that prepares the student to function in an area of work and to contribute to a profession or field of scholarship. Post-baccalaureate education provides a valuable credential in a professional journey.

Lipscomb's post-baccalaureate programs are anchored in current academic developments and professional practice and address current market needs and the changing expectation of the workplace. In addition to degree programs, certificates of graduate study provide valuable professional development opportunities.

While the world of post-baccalaureate education at Lipscomb continues to evolve, develop and grow, our commitment to excellent academic instruction in an environment that fosters critical thinking, problem solving and collegial interaction remains constant and clear. Interaction with the faculty provides a stimulating opportunity for personal evaluation of the candidate's knowledge, skills and abilities. Lipscomb's graduate and professional degrees integrate the various elements of the degree and provide the students with a rich blend of biblical principles, professional education and discipline specific content, with the aim of equipping students for effectiveness in their personal and professional lives.

We look forward to helping you realize your academic and professional potential as you join our community of learning at Lipscomb University.

Welcome!

Randy Bouldin, Ph.D.  
Associate Provost for Academic Development and Graduate Studies



## 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 (GALT), 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 (ALT) 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. Each graduate program maintains appropriate graduate committees (i.e., admissions, etc.) from the college in which the program exists.

### 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. Copies of the full policy are available in the Office of the Provost.

### 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 Council

The Graduate Student Council, comprised of representatives from several graduate programs, partners with the Office of Graduate Studies to provide a voice for graduate students. The group works to address campus concerns relevant to graduate student life.

## **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 many 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.

## **E-mail Accounts**

All graduate students are issued a Lipscomb e-mail account. That e-mail must be checked regularly - for campus information, class announcements, etc. The student may forward the Lipscomb account to an account that he/she 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 at [academics.lipscomb.edu](http://academics.lipscomb.edu), in the Lipscomb University Graduate Student Handbook.

## Policies for 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.

**Coursework:** 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 SACS notification.

- All dual degree program coursework is clearly described and listed in the graduate catalog.
- The majority of coursework 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 at graduation.

## Registration

Registration for graduate courses is done in conjunction with the appropriate graduate studies office. Students will be able to register for classes at *myLipscomb* 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/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 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.

## **Graduate Orientation**

The Office of Graduate Studies will host a Graduate Orientation the Saturday before the August and January entry terms. The Graduate 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 encouraged to participate in this program before attending classes.

## **Auditing**

A student is permitted to audit a course as an unclassified 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% of regular tuition and no credit is earned. With permission of the professor, a student may change his/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.

## **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 (GALT) and their individual graduate program. Copies of their guidelines and forms are available in the Office of Graduate Studies.

## **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 3-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**

A student may request a transcript of his/her academic record from the Office of the Registrar. A transcript will be released only when a written request from the student is received in the Office of the Registrar. No transcripts will be furnished until all accounts 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: (1) initiated by the student and (2) 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. 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. Note: Students enrolled in academic projects which are not complete by the end of the semester will receive a grade of IP (in progress). However, the project must be completed within one year. A student who does not return to Lipscomb University will automatically receive an “F” on all incomplete 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.

## **Academic Standing**

### **Good Academic Standing**

See individual graduate programs for good academic standing policy.

### **Academic Probation**

See individual graduate programs for academic probation policy.

### **Conditional Admission**

See individual graduate programs for policy.

### **Probation**

See individual graduate programs for policy.

## **Suspension**

See individual graduate programs for 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 coursework 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 December commencement exercises. All Graduate Business students are expected to participate in the formal graduation 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.

Following the above procedure, any appeal of a course grade must be filed in the Associate Provost for Graduate Studies’ Office 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 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 (TOEFL) 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 (TOEFL) OR the International English Language Testing System (IELTS) exam with the application. TOEFL scores must be 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 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](http://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](http://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, e-mail [admissions@lipscomb.edu](mailto:admissions@lipscomb.edu), or visit [international.lipscomb.edu](http://international.lipscomb.edu).

## General Financial Information

### Application Fees

Each graduate program carries a non-refundable \$50 application fee, payable before application can be processed. See individual graduate program for information on tuition and fees.

### Interdisciplinary Program Tuition

Tuition rates for graduate course work are based on the area from which the course work originates. Programs that are interdisciplinary in nature (involving coursework from more than one academic area) may charge more than one tuition rate for course work included in that program.

### Payment Policy

In order to meet the financial needs of our students and their families, Lipscomb offers several payment options. **Financial arrangements for all students must be made prior to attending class.** Students who have not designated one of the following payment options will be ineligible to attend classes and their classes may be canceled.

You may pay over the Web. Log on to [www.lipscomb.edu](http://www.lipscomb.edu) and click on *myLipscomb*. Log into *myLipscomb*, click on Student Resources, Registration Process and Financial Aid >> Registration Process and follow the four-step registration process. The bill is located in Step 4. Scroll down to the bottom of the page to see the bill.

## Payment options are as follows:

### I. *Monthly Budgeting Plan*

Tuition Management Systems (TMS) has teamed with Lipscomb University to offer a monthly payment option allowing students to spread all or part of the fall/spring expenses over equal monthly payments, usually beginning in June. The plan may be used to supplement all forms of financial aid. An additional feature of the plan is life insurance coverage which guarantees payment of the unpaid balance of the budgeted amount in the event of the death of the enrolled policy holder. There is a non-refundable per semester enrollment fee of \$60. Enrollment forms can be obtained in the Business Office or enroll online at [www.afford.com](http://www.afford.com). Students need to sign up by June 1 for fall semester and by November 1 for spring semester. TMS charges a late fee on accounts not paid by the due date. Payments are due to TMS on the 25th of each month. TMS will also be available for the summer semester.

### II. *Employer Reimbursements*

This plan allows for a deferment of payment provided documentation is presented of an employer's intent to reimburse the student. For reimbursements less than 100% of all charges, the anticipated unreimbursed balance is due before classes start based on the published Web date at [www.lipscomb.edu](http://www.lipscomb.edu) (Click on Current Students, Business Office and Dates to Remember). Lipscomb does not charge interest during the semester on account balances. Under this plan, balances are due and payable within 14 days from the day grades are posted; however, all payments must be received by May 15 each year. If the employer has not paid Lipscomb by two weeks after grades are posted at the end of the semester, Lipscomb will need the student to pay this balance and the student must seek reimbursement directly from his or her employer.

Students who receive employer assistance must provide proof of employer's intent to reimburse the student at the beginning of the graduate school experience and at 12-month intervals after that. To demonstrate proof of intent, students must furnish copies of their employer's reimbursement policy and a signed commitment from the entity's human resources department on company letterhead. Attach this letter to the employer reimbursement

form found in Step 4 (log into the secure area of *myLipscomb*, click on Banner Self Service >> Student Services, Registration Process and Financial Aid >> Registration Process, >> Step 4 >> Payment Options, Employer Reimbursement) of the registration process on *myLipscomb* and mail or fax (615.966.1796) to the Student Accounts Office. You will then be made "Officially Registered" by a manual process. The employer reimbursement form must be submitted each semester for which you are registered. If your employer reimburses you after grades are submitted to them, you will be on "hold" when it is time to select classes. Please contact the Student Accounts Office to be taken off hold.

The Employer Reimbursement Policy is located at <http://acctserv.lipscomb.edu/page.asp?SID=39&page=4850>. For more information about the employer reimbursement program, please contact the Student Accounts Office at 615.966.1778.

### III. *Full Pay*

Under this plan, the entire balance is due before classes begin, based on the published Web date at [www.lipscomb.edu](http://www.lipscomb.edu). (Click on Current Students, Business Office and Dates to Remember.) Students who receive financial aid and/or scholarships that will pay the account in full must have their aid verified by the Student Accounts Office by the published date referred to at "Dates to Remember." Non-verifiable aid will not be considered. It is the student's responsibility to make arrangements for all financial aid, outside scholarships, loans and other payment plans prior to the beginning of the semester. All pending financial aid approved by the Financial Aid Director is considered, except work study. Periodic statements are mailed to the billing address as additional charges are incurred. In order to have loans processed before classes begin, please contact the Financial Aid Office at 615.966.1791 for information regarding when those applications need to be submitted.

Please contact the Student Accounts Office at 615.966.1778 for additional information regarding your student bill.

## How To Avoid the Late Registration/Late Payment Fee

To avoid this fee, you must satisfy your financial obligations by the published dates at [www.lipscomb.edu](http://www.lipscomb.edu). (Click on Current Students, Business Office and Dates to Remember.)

To find out if you are officially registered and have satisfied your financial obligations, log on to [www.lipscomb.edu](http://www.lipscomb.edu) and click on *myLipscomb*. Log into *myLipscomb*, click on MyAccount>> Banner Self-Service>> Student Services, Registration Process and Financial Aid >> Registration Process and follow the four-step registration process. The bill is located in Step 4. Scroll down to the bottom of the page to see the bill. Your bill will indicate whether you are Officially Registered. If you have questions, please call the Student Accounts Office at 615.966.1778.

## Financial Hold

Students who have not paid their account in full (or who have not made appropriate financial arrangements with the Business Office) by the posted date to be officially registered will be placed on Financial Hold. Students on this hold will not be able to select classes for future semesters until the account is paid in full. Also, transcripts will not be released until the account balance is paid in full. Students can be placed on this hold for the following reasons:

1. Students who are not officially registered by the deadline on our website (<http://busoff.lipscomb.edu>)
2. Students who sign up with TMS (Tuition Management Systems) but don't make their monthly payments
3. Students whose financial arrangements do not occur as agreed upon by the student and the Business Office

## Prepayment Hold

Students can also be placed on a Prepayment Hold. This hold is also referred to as the "Not Official Hold." Students on this hold must pay any previous and current balance and they must prepay their balance for the future semester before they will be allowed to select classes. Also, transcripts will not be released until the account balance is paid in full. If Financial Aid and/or Employer/Third Party Reimbursement is in place and verified and if it is sufficient to cover all previous balances, current balances and the future semester balance, then the student may request the Business Office to release them from this hold. Students can be placed on this hold for the following reasons:

1. Students who are not officially registered by the deadline on our website (<http://busoff.lipscomb.edu>)
2. Students who sign up with TMS (Tuition Management Systems) but don't make their monthly payments
3. Students whose financial arrangements do not occur as agreed upon by the student and the Business Office
4. Students who chronically (or who have demonstrated in the past) that they do not pay their account in full by the deadline

## Summary of Potential Holds that may prevent transcript release and class selection:

### Hold Office Responsible

Academic	Associate Provost's Office
Discipline	Campus Life Office
Financial	Business Office (Student Accounts)
Prepayment Hold	Business Office (Student Accounts)
Red Flag Hold	Business Office (Student Accounts)
FERPA	Registrar's Office
Financial Aid	Financial Aid Office
Health	Campus Nurse

## Financial Responsibility

**Students may not select classes, receive transcripts, graduate, or register until all account balances have been satisfied with the university. These payment policies are strictly followed.**

Failure to meet financial obligations to the university may result in the delinquent account being placed with a collection agency. Students are responsible for all attorney fees and other collection costs incurred by the university in such cases.

## Penalties on Unpaid Balances

Past due balances are subject to a billing charge of 1-1/2% (18% annually). The student must inform the Registrar's Office of any change of address. There will be a \$30 service charge on all returned checks for each occurrence. Please refer to Student Handbook for check-cashing policies.

## 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 (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov) qualifies a student for the Federal Stafford Student Loan Program. A load of six hours 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 (FAFSA). Go to [www.pin.gov](http://www.pin.gov) and apply for a PIN number. Once you have your PIN number, go to [www.fafsa.gov](http://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 your awarded Stafford Loans via *myLipscomb*. Supporting documentation, including an online MPN and online Entrance Counseling, are also required. The FAFSA must be filed annually.

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.

Please contact the Office of Financial Aid at 615.966.1791 for information concerning renewal requirements, duration requirements, loan funds and other related matters.

## Student Loans

Alternative, Grad Plus, or Stafford 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](http://financialaid.lipscomb.edu). The FAFSA must be filed in order to qualify for the Stafford Loan Program.

## 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 GI 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 [http://www.gibill.va.gov/gi\\_bill\\_info/ch33/yellow\\_ribbon.htm](http://www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm).

Any questions concerning eligibility or benefits should be sent to the Director of the Yellow Ribbon Program.

## Satisfactory Academic Progress (SAP) 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; MBA., M.Acc., M.A. in Conflict Management, M.A. in Civic Leadership, M.Ed., M.H.R., M.P.S. in Aging Services Leadership, Master of Health Care Informatics, M.S. in Information Security, M.S. in Professional Counseling, M.S. in Psychology, M.S. in Sustainability and Certificate of Graduate Study in Sustainability, 3.00; Pharm. D, 2.3 )

**Quantitative** - All students must earn a cumulative minimum of 75% of all hours attempted. Students cannot receive aid after attempting 150% of the hours required for completion of their academic program. For example, in the Master of Science in Psychology program, a 9-hour semester course load constitutes full-time status. The 36-hour program would require 4 full-time semesters to complete. Applying the 150% rule above, with respect to financial aid, a student will have 6 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% of all attempted hours, not earned hours. Attempted hours include all “W, F, NC, U, I or IP” 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. Satisfactory Academic Progress may also be conducted in the summer semester on an individual basis and on appeal. Students placed on Federal Financial Aid Probation or suspension will be notified by e-mail to their LU e-mail address. Students on probation must pass 75% of their attempted hours in the semester in which they are currently enrolled. If the student does not pass 75%, the student will be placed on Financial Aid Suspension.

All suspensions may be appealed in writing by completing a Satisfactory Academic Progress (SAP) 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.

**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 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 drop 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. (For 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 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 surrendered 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 Office of Financial Aid 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.  | 50% must drop or withdraw after attending the initial weekend and before beginning the course's Blackboard component |
| 6. Withdrawal from the university can affect a student's financial aid. Check with the Financial Aid Office prior to withdrawal. | No refund of tuition after beginning the course's Blackboard component   |

## 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.

*Fall and Spring (Full Term) Tuition Refund Period:*

- |      |   |
|------|---|
| 100% | must drop or withdraw by the equivalent of one week of class    |
| 50%  | must drop or withdraw by the equivalent of three weeks of class |

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

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

- |      |   |
|------|---|
| 100% | must drop or withdraw by the equivalent of one week of class    |
| 50%  | must drop or withdraw by the equivalent of three weeks of class |

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

### **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 |
|------|---|

Refunds for non-traditional meeting times are based on the above schedule using equivalent weeks of class time rather than calendar weeks. (In a three credit hour class, 150 minutes of class time equals one week.)

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% 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% of dorm charges if officially withdrawn on or before the first quarter of the term.*

## Claiming a Refund

- A. Refunds of \$150.00 or less will be issued only upon request.
- B. Students may request a refund by completing the Direct Deposit Form located inside the Student Account Office or by completing the online form at [www.lipscomb.edu](http://www.lipscomb.edu). Click on Current Students, Business Office, then Refund Request. Direct Deposits will typically be sent to the bank on Wednesdays with the deposit usually going to the student's bank by Friday. No refunds are issued during the first week of any and all registrations and during the weeks of early class selection. Refund requests received by Friday will generally be available by the following Friday. The student's Lipscomb ID must be presented in order to pick up a refund check.

- C. Recipients of Title IV funds (Stafford Loans, Parent PLUS Loan, Perkins Loan, Pell Grant, etc.): Title IV credits will be refunded after completion of a refund request form. Also, the student's credits must be posted on his or her account AND the student must be actively enrolled in the appropriate number of hours to be eligible for financial aid. Students may elect to leave the credit on their account by signing an authorization form (see below).
- D. Students who have not already completed the AUTHORIZATION FOR DISPOSITION OF FEDERAL TITLE IV FINANCIAL AID PROGRAM FUNDS form may obtain one at the table in the lobby outside of the cashier's window or in the Financial Aid Office.

## 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. 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 Student Center with normal business hours of 7:45 a.m. through 5:00 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 students to also utilize available personality and vocational interest testing given through the Counseling Center. Upon completion, individual career counseling sessions can be scheduled with CDC staff to further discuss the assessments in regards to the selection of a major or career path, or the evaluation of job opportunities.

### Occupational Exploration

All students are invited to the Career Café, Employer Connects and corporate visits, held during the Fall and Spring terms. Through exposure to various careers, students gain a greater understanding of the opportunities available to them after graduation.

When appropriate, students are encouraged to participate in internships to assist them in determining career fit and to gain valuable experience prior to graduation. So that students can easily identify valuable learning opportunities within their field of study, internship opportunities are pre-approved by each department prior to being posted on Experience. The Experience website is also utilized in maintaining a database of on- and off-campus, part-time and full-time employment opportunities.

### Professional Preparation

Professional development workshops covering resume preparation, graduate school testing and admission, interview skills and other relevant topics are hosted by the CDC each semester. Career networking events are held on campus in the fall and off campus each spring to facilitate employment placement for students and alumni and many employers schedule recruiting trips to campus to meet with and interview our students.

### 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.-4:30 p.m., Monday through Friday. More information may be obtained and appointments may be scheduled on the Counseling Center webpage (<http://counselingcenter.lipscomb.edu>), by phone at 615.966.1781, or in person.

## **Counseling Services**

The university provides licensed professional counselors and marital and family therapists 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.

## **Disability Services**

Students with disabilities should contact the Director of Disability Services at 615.966.1781. This office coordinates services for students with disabilities and assists with appropriate accommodations.

## **Testing Services**

The Testing Office supervises the administration and interpretation of psychological tests (personality type, vocational interests, marital and premarital assessments) and educational tests (MAT, CLEP, etc.). They oversee the SAT, ACT and PRAXIS national testing programs on Saturdays. The Testing Director may be reached at 615.966.1781.

More information on any of these services may be obtained at <http://counselingcenter.lipscomb.edu>.

## **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 and the clinic is closed on 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 arriving to campus. 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 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 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. Proof of treatment for any positive TB test must be included. 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 <http://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**



**Dr. Charla Long,**  
*Dean, New College of  
Professional Studies*

# Graduate Studies in Aging Services Leadership

## • Master of Professional Studies\*

Dr. Charla Long, *Dean, New College of Professional Studies*

*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 Aging Services 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 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. A Certificate of Graduate Study in Aging Services Leadership is also available to interested students upon the completion of a 12 credit hour program. For more information, call Dr. Charla Long at 615.966.1015 or visit us online at [agingservices.lipscomb.edu](http://agingservices.lipscomb.edu).*

*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.*

*\*Approval by the Commission on Colleges of the Southern Association of Colleges and Schools 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 <http://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 or Substantive Professional Experience. Each applicant must submit either a standardized exam score or proof of substantive professional experience.
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.

If a candidate chooses to submit an exam score, it should be from either the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT). Contact the Aging Services Program to learn the most current score requirements. Students with substantive professional experience may demonstrate intellectual capacity for master's studies through the submission of an extensive resume and professional portfolio. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score or demonstrating substantive professional experience.

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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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 (TOEFL) is required for international students. (See section titled International Students for more information.)
10. Interview. All candidates for study in the Aging Services program will be personally interviewed by the Program's Director before being admitted into the program.

All application items should be submitted to the College of Professional Studies 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: College of Professional Studies, 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 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.
  - 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 9-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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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/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 9 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 5-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 (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 in which all coursework 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 December 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 2011-12**

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of ..... \$1,060  
graduate credit (includes all general fees)

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

*Special Fees*

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

Graduation fee..... \$195

Late registration/Late becoming official fee\*\* ..... \$195

Printed refund check fee..... \$25

Returned check fee ..... \$30

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

TMS (Monthly Payment) enrollment..... \$60 fee per semester

Withdrawal fee..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

**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 non-profit entities that commit to send multiple students through the program. Please visit [agingservices.lipscomb.edu](http://agingservices.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 ten 3-credit hour classes.

- 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 6433 Social and Economic Challenges of Aging (3)
- AGE 6503 Financial Management in Aging Services (3)
- AGE 6603 Elder Mediation and Intergenerational Communication (3)
- AGE 6613 Spiritual Formation in the Aging and Aged (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 6503 Financial Management in Aging Services (3)

## 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 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 6433**     **Social and Economic Challenges of Aging (3)**  
This course explores the "Silver Tsunami" and its impact on the United States by investigating how macroeconomic policies interact with organizations providing services to older adults and ultimately influence the economic well-being of older adults. The managerial economics core relies on case studies to convey the key content of microeconomics applied to aging services and their clientele. By contrast, the macroeconomic and policy portion focuses on the fiscal challenges facing the federal government to continue to support programs that benefit older adults and how these programs affect directly the country's overall fiscal well-being. The current and projected financial status of the key entitlement programs such as Social Security, Medicare and Medicaid will be analyzed.

**AGE 6503**

**Financial Management in Aging Services (3)**

This course introduces principles and applications of health care/long-term care financial management based on theory and practices in accounting and finance. The course is user-oriented and focuses on issues that are important to managers and executives for planning and decision-making in the eldercare industry. Given the increased emphasis on financial viability, leaders will gain a better understanding of factors that improve the financial well-being of an organization. Students will also explore client-based financial management strategic be utilized in retirement.

**AGE 6603**

**Elder Mediation & 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. 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.

**Aging Services  
Leadership 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 [agingservices.lipscomb.edu](http://agingservices.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.

*Graduate Studies in*  
**Business**



**Dr. Allison Duke,**  
*Director of MHR*



**Dr. Perry Moore,**  
*Director of MAcc and  
Assistant Director of  
Graduate Business Programs*



**Dr. Mike Kendrick,** *Associate  
Dean of Graduate Business  
Programs*

# Graduate Business Programs

- **Master of Business Administration**
- **Master of Accountancy**
- **Master of Human Resources**

Turney Stevens, *Dean, College of Business*

Dr. Mike Kendrick, *Associate Dean of Graduate Business Programs*

Dr. Perry Moore, *Director of MAcc and Assistant Director of Graduate Business Programs*

Dr. Allison Duke, *Director of MHR*

## Master of Business Administration

### 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/or 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 management, leadership, nonprofit management, sports management, sustainability, or a distributed option.

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 9 hours of concentration electives.

The MBA schedule is flexible. Courses are taught in 5 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.

### Professional MBA

The Professional MBA (PMBA) may be completed in 14–18 months attending classes 22 weekends. The PMBA combines Web-based and classroom learning so students can maintain balance in their lives. A global perspective is strengthened through participation on an international trip.

You can begin the PMBA program in January or August. The curriculum is composed of month-long course modules and incorporates a business project that augments your course work and helps to meet a strategic need of your employer.

The PMBA schedule is lock-step. Courses are taught two weekends per month, meeting for 4 hours on Friday and 8 hours on Saturday. Additional content is delivered online. Thirty hours are required for graduation, including a one-hour business project.

## 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. 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 either MBA program (evening or weekend) can pursue the Dual degree option. Dual degree students will participate on 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

### Mission

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

The Master of Accountancy (MAcc) 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. For those students who need additional coursework, 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 (January, March, June, August, or October). 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 Internal Control
MAcc 6203	Advanced Tax
MAcc 6303	Accounting Theory and Research
MAcc 6403	Advanced Accounting
MAcc 6503	Current Developments in Accounting
MAcc 6553	Accounting Information Systems
MAcc 662V	Independent Project or Research
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 coursework. 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 Dr. Perry Moore, 615.966.5795, or [perry.moore@lipscomb.edu](mailto:perry.moore@lipscomb.edu) to set up an advising appointment.



## Master of Human Resources

### Mission

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

The Master of Human Resources (MHR) 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 in the field of human resources. Traditionally, the field of human resources has ignored bottom line results, value creation and return on investment. We have developed a curriculum designed to facilitate a learning experience for students to develop and successfully implement a Strategic Human Resource Management system. 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 effective employment, deployment and strategically managed human assets, which is a must for firms to compete in a global and changing environment. An organization's ability to respond to a global and changing environment and to "learn" to be efficient and competitive depends on the people it employs.

## 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 <http://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 the scores of a standardized exam. Scores from the Graduate Management Admission Test (GMAT) are required for students seeking graduate business degrees.
4. **References.** Two letters of reference are required as follows: from a college or university administrator/professor or from a professional supervisor/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 [healthcenter.lipscomb.edu/Uploads/38443.pdf](http://healthcenter.lipscomb.edu/Uploads/38443.pdf)).
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 for those with full-time work experience.
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 (TOEFL) is required for international students. (See section titled International Students for more information.)

Check website for application deadlines. Forms can be completed online and/or mailed to: Graduate Business Office, Lipscomb University, Swang 240, One University Park Drive, Nashville TN 37204-3951.

## 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 Graduate Management Admission Test (GMAT) score. Informational bulletins for the GMAT may be obtained at the graduate office, the testing center or from the Graduate Management Admission Council, 1600 Tysons Boulevard, Suite 1400, McLean, VA 22102, 703.749.0131, website: [www.gmat.org](http://www.gmat.org). The GMAT is administered by appointment at Pearson Professional Centers.

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 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.

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.).

## 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, 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:* If the admission score is between 950 and 1,049, the student 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 because the admission score is below 950 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 and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of 6 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.

## 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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% 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/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 9 hours of course work. 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 pm 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 and MHR degrees must be completed within a 7-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, 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 33 hours.

## Minimum GPA

The minimum cumulative grade point average (GPA) 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 coursework 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 December commencement exercises. All Graduate Business students are expected to participate in the formal graduation 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 2011-12

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

MAcc Tuition per semester hour ..... \$1,060  
(includes cost of text books  
and all regular fees)

MBA Tuition per semester hr.....\$1,090  
(includes cost of text books, regular fees  
and international travel course)

PMBA Tuition per semester hr..... \$1,090  
(includes cost of text books, regular fees  
and international travel course)

Professional Accountancy Certificate Tuition.....\$1,060  
per hour (includes cost of textbooks, all regular fees)

MHR (Interdisciplinary program that includes Graduate Business course work in HR [24 hours] and graduate course work from the Institute for Conflict Management [9 hours]). Tuition per semester hour (includes cost of text books and all regular fees)

MHR Tuition per semester hour ..... \$1,060

ICM Tuition per semester hour..... \$1,060

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

### Special Fees

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

Graduation fee..... \$195

Late registration/Late becoming official fee\*\*.....\$195

Printed refund check fee.....\$25

Returned check fee .....\$30

TMS (Monthly Payment) .....\$60  
enrollment fee per semester

Withdrawal fee..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

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% 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. Students who apply before March 1 are given priority in MBA scholarship and assistantship decisions. Such award decisions are made once per year, in the spring, for the upcoming school year.

Lipscomb graduate business alumni are eligible for a 50% 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 with bachelor's degrees in disciplines other than business administration must complete needed leveling work before enrolling in graduate courses. In limited cases, students may be allowed to take up to one leveling course in conjunction with regular graduate courses.

Students holding undergraduate degrees in business from accredited business programs (ACBSP or AACSB) have the Common Professional Component (CPC) courses waived and go directly into graduate courses. Students holding undergraduate degrees in business from non-accredited institutions, with no deficiencies in prescribed undergraduate courses, also have the CPC courses waived.

All other students, including those with undergraduate degrees in non-business fields, must satisfy the following course requirements.

#### **The CPC consists of the following courses:**

- Principles of Accounting
- Economics (Micro and Macro)
- Business Law
- Statistics or Quantitative Methods
- Principles of Finance
- Principles of Management
- Information Systems
- Principles of Marketing

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

1. Take the appropriate leveling course(s)
2. Take the appropriate undergraduate course(s)
3. Demonstrate proficiency, through continuing professional education or something similar, in a specific area. A written test will be required to demonstrate this proficiency. If this option is selected, no academic credit will be granted for such proficiencies demonstrated.
4. Pass the CLEP test(s) for the appropriate course(s). No graduate academic credit will be granted for such courses passed.

**Suggested order of completion:**

**First:** BU 5001, BU 5061; **Second:** BU 5011, BU 5041; **Third:** BU 5071, BU 5081; **Fourth:** BU 5031, BU 5091; **Fifth:** BU 5021

**Leveling Courses**

Some, or all, of these courses may be required of students entering the MBA program with deficiencies in the prescribed common professional component. These courses are taught in an on-line or independent format. Such terms are four weeks in length and students who fail to complete such on-line courses in four weeks will receive a grade of "F." Dedicated students should be able to complete all ten courses in 20-25 weeks. These courses provide one hour of undergraduate credit.

- BU 5001 Foundations of Financial Accounting (1)**  
A study of the basic concepts of financial accounting. The course provides an overview of how accounting contributes to an organization and its stakeholders. Course work covers the development of financial statements and the use of financial information for decision making and effective financial management.
- BU 5011 Foundations of Managerial Accounting (1)**  
A study of the basic concepts of managerial accounting. Course work includes financial reporting for internal decision-makers, cost behavior and cost-volume-profit analysis.
- BU 5021 Foundations of Finance (1)**  
A study of the major topics in finance, including financial analysis, forecasting, risk and return, asset pricing, capital budgeting, capital structure and dividend policy.
- BU 5031 Foundations of Marketing (1)**  
A study of the marketing system and marketing principles to include the marketing mix, marketing strategy, service marketing and the marketing environment.
- BU 5041 Foundations of the Legal Environment (1)**  
A study of law in relation to business, including topics as the judicial system, torts, antitrust and contract law.

- BU 5061 Foundations of Management and Organizational Behavior (1)**  
A course which provides a broad overview of the principles of management and includes coverage of organizational models.
- BU 5071 Foundations of Quantitative Analysis (1)**  
A course designed to develop fundamental analytical understanding and skills. Emphasis will be placed on the time value of money and the use of the financial calculator. Descriptive statistics including measures of central tendency and dispersion will be covered.
- BU 5081 Foundations of Microeconomics (1)**  
A study of basic economic principles to include the American economy, supply and demand, market structures and resource markets.
- BU 5091 Foundations of Macroeconomics (1)**  
A study of basic economic principles to include the banking system, monetary policy, fiscal policy and international trade.

**MBA Requirements**

All leveling courses, or their equivalents, must be completed before enrolling in BU 6001.

**PMBA Requirements**

All leveling courses, or their equivalents, must be completed before enrolling in the PMBA.

**CAP**

Lipscomb offers a Certificate in Accounting Program (CAP) each summer, where students are able to complete Leveling requirements for the MAcc program. Visit [exced.lipscomb.edu](http://exced.lipscomb.edu) for details.

**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 (24 hours, potentially increasing to 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 Internal Control
MAcc 6203	Advanced Tax
MAcc 6303	Accounting Theory and Research
MAcc 6403	Advanced Accounting
MAcc 6503	Current Developments in Accounting
MAcc 6553	Accounting Information Systems
MAcc 662V	Independent Project or Research
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 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.

**Financial Services concentration**

(minimum 9 hours)

**Required courses for the financial services concentration:**

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

**Health Care Management concentration**

(minimum 9 hours)

**Required courses for the health care management concentration:**

BU 6303	Health Services Management
BU 6313	Contemporary Issues in Health care
BU 6323	The U.S. Health Care System

**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

**Non-Profit Management concentration**

(minimum 9 hours)

**Required courses for the non-profit management concentration:**

BU 6043	Organizational Behavior
BU 6403	Introduction to the Non-Profit 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

**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 6013, SU 6023. 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 will consist of ten 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 ten required core courses to be completed by all graduate students.

### Analytical Tools for Managers Module

#### 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 6073 Service Operations and Managerial Economics (3)

Service companies constitute the largest and fastest-growing segment of the economy of the United States and most developed countries. The purpose of this course is to understand the effective and efficient management of operations in an organization. This course focuses on critical issues such as product and process planning and design, demand theory, forecasting, demand analysis, resource allocation and cost analysis, staffing, job design and workforce measurement.

### Managing Human Capital Module

#### 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 non-profit environments and to enhance the student's ability to make responsible ethical decisions.

#### 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 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.

**Strategic Module**

**BU 6001 The Managerial Environment (1)**

This course introduces students to essential management skills for graduate coursework and core competencies in the workplace. Critical thinking and analytical skills will be developed. Cases will be used to develop oral and written communication skills, presentation skills, computer skills and teamwork and team building skills.

**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 6633 MBA Global Business (3)**

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.

**Concentration Module**

Students select three 3-hour courses (9 hours total) from eight current concentration options or a distributed concentration made up of the student’s choice of three 3-hour courses from among the concentrations.

**Current concentration options include:**

Conflict Management	Health care Management
Leadership	Nonprofit Management
Sustainability	Sports Management
Financial Services	Accounting

**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 and three hours from any courses in the Concentration Electives listing.

Students selecting the general/no concentration option are to select ninetwelve 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 – The U.S. Health care System and BU6313 – Contemporary Issues in Health Care.

**BU 6313 Contemporary Issues in Health care (3)**  
 This is an issues - oriented course that will provide the student with 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 reform perspective. The topics will vary from semester to semester depending upon which issues are dominating the health care landscape at the time, or seen to be imminent for legislative renewal or reform. Awareness levels of students will be enhanced through classroom participation, presentations, projects and guest lecturers. Prerequisites: BU6323 – The U.S. Health Care System.

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

**BU 6413 Marketing, Fundraising and Resource Development in the Non-Profit Sector (3)**  
 This course investigates the range of fundraising elements in the non-profit 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 very 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/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/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 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.

BU 6543  
BU 6743  
MAcc 6403  
MAcc 6503

## Course Plan for 2011-2012

### MBA and MAcc

Courses are listed with the projected schedule of offerings (subject to change.)

#### August Term: Aug. 22 - Oct. 14, 2011

BU 6001 (new students)  
BU 6033  
BU 6243  
BU 6533  
MAcc 6003  
MAcc 6553

#### Fall Term: Oct. 17 - Dec. 15, 2011

BU 6053  
BU 6083 (graduating students)  
BU 6323  
BU 6803  
MAcc 6753

#### January Term: Jan. 6 - March 1, 2012

BU 6001 (to be offered for those students entering the program in January)  
BU 6033  
BU 6062  
BU 6073  
BU 6523  
BU 6533  
MAcc 6303

#### Spring Term: March 5 - May 3, 2012

BU 6013 (graduating students)  
BU 6053  
BU 6083  
BU 6313  
BU 6403  
BU 6503  
BU 6723  
BU 6813  
MAcc 6203  
MAcc 6553

#### Summer Term: May 29 - July 26, 2012

BU 6083  
BU 6303  
BU 6413

## Professional MBA Core Courses (27 hours required)

The PMBA includes ten 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 coursework and nine hours of concentration coursework. Each module is made up of classes that should be taken in sequence within the module.

### Analytical Tools for Managers 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 6073****Service Operations and Managerial Economics (3)**

Service companies constitute the largest and fastest-growing segment of the economy of the United States and most developed countries. The purpose of this course is to understand the effective and efficient management of operations in an organization. This course focuses on critical issues such as product and process planning and design, demand theory, forecasting, demand analysis, resource allocation and cost analysis, staffing, job design and workforce measurement.

**Managing Human Capital Module****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 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 6533****Leadership and Organizational Behavior (3)**

This course will examine the challenges associated with leading and managing organizational behavior within complex situations. Leadership 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.

**Strategic Module****PMBA 6062****Strategic Marketing (2)**

The basic objective of this course is intended to provide students with and understand 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 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 6121

#### Consulting Project (1)

Learners will serve as consultants for an area business and will be expected to develop 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. Guidance will be provided consulting techniques and methodology. A formal report will be delivered at the conclusion of the project that details findings, conclusions and recommendations.

### 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 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.

### Concentration Module

Students select three 3-hour courses (9 hours total) from eight current concentration options or a distributed concentration made up of the student’s choice of three 3-hour courses from among the concentrations.

#### Current concentration options include:

Conflict Management	Health care Management
Leadership	Nonprofit Management
Sustainability	Sports Management
Financial Services	Accounting

### PMBA Concentrations

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



### Course Plan for 2011-2012 PMBA

Courses are listed with the projected schedule of offerings. (Subject to change.)

PMBA 6533

August 12-13 and 26-27

PMBA 6062

October 7-8 and 14-15

PMBA 6053

January 6-7 and 20-21

PMBA 6083

February 10-11 and 24-25

PMBA 6023

March 9-10 and 30-31

PMBA 6043

May 4-5 and 18-19

PMBA 6073

July 13-14 and 27-28

PMBA 6633

Trip scheduled for August-October, 2012 timeframe

PMBA 6103

September 7 - 8 and 21 - 22

PMBA 6121

The Consulting Project

## 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
Accounting Information Systems	AIS	AC 3553

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

## Business course requirements

Area	Undergraduate requirement	Lipscomb undergraduate course	Lipscomb grad. leveling course
Finance	Principles of Finance	FI 3503	BU 5021
Marketing	Principles of Marketing	MK 3503	BU 5031
Law	Business Law 1	MG 3613	BU 5041
Technology	Information Technology	ITP proficiency	BU 5051
Management	Principles of Management	MG 3503	BU 5061
Business math	Business Statistics	MG 3013	BU 5071
Micro-economics	Micro-economics	EC 2503	BU 5081
Macro-economics	Macro-economics	EC 2513	BU 5091

The prospective student may elect to meet these requirements by taking either the graduate leveling or undergraduate course. The graduate leveling courses are designed for those students who have already earned their undergraduate degree.

The three-semester hour undergraduate courses are available in the evenings as part of Lipscomb's Adult Studies program. The one-semester hour graduate leveling courses (BU 5021-5071) are available online and can be completed on demand.

## Requirements for undergraduate students who are non-business majors

Non-business majors likely will need to complete both the eight business courses and eight accounting courses. The expected completion time is at least 12 months and could be longer depending on (1) how many courses the student takes concurrently and (2) when the student begins the coursework.

## Requirements for undergraduate students who are business majors

Undergraduate business majors likely will need to complete the six 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 eight 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 (18 hours)

### MAcc Curriculum

The Lipscomb MAcc is a 30-hour program that includes 18 hours of required core coursework and 12 hours of concentration coursework. All courses are 3-hour courses.

**MAcc 6003 Corporate Governance and Internal Control (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, proxy process, board of directors, CEO compensation, CEO performance evaluation, CEO retention, boundaries of the firm and international corporate governance. Additional topics will include the design and evaluation perspectives of the control environment, risk assessment, control activities and monitoring. Special attention will be paid to the rapidly changing environment affecting corporate management as they continue to respond to Sarbanes-Oxley.

**MAcc 6203 Advanced Tax (3)**  
 This course covers the application of income tax law to partnerships, corporations, estates and trusts. Prerequisite: Federal Income Taxation.

**MAcc 6303 Accounting Theory and Research (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.

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

**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.

**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.

## MAcc Electives (minimum 12 hours required)

Students are required to select four elective courses. These MBA and MAcc courses are approved elective options:

BU 6053 *	Financial Management and Strategy
BU 6243 *	Regulatory Law and Compliance
BU 6403	Introduction to the Non-Profit 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

*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/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/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.

**Projected Course Plan for MAcc**

The projected course plan for the MAcc degree is included within the MBA section of this catalog. The schedule for both programs is identical and various courses are shared across programs.

## Master of Human Resources Courses (33 hours)

The Lipscomb MHR includes eleven required core courses to be completed by all graduate students.

**MHR Curriculum**

The Lipscomb MHR is a 33-hour program that includes 24 hours of required core coursework and 9 hours of concentration coursework in Conflict Management (go to [catalog.lipscomb.edu](http://catalog.lipscomb.edu) for complete course descriptions). All courses are 3-hour courses.

**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****Evaluating Work Processes and Change (3)**

This course is designed to expand students' awareness about how organizational culture and climate affect organizational outcomes. Special emphasis will be devoted to developing students' diagnostic skills in identifying critical culture and climate elements in the workplace. Students will learn to differentiate among culture and climate behaviors that act as enablers and detractors to financial, technical and social metrics. Methods of analysis, to include statistical techniques will be covered and practiced via the case study method. We will then examine how culture affects psychological processes and organizational behaviors including motivation, cognition, leadership and teams. Finally, students will learn how to use quantitative and qualitative information to design, implement and evaluate organizational culture and climate improvement initiatives.



**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 Emerging Issues in HR (3)**  
This seminar on emerging human resource issues examines global and domestic trends, the meaning of work, ethical development and decision making in a human resource setting, policy analysis tools and case studies of selected worker categories, cross industry issues and country-specific problems. Issues that the course could cover include: Health Care Reform, Offshoring, Ethics in Globalization, as well as other contemporary issues affecting Human Resources.

**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.

**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.

**Conflict Management Courses (9 hours):**

ICM 5003 Survey of Conflict Management (3)  
ICM 5013 Negotiation and Settlement Processes (3)  
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 Graduate Catalog, General Academic Policies, Dual Degree Programs.*

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)

### 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 and 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 and Strategy (3)  
 PMBA 6073 Service Operations and 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 and Organizational Behavior (3)

## Graduate Courses from the Institute for Sustainable Practice

### Certificate/Foundation Module (12 hours):

- SU 6003 Sustainable Natural Resources (3)  
 SU 6013 Sustainable Society (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 Sustainable Energy, Water and Land Management (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)

## Capstone/Specialization Module (3 hours – Choose One):

- SU 603V 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)

# Graduate Business Faculty

**Bradley C. Adams**, B.S.B.A. (Tennessee Tech University), M.Acc. (University of Tennessee-Knoxville), Certified Public Accountant, *Adjunct Faculty in Business*

**Adrien Bouchet**, B.S. (Auburn University), M.S. (Arizona State University), Ph.D. (Texas A & M), *Adjunct Faculty in Business*

**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*

**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*

**Gregory A. Carnes**, B.S. (Lipscomb University), M.S. (University of Memphis), Ph.D. (Georgia State University), Certified Public Accountant, *Adjunct Faculty in Business*

**Van A. Cluck**, B.S., M.B.A. (Lipscomb University), Certified Aging Services Professional, *Adjunct Faculty in Business*

**Allison B. Duke**, B.S. (Murray State University), M.B.A. (Lipscomb University), Ph.D. (University of Mississippi), *Assistant Professor of Management and Director of MHR Program*

**Mark Dunkerley**, B.S. (Vanderbilt University), M.B.A. (Arizona State University), *Adjunct Faculty in Business*

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

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

**Susan C. Galbreath**, B.S. (Tennessee Technological University), M.Acc. Ph.D. (University of Tennessee), Certified Public Accountant, *Professor of Accounting and Associate Provost for Academic Administration and Strategic Initiatives*

**Elaine Griffin**, B.A. (Stephens College), M.H.A. (University of Minnesota), M.B.A. (Southwest Missouri State University), Ph.D. (Walden University), *Professor of Business and Associate Provost for Institutional Effectiveness*

**William C. Ingram**, B.S. (Lipscomb University), M.A., Ph.D. (West Virginia University), *Professor of Business Administration and Chair of Department of Finance/Economics*

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

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

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

**Charla S. Long**, B.B.A. (Northeastern State University), J.D. (Oklahoma City University), *Associate Professor of Law, Justice and Society and Director, Law, Justice & Society Program*

**Jeffrey A. Mankin**, B.S. (Lipscomb University), M.Acc. (University of Alabama), Ph.D. (University of Mississippi), Certified Public Accountant, Certified Management Accountant, *Assistant Professor of Accounting*

**Brian Masterson**, B.S. (Lipscomb University), J.D. (University of North Carolina), Certified Public Accountant (inactive), *Adjunct Faculty in Business*

**Dana C. McLendon, Jr.**, B.S., M.B.A. (University of South Carolina), *Adjunct Faculty in Business*

**Perry G. Moore**, B.S. (Lipscomb University), M.A. (University of Alabama), Ph.D. (University of Georgia), Certified Public Accountant, Certified Internal Auditor, Certificate in Data Processing, Professor of Accounting, *Director of MAcc Program and Assistant Director of Graduate Business Programs*

**Jeremy Pharr**, B.A. (Harding University), J.D. (Vanderbilt University), *Adjunct Faculty in Business*

**Nancy Reece**, B.S. (University of Evansville), M.S. (Indiana University), *Adjunct Faculty in Business*

**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*

**Bryce Sillyman**, B.S. (University of Missouri), M.H.A. (University of Missouri), *Adjunct Faculty in Business*

**Randy A. Steger**, B.A. (Harding University), M.B.A. (Murray State University), D.B.A. (University of Kentucky), *Professor of Business Administration*

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

**James R. Vaillancourt**, B.A., Ed.M., Ph.D. (University of Buffalo, State University of New York), *Adjunct Faculty in Business*

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

*Graduate Studies in*

# **Civic Leadership**



**Linda Peek Schacht**

*Executive Director, Nelson and Sue  
Andrews Institute for Civic Leadership*

# Graduate Studies in Civic Leadership

## • Master of Arts

Linda Peek Schacht, *Executive Director*

*The master's program in Civic Leadership can be completed in 12 to 15 months or extended over two years. Evening, 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. One of only two in the United States, this program prepares recent college graduates and mid-career students for leadership positions in both their community and their profession.*

*Leaders in every sector will benefit; specific careers supported by this degree include local, state and federal government, public policy analysis, corporate public affairs, corporate government relations and lobbying, foundations and philanthropy, community development, urban planning and management of public-private partnerships and non-profit organizations.*

*Classes will be held in the institute's unique learning space, the COLLABoratory, through off-campus experiences in social innovation and online through [leadingvoices.lipscomb.edu](http://leadingvoices.lipscomb.edu). Faculty include local, state, national and international leaders in civic leadership and social innovation.*

*Founded in October 2010 to build on the legacy of Nashville leader Nelson Andrews, the 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 Leah Davis, 615.966.6155 or visit [leadingvoices.lipscomb.edu](http://leadingvoices.lipscomb.edu).*

## 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 <http://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 one of the following: the Graduate Record Examination (GRE), the Miller Analogy Test (MAT) or the Graduate Management Admission Test (GMAT). For more information on the GRE, visit <http://www.ets.org/> and click on GRE. For more information on the MAT, visit <http://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 2-3 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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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 30 days before classes begin for the term in which the student plans to enroll. 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 and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of 9 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 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 been admitted to graduate studies and has met all admission requirements except GPA or GRE. The student may take up to 9 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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/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 9 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 pm 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 5-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 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 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 coursework 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 December 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 2011-12

The fees for ICM graduate students for the 2011-12 academic year are as follows:

*Basic charges\* per semester (tuition includes all general fees)*

Tuition per graduate hour .....\$1,090

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

#### *Special Fees*

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

Graduation fee.....\$195

Late registration/Late becoming official fee\*\* .....\$195

Printed refund check fee .....\$25

Returned check fee.....\$30

TMS (Monthly Payment) .....\$60  
enrollment fee per semester

Withdrawal fee.....\$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## Master of Arts In Civic Leadership (30 hours)

### Required for all students (30 hours):

- CL 5003 Leading Community Change (3)
- CL 5013 The Ethical Leader in Multicultural Society (3)
- CL 5023 Developing as a Leader – Assessing and Building Leadership Skills (3)
- CL 5033 The Nashville Model – Tier One Capstone (3)
- CL 5103 Cross-Sector Collaboration for the Common Good (3)
- CL 5113 Civic Discourse in the 21st Century – Leadership and Communication (3)
- CL 5123 Leadership 2.0 – The Context and Use of Technology (3)
- CL 5133 Cross-Cultural Leadership and Technology – Tier Two Capstone (3)
- CL 5203 Master’s Project in Civic Leadership (3)
- CL 5213 Building Community Capacity for Sustainable Change (3)

## Course Descriptions

### CL 5003

#### **Leading Community Change (3)**

This course explores theories of leadership and change management; 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

#### **The Ethical Leader in Multicultural Society (3)**

This course explores two constants in leadership theory and development: 1) Ethical behavior and the integrity of the leader affect the trust necessary for successful leadership and 2) Boundary-spanning leadership for civic change requires cross-cultural understanding and engagement. Explores how integrity, culture and diversity influence leadership effectiveness. Research, case studies and experiential exercises help participants understand their own cultural biases to increase their leadership effectiveness and cross boundaries for community change. Research and case studies include the role of faith in individual leadership and of faith-based organizations in civic leadership. Includes module on building and leading cross-cultural teams to create sustainable change.

### CL 5023

#### **Developing as a Leader – Assessing and Building Leadership Skills (3)**

This course provides multiple perspectives on core elements of leadership development. Focuses on the leader’s authenticity, emotional intelligence, self-management and self-leadership.



CL 5033

### **The Nashville Model – Tier One Capstone (3)**

Individual and Group Capstones for Tier One 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 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, non-profit 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. 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. Includes a module on conflict resolution among community players.

CL 5113

### **Civic Discourse in the 21st Century – Leadership and Communication (3)**

This course examines and develops the communication competencies required to motivate followers and inspire positive change. It also examines responsibility of leaders in a digital society (digital citizenship). It has a focus on communication for leading and managing community change for the common good. It includes

communication of vision and strategy, the role of media in community leadership, the use of new and traditional media in civic leadership and understanding and using public opinion research for community change and crisis communication.

CL 5123

**Leadership 2.0 – The Context and Use of Technology (3)**

Reading, case studies and speakers on understanding and using the power of technology in community building; examines the role of leaders in defining digital citizenship across community; includes application of new and emerging technology including social media at the local, national and global level websites and contributions to [leadingvoices.lipscomb.edu](http://leadingvoices.lipscomb.edu).

CL 5133

**Cross-Cultural Leadership and Technology – Tier Two Capstone (3)**

An individual and group capstone project specifically designed to force national and global collaboration on a civic challenge facing communities across the world, with a focus on the use of technology to reach common ground and common good.

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 coursework (on a single community challenge).

CL 5213

**Civic Leadership Externship/ Building Community 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.

**Civic Leadership Faculty**

**Lee Camp**, B.A. (Lipscomb University), M.A., M.Div. (Abilene Christian University), M.A., Ph.D. (Notre Dame University), *Associate Professor of Theology*

**Timothy D. Johnson**, B.S, M.A., Ph.D. (University of Alabama), *Professor of History and University Research Professor*

**Rhonda Lowry**, B.A. (Pepperdine University), M.Div. (Fuller Theological Seminary), *Assistant Professor of Spiritual Formation*

**Nancy Magnusson Durham**, B.S. (Westmont College), M.A. (San Francisco State University), Ph.D. (Washington State University), *Professor of Psychology*

**Linda Peek Schacht**, B.S. (Lipscomb University), M.A. (Ohio State University), *Director of Graduate Studies in Civic Leadership, Associate Professor of Communication and of Political Science*

*Graduate Studies in*

# **Conflict Management**



**Dr. Steve Joiner**

*Managing Director,  
Institute for Conflict Management*

# The Institute for Conflict Management

- **Master of Arts**
- **Certificate in Conflict Management**

**Steve Joiner, D.Min.,** *Managing Director*

**Beth Morrow,** *Assistant Director*

**Larry Bridgesmith, J.D.,** *Senior Fellow*

*Lipscomb University's Institute for Conflict Management (ICM) 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 Dr. Randy Lowry, President of Lipscomb and former Director of the Straus Institute Pepperdine University, the ICM provides degrees, certificates, seminars and research dedicated to the advancement of conflict management disciplines.*

*The 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 coursework 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 coursework (15 hours are included in the certificate curriculum).*

*In addition to the academic curriculum, the ICM also offers programs featuring national leaders and experts in dispute resolution.*

## **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 Dr. Randy Lowry, the Institute for Conflict Management provides training in the field of dispute resolution, mediation and conflict management. In our fifth 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 mediators and provide services to organizations enmeshed in conflict.

Students enrolled in the ICM graduate certificate or master's degree programs learn from a faculty who are the 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.

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, the 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](http://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 coursework. 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 coursework (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 <http://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 the scores of a standardized exam. Scores from the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT) are preferred for students seeking their first graduate course work. (For more information on the GRE, visit <http://www.ets.org/> and click on GRE.) However, scores for students who have taken the Graduate Management Aptitude Test (GMAT), 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.
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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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 (TOEFL) is required for international students. (See section titled International Students for more information.)
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.

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 and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of 9 hours will be counted toward the master's degree and a maximum of 6 hours will 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 9 hours per term is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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/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 9 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 pm 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 5-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 (GPA) for all ICM 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 coursework 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 December 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 2011-12

The fees for ICM graduate students for the 2011-12 academic year are as follows:

*Basic charges\* per semester (tuition includes all general fees)*

Tuition per graduate hour ..... \$1,060  
 Tuition to audit without credit..... 50% of regular tuition

#### *Special Fees*

Application fee ..... \$50 (\$75 for international students)  
 Graduation fee ..... \$195  
 Late registration/Late becoming official fee\*\* ..... \$195  
 Printed refund check fee ..... \$25  
 Returned check fee..... \$30  
 TMS (Monthly Payment) ..... \$60  
 enrollment fee per semester  
 Withdrawal fee ..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

### ICM Scholarships

Once a year, the Center for Non-profit Management will select two individuals employed by a non-profit 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.

## Certificate in Conflict

### Management (15 hours required)

ICM 5003 Survey of Conflict Management  
 ICM 5013 Negotiation and Settlement Processes  
 ICM 5023 Mediation

ICM Elective (*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 5073 Conflict Management Clinical Internship, or one additional elective course

## Master of Arts in Conflict

### Management (30 hours required)

#### Master of Arts in Conflict Management (non-thesis option)

Complete the 15 hours for the Certificate in Conflict Management

ICM Electives (*Select Three*):

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  
 ICM 6063 Conflict Management  
 ICM 6103 Advanced Mediation  
 ICM 6113 Apology, Forgiveness and Reconciliation  
 Facilitating Dynamic Groups  
 ICM 6073 Conflict Management Project  
 CM 6083 Conflict Management Externship  
 ICM 6123 Marketing your Practice  
 ICM 619V Special Topics

## Master of Arts in Conflict Management (thesis option)

Complete the 15 hours for the Certificate in Conflict Management

ICM Electives (*Select Three*):

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 6123	Marketing your Practice
ICM 619V	Special Topics
ICM 6096	Conflict Management Thesis

## Course Descriptions

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 5023 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 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 realities and how systems, leadership styles and workplace culture, affect the work of conflict resolution. (This is pass/fail.) Prerequisite: ICM 5023.

### 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 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 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 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.

**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 9 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 6123**      **Marketing Your Practice (3)**  
Because conflict management is an emerging field, consultants in conflict management must be capable of marketing their practices. In this advanced course, students will be exposed to the skills necessary to promote and market their practices in a variety of professional settings. Prerequisite: ICM 5023 or consent of ICM Director.

**ICM 619V**      **Special Topics (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**

**Larry W. Bridgesmith**, B.A. (Oakland University), J.D. (Wayne State University School of Law), *Senior Fellow and Associate Professor of Conflict Management*

**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 for Conflict Management and Professor of Ministry*

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

**Jim L. Thomas**, B.A. (David Lipscomb College), M.A. (Auburn University), Ed.D. (University of Tennessee), M.A. (Lipscomb University), *Professor of Communication in Conflict Management and Executive Assistant to the President*

*In addition to the ICM Core Faculty, distinguished visiting professors with expertise in conflict management will teach selected classes.*

*Graduate Studies in*

# **Education**



**Dr. Tracey Hebert**  
*Director*



**Dr. Joshua David Davis**  
*Co-director*



**Dr. Nina J. Morel**  
*Co-director*



**Dr. Deborah Boyd**  
*Associate Dean and Director of  
Graduate Studies in Education*



# Graduate Studies in Education

- Doctor of Education
- Master of Education

Dr. Candice McQueen, *Dean, College of Education*

Dr. Deborah Boyd, *Associate Dean, College of Education*

Dr. Tracey Hebert, *Director, Doctor of Education*

Dr. Joshua David Davis, *Co-director, Master of Education*

Dr. Nina J. Morel, *Co-director, Master of Education*

*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, 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

- Educational Leadership
- English Language Learning
- Instructional Practice
- Instructional Technology
- Math Specialty
- Special Education
- Teaching, Learning and Leading

The Master of Education (M.Ed.) degree program continues Lipscomb's tradition of excellence in teacher and administrator 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 (M.Ed.) degree, a student must complete one of the following degree programs:

- Educational Leadership (36)
- English Language Learning (33)
- Instructional Practice (30)
- Instructional Technology (30)
- Math Specialty (33)
- Special Education (36)
- Teaching, Learning and Leading (33)

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 Special Education and English Language Learning.

The redesigned M.Ed. programs have been granted conditional approval.

All NCATE, INTASC, NBPTS, ISSLC and Tennessee Standards are met.

## Doctor of Education

The Doctor of Education degree (Ed.D.) 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.



## 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. The application form is available at <http://gradstudies.lipscomb.edu/>, then click on Admissions, then APPLY TODAY. 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 (GRE) or Miller's Analogy Test (MAT) are preferred for students seeking their first graduate course work. (For more information on the GRE, visit <http://www.ets.org/> and click on GRE. For more information on the MAT, visit <http://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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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/her parents, he/she must submit this form prior to enrollment.
8. **Resume.** A resume detailing the applicant's work and academic experience is required.
9. **Goals 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.** Each applicant will write a 500-750 word essay in response to a prepared writing prompt. The writing sample is scored according to a standard writing rubric.
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 (TOEFL) 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 Graduate Studies in 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, Ezell Center #324B, 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 (6) hours will be counted toward the master's degree and nine (9) 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, 800 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 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 but has not met all admission requirements. The student may take up to 9 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 coursework 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, 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 coursework 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 GRE score is between 750 and 799, 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 or a GRE score below 750 or 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 9 hours is considered a full-time student. A student enrolled for 6 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.

The M.Ed. courses are offered online, Saturdays, nights and weekends, allowing a student to take six hours of credit each semester. Additional hours may be taken online. Twelve hours are possible during summer sessions.

The Ed.D. courses are 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/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 pm 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. or Ed.D. degrees must be completed within seven calendar years from the date that the student begins initial coursework 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 twelve 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.

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 36 hours; the M.Ed. in English Language Learning 33 hours; the M.Ed. in Instructional Practice 30 hours; the M.Ed. in Instructional Technology 30 hours; the M.Ed. in Math Specialty 33 hours; the M.Ed. in Special Education 36 hours; and the M.Ed. in Teaching, Learning and Leading 33 hours. The Ed.D. requires 54 hours.

### **Minimum GPA**

The minimum cumulative grade point average (GPA) 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 coursework 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 December commencement exercises. August graduates are typically recognized at the December commencement.

## 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of graduate credit.....	\$780
(includes all general fees)	
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. capstone project fee .....	\$50

### *Special Fees*

Application Fee.....	\$50 (\$75 for international students)
Transcript analysis.....	\$30
Supervision of field experience .....	\$250
Graduation fee .....	\$195
Late registration/Late becoming official fee** .....	\$195
Printed refund check fee .....	\$25
Returned check fee.....	\$30
TMS (Monthly Payment) .....	\$60
enrollment fee per semester	
Withdrawal fee .....	\$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

### Christian Schools Scholarship

Teachers at schools associated with the churches of Christ may be eligible for up to a 40% discount on tuition to the on-campus master's level graduate education program. Contact the director of the appropriate graduate education program for more information.

## In-Service Scholarships

The Graduate Education Program at Lipscomb offers an In-Service Scholarship (26% discount) for currently employed full-time educators and/or administrators who enroll in an on-campus master's level graduate education program.

A 20% In-Service scholarship is offered for the doctoral level graduate education program for full-time educators and/or administrators. Contact the Graduate 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.

Scholarship awards will be made by the Graduate Scholarship Committee. The application form, self-evaluation form, one reference and a scholarship application form must be filed before action will be taken by the scholarship committee. A 3.00 GPA must be maintained to be eligible for a 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 other programs take a 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; Instructional Technology; Math Specialty; 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.)

The following M.Ed. degree options are available:

### **M.Ed. in Educational Leadership (36 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 and conflict management. Learning opportunities that combine professional education with courses taught through the Institute for Conflict Management 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 in four semesters with classes conveniently scheduled online and on campus during summers, weeknights and on weekends. One exit requirement of this program is successful completion of the School Leaders Licensure Assessment (Praxis 1011).

### **M.Ed. in English Language Learning (33 hours)**

The M.Ed. in English Language Learning is designed for those who seek endorsement in teaching English as a Second Language (ESL). The program is designed to offer necessary coursework 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 coursework, 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), middle grades education (4-8), most secondary (7-12) disciplines and preK-12 in some designated areas.

### **M.Ed. in Instructional Technology (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 Instructional Technology is designed to enhance the classroom experience by utilizing innovative approaches to technology. The M.Ed. in Instructional Technology is a contemporary program which can be completed online in four semesters. The graduate students in the program will have two cohort experiences on campus. The first meeting will launch the cohort and give students the opportunity to connect with professors and classmates. The second on-campus experience will be a capstone to the curriculum covered in the program. This program is composed of 15 hours of core M.Ed. courses and 15 hours of instructional technology coursework.

### **M.Ed. with Math Specialty (33 hours)**

To help meet the demand for math educators, the College of Education is offering an M.Ed. with Math Specialty. This 33-hour program has 16 hours of M.Ed. core coursework and 17 hours of math coursework. The math courses are designed so the student will be prepared to sit for the math Praxis II specialty exams. For those interested in an additional endorsement, the math courses can also be taken as a 16 hour test preparation program. Courses are available at night, on the weekends, on-line and during the summer months. Students will take the math courses with a cohort and can complete the program in 14 months.

### **M.Ed. in Special Education (36 hours)**

The M.Ed. in Special Education provides participants with the opportunity to earn licensure/endorsement for special education instruction, modified K-12. It focuses on the need to understand the learner and to organize the content, skills and knowledge to meet the needs of the learner. Instruction in modes of cognition, motivation and learning theory, educational assessment, diagnostic instrument application, scoring and reporting are some of the concepts that provide the contextual grounding for program participants.

## **M.Ed. in Teaching, Learning and Leading (33 hours)**

The M.Ed. in Teaching, Learning and Leading continues Lipscomb's tradition of excellence in preparing teacher leaders. This program 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 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.

### **The following is a detailed list of course requirements for the M.Ed. degrees described above:**

**Students will choose one of the following sets of core courses based on current teacher licensure status and goals:**

#### **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 5713	Balanced Literacy (3)

#### **CORE Required for all candidates not seeking initial teacher licensure (15 hours)**

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 5343	Curriculum, Instruction and Assessment (3)

#### **MAJOR English Language Learning (18 hours)**

EGEL 5013	Theory and Practice in Second Language Acquisition (3)
EGEL 5023	Classroom Research Methods (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)
EGEL 5063	Research Practicum in ELL Teaching and Learning (3)

#### **MAJOR Educational Leadership (21 hours)**

EG 5223	Communication, Collaboration & Community Relations (3)
EG 5233	Learning-Focused Leadership (3)
EG 5253	Learning Organizations & Strategic Change (3)
EG 5333	Professional Accountability (3)
EG 536V	Action Research (3)
ICM 5003	Survey of Conflict Management (3)
ICM 5043	Conflict Management in Educational Settings (3)

*A passing score on the School Leaders Licensure Assessment (Praxis 11010) for Tennessee licensure is a requirement for graduation from this program.*

#### **MAJOR Instructional Practice (15 hours)**

EG 5083	Research in Action (3)
EG 5143	Teaching Methods K-6 (3)
	<i>OR</i>
EG 5153	Teaching Methods 7-12 (3)
EG 5073	Language & Literacy Acquisition (3) (for K-6 and 4-8*)
	<i>AND/OR</i>
EG 5723	Content Area Reading (3) for 7-12 and 4-8*)

Elective (3-6 hours)

*\* Additional courses may be required for licensure.*

#### **MAJOR Instructional Technology (15 hours)**

EG 5523	Internet Applications for Teaching & Learning (3)
EG 5603	Leadership in Educational Technologies (3)
EG 5613	Effective Technology Use in the Classroom (3)
EG 5623	Trends and Issues in Instructional Technology (3)
EG 5633	Technology and Problem-Based Learning (3)

*With the exception of two weekends, the coursework for this degree will be offered online.*





**MAJOR With Math Specialty (18 hours)**

- MAED 5011 Techniques of Problem Solving (1)
- MAED 512 Applications of Problem Solving Techniques (1)
- MAED 5033 Teaching Trigonometry (3)
- MAED 5043 Teaching Calculus (3)
- MAED 5052 Matrix Algebra (2)
- MAED 5063 Euclidean Geometry (3)
- MAED 5073 Teaching Elementary Statistics (3)
- MAED 590V Special Topics: Discrete Mathematics (1)
- EG 536V Action Research (1)
- MAED 5132 Methods of Teaching Secondary Mathematics (2) *(this course is not part of the 18 hours, but is required of students seeking an initial teaching license)*

**MAJOR Special Education (21 hours)**

- EGSE 5013 Special Education Assessment and Remediation (3)
- EGSE 5023 Special Education Disabilities (3)
- EGSE 5033 Special Education Law (3)
- EGSE 5043 Special Education Teaching Methodologies (3)
- EGSE 5053 Foundations of Behavior Analysis (3)
- EGSE 5063 Behavior Analysis and Program Evaluation (3)
- EGSE 5073 Educational and Behavioral Interventions (3)

**MAJOR Teaching, Learning and Leading (18 hours)**

- EG 5033 Collaborative Professional Learning (3)
- EG 5043 Addressing Learning Differences (3)
- EG 5223 Communication, Collaboration & Community Relations (3)
- EG 5233 Learning Focused Leadership (3)
- EG 5363 Action Research

**ELECTIVES and Other Courses**

- EG 513V Alternative Licensure Mentoring
- EG 5223 Communication, Collaboration & Community Relations (3)
- EG 5233 Learning Focused Leadership (3)
- EG 5243 Best Practices for Teaching and Learning (3)
- EG 5253 Learning Organizations & Strategic Change (3)
- EG 5313 Managing the Learning Environment (3)
- EG 5333 Professional Accountability (3)
- EG 536V Action Research (1-3)
- EG 5402 Student Teaching Seminar (2)
- EG 5416 Enhanced Student Teaching (7) *(No more than 3 hours can be used toward M.Ed.)*
- EG 5503 Independent Study (3)
- EG 5523 Internet Applications for Teaching & Learning (3)
- EG 5533 Administrative Mentoring Seminar (3)
- EG 570V Special Topics\*
- EG 5713 Balanced Literacy (3)
- EG 5723 Content Area Reading (3)

*\*Special Topics include courses such as "Covey's 7 Habits of Highly Effective People" (3) and more.*

## Course Descriptions

### 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 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.

### 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. 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 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. 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 assessments in order to demonstrate an understanding of the concepts presented in the course.

### EG 5073 Language and Literacy Acquisition (3)

This course focuses on how early language practices from birth to age 5 impact how a child learns to read and write. It provides a wide variety of researched literacy practices for teachers of PreK-6 students. 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. Course objectives and topics are aligned with Tennessee teacher candidate standards for reading and research from the National Reading Panel (2000) and the International Reading Association. This class is required for K-6 and 4-8 licensure candidates in the IP program.

### EG 5083 Research in Action

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal

including writing style, literature review, research design, data collection and data analysis. The purpose of statistics, as applied to educational research, is introduced. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, confidentiality and research using human subjects.

**EG5103 Data-Driven Learning Culture (3)**  
*(formerly Research Foundations)*

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 5113 History and Philosophy of American Education (3)**

The student will develop an understanding of the role of the teacher throughout the development and reforms of the American public education system and the role of the teacher as an instructional leader. The relationships among educational goals at the local, state, regional, national and global levels will be explored. Past and current education reform movements will be evaluated in light of teacher involvement and leadership.

**EG 5123 The Master Teacher (3)**

The student will study the instructional and leadership principles that Jesus followed as He taught and ministered. Methodologies, such as modeling and the use of parables, the way He taught values and His application of pedagogy in a multi-cultural environment, will be studied. The course will focus on practical applications of the principles in today's classroom.

**EG 513V Alternative Licensure Mentoring (1-3)**

This course provides a mentor to teacher candidates who are teaching on an alternative license type I or II. The mentoring component has a requirement of 2 hours credit for the first two semesters and 1-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**

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 Teaching Methods 7-12**

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 (3)**

Research on effective instruction, strategies to foster student learning at higher levels and ways to demonstrate that students are meeting high standards will be central to the course. In addition to learning strategic planning for instruction, the student will exhibit skills and knowledge necessary to research, design and implement instruction for student success in both classroom and team approaches. This course will also consider professional development needed to provide teachers with research-based 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.

**EG5233 Learning-Focused Leadership (3)**

Instruction will focus on engaging stakeholders in effectively developing and implementing the school's vision, mission and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement

while managing the school and fostering a school culture focused on teaching and learning. The class will discuss the methods and procedures for evaluating and developing instructional staff and programs. Principles and techniques of effective leadership will be researched and discussed in relation to these and the legal, moral and ethical implications of leaders' actions and beliefs.

**EG 5243 Best Practices for Teaching and Learning (3)**

The course will educate teachers in the most effective teaching practices in K-12 according to recent research. These practices are related to technology, community involvement, student motivation, instructional resources and content area instruction. Although the course is offered online, current technologies will be used to enhance extensive collaboration with current educators and experts in their fields. Research will be done in order to attain a more complete understanding of today's school environments.

**EG5253 Learning Organizations & Strategic Change (3)**

The student will gain an understanding of schools as organized systems and how schools are administered and supervised through an examination of appropriate theory, research and practice. Emphasis will be on strategic and pro-active approaches to standard operating procedures, data-informed school planning and improvement, school operation and supervision and the implementation of continuous school improvement. Students will also focus on establishing and maintaining a disciplined and productive learning environment; solving problems of communication, curriculum, budget and finance; resource allocation; and acting within local, state and federal rules and regulations (including the Tennessee Internal School Uniform Accounting Policy Manual).

- 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, 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 5313 Managing the Learning Environment (3)**  
The student will understand the underlying motivations for and various procedures for dealing with, misbehavior. The student will be able to express in writing a personal philosophy of classroom management. Special attention will be given to becoming a lead teacher in developing cooperative discipline strategies among fellow teachers, school administrators and the community.
- EG 5333 Professional Accountability (3)**  
In addition to becoming familiar with historical and contemporary issues in school law such as classroom discipline, student rights and teacher negligence, members of this class will understand how to establish appropriate policies that foster a diverse school atmosphere in which educators' ethical values align with the school's mission. The student will study state and federal laws and court decisions that impact educators as professionals and will learn best practices for hiring, supervision, development and evaluation of faculty and staff.
- EG 5343 Curriculum, Instruction & Assessment (3)**  
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 5363 Action Research (1)**  
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) F, SP**  
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 coursework. Co requisite: EG 5416.
- EG 5416 Enhanced Student Teaching (7)**  
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. Co requisite: EG 5402.
- 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 further 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 in the classroom. Although this course may be taken fully online, instruction will also be available in the technology lab for students who prefer not to take the course online.
- 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 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 meet in a hybrid format and will include an on-campus segment designed for demonstration and class interaction. Course content 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 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 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 5713

**Balanced Literacy (3)**

This course is an in-depth look into research on how children become literate and the practical implications of this research. It provides an understanding of research-based instruction regarding a balanced, comprehensive program of instruction in reading, writing and language arts. A balanced approach to reading/language arts instruction includes explicit instructions in basic reading skills and comprehensive strategies for all students, including students with varied reading levels and language backgrounds. Reading readiness, emergent literacy, fluency, vocabulary, comprehension and a variety of reading models are examined. Course objectives and topics are aligned with Tennessee teacher candidate standards for reading and research from the National Reading Panel (2000) and the International Reading Association.

EG 5723

**Content Area Reading (3)**

This course is designed for educators in all content areas in grades 7-12. The content includes information on the research basis, definitions of strategic reading in the content areas and formats for working within those essential components of reading /learning strategies. Class participants will earn and practice reading/learning strategies that can be used in classrooms. Course objectives and topics are aligned with Tennessee's teacher candidate standards for reading and research from the National Reading Panel (2000), the National Reading Conference (NCR) and the International Reading Association. This course is required for all 7-12, K-12 and 4-8 licensure candidates in the IP program.

EG 5733

**Teaching 101: the 3 R's (3)**

This course is designed to meet the needs of the orientation components for students on a transitional license. It also serves as pedagogy instruction for individuals seeking additional expertise as they pursue licensure in teaching. Teaching 101 focuses on equipping future and current teachers with the skills they will need to successfully teach in today's K-12 classroom. The course will help aspiring and practicing teachers

understand the responsibilities of a teacher. Specifically, it will help them better plan lessons using a standards-based approach, more creatively use a variety of teaching strategies, as well as better manage classroom organization and student behavior. The course will also increase their understanding of recent changes in special education and new developments in technology tools that will impact their teaching in schools today – from understanding assessment tools and high-stakes testing, to teacher liability to working with parents.

**English Language Learning**

**EGEL 5013 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, Vygotsky 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 5023 Classroom Research Methods (3)**

The aim of this course is to introduce students to research issues and methods in language acquisition and use and to familiarize them with the process of reading and analyzing current research in the field. In this course, students will discover the purposes for teacher initiated research and will gain working knowledge of quantitative and qualitative research methods. Students will explore in more depth concepts and methods related to qualitative research (i.e. triangulation, discourse analysis, interviewing etc.) in order to explore an issue in their own classroom or within the ELL profession as a whole. Likewise, students will

explore survey writing and analysis. The practical goals of this course are to equip students to read and analyze research and to design, implement and reflect on a research project conducted in the teacher's own classroom or school district.

### **EGEL 5033 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 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 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 Research 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 and working with outreach programs designed to educate and support ELL families. Students will complete a minimum of twelve hours of teaching/service to ELL students and



families. The research component of the course involves the undertaking of a Case Study research project in which the student will work closely with an English Language Learner. The project involves building relationship, observing language use, analyzing and assessing language use, making recommendations for progress and, if possible, determining the success of those recommendations.

## **Special Education**

### **EGSE 5013 Special Education Assessment and Remediation (3)**

Principles and practices of assessing the exceptional student are explored in order to develop technical knowledge, decision-making ability and skills related to the assessment and remediation of at-risk children and those with disabilities. Referrals, assessment measures, observation anecdotes, formative and summative assessments, assessment results and summary recommendations are explored. An emphasis is placed on measuring reliable change, evaluating existing tests and data-based decision making so that appropriate remedial strategies can be implemented.

### **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 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 five-course series to assist in preparing students to discuss principles using a common terminology and survey how these principles are applied. Supervised experience concurrent to coursework is required and may be accessed through the College.

### **EGSE 5063 Behavior Analysis and Program Evaluation (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 Educational and Behavioral Interventions (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.

## Math Specialty

### MAED 5011 Techniques of Problem Solving (1)

Techniques of problem solving including guess and check, working backwards, making a list, Venn diagrams and creating and equation are presented.

### MAED 5033 Teaching Trigonometry (3)

Trigonometric functions are investigated with an emphasis on the development of identities. Best pedagogical techniques are investigated and current calculator and computer technology are utilized. This course contains an introduction to complex numbers.

### MAED 5043 Teaching Calculus (3)

The theory of limits, derivatives and integrals is presented with an emphasis on current research in the best pedagogical techniques for the teaching of concept related to functions. Current computer and calculator technology is used.

### MAED 5052 Matrix Algebra (2)

The theory of matrices and determinants is presented with applications to the solution of system of equations. Use of calculator and computer technology is explored.

### MAED 5063 Euclidean Geometry (3)

Topics for Euclidean Geometry including congruence and similarity of triangles and investigations of polygons, circles and measurement are presented. Geometer's Sketchpad and Cabri Jr. technologies are utilized to study concepts.

### MAED 5073 Teaching Elementary Statistics (3)

This course will use a project approach to learning and applying topics from elementary statistics. Various group projects will explore data collection and presentation: measures of central tendency and variability; discrete probability distributions; confidence

interval hypothesis testing; and other topics. MINITAB software and calculator technology will be utilized.

### MAED 5121 Applications of Problem Solving Techniques (1)

Techniques of problems solving are applied to problems from geometry, statistics, calculus, trigonometry and matrix algebra. Group work and presentations are required.

### MAED 5132 Methods of Teaching Secondary Mathematics (2)

Students who have never been certified in a teaching area or who have never taken a "methods of teaching" course will be required to take this course. Students will study current and appropriate methods of teaching mathematics and will be better prepared to enter the teaching profession. This course may be taught with the undergraduate equivalent, MA 3012, as a cross listed course.

### MAED 590V Special Topics: Discrete Mathematics (1)

This is a lecture course covering selected topics emphasized on the Praxis content exam in Mathematics. Prerequisite: Admission to the program.

## Special Education Endorsement Program

Licensed teachers who would like to seek an additional endorsement in Special Education may enroll in the 21 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 special needs students and other topics. Participants in the S.E. 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 (21 hours) are required for the S.E. Endorsement:**

EGSE 5013	Special Education Assessment & Remediation
EGSE 5023	Special Education Disabilities
EGSE 5033	Special Education Law
EGSE 5043	Special Education Teaching Methods
EGSE 5053	Foundations of Behavior Analysis
EGSE 5063	Behavior Analysis & Program Evaluation
EGSE 5073	Educational & Behavioral Interventions

**ELL Endorsement Program**

Licensed teachers who would like to seek an additional endorsement in English as a Second Language (ESL) 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 ELL Endorsement:**

EGEL 5013	Theory & Practice in Second Language Acquisition
EGEL 5033	Grammar for ELL Teachers
EGEL 5043	Curriculum, Design & Instruction in the ELL Classroom
EGEL 5053	Culture, Communication & Community in the ELL Classroom

**Doctor of Education (54 hours required)**

**Unique Features Overview**

- 2-year accelerated program
- Cohort model with collaborative capstone project
- Combines multiple learning venues: onsite, online and field-based coursework
- Year One focused on understanding theory and practice; Year Two focused on experiential learning

- Practical capstone project completed in real settings: Group of students act as consultants within educational and community settings to solve real problems
- Christian ethics focus
- International experience during summer term (optional)
- Transfer credit will be considered for post-master’s course work

**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;



- Sufficient preparation and experience engaging learners to benefit from the program
- 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)
- Written personal statements (replacements for the master's personal statement)
  - a. A faith statement and
  - b. A statement of purpose for why the student wishes to pursue an Ed.D. degree, including discussion of the challenges facing leaders of learning organizations; and
- A personal interview conducted by a panel chosen by the College of Education.

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 2011 – 9 hours

- EG 7103 Leadership Theory and Practice
- EG 7113 Brain-Based Research
- EG 7123 Urban Education & Diversity

Spring 2012 – 9 hours

- EG 7153 Comparative Educational Systems
- EG 7213 Research: Qualitative Analysis
- EG 7133 Organizational Theory and Practice

Summer 2012 – 9 hours

- EG 7183 Legal Political and Ethical Issues of Leadership
- EG 7143 Research: Quantitative Analysis
- EG 7163 Studies in International Education

### Year Two: Experiential learning (27 hours)

Fall 2012 – 9 hours

- EG 7203 Change Management
- EG 7173 Applied Research Seminar
- EG 8013 Capstone Project

Spring 2013 – 9 hours

- EG 7233 Strategic Planning and Assessment
- EG 7223 Entrepreneurship in Education
- EG 8023 Capstone Project

Summer 2013 – 9 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 7123 Urban Education & Diversity (3)

This course examines a variety of issues regarding diversity in educational settings. From the perspective of learners, teachers and educational leaders, participants will consider the impact of culture and diversity on the development of policies, coordination of school-based student services and academic motivation and performance of a diverse student population and educational workforce. The course frames classroom diversity, cultural awareness and sensitivity in the context of values, theory and research underlying curriculum, instruction and policy for the purposes of reducing educational inequality. (Eligible for transfer credit)

**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 7143 Quantitative Research Methods in Education (3)**

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 7153 Comparative Educational Systems (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 will also examine topics of continuing interest to educational policy makers, researchers and practitioners alongside national and international political, economic and cultural dynamics. Participants will not only study the roles of local school organizations, state and federal governments and international organizations in influencing educational policy, but will also consider the implications of social, political and cultural factors that impact the organization and quality of education. 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. Both historical and contemporary examples will be used to discuss the challenges for those involved in the field.

**EG 7163 Studies in International Education (3)**

This course provides an overview of strengths and weaknesses of educational policy and practice outside of the United States. The course explores major educational trends at primary, secondary and post-secondary levels within a diverse global context. Participants will discuss international educational challenges such as citizen participation, resource availability, planning and policymaking, ethnic and racial pressures, political interests and economic development. The course considers the relationship between educational organizations and international development and the outcomes of large-scale educational change initiatives in various parts of the world. This course may include an optional international experience lasting between 7 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.

**EG 7213 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 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 non-profit 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):

1. analysis of the issue and thorough examination of the related research literature;
2. design of methodology to collect data to be used in formulation of a proposed solution to the issue;
3. administration of the selected methodology and collection of data;
4. analysis of the collected data using appropriate quantitative or qualitative methods;
5. development of recommendations that might assist the educational entity with the issue being addressed;
6. formal presentation of the research and recommendations to the client and a juried review committee;
7. detailed documentation of the responsibility and contributions of each team member.

EG 8013 and 8023 will be graded as Satisfactory/Unsatisfactory (S or U) by the Ed.D. faculty adviser. EG 8033 will be graded as Satisfactory/Unsatisfactory (S or U) 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 (S or U).

## Graduate Education Faculty

**Carric Abood**, B.A., M.A. (Lipscomb University), *Instructor in Education*

**Misty Vetter Ballew**, B.A. (Abilene Christian University), M.A. (University of Tennessee), Ed.D. (Nova Southeastern University), *Assistant Professor in Education*

**Charles A. Beaman**, B.A. (Lipscomb University), M.Ed., Ed.D. (Tennessee State University), *Visiting Professor of Graduate Education*

**Randy E. Bouldin**, B.A. (Lipscomb University), M.S. (University of Tennessee), Ph.D. (Vanderbilt University), *Associate Professor of Mathematics, Associate Provost for Academic Development and Graduate Studies*

**Deborah Myers Boyd**, B.A. (Middle Tennessee State University), M.A., Ed.S., Ed.D. (Tennessee State University), *Associate Professor of Education and Dean of the College of Education*

**Reva Chatman-Buckley**, B.S., M.A. (Tennessee State University), Ed.D. (Vanderbilt university), *Associate Professor of Education*

**Jim Christman**, B.S., M.Ed. (Middle Tennessee State University), Ed.D. (Tennessee State University), *Associate Faculty in Graduate Education*

**Deborah Myers Boyd**, B.A. (Middle Tennessee State University), M.A., Ed.S., Ed.D. (Tennessee State University), *Director of Graduate Studies in Education and Associate Dean of the College of Education*

**Dennis Crowder**, B.S. (Fisk University), M.S., Ed.D. (Tennessee State University), *Adjunct Faculty in Graduate Education*

**Joshua David Davis**, B.S., M.A., Ed.S. (Tennessee Technological University), Ed.D. (Tennessee State University), J.D. (Nashville School of Law), *Associate Professor of Education and Co-Director of M.Ed. Programs*



- Carole English**, B.S., M.A. (Tennessee Technological University), Ed.D. (George Peabody College of Vanderbilt University), *Director of Teacher Education; Associate Professor of Education*
- Gary C. Hall**, B.A. (Lipscomb University), M.S., Ph.D. (Vanderbilt University), *Professor of Mathematics*
- Tracey Hebert**, B.S. (Abilene Christian University), M.A. (University of Alabama Birmingham), Ph.D. (Oakland University), *Director, Doctor of Education; Associate Professor of Education*
- Junior L. High**, B.S. (Lipscomb University), M.Ed. (Middle Tennessee State University), Ed.D. (Trevecca Nazarene University), *Associate Professor of Education; Director of Undergraduate Education*
- Doy O. Hollman**, B.S., M.S.T. (Middle Tennessee State University), Ph.D. (University of Memphis), *Professor of Mathematics*
- Kelly L. Kidder**, B.A. (Harding University), M.A.T. (Middle Tennessee State University), Ph.D. (Ohio State University), *Assistant Professor of French; Visiting Faculty in Education*
- Tracy Lampley**, B.S. (Middle Tennessee State University); M.Ed., Ed.D. (Trevecca Nazarene University), *Adjunct Faculty in Graduate Education*
- Michael Landis**, B.S., M.S. (University of Tennessee, Knoxville), Ed.S. (Middle Tennessee State University), *Adjunct Faculty in Education*
- Donna Lange**, B.A. (Middle Tennessee State University), M.Ed. (University of Northern Colorado), *Adjunct Faculty in Education*
- Chris Marczak**, B.S. (Austin Peay State University), M.Ed., Ed.D. (Trevecca Nazarene University), *Adjunct Faculty in Education*
- Nina J. Morel**, B.A. (Lipscomb University), M. Ed., Ed. D. (Tennessee State University), *Associate Professor of Education; Co-Director of M.Ed. Programs*
- Connie Mayo**, B.S., M.S., Ed.S. (Austin Peay State University), Ph.D. (University of Louisville), *Adjunct Faculty in Education*
- Candice D. McQueen**, B.S. (Lipscomb University), M.Ed. (Vanderbilt University), Ph.D. (University of Texas), *Associate Professor of Education and Dean of the College of Education*
- Regina Merriman**, B.S. (Middle Tennessee State University), M.A., Ed.S. (Tennessee Technological University), Ed.D. (Tennessee State University), *Adjunct Faculty in Education*
- Amy W. Nelson**, B.A. (Lipscomb University), M.S. (Middle Tennessee State University), Ph.D. (Vanderbilt University), *Associate Professor of Mathematics*
- Keith A. Nikolaus**, B.A. (Lipscomb University), M. Ed., Ed.D. (Tennessee State University), *Professor of Education*
- Susan Porter**, B.A. (Lipscomb University), M.Ed. (Vanderbilt University), *Adjunct Faculty in Graduate Education*
- Melissa Ralston**, B.S. (University of Georgia), M.Ed. (Middle Tennessee State University), Ed.D. (Tennessee State University), *Adjunct Faculty in Education*
- Stephanie Rhoten**, B.S., M.Ed. (Lipscomb University), Ed.D. (Trevecca Nazarene University), *Adjunct Faculty in Education*
- David Sevier**, B.M. (Middle Tennessee State University), M.M.E. (University of Southern Mississippi), Ed.D. (Vanderbilt University), *Adjunct Faculty in Education*
- Henry K. Staggs**, B.S., M.Ed. (Freed Hardeman University), Ed.D. (Tennessee State University), *Adjunct Faculty in Education*
- Marcia Stewart**, B.A. (Lipscomb University), M.Ed., Ed.D. (Vanderbilt University), *Professor of Education*
- Jim L. Thomas**, B.A., M.A. (Lipscomb University), M.A. (Auburn University), Ed.D. (University of Tennessee), M.A. (Lipscomb University), *Professor of Communication and Executive Assistant to the President*
- Carrie H. Thornthwaite**, B.A. (Wheaton College), M.Ed. (Trevecca Nazarene College), Ed.D. (Vanderbilt University), *Professor of Education*
- Carolyn Baldwin Tucker**, B.S., M.A.Ed. (Tennessee State University), Ed.S. (University of Tennessee), Ph.D. (Peabody College of Vanderbilt University), *Visiting Professor of Education*
- Jonathan Ullrich**, B.A. (Long Island University), M.Ed., Ed.D. (Trevecca Nazarene University), *Adjunct Faculty in Graduate Education*
- Carroll G. Wells**, B.A. (Lipscomb University), M.A. (University of Tennessee), Ph.D. (Vanderbilt University), *Professor of Mathematics and Academic Chair of Department*
- Roger Wiemers**, B.A. (International Bible Seminary), M.Ed., Ed.D. (Tennessee State University), *Professor of Education*
- Debbie Wiles**, B.S. (Lipscomb University), M.Ed., Ed.S. (Middle Tennessee State University) Ed.D. (Tennessee State University), *Adjunct Faculty in Education*

*Graduate Studies in*

# **Exercise and Nutrition Science**



**Dr. Karen Robichaud**

*Director of Graduate Studies in  
Exercise and Nutrition Science*

# Graduate Studies in Exercise and Nutrition Science

## • Master of Science

Dr. Karen Robichaud, *Director*

Dr. Roger Davis, *Dean, College of Pharmacy and Health Sciences*

*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](http://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 <http://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 (GRE). For more information on the GRE, visit <http://www.ets.org/> and click on GRE. A minimum combined score of 800 is required on the old GRE format. Applicants taking the revised GRE test should contact the EXNS Program for current requirements. 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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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 (TOEFL) 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 30 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 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 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 9 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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/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 9 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 5-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 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/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 (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 in which all coursework 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 December 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 November for December graduation and the first week in April for May graduation and the last week in June for August graduation. Thesis candidates are required to successfully present/defend the results by June 28, for August graduation, November 15, for December graduation and March 27, for May graduation. Students must turn in the completed thesis by July 17, for August graduation; December 1, for December graduation and April 17 for May graduation. A student must apply for the comprehensive examination in the semester they intend to graduate. The examination must be completed no later than one semester after the completion of the degree program course work. The purpose of the examination is to assess the 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 chose the thesis option are required to register for EXNS 5423 (Thesis I) and EXNS 5433 (Thesis II). Typically, Thesis I is taken in the fall semester and Thesis II is taken in the spring semester after completion of 18 hours of coursework. Thesis option students are required to present/defend the thesis. These students do not have to take comprehensive exams. Thesis candidates are required to present/defend within three semesters.

Thesis option students will take 30 hours of course work (typically 10 courses) and 6 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. The Practicum is required of all non-thesis option students and can be taken for 3-6 hours of credit (300-600 hours of practicum experience). The student must have taken a minimum of 18 graduate hours before he/she is eligible to register for the Practicum. If a student selects a 3 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 6 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of graduate credit.....\$780  
(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/Late becoming official fee** .....	\$195
Printed refund check fee .....	\$25
Returned check fee.....	\$30
Thesis fee (includes printing and binding)	\$50
TMS (Monthly Payment) .....	\$60 enrollment fee per semester
Withdrawal fee .....	\$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## 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.

EXNS 5003	Advanced Exercise Physiology (3)
EXNS 5013	Exercise and Nutrition Strategies I (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 (24 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 6 hours from the LU Graduate Business and/or Psychology programs toward the EXNS Degree:

BU 6303	Introduction to Health Services Management
BU 6313	Health Services Issues
BU 6323	The U.S. Health Care System
BU 6803	Sports Management
BU 6813	Marketing, Fundraising and Public Relations in Sports
BU 6823	Sports Law and Risk Management
PSG 5903	Introduction to Counseling Skills

*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 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, childhood, adolescence and aging.

**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 530V Practicum (3-6)**

Supervised practice in the field of exercise and nutrition science. May be repeated for credit. Maximum 6 hours applied toward the degree.

**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).

## **Exercise and Nutrition Science Faculty**

**Charlotte Caperton-Kilburn**, B.S. (University of Tennessee, Martin), M.S. (University of Memphis), Registered Dietitian, *Adjunct Faculty in Nutrition*

**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, *Assistant 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), *Professor of Dietetics*

**Autumn C. Marshall**, B.S. (Lipscomb University), M.S. (Texas A & M University), Ph.D. (Auburn University), *Associate Professor of Nutrition and Chair of Department of Nutrition*

**Greg Palevo**, B.S. (Austin Peay State University), M.Sc. (George Williams College, Ph.D. (Middle Tennessee State University), Operations Consultant, Inpatient and Outpatient Rehabilitation Facilities, Rehabcare Group, St. Louis, Missouri, *Adjunct Faculty in Exercise Science*

**Dennis S. Porr**, B.A. (College of Wooster), M.S. (Arizona State University), Ph.D. (Arizona State University, Executive Director, Associate Health and Safety, St. Thomas Hospital, *Adjunct Faculty in Exercise Science*

**Karen Robichaud**, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), Ph.D. (Middle Tennessee State University), *Director of Graduate Studies in Exercise and Nutrition Science, Assistant Professor of Exercise Science*

*Graduate Studies in*  
**Health Care  
Informatics**



**Dr. Beth Breeden**  
*Director, Graduate Studies  
in Health Care Informatics*

# Graduate Studies in Health Care Informatics

## • Master of Health Care Informatics

Dr. Beth Breeden, Director

*Professionals who understand the relationship between people, health, information technology and the health care system are in great demand. Health Care Informatics is an emerging discipline which evaluates the acquisition, storage, retrieval and utilization of health data and the vital role it plays in enhancing the quality of care, reducing health care costs and addressing health issues.*

*According to a recent study from Health Care IT News, health information technology is first on the list of the top ten 'hot careers' for 2011 college graduates. The Nashville Technology Council's Q2-11 Jobs Report indicated 1,161 open IT positions in the Middle Tennessee area, with health care leading all industry sectors for these open IT positions. Additionally, the U.S. Department of Health and Human Services has mandated a national health care information infrastructure, including electronic health records, by 2014. The existing demand, federal regulations and predicted growth has prompted Lipscomb University to create a Masters in Health Care Informatics degree designed to develop health care leaders ready to meet these current and future challenges.*

*Lipscomb's Masters in Health Care Informatics is a 42-hour, interdisciplinary graduate degree 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. It will also train health care leaders, educators and innovators who will drive the evolution of clinical systems now and in the future. This includes coursework available through the College of Pharmacy and Health Sciences, College of Business and the Raymond B. Jones College of Engineering and is the only curriculum of its kind in the nation.*

- *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.*
- *The cohort program begins in the fall with coursework being delivered in only 13 months.*
- *This degree prepares one for jobs in hospitals, health care consulting, pharmaceutical and biotech companies, insurance companies, governmental agencies, health related software companies, business, industry and more.*

## 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 <http://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. **Eligibility.** Each applicant must submit documentation verifying coursework 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 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
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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
  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. **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.
  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 Graduate Studies in Health Care 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 mailed to: 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 the Master of Health Care Informatics 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 9 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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 Master of Health Care 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/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 9 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 Master of Health Care Informatics 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 Master of Health Care Informatics 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/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 Master of Health Care Informatics requires 42 semester hours. This requirement does not include hours accumulated to satisfy academic deficiencies. The 42-hour MHCI includes 36 hours in core courses and 6 hours of graduate level elective courses from the areas of business, IT or health sciences. Alternating weekend classes are offered Friday evenings and Saturdays, allowing the highest quality educational experience without disrupting one's professional career. Elective courses will be chosen from other graduate course work in Business, Information Technology or Health Sciences.

### Projects

Group projects are a required component of most graduate classes. Most group projects are facilitated with a combination of online and in-person meetings, e-mails and phone calls. As part of the MHCI core curriculum, the student will complete a capstone project which can be designed to support an employer's strategic initiative. If necessary, faculty will work with the student to create and opportunity for capstone project.

### 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 in which all coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of graduate credit.....\$1,060  
(includes all textbooks and 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/Late becoming official fee\*\* .....\$195  
Printed refund check fee ..... \$25  
Returned check fee..... \$30  
Thesis fee (includes printing and binding) \$50  
TMS (Monthly Payment) ..... \$60  
enrollment fee per semester  
Withdrawal fee ..... \$195

Participants in the inaugural 2011-12 class will be eligible for a 25% scholarship. This scholarship cannot be combined with the Yellow Ribbon Program.

**Room and Board Charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## Scholarships

Participants in the inaugural 2011-12 class will be eligible for a 25% scholarship. This scholarship cannot be combined with the Yellow Ribbon Program. For complete Yellow Ribbon policy, see section entitled Veterans Aid/Yellow Ribbon Program in the opening section of this catalog.

## Master of Health Care Informatics (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 5223 Leading Teams in Health Care Organizations (3)
  - HCI 5903 Consulting Project (3)
  - ISEC 5113 Introduction to Information Security (3)
- Electives: Graduate level elective courses will be offered Summer 2012 from the areas of business, IT or health sciences.

## Course Descriptions

### HCI 5003 Decision Support Systems (3)

This course allows students to explore the history, evolution and current applications of decision support. The course emphasizes the unique challenges of data representation and information retrieval techniques that are foundational to decision support systems. Students will evaluate the value of decision support systems in contrast with the complexities of implementation in the current medical, legal, financial, technological and cultural context.

- HCI 5013 Information Systems Management (3)**  
The role of Information Systems within the organization and how they can be used to make operations more efficient, save time and energy, will be discussed. In addition, the methods to use these strategically are evaluated. The use of critical thinking skills to explore methods of using information systems to increase productivity and, if necessary, as the competitive advantage will be a large component of this course.
- HCI 5033 Project Management (3)**  
Students will be taught how to develop an information systems project. The methods to manage the development and implementation of a system so that it meets all aspects of stake-holder needs are evaluated. Discussion of how to initiate, analyze, develop, implement and maintain systems projects will be made. Along with this the students will be taught how to keep a project timeline, budget and attain the highest possible results from an information setting. The concepts taught will apply to any type of organization but this course will be targeted at the health care industry in particular.
- 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 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.)
- HCI 5123 Ethical and Legal Issues in Health Care Informatics (3)**  
This course will allow the student(s) to gain insight to the ethical and legal issues in informatics, currently in place and on the horizon in health care organizations. The instructor will utilize the evaluation of case studies, group and class discussions and problem-based learning of the effective utilization of information technology applications. The learning experience will be enhanced through guest lecturers with relevant experience in health care informatics.
- HCI 5133 Health Care IT Vendor Management (3)**  
This course focuses on evaluating the environment and activities necessary to plan, select, contract, implement and maintain systems from vendors in the health care IT sector. We will evaluate all aspects of the vendor/client relationship, noting the benefits and challenges inherent within.
- HCI 5153 Consumer Health Informatics (3)**  
Consumer Health Informatics studies from a patient/consumer perspective the use of electronic information to improve health outcomes and the health care decision-making process. This course focuses on aspects of the consumer health information process as well as resources which are utilized in fulfilling the information needs.
- HCI 5203 Leadership and Organizational Behavior (3)**  
This course will examine the challenges associated with leading and managing organizational behavior within complex situations in a health care setting. Leadership/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. This course will also focus on understanding the general theme of how health care organizations' behave. Students gain an understanding of how individual values, preferences and behaviors integrate with organizational policies and dynamics. Students are also exposed to organizational processes and behaviors that ultimately contribute to both organizational success and employees' production and satisfaction.

**HCI 5213 Operations in Health Care Organizations (3)**

Operations management 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 of operations 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. Thus we develop a framework for analyzing process flows in within a firm and across firms, applying the principles to service industries.

**HCI 5223 Leading Teams in Health Care Organizations (3)**

Teams are one of the most basic and enduring organizational groups. Teams have more talent and experience, more diverse resources and greater opportunity than individuals. Organizations are using teams to: develop new products; solve difficult problems; improve performance; develop ideas for new business; and deal with complex projects. This course will examine the design and leadership of teams in an organization. We will focus on the effectiveness of teams, individual behavior and the dynamics of interpersonal relationships.

**HCI 5903 Consulting Project (3)**

Learners will serve as consultants for an area business and will be expected to develop 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. Guidance will be provided regarding consulting techniques and methodology. A formal report will be delivered at the conclusion of the project that details findings, conclusions and recommendations.

**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.

Graduate level elective courses will be offered Summer 2012 from the areas of business, IT or health sciences. For additional elective course descriptions, consult the Graduate Program Director of the Master of Health Care Informatics.

## **Health Care Informatics Faculty**

**Elizabeth Breeden**, B.A. (University of Tennessee), M.S. (Austin Peay State University), B.S. Pharmacy (Samford University McWhorter School of Pharmacy), *Director of Graduate Studies in Health Care Informatics, Assistant Professor of Pharmacy Practice*

**Donald R. Geddes**, B.B.A. (Middle Tennessee State University), M.S. (Middle Tennessee State University), Ph.D. (Southern Illinois University), *Assistant Professor and Chair of Computing and Information Technology*

*Graduate Studies in*

# **Information Security**



**Dr. Don Geddes**

*Director, Graduate Studies  
in Information Security*

# Graduate Studies in Information Security

## • Master of Science

Dr. Don Geddes, Program Director

*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 one year while continuing with their present career. The degree program consists of a 36-hour curriculum designed to prepare the student to sit for the CISSP exam. The master's program will 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.*

## 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 <http://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 (GRE). For more information on the GRE, visit <http://www.ets.org/> and click on GRE. A minimum combined score of 800 is required on the old GRE format. Applicants taking the revised GRE test should contact the program office for current requirements. 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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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 (TOEFL) is required for international students. (See section titled International Students for more information.)

All application items should be submitted to the Graduate Studies in Information Security 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: 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 9 hours will be counted toward the M.S. in Information Security. 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 \$140 fee is charged for each examination taken (includes \$55 for evaluating and recording and \$85 per course for constructing and administering). A maximum of 6 hours may be waived by examination. Arrangements for a waiver are to be made through the Graduate Studies 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, 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 9 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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 Information Security 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/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 9 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 pm 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 Information Security degree must be completed within a 5-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/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 Information Security requires 36 semester hours, exclusive of 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 in which all coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of graduate credit.....\$1,060  
(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/Late becoming official fee\*\* .....\$195

Printed refund check fee ..... \$25

Returned check fee..... \$30

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

TMS (Monthly Payment) ..... \$60  
enrollment fee per semester

Withdrawal fee ..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*



## Master of Science in Information Security (36 hours required)

### Core 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 CSCI 3613 Network Principles or equivalent (experience will also be considered).*

*NOTE: ISEC 5163 has a prerequisite of CSCI 3213 Database Management Systems or equivalent (experience will also be considered).*

## 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)**

Policy and Procedure 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. Co-requisite: Information Security 5113.

**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 for Information Technology prior to beginning the first course for this degree.

## **Graduate Information**

### **Security Core Faculty**

Faculty consists of full-time professors and adjuncts representing the areas of Computer Science, Information Technology, Network Security and Information Security. We supplement them with several excellent adjunct faculty members who are experts in their fields.

**Donald R. Geddes**, B.B.A. (Middle Tennessee State University), M.S. (Middle Tennessee State University), Ph.D. (Southern Illinois University), *Assistant Professor and Chair of Computing and Information Technology*

**Greg Nordstrom**, B.S.E.E (Arizona State University), M.S. (University of Tennessee), Ph.D. (Vanderbilt University), *Interim Dean, Raymond B. Jones College of Engineering, Associate Professor of Engineering*

**Steve Nordstrom**, B.S.E.E (Tennessee Technological University), M.S. (Vanderbilt University), Ph.D. (Vanderbilt University), *Assistant Professor of Electrical and Computer Engineering*

**Jacob Arthur**, B.S (Lipscomb University), B.B.A. (Lipscomb University), M.Acc. (Lipscomb University), Industry Professional in Information Security, *Adjunct Faculty in Computing and Information Technology*

**Bryan Thornton**, B.S. (Lipscomb University) Pre-eminent Industry Professional in Information Security, *Adjunct Faculty in Computing and Information Technology*

*Graduate Studies in*  
**Pharmacy**



**Dr. Roger Davis**  
*Dean, College of Pharmacy*

# College of Pharmacy and Health Sciences

## • Doctor of Pharmacy

Dr. Roger L. Davis, Dean

*The College of Pharmacy at Lipscomb University is an extraordinary college steeped in the traditions of public service, focused on health care delivery to the public, especially those who are underserved 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. The College of Pharmacy was awarded candidate status by the Accreditation Council for Pharmacy Education (ACPE) through June 2011. Continuation of candidate status will be decided upon by the ACPE board of directors at the June 2011 meeting. If granted, candidate status will continue through June 2012. At that time the college will submit additional documentation and ACPE will conduct a final site visit prior to awarding full accreditation status.*

### **Accreditation Disclosure Statement**

*The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-US sites. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation involves three steps: Precandidate status, Candidate status and Full accreditation. Precandidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Precandidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the college or school to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled, but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program, generally including eligibility for licensure. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.*

*For more information on the accreditation process, consult the ACPE website at <http://www.acpe-accredit.org/>.*

*The Doctor of Pharmacy program of the Lipscomb University College of Pharmacy was awarded Candidate accreditation status during the June 24–28, 2009 meeting of the ACPE Board of Directors. ACPE performed a site visit on March 7–8, 2011. The continuation of candidate status will be decided upon at the June 2011 ACPE Board of Directors meeting. If the program continues to develop as planned, full accreditation of the Doctor of Pharmacy program will be considered by the Board following the initial graduation of students from the program in 2012.*

*For more information on the college's accreditation status, please visit the college's website at [pharmacy.lipscomb.edu](http://pharmacy.lipscomb.edu) for the most current information or call the College of Pharmacy at 800.333.4358, Ext. 7160.*

## **Message from the Dean**

Building a college to educate pharmacists for a life of service...

Welcome to the Lipscomb University College of Pharmacy. 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. I am excited that we have expanded our legacy and tradition of excellence to the field of pharmacy education. Lipscomb University's location in Nashville, Tennessee, 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 also 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. The College of Pharmacy 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 pharmacy profession and Lipscomb University is an exciting place to begin that journey.

If you would like more information regarding the College of Pharmacy, e-mail us at [pharmacy@lipscomb.edu](mailto: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 pre-professional 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, coursework 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 coursework 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 Pre-requisites.
  - Achievement of a grade of “C” or higher for each required pre-pharmacy course is mandatory.
- **Attain a cumulative academic grade point average (GPA) of not less than 2.5 on a 4.0 scale for all courses.**
- **Complete the Pharmacy College Admission Test (PCAT) 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 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: <http://www.pcatweb.info>
- **Submit on-line the Application for Admission and Supplemental Application.**
  - Applications for the 2011 enrolling year will be submitted through the Pharmacy College Application Service (PharmCAS). Application reviews begin in September. Detailed instructions for submitting the application, transcripts and letters of recommendation through PharmCAS may be found online at <http://pharmacy.lipscomb.edu> or at [www.pharmacas.org](http://www.pharmacas.org) in the school pages section. The deadline for application submission is March 1, 2012.
  - 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 non-refundable fee must accompany your supplemental application.
  - Payment can be processed on-line at the time of supplemental application submission using a debit or credit card.
  - If on-line 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 Recruitment
    - 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 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, 2012, review of applications begins in September 2011. Applicants are interviewed and admissions decisions are made on a continual basis beginning in November 2011 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 pre-requisite 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 coursework 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 (TOEFL). 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](http://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 (WES) or Educational Credential Evaluators (ECE) must accompany international transcripts. Evaluations from other services are not accepted.

[World Education Services [www.wes.org](http://www.wes.org);  
Educational Credential Evaluators  
[eval@ece.org](mailto: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, minimum passing grade levels, etc. The college is not obligated to accept the conclusion of any outside evaluation service.
- Official, final transcripts for both international and U.S. coursework will be required prior to matriculation.
- Submit the Lipscomb University College of Pharmacy Supplemental Application online. Non-refundable fee: \$50.00  
  
Lipscomb Supplemental Application,  
[www.pharmacy.lipscomb.edu](http://www.pharmacy.lipscomb.edu)
- International applicants must provide copies of current status with the U.S. Immigration and Naturalization Service (INS) 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 2011-12\*

Tuition for 2011-12, per year .....\$31,836  
(includes all general fees)

#### *Special Fees*

Certification Materials Cost .....\$180 for first  
professional year only

Certification Materials Cost ..... \$30 for third  
professional year only

E\*Value student portfolio..... \$60/yr

Laboratory Fee..... \$225 for first professional year only

Professional Liability Insurance ..... \$20/yr

Student Activity and Technology Fees .....\$1598

Textbooks (Electronic) ..... \$200/yr

Textbooks (Print) estimated..... \$700/yr

#### *Additional Out of Pocket Expenses*

Background check.....\$130 every 2 years

Drug Screen .....\$30/yr

Required Apparel - minimum ..... \$40  
required expense for scrubs

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 2011*

## 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 non-refundable. The full deposit amount is lost if the student pharmacist then chooses to forfeit his/her position in the class.
2. Fees, including textbooks, assessed as a part of the registration process are non-refundable 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 Associate Dean for 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 \$190.

5. Refund of the tuition shall be according to the following schedule:
  - For the first semester of the ..... 100% inaugural year, from official registration completion to one week before the first official day of orientation
  - From one week before the first..... 50% official day of orientation through the official fifth day of class
  - After the official fifth day of class..... 0%
  - For the second or any ..... 0% subsequent semester of the program
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 Pre-requisites

Pharmacy pre-requisites 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 Communications	3
Micro or Macro Economics	3
Electives - Humanities	6
Electives - Social Science	6
Additional Electives	8
<b>TOTAL Hours (Minimum)</b>	<b>66</b>

\* Calculus for business majors is not accepted

## Doctor of Pharmacy Curriculum

The following courses of study are designed to prepare a student for the Doctor of Pharmacy degree at Lipscomb University College of Pharmacy.

PHSC – Pharmaceutical Sciences

PHAD – Health Sciences Administration

PHPR – Pharmacy Practice

PHIE – Introductory Pharmacy Practice Experiences

PHAE – Advanced Pharmacy Practice Experiences

### Professional Year 1

#### 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)
PHSC 1113	Physiological Basis of Therapeutics I (3)
PHSC 1213	Biomolecular Chemistry (3)
PHSC 1313	Microbiology & Immunology (3)
PHSC 1413	Pharmaceutical Medicinal Chemistry (3)
PHSC 1512	Integrated Biomedical Sciences Lab I (2)

**Semester Credit Hours: 19**

### Professional Year 1

#### 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

#### Semester 3

PHAD 2111	Applied Christian Values II (1) (S/U)
PHAD 2102	PP III (Biostatistics/ Study Design)(2)
PHAD 2413	Practice Management (3)
PHAD 2432	Communication Skills for HCPs (2)
PHIE 2512	Introductory Pharm. Practice Exp. III (2)
PHPR 2201	Interpreting Lab Data (1)
PHPR 2422	Health Informatics (2)

PHSC 2623	Pharmacologic Basis of Therapeutics II (3)
PHSC 2433	Advanced Biopharmaceutics & Pharmacokinetics (3)

**Semester Credit Hours: 19**

### Professional Year 2

#### 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

#### 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 (Pharmacoeconomics/ 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 (2-3)

**Semester Credit Hours: 19-20**

### Professional Year 3

#### 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 3513	Developing Clinical Practice Skills (2)
PHPR 3603	Adv. Clinical Practice Skills (3)
PHPR 3833	Pharmacotherapy V (3)
PHPR 3843	Pharmacotherapy VI (3)
PHPR 3nnV	Electives (2-3)

**Semester Credit Hours: 17-18**



## Professional Year 4

### 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)

**Semester Credit Hours: 20**

## Professional Year 4

### Semester 8

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)
PHPR 4903	Pharmacy Practice Review (3)

**Semester Credit Hours: 23**

## Course Descriptions

### 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 (4) hours a day, one day a week, for the entire semester (5 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 Caring and Compassion in Pharmacy (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 - \$75.00

**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 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.

**PHAE 4nn4 Advanced Pharmacy Practice Experiences (40)**  
The advanced pharmacy practice experiences will encompass the entire fourth year of the curriculum (25% of total curriculum). Students will rotate through ten (10) advanced practice experiences, each being a calendar month in duration. Students will have four (4) required practice experiences (advanced community, advanced hospital, inpatient acute care and ambulatory care). Students will select two (2) practice experiences in

the areas of managed care, practice management, specialty pharmacy, or a medicine sub-specialty. Students will also choose four (4) 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 - \$20.00

**PHIE 1512 Introductory Pharmacy Practice Experiences I (2)**  
Introductory Pharmacy Practice Experiences (IPPEs) consist of shadowing a practitioner and upper level pharmacy student for four (4) hours a day, one day a week, for the entire semester. Students will rotate within the semester between hospital, community and specialty pharmacy practices (5 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 - \$20.00

**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 (4) hours a day, one day a week, for the entire semester (5 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 IV will allow for student pharmacists to rotate through hospital, community and specialty pharmacy settings for four (4) hours a day, one day a week, for the entire semester (5 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). Fee - \$20.00

**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 (4) hours a day, one day a week, for the entire semester (5 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, 4 of which will be reflection time. Fee - \$50.00

**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, 4 of which will be reflection time.

**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 (BCLS) 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 - \$180.00

**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 100 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. Pharmacy students will also receive instruction relating to the calculations needed to compound standard pharmaceutical products from raw materials and commercial products and the use of mechanical and electronic balances for compounding. Fee - \$75.00

**PHPR 2201 Interpreting Laboratory Data (1)**

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)**

Course content will enable students to understand how to incorporate technology into the provision of safe, effective and evidence-based health care. Students will also be able to make decisions about the value and ethical application of specific technologies and appreciate the perspectives and roles of patients and providers when using technology in care.

**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 twenty 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 twenty 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 (MTM) 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/her medications; providing information, support services and resources designed to enhance patient adherence with his/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 3513 Developing Clinical Practice Skills (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 (BCLS). Fee - \$80.00

**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 4903****Pharmacy Practice Review (3)**

Students will spend the month of May participating in certification programs (or recertification) in immunization, diabetes, anticoagulation and asthma. Additionally, a NAPLEX review course will occur in this month.

**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.



**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 micro-organisms 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 non-linear); 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 - \$75.00

**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 - \$75.00

**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.
- 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 coursework 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 (APPEs) may be subject to remedial work. 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/she shall request written permission of the Associate Dean for 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 coursework in which a failing grade was received. The Academic Recovery Contract discusses

remediation and the need for demonstration of proficiency in the coursework 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” coursework 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. The student pharmacist will also be enrolled into Pharmacy Turning Point. If the student pharmacist is unsuccessful in remediating the failed course, the Academic Progression Committee may require the student pharmacist to repeat the academic year, or, in some cases, be academically dismissed. In some limited cases, a specialized schedule will be developed which will allow the student pharmacist to repeat the failed coursework and progress through the curriculum.
- Remediated coursework performed in a successful manner will result in a grade change form’s being submitted to the University 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.
- 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 December 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 December of the P4 year, the student pharmacist’s graduation may be delayed pending successful remediation of the APPE experience.
- If a student pharmacist receives three (3) or more failing grades (F or U) in any professional course work or if the student pharmacist fails the same course twice, the student pharmacist will be dismissed from the program for scholastic deficiency. An exception to this policy is that if any student pharmacist fails two (2) APPEs, they will be dismissed from the program for scholastic deficiency.
- 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 coursework 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.

- A student pharmacist who returns from academic suspension will automatically be on academic probation. No 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.
- **Repeating Coursework**
  - 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.
- **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 coursework.
  - 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 Associate Dean for 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/her curricular requirements prior to enrollment thereby providing opportunity to accept the conditions for transfer.
- A transfer will only be considered if the transfer student pharmacist is in good academic standing and eligible to continue at his/her previous academic institution.
- 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 coursework 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 an Accreditation Council for Pharmacy Education (ACPE) 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 coursework 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 coursework 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.

- **CLEP/AP Credit Acceptance:** For routine applicants, no more than six (6) hours of CLEP or credit by examination will be accepted to meet the pre-pharmacy requirements; such credit must be listed on the official transcript. Advanced placement (AP) credit may be used to satisfy prerequisite coursework provided that the AP credit is accepted by the applicant's institution and is posted on the applicant's official academic transcript. Applicants receiving AP Credit for a math or science course, such as chemistry or calculus, will be expected to validate those courses through successful completion of one higher level course in the respective area. Grades below "C", or equivalent scoring, cannot be accepted for any math or science course.

## Pharmacy Faculty

- Paige Akers**, B.S. (Lipscomb University), Pharm.D. (University of Tennessee), *Associate Dean for Student Affairs, College of Pharmacy, Assistant Professor of Pharmacy Practice*
- Scott Akers**, Pharm.D. (University of Tennessee), Ph.D. (University of Kentucky), *Chair and Associate Professor of Pharmaceutical Sciences*
- Kim Barker Ayes**, Pharm.D. (Mercer University Southern School of Pharmacy), *Assistant Professor of Pharmacy Practice*
- Elizabeth Breeden**, B.A. (University of Tennessee), M.S. (Austin Peay State University), B.S. Pharmacy (Samford University McWhorter School of Pharmacy), *Director of Graduate Studies in Health Care Informatics, 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), *Assistant Professor, Department of Pharmacy Practice*
- Roger L. Davis**, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Dean, College of Pharmacy, Professor of Pharmacy Practice*
- Joseph Dewese**, 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*
- Mike Fowler**, B.S. (Oklahoma Christian University), Ph.D. (Ohio State University), *Vice Chair of Department of Pharmaceutical Sciences, Professor of Pharmaceutical Sciences*
- Lindsey Gorrell**, B.S. (Eastern Illinois University), Pharm.D. (West Virginia University School of Pharmacy), *Assistant Professor of Pharmacy Practice*
- Randy Jerkins**, B.S. (Lipscomb University), B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Assistant Professor of Pharmacy Practice*
- Ray Marcrom**, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Special Assistant to the Dean, Professor of Pharmacy Practice*
- Lauren McCluggage**, Pharm.D. (University of North Carolina), *Assistant Professor of Pharmacy Practice*
- Jeff McCormack**, B.S. (Oklahoma Christian University), M.S. (University of Oklahoma Health Sciences Center), Ph.D. (University of Oklahoma Health Sciences Center), *Director of Development, Associate Professor of Pharmaceutical Sciences*
- Susan Mercer**, B.S. (Seton Hill University), Ph.D. (University of Maryland, Baltimore), *Assistant Professor of Pharmaceutical Sciences*
- 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*
- Crescent Rowell**, B.S. (Rhodes College), Pharm.D. (University of Tennessee), *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), *Instructor of Pharmacy Practice*
- Sarah Uroza**, Pharm.D. (University of Arkansas for Medical Sciences), *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 our website at [pharmacy.lipscomb.edu](http://pharmacy.lipscomb.edu) for the most up to date information regarding the College of Pharmacy. You may also contact the College of Pharmacy by e-mail at [pharmacy@lipscomb.edu](mailto:pharmacy@lipscomb.edu) or by phone at 615.966.7160 or 800.333.4358 ext. 7160.

*Graduate Studies in*

# **Psychology and Counseling**



**Dr. Jake Morris**

*Director, Graduate Studies in  
Psychology and Counseling*



# Graduate Studies in Psychology and Counseling

- **Master of Science**
- **Certificate of Graduate Study in Counseling Psychology**

Dr. Norma Burgess, *Dean, College of Arts and Sciences*

Dr. Jake Morris, *Program Director*

*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 Professional Counseling** (61 hours, including practica and an internship) prepares students to seek licensure as a Professional Counselor with Mental Health Services Provider designation (LPC MHSP). 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** (36 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.
- **Certificate of Graduate Study in Counseling Psychology** (15 hours). This certificate program can strengthen qualifications of professionals in ministry, education, social work or health care.

## 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 <http://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). Fee will be waived for those applying before October 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 to expected career progression is required.
4. **Standardized exam score.** Scores from the Graduate Record Examination (GRE) are required for students seeking their first graduate course work. (For more information on the GRE, visit <http://www.ets.org/> and click on GRE.)
5. **References.** Three letters of reference are required.
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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>).
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. **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 Graduate Studies in Psychology and Counseling 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: Graduate Studies in Psychology and Counseling, 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 9 hours will be counted toward the M.S. in Psychology or M.S. in Counseling 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.

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 \$140 fee is charged for each examination taken (includes \$55 for evaluating and recording and \$85 per course for constructing and administering). A maximum of 6 hours may be waived by examination. Arrangements for a waiver are to be made through the graduate studies 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 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. From an unaccredited school or with a substandard GPA or GRE 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 MAT/GRE. The student may take up to 9 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 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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/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 3.25 cumulative GPA by the time the student has completed the next 9 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. 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 pm 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 or M.S. in Professional Counseling degree must be completed within a 5-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 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.

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 36 semester hours and the M.S. in Professional Counseling requires 61 hours, exclusive of hours accumulated to satisfy academic deficiencies.

### Minimum GPA

The minimum cumulative grade point average (GPA) 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 coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour.....\$780  
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/Late becoming official fee\*\*.....\$195

Printed refund check fee.....\$25

Returned check fee.....\$30

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

TMS (monthly payment).....\$60  
enrollment fee per semester

Withdrawal fee.....\$195

**Room and Board charges per semester are available in the undergraduate catalog**

*\* Effective June 1, 2011*

*\*\* Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## Master of Science in Professional Counseling

### (61 hours required)

The M.S. in Professional Counseling offers a 61-hour curriculum designed to meet the academic requirements for licensure as a Professional Counselor with Mental Health Service Provider designation (LPC MHSP). 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. Students seeking this degree after completion of the M.S. in Psychology, may apply up to 30 hours to this degree. Thesis hours cannot be transferred from one degree to another.

### Core Courses (43 Hours):

PSG 510	Counseling Theories and Techniques
PSG 5203	Introduction to Psychopathology and Adaptive Behavior
PSG 5303	Developmental Psychology
PSG 5503	Theories of Human Behavior, Learning & Personality
PSG 5603	Research Methods and Statistics
PSG 5703	Ethics and Professional Issues in Counseling
PSG 5803	Integration of Psychology and Christianity Seminar
PSG 5903	Introduction to Counseling Skills
PSG 6053	Multicultural Issues in Counseling
PSG 6103	Group Dynamics and Group Counseling
PSG 6253	Career Counseling
PSG 6603	Advanced Psychopathology
PSG 6653	Psychological Assessment
PSG 6703	Effective Counseling and Treatment Planning
PSG 6951	Capstone Seminar in Counseling Psychology

### Practicum Courses (9 Hours)

PSG 6803	Practicum I
PSG 6853	Practicum II
PSG 6903	Internship

### Elective Courses (select 9 Hours)

PSG 5003	Survey of Psychology (for students who did not major in psychology)
PSG 6003	Grief and Crisis Counseling
PSG 6153	Marriage and Family Counseling
PSG 6203	Child and Adolescent Counseling
PSG 6303	Substance Abuse Counseling
PSG 6353	Addictive Disorders
PSG 6403	Psychopharmacology
PSG 6453	Gerontology
PSG 6503	Human Sexuality
PSG 6553	Psychology of Religion and Spirituality
PSG 675V	Psychological Topics
Approved electives from other graduate programs at Lipscomb	

**Suggested course sequence for the first year:  
Full-time M.S. in Professional Counseling (61-hour program) students entering in Fall 2011:**

**Fall 2011:**

Counseling Theories and Techniques \*2  
Introduction to Psychopathology and Adaptive Behavior \*2  
Survey of Psychology \*1 or Introduction to Counseling Skills \*3

**Spring 2012:**

Advanced Psychopathology \*5  
Ethics & Professional Issues in Counseling \*3  
Introduction to Counseling Skills \*3 or any other core class or elective

**Summer 2012:**

Effective Counseling & Treatment Planning \*3  
Integration Seminar  
Multicultural Issues in Counseling or Theories of Human Behavior, Learning & Personality

**Suggested course sequence for the first year:  
Full-time M.S. in Professional Counseling (61-hour program) students entering in Spring 2012:**

**Spring 2012:**

Counseling Theories and Techniques \*2  
Introduction to Psychopathology and Adaptive Behavior \*2  
Survey of Psychology \*1 or Introduction to Counseling Skills \*3

**Summer 2012:**

Advanced Psychopathology \*5  
Ethics & Professional Issues in Counseling \*3  
Integration Seminar

**Fall 2012:**

Effective Counseling & Treatment Planning \*3  
Research Methods and Statistics \*4  
Introduction to Counseling Skills \*3

*1 This course is required of all students entering without an undergraduate background in psychology. It counts as an elective toward the degree.*

*2 It is important to take these classes as early as possible because they serve as prerequisites for most electives.*

- 3 It is important to take these classes no later than 4 semesters prior to graduation; it is an introduction to the profession that must be completed prior to starting the Practicum I, Practicum II and Internship sequence.*
- 4 This course is a prerequisite for Psychological Assessment.*
- 5 These courses are useful (but not required) prior to beginning Practicum I.*

**Master of Science in  
Psychology (36 hours required)**

The 36-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 (27 Hours, 3 hours each):**

PSG 5103	Counseling Theories and Techniques
PSG 5203	Introduction to Psychopathology and Adaptive Behavior
PSG 5303	Developmental Psychology
PSG 5503	Theories of Human Behavior, Learning and Personality
PSG 5603	Research Methods and Statistics
PSG 5703	Ethics and Professional Issues in Counseling
PSG 5803	Integration of Psychology and Christianity Seminar
PSG 6933	Thesis I
PSG 6943	Thesis II

**Elective Courses (select 9 Hours):**

PSG 5003	Survey of Psychology (for students who did not major in psychology)
PSG 6003	Grief and Crisis Counseling
PSG 6053	Multicultural Issues in Counseling
PSG 6103	Group Dynamics and Group Counseling
PSG 6153	Marriage and Family Counseling
PSG 6203	Child and Adolescent Counseling
PSG 6253	Career Counseling
PSG 6303	Substance Abuse Counseling
PSG 6353	Addictive Disorders
PSG 6403	Psychopharmacology
PSG 6453	Gerontology
PSG 6503	Human Sexuality
PSG 6553	Psychology of Religion and Spirituality
PSG 675V	Psychological Topics
	Courses from the Institute for Conflict Management
	Courses from the Hazelip School of Theology

**Suggested course sequence for Full-time M.S. in Psychology (36-hour program) students entering in Fall 2011:**

**Fall 2011:**

Counseling Theories and Techniques \*2  
Research Methods and Statistics \*3  
Survey of Psychology \*1 or Developmental Psychology

**Spring 2012:**

Introduction to Psychopathology and Adaptive Behavior \*2  
Theories of Human Behavior, Learning and Personality  
Thesis I

**Summer 2012:**

Thesis II  
Elective  
Integration of Psychology and Christianity Seminar

**Fall 2012:**

Developmental Psychology or elective  
Ethics & Professional Issues in Counseling  
Elective

**Suggested course sequence for full-time M.S. in Psychology (36-hour program) students entering in Spring 2012:**

**Spring 2012:**

Counseling Theories and Techniques \*2  
Research Methods and Statistics \*3  
Survey of Psychology \*1 or Developmental Psychology

**Summer 2012:**

Developmental Psychology (or elective if already taken)  
Integration of Psychology and Christianity Seminar  
Thesis I

**Fall 2012:**

Thesis II  
Introduction to Psychopathology and Adaptive Behavior \*2  
Ethics & Professional Issues in Counseling \*3

**Spring 2013:**

Theories of Human Behavior, Learning and Personality  
Elective  
Elective

*\*1 This course is required of all students entering without an undergraduate background in psychology. It counts as an elective toward the degree.*

*\*2 It is important to take these classes during as early as possible because they serve as prerequisites for most electives.*  
*\*3 This course is must be completed prior to beginning the Thesis I/II sequence.*

**Certificate of Graduate Study in Counseling Psychology (15 hrs required)**

The Certificate of Graduate Study program is designed for individuals who do not seek to enter the counseling profession but who could benefit from training in counseling. The 15-hour curriculum acquaints students with basic knowledge about counseling and provides an introduction to psychopathology. Beyond this, students should choose electives that are tailored to the type(s) of counseling that are related to their career goals.

**Required courses (6 hours):**

PSG 5103 Counseling Theories and Techniques  
PSG 5203 Introduction to Psychopathology and Adaptive Behavior

**Electives (choose 3; 9 hours total):**

PSG 6003 Grief and Crisis Counseling  
PSG 6053 Multicultural Issues in Counseling  
PSG 6103 Group Dynamics and Group Counseling  
PSG 6153 Marriage and Family Counseling  
PSG 6203 Child and Adolescent Counseling  
PSG 6303 Substance Abuse Counseling

**Projected course offerings**

Evening and weekend classes will be offered, with a combination of traditional classroom instruction and Web-based courses. Classes meet fall, spring and summer. Projected offerings for the 2011/12 academic year are listed below.

**Fall 2011:**

Survey of Psychology  
Counseling Theories and Techniques  
Intro to Psychopathology & Adaptive Behavior  
Introduction to Counseling Skills  
Developmental Psychology  
Theories of Human Behavior, Learning & Personality  
Research Methods & Statistics  
Ethics & Professional Issues in Counseling (Psychology)  
Integration of Psychology and Christianity Seminar  
Group Dynamics and Group Counseling  
Career Counseling

Psychological Assessment  
 Effective Counseling and Treatment Planning  
 Practicum I and II  
 Internship  
 Thesis I and II

**Spring 2012:**

Survey of Psychology  
 Counseling Theories and Techniques  
 Intro to Psychopathology & Adaptive Behavior  
 Introduction to Counseling Skills  
 Developmental Psychology  
 Theories of Human Behavior, Learning and Personality  
 Research Methods & Statistics  
 Ethics and Professional Issues in Counseling (Counseling)  
 Multicultural Issues in Counseling  
 Group Dynamics and Group Counseling  
 Marriage and Family Counseling  
 Advanced Psychopathology  
 Psychological Assessment  
 Practicum I and II  
 Internship  
 Thesis I and II  
 Capstone Seminar in Psychology  
 Elective (TBA)

**Summer 2012:**

Developmental Psychology  
 Theories of Human Behavior, Learning and Personality  
 Research Methods & Statistics  
 Ethics and Professional Issues in Counseling (Counseling)  
 Integration of Psychology and Christianity Seminar  
 Multicultural Issues in Counseling  
 Advanced Psychopathology  
 Effective Counseling and Treatment Planning  
 Elective (TBA)  
 Elective (TBA)  
 Practicum I and II  
 Internship  
 Thesis I and II  
 Capstone Seminar in Psychology

**Course Descriptions**

**PSG 5003 Survey of Psychology (3)**  
 A leveling course designed for individuals without an undergraduate major or minor in psychology. The course will introduce students to psychological research methods, statistical analysis, APA-style writing, biological psychology, principles of learning and memory, personality theories and abnormal psychology.

**PSG 5103 Counseling Theories and Techniques (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.

**PSG 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 5303 Developmental Psychology (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 5503 Theories of Human Behavior, Learning and Personality (3)**  
 A survey of the significant theories of personality with an emphasis on both historical and current personality theories and models. Applications for counseling and other settings will be discussed.

**PSG 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.

**PSG 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: PSG 5103



- PSG 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: PSG 5103
- PSG 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.
- PSG 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: PSG 5103, PSG 5203
- PSG 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: PSG 5103
- PSG 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: PSG 5103
- PSG 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: PSG 5103
- PSG 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: PSG 5103, PSG 5203
- PSG 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. Prerequisite: PSG 5103
- PSG 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: PSG 5103, PSG 5203
- PSG 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. Prerequisites: PSG 5103, PSG 5203
- PSG 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. Prerequisites: PSG 5103, PSG 5203

- PSG 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. Prerequisites: PSG 5103, PSG 5203
- PSG 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: PSG 5103, 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. Prerequisites: PSG 5303
- PSG 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: PSG 5203
- PSG 6653 Psychological Assessment (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: PSG 5103, PSG 5203, PSG 5603
- PSG 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: PSG 5103, PSG 5203
- PSG 675V Psychological 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. Prerequisites: PSG 5103, PSG 5203
- PSG 6803 Practicum I (3)**  
Introductory experience in supervised counseling with clients in selected clinical settings. 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 arranged with the Clinical Director in the semester prior to beginning the practicum. Prerequisites: PSG 5103, PSG 5203, PSG 5703, PSG 5903, This class may be taken only by students enrolled in the Professional Counseling Program. Co-requisite: PS 6703.
- PSG 6853 Practicum II (3)**  
Intermediate experience in supervised counseling with clients in selected clinical settings. 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 arranged with the Clinical Director in the semester prior to beginning the practicum. Liability insurance is required. Prerequisites: PSG 6803. Permission of instructor is required; some practicum sites may require additional prerequisites.

**PSG 6903 Internship (3)**

Advanced experience in supervised counseling with clients in selected clinical settings. This course should be taken during the last semester of the students' program. 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 arranged with the Clinical Director in the semester prior to beginning the practicum. Liability insurance is required. Prerequisites: PSG 6853. Permission of instructor is required.

**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. Prerequisites: 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

**PSG 6951 Capstone Seminar in Counseling Psychology (1)**

Provides a review of the counseling program and is a venue for students to ask questions and round out their training. Course is to be taken in the last semester of the program and is only open to students in the Professional Counseling program. Prerequisite: completion of 52 hours in coursework.

## **Graduate Psychology 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*

**Christopher J. Gonzalez**, B.A. (Harding University), M.M.F.T. (Abilene Christian University), Ph.D. (University of Minnesota), *Assistant Professor of Psychology*

**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*

**Jake Morris**, B.A., M.Ed., Ph.D. (University of Mississippi), LPC, *Director of Graduate Studies in Psychology and Counseling, Professor of Psychology*

**Shanna D. Ray**, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), M.S., Ph.D. (Vanderbilt University), *Associate Professor of Psychology*

**Paul E. Turner**, A.A. (Faulkner University), B.S. (Auburn University), M.A. (Southern Christian University), M.S. (University of Western Kentucky), M.A. (University of Southern Mississippi), Ph.D. (University of Southern Mississippi), *Professor of Psychology*

*Graduate Studies in*  
**Sustainable  
Practice**



**Dodd Galbreath**  
*Executive Director,  
Institute for Sustainable Practice*

**Dr. Sandra Dudley**  
*Academic Director,  
Institute for Sustainable Practice  
(not pictured)*

# Graduate Studies in Sustainable Practice

- Master of Science
- Certificate of Graduate Study in Sustainability

G. Dodd Galbreath, *Executive Director*

Dr. Sandra Dudley, *Academic Director*

*The mission of the Institute for Sustainable Practice (ISP) is to develop and advance the practice 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 and prosperity. The founding principles of sustainable practice can translate to all professions, cultures, organizations, economic markets and natural environments.*

*Unlike most sustainability programs, Lipscomb University equips professionals from virtually any discipline, including students with non-science backgrounds, with advanced expertise in sustainability. Entry-level coursework establishes a foundation in fundamental sustainability principles. These include: biomimicry; social justice; corporate and social responsibility; leadership; multi-media communication; and conflict management. Advanced courses allow students to specialize in major areas of sustainability, including: renewable energy; green development; sustainable food systems; and creation-care based spiritual formation. Students are able to tailor coursework to individual passions and interests through projects, elective study, independent research and a capstone requirement. On-campus and live, online options are available.*

*The Institute for Sustainable Practice offers three graduate school options: A Certificate of Graduate Study in Sustainability (equivalent to one half of a master's degree); a Master of Business Administration (MBA) concentration in sustainability; and a Master of Science (MS) in Sustainability. All three options begin with the same introductory coursework. All courses offer assignments students can tailor to personal or career interests. Local practitioners, field tours, guest lectures and annual summits provide insight into real-world applications.*

*Lipscomb University was named one of the Princeton Review's 286 Green Colleges due to its exemplary commitment to sustainability. ISP founded and sponsors the Green Business Summit, an event that connects students with the nation's best green entrepreneurs. Keynote speakers have included sustainability author and pioneer L. Hunter Lovins and Gary Hirshberg, CEO of Stonyfield Farm organic yogurt company. The Institute for Sustainable Practice was also the first faith-based organization to be recognized as an affiliate of the Biomimicry Institute and two ISP instructors are two of fourteen Biomimicry fellows. Nashville and the State of Tennessee provide a superb classroom for sustainability in practice. Highlights include: three university geothermal system buildings; Tennessee's first LEED Gold Certified academic building; on-campus summits and lectures featuring the nation's most successful practitioners; and Nashville mayor's initiative to lead by example in environmental sustainability. In the region, there has been \$2.5 billion of private investment in local solar energy industries; a new \$1.6 billion upgrade for Nissan's new Smyrna, Tenn., electric car and battery plant; a \$1 billion LEED Certified Volkswagen automobile plant to produce low emission automobiles and growing notoriety for the internationally significant biodiversity of the Duck River and Great Smoky Mountains, among other wonders of creation.*

## Master of Science in Sustainability

The Master of Science degree consists of 30 hours of graduate coursework. 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 and non-profit development; project management; or green certification. The first 12 hours of coursework complete the sustainability program core foundation. Students also complete 9 additional hours of required advanced courses and additionally choose 6 hours of elective courses. Elective courses allow students to further their specialization of choice, with options including: renewable energy; green development;

sustainable food production; food service; green business performance; faith based sustainability; special directed coursework; or a supervised, self-designed study. Students must also complete an independent capstone project where students identify a professional mentor and complete a mini-thesis or final report that must be defended prior to graduation. Foreign or domestic travel opportunities to conferences and sustainability sites round out the program experience. Experienced academics and successful local and international practitioners provide course content.

The M.S. in Sustainability can be completed in one year through month-long, weekend courses on campus or through a live, online option. Incoming students can begin in July, August, September, January, or March. The Master of Science in Sustainability has been fully accredited by the Commission on Colleges of the Southern Association of Colleges.

### **Certificate of Graduate Study in Sustainability**

The Certificate consists of 15 hours of graduate coursework and comprises one half of a master's degree. Certificate students will complete the 12-hour sustainability program core and the 3-hour capstone project. The Certificate is ideal for college graduates of any discipline who seek professional credentials and fundamental skills in sustainability, without having to pursue a full graduate degree. It can be completed in six months and can be awarded prior to other Lipscomb degrees and in addition to any MBA degree. Coursework includes both theoretical and applied experiences for seasoned or new professionals. Certificate students can begin in July, August, September, January or March. On-campus classes and live online learning options are available.

### **Concentration in Sustainability/Certificate of Graduate Study in Sustainability**

*(for the Master of Business Administration - MBA, see College of Business Section)*

The Green MBA is a partnership between the College of Business (COB) and the Institute for Sustainable Practice (ISP) 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 9 hours of coursework from ISP to fulfill the concentration: SU 6003, SU 6023 and SU 6013. Students must complete 15 total hours in sustainability courses to secure both the Certificate and the concentration and can be completed through meeting the additional requirements for the Certificate.

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. To guarantee admission to both the MBA and sustainability programs prospective students should first seek admission from the College of Business.

### **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 to create a "Green" degree program that incorporates the best of two worlds. 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 either MBA program (evening or weekend) can pursue the dual degree option. Dual degree students will participate on 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.

### **Services and Benefits Common to all ISP Programs**

- A live, online learning option is provided for residents outside of the Middle Tennessee region
- All books, materials, weekend meals and most related travel fees are included in tuition.
- All assignments, homework submissions, exams and grading are completed electronically.
- Professional, applied and real consulting experiences are available in every sustainability course.
- All sustainability courses are offered on weekends in one-month increments with one third of the content online and two thirds in the classroom or the field. Many classes will often meet once or twice a month on a weeknight.

- Graduate courses are open to undergraduates in their last semester of study.
- All certificate credit hours can be applied to current and future sustainability graduate degrees offered through ISP, including the MBA with a concentration in sustainability or Certificate and Master of Science in Sustainability.
- Certificates can be completed in six months and the M.S. in one year.
- 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 green resume, web pages, electronic library of best practices, photos, professional memberships and contacts.
- Students have the opportunity to meet national and international sustainability leaders in class lectures, at local events, at travel conferences, the Green Business Summit and other additional events.
- Leadership in Energy and Environmental Design (LEED) certification and other professional credentials can be secured for partial graduate credit.

## Admission Policies and Procedures

Background courses in business or environmental sciences, as well as prior relevant work experience, will enhance the student experience, but are not necessary for successful completion of the program. 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 <http://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 the scores of a standardized exam (GRE or GMAT per academic advisor's direction) if planning to pursue the M.S. degree. 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 in the certificate program.

Students who have already earned a master's level degree and above may apply to the program without submitting a standardized test score. (For more information, visit [www.ets.org/gre](http://www.ets.org/gre) or <http://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 if students have 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.** Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit [healthcenter.lipscomb.edu/Uploads/38443.pdf](http://healthcenter.lipscomb.edu/Uploads/38443.pdf)).
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 and 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 (TOEFL) 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 e-mailed to [sustainability@lipscomb.edu](mailto: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 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. The transfer student may be accepted upon approval of Registrar and Academic Director.
  - 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 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 and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of 9 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 Learning Experiences in the opening section of this catalog.

## Academic Policies

### Course Load

A student enrolled for 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 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 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 9 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 pm 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 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 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 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.

### Statute of Limitations

All requirements for the pursuing the MBA Concentration in Sustainability, 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 director.

### Minimum Credits

The MBA Concentration in Sustainability requires 9 semester hours of introductory sustainability coursework; the Certificate of Graduate Study in Sustainability requires 15 semester hours of introductory and capstone sustainability coursework; and the M.S. in Sustainability requires 30 hours of introductory and specialized sustainability coursework; all coursework is exclusive of hours accumulated to satisfy academic deficiencies.

### Minimum GPA

The minimum cumulative grade point average (GPA) 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 coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of graduate credit.....\$1,060  
(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/Late becoming official fee\*\* .....\$195

Printed refund check fee ..... \$25

Returned check fee..... \$30

TMS (Monthly Payment) ..... \$60  
enrollment fee per semester

Withdrawal fee ..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\* Effective June 1, 2011*

*\*\*Does not apply to employer reimbursements if the university is notified in advance with written approval.*

### Projected Degree Plan

The MBA Concentration in Sustainability requires 9 semester hours or 4-6 months of introductory sustainability coursework, depending on the term and an additional 6 months to a year and a half, depending on leveling requirements and whether the professional or weeknight MBA is selected. The Certificate of Graduate Studies in Sustainability requires 15 semester hours or 6-7 months of introductory and capstone sustainability coursework. The M.S. in Sustainability may be completed in approximately one year. Courses draw from a combination of web-based and classroom learning so students can use time effectively and maintain balance in their lives.

## Certificate of Graduate Study in Sustainability

(15 hours required for Certificate; 9 hours for the Sustainability MBA)

## Master of Science in Sustainability

(15 Certificate hours plus 15 advanced sustainability hours)

One third of the course content is offered on-line and two-thirds is offered on two weekends per month, for each three-credit hour course:

Friday: 4–9 p.m.; Saturday: 8–5 p.m.

### Certificate Courses (15 hours)

ICM 5003	Survey of Conflict Management (see ICM section of catalog) (3)
SU 6003	Sustainable Natural Resources (3)
SU 6013	Sustainable Society (3)
SU 6023	Sustainable Enterprise I (3)
SU 6043	Capstone Project in Sustainability (3)

### Advanced Required Courses (9)

SU 6073	Sustainable Energy, Water and Land Management (Prerequisites: SU 6003) (3)
SU 6063	Sustainable Enterprise II (Prerequisite: SU 6023) (3)
SU 609V	Sustainability Travel to [Destination] (Available for Variable Credit – No Prerequisite) (3)

### Elective Courses: (6 hour minimum)

SU 6033	Special Topics in Sustainability (Prerequisites: 9 hours) (3)
SU 6083	Professional Experience and Study in Sustainability (Prerequisites: 24 Graduate SU hours) (3)
SU 6103	Creation Care and Spiritual Formation (No Prerequisite) (3)
SU 6123	Introduction to Green Building Design, Construction & Operation (No Prerequisite) (3)
SU 6133	Renewable Energy Options and Design Applications (No Prerequisite) (3)
SU 6143	Sustainable Food Practice (No Prerequisite) (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 Graduate Catalog, General Academic Policies, Dual Degree Programs.

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):

#### 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 and Strategy (3)
PMBA 6073	Service Operations and 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 and Organizational Behavior (3)

## Graduate Courses from the Institute for Sustainable Practice:

### Certificate/Foundational Module (12 hours):

SU 6003	Sustainable Natural Resources (3)
SU 6013	Sustainable Society (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	Sustainable Energy, Water and Land Management (3)

### Global Travel Course: (Choose One)

SU 609V	Sustainability Travel [to non-U.S. destination] (3)
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OR

BU 6633	Global Business Travel (with sustainability component) (3)
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OR

PMBA 6633	MBA Global Business (3)
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### Capstone/Specialization Module

#### (3 hours—Choose One):

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

## Course Descriptions

<b>SU 6003</b>	<b>Sustainable Natural Resources (3)</b> The course focuses on the sustainable design of the planet and its water, atmosphere, land and life systems through study of earth sciences and the natural engineering of their structure and function. Assignments and team projects draw from an enhanced knowledge of the aforementioned information and from “Cradle to Cradle” and “Biomimicry” concepts to analyze, design and apply sustainable practices and approaches to human support systems.
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<b>SU 6013</b>	<b>Sustainable Society (3)</b> The course focuses on people and society by addressing the history sustainability leadership, ethics, sociology, culture change, policy and consumer response. The course also addresses recent progress in renewable energy, alternative transportation, recycling and waste avoidance, pollution elimination, smart growth, LEED certification, low impact development, climate change, natural resource management, urban and sustainable forestry, organic farming, nutrition and social responsibility. These approaches are contrasted with an audit of each student’s lifestyle and traditional environmental management tools. Prerequisite: SU 6003.
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<b>SU 6023</b>	<b>Sustainable Enterprise (3)</b> This course explores the economic and business sector of sustainability and its consideration of the “triple bottom line” – the simultaneous delivery of financial, social and environmental performance. The course addresses new and emerging business strategic models, tools and frameworks used to incorporate social and natural dimensions in a competitive and profitable manner. The course draws from case studies, green entrepreneur and business executive lectures and a green business project. Prerequisite: SU 6003.
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<b>SU 6033</b>	<b>Special Topics in Sustainability (3)</b> This course 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.
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<b>SU 6043</b>	<b>Capstone Project in Sustainability (3)</b> Students evaluate or design a sustainability practice or initiative as a final project culminating in a formal written report and oral presentation. 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 the certification in a written report and presentation. In the certificate program, prerequisites for the course are SU6003, SU6013 and SU6023.
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If the student is pursuing a graduate degree in sustainability, the remaining graduate sustainability credits to achieve the degree will also serve as prerequisites. Students can find guides for completing the capstone on the Student Resources page of the ISP website. Students must complete a course agreement form at the beginning of the project. As a part of the course requirements, all students must take and pass the LEED Green Associate exam. Study materials and more information are available here: [www.usgbc.org](http://www.usgbc.org).

SU 6063

**Sustainable Enterprise II (3)**

This course probes more deeply into the nature 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 6023.

SU 6073

**Sustainable Energy, Water and Land Management (3)**

The course provides an examination of the integrated nature of sustainable water, energy and land management, including water supply and storm water; regional/ community development patterns; and overall management of natural resources and energy to meet basic societal, natural and economic needs. Prerequisites: SU 6003 and SU 6013.

SU 6083

**Professional Experience and Study in Sustainability (3)**

Students will 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)**

The course provides irreplaceable, on-site experiential learning to domestic and international destinations and is offered for variable credit. Destinations often include major conferences and additional sustainability activities. This travel is

supported by student research, study and detailed examination of their journey to sustainability, characteristics of success and failure and the leadership, social, economic and natural factors that facilitated them.

SU 6103

**Creation Care and Spiritual Formation (3)**

Addresses what some describe as the fourth leg of sustainability: Spirituality. The student will examine and discuss potential relationships between the faith-based creation care and personal spiritual formation and growth. The student will assess historic, complimentary, divergent and potential theological relationships between spirituality and sustainability.

SU 6123

**Introduction to 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.

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.

SU 6143

**Sustainable Food Practice (3)**

A study of sustainable food practice including sustainable agriculture production, health, nutrition, manufacturing, distribution, retail, urban and community gardens, food co-ops, farmers markets, international trade and the unique needs of developing countries.

**Sustainability Core Faculty**

**G. Dodd Galbreath**, B.S. (Tennessee Technological University), M.S.P. (University of Tennessee), *ISP Executive Director and Assistant Professor of Sustainable Practice*

**Sandra Dudley**, B.S., M.A., Ph.D. (Tennessee Technological University), *ISP Academic Director and Adjunct Faculty in Sustainable Practice*

Other adjunct faculty, staff, guest lecturers and program advisors associated with the graduate program in sustainability are posted on the Institute website.

*Graduate Studies in*  
**Theology**



**Dr. John York**  
*Associate Dean, Hazelip  
School of Theology; Director,  
Doctor of Ministry*



**Dr. Mark Black**  
*Associate Dean, Hazelip  
School of Theology; Director,  
Graduate Studies in Theology*

# Hazelip School of Theology

- Master of Divinity
- Master of Theological Studies
- Master of Arts in Christian Ministry
- Doctor of Ministry\*

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

Dr. Terry Briley, Dean, College of Bible and Ministry

Dr. Mark Black, Associate Dean and Director, Hazelip School of Theology

Dr. 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 possible to see this interaction more objectively in another time than our own, but 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, salvation and the church.
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.

Our most comprehensive degree, the Master of Divinity (M.Div.), addresses all of these areas. Consequently, the M.Div. 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 typically a prerequisite for the Doctor of Ministry (D.Min.) degree and in recent years it has also become a requirement for entrance into some Ph.D. programs.

The Master of Theological Studies (M.T.S.) degree provides a basic understanding of theological disciplines for further graduate study or for general educational purposes.

The Master of Arts in Christian Ministry (M.A.C.M.) degree equips persons for competent leadership in Christian ministry in congregations and other settings.

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 mission 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). 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 programs 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 Mrs. Lori Renick of Bowling Green, Kentucky.

## 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 <http://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. **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 all schools 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 <http://healthcenter.lipscomb.edu/Uploads/38443.pdf>). This form must be submitted directly to Lipscomb's Health Center.
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 Hazelip School of Theology will contribute to the achievement of those goals.
8. **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 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.
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. 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 9 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 and Waiver of Courses

Although graduate credit hours may be transferred from another accredited institution, a maximum of 21 hours will be counted toward the M.T.S. and M.A.C.M. degrees and a maximum of 39 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 \$140 fee is charged for each examination taken (includes \$55 for evaluating and recording and

\$85 per course for constructing and administering). A maximum of 6 hours may be waived by examination. Arrangements for a waiver are to be made through the graduate studies 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.

## Academic Policies (M.Div., M.T.S., M.A.C.M.)

### Course Load

A student enrolled for 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 hours is considered a part-time student. Students will not be permitted to enroll for more than 15 hours per semester during the fall or spring semesters, or 12 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/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 2.75 cumulative GPA by the time the student has completed the next 9 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 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 pm 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

All students are required to spend the equivalent of at least one year (24 credit hours) in full-time residence.

### Statute of Limitations

All requirements for the M.Div. degree must be completed within a 12-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 an 8-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 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. 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 must be filed before the beginning of the student’s last semester 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.

### 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 82 semester hours and the M.A.C.M. requires 49 hours, exclusive of hours accumulated to satisfy academic deficiencies. The M.T.S. also requires 49 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 (GPA) for all theology degree programs is 2.75 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 coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition per semester hour of master's credit.....\$780  
(includes all general fees)

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

Tuition for second year Thesis work..... \$450

#### *Special Fees*

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

Graduation fee ..... \$195

Late registration/Late becoming official fee\*\* .....\$195

Printed refund check fee ..... \$25

Returned check fee..... \$30

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

TMS (Monthly Payment) ..... \$60  
enrollment fee per semester

Withdrawal fee ..... \$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\*Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## 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.

## Master of Divinity Course Requirements (82 hours required)

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 1) to give students competence in the interpretation of the Bible, 2) to ensure that students have a basic knowledge of Christian history and theology, 3) to cultivate an active concern for local and global poverty and oppression, 4) to integrate the knowledge of these disciplines with the skills for ministry in today's culture and in congregational settings and 5) to provide training in spiritual formation. The M.Div. degree is an 82-hour program. Twelve hours of electives 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.

### I. Foundations (19 hours required)

(These courses may be waived if the student has taken undergraduate equivalents. Elective hours may be substituted for these hours.)

GB 5001	Intro to Graduate Studies (1)
GB 5033	Biblical Greek I (3)
GB 5043	Biblical Hebrew I (3)
GB 5063	Biblical Hebrew II (3)
GB 5073	Biblical Greek II (3)
GB 5083	Critical Interpretation of the Old Testament (3)
GB 5093	Critical Interpretation of the New Testament (3)

### II. Scripture (18 hours required)

Biblical Theology (6 hours required)

GB 5513	Old Testament Theology (3)
GB 5523	New Testament 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)
GB 5383	Revelation (3)

**OT or NT**

GB 5An3	Seminar in Bible (3)
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**III. Theology and History (15 hours required)**

GB 5503	Systematic Theology (required) (3)
GB 5423	Historical Theology I (required) (3)
GB 5433	Theology of Stone-Campbell Movement (required) (3)
GB 5443	Historical Theology II (required) (3)

Choose one course from the following:

GB 5473	Christian Ethics (3)
GB 5Cn3	Seminar in Theology (3)
GB 5Dn3	Seminar in Historical Theology (3)

**IV. Ministry (18 hours required)**

GB 5543	Personhood, Ministry and Discipleship (required) (3)
GB 5553	Spiritual Formation and Guidance (required) (3)
GB 5603	Theology of Ministry (required) (3)
GB 5613	Introduction to Preaching (required) (3)
GB 5643	Missional Strategies in Emerging Culture (required) (3)
GB 5803	Practicum (required) (3)

**V. Electives (12 hours from any area)**

**VI. Comprehensive Examination**

**Master of Theological Studies Course Requirements**

**(49 hours required)**

The 49-hour Master of Theological Studies (MTS) 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 coursework 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. Students with prior extensive undergraduate studies in theology may be allowed to complete the program in 42 hours at the discretion of the director.

The basic goals of the MTS, determined by the HST faculty, include: 1) the ability to interpret Scripture; 2) acquisition of a broad knowledge of major theological and historical developments within the Christian tradition; and 3) the ability to reason theologically, in conversation with the biblical canon and Christian tradition.

**I. GB 5001 Introduction to Graduate Studies (1)**

**II. Scripture (12 hours)**

GB 5083	Critical Interpretation of the Old Testament (3)
GB 5093	Critical Interpretation of the New Testament (3)
	Scripture Electives (6)

**III. Theology and History (12 hours chosen from the following)**

GB 5513	Old Testament Theology (3)
GB 5523	New Testament Theology (3)
GB 5403	Systematic Theology (3)
GB 5423	Historical Theology I (3)
GB 5433	Theology of the Stone-Campbell Movement (3)
GB 5443	Historical Theology II (3)
GB 5473	Christian Ethics (3)
GB 5Cn3	Seminar in Theology (3)
GB 5Dn3	Seminar in Historical Theology (3)

#### IV. Emphasis (12 hours)

##### a. Old Testament

- GB 5043 Biblical Hebrew I (3)
- GB 5063 Biblical Hebrew II (3)
- OT Scripture Electives (6)

##### b. New Testament

- GB 5033 Biblical Greek I (3)
- GB 5073 Biblical Greek II (3)
- NT Scripture Electives (6)

##### c. Scripture

- OT Scripture Electives (6)
- NT Scripture Electives (6)

##### d. Theology and History

- Theology and History Electives (12)

##### e. No Emphasis

#### V. Electives

(12 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 (6 hours) may be counted toward this degree.

#### VI. Comprehensive Exam

## Master of Arts in Christian Ministry Course Requirements (49 hours)

The Master of Arts in Christian Ministry (M.A.C.M.) is a 49 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. The M.A. in Christian Ministry includes a comprehensive examination based on a case-study approach.

The educational goals of the program are: 1) to provide foundational training in the basic theological disciplines (biblical, theological, pastoral); 2) to enable discovery of strengths for ministerial leadership; 3) to provide training in spiritual formation for effective work in ministry settings; and 4) to teach specific ministry skills appropriate to the student's calling (youth ministry, children's ministry, campus ministry, urban ministry, etc.).

#### I. GB 5001 Introduction to Graduate Studies (1)

#### II. Scripture (15 hours)

- GB 5083 Critical Interpretation of the Old Testament (3)
- GB 5093 Critical Interpretation of the New Testament (3)
- Old Testament Scripture Course (3)
- New Testament Scripture Course (3)
- OT or NT Scripture Elective (3)

#### III. Theology and History (9 hours)

- GB 5433 Theology of the Stone-Campbell Movement (3)
- Theology and History Electives (6)

#### IV. Ministry (18 hours)

- GB 5543 Personhood, Ministry and Discipleship (3)  
*OR*
- GB 5553 Spiritual Formation and Guidance (3)
- GB 5603 Theology of Ministry (required) (3)
- GB 5803 Practicum I (required) (3)
- Ministry Electives (9 hours from the Ministry and Culture course section)

#### V. Electives

(6 hours from any courses offered by Hazelip School of Theology that are not already counting toward the above requirements)

#### VI. 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 5001 Introduction to Graduate Studies (1)

This course introduces the student to graduate study in theology at Lipscomb. The student is introduced to graduate education and "hands on" experience with Lipscomb University Library resources. Students with undergraduate or previous graduate degrees in Bible may be exempted from this course.

**GB 5083 Critical Interpretation of the Old Testament (3)**

This course will equip the student to become a competent and responsible interpreter of Old Testament texts so that he/she may aid his/her Christian community in hearing the word of God from these texts. To this end, the student will explore: the nature and formation of the OT canon; the historical and cultural contexts of ancient Israel; critical scholarship on the OT; and the hermeneutical issues, methods and skills involved in interpreting and applying these texts. This course provides a foundation for subsequent OT text and theology courses.

**GB 5093 Critical Interpretation of the New Testament (3)**

Like its Old Testament counterpart, this course is intended to equip the student to become a competent and responsible interpreter of the New Testament. The student will explore: the nature and formation of the NT canon; the historical and cultural contexts for the beginnings of Christianity (the social, cultural and religious circumstances of the Hellenistic world, Diaspora Judaism and Jewish contemporaries to early Christianity such as Philo and Josephus); critical scholarship on the NT; and the hermeneutical issues, methods and skills involved in interpreting and applying these texts. This course is foundational for subsequent NT text and theology courses.

**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 and exegesis and contemporary application the theological content, as well as comparative analysis to understand the function of the particular book in Scripture. Substantive outside reading, a research project and two examinations are general 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.

**History and Theology**

History and Theology 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, Augustine, 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 Theology of the Stone-Campbell Movement (3)**  
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 5513 Old Testament Theology (3)**  
A study of the major religious themes of the Old Testament in light of their ancient setting and their relevance for today.

**GB 5523 New Testament Theology (3)**  
An analysis of the central theological and Christological teachings of the New Testament. Special attention is given to the different ways that Paul, Luke, John and other New Testament writers teach concerning such doctrines as eschatology, the law, the church, anthropology and the role of the Holy Spirit.

**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 5543 **Personhood, Ministry and Discipleship (3)**

This course is designed to integrate the three primary stories in which the minister lives: one's own story, the story of the community and the Biblical story. The purpose of such integration is the development of mind and heart in the pastoral skills of ministry. In the intersection of these stories, practical ministry takes place. In the course students will learn integrative tools for understanding one's own spiritual journey as it is theologically and culturally shaped by community and Scripture.

### 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 5083 or GB 5093 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, crisis counseling, etc.

**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)**  
Various aspects of a well-developed campus ministry will be examined, with emphasis given to all aspects of the campus minister's work. Special attention will be given to (1) helping Christian students to grow spiritually and (2) reaching out to unbelievers.

**GB 5693 Women 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.



## Languages

### Greek

The foundational first year course of study (required for the M.Div. and the M.T.S. with a New Testament emphasis) 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 selection 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 (required for the M.Div. and the M.T.S. with an Old Testament emphasis) 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 6 hours may be counted toward the M.Div. and M.A.C.M. M.Div. students must also complete GB 5542 (Personhood, Ministry

and Discipleship) prior to entering the field experience. 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 5803 Practicum (3)**

**GB 5813 Practicum (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 Graduate Bible studies 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 writes a thesis for the M.Div. or M.T.S. degree on a creative topic in a field directly related to biblical 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 in the first 12 hours of graduate credits 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**

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.

## 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 coursework. The program consists of thirty-six (36) credit hours. During the first two years, twenty-eight (28) hours are theory and practice courses and two (2) hours are research specific. The third year covers the final six (6) hours of the program and involves a practical, collaborative capstone project which addresses real research questions in authentic settings.

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

### Admission Standards

Hazelip School of Theology's Doctor of Ministry program follows A.T.S. (Association of Theological Schools) admission standards. A.T.S. standard F.4.1.1 states: "Admission 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. Meeting M.Div. equivalency satisfies A.T.S. Standard F.4.1.1. It does not result in conferral of a 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 coursework 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 3rd residency module.

### Transfer of Credit

Due to the nature of the program, all students are encouraged to take all of the coursework 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 Hazelip'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 <http://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).  
Pay the fee online or mail a check to Hazelip School of Theology, Doctor of Ministry program, One University Park Drive, Nashville, TN 37204.
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 MDiv 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 <http://gradstudies.lipscomb.edu/uploads/29434.pdf>). 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 (TOEFL), 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.

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 (2 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 (6 hours, completed in consultation with the student's advisor)
5. Complete the Oral Exam

### Statute of Limitations

All requirements for the D.Min. degree must be completed within a 5-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 (8 hours). Students should submit the Application for 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 (GPA) 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 coursework 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 December 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 2011-12

*Basic charges\* per semester for graduate program:*

Tuition to audit without credit .....	50% of regular tuition
Tuition for second year Thesis work.....	\$450
Doctorate of Ministry tuition .....	\$450 per semester hour of credit

### *Special Fees*

Application fee .....	\$50 (\$75 for international students)
Graduation fee .....	\$195
Late registration/Late becoming official fee** .....	\$195
Printed refund check fee .....	\$25
Returned check fee.....	\$30
Thesis fee (includes printing and binding).....	\$50
TMS (Monthly Payment) .....	\$60 enrollment fee per semester
Withdrawal fee .....	\$195

**Room and Board charges per semester are available in the undergraduate catalog.**

*\*Effective June 1, 2011*

*\*\*Does not apply to employer reimbursements if the university is notified in advance with written approval.*

## Course of Study (D.Min.)

### First Residency Module July 18-29, 2011

**(term begins June 1)**

DMin 7101	Acquiring Skills for Effective Ministry Research
DMin 7113	Scripture as a Record of God's Mission
DMin 7123	Theological and Historical Perspectives on Missional/Spiritual Formation
DMin 7131	Spiritual Formation Retreat

### Second Residency Module February 6-17, 2012

**(term begins January 2)**

Discussion of research	
DMin 7213	Leading Congregations to Missional Living
DMin 7223	Reconciliation as Missional Living
DMin 7231	Spiritual Formation Retreat

### Third Residency Module July 16-27, 2012

**(term begins June 4)**

Discussion of research	
DMin 7313	Missional Theology
DMin 7323	Spiritual Companionship
DMin 7331	Spiritual Formation Retreat

### Fourth Residency Module February 11-22, 2013

**(term begins January 7)**

DMin 7413	Global Embodiment of Missional Life
DMin 7423	Missional Proclamation as Good News for the World
DMin 7431	Spiritual Formation Retreat
DMin 7901	Producing the D.Min. Project

## Course Descriptions (D.Min.)

Classes for the Doctor of Ministry program are offered during four 2-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.

### Module 1 (8)

#### 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 last day of your first two-week residency; this course includes extensive pre-residency on-line work.

#### DMIN 7113 Scripture as a Record of God's Mission (3)

Engage in advanced exegetical, theological and practical analysis of key topics and texts related to missional ministry that will help you lead as God intends. This course consists of an in-depth study of the mission of God as it is revealed in both the Old and New Testaments. The course will examine the culture of the people who participated in God's mission as well as the progressive development of biblical theology as new cultures and peoples were encountered by Israel and the church.

#### DMIN 7123 Theological and Historical Perspectives on Missional/Spiritual Formation (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. Includes extensive pre-residency on-line work.

## Module 2 (7)

**DMIN 7213 Leading Congregations to Missional Living (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.

**DMIN 7231 Spiritual Formation Retreat (1)**  
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

## Module 3 (7)

**DMIN 7313 Missional Theology (3)**  
Reflect on how articulation of our beliefs shapes us for mission in the world. Missional theology involves beliefs and corresponding practices that shape people into incarnational presence of the gospel in the world. This course will explore this connection of belief to life and the shaping of a community into the Mission of God. We will explore the ways we talk about and practice scripture, the church and salvation and how each doctrinal expression shapes the very character of a community that focuses on God's kingdom purposes.

**DMIN 7323 Spiritual Companionship (3)**  
Develop the skills that allow mutual sharing based on attentive listening, shared prayer, spiritual disciplines and personal presence. The context of the spiritual journey which is the focus of spiritual companionship will be discussed within the framework of one's relationships with self, others, the world, the environment and the structures of one's culture. This course includes practical training in one-on-one and group spiritual direction.

**DMIN 7331 Spiritual Formation Retreat (1)**  
Share worship, guidance and spiritual disciplines with a spiritual director in your cohort community.

## Module 4 (8)

**DMIN 7413 Global Embodiment of Missional Life (3)**  
Gain an understanding of cultural differences for the purpose of effectively embodying missional life in any setting. Almost every church is influenced by multiple cultures – how might these differences be used for kingdom proclamation? Issues addressed in this course are: concept and nature of culture; issues related

to form and meaning; worldview and belief systems; indigenous Christianity and issues related to contextualization; factors in effective cross-cultural communication; and appropriate incarnational ministry. There will be a particular focus on leading a church to cultural awareness and appreciation so that each member might effectively minister to those of other cultures in the sphere of one's everyday life.

**DMIN 7423 Missional Proclamation as Good News for the World (3)**

Gain new insights into evangelism and teaching through this compressive study of teaching, preaching and living missionally. This course considers all the elements of one's life needed to embody the good news of the Kingdom of God in intentional and helpful ways. The study will review biblical trajectories of God's activity in the world through believers and make appropriate applications to today's world. It will consider the idea of holistic proclamation through such lost disciplines as hospitality, seeking social justice and caring for God's creation. It will also consider and evaluate many of the present evangelistic efforts of the church.

**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 final day of your fourth two-week residency.

**Research Project**

**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.

**Hazelip School of Theology 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), *Dean of the College of Bible and Ministry, 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) *Assistant Professor of Old Testament*
- Ken R. Durham**, B.A. (Lipscomb University), M.A. (Louisiana State University). 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*
- Jackie Halstead**, B.S. (Oklahoma Christian University), M.MFT (Abilene Christian University), Ph.D. (Iowa State University), *Associate Professor of Spiritual Formation*
- John Mark Hicks**, B.A. (Freed-Hardeman College), M.A. (Western Kentucky University), M.A.R., Ph.D. (Westminster Theological Seminary), *Professor of Theology*
- 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), *Assistant Professor of Theology*
- Theodore R. Carruth**, B.A. (Harding University), M.Th. (Harding University Graduate School of Religion), Ph.D. (Baylor University), post-doctoral study (Southern Baptist Theological Seminary, Vanderbilt University), *Professor of Old Testament*
- George Goldman**, B.A., MA. (Lipscomb University), M.Div. (Harding Graduate School of Religion) Ph.D. (Trinity Evangelical Divinity School), *Assistant Professor of New Testament*
- Steve Joiner**, B.A. (Lubbock Christian University), M.S., D.Min. (Abilene Christian University), *Professor of Ministry*
- 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), *Assistant Professor of New Testament*

# University Personnel

## Senior Leadership Team

Randy Lowry, *President*  
W. Craig Bledsoe, *Provost*  
Nancy Magnusson Durham, *Senior Vice President for Strategic Initiatives*  
Danny H. Taylor, *Senior Vice President for Finance and Administration*  
Mike Green, *Vice President and Chief Information Officer*  
Mike Hammond, *Vice President, Headmaster of the Campus School*  
Bennie L. Harris, *Vice President for Development and Alumni Relations*  
Walt Leaver, *Vice President for University Relations*  
Scott McDowell, *Vice President for Student Development, Dean of Campus Life*  
Scott Sager, *Vice President for Church Services*  
Deby K. Samuels, *Vice President, University Communication and Marketing*  
Phillip Ellenburg, *General Counsel*  
Philip Hutcheson, *Director of Athletics*  
Jim Thomas, *Executive Assistant to the President*  
Susan Galbreath, *Assistant to the President*

## Academic Administration

Craig Bledsoe, *Provost*  
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 Academic Affairs*

## College Deans

Terry Briley, *Bible and Ministry*  
Norma Burgess, *Arts and Sciences*  
Roger Davis, *Pharmacy*  
Candice McQueen, *Education*  
Greg Nordstrom (Interim), *Raymond B. Jones College of Engineering*  
Turney Stevens, *Business*

## Special Academic Programs

### Adult Learning Programs

Teresa Clark, *Director*

### Global Learning

Val Prill, *Director*

### Teacher Education

Candice McQueen, *Co-Director*

Deborah Boyd, *Co-Director*

### Academic Advising and Support Services

Rob Mossack, *Director*

## Admissions

Rick Holaway, *Senior Director of Enrollment*

## Beaman Library

Carolyn Wilson, *Director of Library Services*

## Bookstore (operated by Follett College Stores)

Ryan Freeman, *Store Manager*

## Business Office

Darrell Duncan, *Associate Vice President/Finance*

Shelia Demonbreun, *Collections and Student Accounts*

Grady Folger, *Senior Accountant*

Cathy Freeman, *Accountant/Operations*

Gay Johnson, *Manager of Accounts Receivable*

Marie Smith, *Rental Property and Perkins Loans*

## Campus Life

Scott McDowell, *Vice President for Student Development, Dean of Campus 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 Instructional Technology

Al Austelle, *Director*

## Communications and Marketing

Deby Samuels, *Vice President*

Kimberly Chaudoin, *Director*

## Computer Center

Mike Green, *Director of Information Technology/CIO*

Jessica Daniel, *Director of User Services*

Dennis Hood, *Director of Network Operations*

Barry Graves, *Telecommunications Administrator*

Joe Trimble III, *Director of Administrative Computing and Open VMS Systems Manager*

## Counseling Center

Paul L. Cates, *Center Director*

Ashley Dumas, *Director of Disability Services*

Dave Morgan, *Director of Testing*

## Dining Services (operated by Sodexo)

Roy Platt, *General Manager*

## Entertainment And Technical Services

Jamie Shankland, *Director*

## Executive Education

John Lowry, *Director*

## Event Management

Haley Davis, *Event Coordinator*

Naomi Lutz, *Event Coordinator*

Anamarie Knapp, *Event Coordinator*

Barry Thompson, *Event Operations Manager*

## Facilities

Tom Wood, *Director of Campus Enhancement*

## Finance and Endowment services

Larry Cochran, *Associate Vice President/Finance, Endowment*

## Financial Aid

Karita Waters, *Director*



## **General Counsel**

Phil Ellenburg, *General Counsel*

Kathy Hargis, *General Counsel/Director, Risk Management*

## **Graduate Studies**

Randy Bouldin, *Associate Provost for Academic Development and Graduate Studies*

Barbara Blackman, *Administrative Assistant/Coordinator, Graduate Studies*

Kayla Bowen, *Administrative Assistant, Academic Development*

### **Aging Services Leadership**

Charla Long, *Dean, College of Professional Studies*

### **Business**

Mike Kendrick, *Associate Dean, Graduate Business Programs*

Perry Moore, *Director, M.Acc., Assistant Director, Graduate Programs*

Allison Duke, *Director, MHR*

Lisa Shacklett, *Executive Director of Marketing and Enrollment*

Jenni Jones, *Administrative Assistant*

### **Civic Leadership**

Linda Peek Schacht, *Director*

Lydia Lenker, *Executive in Residence*

Leah Davis, *Program Coordinator*

### **College of Pharmacy**

Roger Davis, *Dean*

Tom Campbell, *Associate Dean for Academic Affairs*

Paige Akers, *Associate Dean for Student Affairs*

Laura Ward, *Director of Recruitment and Admissions*

Ginger Saunders, *Administrative Assistant, Dean's Office*

### **Conflict Management**

Steve Joiner, *Managing Director*

Beth Morrow, *Assistant Director*

Larry Bridgesmith, *Senior Fellow, Institute for Conflict Management*

Sherrie Guenther, *Administrative Assistant*

### **Education**

Deborah Myers Boyd, *Associate Dean, College of Education; Director, Graduate Studies in Education*

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# Index

- Academic Integrity, 16
  - Academic Policies, General, 16
  - Academic Policies:
    - Aging Leadership Services, 30
    - Business, 40
    - Civic Leadership, 62
    - Conflict Management, 71
    - Education, 83
    - Exercise and Nutrition Science, 108
    - Health Care Informatics, 116
    - Information Security, 124
    - Pharmacy, 146
    - Psychology and Counseling, 154
    - Sustainability, 168
    - Theology, 176
  - Accountancy Degree Program, Joint BBA/Master of, 37
  - Accountancy, Graduate Certificate in Professional, 37
  - Accountancy, Master of, 37
  - Accreditations, 12
  - Adding Courses, 23
  - Admission, Graduate Studies Approval Process, 15
  - Admission:
    - Aging Leadership Services, 28
    - Business, 38
    - Civic Leadership, 60
    - Conflict Management, 69
    - Education, 81
    - Exercise and Nutrition Science, 106
    - Health Care Informatics, 114
    - Information Security, 122
    - Pharmacy, 131
    - Psychology and Counseling, 152
    - Sustainability, 166
    - Theology, 175
  - Advising, 16
  - Aging Services Leadership, Graduate Studies in, 27
  - Appeals:
    - Aging Leadership Services, 31
    - Business, 41
    - Civic Leadership, 63
    - Conflict Management, 72
    - Education, 85
    - Exercise and Nutrition Science, 109
    - Health Care Informatics, 117
    - Information Security, 125
    - Psychology and Counseling, 155
    - Sustainability, 168
    - Theology, 176
  - MA.C.M., 180; M.Div., 180; M.T.S., 180
  - MAcc, 52; MBA, 45; PMBA, 49; MHR, 55
  - M.Ed., 89
  - M. Health Care Informatics, 118
  - M. Professional Studies in Aging Services Leadership, 32
  - M.S. Civic Leadership, 64
  - M.S. Conflict Management, 74
  - M.S. Exercise and Nutrition Science, 111
  - M.S. Information Security, 126
  - M.S. Professional Counseling, 156
  - M.S. Psychology, 157
  - M.S. Sustainability, 171
- Course Load:
- Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 62
  - Conflict Management, 71
  - Education, 83
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 116
  - Information Security, 124
  - Psychology and Counseling, 154
  - Sustainability, 168
  - Theology, 176
- Credits, Minimum:
- Aging Leadership Services, 31
  - Business, 41
  - Civic Leadership, 63
  - Conflict Management, 72
  - Education, 84
  - Exercise and Nutrition Science, 109
  - Health Care Informatics, 117
  - Information Security, 125
  - Psychology and Counseling, 155
  - Sustainability, 169
  - Theology, 177
- Degree Completion Requirements:
- Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 63
  - Conflict Management, 72
  - Education, 84
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 117
  - Information Security, 125
  - Psychology and Counseling, 155
  - Sustainability, 168
  - Theology, 176
- Psychology and Counseling, 155
  - Sustainability, 169
  - Theology, 178
- Assistantships, MBA, 42
- Attendance, Class, 17
- Auditing, 17
- Bible, Graduate Studies in, 173
- Board of Trustees, 193
- Board, Room and (see undergraduate catalog)
- Business, Graduate Studies in, 35
- Calendar, 8
- Candidacy Requirements:
  - Aging Leadership Services, 30
  - Business, 41
  - Civic Leadership, 63
  - Conflict Management, 72
  - Education, 84
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 117
  - Information Security, 125
  - Psychology and Counseling, 155
  - Sustainability, 168
  - Theology, 177
- Career Development Center, 25
- Certificate of Graduate Study in:
  - Aging Services Leadership, 32
  - Accountancy, 37
  - Conflict Management, 73
  - Counseling Psychology, 158
  - Sustainability, 165
- Civic Leadership, Graduate Studies in, 59
- Complaint Process, Student Grievance/, 18
- Comprehensive Examination, Hazelpip School of Theology, 177
- Comprehensive Examination, M.Ed., 84
- Conflict Management Certificate, 73
- Conflict Management, Graduate Studies in, 67
- Conflict Management, Master of Arts in, 73
- Counseling and Psychology, Certificate of Graduate Study in, 158
- Counseling, Graduate Studies in Psychology and, 150
- Counseling Center, 25
- Course Descriptions:
  - Doctor of Ministry, 187
  - Doctor of Pharmacy, 136
  - Doctor of Education, 98
  - E.L.L., 94

Theology, 177, 178, 179, 180, 187  
 Disability Services, 26  
 Doctor of Education, Requirements for, 98  
 Doctor of Ministry, Requirements for, 187  
 Doctor of Pharmacy, Requirements for, 146  
 Documentation for Off-Site Learning Experiences, 15  
 Documentation:  
   Aging Leadership Services, 29  
   Business, 39  
   Civic Leadership, 61  
   Conflict Management, 70  
   Education, 82  
   Exercise and Nutrition Science, 107  
   Health Care Informatics, 116  
   Information Security, 123  
   Pharmacy, 133  
   Psychology and Counseling, 153  
   Sustainability, 168  
   Theology, 176  
 Dropping Courses, 23  
 Dual Degree Programs, Policies for, 16  
 Dual Degree in Business and Sustainability, 56  
 Education, Graduate Studies in, 79  
 Email Accounts, 15  
 Examinations, Final, 18  
 Exit Presentation, Education, 84  
 Exercise and Nutrition Science, Graduate Studies in, 103  
 Faculty, 157  
 Faculty:  
   Aging Leadership Services, 34  
   Business, 58  
   Civic Leadership, 66  
   Conflict Management, 78  
   Education, 104  
   Exercise and Nutrition Science, 112  
   Health Care Informatics, 120  
   Information Security, 128  
   Library, 197  
   Pharmacy, 150  
   Psychology and Counseling, 162  
   Sustainability, 172  
   Theology, 190  
 Fees, Tuition and, 19  
 Final Examinations, 18  
 Financial Aid, 22  
 Financial Hold, 21  
 Financial Information, 17  
 Financial Information:  
   Aging Leadership Services, 31  
   Business, 41  
   Civic Leadership, 64  
   Conflict Management, 73  
   Education, 85  
   Exercise and Nutrition Science, 110  
   Health Care Informatics, 118  
   Information Security, 125  
   Pharmacy, 133  
   Psychology and Counseling, 156  
   Sustainability, 169  
   Theology, 178  
 GPA:  
   Aging Leadership Services, 31  
   Business, 41  
   Civic Leadership, 63  
   Conflict Management, 72  
   Education, 85  
   Exercise and Nutrition Science, 109  
   Health Care Informatics, 117  
   Information Security, 125  
   Psychology and Counseling, 117  
   Sustainability, 169  
   Theology, 178  
 Grades, 17  
 Grading System and Records, 17  
 Graduate Programs, 4, 12  
 Graduate Studies Governance, 14  
 Graduation, 18  
 Graduation:  
   Aging Leadership Services, 31  
   Business, 41  
   Civic Leadership, 63  
   Conflict Management, 72  
   Education, 85  
   Exercise and Nutrition Science, 109  
   Health Care Informatics, 117  
   Information Security, 125  
   Psychology and Counseling, 117  
   Sustainability, 169  
   Theology, 178  
 Grievance/Complaint Process, Student, 18  
 Hazlip School of Theology, 173  
 Health Care Informatics, Graduate Studies in, 113  
 Health Services, 26  
 Holds, 21  
 I.D. Cards, 15  
 Incomplete Grades, 18  
 Informatics, Graduate Studies in  
   Health Care, 113  
 Information Security, Graduate Studies in, 121  
 International Students, 15  
 Library, 26  
 Lipscomb University, Mission of, 12  
 Loans, 22  
 Master of Accountancy, Requirements for, 52  
 Master of Arts in Christian Ministry, Requirements for, 177  
 Master of Arts in Conflict Management, Requirements for, 72  
 Master of Business Administration, Requirements for, 43  
 Master of Divinity, Requirements for, 177  
 Master of Health Care Informatics, Requirements for, 113  
 Master of Education, Requirements for, 84  
 Master of Education, Educational Leadership, Requirements for, 86  
 Master of Education, English Language Learning, Requirements for, 86  
 Master of Education, Instructional Practice, Requirements for, 86  
 Master of Education, Instructional Technology, Requirements for, 86  
 Master of Education, Math Specialty, Requirements for, 87  
 Master of Education, Special Education, Requirements for, 87  
 Master of Education, Teaching Learning and Leading, Requirements for, 87  
 Master of Human Resources, Requirements for, 55  
 Master of Professional Studies in Aging Services Leadership, 29  
 Master of Science in Civic Leadership, Requirements for, 63  
 Master of Science in Exercise and Nutrition Science, Requirements for, 108  
 Master of Science in Health Care Informatics, Requirements for, 113  
 Master of Science in Information Security, Requirements for, 121



- Master of Science in Professional Counseling, Requirements for, 156
- Master of Science in Psychology, Requirements for, 157
- Master of Science in Sustainability, 164
- Master of Theological Studies, Requirements for, 177
- MBA Concentrations, Requirements for, 43
- MBA, Requirements for Professional, 49
- Meal Plans (see undergraduate catalog)
- Message from the President, 7
- Message from Associate Provost, 13
- Non-Discriminatory Policy, 15
- Nutrition Science, Graduate Studies in Exercise and, 103
- Orientation, 17
- Parking, 15
- Payment Policy, 19
- Personnel, University, 191
- Pharmacy, College of, 128
- Pharmacy, Graduate Studies in, 128
- Pharmacy, Prerequisites, 134
- Pharmacy, Requirements for Doctor of, 135
- Post-Baccalaureate Education Experience, 13
- Probation:
  - Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 62
  - Conflict Management, 71
  - Education, 83
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 116
  - Information Security, 124
  - Pharmacy, 147
  - Psychology and Counseling, 154
  - Sustainability, 168
  - Theology, 176
- Psychology and Counseling, Graduate Studies in, 150
- Quality Points, Grades, 17
- Readmission, 17
- Refund Policy, 24
- Registration, 16
- Residency Requirement:
  - Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 63
  - Conflict Management, 72
  - Education, 84
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 117
  - Information Security, 125
  - Psychology and Counseling, 55
  - Sustainability, 168
  - Theology, 177
- Required Documentation for Off-Site Learning Experiences, 15
- Room and Board (see undergraduate catalog)
- Satisfactory Academic Progress (SAP), 22
- Scholarships, MBA/PMBA, 42
- Scholarships, Conflict Management, 73
- Scholarships, Education, 85
- Standing, Good Academic:
  - Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 62
  - Conflict Management, 71
  - Education, 83
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 116
  - Information Security, 124
  - Psychology and Counseling, 154
  - Sustainability, 168
  - Theology, 176
- Statute of Limitations:
  - Aging Leadership Services, 30
  - Business, 40
  - Civic Leadership, 63
  - Conflict Management, 72
  - Education, 84
  - Exercise and Nutrition Science, 108
  - Health Care Informatics, 117
  - Information Security, 124
  - Psychology and Counseling, 155
  - Sustainability, 169
  - Theology, 177
- Student Classifications:
  - Aging Leadership Services, 29
  - Business, 39
  - Civic Leadership, 61
  - Conflict Management, 70
  - Education, 82
  - Exercise and Nutrition Science, 107
  - Health Care Informatics, 116
  - Information Security, 123
  - Psychology and Counseling, 154
  - Sustainability, 167
  - Theology, 175
- Student Life, 25
- Student Services, 25
- Sustainable Practice, Graduate Studies in, 163
- Testing Services, 26
- Theology, Graduate Studies in, 173
- Thesis Guidelines, 17
- Transcripts, 17
- Transfer of Courses:
  - Aging Leadership Services, 29
  - Business, 39
  - Civic Leadership, 61
  - Conflict Management, 70
  - Education, 82
  - Exercise and Nutrition Science, 107
  - Health Care Informatics, 115
  - Information Security, 123
  - Pharmacy, 149
  - Psychology and Counseling, 153
  - Sustainability, 168
  - Theology, 176
- Tuition and Fees, 19
- Unpaid Balances, 21
- Veterans Aid, 22
- Withdrawal, 23
- Yellow Ribbon, 22

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