

Lipscomb University

2010-2011

Graduate Catalog

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The information contained in this catalog is accurate as of June 2010. The requirements, rules, and provisions stated in this catalog and other publications of Lipscomb University are subject to change or modification at any time without notice. If changes are made to this catalog prior to its next reprinting, such changes will be made available in the Office of the Associate Provost for Academic Development and Graduate Studies.



The Brewer Bell Tower on a foggy morning.

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LIPSCOMB UNIVERSITY 2010-11

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, Masters, 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 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 eight areas of concentration (accounting, conflict management, financial services, healthcare 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 is also available in a cohort format, incorporating six HR courses supplemented with three conflict management courses and a consulting project. 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.

2. 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. Larry Bridgesmith, Executive Director, at 615-966-6680, or larry.bridgesmith@lipscomb.edu.

3. Graduate Programs in Education

The College of Education offers a Master of Education degree. The degree's major emphases are Educational Leadership (administrative); Teaching, Learning and Leading; Instructional Technology*; and Math Specialty (all non-administrative). Due to the diversity of elective courses available, individuals holding bachelor's degrees in a variety of disciplines may also seek initial teacher licensure concurrent with their pursuit of the master's degree.

Also offered are a Master of Arts degree with concentrations in Learning & Teaching and in Special Education, and the Master of Arts in Teaching English Language Learners. These degrees are designed as cohort-based programs (conditionally approved by the state of Tennessee).

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 evening and weekend classes. Several M.Ed. courses are offered online. For further information, contact Dr. Deborah Boyd, Associate Dean, College of Education, at 615-966-6081 or deborah.boyd@lipscomb.edu.

4. 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 Linda Price at 615-966-5922 or linda.price@lipscomb.edu.

5. 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.

6. 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 Sustainability MBA (Masters of Business Administration with a concentration in sustainability). For more information, contact G. Dodd Galbreath, Executive Director at 615-966-1771 or dodd.galbreath@lipscomb.edu.

7. Graduate Programs in Theology

The Hazelip School of Theology offers the Master of Arts in Christian Ministry, the Master of Divinity, and the Master of Theological Studies. For further information, contact Audrey Miller, 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.

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

B. College of Pharmacy

In addition to graduate degree programs, Lipscomb University 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. 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 and Admissions, at (615) 966-7173.

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 in Music Education, Bachelor of Fine Arts, Bachelor of Science in Social Work or a Bachelor of Science in Nursing degree. Contact the Admissions Office at 615-966-1776 or 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 and weekend format. 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; a Bachelor of Science leading to K-6 teacher certification, or a Bachelor of Social Work. Students may also pursue non-degree tracks for professional and personal development. Contact Dr. Teresa Bagamery Clark in Adult Learning at 615-966-5859, or via e-mail at clarktb@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 Director of the Campus School, at 615-966-6355 or mike.hammond@lipscomb.edu.



Bison Square in the spring.

A MESSAGE FROM THE PRESIDENT

As I came to Lipscomb four years ago, I found an institution committed to outstanding and innovative graduate education. While based on a 118-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



President L. Randolph Lowry

CALENDAR FOR THE YEARS

2010-11 • 2011-12*

Fall Semester, 2010

Pharmacy Classes Begin.....	August 11
Residence Halls Open	
Freshmen	August 18
Upperclassmen	August 21
Registration	August 22
Classes begin	August 23
Adult Degree Term I Classes Begin	August 23
Last day to add classes	August 29
Labor Day Holiday.....	September 6
Last day to drop classes with partial refund	September 10
Last day to drop Adult Degree	
Term I Classes.....	September 27
Fall Break	October 18
Adult Degree Term II Classes Begin	October 22
Last day to drop classes	October 29
Last day to drop Adult Degree	
Term II Classes	November 20
Thanksgiving Holidays	November 22-26
Study Day.....	December 9
Final Examinations	December 10-16
Graduation.....	December 18
Christmas Holidays.....	December 20-January 9

Spring Semester, 2011

Wintermester.....	January 3-7
Residence Halls Open	January 9
Adult Degree Term I Classes Begin.....	January 10
Classes begin	January 10
Last day to add classes	January 17
Martin Luther King, Jr. Day Holiday	January 17
Last day to drop classes with partial refund	January 28
Last day to drop Adult Degree	
Term I Classes	February 12
Adult Degree Term II Classes Begin	March 7
Spring Vacation (tentative)	March 14-18
Last day to drop classes	March 25
Singarama.....	March 31-April 2
Last day to drop Adult Degree Term II Classes	April 13
Study Day	April 28
Final Examinations	April 29-May 5
Graduation	May 7

Summer Session, 2011

Maymester registration and classes begin	May 9
Last day to drop Maymester classes	
with partial refund	May 9
Maymester Final Examinations	May 27
Memorial Day Holiday	May 30
Junemester Classes begin	May 31
Last day to drop Junemester classes	
with partial refund	May 31
Residence Halls Open	May 31
Summer Session Classes begin	May 31
Last day to add classes (first term).....	June 2
Last day to add classes (full session)	June 6
Last day to drop classes with	
partial refund (first term)	June 6
Last day to drop classes	
with partial refund (full session)	June 10
Summer Celebration	TBA
Last day to drop classes (first term)	June 17
Junemester Final Examinations	June 24
Holiday	July 4
Julymester classes begin	July 5
Second term classes begin	July 5
Last day to add classes (second term).....	July 7
Last day to drop classes (full session)	July 8
Last day to drop classes with	
partial refund (second term)	July 13
Last day to drop classes (second term)	July 19
Julymester Final Examinations	July 29
Summer Session Final Examinations.....	August 4

Fall Semester, 2011

Pharmacy Classes Begin	August 10
Residence Halls Open	
Freshmen	August 17
Upperclassmen	August 22
Registration	August 23
Adult Degree Term I Classes Begin	August 22
Classes begin	August 22
Last day to add classes	August 28
Labor Day Holiday.....	September 5
Last day to drop classes with	
partial refund	September 9
Last day to drop Adult Degree	
Term I Classes	September 24
Adult Degree Term II Classes Begin.....	October 17
Fall Break	October 21
Last day to drop classes -full term	October 28
Last day to drop Adult Degree	
Term II Classes	November 18
Thanksgiving Holidays	November 21-25
Study Day.....	December 8
Final Examinations	December 9-15
Graduation	December 17
Christmas Holidays.....	December 19-January 8

Spring Semester, 2012

Wintermester.....	January 2-6
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
Last day to drop classes with partial refund	January 27
Last day to drop Adult Degree	
Term I Classes	February 18
Adult Degree Term II Classes Begin	March 5
Spring Vacation (tentative)	March 19-23
Last day to drop classes - full term	March 29
Singarama (tentative)	April 1-3
Last day to drop Adult Degree Term II Classes	April 14
Study Day	April 26
Final Examinations	April 27-May 3
Graduation	May 5

Summer Session, 2012

Maymester registration and classes begin	May 7
Last day to drop Maymester classes	
with partial refund	May 7
Memorial Day Holiday	May 28
Maymester Final Examinations	May 29
Residence Halls Open	May 29
Junemester classes begin	May 29
Last day to drop Junemester classes	
with partial refund	May 31
Summer Session Classes begin	May 29
Last day to add classes (first term).....	May 31
Last day to add classes (full session)	June 1
Last day to drop classes with	
partial refund (first term)	June 4
Last day to drop classes with	
partial refund (full session)	June 8
Summer Celebration.....	TBA
Last day to drop classes (first term)	June 15
Junemester Final Examinations	June 21
Holiday	July 2
Julymester classes begin.....	July 2
Second term classes begin	July 2
Last day to add classes (second term).....	July 5
Last day to drop classes (full session)	July 6
Last day to drop classes with partial	
refund (second term)	July 9
Last day to drop classes (second term)	July 19
Julymester Final Examinations	July 26
Summer Session Final Examinations.....	August 1

2010

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*The dates in 2011-12 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 119-year heritage of excellence, Lipscomb University offers an engaging, intellectually challenging academic environment for graduate education, along with 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 for learning and a nurturing environment in which students can develop professionally and personally, and the Nashville community offers many opportunities for graduate practicum placements and internships.

The Lipscomb community is diverse, with a 3000+ member undergraduate and graduate student body representing 44 states and 24 nations that includes many ethnic cultures and religious traditions and experiences. More than 900 post-baccalaureate students are enrolled in masters 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 as well as 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, the maintenance of the campus grounds, the development of new academic programs, and the stewardship of financial resources are all approached strategically and with intentions of providing Lipscomb students with a quality education that is 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. All faculty members are committed to providing instruction and guidance to students as they prepare for their roles in society. In addition, Lipscomb's support staff members are attentive to student needs and facilitate the processes and procedures that enable students to successfully transition through all levels of the university experience.

Exciting and unique graduate programs in areas such as exercise and nutrition science, sustainability, and conflict management coupled with recent honors have broadened our appeal and strengthened our reputation for excellence. This past year Lipscomb University was named a Top 25 university and selected as one of only 16 "top up-and-coming" master's universities in U.S. News and World Report's "2010 America's Best Colleges" guidebook. 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. In addition, Lipscomb's service-learning program was named by U.S. News and World Report as one of 25 service-learning programs to look for in the nation. Lipscomb's participation in the Teach for America program is expanding the influence of our graduate programs in Education, and the math specialty emphasis in the M.Ed. program is addressing the high need for qualified math teachers in a timely and efficient way.

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 is leading the way for universities in Tennessee through our on-campus sustainable innovations. The Burton Health Sciences Building became the first LEED-registered academic building in the state and recently earned the gold-level certification. Lipscomb was awarded the 2009 Governor's Environmental Stewardship Award for its commitment to sustainable practices in higher education.

One of the strongest indicators of the value of a Lipscomb education is the rate at which our graduates are placed in the job market or accepted by institutions for advanced degrees. When students graduate from Lipscomb University, 92 percent of them are placed in jobs or graduate schools within six months compared to a 78 percent average at similar institutions. Lipscomb's well-above-average placement rate is even more significant given limitations in the current job market environment and strongly suggests that Lipscomb University provides an excellent education that is highly desired by employers and greatly respected by other institutions of higher learning.

Degrees and Certificates of Graduate Study

Lipscomb University currently confers the following post-baccalaureate degrees:

Master of Accountancy

Master of Arts (Conflict Management, Learning and Teaching, Special Education)

Master of Arts in Christian Ministry

Master of Arts in Teaching (English Language Learners)

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

Master of Divinity

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

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

Master of Theological Studies

Doctor of Pharmacy

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.

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 has candidate status with 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.

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. The M.A. and the M.A.T. programs are conditionally approved by the Tennessee State Board of Education and Southern Association of Colleges and Schools.

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. 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

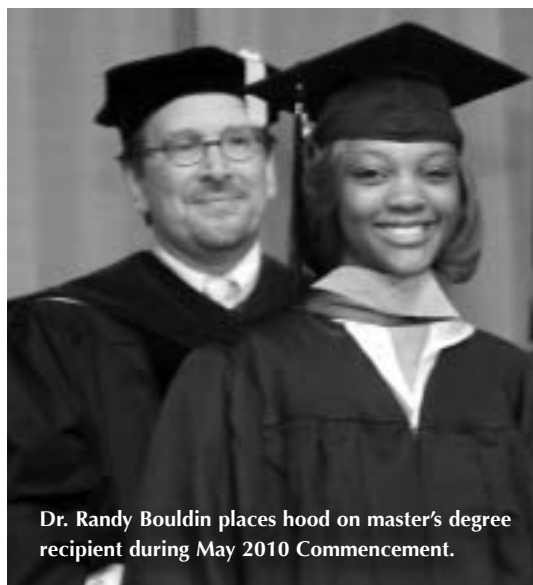
Lipscomb University is a private coeducational institution whose principal focus is undergraduate education in the liberal arts and sciences, combined with a number of undergraduate professional and pre-professional fields, masters and doctoral degree programs. Its primary mission is to integrate Christian 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.



Dr. Randy Bouldin places hood on master's degree recipient during May 2010 Commencement.

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. 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. Each course is timeless in terms of academic quality, professional in terms of usefulness, and contemporary in terms of market trends. The programs are designed to address the needs of students to develop confidence and competence in their ability to relate to an ever-changing society, culture, and world.

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

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^P) 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 by an admission committee in each graduate area based upon a composite of subjective and quantitative information. The committee will look at each applicant's individual strengths and weaknesses. Admission decisions will be based on the candidate's essay and letters of recommendation, the academic standing of the program 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 applications 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. The admission committee will make a critical evaluation of each applicant's professional goals, academic potential and promise for a productive career in order to bring together the candidates most likely to benefit from the Lipscomb graduate experience.

The admission committee will evaluate each applicant's complete file; the committee may delegate such responsibility to the appropriate graduate director when an applicant has satisfactorily met all conditions for admission. This committee 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. Lipscomb University is affiliated with the fellowship of the Church of Christ and is controlled by a board of trustees. As a religiously controlled institution of higher education, Lipscomb University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

Email Accounts

All graduate students are issued a Lipscomb email account. That email 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.



Dr. Paul Turner instructs graduate psychology and counseling students.

General Academic Policies

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 life-long 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, in the *Faculty Handbook*, and in the Lipscomb University *Student Handbook*.

Student Advising

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

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 page 19.

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 following entry terms: August, October, January, March and June. The Graduate Orientation is designed to give 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 courses.

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. Tuition or a special fee is charged for the auditor, but no credit is earned. Check with specific graduate programs for the charges to audit a course. 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 thier Graduate Academic Leadership Team (GALT) and 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.

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.

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.

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

or

World Education Services (WES)
P.O. Box 01-5060
Miami, FL 3310104
tel: 305-358-6688
Website: www.wes.org

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

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

For more information, contact the Director of Transfer and International Admissions at (615) 966-1776, email admissions@lipscomb.edu, or visit international.lipscomb.edu.



Ezell Center

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 cancelled.

You may pay over the web. Log on to www.lipscomb.edu and click on myLipscomb. Log into the secure area, click on 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.

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 annual enrollment fee of \$65. Enrollment forms can be obtained in the Business Office or enroll online at 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 (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 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 employers' 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.

For more information about the employer reimbursement program, please contact Gay Johnson or Libby Spicer in the Student Accounts Office at 615-966-1778. The Employer Reimbursement Policy is located at <http://busoff.lip-scomb.edu/page.asp?SID=39&page=4850>.

III. Full Pay

Under this plan, the entire balance is due before classes begin, based on the published web date at www.lip-scomb.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 above. 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.

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. (Click on Current Students, Business Office, and Dates to Remember.)

To find out if you are officially registered and have satisfied your financial obligations, click on www.lipscomb.edu and select myLipscomb. Log into the secure area, click on 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 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 a 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.ed.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 and apply for a PIN number. Once you have your PIN number, go to www.fafsa.gov and fill out the online application. You may 'sign' the online application with your pin number.
2. Wait for the Department of Education to process the FAFSA form. This takes a few days.
3. Accept your awarded Stafford Loans via myLipscomb. Supporting documentation, including an MPN and 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 (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. 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.

Any questions concerning eligibility or benefits should be directed to the Registrar's Office.

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 Education, M.A.T., M.Ed., M.S. in Professional Counseling, M.S. in Psychology, and Certificate of Graduate Study in Sustainability, 3.00; Pharm. D, 2.00;)

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.

Failure to maintain the required grade point average or successfully complete degree work as specified by the individual program will result in financial aid probation status. Probation is removed at the end of the semester in which the student has satisfied the grade point average and enrollment criteria. Failure to remove financial aid probation status the following semester results in financial aid suspension and the inability to receive federal aid.

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."

Date of Official Withdrawal

Lipscomb charges a withdrawal fee of \$190.

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.

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
- 50% must drop or withdraw after attending the initial weekend and before beginning the course's Blackboard component
- No refund of tuition after beginning the course's Blackboard component

Refunds for non-traditional meeting times are based on the above schedule using equivalent weeks of class time rather than calendar weeks. (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 STUDENT REFUND REQUEST FORM located in the lobby outside of the cashier's window or by completing the online form at www.lipscomb.edu. Click on Current Students, Business Office, then Refund Request. Refunds will be issued each Friday after 1 p.m. 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.
- E. Refunds will be mailed to the student's billing address unless prior written notification is submitted to the Business Office (Student Accounts).

Student Services

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 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. Appointments may be scheduled on the Counseling Center webpage, by phone at 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. 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.). We oversee the SAT, ACT, and PRAXIS national testing programs on Saturdays.

Health Services

Health Services is located in the front, lower level of Elam Hall between the Counseling Center and Campus Security. Normal hours are 7:45 a.m. - 4:30 p.m., Monday through Friday.

Lipscomb University Health Services offers health promotion to students, faculty, and staff. Students at Lipscomb can conveniently receive primary care for illnesses and injuries in the Health Center. A nurse practitioner and registered nurses are available for consultation and treatment for common illnesses, referrals to specialists when needed, and response to emergencies on campus during clinic hours. 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 small visit fee will be charged if a graduate student wish-

es to see the Nurse Practitioner. Payment for prescription medications 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 Student Health Record Form within the first week of enrollment will have a hold put on their registration until it has been completed. This could prevent the student from registering for subsequent semesters.

The state of Tennessee requires proof of two measles, mumps, and rubella (MMR) vaccinations or a titer showing immunity for all students born after 1956. A titer to show immunity to measles, mumps, and rubella is acceptable if a shot record is not available. If there is not immunity to all three diseases, a booster shot will be required. All new students must also have the hepatitis B vaccine (HBV) and the meningococcal vaccine (MCV). After reviewing information regarding Hepatitis B and Meningococcal Meningitis, including risk factors and dangers of each disease, if the student chooses to refuse the vaccine, he/she may sign a waiver.

Lipscomb University Health Services also requires a tuberculin (TB) skin test within 12 months of the first day of class. A chest x-ray will be appropriate for tuberculosis screening for those who cannot get a TB skin test. If a student is not considered at high risk for TB, a signed statement from the student's health care provider that the student is low risk for TB will be accepted.

Library

Beaman Library houses approximately 240,000 bound volumes as well as current periodicals, microform and nonprint materials. The 56,000 square-foot facility features group study rooms and casual seating areas for quiet study, leisure reading, and research. Library holdings are accessible through CATACOMB, Online Catalog of Lipscomb Libraries, and may be accessed on the Internet at: <http://library.lipscomb.edu>. Local and remote databases may be selected from the Catacomb menus or from the Network/Library folder. Other information about the library is also available in Catacomb from the menu selections.



Graduate Studies in

BUSINESS



Dr. Mike Kendrick

Acting 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, *Acting Associate Dean of Graduate Business Programs*

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

Jenni Jones, *Administrative Assistant*

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 to 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.
- With 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, healthcare 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 hours are required for graduation, consisting of eighteen hours in the required core courses and twelve 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 elective offerings may meet at other times such as online or weekends.

Professional MBA

The Professional MBA (PMBA) may be completed in less than a year attending classes 18 weekends with three months off during your program. The PMBA combines web-based and classroom learning so students can maintain balance in their lives. A global perspective is strengthened through participation in an international trip.

You can begin the PMBA program any month a new class starts (11 months per year). 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 three-hour business project.

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).

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.

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 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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>).

7. FERPA: The Federal 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. 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 programs who have significant work and management/leadership experience. MAcc applicants with an overall GPA of 3.40 and an accounting GPA of 3.40 (accounting courses only) 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 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 either graduate program will generally be denied.

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. Transient 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 and a 3.00 GPA on the most recent 12 semester hours of work. 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 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 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 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 and MAcc 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 or MAcc 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 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 MBA and MAcc degrees require 30 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

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 2010-11

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

MAcc Tuition per semester hour (includes cost of text books and all regular fees)	\$997
MBA Tuition per semester hour (includes cost of text books and all regular fees).....	\$1,060
PMBA Tuition per course (includes cost of textbooks, regular fees, and international travel course).....	\$3,880
Professional Accountancy Certificate Tuition per hour (includes cost of text books and all regular fees)....	\$997
Tuition to audit without credit (per course, does not include cost of textbooks and fees)..	\$310
MHR (interdisciplinary program that includes Graduate Business course work in HR [21 hours] and graduate coursework from the Institute for Conflict Management [9 hours]). Tuition amounts include text books.	
HR tuition per semester hour	\$997
ICM tuition per semester hour	\$1,293.33
Total program tuition cost*	\$32,577

*Total tuition cost based on student's remaining with his/her initial cohort.

Special Fees

Application Fee	\$50 (\$75 for international students)
Late registration/Late becoming official fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee	\$65
Returned check fee	\$30
Graduation fee	\$195

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

*Effective June 1, 2010

** 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. MBA 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 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
- Business Law
- Principles of Finance
- Information Systems
- Economics (Micro and Macro)
- Statistics or Quantitative Methods
- Principles of Management
- 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 graduate credit and are graded on a satisfactory/unsatisfactory basis.

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:

Seven of the leveling courses, or their equivalents, must be completed before enrolling in BU 6003. The remaining leveling courses must be completed before enrollment in the sixth MBA course is allowed.

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 for details.

MBA Concentration Requirements (minimum 12 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) 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

For the student's fourth course, he or she is to select any course from the Concentration Electives listing. The fourth course may be a MAcc course. Students who complete four MAcc courses would also earn the Graduate Certificate in Professional Accounting in addition to the MBA.

- **CONFLICT MANAGEMENT CONCENTRATION (12 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, 5033, and 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 and Portfolio Theory

BU 6743 Investment Fund Management

MAcc 6753 Financial Statement Analysis

For the student's fourth course, he or she is to select any course from the Concentration Electives listing.

- **HEALTHCARE MANAGEMENT CONCENTRATION (minimum 9 hours)**

Required courses for the healthcare management concentration

BU 6303 Introduction to Health Services Management

BU 6313 Health Services Issues

BU 6323 The U.S. Health Care System

For the student's fourth course, he or she is to select any course from the Concentration Electives listing.

- **LEADERSHIP CONCENTRATION (minimum 9 hours)**

Required courses for the leadership concentration

BU 6043 Organizational Behavior

BU 6503 Leading Teams and Groups in Organizations

BU 6523 Managing Human Resources

For the student's fourth course, he or she is to select any course from the Concentration Electives listing.

- **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

BU 6413 Marketing, Fundraising and Resource Development in the Non-Profit Sector

For the student's fourth course, he or she is to select any course from the Concentration Electives listing.

- **SPORTS MANAGEMENT CONCENTRATION (minimum 9 hours)**

Required courses for the non-profit 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 12 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 600V, SU 6013, SU 6023, SU 6043. For descriptions of the appropriate courses, please see the sustainable practice section of this catalog.

- **DISTRIBUTIVE CONCENTRATION OPTION (minimum 12 hours)**

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

MBA Core Courses (18 hours required)

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

BU 6003 The Managerial Environment (3)

This course introduces students to essential management skills for graduate course work at Lipscomb University and in the business world. Critical thinking and analytical skills will be developed. Cases and a business simulation will be used to develop oral and written communication skills, presentation skills, computer skills, and teamwork and team building skills. The course will also introduce students to competencies in the work place. This course should be taken during the student's first term upon entering the core MBA program.

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. Students will report both orally and in writing on cases and readings of current accounting issues. 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. Prerequisites: BU 5001 and BU 5011 or undergraduate equivalents. 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. This course will be taught using the case method. Prerequisites: BU 5001, 5011, 5021, 5051, 5071, 5081, 5091 or their equivalents.

BU 6083 Strategic Management: A Global Emphasis (3)

Strategic Management 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. Weighing the pros and cons of strategy entails a total enterprise perspective and a talent for judging how all of the relevant factors combine. 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 of the Lipscomb MBA program and should be taken in the student's final term.

BU 6093 Service Operations and Marketing (3)

Service companies constitute the largest and fastest growing segment of the economy in the United States and in most developed countries. This project-based course allows students to focus on the uniqueness of managing and marketing service operations. Students will learn how to creatively and successfully manage promotion, pricing, and relationship marketing concerns. Emphasis will be placed on strategic planning and tactical decision making skills. Prerequisites: BU 5031, BU 5051, and BU 5071 or their equivalents.

BU 6513 Leadership Perspectives and Practices

Leadership Perspectives and Practices provides learners the opportunity to enhance their understanding of leadership theories, concepts, contexts, and competencies, as well as to move them to put their understanding into practice. Through engagement and reflection students will gain further understanding of the moral responsibilities of leadership and become better prepared to exercise leadership in service to organizations and society particularly since several of the course materials focus specifically upon moral responsibility and upon service to others. This course uses a variety of learning methods. Student led discussions and presentations will be combined with professor facilitated learning experiences to enable the learner to identify and demonstrate effective faith-based leadership behavior in a variety of life circumstances.

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 twelve hours of course work from any course in the Concentration Electives listing.

BU 6043 Organizational Behavior (3)

This course focuses on understanding human behavior, primarily in an organizational context, with the applied purpose of helping the student to become a more effective manager, leader, team member, and organizational member. The course will examine basic theories of human behavior and individual differences as a foundation for the study of several classic and contemporary theories of motivation and leadership. Various other topics, such as team dynamics, organizational culture, organizational change processes, organizational theory and design, communication, and decision-making may also be covered. The class will be organized into teams and will utilize the case learning method. Prerequisite: BU 5061 or its equivalent.

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 Introduction to Health Services Management (3)

This course will be a study of the health care industry including contemporary problems and issues, patterns of organization, delivery and financing and emerging trends. The roles of government, providers and consumers are discussed. The case method is used.

BU 6313 Health Services Issues (3)

This course is designed to provide the health services management student with an operating-level awareness and knowledge about significant current executive and managerial issues and challenges. The course will be taught by topic experts in 2-3 hour sessions for the issues selected as most appropriate for that time.

BU 6323 The U.S. Healthcare System (3)

This course examines historical and emerging health services delivery systems in the United States, including fee-for-service, indemnity insurance, HMOs, PPOs and integrated delivery systems. The relationships among various players in the system (patients, healthcare providers, healthcare institutions, insurers, employers and governments) are explored. The course addresses current environmental forces such as cost-containment, managed care, the shift from in-patient to outpatient care and increased competition in the health care sector.

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.

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 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 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 663V MBA Travel to [Destination] (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. International/domestic trip participation is required.

BU 6723 Investment Valuation and Portfolio Theory (3)

This course examines asset valuation using discounted cash flow and relative valuation techniques. In addition, the course covers modern portfolio theory, including Markowitz diversification, and various pricing models. Other topics include asset allocation, investment styles, international investing and portfolio evaluation. The course follows parts of the level 1 and 2 CFA exam preparation curriculum. 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. Students must make special application to the MBA Program for admission to the course. Preference will be given to students who have completed BU 6723. Prerequisite: A grade of "B" or better in BU 6053. (This course is offered during the summer term, but students who have completed the appropriate prerequisites may petition to enroll in the fall or spring semester.)

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.

Course Plan for 2010-2011 - MBA and MAcc

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

All terms are eight weeks, and classes meet one time per week.

August Term: Aug. 23 - Oct. 14, 2010

BU 6003 (new students)

BU 6513

MAcc 6003

MAcc 6553

Fall Term: Oct. 18 - Dec. 16, 2010

BU 6033

BU 6053

BU 6083 (graduating students)

BU 6303

BU 6403

BU 6523

BU 6803

MAcc 6753

January Term: Jan. 4 - March 3, 2011

BU 6003 (to be offered for those students entering the program in January)

BU 6033

BU 6053

BU 6813BU 6043

MAcc 6303

Spring Term: March 7 - May 5, 2011

BU 6083 (graduating students)

BU 6323

BU 6413

BU 6503

BU 6723

BU 6093

BU 6823

MAcc 6203

MAcc 6553

BU 663V (offered during Maymester)

Summer Term: May 31 - July 28, 2011

BU 6093

BU 6313

BU 6743

MAcc 6403

MAcc 6503

Fall 2011 Classes are projected to start the week of August 15, 2011.

College of Business at Swang Center

...Remember that the LORD your God gives
you the strength to make a living."

Deuteronomy 8:18 & 29

Swang Business Administration Center lobby

Professional MBA Core Courses (18 hours required)

The PMBA includes six required courses taken by all students.

PMBA 6023 Strategic Tax and Cost Management (3)

This course will develop a learner's ability to identify, understand, and evaluate the influence of managerial accounting and tax planning on the overall business strategy of the organization. The first part of the course covers alternative costing methods and illustrates how the resulting cost information can be used for decision making. This analysis includes the choice of financial and non-financial performance measures for evaluating business strategies and business unit success. The second part focuses on tax planning concepts and the effect of taxes on business decisions, rather than detailed tax rules and legal research. A conceptual framework for evaluating how tax rules affect financial decisions will be developed.

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 provides tools for financial and strategic decision making. Topics include project valuation, risk analysis, capital structure, financial signaling and managerial incentives. This course is taught using the case method.

PMBA 6083 Human Resource Management (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 systems that include staffing systems, employee development systems, performance management systems, and compensation systems. This course will also examine domestic and international labor markets issues pertinent to the new millennium.

PMBA 6093 Marketing and International Business (3)

This course will introduce the learner to the role of marketing in an organization. A primary course objective is to emphasize the importance of marketing planning within the organization and to develop the ability to define and analyze the marketing problems dealt with by managers. Learners will understand analytical concepts and techniques relevant for marketing decision making, with an emphasis on creating, capturing, and sustaining customer value. A significant portion of the course is an international trip.

PMBA 6113 Organization Theory and Practice (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 organizations are designed. The problems of organizational design in bureaucratic and matrix organizations will be reviewed. The course will use guidelines and principles for designing team-based organizations as a model for introducing organizational design. 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.

PMBA 6103 Business Strategy and Execution (3)

This course develops the learner's ability to take a holistic approach to business decision-making and leadership from the general manager's perspective by integrating concepts and experiences from all business areas. A multi-discipline approach taught through the case-based instruction is the course focus. A major course project includes a strategy audit of a larger firm. Clients evaluate the business audit. Cases, guest speakers, readings, bestseller books, videos and short lectures are used to deliver course content.

PMBA Concentrations

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

LEADERSHIP CONCENTRATION

PMBA 6013 The Leadership Challenge (3)

This is a course designed to help PMBA learners experience ethical leadership from the inside-out. Through readings, personal assessments, films, guided periods of reflection, ethics-based cases, projects, activities, and guest speakers, learners get something more than a course by moving out of their comfort zone physically, mentally and spiritually. The Leadership Challenge is a quest and journey about discovering how God made you and what He calls you to do.

ICM 5013 Negotiation and Settlement Processes (3)

This course will give you 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.

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 6123 Consulting Project (3)

Learners will serve as consultants for an area business and will be expected to develop solutions to current problems and issues. The learners will gain invaluable, hands-on experience while working on actual business projects, interact with area business professionals, and be advised by a faculty member that possesses expertise in business. Learners will be given guidance on consulting techniques and methodology and will meet with a faculty mentor at designated times during the project. A formal report will be delivered at the conclusion of the project that details the learner's findings, conclusions, and recommendations.

CONFLICT MANAGEMENT CONCENTRATION

Students must take the following four courses:

- ICM 5013 Negotiation & Settlement Processes
- ICM 5023 Mediation
- ICM 5033 Conflict Management in Business Settings
- ICM 5073 Clinical Internship

SUSTAINABLE PRACTICE CONCENTRATION

Students must take the following four courses:

- SU 600V Sustainable Natural Resources
- SU 6013 Sustainable Society
- SU 6023 Sustainable Enterprise
- SU 6043 Sustainable Business Practices and Development

Course Plan for 2010 - PMBA

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

PMBA 6083

July 23-24 and August 6-7

PMBA 6093

September 10-11

September 18-26 Trip

PMBA 6113

October 8-9 and 22-23

PMBA 6103

November 12-13

December 3-4

PMBA 6123

The consulting project is independent work facilitated by an MBA faculty member.

Course Plan for 2011 - PMBA

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

PMBA 6013

The Leadership Challenge

January 7-8 and 21-22

PMBA 6023

February 11-12 and 25-26

PMBA 6033

March 11-12 and 25-26

PMBA 6043

April 15-16 and April 29-30

PMBA 6053

June 3-4 and 17-18

PMBA 6083

July 22-23 and August 5-6

PMBA 6093

September 9-10; September 17-25 (Trip)

PMBA 6113

October 7-8 and 21-22

PMBA 6103

November 11-12 and Dec. 2-3

PMBA 6123

The consulting project is independent work facilitated by an MBA faculty member.

Master of Accountancy Requirements

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

Accounting course requirements:

Area	Undergraduate requirement	Lipscomb undergraduate course
Financial Accounting	Principles of Accounting 1 or Financial Accounting	AC 2503
Managerial Accounting	Principles of Accounting 2 or Managerial Accounting	AC 2513
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 required)

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.



President L. Randolph Lowry on a recent trip to China with graduate business students.

MAcc Electives (minimum 12 hours required)

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

BU 6043 *	Organizational Behavior
BU 6053 *	Financial Management and Strategy
BU 6093	Service Operations
BU 6243 *	Regulatory Law and Compliance
BU 6513 *	Leadership Perspectives and Practices
BU 6503 *	Leading Teams and Groups in Organizations
BU 6303	Introduction to Health Services Management
BU 6313	Health Services Issues
BU 6323	The U.S. Health Care System
BU 6403	Introduction to the Non-Profit Sector
BU 6413	Marketing, Fundraising in the Non-Profit Sector
BU 6523	Managing Human Resources
BU 663V	MBA Travel to [Destination]
BU 661V	MBA Internship
BU 6723	Investment Valuation
BU 6743	Investment Fund Management
BU 6803	Sports Management
BU 6813	Marketing, Fundraising, and Public Relations in Sports
BU 6823	Sports Law and Risk Management
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 (30 hours)

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

MHR 6003 Designing Strategic Human Resource Systems (3 hours)

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 & development, performance management, and compensation on the strategy and performance of the firm.

MHR 6013 Organization Entry (3 hours)

This course focuses on the management of employee entry to the organization. Topics covered include job analysis, government regulations affecting selection processes, reliability and validity of selection measures, recruiting and selection metrics, and socialization processes.

MHR 6023 Evaluating Work Processes and Change (3 hours)

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 Evaluating and Improving Employee Performance (3 hours)

The 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. This curriculum is designed for the Human Resource professional to develop and successfully implement a Strategic Human Resource Management system. The curriculum will focus on developing human resource systems that are 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 or capital 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.

MHR 6043 Incentive and Reward Structures (3 hours)

The design of this course is to introduce the student to an understanding of compensation as a process. This course will demonstrate the art and science of designing and implementing a compensation system in complex organizations. The course also will provide the student with a theoretical understanding of the methods and implications of compensation and hands-on experience in designing a compensation plan.

MHR 6053 Emerging Human Resource Issues (3 hours)

The 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. This curriculum is designed for the Human Resource professional to develop and successfully implement a Strategic Human Resource Management system. The curriculum will focus on developing human resource systems that are fiscally responsible and in alignment with an organization's strategic goals and objectives. The cur-

riculum will also emphasize effective employment, deployment and strategically managed human assets or capital 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.

MHR 6123 Consulting Project (3 hours)

This course is to be conducted as a project with your employer. This course is designed to be a hands-on experience working with an actual business issue. You will serve as a leader of a project in an area outside of your normal work activities. You will be expected to lead a 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 5013 Negotiation and Settlement Processes (3)

ICM 5023 Mediation (3)

ICM 5033 Conflict Management in Business and commercial Settings (3)



College of Business Dean Turney Stevens

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*

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 and Assistant Provost, Adult Learning Program*

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*

C. Ray Eldridge, B.S. (The Citadel), M.B.A. (Golden Gate University), M.S. (Syracuse University), D.B.A. (University of Sarasota), *Chair of Department of Management, Associate Professor 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, *Hilton and Sallie Dean Endowed Chair of Accounting and Chair of Department of Accounting, Professor 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. (Freed-Hardeman University), M.B.A. (Texas A & M University), *Senior Vice President for Advancement and Clinical Professor of Management*

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 Acting 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*

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

Raymond Frank Shelton, B.S. (University of Memphis), M.H.A. (St. Louis University), *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*

Graduate Studies in

CONFLICT MANAGEMENT



Dr. Larry Bridgesmith

Executive Director

Institute for Conflict Management

The Institute for Conflict Management

• Master of Arts

• Certificate in Conflict Management

Dr. Larry Bridgesmith, *Executive Director*

Dr. Steve Joiner, *Associate Director*

Beth Morrow, *Assistant Director*

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 Professor Randy Lowry, Lipscomb University President, the ICM provides degrees, certificates, seminars and research dedicated to the advancement of conflict management disciplines.

The ICM's master 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. Although the Institute's work is applicable to all forms of organizational conflict, it has a specific emphasis in healthcare industry conflict resolution.

ICM target markets include the following.

- Masters Degree candidates in Bible, Business, Education, and Psychology seeking specialized training in conflict management.
- Masters 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.
- Healthcare companies, executives and professionals dedicated to improving the quality and cost effectiveness of healthcare delivery through the development of advanced systems of conflict management specific to the industry.

The Institute'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.

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. 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 36 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 Executive Director

As a practicing lawyer and business consultant for over 30 years, I believe the creation of the Institute for Conflict Management is one of the most exciting developments of my career. It benefits Lipscomb University, our region and the many careers and professions that value a graduate level education in the techniques and skills of conflict resolution. Consistent with Lipscomb's role in training leaders to be "ministers of reconciliation" in their churches, their businesses and their professions, ICM makes available nationally renowned resources to its students.

Based on the international reputation developed by Lipscomb President Randy Lowry, the ICM builds on the work he did at the Straus Institute for Dispute Resolution at Pepperdine University. Over 20 years, Dr. Lowry developed Straus into the premiere institute for conflict management as rated by the annual U.S. News and World Report ranking of graduate schools in the nation.

Students enrolled in the ICM graduate certificate or Masters 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 stu-

dent 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.

Larry Bridgesmith

Mission of the ICM

The Institute for Conflict Management exists to provide students, churches, businesses and educational institutions instruction and collaborative resources for the effective and efficient management of the inevitable conflict which arises from human interaction.

Calendar

The ICM course schedule is available on the web at icm.lipscomb.edu or by contacting ICM at 615-966-6680.

ICM Academic Programs

The Institute offers two academic program choices:

1. **Certificate in Conflict Management.** This academic program consists of 15 hours of designated 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 36 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) 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 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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>).

7. FERPA: The Federal 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.)

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.

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 requirement (including GRE or other standardized exam) but does not intend to earn the graduate degree. Such students may take up to 15 semester hours for graduate credit which may be applied toward a certificate of master's degree. The student must make a grade of "B" or better in the courses taken for credit AD be formally admitted to a graduate program as a degree-seeking student. (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. Transient 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. No student will be permitted to enroll for more than 18 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 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 36 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 2010-11

The fees for ICM graduate students for the 2010-11 academic year are as follows:

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

Tuition per graduate course (includes all books)	\$3,880
Tuition to audit without credit (per course; does not include books)	\$310

Special Fees

Application Fee (\$75 for international students)	\$50
Late registration/Late becoming fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee	\$65
Returned check fee	\$30
Certificate fee	\$185
Graduation fee	\$195

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

*Effective June 1, 2010

** 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 one individual 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 director or the Nashville Center for nonprofit Management. Other scholarship opportunities exist for qualified students upon application and approval by the ICM director.

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 Healthcare Settings
	ICM 5063	Conflict Management in Religious Settings
ICM 5073	Conflict Management Clinical Internship	

Master of Arts in Conflict Management (36 hours required)

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

Complete the 15 hours for the Certificate in Conflict Management

ICM Electives (Select Five):	ICM 6003	Arbitration
	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 6063	Advanced Mediation
	ICM 6103	Apology, Forgiveness and Reconciliation
	ICM 6113	Facilitating Dynamic Groups
ICM 6073	Conflict Management Project	
ICM 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 Five):	ICM 6003	Arbitration
	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 6063	Advanced Mediation
	ICM 6103	Apology, Forgiveness and Reconciliation
	ICM 6113	Facilitating Dynamic Groups
ICM 6096	Conflict Management Thesis	
ICM 6123	Marketing your Practice	
ICM 619V	Special Topics	

Course Offerings

Schedule subject to change.

Two-Year Course Offering Cycle

Fall #1 - 2010

ICM 5003 – Survey of Conflict Management
ICM 5013 – Negotiation and Settlement Processes
ICM 5023 – Mediation
ICM 5033 – Conflict Management in Business Settings
ICM 6043 – Systems Design In Conflict Management
ICM 6013 – Psychology of Conflict
ICM 6103 – Apology, Forgiveness, & Reconciliation
ICM 619V- Special Topics

Spring # 1 - 2011

ICM 5003 – Survey of Conflict Management
ICM 5013 – Negotiation and Settlement Process
ICM 5023 – Mediation
ICM 5053 – Conflict Management in Healthcare Settings
ICM 5063 – Conflict Management in Religious Settings

ICM 6003 – Arbitration
ICM 6033 – Communications in Conflict
ICM 6053 – Public Policy Conflict Management

Fall #2 - 2011

ICM 5003 – Survey of Conflict Management
ICM 5013 – Negotiation and Settlement Processes
ICM 5023 – Mediation
ICM 5033 – Conflict Management in Business and Commercial Settings
ICM 6043 – Systems Design in Conflict Management
ICM 6103 – Apology, Forgiveness & Reconciliation
ICM 6063 – Advanced Mediation

Spring #2 - 2012

ICM 5003 – Survey of Conflict Management
ICM 5013 – Negotiation and Settlement Processes
ICM 5023 – Mediation
ICM 5053 – Conflict Management in Healthcare Settings
ICM 5063 – Conflict Management in Religious Settings
ICM 6023 – Impact of Culture and Gender on Negotiation and Mediation
ICM 6113 – Facilitating Dynamic Groups
ICM 6123 – Marketing your Practice

Offered Every Semester:

ICM 5073 – Clinical Internship
ICM 6073 – Project
ICM 6083 – Externship
ICM 6096 – 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 give you 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 give you 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 give you 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 Healthcare Settings (3)

This course is designed to offer a basic introduction to the concepts of collaboration and conflict resolution in the healthcare setting. First, we will begin with a review of the origins of conflict in healthcare. 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 healthcare system. Finally, the course will provide experiential learning in conflict resolution systems for the healthcare 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 6003 Arbitration (3)

This course will examine the impact of arbitration systems in dispute resolution methodology. The creation of enforceable arbitration agreements and the design of arbitration systems will be explored. The application of arbitration solutions to commercial, employment, and interpersonal conflict will be the focus of the course. The student will be provided a framework with which to choose and practice the many approaches to arbitration methodology. First, we will examine the creation of the arbitration agreement. Second, we will explore the commercially available arbitration resources. Third, we will experience the setting of arbitration from the perspective of the arbitrator and the advocate. Finally, the course will display the use of arbitration as one of many systems available to the conflict resolution specialist. Prerequisite: Admission to the ICM master's program and ICM 5073 or consent of ICM director.

ICM 6013 Psychology of Conflict (3)

This course is designed to offer a psychological and social science examination of the personal characteristics of conflict. Obstacles to conflict resolution are often unrelated to the issues articulated by the parties, but rooted in more deeply influential personality attributes. The purpose of this course is to 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: Admission to the ICM master's program and ICM 5073 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: Admission to the ICM master's program and ICM 5073 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: Admission to the ICM master's program and ICM 5073 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: Admission to the ICM master's program and ICM 5073 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: Admission to the ICM master's program and ICM 5073 or consent of ICM director.

ICM 6063 Advanced Mediation (3)

This course will provide advanced application of successful mediation learning. The student will acquire practical experience in applications of mediation protocols learned from each other and an advanced faculty of experienced mediators. The course will provide learning settings which will mirror the mediation experiences of the students and learn successful techniques of the advanced mediator. Prerequisite: Admission to the ICM master's program and ICM 5073 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: Completion of 15 hours of ICM 6000-level courses. To normally be taken in the last semester. Co-requisite: ICM 6083.

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 15 hours of ICM 6000-level courses. To normally be taken in the last semester. (This is pass/fail.) Co-requisite: ICM 6073.

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 15 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 healthcare to business to religion. The course will explore the challenges and opportunity of this approach to conflict management. Prerequisites: Admissions to the ICM master's program and ICM 5073 or consent of the 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: Admission to the ICM master's program and ICM 5073 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 5073 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 5073 or consent of ICM Director.

Conflict Management Core Faculty

Larry W. Bridgesmith, B.A. (Oakland University), J.D. (Wayne State University School of Law), *Executive Director of the Institute for Conflict Management 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), *Associate 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*

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



Dr. L. Randolph Lowry leads a discussion about strategic communication in a recent ICM class.

Graduate Studies in

EDUCATION



Dr. Deborah Boyd

Associate Dean and Director of
Graduate Studies in Education

Graduate Studies in Education

- Master of Education
- Master of Arts
- Master of Arts in Teaching
- Doctor of Education

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

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

Dr. John Norris, *Director of MA and MAT Programs*

Graduate Studies in Education include degree options that provide professional and academic development for both in-service and pre-service teachers. Graduate degrees in Education include concentrations that enable students to enhance their pedagogical expertise. In addition, concentrations are available that will prepare students to assume leadership roles in education. Opportunities are also available through graduate degree programs in Education that lead students to initial licensure/endorsement.

Master of Education

- Teaching, Learning, and Leading
- Educational Leadership
- Instructional Technology
- Math Specialty

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 (1) a 30-semester hour program with a major in Teaching, Learning, and Leading (non-administrative), (2) a 34-semester hour program in Educational Leadership (administrative), (3) a 30-semester hour program in Instructional Technology, or (4) a 32-semester hour program for a Math Specialty.

The availability of a variety of elective courses makes the degree plan 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 courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education.

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

Master of Arts

- Special Education
- Learning and Teaching (initial licensure)

Master of Arts in Teaching

- English Language Learners

E.S.L. Endorsement Program

The Master of Arts in Special Education, the Master of Arts in Learning and Teaching, and Master of Arts in Teaching English Language Learners are licensure programs and include non-traditional coursework, field experiences, project-based learning activities, case studies, cohort learning experiences, and career guidance.

The components of these programs are the following:

- The cohort learning community engages in a continuous learning experience and remains together throughout the program. The cohort approach encourages self-management, collaborative problem-solving, self-reflection, shared obligation, and open dialogue.
- The integrated course content model reflects a non-linear approach to the presentation of content. Content from multiple courses is presented simultaneously in formal lectures; seminars, and action research projects.
- M.A.S.E., M.A.L.T., and M.A.T.E.L.L. can include an Enhanced Teaching Practicum (student teaching) for individuals working toward initial teaching licensure.
- Enrollment in the programs leads to licensure/endorsement in Special Education Modified K-12 (M.A.S.E.), licensure/endorsement in English as a Second Language preK-12 (M.A.T.E.L.L.), or licensure/endorsement in one of the traditional licensure areas offered through Lipscomb Teacher Education (M.A.L.T.).

The M.A.S.E., M.A.L.T., and M.A.T.E.L.L. programs have been granted conditional approval. The continuing process of review and accreditation is under the direction of the College of Education. All participants in these programs will receive Lipscomb University degrees.

Students seeking initial teacher licensure may be required to take selected undergraduate courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education.

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

For information on the E.S.L. Endorsement Program, see page 82 of this catalog.

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. The two-year accelerated program features a cohort model that combines multiple learning venues with onsite, online and field-based coursework. The first year is focused on understanding theory and practice, followed by the second year focused on experiential learning. A practical, collaborative capstone project will address real questions in authentic settings. The program's focus on Christian ethics and possible international experience make this a unique Doctor of Education program planned to meet the needs of working professionals. The program has a specific focus in the following outcomes for each Ed.D. candidate: (1) understanding of national and international education practices, (2) knowledge and skills for collaborative practice in leadership, (3) understanding of educational innovation through creativity and research, and (4) understanding of leading ethically.

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 program without submitting a standardized test score.

4. References. Letters of reference are required as follows: one from a college or university administrator or professor and one 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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>)

7. FERPA: The Federal 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. 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 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 6 hours will be counted toward the Master's 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.

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, or by presentation of a portfolio based on the course learning objectives. A \$140 fee is charged for each examination taken or portfolio review (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.

Student Classifications

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

1. Graduate Student: one who has satisfied all admission requirements. (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. Transient 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 undergraduate level courses. The minimum standard 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 9 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 removed.

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 9 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 6 hours is considered a full-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 M.A. and M. A.T. programs are offered nights and weekends with an intensive month-long summer session required in June.

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 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 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.Ed. degree must be completed within a 7-year period from the time of initial matriculation. All requirements for the M.A. and M.A.T. degrees must be completed within a 2-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'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 Graduate Studies in Education 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

Each M.Ed. degree-seeking student is required to successfully complete a comprehensive exam, portfolio, and research proposal/project. M.A.L.T., M.A.S.E., and M.A.T.E.L.L. candidates present a culminating project to a juried review committee as a capstone activity for the program.

Minimum Credits

The M.Ed. in Teaching, Learning and Leading requires 30 semester hours, and the M.Ed. in Educational Leadership requires 34 hours, exclusive of hours accumulated to satisfy academic deficiencies. The M.Ed. in Instructional Technology requires 30 semester hours, and the M.Ed. with Math Specialty requires 32 semester hours. The M.A.L.T. and M.A.T.E.L.L. degree requires 32 or 38 hours, and the M.A.S.E. and M.A.T.E.L.L. degrees require 36 or 42 hours, all in stipulated courses delivered through an integrated course content model, exclusive of hours accumulated to satisfy academic deficiencies. Students who require student teaching or mentoring for licensure will complete the additional 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 graduate courses taken for graduate credit while pursuing the degree or seeking initial teacher licensure. 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 2010-11

Basic charges per semester for graduate program:*

Tuition per semester hour of graduate credit (<i>includes all general fees</i>)	\$735
Tuition to audit without credit (per course).....	\$310

Special Fees

Application Fee (\$75 for international students).....	\$50
Late registration/Late becoming official fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee	\$65
Returned check fee	\$30
Graduation fee.....	\$195
M.A., M.A.T. program fee (one time, non-refundable)	\$450
E.S.L. Endorsement program fee (one time, non-refundable)	\$250

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

*Effective June 1, 2010

** 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 a 40% discount on tuition to the master's level graduate education program. Contact the director of the graduate education program for more information.

Inservice 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 a 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.



Dr. Keith Nikolaus leads a discussion with graduate education students.

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 utilized 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.

The following M.Ed. degree options are available:

M.Ed. in Teaching, Learning and Leading (30 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, while offering flexibility for the individual participant through electives. Sharing a common core of classes with the other M.Ed. programs, the M.Ed. in Teaching, Learning and Leading is designed to enhance both teaching skills and career opportunities.

M.Ed. in Educational Leadership (34 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 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 will 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 (32 hours)

To help meet the demand for math educators, the College of Education is offering an M.Ed. with Math Specialty. This 32-hour program has 16 hours of M.Ed. core coursework and 16 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 enter the program with a cohort and can complete the program in 14 months.

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

CORE Required for all majors (15 hours)

- EG 5103 Data-Driven Learning Culture (3) (formerly Research Foundations)
- EG 5203 * How We Learn (3)
- EG 5213 * Instructional Design (3) (formerly Theory and Design of Instruction)
- EG5303 * Teaching the Diverse Learner (3) (formerly Foundation of Special Education)
- EG 5343 * Curriculum, Instruction, and Assessment (3) (formerly Curriculum Development and Analysis)

MAJOR Teaching, Learning and Leading (15 hours)

- EG 5223 Communication, Collaboration & Community Relations (3) (formerly Communication for Educators)
- EG 5233 Learning Focused Leadership (3) (formerly Effective Leadership)
- Electives (9 hours)

MAJOR Educational Leadership (19 hours)

- EG 5223 Communication, Collaboration & Community Relations (3) (formerly Communication for Educators)
- EG 5233 Learning-Focused Leadership (3) (formerly Effective Leadership)
- EG 5253 Learning Organizations & Strategic Change (3) (formerly Administering the School)
- EG 5333 Professional Accountability (3) (formerly School Law)
- EG 536V Action Research (1) (formerly Academic Project)
- 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 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 (17 hours)

- MAED 5011 Techniques of Problem Solving (1)
- MAED 5121 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)
- EG 536V Action Research (1) (formerly Academic Project)

ELECTIVES and Other Courses

- EG 513V Alternative Licensure Mentoring
- EG 5223 Communication, Collaboration & Community Relations (3) (formerly Communication for Educators)
- EG 5233 Learning Focused Leadership (3) (formerly Effective Leadership)
- EG 5243 Best Practices for Teaching and Learning (3) (formerly Teaching with Computers)
- EG 5253 Learning Organizations & Strategic Change (3) (formerly Administering the School)
- EG 5313 Managing the Learning Environment (3)
- EG 5333 Professional Accountability (3) (formerly School Law)
- EG 536V Action Research (1-3) (formerly Academic Project)

- EG 541C * Enhanced Student Teaching (12) (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)
- EG 5733 Teaching 101: the 3 R's (3)

Special Topics include courses such as * “Covey’s 7 Habits of Highly Effective People” (3), and more.

* An asterisk indicates a course required for licensure. These courses will be determined on an individual basis.

Course Descriptions

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 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) (formerly Theory and Design of Instruction)

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) (formerly Communication for Educators)

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) (formerly Effective Leadership)

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) (formerly Teaching with Computers)

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) (formerly Foundations of Special Education)

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) (formerly School Law)

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, super-

vision, development, and evaluation of faculty and staff.

EG 5343 Curriculum, Instruction & Assessment (3) (formerly Curriculum Development & Analysis)

Analysis of curriculum standards, identification of appropriate goals and objectives, articulation of formative and summative assessments that allow students to demonstrate achievement, and implementation of effective instructional strategies will be considered. The student will investigate the role of school leadership in curriculum implementation, mapping, gap analysis, pacing, and assessment procedures and will cultivate an appreciation for academic and cultural diversity. Leadership, including servant and transformative leadership, to improve educational outcomes and to facilitate shared responsibility for instructional decisions will be discussed.

EG 536V Action Research (1) (formerly Academic Project)

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 541C Enhanced Student Teaching (12)

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.

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 Graduate Studies in Education.

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 for teachers. It focuses on equipping future teachers with the theoretical knowledge and pedagogical skills that will help them make appropriate instructional decisions as they teach children to become adept readers and writers. In addition course objectives and topics are aligned with Tennessee's 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 learn 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.

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.

Course Descriptions

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.



Dr. Junior High instructs graduate education students.

Master of Arts in Learning and Teaching (36-38 hours required)

The Master of Arts in Learning and Teaching (MALT) degree program is designed to transform teacher preparation from a teacher-centered to a learner-centered paradigm. The MALT program 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 instructional delivery system are used to create a learner-centered program that is taught from a constructivist approach to learning theory. It is as important to teach how to learn as it is to teach what to learn. The MALT program incorporates the standards articulated in the NCATE, INTASC, NBPTS and Tennessee state initiatives through an integrated curriculum that offers the following courses through topical weekends and an intensive summer institute.

The program features include 1) a cohort learning community; 2) an integrated course content model; 3) a focus on best-practices in all phases of teaching; 4) an enhanced teaching practicum for those who need the practicum experience; and 5) eligibility for licensure/endorsement in elementary education (K-6), most secondary (7-12) disciplines, and preK-12 in some designated areas.

Course of Study

The following courses (36-38) hours are required for the MALT degree:

LT 5012	Teaching and Learning: Integrating Theory, Research and Practice	2 hrs.
LT 5022	Exploring the Development of the Learner	2 hrs.
LT 5042	Protocols for Establishing Effective Learning Communities	2 hrs.
LT 5052	Educative Assessment: Promoting and Facilitating Learning	2 hrs.
LT 5062	Cultural and Social Impact of Teaching on Learning and Thinking	2 hrs.
LT 5072	Physiological and Psychological Foundations of Learning and Teaching	2 hrs.
LT 5082	Effective Planning for Learning and Teaching	2 hrs.
LT 5092	Methods and Materials for Acquiring Knowledge and Creating Meaning	2 hrs.
LT 5112	Reflective Teaching and Learning	2 hrs.
LT 5132	Culminating Project: Applying and Integrating Theory and Practice	2 hrs.
LT 5126	The ADEPTT Teacher Training Course	6 hrs.
LT 512V	Enhanced Teaching: Classroom Performance as Transformative Event	6-12 hrs.

Teachers of record on a transitional license would substitute the following course work for LT512V:

LT 5146	Case Study and Field Research	6 hrs.
EG513V	Transitional Licensure Mentoring (repeated as necessary)	1-2 hrs.

Course Descriptions

LT 5012 Teaching and Learning: Integrating Theory, Research and Practice (2)

Classroom practitioners are exposed to methods of integrating new information, knowledge, and complex ideas about learning into practice. The course focuses on how learning systems establish and foster learning communities; how classroom practitioners integrate research, theory, and practice into various classroom environments; and how reflective practices and supportive structures become embedded in the educational mindset of the colleagues.

LT 5022 Exploring the Development of the Learner (2)

This course presents learning as an ongoing process that is founded on the constructivist theory of learning. Four key components to developing learner-centered teaching are addressed: 1) understanding the learning developmental process, 2) responding to students who function at different levels of accomplishment, 3) designing a sequence of learning experiences, and 4) designing a learner-centered curriculum. Focus is placed on understanding individual and group motivation and behavior and how to provide learning opportunities that support intellectual, social and personal development.

LT 5042 Protocols for Establishing Effective Learning Communities (2)

Learning is examined in the context of developing authentic and effective learning communities. Authentic learning requires the teacher, administration and all stake holders to develop agreed-upon protocols for understanding, common goals and collective vision. Developing trust, positive intentions for all participants and exemplary practices are explored. Classroom management principles are examined as to best practices and ways to establish a learning community that encourages positive social interaction and active participation in learning. Careful attention is given to such topics as time-management through pacing, effective motivational techniques, and strategies to encourage participation of individual learners.

LT 5052 Educative Assessment: Promoting and Facilitating Learning (2)

Achievement targets, learning outcomes, performance standards, and assessment protocols frame the development of effective assessment techniques that ensure the continuous intellectual, social and physical development of the learner. Multiple assessment techniques, both formative and summative, are explored in terms of learning outcomes, program quality and institutional efficiency. Understanding the use of formal and informal assessment techniques, the history of assessment, the current trend towards high-stakes testing and possible future outcomes are considered.

LT 5062 Cultural and Social Impact of Teaching on Learning and Thinking (2)

Programmed learning, the development of thinking protocols (habits and processes of mind), and the styles, mechanisms and patterns of teaching, all arise from societal needs and influences of culture. This course explores the anthro-cultural, sociological and economic influences on educational programming, and the impact on teaching and learning.

LT 5072 Physiological and Psychological Foundations of Learning and Teaching (2)

The physiological and psychological development of a child, along with environmental factors, establish the basis for that child's learning experiences. This course explores theories of learning and their impact on the understanding of cognitive, affective and psycho-motor development. Such elements as developmental phases, learning incentives, and teacher expectations contribute to the nature of how learning and teaching are accomplished. Also considered are the historical foundations of the teaching profession and key learning theories along with their impact on today's classrooms.

LT 5082 Effective Planning for Learning and Teaching (2)

The course investigates learning content that is culturally-sourced, project-based and acquired through direct experience. Strong focus is placed on the teaching of reading as an example of how to develop and plan effective learning strategies for the classroom. In addition, strong emphasis is placed on the development of instructional plans at the macro and micro levels that are based on knowledge of subject matter, student needs, and curricular goals. Unit and lesson planning is covered in detail.

LT 5092 Methods and Materials for Acquiring Knowledge and Creating Meaning (2)

Strategies for promoting learning and establishing effective practices for diverse learners are explored. Techniques for working with learners at all levels of the continuum are examined along with classroom management strategies that promote effective learning. Emphasis is placed on the understanding of how students differ in their approach to learning and how to create instructional opportunities that are adapted to diverse learners.

LT 5112 Reflective Teaching and Learning (2)

Reflective teaching is examined through practitioner habits of mind that are manifested as practice, habits of inquiry, and habits of assessment. A model is developed that includes: 1) knowledge of self as teacher, 2) knowledge of content, 3) knowledge of teaching and learning, 4) knowledge of students, and 5) knowledge of school and societal contexts. Focus is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

LT 512C Enhanced Teaching: Classroom Performance as Transformative Event (6-12)

Enhanced student teaching, a professional semester, includes full-day teaching and observation as induction for licensure candidates. It includes ongoing reflective dialogue with a University mentor and LEA cooperating teachers. The experience focuses on individuals' special needs and skills and on teaching in diverse settings. Seminars focus on assessment and analysis of teaching performance.

LT 5132 Culminating Project: Applying and Integrating Theory and Practice (2)

The culminating project demonstrates in-depth understanding of the research process as it impacts the teaching-learning continuum. From the perspective that teaching is a learnable art and research and development undergird the practice of this art, each colleague is required to develop a comprehensive action-research project with an application to educational practice. This project is carefully guided through the support and mentoring of the colleague's program coordinator and culminates with a formal presentation of the finding of the research.

LT 5126 The ADEPTT Teacher Training Course (6)

The ADEPTT (Accelerated Development and Exemplary Professional Teacher Training) course addresses the needs of uncertified teachers. It offers comprehensive training in the protocols, frameworks, and practices that will enable classroom practitioners to successfully develop the knowledge, skills, dispositions and competencies necessary to achieve licensure. The course helps teachers in training to avoid isolation by promoting the development of professional camaraderie. It also introduces beginning teachers to the fellowship of educators by building skills crafted in an atmosphere of cooperation through the cohort. Content for each cohort is selected and developed according to the individual needs of the cohort.

LT 5146 Case Study and Field Research (6)

This course addresses the need for educators to identify, prioritize, and use selected research methodologies to solve classroom and/or departmental problems. The course integrates the reflective seminar orientation of LT 5112 with the research knowledge gained in LT 5132 to yield practical and proven remedies for educational problems, including issues of student achievement, classroom management, pedagogy and assessment. The focus of this course is on facilitating a classroom, department or school-wide case study. Program participants, working in collaboration with a university professor and a site-based mentor, identify a significant problem that is currently affecting the teaching/learning process and develop a case study that will lead to the proposal of a plan of action to remedy the identified problem.



College of Education Dean Candice McQueen

Master of Arts in Special Education (36-42 hours required)

The Master of Arts in Special Education (MASE) degree program provides participants with the opportunity to earn certification and endorsement for special education instruction, modified K-12. The program embraces teaching as being a complex, dynamic process that is reciprocal and continually shaped and re-shaped by students' responses to their learning experiences. 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.

The MASE program includes 1) a cohort learning community; 2) an integrated course content model; 3) a focus on best-practices in all phases of teaching; 4) an enhanced teaching practicum for those who need the practicum experience; and 5) eligibility for licensure/endorsement in Special Education.

Course of Study

The following courses (36-42 hours) are required for the M.A.S.E. degree:

SE 5013	Foundations in Special Education, Early Childhood and Developmentally at Risk Students	3 hrs.
SE 5023	I.D.E.A. and A.D.A. Regulatory Guidelines and Implications	3 hrs.
SE 5033	Diagnosis and Remediation of Reading Problems	3 hrs.
SE 5043	Assessment and Remediation of Exceptional Students	3 hrs.
SE 5053	Inclusionary Teaching Practices	3 hrs.
SE 5063	Collaborative Transitions: Home/School/Community	3 hrs.
SE 5073	Teaching and Learning: Psychological and Behavioral Management of Classified Students	3 hrs.
SE 5083	Instructional Methodology for Diverse Learners	3 hrs.
SE 5093	Topics in Spectrum Disorders: Autism, PDD, ADD and ADHD	3 hrs.
SE 510V	Enhanced Student Teaching Practicum: Classroom Performance as Transformative Event	12 hrs.
SE 5113	Culminating Project: Applying and Integrating Theory and Practice	3 hrs.

Teachers who are currently teaching full-time on a transitional license will not take SE 510V. A case study (SE 5136) will be required instead of the 12 hour enhanced practicum component. They will also be required to sign up for EG 513V (Transitional Licensure Mentoring) for 2 to 6 hours depending on their employment status and tenure.

Teachers who have already earned licensure will be required to complete 6 graduate credits through established graduate education coursework offered at Lipscomb University. These courses will be pre-approved by the Dean of the College of Education and will be taken in lieu of SE 510V or SE 5136.

Course Descriptions

SE 5013 Foundations in Special Education, Early Childhood and Developmentally At-Risk Students (3)

Federal and Tennessee state regulations governing early childhood special education (ECSE preK-3) and foundations in K-12 service delivery and instruction for classified students, are studied. Historical, philosophical, sociological, and educational contexts of special education are explored, and attention is given to understanding the developmental characteristics, definition, and etiology of major disabling and at-risk conditions.

SE 5023 I.D.E.A. and A.D.A. Regulatory Guidelines and Implications (3)

Statutory guidelines that govern the application of major components of all federal mandates for special education, including PL 101 476-Individuals with Disabilities Education Act (I.D.E.A.), Americans with Disabilities Act (A.D.A.), and section 504 of the Rehabilitation Act, are examined. Classification distinctions are examined, as are program adaptations for inclusion, designs for appropriate Individualized Education Plans (IEPs), and alternative instructional approaches to address student needs.

SE 5033 Diagnosis and Remediation of Reading Problems (3)

The cognitive, linguistic, perceptual and neurological underpinnings of reading and reading disabilities are studied. Protocols that reveal access to language structures for unraveling the reading conundrum, the etiology of culturally-based reading disabilities, linguistic variation and disability, variation in neurological function, and educators' efforts to improve literacy skills among

classified students are explored. Reading readiness, emergent literacy, spelling systems and decoding, reading models, comprehension and schema theory are examined..

SE 5043 Assessment and Remediation of Exceptional Students (3)

Principles and practices of assessing the exceptional students are explored, as are ethical considerations in assessing special needs. Assessment, evaluative and diagnostic instruments and procedures are analyzed, including the Woodcock Johnson-III, The WISC-III/WISC-IV, and Oral Gray Test. Ethical considerations in assessing special needs within cultural, linguistic and racial populations; diagnostics; referrals; assessment measures; observation anecdotes; assessment results and summary recommendations are explored.

SE 5053 Inclusionary Teaching Practices (3)

Theoretical perspectives and practical procedures for educating classified students in the general education classroom are supported by clinical planning, implementing, and evaluating instruction and assessment protocols for students with disabilities. IDEA reauthorization guidelines are reviewed. Classifications of disabilities are defined, and diagnoses are prescribed.

SE 5063 Collaborative Transitions: Home/School/Community (3)

Schools, families and the community are important contexts for the education and development of children with disabilities. Colleagues learn to work collaboratively with families, service providers, and community organizations in compliance with I.D.E.A. regulations. They learn to collaborate with school personnel (e.g., social worker, psychologist, speech and reading specialist) to ensure that classified students are valued members of the classroom and larger community.

SE 5073 Teaching and Learning: Psychological and Behavioral Management of Classified Students (3)

Colleagues study clear and precise descriptions of psychological research and its impact on learning and performance theory, especially as it impacts classified students affected by these disabilities: Strauss Syndrome, perceptual handicaps, mild brain dysfunction, organicity, neurological dysfunction, dyslexia, dysgraphia, and streptosymbolia. Protocols for Individualized Educational Plans=IEPs, Individualized Family Service Plans-IFAPs, and Individualized Accommodation Plans-IAPs are explored.

SE 5083 Instructional Methodology for Diverse Learners (3)

Colleagues learn dispositions, pedagogical strategies and techniques, and philosophical underpinnings required for teaching exceptional students. Long-range and daily lesson planning, requisite for skillful instructional delivery of curricula, is taught. The role of the committee on special education in facilitating transition planning is analyzed.

SE 5093 Topics in Spectrum Disorders: Autism, PDD, ADD and ADHD (3)

Colleagues review those learning systems manifest in teaching children with autism. Colleagues explore related disorders grouped as "Pervasive Development Disorders," including atypical autism, Rett's Disorder, and Childhood Disintegrative Disorder. Possible causes of autism spectrum disorder are examined and diagnosed, and evidence-based interventions are analyzed.

SE 510V Enhanced Student Teaching Practicum: Classroom Performance as Transformative Experience (6 or 12)

Enhanced student teaching, a professional semester, includes full-day teaching and observation as induction for candidates preparing to teach Special Education K-12. It includes ongoing reflective dialogue with a University mentor and LEA cooperating teachers. The experience focuses on individuals' special needs and skills and on teaching in diverse settings. Seminars focus on application and analysis of teaching performance.

SE 5113 Culminating Project: Applying and Integrating Theory and Practice (3)

The culminating project demonstrates in-depth understanding of theory and proficiency in application of self-selected phases of teaching as they affect exceptional learners. From the perspective that teaching is a learnable art, and with an appreciation that research and development undergird the practice of this art, each candidate is required to develop a comprehensive research-based project in an application of educative practice and grounded in a significant issue in Special Education.

SE 5136 Case Study and Field Research

This course addresses the need for educators to identify, prioritize, and use selected research methodologies to solve classroom and/or departmental problems. This offering integrates reflection with research strategies to yield practical and proven remedies for educational problems, including issues of

student achievement, classroom management, pedagogy and assessment. The focus of this course is on facilitating authentic action research, culminating in a classroom, departmental or school-wide case study. Seminars focus on qualitative and quantitative research designs and methodologies as they relate to the case study approach. Colleagues, working in collaboration with a university professor and a site-based mentor, identify a significant problem that is currently affecting the teaching/learning process, facilitate rigorous academic research on the identified issue, facilitate the development of a case study based on a clear hypothesis, and propose a Plan of Action to remedy the identified problem.

Special Education Endorsement Program

Licensed teachers who would like to seek an additional endorsement in Special Education may enroll in the 18 hour graduate level track in S.E. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching special education. The program will examine foundations of special education, I.D.E.A., inclusionary teaching practices, psychological and behavioral management of special needs students, and other topics.

The S.E. Endorsement Program follows the same delivery model as the MASE degree program, including: 1) a cohort learning community, 2) an integrated course content model, 3) a pedagogy for understanding framework, 4) a focus on student assessment, and 5) a constructivist approach to learning.

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.

S.E. Endorsement Program of Study:

Licensed teachers who would like to seek an additional endorsement in Special Education may enroll in the 18 hour graduate level track in S.E. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching special education. The program will examine foundations of special education, I.D.E.A., inclusionary teaching practices, psychological and behavioral management of special needs students, and other topics.

The S.E. Endorsement Program follows the same delivery model as the MASE degree program, including: 1) a cohort learning community, 2) an integrated course content model, 3) a pedagogy for understanding framework, 4) a focus on student assessment, and 5) a constructivist approach to learning.

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 (18 hours) are required for the S.E. Endorsement:

- SE 5013 Foundations in Special Education, Early Childhood and Developmentally At-Risk Students
- SE 5023 I.D.E.A. and A.D.A. Regulatory Guidelines and Implications
- SE 5053 Inclusionary Teaching Practices
- SE 5063 Collaborative Transitions: Home/School/Community
- SE 5083 Instructional Methodology for Diverse Learners
- SE 5093 Topics in Spectrum Disorders: Autism, PDD, ADD, and ADHD

Master of Arts in Teaching English Language Learners (32 hours required)

The Master of Arts in Teaching English Language Learners (MATELL) degree program is designed for licensed teachers who seek a Masters degree or an endorsement in teaching English as a Second Language (ESL). The program is uniquely 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 colleagues 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 as mechanisms for promoting efficacious teaching.

The MATELL program includes 1) a cohort learning community; 2) an integrated course content model; 3) a focus on best-practices in all phases of teaching; 4) assistance in setting up an enhanced teaching practicum for those who need the practicum experience; and 5) eligibility for endorsement in teaching English language learners.

Course of Study:

The following courses (32 hours) are required for the MATELL degree:

TELL 5013 Teaching English as a Second Language: Integrating Theory, Research and Practice	3 hrs.
TELL 5022 Classroom Management: Strategies, Techniques and Dispositions	2 hrs.
TELL 5042 Teaching Reading and Writing to English Language Learners	2 hrs.
TELL 5052 Linguistics: Implications for Teachers of English Language Learners	2 hrs.
TELL 5062 Issues in a Linguistically Diverse Society	2 hrs.
TELL 5073 Educational Assessment: Promoting and Facilitating Language and Content	3 hrs.
TELL 5082 Teaching English as a Second Language on the Elementary Level	2 hrs.
TELL 5092 Teaching ESL in Secondary Schools: Programs, Problems and Possibilities	2 hrs.
TELL 5126 The ADEPTT (Teacher Training) Course	6 hrs.
TELL 5132 Culminating Project: Integrating Theory and Practice	2 hrs.
TELL 5146 Case Study and Action Research	6 hrs.

Course Descriptions

TELL 5013 Teaching English as a Second Language: Integrating Theory, Research, and Practice (3)

Grounded in a review of second language acquisition theories, this course will address the teaching of reading, writing and content through a second language. The focus will be on the methodology of teaching ESL, identifying appropriate second language materials, establishing dynamic learning communities, and designing effective educative assessment strategies and instruments for English language learners. Participants will develop a case study on an individual child, identifying developmental variations in reading, writing and language acquisition, and develop a pedagogically-sound literacy curriculum that addresses the identified needs.

TELL 5022 Classroom Management: Strategies, Techniques, and Dispositions (2)

This course explores the strategies and techniques that can best be used to create an effective learning community for English language learners. Effective classroom organization and routines that promote a well-run classroom will be considered along with such elements as developmental phases, learning incentives and teacher expectations.

TELL 5042 Teaching Reading and Writing to English Language Learners (2)

The course content addresses a number of salient issues that are at the core of teaching ESL. These issues include principles of task and activity design, lesson planning, textbook analysis, assessment and testing and program evaluation. The purpose of the course is to provide pre-service

ESL teacher candidates with the ability and confidence to create English learning environments that meet the needs of English language learners, motivate English language learners to perform at the fullest potential and assess the second language learning continuum as it applies to both the individual students, the ESL classroom and the curricula of each core content area.

TELL 5052 Linguistics: Implications for Teachers of English Language Learners (2)

The theoretical foundations of language and its implications for the classroom are a prominent focus for this course. Colleagues will examine the five basic linguistic areas of study: phonetics, phonology, morphology, syntax and semantics. Colleagues in the course will engage in a systematic study of the way language works, examining the theoretical foundations of language and its implications for the classroom. Colleagues will deconstruct language into its components and distinguish the process that takes place in language acquisition.

TELL 5062 Issues in a Linguistically Diverse Society (2)

This course examines typical stages of language acquisition in monolingual and multilingual children in both formal and informal education. Colleagues will examine various theories about language acquisition and diversity and the role that teachers play in the child's development of language. The political, educational, social and emotional aspects that determine the stratification of languages and dialects will also be considered. A significant segment of the course will deal with ways in which students learn English as a second language within a cultural context, and the strategies that teachers use to help English language learners learn the language and to fully integrate English language learners into general education classrooms.

TELL 5073 Educational Assessment: Promoting and Facilitating Language and Content (3)

This course presents a rationale for learning-centered assessment of English language learners as well as an overview of the instruments and techniques to effect clinical summative evaluation. It delineates the evolution of the educative assessment framework and presents standards and criteria to judge the value and effectiveness of this unique approach to assessment. The core of the educative assessment framework is predicated on the implementation of a standards and performance-based design that includes achievement targets, performance standards, criteria and indicators (rubrics, model specifications, standard-reference and authentic tasks), performance genre, and contextual/content benchmarks.

TELL 5082 Teaching English as a Second Language on the Elementary Level (2)

Colleagues will research the practice of second language teaching and learning in elementary schools. The course content examines the view that language learning is a social process situated in a social world of learning and in academic institutions which include a vast range of connections among students' languages, learning, cultures and identities. Colleagues will discuss the multifaceted teaching methods of English for Academic Purposes, including how discipline-specific study skills are related to language acquisition and the transition from pedagogic genres (e.g., essays, term papers) to increasingly authentic genres associated with various academic disciplines that are manifest in second language classrooms.

TELL 5092 Teaching ESL in Secondary Schools: Programs, Problematics and Possibilities (2)

The overarching goal of this course is to assist learners and prospective ESL teachers of English language learners in grades 7-12 to gain a greater understanding of how language and literacy practices function within particular content areas to convey distinct types of meaning. The focus is on language-across-the-curriculum education. Candidates will learn how to develop and integrate criterion-referenced assessments into subject-specific curricula. This task-based approach to assessment and evaluation aligns subject-specific achievement targets, learning outcomes, performance tools and genre-contexts to assessment protocols. Thus, all language learning is examined for its functionality within the immediate needs of the classroom.

TELL 5126 The ADEPTT (Teacher Training) Course (6)

The Accelerated Development and Exemplary Professional Teacher Training (ADEPTT) course, a six (6) credit component of the MATELL program, addresses the needs of teachers who are studying to work with English language learners. The course is designed around the needs of the colleagues and will facilitate a unique opportunity to forward ESL teaching designs that develop competent, long-serving teachers who are skilled in exemplary ESL practices of pedagogy, assessment and curriculum

development. The course offers comprehensive training in ESL protocols, frameworks, and practices that enable classroom practitioners to successfully engage in teaching second language learners while simultaneously developing the knowledge, skills, dispositions and competencies necessary to achieve an additional licensure endorsement in ESL.

TELL 5103 Analysis of Effective E.S.L. Teaching: Assessing Teacher Practice (3)

Authentic learning is examined in the context of community and mutual concern. Establishing protocols for generating life-enhancing learning requires the teacher, administration, and all stakeholders to develop covenantal understandings, goals and a collective vision. Protocols for developing trust, positive intention and articulation of the moral voice are explored. Critical observations of effective teachers guide candidates in establishing effective practice in authentic classroom venues.

TELL 5132 Culminating Project: Applying and Integrating Theory and Practice (2)

The culminating project demonstrates in-depth understanding of theory and proficiency in application of self-selected aspects of teaching. From the perspective that teaching is a learnable art and with an appreciation that research and development undergird the practice of this art, each colleague is required to develop a comprehensive project through an application of educative practice.

TELL 5146 Case Study and Action Research (6)

This course addresses the need for educators to identify, prioritize and use selected research methodologies to solve classroom and/or departmental issues associated with English language learners. This course integrates reflective practice with research strategies to yield practical and proven remedies for educational problems, including issues of student achievement, classroom management, pedagogy and assessment. The focus of the course is on facilitating authentic action research and culminates in a classroom, departmental or school-wide case study in English language learning. Seminars focus on qualitative and quantitative methodologies as they relate to the case study approach. Colleagues, working in collaboration with university faculty and site-based mentors, identify a significant problem that is currently affecting the ESL teaching/learning process, facilitate rigorous academic research on the identified issue, facilitate the development of a case study based on a clear hypothesis, and construct a plan of action to remedy the identified problem.

E.L.L. Endorsement Program

Licensed teachers who would like to seek an additional endorsement in English as a Second Language (ESL) may enroll in the 16 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.

The ELL Endorsement Program follows the same delivery model as the MATELL degree program, including: 1) a cohort learning community, 2) an integrated course content model, 3) a pedagogy for understanding framework, 4) a focus on student assessment, and 5) a constructivist approach to learning.

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.

ELL Endorsement Program of Study:

The following courses (16 hours) are required for the ELL Endorsement:

TELL 5013 Teaching English as a Second Language: Integrating Theory, Research and Practice

TELL 5042 Teaching Reading and Writing to English Language Learners

TELL 5052 Linguistics: Implications for Teachers of English Language Learners

TELL 5062 Issues in a Linguistically Diverse Society

TELL 5073 Educational Assessment: Promoting and Facilitating Language and Content

TELL 5082 Teaching English as a Second Language on the Elementary Level

TELL 5092 Teaching ESL in Secondary Schools: Programs, Problems and Possibilities



Academic regalia

Doctor of Education (54 hours required)

Unique Features Overview:

- 2-year accelerated program
- Cohort model with collaborative capstone project instead of dissertation
- 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
- Possible international experience during summer term
- Will accept some transfer credit

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 (replacement s 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 brought 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 brought to the interview)
- Written personal statements (replacements for the master's personal statement)
 - a) A faith statement, and
 - b) A statement of purpose reflecting an understanding of the challenges facing leaders in organizations and educational institutions; 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 (30 hours)

Fall 2010 - 9 hours:

EG 7103 Leadership Theory and Practice*

EG 7113 Brain-Biased Research

EG 7123 Urban Education & Diversity

Spring 2011 - 9 hours:

EG 7133 Organizational Theory and Practice

EG 7143 Research i: Quantitative Analysis

EG 7153 Comparative Educational Systems

Summer 2011 - 9 hours:

EG 7163 Studies in International Education

EG 7173 Applied Research Seminar

EG 7183 Legal, Political and Ethical Issues of Leadership*

Year Two: Experiential learning (24 hours)

Fall 2011 - 9 hours:

EG 7203 Change Management

EG 7213 Research II: Qualitative Analysis

EG 8013 Capstone Project

Spring 2012 - 9 hours:

EG 7223 Entrepreneurship in Education

EG 7233 Strategic Planning and Assessment

EG 8023 Capstone Project

Summer 2012:

EG 7243 Contemporary Issues in Education*

EG 7253 Ethical Behavior in Education

EG 8033 Capstone Project and Presentation

*Transfer credits may be accepted for these courses, up to 9 hours.



Dr. Randy Bouldin addresses prospective students at an information session.

Course Descriptions

EG 7103 Leadership Theory and Practice (3 hours)

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 as well as the legal, moral, and ethical implications of leaders' actions and beliefs. 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 hours)

This course includes an examination of theory and research about cognitive development and perspectives on classroom learning and education. Course content will include learning theories, domains of learning, levels of learning, and ways of knowing. These principles will be related to the teaching and learning of school subjects with developmentally appropriate pacing. Specific topics studied will include the work of Piaget and Vygotsky, information processing, emotion theory, constructivism, skill theory, and universal design for learning.

EG 7123 Urban Education & Diversity (3 hours)

This course examines a variety of issues regarding diversity and the urban classroom. From the perspective of both learner and teacher, 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. 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.

EG 7133 Organizational Theory and Practice (3 hours)

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, and the role of organizational leaders.

EG 7143 Research I: Quantitative Research Methods in Education (3 hours)

Participants will address questions that arise in educational research developed through quantitative research methodology. Participants will formulate research questions; choose and use 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 hours)

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 public 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 hours)

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 interna-

tional 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.

EG 7173 Applied Research Seminar (3 hours)

In this course, participants will examine proposed capstone projects and analysis techniques used in selecting a project to undertake. An overview of research methodologies along with their statistical analyses and how these methodologies might apply to the potential action research projects will be examined. At the culmination of this course, the capstone project teams will be formed and the projects formally assigned..

EG 7183 Legal, Political and Ethical Issues in Leadership (3 hours)

This course addresses the general structure, theory, historical evolution, and current application of the law in public K-12 education. Legal aspects related to educational administration that will be reviewed include state's rights as compared to federal involvement in education; curriculum; students' rights; parental rights; student discipline; special education; bilingual education; finance and administration; and liability. Participants will study the impact of federal and state constitutions, statutes, regulations, and court decisions on education.

EG 7203 Change Management (3 hours)

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 school 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 Research II: Qualitative Research Methods in Education (3 hours)

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 formulate a research question based on their assigned capstone project, select the appropriate research participants and qualitative research methods to answer the question, determine the balance among theories, data, and practice, and write a short research paper based on the proposed methodology. Participants will develop the skills to evaluate various qualitative research methods through close readings of scholarly works and discussion.

EG 7223 Entrepreneurship (3 hours)

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 organizational school 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 hours)

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 be given direction necessary for financial reporting and accounting, resource allocation, and the ability to match resources to the desired outcomes. Vital to an organization's effectiveness, strategic planning, driven by appropriate assessment of needs, will be a focal point for the course.

EG 7243 Contemporary Issues in Education (3 hours)

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; and teacher and administrator recruitment, training, and compensation policies.

EG 7253 Ethical Behavior in Education (3 hours)

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 school environments. The course will study theories of value 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 hours)

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 presentation, including a written report, during the final semester of the program. The project, established and monitored by program staff, will address 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 may include the following:

- 1) analysis of the issue and thorough examination of the research literature related to the issue;
- 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 statistics;
- 5) development of a proposal that will assist the educational entity in finding a solution to the addressed issue
- 6) formal presentation of the proposal to the educational entity.



Lipscomb's first Teach for America cohort gathers for an orientation meeting.

Graduate Education Faculty

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

Monte L. Betz, B.A. (Lipscomb University), M.A. (University of Akron), Ed.D. (Indiana University), *Professor of Graduate Education*

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

Deborah M. Boyd, B.A. (Middle Tennessee State University), M.A., Ed.S., Ed.D. (Tennessee State University), *Director of Graduate Studies in Education, 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*

Carole English, B.S., M.A. (Tennessee Technological University), Ed.D. (George Peabody College of Vanderbilt University), *Adjunct Faculty in Graduate Education*

Gary C. Hall, B.A. (David Lipscomb College), M.S., Ph.D. (Vanderbilt University), *Professor of Mathematics*

Michael P. Hammond, B.A. (Lipscomb University), M.S. (Middle Tennessee State University), Ph.D. (George Peabody College of Vanderbilt University), *Professor of Education*

Junior L. High, B.S. (David Lipscomb College), M.Ed. (Middle Tennessee State University), Ed.D. (Trevecca Nazarene University), *Associate Professor of Education and Director of Undergraduate Education*

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 Graduate 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*

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. (David Lipscomb College), M. Ed., Ed.D. (Tennessee State University), *Professor of Education*

John M. Norris, B.S. (Southwest Texas State University), M.Ed. (University of Texas), Ph.D. (Texas A&M University), *Associate Professor of Graduate Education, Associate Director of Graduate Studies in Education*

Henry K. Staggs, B.S., M.Ed. (Freed Hardeman University), Ed.D. (Tennessee State University), *Adjunct Faculty in Graduate Education*

Marcia Stewart, B.A. (David Lipscomb College), M.Ed., Ed.D. (Vanderbilt University), *Professor of Education*

Jim L. Thomas, B.A. (David Lipscomb College), M.A. (Auburn University), Ed.D. (University of Tennessee), *Professor of Communication*

Carrie H. Thornthwaite, B.A. (Wheaton College), M.Ed. (Trevecca Nazarene College), Ed.D. (Vanderbilt University), *Assistant 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 Graduate Education*

Carroll G. Wells, B.A. (David Lipscomb College), M.A. (University of Tennessee), Ph.D. (Vanderbilt University), Recipient of Outstanding Teacher Award 2008-09; *Professor of Mathematics and Academic Chair of Department*.

Debbie Wiles, B.S. (Lipscomb University), M.Ed., Ed.S. (Middle Tennessee State University) Ed.D. (Tennessee State University), *Adjunct Faculty in Graduate Education*

Graduate Studies in

EXERCISE AND NUTRITION SCIENCE



Dr. Kent Johnson

Co-Director
Graduate Studies in Exercise and
Nutrition Science



Dr. Autumn Marshall

Co-Director
Graduate Studies in Exercise and
Nutrition Science

Graduate Studies in Exercise and Nutrition Science

Master of Science

Co-Directors

Dr. Kent D. Johnson

Dr. Autumn Marshall

The M.S. in Exercise and Nutrition Science is a 36 hour program combining the disciplines of Exercise Science and Nutrition. Students with a background in Exercise Science, Nutrition, or other Allied Health or Science areas will have advanced educational opportunities in either a Wellness (working with healthy individuals) or Clinical track. Students will choose a thesis or practicum option as their culminating experience. For more information, look online at exns.lipscomb.edu.

Key Strengths

- Program flexibility—Four core courses, with electives designed to meet professional and educational goals
- Thesis or practicum option
- Interdisciplinary curriculum
- Opportunities for research or networking with local organizations for practical experience
- Certification opportunities through ACSM or other professional organizations
- R.D. internship available (students must satisfy all prerequisites and be accepted into internship appointment)

Career Opportunities

- Exercise and fitness practitioner
- Wellness/Fitness facility manager or administrator
- Community health departments and agencies
- Cardiac or pulmonary rehabilitation programs
- Healthcare 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 their 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. 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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>).

7. FERPA. The Federal 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 Kinesiology Department 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: Kinesiology Department, 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.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.

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 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. Transient 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. 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 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 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 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 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, depending on whether a student pursues the thesis or practicum option. 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.

Comprehensive Examinations in Exercise and Nutrition Science

A 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. Thesis candidates are required to complete the thesis project and present/defend the results. A student must apply for the comprehensive examination by the time the student has completed 27 hours of the required course work for graduation. 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 of the student's final year in the program. Thesis option students are required to present/defend the thesis. These students do not have to take comprehensive exams.

Thesis option students will take 30 hours of course work (typically 10 courses) and 6 hours of thesis work to complete the degree requirements. The Thesis option students must accrue 36 hours to complete the MS 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 MS in Exercise and Nutrition Science. The Practicum option requires students to take Comprehensive exams.

Financial Information

Tuition and Fees for 2010-11

Basic charges per semester for graduate program:*

Tuition per semester hour of graduate credit (<i>includes all general fees</i>)	\$735
Tuition to audit without credit (per course).....	\$310

Special Fees

Application Fee (\$75 for international students).....	\$50
Late registration/Late becoming official fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee	\$65
Returned check fee	\$30
Graduation fee.....	\$195
Thesis fee (includes printing and binding)	\$50

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

* Effective June 1, 2010

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

Master of Science in Exercise and Nutrition Science

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.

Required for all students (12 hours)

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 may apply up to 6 hours from the LU Graduate Business Program towards 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

Note: Graduate Business 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 Faculty

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

Ruth Henry, B.S. (David Lipscomb College), M.S., D.A. (Middle Tennessee State University) *Associate 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), *Co-Director of Graduate Studies in Exercise and Nutrition Science, Professor of Exercise Science and Chair of the Department of Kinesiology*

Autumn C. Marshall, B.S. (Lipscomb University), M.S. (Texas A & M University), Ph.D. (Auburn University), *Co-Director of Graduate Studies in Exercise and Nutrition Science, 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 Assistant Professor of 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 Assistant Professor of Exercise Science*

Karen Robichaud, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), Ph.D. (Middle Tennessee State University), *Adjunct Assistant Professor of Exercise Science*



Exercise and nutrition science co-directors
Dr. Autumn Marshall and Dr. Kent Johnson

Graduate Studies in PHARMACY



Dr. Roger Davis
Dean
College of Pharmacy

College of Pharmacy

• Doctor of Pharmacy

Dr. Roger L. Davis, *Dean*

Introduction

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. 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 based upon an on-site evaluation conducted on April 27-29, 2009, and discussion with University and College officials. 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 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 about the opportunity to expand 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 and growing with opportunities every day.

The pharmacy profession is also growing, and is in the midst of a revolution in healthcare 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 healthcare needs. It is critical that pharmacists, as essential members of the healthcare 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, email us at pharmacy@lipscomb.edu or call 888-333-4358, ext. 7160. We also encourage you to personally visit our campus at any opportunity.

— Roger L. Davis, Pharm.D.

Dean and Professor

Mission - College of Pharmacy

The mission for the Lipscomb University College of Pharmacy is to provide an educational environment characterized by academic excellence and Christian faith, where student pharmacists are prepared to optimize patient medication outcomes in an ethical and compassionate practice. The College will achieve its mission by improving patient care through:

- Excellence in Education
- Excellence in Scholarship
- Clinical and Professional Service
- Professional Development
- Interdisciplinary Collaboration

Admission Policies and Procedures

- **Complete a minimum of 66 semester hours of 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 (toll free) or 210-339-8710 (local)
 - 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.pharmcas.org in the school pages section. The deadline for application submission is February 7, 2011.
 - 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 & 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 February 7, 2011, review of applications begins in September 2010. Applicants are interviewed and admissions decisions are made on a continual basis beginning in November 2010 until the class is filled. Applicants are strongly encouraged to apply early.

College of Pharmacy International Student Admission Policies and Procedures

- International students must follow the same admissions procedures and meet the same requirements as applicants who are U.S. citizens (see Admission Policies and Procedures) in addition to the following specific requirements. There will be no exceptions to this policy.

- Individuals are considered international if they:
 - Are not a United States citizen or
 - Do not have permanent resident status
- International applicants must have been enrolled at an accredited U.S. college or university for a minimum of two years prior to the planned enrollment date.
- International applicants should complete all the pre-pharmacy course requirements at a U.S. institution. Any prerequisite courses taken at institutions outside of the United States must be evaluated and approved.
 - After all of the required documents are received, the Office of Student Affairs will evaluate whether the 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]

- 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; Educational Credential Evaluators eval@ece.org]

- The outside assessments by WES and ECE are subject to review and approval by the Office of Student Affairs. This includes, but is not limited to, decisions regarding acceptable credit, prerequisite fulfillment, GPA calculations, degree equivalencies, 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 \$50.00

Lipscomb Supplemental Application 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.

Financial Information

Tuition and Fees for 2010-11*

Tuition for 2010-11, per year (includes all general fees)\$30,320

Special Fees

Student Activity and Technology Fees	\$1130
Professional Liability Insurance.....	\$16/yr
Laboratory Fee	\$225 for first professional year only
Certification Materials Cost	\$175 for first professional year only
Certification Materials Cost	\$25 for third professional year only
E*Value student portfolio.....	\$55/yr

Textbooksestimated \$900/yr

Additional Out of Pocket Expenses

Background check.....	\$100 every 2 years
Drug Screen.....	\$30/yr
Required Apparel - minimum required expense for scrubs.....	\$40

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

*Effective June 2010

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 their 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 reg-

istered, 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 inaugural year, from official registration completion to one week before the first official day of orientation. 100%

From one week before the first official day of orientation through the official fifth day of class 50%

After the official fifth day of class 0%

For the second or any subsequent semester of the program. 0%

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.



A pharmacy student conducts an experiment in the lab.

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

TOTAL Hours (Minimum) 66

* 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

Course #	Course	Credit Hours
PHSC 1113	Physiological Basis of Therapeutics I	3
PHSC 1213	Biomolecular Chemistry	3
PHSC 1313	Microbiology & Immunology	3
PHSC 1413	Pharmaceutics	3
PHSC 1512	Integrated Biomedical Sciences Lab I	2
PHPR 1002	Pharmacy Practice I	2
PHIE 1512	Introductory Pharmacy Practice Exp. I	2
PHAD 1000	Dean's Hour	0
PHAD 1111	Applied Christian Values in Pharmacy	1 (S/U)
Semester Credit Hours		19

Professional Year 1

Semester 2

Course #	Course	Credit Hours
PHSC 1123	Physiological Basis of Therapeutics II	3
PHSC 1613	Pharmacologic Basis of Therapeutics I	3
PHSC 1522	Integrated Biomedical Sciences Lab II	2
PHSC 1423	Biopharmaceutics	3
PHPR 1613	Dispensing Lab/ Compounding	3
PHPR 1102	Pharmacy Practice II	2
PHIE 1522	Introductory Pharmacy Practice Exp. II	2
Semester Credit Hours		18

Professional Year 2

Semester 3

Course #	Course	Credit Hours
PHSC 2623	Pharmacologic Basis of Therapeutics II	3
PHPR 2422	Health Informatics	2
PHAD 2413	Practice Management	3
PHAD 2102	PP III (Biostatistics/ Study Design)	2
PHIE 2512	Introductory Pharm. Practice Exp. III	2
PHPR 2201	Interpreting Lab Data	1
PHSC 2433	Advanced Biopharmaceutics and Pharmacokinetics	3
PHAD 2432	Communication Skills for HCPs	2
PHAD 2111	Applied Christian Caring and Compassion in Pharmacy	1 (S/U)
Semester Credit Hours		19

Professional Year 2

Semester 4

Course #	Course	Credit Hours
PHPR 2813	Pharmacotherapy I	3
PHPR 2823	Pharmacotherapy II	3
PHAD 2443	Pharmacy Law/ Ethics	3
PHAD 2233	Principles of Healthcare Delivery	3
PHIE 2522	Introductory Pharmacy Practice Exp. IV	2
PHPR 2703	Non-prescription Medications and Devices	3
PHSC 2633	Pharmacologic Basis of Therapeutics III	3
Semester Credit Hours		20

Professional Year 3

Semester 5

Course #	Course	Credit Hours
PHPR 3312	Natural Medicine	2
PHPR 3813	Pharmacotherapy III	3
PHPR 3823	Pharmacotherapy IV	3
PHPR 3502	Medication Therapy Management	2
PHAD 3203	PP V- Community Management	3
PHPR 3121	Clinical Seminar I	1
PHPR 3nnV	Electives	2-3
PHPR 3220	Serving and Learning Together (SALT I)	0 (P/F)
PHPR 3232	PP IV (Pharmacoeconomics/Health Outcomes)	2
PHAD 3111	Applied Christian Ethics in Pharmacy	1 (S/U)
Semester Credit Hours		19-20

Professional Year 3

Semester 6

Course #	Course	Credit Hours
PHPR 3833	Pharmacotherapy V	3
PHPR 3843	Pharmacotherapy VI	3
PHPR 3513	Developing Clinical Practice	2
PHAD 3213	PP VI- Instit. Management	3
PHPR 3131	Clinical Seminar II	1

PHPR 3603
PHPR 3330
PHPR 3nnV

Adv. Clinical Practice Skills
Serving and Learning Together (SALT I)
Electives
Semester Credit Hours

3
0 (P/F)
2-3
17-18

Professional Year 4 Semester 7

Course #
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4

Course
Advanced Practice Experience I
Advanced Practice Experience II
Advanced Practice Experience III
Advanced Practice Experience IV
Advanced Practice Experience V
Semester Credit Hours

Credit Hours
4
4
4
4
4
20

Professional Year 4 Semester 8

Course #
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4
PHAE 4nn4
PHPR 4903

Course
Advanced Practice Experience I
Advanced Practice Experience II
Advanced Practice Experience III
Advanced Practice Experience IV
Advanced Practice Experience V
May – Certificate Programs
Semester Credit Hours

Credit Hours
4
4
4
4
4
3
23



Two pharmacy students compare notes in the flex space in Burton Health Sciences Center.

Course Descriptions

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 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.

HSC 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 Pharmaceutics (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 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.

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 healthcare 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 pharma-

cists 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.

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.

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 in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian values. This study will discuss the attitudes and values that pharmacists should exemplify in the care of patients. This study will look at the Biblical origin of these values and discuss their attributes in patient case study. It is required that each student complete this online course and participate in live monthly discussion meetings.

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 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 1522 Integrated Biomedical Sciences Lab II 2 Credit Hours

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.

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 devel-

opment; 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.

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.

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.

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.

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.

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 healthcare. 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.

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 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 150 IPPE contact hours).

lative 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.

PHIE 2512 Introductory Pharmacy Practice Experiences III (2)

The didactic portion of this class will be divided into the following sections: 1) biostatistics review; 2) research design; and 3) literature retrieval skills. Content of course to include understanding of commonly used statistical tests and their basis for use; management of data sets; evaluation of statistical results; understanding of statistical versus clinical significance; fundamentals of research design and methodology; principles of evaluation of the medical literature; fundamentals of the practice of drug information; application of drug information skills; and utilization of technology for drug information. The IPPE 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).

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.

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.

PHAD 2432 Communication Skills for Healthcare 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 2111 Applied Christian Caring and Compassion in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian caring and compassion. This study will examine Biblical examples of caring and demonstration of compassion and then focus on the importance of these traits in the care of patients. It is required that each student complete this online course and participate in live monthly discussion meetings.

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.

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.

PHAD 2233 Principles of Healthcare Delivery (3)

Content of course to include introduction to U.S., state, and local healthcare delivery systems and their interfaces; social, political, and economic factors of the U.S. healthcare delivery system; principles that influence the distribution of pharmaceutical products and services; role of public and private insurers, pharmaceutical industry, and managed care on healthcare 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. healthcare system; off-label drug use; issues relating to healthcare policy; the evolution of healthcare insurance; managed care; government's role in healthcare; community and institutional reimbursement issues; collaborative practice agreements; and prescriptive authority.

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).

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.

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.

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 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 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 healthcare-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.

PHAD 3203 Pharmacy Practice V – Community Management (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.

PHAD 2203 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 healthcare 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 3121 Clinical 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 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.

PHPR 3220 Serving and Learning Together (SALT I) 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.

PHAD 3111 Applied Christian Ethics in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian ethics. This study will discuss various patient care scenarios where Christian ethics will be challenged. It is required that each student complete this online course and participate in live monthly discussion meetings.

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 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.

PHAD 3213 Pharmacy Practice VI (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 healthcare 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.

PHPR 3131 Clinical Seminar II (1)

Each student pharmacist will prepare and make one forty-five minute presentation during the semester before classmates and faculty. Emphasis will be placed on developing and exercising group presentation skills. Students will be expected to research and develop the scientific content of the presentation and handle questions following the presentations. Critical analysis and logical and persuasive presentation of the literature will be the emphasis of the class.

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).

PHPR 3330 Serving and Learning Together (SALT II) 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 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.

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 healthcare team.

PHPR 4903 May Certificate Programs (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.

Academic Policies

Minimum Requirements for Graduation:

- Completion of the Doctor of Pharmacy curriculum with a passing grade in each course and with a 2.0 cumulative grade point average in a maximum of six academic years.
- 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.
- 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 2.0. A student who fails to attain a 2.0 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 who's GPA for the first semester is below 2.0 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 2.0 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 2.0, including incomplete grades. Student pharmacists whose cumulative GPA falls below 2.0 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 2.0 or higher but fail to raise their cumulative GPA to 2.0 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 elect-

ed 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 participate in any college sponsored activities without the written permission of the Associate Dean for Academic 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. 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*.
- 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 2.0 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 2.0 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 policy 6.3.
- 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.



Labwork is a major component
of pharmacy training.

Pharmacy Faculty

Paige Akers, B.S. (Lipscomb University), Pharm.D. (University of Tennessee), *Associate Dean for Student Affairs, College of Pharmacy, Assistant Professor, Department of Pharmacy Practice*

Scott Akers, Pharm.D. (University of Tennessee), Ph.D. (University of Kentucky), *Chair and Associate Professor, Department of Pharmaceutical Sciences*

Kim Barker Ayes, Pharm.D. (Mercer University Southern School of Pharmacy), *Assistant Professor, Department of Pharmacy Practice*

Tom Campbell, A.S. (Columbia State), Pharm.D. (University of Tennessee), *Associate Dean for Academic Affairs, College of Pharmacy, Associate Professor, Department 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, Department of Pharmacy Practice*

Elaine Denman, B.A. (Harding University), M.Div. (Regent University), D.Min. (Regent University), B.S. (Freed-Hardeman University), *Instructor, Department of Pharmacy Practice*

Joseph Deweese, B.S. (Freed-Hardeman University), Ph.D. (Vanderbilt University), *Assistant Professor, Department of Pharmaceutical Sciences*

Holli Dilks, B.S. (Lipscomb University), Ph.D. (Vanderbilt University), *Assistant Professor, Department of Pharmaceutical Sciences*

Mike Fowler, B.S. (Oklahoma Christian University), Ph.D. (Ohio State University), *Vice Chair and Associate Professor, Department of Pharmaceutical Sciences*

Sarah Frank, Pharm.D. (University of Arkansas for Medical Sciences), *Assistant Professor, Department of Pharmacy Practice*

Lindsey Gorrell, B.S. (Eastern Illinois University), Pharm.D. (West Virginia University School of Pharmacy), *Assistant Professor, Department of Pharmacy Practice*

Randy Jerkins, B.S. (Lipscomb University), B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Assistant Professor, Department of Pharmacy Practice*

Ray Marcrom, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Special Assistant to the Dean, Professor, Department 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, Department of Pharmaceutical Sciences*

Susan Mercer, B.S. (Seton Hill University), Ph.D. (University of Maryland, Baltimore), *Assistant Professor, Department of Pharmaceutical Sciences*

Kam Nola, B.S. (Middle Tennessee State University), Pharm.D. (University of Tennessee), *Vice Chair and Associate Professor, Department of Pharmacy Practice*

Steve Phipps, B.S. (University of Montana), Pharm.D., Ph.D. (University of Kentucky), *Associate Professor, Department of Pharmaceutical Sciences*

Crescent Rowell, B.S. (Rhodes College), Pharm.D. (University of Tennessee), *Assistant Professor, Department of Pharmacy Practice*

Richard Thompson, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), MBA (University of Maryland University College), *Chair and Associate Professor, Department of Pharmacy Practice*

Jimmy Torr, Pharm.D. (University of Tennessee), *Instructor, Department of Pharmacy Practice*

Greg Young, Pharm.D. (University of Tennessee), *Associate Dean for Experiential Education, College of Pharmacy, Assistant Professor, Department of Pharmacy Practice*

Please visit our website at 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 or by phone at 615-966-7160 or 800-333-4358 Ext. 7160.

Graduate Studies in

PSYCHOLOGY AND COUNSELING



Dr. Jake Morris

Director of 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 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).
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.** Each applicant must submit the scores of a standardized exam. Scores from the Graduate Record Examination (GRE) 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.)
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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>).
8. **FERPA.*** The Federal 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.

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 30, 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, without satisfying all admission requirements. 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 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. Transient 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. 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. 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 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 2010-11

Basic charges* per semester

Tuition per semester hour of graduate credit (<i>includes all general fees</i>).....	\$735
Tuition to audit without credit (per course).....	\$310

Special Fees

Application Fee.....	\$50
Late registration/Late payment fee**.....	\$185
Withdrawal fee.....	\$190
TMS (Monthly Payment) enrollment fee	\$65
Returned check fee.....	\$30
Certificate fee.....	\$185
Graduation fee.....	\$195
Thesis fee (includes printing and binding)	\$50

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

* Effective June 1, 2010

**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 web site. 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 5103	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 6653	Psychological Assessment
PSG 6253	Career Counseling
PSG 6603	Advanced Psychopathology
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 6203	Child and Adolescent Counseling
PSG 6153	Marriage and Family Counseling

PSG 6503 Human Sexuality
 PSG 6453 Gerontology
 PSG 6403 Psychopharmacology
 PSG 6353 Addictive Disorders
 PSG 6303 Substance Abuse Counseling
 PSG 6003 Grief and Crisis Counseling
 PSG 6553 Psychology of Religion and Spirituality
 PSG 675V Psychological Topics
 PSG 5003 Survey of Psychology (for students who did not major in psychology)
 PSG 6933 Thesis I
 PSG 6943 Thesis II
 Courses from the Institute for Conflict Management
 Courses from the Hazelip School of Theology

Suggested course sequence for the first year:

Full-time M.S. in Professional Counseling (61-hour program) students entering in Fall 2010:

Fall 2010:

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

Spring 2011:

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

Summer 2011:

Effective Counseling & Treatment Planning *5
 Research Methods and Statistics *4
 Any other core class or elective

Suggested course sequence for the first year:

Full-time M.S. in Professional Counseling (61-hour program) students entering in Spring 2011:

Spring 2011:

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

Summer 2011:

Advanced Psychopathology *5
 Ethics & Professional Issues in Counseling *3
 Any other core class or elective

Summer 2011:

Effective Counseling & Treatment Planning *5
 Research Methods and Statistics *4
 Any other core class or 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 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 4 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 6053	Multicultural Issues in Counseling
PSG 6103	Group Dynamics and Group Counseling
PSG 6253	Career Counseling
PSG 6203	Child and Adolescent Counseling
PSG 6153	Marriage and Family Counseling
PSG 6503	Human Sexuality
PSG 6453	Gerontology
PSG 6403	Psychopharmacology
PSG 6353	Addictive Disorders
PSG 6303	Substance Abuse Counseling
PSG 6003	Grief and Crisis Counseling
PSG 6553	Psychology of Religion and Spirituality
PSG 675V	Psychological Topics
PSG 5003	Survey of Psychology (for students who did not major in psychology)
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 2010

Fall 2010:

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

Spring 2011:

Introduction to Psychopathology and Adaptive Behavior *2
Developmental Psychology (or elective if already taken)
Theories of Human Behavior, Learning and Personality

Summer 2011:

Thesis I
Ethics & Professional Issues in Counseling
Integration of Psychology / Christianity Seminar

Fall 2011:

Thesis II
Elective
Elective

Suggested course sequence for full-time M.S. in Psychology (36-hour program) students entering in Spring 2010.

Spring 2011:

Counseling Theories and Techniques *2

Research Methods and Statistics *3

Survey of Psychology *1 or Developmental Psychology

Summer 2011:

Introduction to Psychopathology and Adaptive Behavior *2

Ethics & Professional Issues in counseling

Elective

Summer 2011:

Thesis I

Developmental Psychology (or elective if already taken)

Integration of Psychology / Christianity Seminar

Fall 2011:

Thesis II

Elective

Theories of Human Behavior, Learning and Personality

**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 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 6003 Grief and Crisis 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 2010/11 academic year are listed below.

Fall 2010:

Survey of Psychology

Counseling Theories and Techniques

Intro to Psychopathology & Adaptive Behavior

Introduction to Counseling Skills
 Developmental Psychology
 Theories of Personality
 Research Methods & Statistics
 Ethics & Professional Issues in Counseling
 Integration Seminar
 Group Dynamics and Group Counseling
 Career Counseling
 Psychological Assessment
 Effective Counseling and Treatment Planning
 Practicum I and II
 Internship
 Thesis I and II
 Capstone Seminar in Psychology
 Psychopharmacology
 Human Sexuality

Spring 2011:

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
 Theories of Personality
 Research Methods & Statistics
 Ethics and Professional Issues in 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 2011:

Developmental Psychology
 Theories of Human Behavior, Learning and Personality
 Research Methods & Statistics
 Ethics and Professional Issues in Counseling
 Integration 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 & 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. Corerequisite: 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*

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, *Professor of Psychology and Director of Graduate Programs in Psychology and Counseling*

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

The Institute for Sustainable Practice

- Master of Science in Sustainability
- Certificate of Graduate Study in Sustainability

G. Dodd Galbreath, *Executive Director*

Dr. Kent Gallaher, *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 our prosperity. Emerging professions in sustainability apply to all professions, cultures, organizations, economic markets and natural environments.

Unlike most sustainability programs, Lipscomb University equips professionals from virtually any discipline with advanced expertise in sustainability. 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 address specializations in sustainability such as: renewable energy; green development; sustainable food systems; and creation-care based spiritual formation. On-campus and real-time, distance learning 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 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.

Nashville and the State of Tennessee provide a classroom for sustainability in practice. Some highlights include: \$2.5 billion of private investment in solar energy industries; a new \$1.6 billion upgrade for Nissan's new Smyrna, TN electric car plant; an upcoming \$1 billion LEED Certified Volkswagen automobile plant to produce low emission automobiles; the internationally significant biodiversity of the Duck River and Great Smoky Mountains; 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.

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. It 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 21 hours of coursework combine 12 hours from the Certificate program with 6 hours of advanced training in sustainability. Students may choose a specialization from 6 hours of elective options that include the following: renewable energy; green development; sustainable food production; food service; green business performance; faith based sustainability; special directed coursework; or a supervised, self-designed studies. Foreign or domestic travel to sustainability sites and an application driven capstone course, round out the degree experience. Experienced academics and successful local and international practitioners provide course content.

The M.S. in Sustainability can be completed in 1 year through monthly, on-campus weekend courses or in fourteen months through a live-video, distance learning option. Incoming students can begin in August, September, January, March or when non-prerequisite, elective courses are offered in special Winter and Summer terms. The M.S. 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 graduate degree. It provides an introduction to and the foundation for all graduate degrees in sustainability at Lipscomb University. 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 only six months and can be

awarded prior to other Lipscomb degrees are fulfilled, and in addition to any MBA degree. Coursework includes both theoretical and applied experiences for seasoned or new professionals. Certificate students can begin in August, September, January or March. On-campus class and a live distance learning option 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 or Certificate of Graduate Study in Sustainability is ideal for MBA students who desire to manage people and money in a profitable, ecologically and socially responsible business context. Careers include entrepreneurship, corporate sustainability leadership, business management, consulting, development, advertising, marketing and sales. The Green MBA consists of 18 hours of traditional graduate business core courses and 12 hours of coursework from ISP to fulfill the concentration. Students must complete 15 hours in sustainability courses to secure both the Certificate and MBA.

Sustainability courses are offered only on Friday evenings and Saturdays. MBA courses may be taken either on weekends for students with 4 years or more experience, or on weeknights, regardless of work experience. 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 must first seek admission from the College of Business.

Services and Benefits Common to All ISP Programs

- On campus class participation is an option, regardless of the place of residence.
- A live-video distance learning option is provided for residents outside of the Middle Tennessee region
- All books, materials, weekend meals and field trip transportation 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 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.
- 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 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 will meet national and international sustainability leaders in class lectures, at on-campus summits or Nashville lectures, at travel conferences or through internships.
- One travel course to domestic and international sustainability destinations is required.
- 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 certificate program. Students may enroll on full-time or part-time. 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 they plan to pursue a graduate 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 or <http://www.gmat.org>.) Scores for the Law School Admission Test (LSAT) can be accepted as substitutes for the GMAT or GRE requirement

4. References. Letters of reference are required as follows: one from a college or university administrator or professor and one 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 healthcare provider. (To print a copy of the health form, visit <http://gradstudies.lipscomb.edu/uploads/29434.pdf>).

7. FERPA: The Federal Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.

8. Resume. A resume detailing the applicant's work experience is required.

9. 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

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 Institute for Sustainable Practice no later than 30 days before the beginning of the semester or term in which the student plans to enroll. It is preferred that forms be scanned and emailed to dodd.galbreath@lipscomb.edu. If necessary, forms should be mailed to: Institute for Sustainable Practice, Lipscomb University, Burton Health Sciences Center Suite 103, 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. Transient 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.

Academic Policies

Course Load

A student enrolled for 9 hours is considered a full-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 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 12 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 2010-11

Basic charges per semester (includes all general fees)*

Tuition per semester hour of graduate credit (<i>includes all books</i>)	\$1,060
Tuition to audit without credit (per course)	\$310

Special Fees

Application Fee (\$75 for international students)	\$50
Late registration/Late payment fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee (not available in summer)	\$65
Returned check fee	\$30
Certificate fee	\$185
Graduation fee	\$195

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

* Effective June 1, 2010

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



Students in the graduate sustainability program
come from a wide variety of career backgrounds.

Projected Degree Plan

The MBA Concentration in Sustainability requires 12 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 (14 months for the distance learning format), which may incorporate as many as 24 weekends of classroom instruction. Courses draw from a combination of web-based and classroom learning so students can use time effectively and maintain balance in their lives. All courses are taught two weekends per month, meeting for 4 hours on Friday and 8 hours on Saturday. Additional content is delivered online.

Certificate of Graduate Study in Sustainability (15 hours required for Certificate; 12 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 PM (Dinner at 6 PM)

Saturday: 8 – 5 PM (Lunch at 12 PM)

Certificate Courses (15 hours)

SU 6003 – Sustainable Natural Resources	March and September
SU 6023 – Sustainable Enterprise I	May and October
SU 6013 – Sustainable Society	June and November/December
ICM 5003– Survey of Conflict Management (see ICM section of catalog).....	January and August
SU 6043 – Capstone Project in Sustainability	Continuously

Advanced Required Courses (9)

SU 6073 – Sustainable Energy, Water and Land Management	3
(Prerequisites: SU 6003 and SU 6013)	
SU 6063 – Sustainable Enterprise II (Prerequisite: SU 6023).....	3
SU 604V – Sustainability Travel to [Destination]	3
(Available for Variable Credit – No Prerequisites)	

Elective Courses: (6 hour minimum)

SU 6103 – Creation Care and Spiritual Formation (No Prerequisite).....	3
SU 6123 – Introduction to Green Building Design, Construction & Operation	3
(No Prerequisites)	
SU 6133 – Renewable Energy Options and Design Applications (No Prerequisites).....	3
SU 6143 – Sustainable Food Practice (No Prerequisites).....	3
SU 603V – Special Topics in Sustainability (Prerequisites: 9 hours).....	Continuously
SU 6083 – Professional Experience and Study in Sustainability	3
(Prerequisites: 24 Grad. SU hours)	

Course Descriptions

- SU 6003 Sustainable Natural Resources (3)**
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.
- SU 6013 Sustainable Society (3)**
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. Prerequisites: SU 6003/6023.
- SU 6023 Sustainable Enterprise (3)**
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.
- SU 6033 Special Topics in Sustainability (3)**
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.
- SU 604V Sustainability Travel to [Destination] (3)**
The course provides irreplaceable, on-site experiential learning in the world’s most sustainable domestic and international destinations and is offered for variable credit. 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 6043 Capstone Project in Sustainability (3)**
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., LEED AP or other 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. If the student is pursuing a graduate degree in sustainability, the remaining graduate sustainability credits to achieve the degree will also serve as prerequisites.
- 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 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 & construction through operations & 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*

Dr. Kent Gallaher, B.S. (Lipscomb University), M.S., Ph.D. (The University of Tennessee), *ISP Academic Director, Chair of Biology, Associate Professor of Biology and Sustainability*

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



Graduate Studies in THEOLOGY



Dr. Mark Black

Director
Graduate Studies in Theology

Hazelip School of Theology

- Master of Divinity
 - Master of Theological Studies
 - Master of Arts in Christian Ministry
- Dr. Terry Briley, *Dean, College of Bible and Ministry*
Dr. Mark Black, *Director*

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 Hazelip School of Theology currently holds candidate status in the Association of Theological Schools in the United States and Canada (ATS) and is in the final stages of the process leading to full membership. 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

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 healthcare 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.

6. FERPA. The Federal 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 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 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 and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. Transient 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.

Academic Policies

Course Load

A student enrolled for 9 hours is considered a full-time student. No student will be permitted to enroll for more than 15 hours per semester during the fall or spring semesters, or 12 hours during the summer semester.

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 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

All students are required to spend the equivalent of at least one year in full-time residency.

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 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 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. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

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.T.S. and M.A.C.M. require 49 hours, exclusive of hours accumulated to satisfy academic deficiencies.

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 2010-11

Basic charges per semester for graduate program, not including books*

Tuition per semester hour of graduate credit (<i>includes all general fees</i>)	\$735
Tuition to audit without credit (per course)	\$310
Tuition for second year Thesis work.....	\$425

Special Fees

Application Fee.....	\$50
Late registration/Late becoming official fee**	\$185
Withdrawal fee	\$190
TMS (Monthly Payment) enrollment fee (not available in summer)	\$65
Returned check fee	\$30
Graduation fee	\$195
Thesis fee (includes printing and binding)	\$50

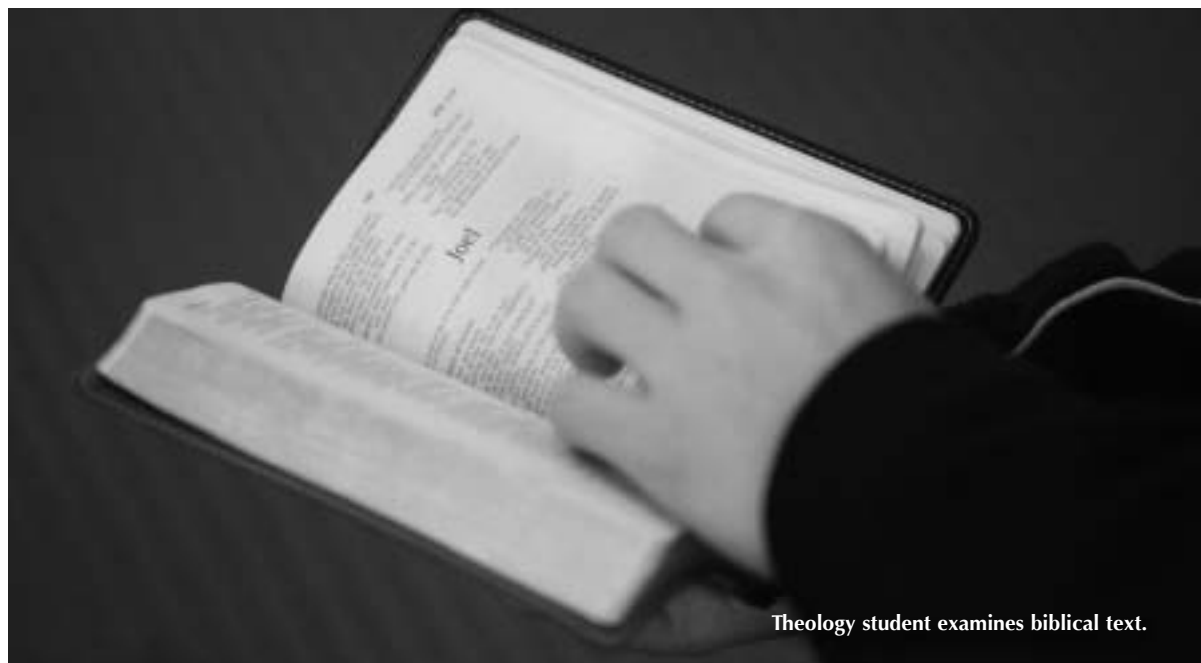
Room and Board charges per semester are available in the undergraduate catalog.

*Effective June 1, 2010

**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.



Theology student examines biblical text.

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 5083 Critical Interpretation of the Old Testament	3
GB 5093 Critical Interpretation of the New Testament	3
GB 5033 Biblical Greek I	3
GB 5073 Biblical Greek II	3
GB 5043 Biblical Hebrew I	3
GB 5063 Biblical Hebrew II	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 5443 Historical Theology II (required)	3
GB 5433 Theology of Stone-Campbell Movement (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 5603 Theology of Ministry (required)	3
GB 5613 Introduction to Preaching (required)	3
GB 5543 Personhood, Ministry and Discipleship (required)	3
GB 5553 Spiritual Formation and Guidance (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.

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 5443 Historical Theology II	3
GB 5433 Theology of the Stone-Campbell Movement	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 hours)	

b. New Testament

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

c. Scripture

OT Scripture Electives (6 hours)	
NT Scripture Electives (6 hours)	

d. Theology and History

Theology and History Electives (12 hours)

e. No Emphasis

Electives (12 hours)

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 (MACM) 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 MA 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 hours)	

IV. Ministry (18 hours)

GB 5603 Theology of Ministry	3
GB 5553 Spiritual Formation and Guidance or	3
GB 5543 Personhood, Ministry, and Discipleship	3
GB 5803 Practicum I	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)**

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 5223	Isaiah (3)	GB 5343	Corinthians (3)
GB 5233	Jeremiah, Lamentations (3)	GB 5363	General Epistles (3)
GB 5253	Minor Prophets (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 & philosophy, scripture & tradition, heresy and Gnosticism, Trinitarianism, Christology, ecclesiology, soteriology, anthropology, and the sacraments, and in terms of their significance for the contemporary church.

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 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 5503 Systematic Theology (3)

An examination of Christian teaching on God, Christ, the Holy Spirit, the church, salvation, and eschatology.

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 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 concern-

ing 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 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 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 ori-

gin 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 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

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.

Theology Graduate 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), *Professor of New Testament and Director of Hazelip School of Theology*

Terry R. Briley, B.A. (David Lipscomb University), M.Ph., Ph.D. (Hebrew Union College), *Professor of Old Testament and Dean of the College of Bible and Ministry*

Phillip Camp, B.A. (Cornell University), M.A.R. (David Lipscomb University), M.Div. (Princeton Theological Seminary), Ph.D. (Union Theological Seminary) *Assistant Professor of Old Testament*

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 and New Testament*

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.R. (Westminster Theological Seminary), M.A. (Western Kentucky University), Ph.D. (Westminster Theological Seminary), *Professor of Theology*

John O. York, B.A., M.A., M.Div. (Abilene Christian University), Ph.D. (Emory University), *Professor of Ministry and New Testament*

Theology Adjunct (Undergraduate) Faculty

Lee Camp, B.A. (David 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*

Ken R. Durham, B.A. (David Lipscomb University), M.A. (Louisiana State University), Ph.D. (Louisiana State University), *Batsell Barrett Baxter Chair of Preaching*

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. (David 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*

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Teresa Clark, *Interim Director of Adult Learning*

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Roger Davis, *Pharmacy*
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Turney Stevens, *Business*
Norma Burgess, *Arts and Sciences*

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Shelia Demonbreun, *Collections and Student Accounts*
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Cathy Freeman, *Accountant/Operations*

Gay Johnson, *Manager of Accounts Receivable*
Marie Smith, *Rental Property and Perkins Loans*
Libby Spicer, *Student Accounts*

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Jeff Wilson, *Associate Dean of Campus Life*
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- Phillip Camp**, B.A. (Cornell University), M.A.R. (David Lipscomb University), M.Div. (Princeton Theological Seminary), Ph.D. (Union Theological Seminary) *Assistant Professor of Old Testament*
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- Charles G. Capps**, B.S. (University of Alabama), M.S. (Mississippi State University), M.S., Ph.D. (Michigan State University), *Associate Professor of Management and Assistant Provost, Adult Learning Program*
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- 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*
- William F. Cleary**, B.S. (Franklin University), M.B.A. (University of Dayton), *Adjunct Professor in Business*
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- Zachary Cox**, Pharm.D., (University of Tennessee), *Assistant Professor, Department of Pharmacy Practice*
- Dennis Crowder**, B.S. (Fisk University), M.S., Ed.D. (Tennessee State University), *Adjunct Faculty in Graduate Education*
- Roger L. Davis**, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Dean, College of Pharmacy, Professor, Department of Pharmacy Practice*

Elaine Denman, B.A. (Harding University), M.Div. (Regent University), D.Min. (Regent University), B.S. (Freed-Hardeman University), *Instructor, Department of Pharmacy Practice*

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

Ken R. Durham, B.A. (David Lipscomb College), M.A. (Louisiana State University), Ph.D. (Louisiana State University), *Batsell Barrett Baxter Chair of Preaching*

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

Carole English, B.S., M.A. (Tennessee Technological University), Ed.D. (George Peabody College of Vanderbilt University), *Adjunct Faculty in Graduate Education*

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 and New Testament*

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

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

Susan C. Galbreath, B.S. (Tennessee Technological University), M.Acc., Ph.D. (University of Tennessee), Certified Public Accountant, *Professor of Accounting and Assistant to the President*

Dr. Kent Gallaher, B.S. (Lipscomb University), M.S., Ph.D. (University of Tennessee), *ISP Academic Director and Associate Professor*

Lindsey Gorrell, B.S. (Eastern Illinois University), Pharm.D. (West Virginia University School of Pharmacy), *Assistant Professor, Department of Pharmacy Practice*

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*

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 Management and Associate Provost for Institutional Effectiveness*

Gary C. Hall, B.A. (David Lipscomb College), M.S., Ph.D. (Vanderbilt University), *Professor of Mathematics*

Jackie Halstead, B.S. (Oklahoma Christian University), M.MFT (Abilene Christian University), Ph.D. (Iowa State University), *Associate Professor of Spiritual Formation*

Roy W. Hamley, LPC, FT, B.S. (Tennessee State University at Nashville), M.S. (Middle Tennessee State University), Ed.D. (Tennessee State University), *Professor of Psychology*

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