

GRADUATE CATALOG

2008-2009



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The information contained in this catalog is accurate as of June 2008. (Approval by the Commission on Colleges of the Southern Association of Colleges and Schools for the M.A.T. English Language Learners [MATELL], is pending.) 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 Graduate Studies.



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LIPSCOMB UNIVERSITY 2008-09

The corporate institution known as Lipscomb University actually consists of a campus school and a university. The university's primary emphasis is on traditional undergraduate programs; the university also provides, however, special undergraduate programs for working adults, the Adult Learning Program, and graduate degree programs. These are each described briefly below, although this catalog focuses on the graduate program. For more information on any of the other programs, contact the offices listed below.

A. Graduate Programs

1. Graduate Program in Biblical Studies

The College of Bible and Ministry offers a Master of Arts degree in the following areas: Old Testament, New Testament, Biblical Studies, Theology, Ministry, and Christian Studies. In addition, the Hazelip School of Theology offers the Master of Divinity degree and the Master of Theological Studies. For further information, contact Audrey Everson, Administrative Assistant for the Graduate Bible Program (615-966-6053), or Dr. Mark Black, Director of Graduate Bible, at 615-966-5709 or mark.black@lipscomb.edu.

2. Graduate Programs in Business

The College of Business offers two graduate degrees. The MBA is offered on weeknights and weekends. The weekend option offers 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, sustainability, and a distributed option). A Master of Accountancy is also available which incorporates six accounting courses with four business electives. For further information, contact Jackie Cash, Administrative Assistant for the Graduate Business Programs (615-966-1833), or Dr. Perry Moore, Assistant Director (615-966-1833) or perry.moore@lipscomb.edu..

3. Graduate Programs in Conflict Management

The Institute for Conflict Management offers a Certificate 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.

4. Graduate Programs in Education

The accelerated Master of Arts degree with concentrations in Learning & Teaching, Special Education, Administrative Stewardship, and the Master of Arts in Teaching English Language Learners* degrees are designed as experientially-based cohort learning communities with convenient evening/weekend classes. For more information about these programs, contact Steve Hull at 615-966-1811 or steve.hull@lipscomb.edu. (SACS approval pending)

Also available is a program leading to the Master of Education degree. The degree's major emphases are School Administration and Supervision or Instructional Leadership.

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. For further information, contact Dr. Junior High, Director, at 615-966-6081 or junior.high@lipscomb.edu.

All of the graduate programs have convenient evening and weekend classes. We also offer some courses online.

5. Graduate Programs in Counseling and Psychology

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.

6. Graduate Programs in Sustainability

The Institute for Sustainable Practice offers a Certificate of Graduate Studies in Sustainability that creates fundamental understanding of the principles and applications of sustainability in all appropriate professions. These include small business entrepreneurship, business and corporate management, engineering, environmental sciences, architecture, landscape architecture, health care, pharmaceutical development, agriculture, nutrition, and others. Lipscomb University currently offers one terminal graduate degree, a Sustainability MBA (Masters of Business Administration with a concentration in sustainability). For more information, contact G. Dodd Galbreath, Executive Director at 615-812-6546 or dodd.galbreath@lipscomb.edu.

B. The College of Pharmacy

In addition to graduate degree programs, Lipscomb University will offer the Doctor of Pharmacy degree. The College of Pharmacy is pursuing accreditation from the Accreditation Council for Pharmacy Education (ACPE). The College achieved the first step of that process in June of 2008 when it was granted precandidate status by ACPE. Implementation of the Pharm.D. degree will begin in the fall of 2008. Lipscomb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctoral degrees. For further information, contact Laura Ward, Director of Admissions, at (615) 966-7173.

C. The Undergraduate Program

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 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 Programs

Designed for adult learners who require flexible academic schedules, the Adult Learning Programs provide undergraduate curricula in accelerated (eight-week semesters) evening and weekend formats. Students may obtain a Bachelor of Business Administration degree while majoring in Accounting, Human Resource Management, or Marketing. Similarly, students may study Marketing-Graphic Arts and earn a Bachelor of Science degree or they may choose the field of Management Information Systems and receive a Bachelor of Science or Bachelor of Arts degree. Contact Dr. Chuck Capps, Assistant Provost, or Ms Teresa Clark in the Adult Learning Programs office at 615-966-5948, or via e-mail at adultstudies@lipscomb.edu for additional information.

D. The 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, Interim Director of the Campus School, at 615-966-6355 or mike.hammond@lipscomb.edu.



A MESSAGE FROM THE PRESIDENT

As I came to Lipscomb just three 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 Academic Center, grab coffee at our full-service Starbucks and actually enjoy class! At Lipscomb the challenges are in the academic program, not getting to it.
- Third, teaching methods that reflect how adults learn. Many of Lipscomb's graduate programs reflect the combination of substance on-line learning, the dynamics of theory interactive activities, and the new realm that learning is collaborative with faculty and students working together. We know how adults learn, and it is not by sitting in class listening to well-worn lectures but rather fully participating in a creative learning experience.
- Fourth, academic experiences that bring learning to life. Short interactive study times (required in some graduate programs) provide global perspective on what you will learn. Each experience provides a new insight, a contemporary application, and an examination of real life experiences from a global perspective.

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

Best Wishes,

L. Randolph Lowry
President



CALENDAR FOR THE YEARS

2008-09 • 2009-20*

Fall Semester, 2008

Pharmacy Classes Begin	August 11
Residence Halls Open	
Freshmen	August 18
Upperclassmen	August 23
Registration	August 22
Adult Degree Term I Classes Begin	August 25
Classes begin	August 25
Last day to add classes	August 29
Labor Day Holiday	September 1
Last day to drop classes with partial refund	September 12
Last day to drop Adult Degree Term I Classes	September 16
Adult Degree Term II Classes Begin	October 16
Fall Break	October 17
Last day to drop classes	October 31
Last day to drop Adult Degree	
Term II Classes	November 21
Thanksgiving Holidays	November 24-28
Study Day	December 11
Final Examinations	December 12-18
Graduation	December 20
Christmas Holidays	December 22-January 9

Spring Semester, 2009

Adult Degree Term I Classes Begin	January 2
Residence Halls Open	January 11
Classes begin	January 12
Last day to add classes	January 16
Martin Luther King, Jr. Day Holiday	January 19
Last day to drop classes with partial refund	January 30
Last day to drop Adult Degree Term I Classes	February 9
Adult Degree Term II Classes Begin	March 6
Singarama	March 6-8
Last day to drop classes	March 13
Spring Vacation	March 16-20
Last day to drop Adult Degree Term II Classes	April 13
Study Day	April 30
Final Examinations	May 1-May 7
Graduation	May 9

Summer Session, 2009

Maymester registration and classes begin	May 11
Last day to drop Maymester classes with partial refund.....	May 11
Memorial Day	May 25
Maymester Final Examinations	May 29
Residence Halls Open	May 31
Junemester classes begin	June 1
Last day to drop classes with partial refund.....	June 1
Final Examinations	June 19
Summer Session Classes begin	June 1
Last day to add classes (first term).....	June 3
Last day to add classes (full session)	June 5
Last day to drop classes with partial refund (first term)	June 5
Last day to drop classes with partial refund (full session)	June 11
Summer Celebration	TBA
Last day to drop classes (first term)	June 18
Holiday	July 3
Second term classes begin	July 6
Last day to add classes (second term)	July 8
Last day to drop classes with partial refund (second term)	July 13
Last day to drop classes (full session)	July 9
Last day to drop classes (second term)	July 23
Summer Session Final Examinations	Aug. 5-6

Fall Semester, 2009

Residence Halls Open	
Freshmen	August 17
Upperclassmen	August 22
Registration	August 22
Classes begin	August 24
Adult Degree Term I Classes Begin	August 24
Classes begin	August 25
Last day to add classes	August 31
Labor Day Holiday	September 7
Last day to drop classes with partial refund	September 11
Last day to drop classes with partial refund	September 25
Last day to drop Adult Degree Term I Classes	September 16
Adult Degree Term II Classes Begin	October 1
Fall Break	October 19
Last day to drop classes	October 30
Last day to drop Adult Degree	
Term II Classes	November 20
Thanksgiving Holidays	November 23-27
Study Day	December 10
Final Examinations	December 11-17
Graduation	December 19
Christmas Holidays	December 21-January 10

Spring Semester, 2010

Residence Halls Open	January 6
Adult Degree Term I Classes Begin	January 11
Classes begin	January 11
Last day to add classes	January 18
Martin Luther King, Jr. Day Holiday	January 18
Last day to drop classes with partial refund	January 29
Last day to drop classes with partial refund	January 29
Last day to drop Adult Degree Term I Classes	February 12
Adult Degree Term II Classes Begin	March 8
Spring Vacation (tentative)	March 15-19
Last day to drop classes	March 26
Last day to drop Adult Degree Term II Classes	April 12
Study Day	April 29
Final Examinations	April 30-May 6
Graduation	May 8

Summer Session, 2010

Maymester registration and classes begin	May 10
Last day to drop classes with partial refund	May 10
Maymester Final Examinations	May 28
Memorial Day	May 31
Junemester Classes begin	June 1
Last day to drop classes with partial refund	June 1
Summer Celebration	TBA
Last day to drop classes (first term)	June 21
Final Examinations	June 21
Residence Halls Open	June 1
Summer Session Classes begin	June 1
Last day to drop classes with partial refund	June 3
Final Examinations	June 19
Summer Session Classes begin	June 1
Last day to add classes (first term)	June 3
Last day to add classes (full session)	June 5
Last day to drop classes with partial refund (first term)	June 5
Last day to drop classes with partial refund (full session)	June 11
Summer Celebration	TBA
Last day to drop classes (first term)	June 18
Holiday	July 3
Second term classes begin	July 6
Last day to add classes (second term)	July 8
Last day to drop classes with partial refund (second term)	July 13
Last day to drop classes (full session)	July 9
Last day to drop classes (second term)	July 23
Summer Session Final Examinations	Aug. 4-5

See page 63 for additional information on MBA dates.

*The dates in 2009-10 are subject to change and should be regarded as tentative projections.

** Pending approval by the Commission on Colleges of the

Southern Association of Colleges and Schools.

2008											
JANUARY '08				FEBRUARY '08				MARCH '08			
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	22	23	15	16	17	18	19
24	25	26	27	28	29	31	24	25	26	27	28

2009											
JANUARY '09				FEBRUARY '09				MARCH '09			
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26
25	26	27	28	29	31	30	29	30	31	29	30

2010											
JANUARY '10				FEBRUARY '10				MARCH '10			
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26
24	25	26	27	28	29	30	28	29	30	31	31

2011											
APRIL '10				MAY '10				JUNE '10			
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26
25	26	27	28	29	30	31	28	29	30	31	31

2012											
OCTOBER '10				NOVEMBER '10				DECEMBER '10			
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26
25	26	27	28	29	30	31	28	29	30	31	31

LIPSCOMB UNIVERSITY

Lipscomb University is a coeducational, church-related university located in Nashville, Tennessee, a city with a rich history and a promising future. The campus sits in the midst of both the glorious green hills and the thriving business districts of the Music City. Lipscomb University draws on that beauty and prosperity to create a community of academic, spiritual and professional excellence.

The Lipscomb campus also holds a rich history and a promising future. The legacy of the pioneers who had a vision of the greatness awaiting a Christian college in Nashville can be seen on the campus and in the tributes written to honor those who led the way for today's campus.

But just as the past is embraced, the future of Lipscomb University can be seen and celebrated in the projects completed or planned for the near future. Lipscomb's 21st century campus enables students to enjoy the finest academic opportunities available. These include such advanced-technology resources as computer classrooms, computer laboratories in each residence hall, fiber-optic or wireless personal access connections in each residence hall room and faculty office, and fully automated library services. The exciting Allen Arena brings the community together for worship, for musical events, and for celebrations. Allen Arena and the new baseball and softball fields also bring the community together for NCAA Division I sports competition.

Approximately 2,600 graduate and undergraduate students comprise the student body at Lipscomb, representing more than 40 states and 20 foreign countries. More than seventy undergraduate majors are offered in the liberal arts along with pre-professional and professional programs. In addition to the traditional baccalaureate format, there is a special degree-completion program in the evenings for working adult students. Master's degree programs are available in Biblical studies, conflict management, education, business administration, psychology and counseling. In fall 2008, Lipscomb will welcome the first cohort of students seeking the Doctor of Pharmacy degree.

Degrees and Certificates of Graduate Study

Lipscomb University currently confers the following post-baccalaureate degrees: Master of Accountancy, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Divinity, Master of Education, Master of Science, Master of Theological Studies, and 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.

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

The College of Business programs at the graduate and undergraduate level are accredited by the Association of Collegiate Business Schools and Programs.

The Teacher Education program and all education masters programs at Lipscomb University are approved by the Tennessee State Board of Education and accredited by the National Council for Accreditation of Teacher Education.

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

Lipscomb University plans to offer the Doctor of Pharmacy degree. The College of Pharmacy is currently pursuing accreditation from the Accreditation Council for Pharmacy Education (ACPE). Lipscomb University has received approval from the Commission on Colleges of the Southern Association of Colleges and Schools to offer doctoral programs (Level 5), however final approval is pending an on-site visit in 2008. Implementation of the Pharm.D. degree will begin in the fall of 2008, pending approval from these accrediting agencies.

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 Graduate Studies

It is a marvelous 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. In addition, our Doctor of Pharmacy program positions us to expand our reputation for excellence in training health care professionals. Certificates of graduate study offered in Conflict Management, Accountancy, Counseling-Psychology, and Sustainability, 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.

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. For example, at a recent meeting of the Conference of Southern Graduate Schools, it was reported that a master's degree can equate to as much as seven years of professional work experience.

The post-baccalaureate degree experience is, by nature, distinct from the baccalaureate experience. The striking differences from the baccalaureate programs are that post-baccalaureate education presumes the bachelor's degree with a liberal arts base as a starting point, and it lays a heavier emphasis on research and reflective thinking. The post-baccalaureate curriculum provides greater depth of education and aims at building specialized skills. 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.

The elements of a post-baccalaureate degree usually include an introduction to research methodology, bibliographic tools, a major field of study, related electives, a bridge between theory and practice, and a capstone experience. Interaction with the faculty provides a stimulating opportunity for personal evaluation of the candidate's knowledge, skills, and abilities. The nature of this educational experience dictates variety in methodology. In each of the programs of study, students are exposed to the resourcefulness of professors, the sharing of independent investigation, intense research, reflective thinking, and application.

Lipscomb's post-baccalaureate programs are anchored in current academic developments and professional practice and lead to personal reflection. In the spirit of the master's degree, Lipscomb's M.A., M.Acc., M.A.T., M.Div., M.B.A., M.Ed., M.S., M.T.S., and Doctor of Pharmacy 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
Associate Provost for Graduate Studies



Graduate Governance

The Associate Provost for Graduate Studies oversees Lipscomb's graduate education experience. The Graduate Academic Leadership Team (GALT), chaired by the Associate Provost for Graduate Studies, controls policies and procedures relating to graduate programs. The GALT must approve all substantial changes in graduate programs.

All decisions of the Graduate Academic Leadership Team are subject to final review for approval or disapproval by the Provost.

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 university has a policy regarding intellectual property. This 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 selected to serve for 2- 3 semesters) 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.

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 lifelong integrity. In every facet of our work, we seek excellence in the pursuit of knowledge and the courage to make difficult choices even at personal cost. In our service in this community, our actions should reflect the second great command "to love your neighbor as yourself." This command compels us to respect others, to treat others fairly and honestly, and to assume personal responsibility.

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

The "Community of Faith" sets out broad principles. From these broad principles flow policies and practices for members of the Lipscomb University community. The Community of Faith, Judicial Code, and Academic Integrity policies can be found at academics.lipscomb.edu, 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 Lipscomb Central 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 one or more full semesters/sessions must notify the appropriate graduate studies offices two weeks prior to the start of the next semester they plan to attend or apply for readmission. Registration will be delayed if the readmission process is not completed before the first week of classes.

Auditing

A student is permitted to audit a course as an unclassified student provided (a) there is space in the classroom, and (b) the number of auditors is not more than 20 percent of the credit students. 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.

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.

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

All graduate 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. A graduate hooding ceremony is held in conjunction with the graduation exercises in May and December.

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*. 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 per-

ceives 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. The copy is free.

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) with the application. TOEFL scores must be in the 75th percentile rank (approximately 570 on the paper-based test and 230 on the computer-based test).
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, e-mail admissions@lipscomb.edu, or visit international.lipscomb.edu.



General Financial Information

Tuition and Fees

See individual graduate program for information on tuition and fees.

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 now pay over the web. Log on to www.lipscomb.edu and click on Lipscomb Central (<https://bannerweb.lipscomb.edu>). Log into the secure area and follow the four-step registration process. The bill is located in Step 4.

Payment options are as follows:

I. Monthly Budgeting Plan

Tuition Management Systems has teamed with Lipscomb University to offer a monthly payment option allowing families 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 \$75. Enrollment forms can be obtained in the Business Office or enroll on-line 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 on the 25th of each month.

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, Account Services and Dates to Remember). Lipscomb does not charge interest during the semester on account balances. Under this plan, balances are due and payable within 30 days from the day grades are posted.

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 employee reimbursement form found in step 4 (Go to www.lipscomb.edu, click on Lipscomb Central, log into the Secure Area, select Student Services -> registration process -> payment options -> employee reimbursement) of the registration process on Lipscomb Central and mail or fax (615-966-1796) to the Student Accounts Office. You will then be made "officially registered" by a manual process. The employee 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 get off hold.

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

III. Full Pay

Under this plan, the entire balance is due before classes start based on the published web date at www.lipscomb.edu. (Click on Business Office, 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 statements 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, Account Services, and Dates to Remember.)

To find out if you are officially registered and have satisfied your financial obligations, click on "Lipscomb Central" at www.lipscomb.edu, log into the secure area, and follow the four-step registration process. 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)
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 \$32 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.ed.gov and apply for a pin number. Once you have your pin number, go to www.fafsa.ed.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 about a week.
3. Fill out the Stafford Loan supporting documentation found in the LU Financial Aid Office or online at www.lipscomb.edu. The FAFSA makes you eligible for a loan, but *additional paperwork is required* to process the loan. The FAFSA must be filed annually.

The Student Loan application 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 lending agencies. The student may contact the Financial Aid Office for application materials. The FAFSA must be filed in order to qualify for the Stafford Loan Program.

Veterans Aid

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. 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., 2.75; M.A. in Bible, 2.5; MBA., M.Acc., M.A. in Conflict Management, M.A. in Education, M.A.T., M.Ed., M.S. in Professional Counseling, and M.S. in Psychology, 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.

Ethics: Beyond academic requirements, in 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 LMBA and MAcc courses, the last date to drop a class will be the following dates: August term — September 19, 2008; fall term — November 14, 2008; January term —February 6, 2009; spring term — April 10, 2009; and summer term — June 26, 2009.)
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 \$170.

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, Maymester, Junemester, Julymester) 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)

LMBA 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. For example, 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 on-line 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 day 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 be refunded when the student I.D. is returned to the Business Office. Board charges are refunded from the last day of residence or from the official date of withdrawal, whichever occurs last.

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 \$50.00 or less will be issued only upon request.
- B. Students may request a refund by completing the STUDENT REFUND REQUEST FORM located on the table in the lobby outside of the cashier's window or by completing the online form at www.lipscomb.edu. Click on Current Students, Account Services, 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.
- C. Recipients of Title IV funds (Stafford Loans, Parent PLUS Loan, Perkins Loan, Pell Grant, etc.): Title IV credits will be refunded upon completion of a refund request form. 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 Green Hills 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 as 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 4:30 p.m., Monday through Friday. We assist students in understanding their skills, interests, and values while connecting this knowledge to various career options, career exploration, and on-campus recruiting.

Upon entering Lipscomb University, students may utilize the Career Development Center's services and they are immediately granted an account in eRecruiting, 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 held on Tuesdays during the Fall and Spring terms. Each week a different professional discusses his or her industry and gives an occupational overview in a laid back informational session. Through exposure to various careers, students gain a greater understanding of the opportunities available to them after graduation.

Students are encouraged to participate in multiple 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 eRecruiting. eRecruiting is also utilized in maintaining a database of on- and off-campus, part-time, and full-time employment opportunities. Over 250 jobs and internships are posted on the site monthly.

Professional Preparation

Between ten to fifteen professional development workshops covering resume preparation, graduate school testing and admission, interview skills, and other relevant topics are hosted by the CDC each semester. Free practice graduate admission tests are given once each semester for students and alumni. 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, in the front, lower level of Elam Hall. Normal hours are 7:45 a.m.-4:30 p.m., Monday through Friday.

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.

Health Services

Registered Nurses provide first aid care, TB tests, care for minor illnesses and referral to physicians. The state of Tennessee requires proof of two Measles, Mumps and Rubella vaccinations for all students born after 1956. In addition, the state of Tennessee also requires all new students to have the Hepatitis B (HBV) vaccine and the Meningococcal Meningitis vaccine. After reviewing information regarding Hepatitis B and meningococcal disease, including risk factors and dangers of each disease, if the student and/or parent or guardian chooses for the student to refuse the Hepatitis and/or the Meningococcal Meningitis vaccine, he/she may sign a waiver refusing the administration of the vaccine. This waiver must be signed before the deadline.

Lipscomb University also requires a Tuberculin skin test within 12 months of the first day of classes. If a TB skin test is not appropriate, a chest x-ray will be adequate. If the student is not considered at high risk for tuberculin infection or disease, a statement from the student's health care provider stating that the student is at low risk for tuberculosis will be accepted.

The Student Health Record Form should be submitted to Health Services prior to arrival on campus.

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, residual ACT). We oversee the SAT, ACT, and PRAXIS national testing programs on Saturdays.

Library

Beaman Library houses approximately 240,000 bound volumes as well as current periodicals, microform and non-print 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 Bible
Hazelip School of Theology
College of Bible and Ministry



Graduate Studies in Bible

Hazelip School of Theology

- Master of Divinity
- Master of Theological Studies

College of Bible and Ministry

- Master of Arts

Dr. Mark Black, *Director*

Philosophy of the Graduate Programs in Theology

The mission of the Hazelip School of Theology is to help students deepen their relationship with God and to equip them for service in the kingdom of God. 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, while not as comprehensive as the M.Div., still provides a significant foundation both for ministry and for further graduate programs that do not require the M.Div.

The Hazelip School of Theology currently oversees both the M.Div. and M.T.S. degrees, which are accredited by the Association of Theological Schools (ATS). At present, The Hazelip School of Theology holds associate member status with ATS and is working toward full membership. ATS is the preeminent accrediting body for graduate theological education in the United States. Some doctoral and chaplaincy programs will only accept students who have graduate training from an ATS-accredited school.

For individuals with concerns such as available time or more specialized ministry goals, the College of Bible and Ministry offers the Master of Arts degree. The M.A. is offered in the following areas of specialization: Old Testament, New Testament, Theology, Ministry, Biblical Studies, and Christian Studies. The M.A. degree is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Lipscomb University's regional accrediting agency.

In 2005, Lipscomb University named the M.Div. and M.T.S. degree programs 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.

Hazelip School of Theology

- Master of Divinity
- Master of Theological Studies

Admission Policies and Procedure (M.Div., M.T.S.)

Admission Requirements

1. Application Form – there is *no* application fee for Hazelip School of Theology.
2. Self-evaluation Form – a 750-1000 word essay concerning the applicant's religious heritage, career goals, and how the degree program will contribute to the achievement of those goals.
3. Three reference forms:
 - a. College administrator or professor
 - b. Professional/employer
 - c. Church leader
4. Official transcript(s) from each undergraduate institution from which you earned credit (one must show degree conferral). Also submit transcripts from graduate institutions from which you have obtained any credit or degrees.

The application and other materials as noted above should be submitted to Hazelip School of Theology no later than three weeks prior to the beginning of term. Please send all application materials to :

Hazelip School of Theology
Lipscomb University
One University Park Drive
Nashville, TN 37204-3951

Following acceptance and prior to enrollment, you must submit the following items (both are available online, <http://hazelip.lipscomb.edu>):

1. A completed health form signed by a healthcare provider. Contact the Health Center at 615-966-6304 if you have questions regarding this step.
2. 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.

Undergraduate Degree and Performance

The standard for admission into a M.Div. or M.T.S. program is a baccalaureate degree from an institution accredited by an agency recognized by the Council for Higher Education Accreditation with a cumulative grade point average during the last 60 semester hours of undergraduate work of 2.75 on a 4.00 scale.

An applicant holding an unaccredited degree and/or a low undergraduate GPA (2.00-2.74), or one who is within one semester of completing a bachelor's degree, may be considered for conditional admission. Students with an undergraduate GPA below 2.00 cannot be admitted to the graduate program as either a graduate student or a conditionally-admitted student.

Student Classifications

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

1. Graduate Student: one who has satisfied all admissions requirements.
2. Conditionally Admitted: one who has been admitted from an unaccredited school or with a substandard GPA; or a transfer student with a graduate GPA between 2.50 and 2.74; or 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: a student with substandard undergraduate GPA may be admitted as a non-degree seeking student. In such a classification, the student may take up to nine semester hours of credit. If the student completes nine semester hours of graduate work with a grade of "B" or better, he/she may apply for full admission to the grad-

uate program and his/her classification can then be changed to "Graduate 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 re-admitted 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 completed elsewhere may be transferred from another accredited institution a maximum of 18 hours of transfer credit will be counted toward the Master of Theological Studies degree, and a maximum of 39 hours of transfer credit (where no degree has been earned) will be counted toward the Master of Divinity degree.

The director of graduate studies, working with the graduate admissions committee, 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 \$130 fee is charged for each examination taken (includes \$50 for evaluating and recording, and \$80 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 appropriate graduate studies office. No graduate credit is awarded.

Financial Information (M.Div., M.T.S.)

Tuition and Fees for 2008-09

The cost of providing graduate education in theology far exceeds the amount collected in tuition dollars. Thanks to the donations of many who believe in academic excellence and faithfulness to God, we are able to charge only \$630 per credit hour for the 2008-09 academic year. This means, for example, that a student taking six hours (two courses) in a semester would pay \$3,780, plus books averaging about \$200.

Basic charges per semester for graduate program*

Tuition per semester hour of graduate credit (includes campus safety fee)	\$630
Graduate Bible – audit course.....	275
Graduate Bible – second year Thesis work	370

Special Fees

Late registration/Late becoming official fee**	165
Withdrawal fee	170
TMS (Monthly Payment) enrollment fee (not available in summer)	80
Returned check fee	32
Graduation fee	175

* Effective June 1, 2008

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

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

Scholarships

Because the present administration believes so strongly in graduate theological education, we are able to offer most students scholarships. Scholarships are awarded based on a number of factors, including but not limited to prior grade point average.

Academic Policies (M.Div., M.T.S.)

Course Load

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

Academic Standing

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.

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.

Suspension

The probationary student is required to achieve a 2.75 cumulative GPA by the time the student has completed the next 9 hours of graduate work. A graduate course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed. 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 Bible Admissions Committee.

Students may appeal their academic suspension 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.

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) failed. A 2.75 GPA must be maintained to be eligible for financial assistance.

Appeals to suspension decisions should be made in writing to the Associate Provost for Graduate Studies.

Degree Completion Requirements (M.Div., M.T.S.)

Residency

No period of formal residency is required for the M.Div. or M.T.S. degrees. (See the section on "Transfer and Waiver of Courses," on page 29.)

Statute of Limitations

All requirements for the M.Div. degree must be completed within a twelve-year period from the time of initial matriculation. All requirements for the M.T.S. degree must be completed within a seven-year period from the time of initial matriculation.

Minimum Credits

The minimum number of semester credits necessary for the M.T.S. is 36; and for the M.Div. is 82; exclusive of hours accumulated to satisfy academic deficiencies, initial teacher licensure, additional certification in dispute resolution, or military chaplaincy requirements.

Minimum GPA

The minimum GPA for the M.Div. and the M.T.S. is 2.75.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.

Graduation

Students must register for GN 999X the semester 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. A graduate hooding ceremony is held in conjunction with the graduation exercises in May and December.

Comprehensive Examination

A written comprehensive examination is required of all candidates for the Master of Divinity and Master of Theological Studies degrees. At the beginning of the semester a student intends to graduate, the student must inform the program director of his/her intent to take the examination. The examination must be completed at least one month before the students' anticipated graduation date. The examination will be graded on a pass-fail basis.

Master of Divinity Course Requirements (82 hours required)

The Master of Divinity degree is the standard degree for those who want to engage in full-time ministry, especially congregational ministry or chaplaincy. This 82-hour program is comprehensive in scope, giving the student competency in biblical languages, Scripture, Christian history and theology, and ministry and culture. 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 Research Tools	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
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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 (from any area)	12
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VI. Comprehensive Examination

A written comprehensive examination is required of all candidates for the Master of Divinity and Master of Theological Studies degrees. At the beginning of the semester a student intends to graduate, the student must inform the program director of his/her intent to take the examination. The examination must be completed at least one month before the student's anticipated graduation date. The examination will be graded on a pass-fail basis.

Master of Theological Studies Course Requirements (49 hours required)

The Master of Theological Studies is a 49-hour degree program designed for student 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 for further graduate study, personal theological pursuit, and secular or church-related fields. Through the required courses in three core areas and a wide variety of elective concentrations, the Master of Theological Studies can be tailored to particular interests and goals. The three core areas are: Scripture, History and Theology, and Christianity and Culture.

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)

GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3

II. Scripture (at least 6 hours must be taken from the following)

GB 5033 Biblical Greek I	3
GB 5043 Biblical Hebrew I	3
GB 5103 Genesis	3
GB 5133 Deuteronomy	3
GB 5153 Samuel	3
GB 5203 Psalms	3
GB 5223 Isaiah	3
GB 5233 Jeremiah/Lamentations	3
GB 5253 Minor Prophets	3
GB 5303 Synoptic Gospels	3
GB 5313 Luke-Acts	3
GB 5323 Johannine Literature	3
GB 5333 Romans/Galatians	3
GB 5343 Corinthians	3
GB 5363 General Epistles	3
GB 5383 Revelation	3
GB5An3 Seminar in Bible:	3

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 Stone-Campbell Movement	3
GB 5473 Christian Ethics	3
GB 5Cn3 Seminar in Theology	3
GB 5Dn3 Seminar in Historical Theology	3

IV. Christianity and Culture (12 hours from the following)

GB 5643 Missional Strategies in Emerging Culture	3
GB 5633 Christian Leadership	3
GB 5543 Personhood, Ministry, and Discipleship	3
GB 5553 Spiritual Formation and Guidance	3
GB 5653 Counseling for Church Leaders	3
GB 5563 World Religions	3
GB 5573 Multi-Cultural Ministry	3
GB 5583 Gospel and Culture	3
GB 5Jn3 Seminar in Christianity and Culture	3

V. Elective Area of Concentration (12 hours)

Note: The student may choose the fourth concentration, with advisor approval, by taking additional courses from the courses already listed, or by creating an emphasis through a combination of those courses and the electives listed below.

GB 5603 Theology of Ministry	3
GB 5613 Introduction to Preaching	3
GB 5673 Youth and Family Ministry	3
GB 5683 Campus Ministry	3
GB 5Fn3 Seminar in Missions	3
GB 5Gn3 Seminar in Ministry	3
GB 5Hn3 Seminar in Counseling	3
GB 5En3 Seminar in Preaching	3
GB 5693 Women in Ministry	3
GB 5833 Preaching and the Rhetorical Arts	3
GB 5843 Theology and History of Preaching	3
GB 5073 Biblical Greek II	3
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
GB 5063 Biblical Hebrew II	3
GB 5773 OT Hebrew Readings I	3
GB 5783 OT Hebrew Readings II	3
GB 5793 OT Hebrew Readings III	3
GB 582V Guided Research	1-3

VI. Comprehensive Examination

A written comprehensive examination is required of all candidates for the Master of Divinity and Master of Theological Studies degrees. At the beginning of the semester a student intends to graduate, the student must inform the program director of his/her intent to take the examination. The examination must be completed at least one month before the students' anticipated graduation date. The examination will be graded on a pass-fail basis.

Courses Descriptions

• M.Div., M.T.S.

Foundations

Foundation courses are designed for students entering the graduate program who did not major in Bible or a related field as undergraduates. Credit earned in these courses will not count toward the minimum hour requirements for the M.T.S. degree, but do count for the M.Div.

GB 5001 Research Tools (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. The activity must be undertaken before or during enrollment for the first graduate course and completed before enrollment for the second semester of course work. 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-three examinations are general requirements.

Old Testament

Category 1: Torah/Narrative

- GB 5103** Genesis (3)
GB 5133 Deuteronomy (3)
GB 5153 Samuel (3)

Category 2: Poetry/Prophecy

- GB 5203** Psalms (3)
GB 5223 Isaiah (3)
GB 5233 Jeremiah, Lamentations (3)
GB 5253 Minor Prophets (3)

New Testament

Category 1: Gospels

- GB 5303** Synoptic Gospels (3)
GB 5313 Luke-Acts (3)
GB 5323 Johannine Literature (3)

Category 2: Letters

- GB 5333** Romans, Galatians (3)
GB 5343 Corinthians (3)
GB 5353 General Epistles (3)
GB 5383 Revelation (3)

GB 5An3 Seminar in Bible (3)

A study of a particular topic within a book or books of Scripture, or a particular textual study of a Biblical book not listed above. The digit “n” will vary with the subject matter. Three hours of credit may be earned for each different seminar offered. This course may count as one of the required Scripture courses.

History and Theology

History and Theology courses are concerned with information that relates to the biblical text, the history of its interpretation, and its implications for Christian living.

GB 5423 Historical Theology I (3)

A survey of Christian thought from 100 CE to 1600 CE. The thought of influential leaders (including Ignatius, Justin Martyr, Irenaeus, Tertullian, Clement, Origen, Cyprian, Augustine, Chrysostom, John of Damascus, Anselm, Bernard, Aquinas, Luther, Calvin, Zwingli, Anglicanism, and the Anabaptists), Ecumenical Councils and the division between East and West is studied in view of the theological development of Christian thought. Themes are studied in their historical development, including apologetics & 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 concerning such doctrines as eschatology, the law, the church, anthropology, and the role of the Holy Spirit.

GB 5Cn3 Seminar in Theology (3)

In-depth readings and study in a specific topic in theology, including the nature of God, Christology, the nature of man, the church, eschatology, et al. The digit “n” will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

GB 5Dn3 Seminar in Historical Theology (3)

An in-depth study of a particular area, period, or theme in historical theology. The digit “n” will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

Ministry and Culture

These courses are concerned with the development of ministry skills, analysis of world and culture contexts, contemporary issues and their implications for practical implementation of ministry skills.

GB 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 origin and practice of religion. The bulk of this course will focus on a survey of major religious systems – Tribal religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto, Judaism, Christianity, and Islam. It is intended to introduce the study to the history, myths, beliefs, rituals, and moral codes of the world's major faiths. This course will also examine a few new religious movements with particular emphasis given to the growing influence of Eastern religious thought on the Western World and the language of Spirituality in contemporary culture.

GB 5573 Multi-Cultural Ministry (3)

An examination of ministry issues in multi-cultural contexts, with attention given to the growing ethnic diversity of urban life and the theological foundations for Christian unity in the midst of cultural diversity.

GB 5583 Gospel and Culture (3)

This course analyzes the long held belief that while the cultural circumstances and methods may change, the gospel itself somehow is changeless. Culture and Gospel are always inextricably tied together. Working with both historical and contemporary examples, this course will examine the changing and changeless claims of the Christian faith.

GB 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 and 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.A. in New Testament) 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.A. in Old Testament) 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.T.S. The student 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.

College of Bible and Ministry

• Master of Arts

The Master of Arts degrees are all 37-hour programs designed to provide a basic grounding in the theological disciplines along with a concentration in a particular area of study. Geared toward students with a variety of ministerial and personal goals, M.A. students are often ministers, church leaders, educators, vocational missionaries, and those who are simply interested in spiritual growth. In each of the M.A. degree specializations, the student will normally take 18 hours in a specific discipline, 6 hours in a secondary area, and 6 hours of electives. (The M.A. in Christian Studies is an exception to this rule, as seen below.) Seven hours of foundational courses are also required, though they may be waived for those with equivalent courses in an undergraduate program. The following concentrations are offered:

Master of Arts in New Testament
Master of Arts in Old Testament
Master of Arts in Biblical Studies

Master of Arts in Theology
Master of Arts in Christian Studies
Master of Arts in Ministry

The M.A. degrees are offered by the College of Bible and Ministry and not by the Hazelip School of Theology. They are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Lipscomb University's regional accrediting agency. However, they are not accredited by the Association of Theological Schools, as are the M.Div. and the M.T.S. degrees in The Hazelip School of Theology.

Admission Policies and Procedures (M.A.)

Admission Requirements

To be considered for admission to graduate studies in the College of Bible and Ministry, the following must be submitted (all forms available online, <http://gradbible.lipscomb.edu/>):

1. Application Form – there is no application fee
2. Self-evaluation Form – a 750-1000 word essay concerning the applicant's religious heritage, career goals, and how the degree program will contribute to the achievement of those goals.
3. Three reference forms:
 - a. College administrator or professor
 - b. Professional/employer
 - c. Church leader
4. Official transcript(s) from each undergraduate institution from which you earned credit (one must show degree conferral). Also submit transcripts from graduate institutions from which you have obtained any credit or degrees.

The application and other materials as noted above should be submitted no later than three weeks prior to the beginning of term. Please send all application materials to :

Graduate Bible
Lipscomb University
One University Park Drive
Nashville, TN 37204-3951

Following acceptance and prior to enrollment, you must submit the following items (both are available online, <http://hazelip.lipscomb.edu>):

3. A completed health form signed by a healthcare provider. Contact the Health Center at 615-966-6304 if you have questions regarding this step.
4. 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.

Undergraduate Degree and Performance

The standard for admission into a master's degree program is an accredited bachelor's degree with a cumulative grade point average (GPA) during the last 60 semester hours of undergraduate work of 2.50 on a 4.00 scale.

An applicant holding an unaccredited degree and/or a low undergraduate GPA (2.00-2.49), or one who is within one semester of completing a bachelor's degree, may be considered for conditional admission. Students with an undergraduate GPA below 2.00 cannot be admitted to the graduate program as either a graduate student or a conditionally-admitted student.

Student Classifications

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

1. Graduate Student: one who has satisfied all admissions requirements.
2. Conditionally Admitted: one who has been admitted from an unaccredited school or with a substandard GPA; or a transfer student with a graduate GPA between 2.50 and 2.74; or 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: a student with substandard undergraduate GPA may be admitted as a non-degree seeking student. In such a classification, the student may take up to nine semester hours of credit. If the student completes nine semester hours of graduate work with a grade of "B" or better, he/she may apply for full admission to the graduate program and his/her classification can then be changed to "Graduate 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 re-admitted 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 completed elsewhere may be transferred from another accredited institution, a maximum of 12 hours of transfer credit will be counted toward a Master of Arts degree.

The director of graduate studies in Bible, working with the graduate admissions committee for Graduate Bible, 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 \$130 fee is charged for each examination taken (includes \$50 for evaluating and recording, and \$80 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 appropriate graduate studies office. No graduate credit is awarded.

Financial Information (M.A.)

Tuition and Fees for 2008-09

The cost of providing graduate education in Bible far exceeds the amount collected in tuition dollars. Thanks to the donations of many who believe in academic excellence and faithfulness to God, we are able to charge only \$599 per credit hour for the 2008-09 academic year. This means, for example, that a student taking six hours (two courses) in a semester would pay \$3,780, plus books averaging about \$200.

Basic charges per semester for graduate program*

Tuition per semester hour of graduate credit (includes campus safety fee)\$630
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Graduate Bible – audit course275
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Special Fees

Late registration/Late Becoming Official fee**165
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Withdrawal fee170
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TMS (Monthly Payment) enrollment fee (not available in summer)80
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Returned check fee32
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Graduation fee175
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* Effective June 1, 2008

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

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

Scholarships

Because the present administration believes so strongly in graduate theological education, we are able to offer most students scholarships. Scholarships are awarded based on a number of factors, including but not limited to prior grade point average.

Academic Policies (M.A.)

Course Load

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

Good Academic Standing

To remain in good academic standing, the student must maintain a cumulative 2.5 GPA and a 2.5 GPA on the most recent 12 semester hours of work.

Academic Probation

Should the student's cumulative graduate GPA fall below 2.5, 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 2.5 cumulative GPA by the time the student has completed the next 9 hours of graduate work. A graduate course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed. 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 Bible Admissions Committee.

Students may appeal their academic suspension 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.

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) failed. A 2.5 GPA must be maintained to be eligible for financial assistance.

Appeals to suspension decisions should be made in writing to the Associate Provost for Graduate Studies.

Degree Completion Requirements (M.A.)

Residency

No period of formal residency is required for the M.A. degrees. (See the section on “Transfer and Waiver of Courses,” on page 39.)

Statute of Limitations

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

Minimum Credits

The minimum number of semester credits necessary for the M.A. degree is 30; exclusive of hours accumulated to satisfy academic deficiencies, initial teacher licensure, additional certification in dispute resolution, or military chaplaincy requirements.

Minimum GPA

The minimum GPA for the M.A. degree is 2.5.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.

Graduation

Students must register for GN 999X the semester 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. A graduate hooding ceremony is held in conjunction with the graduation exercises in May and December.

Master of Arts in New Testament (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. New Testament (18 hours)	
GB 5033 Biblical Greek I (required)	3
GB 5073 Biblical Greek II(required)	3
GB 5523 New Testament Theology (required)	3
9 hours from the following:	
GB 5303 Synoptic Gospels	3
GB 5313 Luke-Acts	3
GB 5323 Johannine Literature	3
GB 5333 Romans/Galatians	3
GB 5343 Corinthians	3
GB 5363 General Epistles	3
GB 5383 Revelation	3
GB 5An3 Seminar in Bible:	3
III. Secondary Area:	6
(chosen from Old Testament, History and Theology, Ministry, or Greek Language)	
IV. Electives (from any area)	6

Master of Arts in Old Testament (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. Old Testament (18 hours)	
GB 5043 Biblical Hebrew I (required)	3
GB 5063 Biblical Hebrew II (required)	3
GB 5513 Old Testament Theology (required)	3
9 hours from the following:	
GB 5103 Genesis	3
GB 5133 Deuteronomy	3
GB 5153 Samuel	3
GB 5203 Psalms	3
GB 5223 Isaiah	3
GB 5233 Jeremiah/Lamentations	3
GB 5253 Minor Prophets	3
GB 5An3 Seminar in Bible:	3
III. Secondary Area (6 hours)	6
(chosen from New Testament, History and Theology, Christianity and Culture, Ministry, or Hebrew Language)	
IV. Electives (from any area)	6

Master of Arts in Biblical Studies (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. Scripture (18 hours)	
GB 5513 Old Testament Theology (required)	3
GB 5523 New Testament Theology (required)	3
Six hours from Old Testament Text Courses	6
Six hours from New Testament Text Courses	6
III. Secondary Area	6
(Chosen from Theology and History, Ministry, and Language Studies)	
IV. Electives (from any area)	6

Master of Arts in Theology (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. Theology (includes History, Ethics; 18 hours)	
GB 5513 Old Testament Theology (required)	3
GB 5523 New Testament Theology (required)	3
GB 5503 Systematic Theology (required)	3
GB 5423 Historical Theology I (required)	3
GB 5443 Historical Theology II (required)	3
Choose one course from the following:	
GB 5433 Theology of Stone-Campbell Movement	3
GB 5473 Christian Ethics	3
GB 5Cn3 Seminar in Theology	3
GB 5Dn3 Seminar in Historical Theology	3
III. Secondary Area	6
(Chosen from Scripture, Ministry, Christianity and Culture)	
IV. Electives (from any area)	6

Master of Arts in Christian Studies (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. Major Area (12 hours)	12
Choose from Scripture, Theology and History, Christianity and Culture, Ministry, and Language Studies	
III. Two Secondary Areas (6 hours each)	12
Choose from Scripture, Theology and History, Christianity and Culture, Ministry, and Language Studies	
IV. Electives (from any area)	6

Master of Arts in Ministry (37 hours required)

I. Foundations (These courses are required of all students. They may be waived if the student already has taken undergraduate equivalents.)	
GB 5001 Research Tools	1
GB 5083 Critical Interpretation of the OT	3
GB 5093 Critical Interpretation of the NT	3
II. Ministry (18 hours)	
GB 5603 Theology of Ministry (required)	3
GB 5543 Personhood, Ministry, and Discipleship (required)	3
GB 5553 Spiritual Formation and Guidance (required)	3
Nine hours from the following:	9
GB 5613 Introduction to Preaching	
GB 5643 Missional Strategies in Emerging Culture	
GB 5653 Counseling for Church Leaders	
GB 5633 Church Leadership	
GB 5673 Youth and Family Ministry	
GB 5683 Campus Ministry	
GB 5693 Women in Ministry	
III. Secondary Area	6
(Chosen from Scripture, History and Theology, Christianity and Culture, and Language Studies)	
IV. Electives from any area (from any area)	6

Projected Offerings for 2008-2011 (subject to change)

Courses

Offered each semester: Guided Research, Practicum, Thesis, NT Greek Readings, Hebrew OT Readings, Biblical Tools and Research

BIBLE

Summer 2008

- * Critical Interpretation OT
- Isaiah
- Seminar in Bible NT: Matthew
- * Seminar in Preaching: Paul
- * Systematic Theology
- ** Multi-Cultural Ministry
- ***Gospel and Culture

Fall 2008

- Greek 1
- Hebrew 1
- ** Critical Interpretation NT
- Genesis
- Luke-Acts
- * Romans/Galatians
- Historical Theology I
- * OT Theology
- Preaching/Rhetorical Arts
- Personhood/Ministry/Discipleship
- World Religions
- * Leadership in Small Churches

Spring 2009

- Greek 2
- Hebrew 2
- Critical Interpretation OT
- * Samuel
- Jeremiah/Lamentations
- Johannine Literature
- * Corinthians
- Historical Theology 2
- NT Theology
- * Stone-Campbell Theology
- ** Spiritual Formation
- * Seminar in Missions

Summer 2009

- * Critical Interp. NT
- Seminar in Bible: OT Exodus
- Synoptic Gospels
- * Introduction to Preaching
- Christian Ethics
- * Missional Strategies
- ** Seminar in Theology
- * Youth and Family

Fall 2009

- Greek 1
- Hebrew 1
- * Critical Interpretation OT
- * Deuteronomy
- Psalms
- Luke-Acts
- * General Epistles
- Systematic Theology
- Seminar/Christianity and Culture
- * Personhood/Ministry/Discipleship
- ** Theology of Ministry
- Counseling for Church Leaders
- History of Preaching

Spring 2010

- Greek 2
- Hebrew 2
- Critical Interpretation NT
- Isaiah
- * Minor Prophets
- * Synoptic Gospels
- ** Romans/Galatians
- ***Historical Theology 1
- * OT Theology
- Personhood/Ministry/Discipleship
- Women in Ministry
- Spiritual Formation
- ***Gospel and Culture
- * Preaching/Rhetorical Arts

Summer 2010

- Critical Interpretation OT
- * Genesis
- Revelation
- * NT Theology
- * Campus Ministry
- ** Leadership
- * Stone-Campbell Theology
- ***Historical Theology 2

Fall 2010

- Greek 1
- Hebrew 1
- ***Critical Interpretation NT
- ** Samuel
- Jeremiah/Lamentations
- ***Luke-Acts
- Corinthians
- ** Systematic Theology
- * Christian Ethics
- Personhood/Ministry/Discipleship
- * Women in Ministry
- World Religions
- Youth and Family

Spring 2011

- Greek 2
- Hebrew 2
- Critical Interpretation OT
- Deuteronomy
- Seminar in OT: Wisdom Lit.
- Johannine Literature
- General Epistles
- Theology of Ministry
- Introduction to Preaching
- Spiritual Formation
- Missional Strategies
- OT Theology
- Stone-Campbell Theology

Summer 2011

- Critical Interpretation NT
- Psalms
- Revelation
- Systematic Theology
- Gospel and Culture
- Counseling for Church Leaders
- Multi-Cultural Ministry
- Seminar in Historical Theology
- Biblical Tools and Research

Fall 2011

- Greek 1
- Hebrew 1
- Critical Interpretation OT
- Genesis
- Isaiah
- Synoptic Gospels
- Seminar in NT: Prison Epistles
- Historical Theology 1
- NT Theology
- Campus Ministry
- Leadership
- History of Preaching
- Personhood/Min/Discipleship

Spring 2012

- Greek 2
- Hebrew 2
- Critical Interpretation NT
- Samuel
- Minor Prophets
- Luke-Acts
- Romans/Galatians
- Historical Theology 2
- Christian Ethics
- Spiritual Formation
- Youth and Family
- World Religions
- Seminar/Christianity and Culture

* indicates one-week intensive course;

** indicates intensive course offered in three weekend blocks;

*** indicates web course.

One week intensive courses require a five day (Monday - Friday, 8:00-5:00) on-campus experience. Weekend courses meet three weekends during the semester (Friday evening through Saturday evening). These "short term" courses require coursework before and after the course meetings. Some courses, such as Greek and Hebrew, are not offered on a short-term intensive basis. Offered each semester: Guided Research, Practicum, NT Greek Readings, Hebrew OT Readings, Biblical Tools and Research

Descriptions

• Master of Arts

Foundations

Foundations courses are designed for students entering the graduate program who did not major in Bible or a related field as undergraduates. Credit earned in these courses will not count toward the minimum hour requirements for the M.A.

GB 5001 Research Tools (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. The activity must be undertaken before or during enrollment for the first graduate course and completed before enrollment for the second semester of course work. 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 is foundational 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; 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-three examinations are general requirements.

OLD TESTAMENT

Category 1: Torah/Narrative

GB 5103	Genesis (3)
GB 5133	Deuteronomy (3)
GB 5153	Samuel (3)

Category 2: Poetry/Prophecy

GB 5203	Psalms (3)
GB 5223	Isaiah (3)
GB 5233	Jeremiah, Lamentations (3)
GB 5253	Minor Prophets (3)

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.

NEW TESTAMENT

Category 1: Gospels

GB 5303	Synoptic Gospels (3)
GB 5313	Luke-Acts (3)
GB 5323	Johannine Literature (3)

Category 2: Letters

GB 5333	Romans, Galatians (3)
GB 5343	Corinthians (3)
GB 5353	General Epistles (3)
GB 5383	Revelation (3)

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, Postliberalism, Neo-liberalism, Postevangelicalism). 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 concerning such doctrines as eschatology, the law, the church, anthropology, and the role of the Holy Spirit.

GB 5Cn3 Seminar in Theology (3)

In-depth readings and study in a specific topic in theology, including the nature of God, Christology, the nature of man, the church, eschatology, et al. The digit “n” will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

GB 5Dn3 Seminar in Historical Theology (3)

An in-depth study of a particular area, period, or theme in historical theology. The digit “n” will vary with the choice of topics. Three hours of credit may be earned for each different topic offered.

Ministry and Culture

These courses are concerned with the development of ministry skills, analysis of world and culture contexts, contemporary issues and their implications for practical implementation of ministry skills.

GB 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 origin and practice of religion. The bulk of this course will focus on a survey of major religious systems – Tribal religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto, Judaism, Christianity, and Islam. It is intended to introduce the study to the history, myths, beliefs, rituals, and moral codes of the world's major faiths. This course will also examine a few new religious movements with particular emphasis given to the growing influence of Eastern religious thought on the Western World and the language of Spirituality in contemporary culture.

GB 5573 Multi-Cultural Ministry (3)

An examination of ministry issues in multi-cultural contexts, with attention given to the growing ethnic diversity of urban life and the theological foundations for Christian unity in the midst of cultural diversity.

GB 5583 Gospel and Culture (3)

This course analyzes the long held belief that while the cultural circumstances and methods may change, the gospel itself somehow is changeless. Culture and Gospel are always inextricably tied together. Working with both historical and contemporary examples, and 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.A. in New Testament) 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.A. in Old Testament) 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.A. in Ministry and M.A. in Christian Studies. The student 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 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.

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*.

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

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*.

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*.

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*.

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*.

Gary Holloway, B.A. (Freed-Hardeman University), M.A.R. (Harding Graduate School of Religion), M.L.I.S. (University of Texas), Ph.D. (Emory University), *Ijams Professor and Professor of Spirituality and Church History*.

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*.

C. Michael Williams, B.A. (University of Arizona), M.Div. (Abilene Christian University), Ph.D. (Emory University), *Assistant Professor of New Testament*.

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



Graduate Studies in Business



Graduate Programs Business

- **Master of Business Administration**
- **Master of Accountancy**

Dr. Mike Kendrick, *Interim Director of Graduate Business Programs*

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

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, 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. Lipscomb also uses the Polaris™ Peak Performance System to provide students with core competency development. 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 on pages 60-61. 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.

High school 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.

Admission Policies and Procedures

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 following scale:

Multiply the student's undergraduate GPA (on a 4.00 scale) by 200	
Combined GMAT score	+
Admission Score	=
For example: a student with a 3.00 GPA and a GMAT score of 500 would have an admission score of 1,100.	

Applicants with admission scores equal to or exceeding 1,050 will be considered for full admission. A minimum GMAT score of 400 is required for admission.

Applicants with admission scores between 950 and 1,049, 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.

Student Classifications

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

1. Graduate Student: one who has satisfied all admissions requirements.
2. Conditionally Admitted Student:
 - a. one who has been admitted from a non-accredited school or
 - b. one who has been admitted with an admission score between 950 and 1,049, or
 - c. a transfer student with a graduate GPA between 2.50 and 2.99 who is currently in good standing at the previous institution attended, or
 - d. undergraduate students who are within one semester of completing a bachelor's degree, or
 - e. one who has submitted an admission score below university requirements.
3. Non-Degree Student: one who has satisfied admission requirements (including G.M.A.T.) but does not intend to earn the graduate degree. Such students may take up to twelve semester hours for graduate credit which may be applied toward a master's degree. The student must make a grade of "B" or better in the courses taken for credit AND be formally admitted to a graduate program as a degree-seeking student.
4. Unclassified Student: one who does not meet the academic requirements for regular admission but wants to take courses in the graduate curriculum. No academic credit will be granted for these courses; however, continuing education units may be awarded.
5. 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.
6. Probationary Student: one who has been re-admitted to a graduate program following academic suspension from the program.

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

Transfer of Courses

A maximum of six graduate transfer hours will be counted toward the Master of Accountancy or the Master of Business Administration degrees. The graduate director 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.

Admission Procedures

In addition to meeting all Lipscomb University requirements for admission, an applicant to either the certificate, MAcc, or MBA program must submit the following:

1. Application form
2. Essay
3. References (2) from a college or university administrator or a professor or a professional/employer
4. Official transcript(s), showing degree conferral when appropriate, from all schools attended
5. GMAT score (must be acceptable and submitted prior to enrollment in graduate courses.)
6. A completed health form signed by a healthcare provider
7. Application fee
8. Resume for those with full-time work experience.

The student must also complete a personal interview with the appropriate program director

The application form and other requisite information as noted above should be submitted to the graduate studies office no later than 14 days prior to the beginning of the semester or term in which the student plans to enroll.

Applications received prior to March 1 are given priority for graduate business-based financial aid. Student applications which are incomplete or are missing any of the items described above may not be processed.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services. The graduate programs are made possible by the generosity of hundreds of people who believe in academic excellence and faithful devotion to a Bible-centered education. The tuition and fees for business students are as follows:

Basic charges per semester for graduate program in business*

MBA and MAcc Tuition per semester hour of graduate credit (includes cost of text books and all regular fees)	\$875
Tuition to audit an MBA or MAcc course per hour (does not include cost of textbooks and regular fees)	275
Tuition per PMBA hour (includes cost of textbooks, all regular fees, and international travel course)	\$1,140

Special Fees

Application Fee.....	\$50 (\$75 for international students)
Late registration/Late becoming official fee**	165
Withdrawal fee	160
TMS (Monthly Payment) enrollment fee (not available in summer)	80
Returned check fee.....	32
Graduation fee	175

Room and Board Charges per semester are available in the undergraduate catalog (page 12)

* Effective June 1, 2008

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

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 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.

Academic Policies

Course Load

A student enrolled for 9 hours each semester (fall or spring) is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student. No student employed full-time will be permitted to enroll for more than six hours during a term without special approval from the graduate director.

At no point will a student be permitted to enroll for more than 21 hours (either graduate or undergraduate) per semester. The maximum load for the summer term is 12 hours (either graduate or undergraduate).

Academic Standing

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 percent of those hours must be completed with grades of not less than “B.”

Probation

All students must maintain a cumulative GPA of 3.00, including incomplete grades. Students whose cumulative GPA falls below 3.00 will be placed on academic probation for the following term(s). A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of graduate work (see below for exception pertaining to students admitted conditionally). If the requisite GPA is attained, the academic probation status will be removed. Students on probation who earn a term GPA of 3.00 or higher but fail to raise their cumulative GPA to 3.00 or higher may be considered for a one-semester extension of their probation. Otherwise, if a cumulative GPA of 3.00 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 and Scholarship Committee.

A graduate course in which a student has earned an “F” may be repeated, and only the highest grade will count. 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) failed. A 3.00 GPA must be maintained to be eligible for financial assistance.

Students may not repeat graduate courses in which the student has earned a grade of “C” or higher.

Conditional Admission Probation

Students admitted conditionally (p. 53) who are placed on academic probation are required to achieve a 3.00 cumulative GPA by the time the student has completed the next six hours of graduate work.

Suspension

Students whose cumulative GPA remains below 3.00 after the probationary period will be automatically suspended. Suspended students may not enroll at Lipscomb the semester following their suspension.

Students may appeal their academic suspension in writing to the Associate Provost for Graduate Studies and appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Suspended students who miss the deadline for appealing will not be eligible to return that semester. Students whose appeals are approved will be required to sign a contract during the first week of classes.

Students who have been suspended only once may apply for readmission after being out of school for at least one semester. Students who are suspended a second time may not be readmitted until at least one calendar year has elapsed.

The above regulations are established to guarantee that a student is making satisfactory progress toward completing his/her program of study. Exceptions to these regulations can be made only upon written appeal to the Associate Provost for Graduate Studies. All probation and suspension policy guidelines are established by the Associate Provost for Graduate Studies and the Graduate Academic Leadership Team.

Degree Completion Requirements

Residency

No period of formal residency is required for graduate business degrees. (See the section on “Transfer of Courses,” on page 53.)

Statute of Limitations

All requirements for the degree must be completed within a seven-year period from the time of initial matriculation.

Candidacy

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 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 thirty hours required for the degree with no incomplete grades.
4. File an “Application for Candidacy” form with the Office of Graduate Studies in Business.
5. File a degree plan in the Office of Graduate Studies in Business which meets all requirements and is approved by the administrator of the graduate program. The degree plan must be filed at the same time that an “Application for Candidacy” is filed.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by

the administrator of the graduate program. The application for candidacy must be filed before the beginning of the student's last term in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Comprehensive Examination/Thesis

Lipscomb's graduate business programs do not require a written comprehensive examination or thesis.

Minimum Credits

The minimum number of semester credits necessary for the Master of Accountancy or the Master of Business Administration is 30, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade point average (GPA) for the MAcc and MBA degree 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 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.

ALL candidates for graduation must participate in the formal graduation exercises. December candidates will participate in the December exercises, and May candidates will participate in the May exercises. August candidates may petition to "walk early" in the May exercises. A graduate hooding ceremony is held in conjunction with graduation exercises in May and December. See the calendar on page 8 for specific dates.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.



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
- 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 work experience, 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.

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." In any given semester, the deadline for completing the on-line leveling courses is 24 hours prior to the campus deadline for entering final grades during exam week. Dedicated students should be able to complete all ten courses in 20-25 weeks.

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 5051 Computer Fundamentals (1)

A skills course to include the use of software tools such as word processing, spreadsheets, e-mail, and presentation packages.

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 10 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 10 leveling courses, or their equivalents, must be completed before enrolling in the PMBA.

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 LMBA.

• CONFLICT MANAGEMENT CONCENTRATION (9 HOURS)

A concentration in Conflict Management is available for the MBA program. Students interested in this concentration can pursue the Certificate program from the Institute for Conflict Management. That Certificate program requires five graduate courses, and the MBA concentration requirements would be satisfied completion of these courses: ICM 5013, 5023, 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

The student must take the following three courses:

- BU 6723 Investment Valuation and Portfolio Theory
- BU 6743 Investment Fund Management
- BU 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

The student must take the following courses:

- 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

The student must take the following courses:

- 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

The student must take the following courses:

- 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.

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 the courses in sustainable natural resources, sustainable society, and sustainable enterprise. 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 the 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 SMBA 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 SMBA 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

LMBA 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 aware-

ness 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 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. Prerequisites: BU 5001; BU 5021; BU 5071 or their equivalents.



Projected Course Plan - 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. 25 - Oct. 16, 2008

BU 6003 (new students)
BU 6513
MAcc 6003
MAcc 6553

Fall Term: Oct. 20 - Dec. 18, 2008

BU 6053
BU 6083 (graduating students)
BU 6303
BU 6403
BU 6523
BU 6753/MAcc 6753

January Term: Jan. 8 - March 5, 2009

CORE CLASSES
BU 6003 (to be offered for those students
entering the program in January)
BU 6033
BU 6043
MAcc 6303
MAcc 6553

Spring Term: March 9-May 7, 2009

BU 6083 (graduating students)
BU 6203
BU 6323
BU 6413
BU 6503
BU 6723
MAcc 6203
BU 663V (offered during Maymester)

Summer Term: June 1 - July 30, 2009

CORE CLASS
BU 6093
BU 6313
BU 6743
MAcc 6403
MAcc 6503

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 comprise twelve hours of course work.

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.

PMBA 6033 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 6063 Legal Environment of Business (3)

This course will examine the political organizations and legal systems affecting U.S. businesses that operate in the United States and in the global arena. Learners will be taught the process for determining the legality of proposed activities in various countries. Attention will be given to U.S. Customs Services, the General Agreement on Tariffs and Trade, the World Trade Organization, the U.N. Convention on Contracts for the International Sale of Goods, the Foreign Corrupt Practices Act, employment, antitrust, and intellectual property laws. Cross-cultural negotiation and dispute resolution skills will be covered.

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 2008 - PMBA

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

PMBA 6083

August 1-2 and 15-16

PMBA 6093

September 5-6
September 20-28 Trip

PMBA 6113

October 10-11 and 24-25

PMBA 6103

November 14-15
December 5-6

PMBA 6123

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

Course Plan for 2009 - PMBA

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

PMBA 6013

The Leadership Challenge
January 9-10 and 23-24

PMBA 6023

February 6-7 and 20-21

PMBA 6033

March 13-14 and 27-28

PMBA 6043

April 17-18 and May 1-2

PMBA 6063

June 12-13 and 26-27

PMBA 6083

August 7-8 and 21-22

PMBA 6093

September 11-12; Trip: September 19-27

PMBA 6113

October 6-10 and 23-24

PMBA 6103

November 6-7 and 20-21

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.

During the transition period for the MAcc degree, students can elect to complete the AIS requirement at either the undergraduate or graduate level. The course will count as one of the four general electives if taken at the graduate level.

Business course requirements:

Area	Undergraduate requirement	Lipscomb undergraduate course	Lipscomb graduate 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 6753 Financial Statement Analysis (3)

Focuses on corporate financial statements and provides an appreciation for the issues faced by corporate managers as they design a financial reporting strategy. Skills developed in the course include analysis of business performance through financial statements; analysis of earnings quality and other accounting matters; and forecasting earnings and cash flows. The course also offers perspectives on the role of financial reporting and financial statement analysis in the capital markets, and an appreciation of the importance to business managers of their own financial reporting and disclosure policies.

MAcc 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, foreign operations, partnerships, and governmental entities.

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 Electives (minimum 12 hours required)

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

- BU 6043 * Organizational Behavior
- BU 6503 * Financial Management and Strategy
- 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]
- 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 LMBA 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 on page 63 within the LMBA section of this catalog. The schedule for both programs is identical, and various courses are shared across programs.

Faculty

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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 Interim Director, 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*

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*

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*

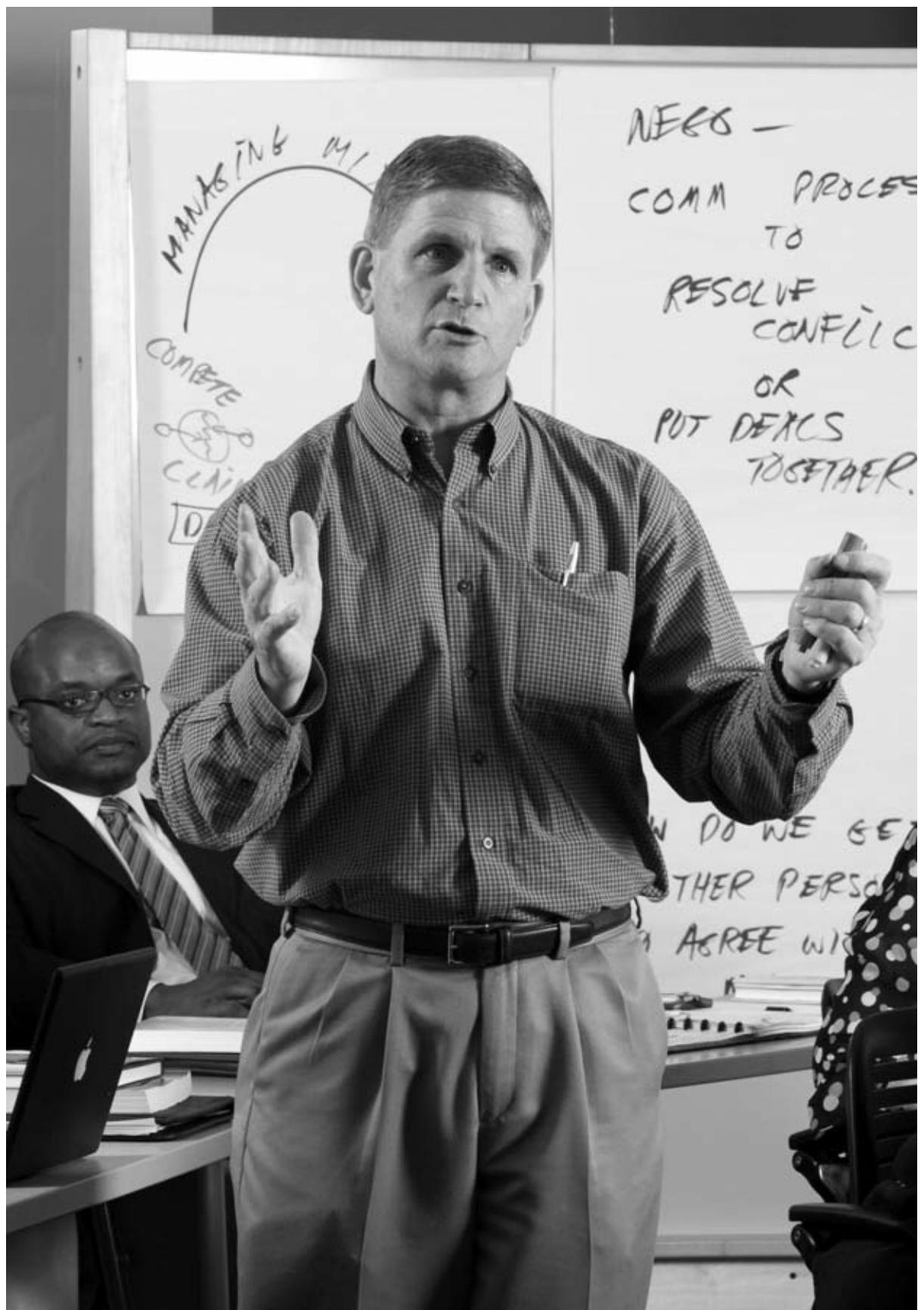
Leslie B. Wilkinson, Jr., B.S. (University of Tennessee), J.D. (University of Tennessee), LL.M. (University of Denver), *Adjunct Faculty in Business*

Steven K. Yoho, B.S. (Oklahoma Christian University), M.S. (West Virginia University), Ph.D. (Ohio University), *Adjunct Faculty in Business*





Graduate Studies in Conflict Management



NEED -
COMM PROCEES
TO
RESOLVE
CONFLICT
OR
PUT DEALS
TOGETHER.

HOW DO WE GET
OTHER PERSONS
TO AGREE WITH

MANAGING MY

CONCRETE
CLAIM
DRAFT



The Institute for Conflict Management

• Master of Arts*

• Certificate in Conflict Management

Dr. Larry Bridgesmith, *Executive Director*

Dr. Steve Joiner, *Associate 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.

In addition, ICM will inaugurate the National Institute for Healthcare Conflict Management through which recognized national resources can be brought to bear on the issues of unresolved conflict in this critical high profile 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 25 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, the 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 student with weeklong or weekend class schedules designed to minimize disruptions to the student's full time employment.

For anyone interested in joining the fulfilling professional ranks of those who are able to assist others in moving from conflict to the opportunity inherent in it, the ICM provides the multi-disciplinary setting in which to hone the skills of conflict management and dispute resolution.

We welcome you to the world of conflict competency.

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



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 www.lipscomb.edu and 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) or the Law School Admission Test (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 references 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://healthcenter.lipscomb.edu/> and click on Health Record Form).
7. **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.
8. **Goals statement.** A 750-1000 word expanded goals statement concerning the applicant's interest in and application of the Institute's curriculum to expected career progression.
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 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, 320 Ezell Center, One University Park Drive, Nashville TN 37204-3951.

Conditional Admission and Denied Admission

A student who does not meet the admission requirements to the program may be conditionally admitted to the program at the discretion of the ICM director. If a student is conditionally admitted, 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 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 plan as described by the ICM director.

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

Transfer Credits

Prior graduate academic work is evaluated on an individual basis for possible transfer credit and fulfillment of program requirements. Normally, no transfer credit will be accepted for the Certificate in Conflict Management. A maximum of six graduate transfer hours may be counted toward the Master of Arts in Conflict Management degree. The ICM director 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 the ICM program will generally be denied.

Student Classifications

Students are admitted to graduate courses in one of the following categories:

1. **Graduate Student:** one who has satisfied all admissions requirements.
2. **Conditionally Admitted Student:** one who has been admitted conditionally.
3. **Non-Degree Student:** one who has satisfied admission requirements (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 or master's degree. The student must make a grade of "B" or better in the courses taken for credit AND be 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 who 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 re-admitted 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.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services. The graduate programs are made possible by the generosity of hundreds of people who believe in academic excellence and faithful devotion to a Bible-centered education. The fees for ICM graduate students for the 2008-09 academic year are as follows:

Basic charges per semester*

Tuition per graduate course (includes all graduate student fees)**	\$3,375
Tuition to audit without credit (per course)	275

Special Fees

Application Fee (\$75 for international students).....	50
Late registration/Late becoming fee***	165
Withdrawal fee	170
TMS (Monthly Payment) enrollment fee (not available in summer)	80
Returned check fee.....	32
Certificate fee.....	165
Graduation fee	175

Room and Board Charges per semester are available in the undergraduate catalog (page 12)

* Effective June 1, 2008

**Tuition scholarships are available for students in good standing and currently enrolled in other Lipscomb University graduate programs.

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

ICM Scholarships

Once a year, the ICM 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. Other scholarship opportunities exist for qualified students upon application and approval by the ICM director.

Academic Policies

Course Load

A student enrolled for nine hours is considered a full-time student. A student enrolled for six hours is considered a half-time student. A student enrolled for less than six hours is considered a part-time student.

At no point will an ICM student be permitted to enroll for more than 21 hours (either graduate or undergraduate) per semester.

Academic Standing

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.

Probation

All students must maintain a cumulative GPA of 3.00, including incomplete grades. Students whose cumulative GPA falls below 3.00 will be placed on academic probation for the following term(s). A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies.

The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of graduate work (see below for exception pertaining to students admitted conditionally). If the requisite GPA is attained, the academic probation status will be removed. Students on probation who earn a term GPA of 3.00 or higher but fail to raise their cumulative GPA to 3.00 or higher may be considered for a one-semester extension of their probation. Otherwise, if a cumulative GPA of 3.00 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.

A graduate course in which a student has earned an "F" may be repeated, and only the highest grade will count. 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) failed. A 3.00 GPA must be maintained to be eligible for financial assistance.

Students may not repeat graduate courses in which the student has earned a grade of "C" or higher.

Conditional Admission Program

Students admitted conditionally (p. 64) who are placed on academic probation are required to achieve a 3.00 cumulative GPA by the time the student has completed the next six hours of graduate work.

Suspension

Students whose cumulative GPA remains below 3.00 after the probationary period will be automatically suspended. Suspended students may not enroll at Lipscomb the semester following their suspension.

Students may appeal their academic suspension in writing to the Associate Provost for Graduate Studies and appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Suspended students who miss the deadline for appealing will not be eligible to return that semester. Students whose appeals are approved will be required to sign a contract during the first week of classes.

Students who have been suspended only once may apply for readmission after being out of school for at least one semester. Students who are suspended a second time may not be readmitted until at least one calendar year has elapsed.

The above regulations are established to guarantee that a student is making satisfactory progress toward completing his/her program of study. Exceptions to these regulations can be made only upon written appeal to the Associate Provost for Graduate Studies. All probation and suspension policy guidelines are established by the Provost, the Associate Provost for Graduate Studies, and the Graduate Academic Leadership Team.

Degree Completion Requirements

Residency

No period of formal residency is required.

Candidacy

During the course of pursuing the certificate or master's degree in conflict management, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Maintain a 3.00 GPA on all courses taken toward the required hours for the certificate or the master's degree with no incomplete grades.
2. File an "Application for Candidacy" form with the ICM office which is approved.

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

Statute of Limitations

All requirements for the ICM certificate or master's degree must be completed within a five-year period from the time of initial matriculation. Exceptions may be made at the discretion of the ICM director.

Minimum Credits

The Certificate in Conflict Management requires 15 semester hours and the Master of Arts in Conflict

Management requires 36 semester hours, exclusive of hours accumulated to satisfy academic deficiencies.

Transfer Policy

Students may transfer up to six hours of graduate credit from another educational institution upon approval of the ICM director.

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 in candidacy for the certificate or master's in conflict management must register for GN 999X the semester 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 may be delayed in graduating. A graduate hooding ceremony is held in conjunction with graduation exercises in May and December.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.

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; non-thesis option required)

Complete the 15 hours for the Certificate in Conflict Management

ICM Electives (Select Five): ICM 6003 Arbitration

ICM 6013 Psychology of Conflict

ICM 6023 Cross Cultural Conflict

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 (3)

ICM 6073 Conflict Management Project

ICM 6083 Conflict Management Externship

Master of Arts in Conflict Management (36 hours; thesis option required)

Complete the 15 hours for the Certificate in Conflict Management

ICM Electives (Select Five): ICM 6003 Arbitration

ICM 6013 Psychology of Conflict

ICM 6023 Cross Cultural Conflict

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 (3)

ICM 6096 Conflict Management Thesis

Course Offerings

Fall 2008

- ICM 5003 – Survey of Conflict Management
- ICM 5013 – Negotiation and Settlement Processes
- ICM 5023 – Mediation
- ICM 5033 – Conflict Management in Business
- ICM 6103 – Apology, Forgiveness, Reconcil.
- ICM 6043 – Systems Design in Conflict Management
- ICM 6113 – Facilitating Dynamic Groups

Spring 2009

- ICM 5003 – Survey of Conflict Management
- ICM 5013 – Negotiation and Settlement Processes
- ICM 5023 – Mediation
- ICM 5053 – Conflict Management in Healthcare
- ICM 6023 – Cross Cultural Conflict
- ICM 6013 – Psychology of Conflict
- ICM 6063 – Advanced Mediation

Fall 2009

- ICM 5003 – Survey of Conflict Management
- ICM 5013 – Negotiation and Settlement Processes
- ICM 5023 – Mediation
- ICM 5033 – Conflict Management in Business
- ICM 5043 – Conflict in Educational Settings
- ICM 6033 – Communications in Conflict
- ICM 6003 – Arbitration

Spring 2010

- ICM 5003 – Survey of Conflict Management
- ICM 5013 – Negotiation and Settlement Processes
- ICM 5023 – Mediation
- ICM 5053 – Conflict Management in Healthcare
- ICM 5063 – Conflict Management in Religion
- ICM 6053 – Public Policy Conflict Management

On Demand:

- 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. 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

Cross Cultural Conflict (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. 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.

Core Faculty

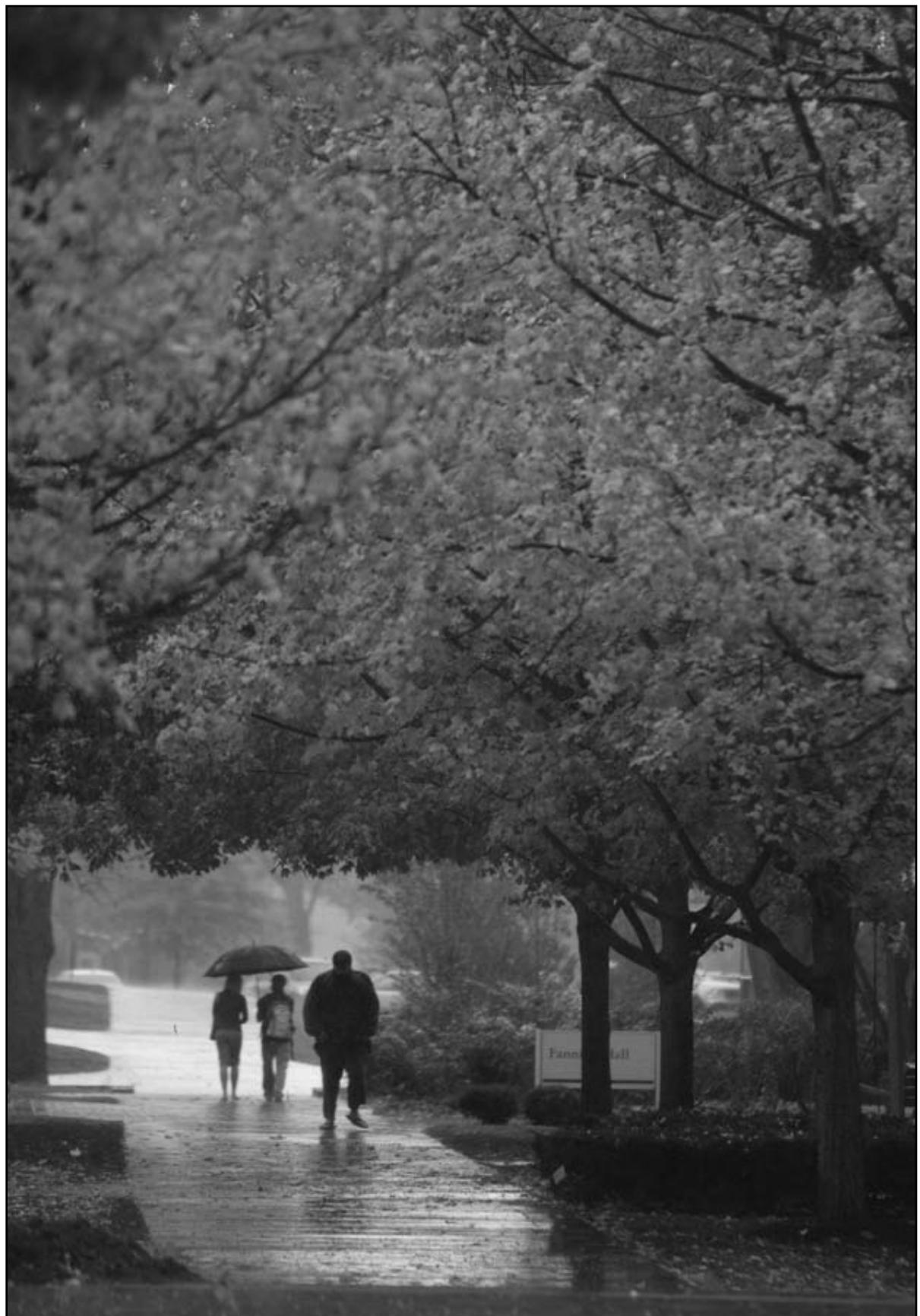
Larry W. Bridgesmith, B.A. (Oakland University), J.D. (Wayne State University School of Law), *Executive Director and Associate Professor of Conflict Management*.

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 of Conflict Management and Professor of Ministry*.

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

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

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





Graduate Studies in Education



Graduate Studies in Education

• Master of Education

Dr. Junior High, Director

• Master of Arts*

• Master of Arts in Teaching*

Dr. Andrew Summa, Academic Director

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 the graduate degree programs in Education that lead students to initial licensure/endorsement. The Master of Arts and the Master of Arts in Teaching English Language Learners degrees are offered through a partnership between Lipscomb University and Learning Collaborative, Inc.

Master of Arts

- Special Education (MASE)**
- Learning and Teaching (MALT)**
- Administrative Stewardship (MAAS)**

Master of Arts in Teaching

- English Language Learners (MATELL)***

ESL Endorsement Program*

The Master of Arts in Special Education (MASE), the Master of Arts in Learning and Teaching (MALT), the Master of Arts in Administrative Stewardship (MAAS), and the Master of Arts in Teaching English Language Learners (MATELL)* include traditional coursework, field experiences, subsidized and unsubsidized internships, project-based learning activities, case studies, on-site school consultations, cohort learning experiences, and career guidance.

The components of the program are:

The Cohort Learning Community is a group of like-minded persons who engage in a continuous dialogue and learning experience and remain together throughout the program. It functions as a contextual framework in which the construction of meaning is communally-based. 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. Faculty illuminate the interconnectedness of content across disciplines and the convergence of disparate contextual ideas. In essence, content from multiple courses is presented simultaneously in formal lectures, seminars, preceptorials, dialogue salons, praxis-based action research initiatives, electronically mediated learning events, internship and mentorship experiences and experientially based workshops.

MASE, MALT, and MATELL include an Enhanced Teaching Practicum for individuals working toward initial teaching licensure.

MAAS includes the Beginning Administrator Practicum.

Enrollment in the programs leads to **licensure/endorsement, licensure/endorsement in Special Education Modified K-12 (MASE), licensure/endorsement in English as a Second Language preK-12 (MATELL), or licensure/endorsement in one of the traditional licensure areas offered in the Lipscomb undergraduate program (MALT).**

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

These programs offer an exceptional opportunity as a newly approved design. The programs have been reviewed favorably by the Tennessee Department of Education's Office of Teacher Education and Accreditation. It has been

granted conditional approval, as is traditional for new university programs. The continuing process of review and accreditation is under the direction of the department. All participants in the program will receive Lipscomb University degrees and will be privileged to all the rights and responsibilities thereof.

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.

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

Master of Education

- Instructional Leadership
- School Administration and Supervision

The Master of Education (M.Ed.) degree program continues Lipscomb's tradition of excellence in teacher 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
- 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 Instructional Leadership or (2) a 33-semester hour program in School Administration and Supervision. 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 a Beginning Administrator endorsement. 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.

Admission Policies and Procedures

Undergraduate Degree and Performance

The standard for full admission into a master's degree program is an accredited bachelor's degree with a minimum cumulative grade point average (GPA) during the last 60 semester hours of college work of 3.00 on a 4.00 scale, and an acceptable combined verbal and quantitative score of 800 or higher on the Graduate Record Examination (GRE) or a score of 380 (30) or higher on the Miller Analogies Test (MAT).

An applicant holding an unaccredited degree or a substandard GPA, GRE/MAT score, or one who is within one semester of completing a bachelor's degree at Lipscomb, may be considered for conditional admission. Lipscomb students who are completing their bachelor's degrees in teacher education and have met all other admission requirements may take graduate courses during the semester immediately preceding graduation.

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 370 (25) and 383 (29), the student must complete a minimum of 9 hours of graduate work at Lipscomb with a grade of "B" or above before the 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 370 (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.

Student Classifications

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

1. Fully-Admitted Graduate Student: one who has satisfied all admissions requirements. (Average of 3.0 for last 60 hours, MAT/GRE acceptable scores.)
2. Conditionally Admitted: one who has been admitted from an unaccredited school or with a substandard GPA or GRE/MAT score; or a transfer student with a graduate GPA between 2.50 and 2.99; or 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: 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 which 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 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. Unclassified Student: one who does not meet the academic requirements for regular admission and wants to take courses in the graduate curriculum; no academic credit will be awarded; continuing education units may be awarded. A student who has an incomplete admission file at the time of registration and who has been admitted as an unclassified student has until the final "drop date" in the first semester in which the student attends classes to satisfy all admission requirements; at that time, if the requirements have been satisfied, the student's classification will be changed to either "Fully-Admitted Graduate Student," "Conditionally Admitted," or "Transient Student."
5. 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.
6. Probationary Student: one who has been re-admitted 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 "Fully-Admitted 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 six hours will be counted toward the master's degree. The director (M.Ed.) or appropriate faculty member (M.A. or M.A.T.) of the graduate education 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.

Admission Procedure

Admission to graduate studies at Lipscomb is conditioned upon satisfying certain general standards. In order to act upon a student's application, the following items must be submitted:

1. Application form
2. Personal statement
(This form concerns the applicant's career goals, how a graduate degree from Lipscomb is perceived in relation to those goals, and the student's degree of motivation for the program.)
3. References (2)
 - a. College or university administrator or professor
 - b. Current supervisor or employer
4. Official transcript(s) showing degree conferral
5. Combined score from the verbal and quantitative portions of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)
6. A completed health form signed by a healthcare provider
7. Students must schedule an initial conference with the graduate office to plan the program of study.

The application form and other requisite information as noted above should be submitted to the appropriate graduate studies office no later than seven days before the beginning of classes in which the student plans to enroll. Prompt

attention will be given to application forms and procedures as well as to inquiries concerning additional information. Applicants should indicate the intended degree program on both the application and on the envelope.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services. The graduate programs are made possible by the generosity of hundreds of people who believe in academic excellence and faithful devotion to a Bible-centered education. (Scholarship information is available on page 20.) The fees for graduate students for the 2008-09 academic year are as follows:

Basic charges per semester for graduate program*

Tuition per semester hour of graduate credit (includes Campus Safety Fee)	\$650
Audit fee per course of graduate work	275

Special Fees

Late registration/Late becoming official fee**	165
Withdrawal fee.....	160
TMS (Monthly Payment) enrollment fee (not available summer)	80
Returned check fee	32
Graduation fee	175
M.A., M.A.T. program fee (one time, non-refundable)	450
ESL Endorsement program fee (one time, non-refundable)	250

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

* Effective June 1, 2008

** 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 percent discount on tuition to the 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 teachers and/or administrators who enroll in a graduate education program. Contact the Graduate Education Studies 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.

Academic Policies

Course Load

A student enrolled for six 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. Fast Track Program meets on six Saturdays during a semester, allowing a student to take six hours of credit each semester. Twelve hours are possible during summer sessions. Classes that are scheduled at night meet for 150 minutes per week for the entire semester.

Academic Standing

Good Academic Standing

To remain in good academic standing, the graduate education student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.

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 complet-

ed 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.

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.

Appeals to suspension decisions should be made in writing to the Associate Provost for Graduate Studies.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in graduate education.

Statute of Limitations

All requirements for the M.Ed. degree must be completed within a seven-year period from the time of initial matriculation. All requirements for the M.A. and M.A.T. degrees must be completed within two years.

Candidacy

During the course of pursuing the M.Ed. 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 office.
5. File a degree plan in the graduate 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 interview by the Graduate Committee.

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.

Students enrolled in M.A. and M.A.T. degree programs are considered candidates from the time they are admitted to the program.

Comprehensive Examinations (M.Ed.)

A written comprehensive examination over the material covered is required of all candidates for the M.Ed. degree. In special cases an oral examination may also be necessary. A composite score of “75” or better is required.

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 33 hours.

The purpose of the examination is to assess the student’s ability to apply principles covered in the M.Ed. degree program and to analyze, synthesize, and evaluate information related to the content of the degree program. The application process is as follows:

1. The student must inform the administrative assistant of the intent to take the comprehensive examination by requesting and completing the appropriate form. When the form is signed by the administrator of the program, a date for the examination will be established and communicated to the student. The student will be notified of the time and place at least 10 working days before the examination is administered.
2. The examination will be prepared by an Examining Committee (appointed each semester by the director of the graduate program). The examination(s) must be passed with a minimum of 75 points out of 100 on the exam.

The Examining Committee will select five questions from a bank of questions submitted by the faculty members in whose classes the student was enrolled during his/her degree program. The student will select four of the five questions to answer during the three-hour examination period.

3. The grade(s) for the test questions must be submitted by the appropriate professor to the administrator of the graduate program within 10 working days after the examination. The grades will be filed in the graduate studies office.

- The director of graduate studies will immediately inform the student of the results after receiving the grades.
4. If the student fails to pass the examination upon taking it for the first time, the student may petition the Examining Committee for permission to take the examination again. The Examining Committee may require further study for credit by the student before permitting the student to re-take the examination.
 5. If the student fails to pass the examination the second time, the student may take the examination for the third time only after successfully completing a planned program of study for credit (grades of "B" or better in all planned program courses) as specified by the Examining Committee.
 6. If the student fails to pass the examination the third time, the student will be dismissed from graduate studies at Lipscomb.
 7. Examinations shall be administered three times during the school year: November, April, and July.

Exit Presentation

Each M.Ed. degree-seeking student is required to conduct a 30-minute multimedia presentation for graduate faculty, students, and invited guests. This presentation provides students the opportunity to demonstrate their development of leadership, research and technology skills. MALT, MASE, MAAS and MATELL candidates present a culminating project to a juried review committee as a capstone activity for the program.

Minimum Credits

The minimum number of semester credits necessary for a master's degree is 30 for (M.Ed.) Instructional Leadership, and 33 for (M.Ed.) Administration/Supervision, exclusive of hours accumulated to satisfy academic deficiencies or to seek initial teacher licensure.

Thirty-six hours are required for the MALT and MATELL degrees, and 42 hours for the MASE and MAAS degrees, all in stipulated courses delivered through an integrated course content model, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

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

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the university Graduate Academic Leadership Team.

Graduation

Students must register for GN 999X the semester 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. A graduate hooding ceremony is held as part of the May and December graduation festivities.



Master of Education

The following courses will be offered to students wishing to earn the M.Ed., the M.Ed. with initial teacher licensure, or the Beginning Administrator endorsement.

Required for all majors (21 hours)

EG 5103	Research Foundations	3 hrs
EG 5113	*History & Philosophy of American Education	3 hrs
EG 5123	The Master Teacher	3 hrs
EG 5203	*How We Learn	3 hrs
EG 5223	Communication for the Educator	3 hrs
EG 5233	Effective Leadership	3 hrs
EG 5243	*Teaching & Learning with Computers I	3 hrs

MAJOR—Instructional Leadership (15 Hours)

EG 5213	*Theory & Design of Instruction	3 hrs
EG 5363	**Academic Project	3 hrs
Elective		3 hrs

MAJOR—School Administration and Supervision (21 Hours)

EG 5253	Administering the School	3 hrs
EG 5333	Contemporary Issues in School Law	3 hrs
EG 5343	Curriculum Development & Analysis	3 hrs
Elective		3 hrs

- Students seeking the Beginning Administrator License must also successfully pass the PRAXIS “School Leaders Licensure Assessment.”
- Students in School Administration and Supervision must complete a mentoring experience.

ELECTIVES (6 Hours Required for Instructional Leadership; 3 hours Required for School Administration and Supervision)

EG 5253	Administering the School	3 hrs
EG 5303	*Foundations of Special Education	3 hrs
EG 5313	*Managing The Learning Environment	3 hrs
EG 5333	Contemporary Issues In School Law	3 hrs
EG 5343	Curriculum Development & Analysis	3 hrs
EG 541C	*Enhanced Student Teaching	12 hrs
EG 5503	Independent Study	3 hrs
EG 5523	*Teaching & Learning with Computers II	3 hrs
EG 5533	Administrative Mentoring Seminar	3 hrs
EG 513V	Alternative Licensure Mentoring	1-3 hrs
EG 570V	Special Topics	1-3 hrs

(Special topics include “Balanced Literacy,” Steven Covey’s Seven Habits of Highly Effective People, and many more.)

* Meets licensure requirements for graduate students seeking initial teacher licensure.

** Required of all graduate students pursuing the M.Ed. degree in Instructional Leadership and who are not seeking initial teacher licensure in conjunction with the M.Ed. degree

Course Descriptions

EG 5103 Foundations of Research (3)

The student will become acquainted with current research in his/her discipline and will focus upon the application of the research in the classroom. The student will exhibit an understanding of elementary statistical analysis techniques and principles of effective research design and methodology by designing a research proposal, including a review of the literature. The proposal will focus upon a significant problem in education.

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 5203	How We Learn (3) The student will participate in an advanced study of learning theories, human growth and development, and motivation. The cognitive, emotional, and physical characteristics of children in grades K-4, 5-8, and 9-12 will be contrasted. Case studies and clinical observations will be used to develop the skills and knowledge necessary to identify different learning styles among students and to develop appropriate instructional strategies.
EG 5213	Theory and Design of Instruction (3) The student will research and understand various teaching models and will refine his/her personal philosophy of instruction through classroom observations. The student will exhibit skills and knowledge necessary to research, design, and implement instruction within a team approach.
EG 5223	Communication for Educators (3) The student will gain an understanding of the models of communication as they apply to leadership in the school environment and will develop the knowledge and skills necessary to reduce barriers and to build strong supportive relationships through effective communication. The student will also identify strengths and weaknesses of his/her own communication process in the school and community environment.
EG 5233	Effective Leadership (3) The student will understand the major problems faced by leaders in today's schools and communities. Principles and techniques of effective leadership will be researched, and a personal philosophy of leadership will be developed and stated by the student. The role of the teacher as leader within the school and community will be examined, especially within current education reform movements.
EG 5243	Teaching and Learning with Computers I (3) The student will develop the skills and knowledge necessary to use prepared computer software or authoring software to improve instruction, learning, and management of information, and to take the lead in introducing these instructional tools to students, teachers, and administrators. Skills needed to evaluate the appropriateness and usefulness of software are taught in conjunction with current research findings. There are no prerequisites, and no computer programming will be taught. Macintosh and IBM computers are used.
EG 5253	Administering the School (3) The student will gain an understanding of schools as organized systems and how the schools are administered and supervised through an examination of appropriate theory, research, and practice. Emphasis will be on contemporary approaches to school operation and supervision, and how to solve problems of communication, curriculum, budget and finance, facility utilization, personnel allocation, community resources, and student needs.
EG 5303	Foundations of Special Education (3) The student will learn to assess the needs of at-risk and special needs students in order to form instructional strategies, especially among a team of teachers, and/or to refer the students to the appropriate resource persons. Includes theories of assessment and the development of skills and knowledge needed to analyze and implement teaching strategies for use with gifted students. Contemporary legal issues concerning students with special needs will be reviewed.
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	Contemporary Issues in School Law (3) The student will study the laws and court decisions that impact the teacher as a professional regarding such issues as classroom discipline, teacher negligence, and students' rights. Students will become especially familiar with contemporary issues in school law.
EG 5343	Curriculum Development and Analysis (3) The student will develop an understanding of the principles of curriculum change and development. Techniques to analyze and select curricula that are appropriate to stated goals and objectives will be reviewed. Understanding of leadership techniques that can help a committee chairperson facilitate the

development and/or analysis of curricula by a committee at the local school level will be reviewed. The student will be required to evaluate and to identify strengths and weaknesses of traditional curriculum development models. The student will form a personal philosophy of curriculum development.

EG 5363

Academic Project (3)
The student will research a problem related to instruction, propose a solution, and test its effectiveness by applying the solution in a classroom setting. A written report of the results will be submitted at the conclusion of the project. Prerequisites: the successful completion of ED 5103 and two of the following: EG 5203, EG 5213, EG 5223, EG 5233, or EG 5243.

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

Teaching & Learning with Computers II (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. Students will also develop skills in the use of video and audio-capturing software. 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 Administrators 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 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 570V

Special Topics (1-3 hours)
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.

Master of Arts in Administrative Stewardship (42 hours required)

The Master of Arts in Administrative Stewardship (MAAS) degree program is dedicated to creating authentically grounded venues for dialogue on stewardship, facilitating leadership as pedagogy, and creating learning communities that facilitate capacity-building, problem-solving, and the articulation of a moral voice. Program participants become skilled in establishing “sacred” educational communities that foster attitudinal transformation and overt behavioral change in all stakeholders. The Master of Arts in Administrative Stewardship degree program provides endorsement as a beginning administrator, preK-12.

The curriculum addresses the professional goals of those candidates who seek to lead school improvement efforts from positions within the classroom (i.e., lead teacher), for those who seek administrative endorsement (BAL), and for those who seek to restructure schools from non-traditional positions and vantage points, including charter and magnet schools, community-based agencies, and private school practitioners.

The program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, and 7) a Beginning Administrator Practicum component.

Course of Study

The following courses (42 hours) are required for the MAAS degree.

AS 5013 Stewardship as Pedagogy	3 hrs.
AS 5022 Redefining the Learning Community as Covenantal Construct	2 hrs.
AS 5032 Performance Theory and Capacity Building in the Schoolhouse	2 hrs.
AS 5042 Quality Assurance, Accountability, and Reflective Practice	2 hrs.
AS 5053 Studies in Curriculum Development: Elementary, Middle, and Secondary Education	3 hrs.
AS 5063 Teacher Supervision, Evaluation and Professional Development	3 hrs.
AS 5072 Linking Student Learning and Teacher Practice to Clinical Assessment	2 hrs.
AS 5082 Mediating Change on the Micro-Macro Levels	2 hrs.
AS 5092 Budgeting and Means – Testing Program Efficacy	2 hrs.
AS 5102 Building Colleagueship through Professional Practice Networks	2 hrs.
AS 5112 The Law in Education	2 hrs.
AS 5122 Tests and Measurements: Mining Student Performance Data	2 hrs.
AS 513C Practicum for Beginning Administrators	12 hrs.
AS 5143 Culminating Project: Applying and Integrating Theory and Practice	3 hrs.

Course Descriptions

AS 5013 Stewardship as Pedagogy (3 hours)

Stewardship as “care taking” is grounded in supervision. Leadership as stewardship facilitates the transfer of organizational knowledge through cultural learning experiences, mindscapes, and ritualistic practices; here supervision is seen as possibility. Participants identify their moral voice, develop strategies that facilitate collective problem solving and access approaches to community-building that create and sustain a “culture of caring.”

AS 5022 Redefining the Learning Community as Covenantal Construct (2)

Participants construct an intellectual understanding of educational communities with moral purpose and shared goals. Strategies that develop schools as learning communities, empowered by leadership that is spiritually-based, ministerial in nature, and requiring selfless service, are examined. Skills and competencies to establish schools as communities of place, of mind, and of relationships based in covenantal agreement, are developed.

AS 5032 Performance Theory and Capacity Building in the Schoolhouse (2)

Participants identify and apply specific policies and practices that recognize teachers' worth, develop leadership skills, enhance pedagogy, and facilitate change decisions that impact building and district programs and operations. Performance theory networks are analyzed for their impact on creating school environments that honor centrality of the classroom, respect professional collegiality, and foster professional practice networks.

AS 5042 Quality Assurance, Accountability, and Reflective Practice (2)

Creating effective school communities that serve diverse students is paramount for educators. Participants apply research-based change strategies including curriculum management, audits, strategic benchmarking, appreciative inquiry, strategic planning and tactical implementation processes, professional practice networking, and concerns-based adoption models in real-world contexts. Comprehensive improvement strategies, to enhance academic achievement, increase productivity, and facilitate accountability, are studied.

AS 5053 Studies in Curriculum Development: Elementary, Middle, and Secondary Education (3)

Social, psychological, instructional, contextual, and content aspects of curriculum design, development, and implementation at the K-12 instructional level are studied. Participants examine significant events, research, and praxis that impact curricula design, program implementation, student assessment, and evaluation. Participants enhance their knowledge and understanding of technology related to curriculum development, management, and evaluation.

AS 5063 Teacher Supervision, Evaluation and Professional Development (3)

“Effective teaching” is mediated by the professional communities where practitioners apply their craft. Teacher practice is related to norms, expectations, and values of the professional community; and, effective communities embrace collegial work settings, team teaching models, peer review, self-evaluation, and peer observation protocols. Professional development must be knowledge producing, facilitative, collegial, and professionally empowering.

AS 5072	Linking Student Learning and Teacher Practice to Clinical Assessment (2) A framework for learning-centered assessment provides participants with instruments, techniques, and epistemological disposition(s) effectively linking clinical assessment to teacher practice. Participants learn how to design learning tasks that are anchored in authentic, real-world applications, how to design and implement school-wide and district-wide assessment plans, and how to evaluate the efficacy of an educative assessment initiative.
AS 5082	Mediating Change on the Micro-Macro Levels (2) Transcendence and transformation, foundational forms of change are omnipresent in all educational entities. This course enables participants to identify and apply the elements of personal transformation in such a way as to effect ideological, organizational and cultural change. They explore the nature of connective language as a facilitating force that promotes conflict transformation.
AS 5092	Budgeting and Means – Testing Program Efficacy (2) Participants study financial management and budget development processes, including zero-based budgeting procedures, revenue enhancement, and cost containment practices. Effective budget building theories and approaches are analyzed and evaluated relative to their impact on the prioritization of allocations within both growth and cost-cutting environments. Participants develop and apply selected means testing processes.
AS 5102	Building Colleagueship through Professional Practice Networks (2) Participants explore strategies to rethink and reinvent schools for the purposes of developing and sustaining the best educational practices, to contribute to the pre-service education of teachers, and to provide for continuing development. Participants identify organizational structures that respect and nurture the wisdom of practice as well as the contributions of research.
AS 5112	The Law in Education (2) Participants examine the legal foundations of public education in Tennessee and the United States; explore the jurisdiction of the U.S. Department of Education, the Tennessee Department of Education and its local school boards. First Amendment and Supreme Court decisions on discrimination statutes, church and state relationships, and the legal responsibilities of school personnel are studied.
AS 5122	Tests and Measurements: Mining Student Performance Data (2) Program participants are trained in the processes to transform data into meaningful information that impacts instruction. Selected psychometric measures and evaluation procedures are examined, analyzed, and evaluated using case study applications. Curricula congruence and alignment are measured using empirically designed instruments to demonstrate the theoretical, correlation, or causal relationships that exist between teaching and testing.
AS 513C	Practicum for Beginning Administrators (12) Participants serve in long-term field placements with building or district administrators to facilitate exposure to and understanding of requisite leadership skills in various strategic realms, including assessment theory, guidance policy and practices, students transportation, building management, and leadership as stewardship.
AS 5143	Culminating Project: Applying and Integrating Theory and Practice (3) Candidates demonstrate in-depth understanding of leadership theory, and apply protocols, that enable administrative stewardship. Each candidate develops a comprehensive project in the application of leadership practice. The project demonstrates understanding of current literature on leadership pedagogy, the nature of reflective behavior, and the value of capacity building through stewardship.

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

The Master of Arts in Learning and Teaching (MALT) degree program is designed to transform teacher preparation from a teaching-centered paradigm to a learning-centered paradigm. The coursework, curriculum, and instructional delivery system present teaching and learning structures that create learner-centered environments, espouse a constructivist approach to learning theory that shapes knowledge and knowing as individually mediated experiences, and teaches *how* to learn as much as they teach *what* to learn. The MALT program mission incorporates the standards articulated in the NCATE, INTASC, NBPTS and Tennessee state initiatives.

The program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, 7) an Enhanced Teaching Practicum, and 8) eligibility for Licensure/Endorsement in Elementary Education (K-6) and Secondary Grades (7-12).

Course of Study

The following courses (36 hours) are required for the MALT degree.		
LT 5012	Teaching and Learning: Integrating Theory, Research and Practice	2 hrs.
LT 5022	Exploring the Learner Development Continuum	2 hrs.
LT 5032	Integrating Learning Domains through Transformative Practice	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 Learning, Thinking, and Teaching	2 hrs.
LT 5072	Physiological and Psychological Foundations: Learning and Teaching	2 hrs.
LT 5082	Experientially Modulated Authentic Learning and Teaching	2 hrs.
LT 5092	Foundations of Knowing: The Acquisition of Knowledge, Understanding, and Creating Meaning	2 hrs.
LT 5102	Dialogic and Interactive Teaching and Learning	2 hrs.
LT 5112	Reflective Teaching and Learning	2 hrs.
LT 512C	Enhanced Teaching: Classroom Performance as Transformative Event	12 hrs.
LT 5132	Culminating Project: Applying and Integrating Theory and Practice	2 hrs.

Teachers who have already earned licensure or those who are currently teaching full-time on an alternate teaching license will not be required to take LT 512C. A mentorship course for six hours and a case study and field research course for six hours will substitute for the 12-hour enhanced teaching component. These courses appear below.

LT 5126	The ADEPTT (Teacher Training) Course	6 hrs.
LT 5146	Case Study and Field Research	6 hrs.

Course Descriptions

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

Classroom practitioners learn to integrate into practice, new information, knowledge, and complex ideas about learning. The course focuses on how learning systems establish and foster learning communities; how classroom practitioners integrate research, theory, and practice in authentic classroom environments; and, how reflective practices and supportive structures become embedded in the educational ecology.

LT 5022 Exploring the Learner Development Continuum (2)

This course presents learning as process, applying Grow's four-stage learning model in authentic classroom situations. Learners are viewed as dependent (Stage 1: requiring explicit coaching); seen as setting goals (Stage 2: moderately self-directed); having intermediate levels of self-direction (Stage 3: participants in their education); and, setting self goals (Stage 4: autonomous, self-directed). Four challenges in developing learner-centered teaching are addressed: I: Understanding the Development Process in Context, II: Responding to Students at Different Levels, III: Designing a Sequence of Learning Experiences, IV: Designing a Learning-centered Curriculum

LT 5032 Integrating Learning Domains through Transformative Practice (2)

A trans-disciplinary view of learning, including integration, development, and performance, shifts the learning paradigm from heuristic to integrated, accenting four growth domains: reasoning, development, performance, and self-reflection...each facilitating primary educational aims: 1) development of thinking skills (declarative knowledge); 2) development of holistic meaning; 3) development of self-reflective strategies; and 4) development of exemplary performance practice skills.

LT 5042 Protocols for Establishing Effective Learning Communities (2)

Authentic learning (moral, ethical and effective) 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.

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

Achievement targets, learning outcomes, performance standards, assessment protocols and product anthologies frame the pedagogy for understanding. Assessment, both formative and summative, reveals learning outcomes, programs quality, and institutional efficiency. Educative assessment (fostering academic introspection) is viewed as the fulcrum to reduce the gap between teaching intent and teaching effect.

LT 5062 Cultural and Social Impact of Learning, Thinking and Teaching (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 cultural. 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) Psychological and physiological factors originate learning experiences. As sources of “connecting to reality” they demand the resolution of dissonance. The course explores environmental settings and their impact on 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. The learning code, reading code and thinking code are analyzed.
LT 5082	Experientially Modulated Authentic Learning and Teaching (2) The course investigates learning content as it is culturally sourced, project based, self actualized, acquired through direct experience, interactive, self reflective and self correcting. It accents teaching performance as community grounded, assessment driven, teacher facilitated learner-centric, and content-context based. Lesson design and execution are project based, culturally connected, cooperative and learner-centered.
LT 5092	Foundations of Knowing: Acquiring Knowledge, and Creating Meaning (2) Participants develop strategies for promoting learning and establishing effective practice in authentic classroom venues. Participants study human potential through specific instruments including: Measures of Intellectual Development (MID), Critical Thinking Appraisal (CTA), and Test of Cognitive Development (TCD), among others. A Classroom Environment Scale (CES) is used to measure a) involvement, affiliation, and teacher support; b) task orientation, task completion; c) order and organization, rule clarity, teacher control); and d) system innovation.
LT 5102	Dialogic and Interactive Teaching and Learning (2) Dialogic interactions improve understanding, diminish dispute, apply ideas in new environments, and improve knowing in ways that promote the creation of meaning. Dependent on listening, suspending disbelief and concretized assumptions, and allowing time for thinking processes to mature enables deep inquiry, promotes understanding, and integrates thoughts. Dialogue invites interaction, establishes content in context, promotes knowing and meaning, and enables functional learning.
LT 5112	Reflective Teaching and Learning (2) Reflective teaching is examined through practitioner habits of mind, manifest as practice, habits of inquiry, and habits of assessment. The model 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. Participants explore, apply, and evaluate the Circle of Praxis as a fulcrum for teaching and learning.
LT 512C	Enhanced Teaching: Classroom Performance as Transformative Event (12) Enhanced student teaching, a professional semester, includes full day teaching and observation as induction for teaching 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 application and analysis of teaching performance.
LT 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 phases of teaching as each may influence learning. 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 project in an application of educative practice.
MALT — ADEPTT Requirement	
LT 5126	The ADEPTT Teacher Training Course (6) The ADEPTT (Accelerated Development and Exemplary Professional Teacher Training) course addresses the needs of uncertified teachers who are working under the provisions of alternative licensure or permit status. It offers comprehensive training in the protocols, frameworks, and practices that will enable classroom practitioners to successfully engage in teaching while they simultaneously develop the knowledge, skills, dispositions and competencies necessary to achieve permanent licensure. The course helps teachers 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. In addition, new teachers are mentored by experienced practitioners who help them attain exceptional skills, insights and professional dispositions. This course consists of 12 four-hour graduate study sessions that orient program participants to job-specific tasks, including lesson design, instructional delivery and evaluation, skills and content-specific assessment design, behavior management strategies and the review of myriad practices mandated by NCLB and IDEA.
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. This offering integrates the reflective seminar orientation

tion of LT 5112 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 and culminates in a classroom, departmental or school-wide, case study. Seminars focus on qualitative and quantitative methodologies as they relate to the case study approach. Program participants, working in collaboration with a university professor and a site-based (i.e., school) 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 construct a Plan of Action to remedy the identified problem.

Master of Arts in Special Education (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 views teaching as complex, contingent, reciprocal, and continually shaped and re-shaped by students' responses to their learning experiences. It focuses on the need to understand and organize content and knowledge, as well as assist in creating cognitive maps for learners. Instruction in modes of cognition, motivation and learning theory, educative feedback, and diagnostic instrument application, scoring, and reporting provide the contextual grounding for program participants.

The MASE program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, and 7) an Enhanced Teaching Practicum.

Course of Study

The following courses (42 hours) are required for the MASE 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 have already earned licensure or those who are currently teaching full-time on an alternative teaching license will not be required to take SE 510V. A mentorship course for six hours and a case study and field research course for six hours will substitute for the 12 hour enhanced teaching component. These courses appear below.		
SE 5126	The ADEPTT (Teacher Training) Course	6 hrs.
SE 5136	Case Study and Field Research	6 hrs.

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 (I.D.E.A.), Americans with Disabilities Act (ADA), 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 disabil-

ties 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 educator's 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 student 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

Theoretical perspectives and practical procedures for educating classified students in the general education classrooms is 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. Participants learn to work collaboratively with families, service providers, and community organizations in compliance with by 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)

Participants 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-IFSP, and Individualized Accommodation Plans-IAPs are explored.

SE 5083

Instructional Methodology for Diverse Learners (3)

Participants 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)

Participants review those learning systems manifest in teaching children with autism. Participants explore related disorders grouped as "Pervasive Developmental Disorders", including atypical autism, Rett's Disorder, and Childhood Disintegrative Disorder. Causes of autism spectrum disorders 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 5126

The ADEPTT (Teacher Training) Course

The ADEPTT (Accelerated Development and Exemplary Professional Teacher Training) course addresses the needs of uncertified teachers who are working under the provisions of alternative licensure or permit status. It offers comprehensive training in the protocols, frameworks, and practices (i.e., knowledge, skills, and dispositions) that will enable classroom practitioners to successfully engage in teaching while they, simultaneously, develop the knowledge, skills, dispositions and competencies necessary to achieve permanent licensure. The course helps teachers avoid isolation by promoting the development of professional communities. It

also introduces beginning teachers to the fellowship of educators by building skills crafted in an atmosphere of cooperation. In addition, new teachers are mentored by experienced practitioners who help them attain exceptional skills, insights and professional dispositions. This course consists of regular four-hour graduate study sessions that orient program participants to job-specific tasks, including lesson design, instructional delivery and evaluation, skills and content-specific assessment design, behavior management strategies and the review of myriad practices mandated by NCLB, IDEA, CEC, and INTASC.

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 the Reflective Practice Seminar orientation of SE 5126 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 and culminates 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. Program participants, working in collaboration with a university professor and a site-based (i.e., school) 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 construct a Plan of Action to remedy the identified problem.

Master of Arts in Teaching English Language Learners (36 hours required)

The Master of Arts in Teaching English Language Learners (MATELL) degree program provides eligibility for initial licensure/endorsement in English as a Second Language. It is uniquely dedicated to presenting all coursework required to support the teaching craft as it applies to educating English Language Learners PreK-12. As such, it enables teachers to develop the knowledge, skills, and disposition of teaching English as a Second Language in ways that produce the highest potential for both the teacher and for English Language Learner proficiency. Here, the candidate encounters “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.

Course of Study 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 a second language, identifying appropriate second language materials, establishing dynamic learning communities, 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)

The course explores environmental settings and their impact on cognitive, affective and psychomotor development. Such elements as developmental phases, learning incentives, and teacher expectations contribute to the nature of how learning and teaching are accomplished.

TELL 5031 Technology in English Language Learning (1)

This course aims to provide students with an in-depth knowledge and understanding of the theoretical and practical use of Information Communications Technologies (ICT's) in second language teaching and learning. It focuses on analyzing and responding to English Language Learners' "needs" using specific technology related to language teaching methodology and pedagogical theory, where the language learning need takes priority over the technology. The "corpus," a collection of ELL texts, work products, and transcribed speech that is stored in electronic form and analyzed using selected computer programs, will be studied.

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 English as a second language, including principles of task and activity design, lesson planning, textbook analysis, assessment and testing, classroom management, grading, and program evaluation. Much of the current SLA research has been motivated by an interest in human cognition itself rather than focusing on actual classroom practice, and the transfer of new insights to real world classrooms has been limited. Therefore, the purpose of the course is to provide pre-service ELL teacher candidates with the ability and confidence

to create English learning environments that meet the needs of ELL students, motivate English Language Learners to perform at their fullest potential, and assess the second language learning continuum as it applies to both the individual student, 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 will be a prominent focus in this course. Additionally, participants will examine the five basic linguistic areas of study: phonetics, phonology, morphology, syntax, and semantics. Participants 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. Special emphasis will be placed on English language pragmatics. Participants 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. Participants 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)

Students will research 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. We will discuss the multi-faceted teaching methods of English for Academic Purposes (EAP), including how discipline-specific study skills are related to language acquisition and the transition from pedagogic genres (e.g., essays, term papers) to increasing authentic genres associated with various academic disciplines and 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 ELL students 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 second language learning is examined for its functionality within the immediate discourse context.

TELL 5103 Analysis of Effective ESL 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 512C Enhanced ESL Teaching Practicum: Classroom Performance as Transformative Process (12 hrs)

The enhanced student teaching program is a planned professional semester which includes full day teaching and observation activities as an initial step in the induction process for the English as a Second Language (ELL) teacher candidates. The experience of each individual student teacher is planned jointly by members of the Lipscomb University Education Department and personnel from participating Local Education Agencies (LEA). Orientation, continuing training, and support are provided to cooperating teachers by University faculty supervisors in order to enhance their abilities in mentoring and supervision.

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

The Accelerated Development and Exemplary Professional Teacher Training (ADEPTT) initiative, a six (6) credit component of the original MATELL program, will facilitate a unique opportunity to forward ELL teaching designs that develop competent, extended longevity teachers who are skilled in exemplary ELL practices of pedagogy, assessment and curriculum development. The ELL-ADEPTT course addresses the needs of certified teachers who desire to secure an additional endorsement in English Language Learners (ELL). It offers comprehensive training in ELL protocols, frameworks, and practices that enable classroom practitioners to successfully engage in teaching second language learners while they simultaneously develop the knowledge, skills, dispositions and competencies necessary to achieve an additional licensure endorsement in English as a Second Language.

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 phases of teaching as each may influence learning. From the perspective that teaching is a learnable art, and with an appreciation that research and development under gird the practice of this art, each candidate is required to develop a comprehensive project in 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 offering integrates the reflective seminar orientation of LT 511 (i.e., Reflective Teaching and Learning) 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 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. Program participants, working in collaboration with a University professor and a site-based (i.e., school) mentor, identify a significant problem that is currently affecting the ELL 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.

* Teachers who have already earned licensure or those who are currently teaching full time on an alternative license will enroll in TELL 5126 and TELL 5146 in lieu of TELL 512C.

ESL Endorsement Program

Licensed teachers who would like to seek an additional endorsement in English as a Second Language (ESL) may enroll in the 18-hour graduate-level track in ESL. 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 ESL 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, 5) an electronically-mediated learning component, and 6) a Circle of Praxis approach to learning.

Participants in the ESL Endorsement Program are classified as “Non-Degree Seeking”. The program adheres to the same admission standards and procedures and academic policies of the Graduate Studies in Education Department.

ESL Endorsement Program of Study:

The following courses (18 hours) are required for the ELL Endorsement.

TELL 5013	Teaching English as a Second Language: Integrating Theory, Research, and Practice
TELL 5031	Technology in English Language Learning
TELL 5042	Teaching Reading and Writing to English Language Learners
TELL 5052	Linguistics: Implications for Teachers of English Language Learners
TELL 5162	Issues in a Linguistically Diverse Society
TELL 5073	Educational Assessment: Promoting and Facilitating Language and Content
TELL 5082 or 5092	Teaching ESL on the Elementary Level or Secondary Level
TELL 5103	Analysis of Effective ESL Teaching: Assessing Teacher Practice

Faculty

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

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

Deborah M. Boyd, B.A. (Middle Tennessee State University), M.A., Ed.S., Ed.D. (Tennessee State University), *Adjunct Faculty in Graduate 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*

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

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

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 Education and Dean of the College of Education*

Keith A. Nikolaus, B.A. (David Lipscomb University), 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), *Visiting Professor in Graduate 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 University), M.Ed., Ed.D. (Vanderbilt University), *Professor of Education*

A. Harris Stone, B.S. (West Chester University), M.Ed., Ed.D. (University of Pennsylvania), *Visiting Professor in Graduate Education*

Andrew D. Summa, B.A., B.Ed., M.A., Ed.S., Ph.D. (University of Miami), M.Ed., Ed.D. (Columbia University), *Visiting Professor in Graduate Education*

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

Carrie H. Thorntwaite, 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*

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





College of Pharmacy



College of Pharmacy

• Doctor of Pharmacy* (Fall 2008)

Roger L. Davis, *Dean*

Introduction

The College of Pharmacy at Lipscomb University is continuing to build a new College steeped in the traditions of public service, focused on health care delivery to the public, especially those who are underserved, and a commitment 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 mission and ideals. The College of Pharmacy is currently pursuing accreditation by the Accreditation Council for Pharmacy Education (ACPE) and achieved precandidate status in June 2008. Other points of evaluation by ACPE will occur during presentation of the curriculum and following graduation of the first class. At that point, the College plans to achieve full accreditation.

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, please consult the ACPE website at <http://www.acpe-accredit.org/>.

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 new 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 everyday. 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 will embrace 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, you may email questions to the College 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 of Pharmacy Practice

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 advance the profession and optimize patient medication outcomes in an ethical and compassionate manner. 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 an accredited college or university.**
 - The pre-pharmacy education will require a minimum of two years study. 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 Prerequisites.
 - Achievement of a grade of "C" or higher for each required pre-pharmacy course is mandatory.
- **Attain an overall academic grade point average (GPA) of not less than 2.5 on a 4.0 scale for all pre-requisite courses.**
- **Complete the Pharmacy College Admission Test (PCAT) with a minimum composite score of 45th percentile and individual subject area score of not less than 30th 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:
Harcourt Assessment, Inc.
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 Application Fee.**

- Applications for the 2009 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 2, 2009.
- 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.

- 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 2, 2009, review of applications begins in September 2008. Applicants are interviewed and admissions decisions are made on a continual basis beginning in November 2008 until the class is filled. Applicants are strongly encouraged to apply early.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services nor do they cover textbook expenses.

Tuition for 2008-09 \$28,875

Special Fees

Supplimental Application Fee	\$50
Student Activity Fee	\$600/yr
Technology Fee	\$400/yr
Background Check	\$100 every 2 years
Drug Screen	\$40/yr
E*Value student portfolio	\$45/yr
Laboratory Fee	\$180 for first professional year only

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

* Effective June 1, 2008

Pharmacy — Prerequisites

Pre-pharmacy pre-requisites include a minimum 66 undergraduate hours including:

Course	Minimum Semester Credit Hours
Chemistry (Must include laboratories)	
General Chemistry	8
Organic Chemistry	8
Physics (Must include a laboratory)	4
Biology (Must include laboratories)	8
Mathematics	
Calculus +	3
Statistics ++	3
Communications	
English Composition I and II	6
Speech/Communications	3
Economics (micro or macro)	3
Electives*	20
(*Must include six hours of humanities and six hours of social sciences as a part of the total 20 hours of required electives.)	
TOTAL Semester Credit Hours (Minimum)	66
+ Calculus I or Calculus for the Life Sciences	
++ Business statistics 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

PHPH – 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	3
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 2203	PP IV (Pharmacoconomics/ Health Outcomes)	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	Medical Therapy Management	2
PHAD 3203	PP V- Community Management	3
PHPR 3112	Prin. Of Healthcare Delivery	2
PHPR 3121	Clinical Seminar I	1
PHPR 3nnV	Electives	2-3
PHAD 3220	Serving and Learning Together (SALT I)	0 (P/F)
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	Adv. Clinical Practice Skills	3
PHAD 3330	Serving and Learning Together (SALT I)	0 (P/F)
PHPR 3nnV	Electives	2-3
	Semester Credit Hours	17-18

Professional Year 4

Semester 7

Course #	Course	Credit Hours
PHAE 4nn4	Advanced Practice Experience I	4
PHAE 4nn4	Advanced Practice Experience II	4
PHAE 4nn4	Advanced Practice Experience III	4
PHAE 4nn4	Advanced Practice Experience IV	4
PHAE 4nn4	Advanced Practice Experience V	4
	Semester Credit Hours	20

Professional Year 4

Semester 8

Course #	Course	Credit Hours
PHAE 4nn4	Advanced Practice Experience I	4
PHAE 4nn4	Advanced Practice Experience II	4
PHAE 4nn4	Advanced Practice Experience III	4
PHAE 4nn4	Advanced Practice Experience IV	4
PHAE 4nn4	Advanced Practice Experience V	4
PHPR 4nn4	May – Certificate Programs	3
	Semester Credit Hours	23

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 (2 semester credits) of this course includes an introduction to the practice of pharmacy within the major practice settings; discussion on the role of the pharmacist as a part of the healthcare team; role and importance of professional pharmacy organizations; models and sites of practice; postgraduate educational and career opportunities; an introduction to prescription handling; Top 100 drugs overview; privacy/confidentiality laws (HIPPA); and certification in Basic Cardiac Life Support (BCLS). Additionally, a mandatory online certification course will be completed before the student's hospital experience. 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 1123 Physiological 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 1423 Biopharmaceutics (3)

Content includes physicochemical principles of dosage forms; biological principles of dosage forms; principles of drug delivery via dosage forms (e.g., liquid, solid, semi-solid, controlled release, transdermal, and implants); principles of dosage form stability and drug degradation in dosage forms; materials and methods used in preparation, testing, and use of dosage forms; drug discovery and development; basic principles of in vivo drug kinetics (linear and non-linear); and principles of bioavailability/bioequivalence. Methods of instruction include lectures, group discussions, and independent study.

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.

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, phys-

iological 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 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: an advanced analysis of the practice of pharmacy within the major practice settings; discussion on the role of the pharmacist as a part of the healthcare team; the role and importance of professional pharmacy organizations; models and sites of practice; postgraduate educational and career opportunities; an introduction to prescription handling; Top 100 drugs overview; privacy/confidentiality laws (HIPPA); and certification in immunization.

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 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 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.

PHIE 2522 Introductory Pharmacy Practice Experiences IV (3)

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.

PHPR 3112**Principles of Healthcare Delivery (2)**

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.

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).

o *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 elected to any office in any College organization during the period of probation. Student pharmacists holding such appointed offices or elected positions must resign the position by the first class day of the semester in which they are placed on probation.
- Student pharmacists on academic probation are not eligible to 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.
 - A student pharmacist who receives a “D” in any professional coursework will receive a notice of **Academic Alert** from the Office of Academic Affairs and will be required to meet with the Associate Dean of Academic Affairs to review his or her academic progress. The letter will outline the expectation that the student pharmacist’s academic performance will improve and include a list of resources for assistance. Student pharmacists receiving more than one “D” in any academic semester will be reviewed by the Academic Progression Committee. Such student pharmacists may be required to complete an Academic Recovery Contract (as described in 6.3) or be enrolled into Pharmacy Turning Point. Remediation of the coursework in which any grade of “D” was earned will be necessary through “after-hours” assignments and a passing grade on a formative assessment offered by the course coordinator.
 - 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 aca-

demic 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.
- All grades of "D" are subject to the remediation processes as outlined in policy 6.3.4.
- 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 American Association of Colleges of Pharmacy (AAP) 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.

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), *Associate Professor; Chair, Department of Pharmaceutical Sciences*

Kim Barker, 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*

Roger L. Davis, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Dean, College of Pharmacy, Professor, Department of Pharmacy Practice*

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 Department of Pharmaceutical Sciences, Associate Professor of Pharmaceutical Sciences*

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), MS (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. Candidate (University of Maryland, Baltimore), *Assistant Professor, Department of Pharmaceutical Sciences*

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



Graduate Studies in Counseling

• Master of Science

• Certificate of Graduate Study in Counseling Psychology

Dr. Roy Hamley, *Interim Director*

The mission of the graduate 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.
- **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 Procedure

All applicants must have completed a bachelor's degree from an accredited institution prior to entering the program. Lipscomb undergraduates can apply for early admission to the program, which would allow them to take graduate courses in the last semester of their senior year (and the following summer, for May graduates). Students who do not have an undergraduate major or minor in psychology will be admitted. However, degree-seeking students (but not certificate program students) must take the "Survey of Psychology" course during their first 9 hours of study.

Admission Procedure

In order to be considered for admission, applicants must submit the following information. All form referenced below can be downloaded from the Graduate Counseling website.

1. Application form and non-refundable \$25 application fee. This fee is waived for those applying before Oct. 1 (Spring applicants) or March 1 (Fall applicants).
2. Statement of purpose: Submit a 2-page statement that explains your motivation for undertaking graduate study in counseling and the reasons why you wish to attend Lipscomb University.
3. GRE: Have a copy of your GRE General Test Scores sent directly from ETS.
4. 3 letters of reference: Have 3 individuals who know you well and who are able to comment on your academic and interpersonal skills submit letters of recommendation. Letters should be sent directly to the counseling program by the person writing the letter.
5. Transcripts: Submit official transcript(s) from all institutions attended. Transcripts marked "Issued to Student" will not be accepted.

Prior to registration, applicants who are accepted to the program must submit the following items:

6. The Health Record Form. For more information or to ask questions about this form, see Lipscomb's Health Center.
7. FERPA form

Applicants who are being considered for admission will also be contacted to arrange an interview. We will not arrange an interview or consider you for admission before all components of the application have been received.

Admission standards

The minimum standards for regular admission are (1) an 800 combined Verbal/Quantitative score on the GRE and (2) a 3.0 undergraduate GPA. Students who have taken graduate coursework prior to applying to Lipscomb must also have maintained a 3.0 average in graduate coursework. Exceptions to these standards may be made on a case-by-case basis and will result in conditional admission. Conditionally admitted students must maintain a 3.25 average during their first 9 hours of study. These are only minimums and achieving these scores does not guarantee admission; students will be chosen from among the pool of qualified applicants based on test scores, grades, information contained in letters of recommendation, the statement of purpose, and interview.

Transfer of courses

Students transferring to Lipscomb University from other graduate programs should have an official transcript from their program mailed to the Graduate Counseling office. Up to 9 hours of courses will be accepted for transfer if a grade of "B" or higher has been earned in classes. These courses would transfer as electives initially; decisions about substitutions for required classes could be made on a case-by case basis.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services. The graduate programs are made possible by the generosity of hundreds of people who believe in academic excellence and faithful devotion to a Bible-centered education. The fees for graduate psychology and counseling students for the 2008-09 academic year are as follows:

Basic charges per semester*

Tuition per semester hour of graduate credit (includes all graduate student fees)**	\$615
Tuition to audit per semester hour (includes all graduate student fees)	350

Special Fees

Application Fee	25
Late registration/Late payment fee***	165
Withdrawal fee	160
TMS (Monthly Payment) enrollment fee (not available in summer)	80
Returned check fee.....	32
Certificate fee.....	155
Graduation fee	175

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

* Effective June 1, 2008

**Tuition scholarships are available for students in good standing and currently enrolled in other Lipscomb University graduate programs.

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

Academic Policies

Course Load

A nine hour course load is a full-time graduate load. It is strongly recommended that no more than 9 graduate hours be taken in a semester. Six hours or less would be considered part-time. A student working full-time is advised to take no more than 6 hours of graduate work.

Academic Standing

Good Academic Standing

To maintain good academic standing, a student must maintain a cumulative GPA of 3.00. If a student's GPA falls below 3.00, they will be admitted for the next session on academic probation and can only take 6 hours of graduate work. If the GPA is returned to a 3.00 within the next 9 hours, the probationary status will be removed. If the GPA does not return to 3.0 within the next 9 hours, the student will be suspended from graduate studies. After one semester, the student may reapply for admission. A committee from the Graduate Counseling faculty may request evidence of the student's ability to complete the program and will determine whether readmission is appropriate. Students eligible for academic probation more than two times will be suspended from the program. Suspensions may be appealed by writing to the Director of the Graduate Counseling program by 4:30 P.M. on the Monday of the week before the first class begins for the session in which the student seeks readmission.

Conditional Academic Standing

Students admitted conditionally must achieve a 3.25 GPA during their first 9 hours of graduate study. Those achieving this standard will be re-classified as a regular graduate student and will thereafter maintain good standing according to the policies described above.

Probation

Students who do not achieve a 3.25 GPA during their first 9 hours of graduate study will be placed on academic probation and can only take 6 hours of graduate work. If the GPA is returned to a 3.25 within the next 9 hours, the probationary status will be removed and the student will be classified as a regular graduate student.

Suspension

If the GPA does not return to 3.25 within the next 9 hours, the student will be suspended from graduate studies. Appeals to suspension decisions should be made in writing to the Associate Provost for Graduate Studies.

Degree Completion Requirements

Minimum Credits

The M.S. in Professional Counseling requires 61 hours, the M.S. in Psychology requires 36 hours and the Certificate of Graduate Study of Counseling Psychology requires 15 hours.

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.

Residency

No period of formal residency is required.

Statute of Limitations

All requirements for the M.S. in Professional Counseling, the M.S. in Psychology and the Certificate of Graduate Study of Counseling Psychology must be completed within a five-year period from the time of initial matriculation.

Candidacy

Admission to candidacy is required for the M.S. in Professional Counseling and the M.S. in Psychology programs by completing the following requirements:

1. Maintaining a 3.00 cumulative GPA with no incomplete grades
2. Completion of 12 hours and two semesters of graduate work
3. Filing of an Application for Candidacy form and degree plan with the Program Director.

Graduation

Students in candidacy for the certificate or M.S. graduate degrees 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 may be delayed in graduating. A graduate hooding ceremony is held in conjunction with the graduation exercises in May and December.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.

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.

Core Courses (43 Hours):

PSG 5103	Counseling Theories and Techniques
PSG 5203	Introduction to Psychopathology and Adaptive Behavior
PSG 5303	Developmental Psychology
PSG 5403	Theories of Behavior and Learning
PSG 5503	Theories of Personality
PSG 5603	Research Methods and Statistics
PSG 5703	Ethics and Professional Issues in Counseling
PSG 5803	Integration of Psychology and Christianity Seminar
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 693V Thesis (recommended for students applying to doctoral programs)
Courses from the Institute for Conflict Management
Courses from the Hazelip School of Theology

Suggested course sequence for the first year for full-time M.S. in Professional Counseling students entering in Fall 2008.

Fall 2008	Spring 2009	Summer 2009
Counseling Theories and Techniques	Advanced Psychopathology	Effective Counseling & Treatment Planning
Introduction to Psychopathology and Adaptive Behavior	Ethics & Professional Issues in Counseling	Research Methods/Statistics
Theories of Personality, Research Methods & Stats, OR Survey of Psychology*	Theories of Behavior & Learning OR Multicultural Issues in Counseling OR Elective	Developmental Psychology OR Integration of Psychology & Christianity Seminar OR Research Methods / Statistics

Suggested course sequence for the first year for full-time M.S. in Professional Counseling students entering in Spring 2009.

Spring 2009	Summer 2009	Fall 2009
Counseling Theories and Techniques	Advanced Psychopathology	Effective Counseling & Treatment Planning
Introduction to Psychopathology and Adaptive Behavior	Ethics & Professional Issues in Counseling	Research Methods/Statistics
Theories of Behavior and Learning, Research Methods & Stats, OR Survey of Psychology*	Developmental Psychology OR Integration of Psychology & Christianity Seminar OR Elective	Theories of Personality OR Career Counseling OR Practicum OR Elective

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

Master of Science in Psychology (36 hours)

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 (24 Hours):

- PSG 5103 Counseling Theories and Techniques
- PSG 5203 Introduction to Psychopathology and Adaptive Behavior
- PSG 5303 Developmental Psychology
- PSG 5403 Theories of Behavior and Learning
- PSG 5503 Theories of Personality
- PSG 5603 Research Methods and Statistics
- PSG 5703 Ethics and Professional Issues in Counseling
- PSG 5803 Integration of Psychology and Christianity Seminar

Elective Courses (select 12 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)
 - PSG 693V Thesis (recommended for students applying to doctoral programs)
- Courses from the Institute for Conflict Management
Courses from the Hazelip School of Theology

Suggested course sequence for full-time M.S. in Psychology students entering in Fall 2008.

Fall 2008	Spring 2009	Summer 2009	Fall 2009
Counseling Theories and Techniques	Ethics and Professional Issues in Counseling	Developmental Psychology	Research Methods/Statistics
Introduction to Psychopathology	Theories of Behavior and Learning	Integration of Psychology and Christianity Seminar	Theories of Personality (OR Elective)
Survey of Psychology* (OR Theories of Personality OR Research Methods/Stats)	Elective	Elective	Elective

Suggested course sequence for full-time M.S. in Psychology students entering in Spring 2009.

Spring 2009	Summer 2009	Fall 2009	Spring 2010
Counseling Theories and Techniques	Developmental Psychology	Research Methods/Statistics	Theories of Behavior and Learning (OR Elective)
Introduction to Psychopathology	Integration of Psychology and Christianity Seminar	Theories of Personality	Ethics and Professional Issues in Counseling
Survey of Psychology* OR Theories of Behavior/Learning	Elective	Elective	Elective

Certificate of Graduate Study in Counseling Psychology (15 hours 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 2007/8 academic year are listed below.

Fall 2008

- Career Counseling
Counseling Theories & Techniques
Effective Counseling & Treatment Planning
Grief & Crisis Counseling

Group Dynamics & Group Counseling

Intro to Psychopathology
Marriage & Family Counseling
Practicum I
Psychological Assessment
Research Methods & Statistics
Substance Abuse Counseling
Survey of Psychology
Theories of Personality
Thesis

Spring 2009

- Advanced Psychopathology
Child & Adolescent Counseling
Counseling Theories & Techniques
Ethics & Professional Issues in Counseling

Gerontology

Group Dynamics & Group Counseling
Intro to Psychopathology
Marriage & Family Counseling
Multicultural Issues in Counseling
Practicum I
Practicum II
Psychological Assessment
Psychopharmacology
Survey of Psychology
Theories of Behavior & Learning
Theories of Personality
Thesis

Summer 2009

- Addictive Disorders
Advanced Psychopathology
Developmental Psychology
Effective Counseling & Treatment Planning
Ethics & Professional Issues in Counseling
Human Sexuality
Integration Seminar
Internship
Marriage & Family Counseling
Multicultural Issues in Counseling
Practicum I
Practicum II
Psychology of Religion
Research Methods & Statistics
Theories of Behavior & Learning
Thesis

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 5403	Theories of Behavior and Learning (3) A study of the application of behavioral principles (classical and operant conditioning) to counseling and other settings.
PSG 5503	Theories of 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 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Liability insurance is required. Prerequisites: PSG 5103, PSG 5203, PSG 5703, Permission of instructor; Admission to Professional Counseling program; Some internship sites may require additional prerequisites.
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; 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.
PSG 693V	Thesis (1-6) The student will work in collaboration with a faculty member to select a research problem, review the relevant literature, collect and analyze relevant data, and present the results of this research in oral and written form. Recommended for students who plan to apply to doctoral programs.
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. Prerequisites: Completion of 52 hours in coursework.

Faculty

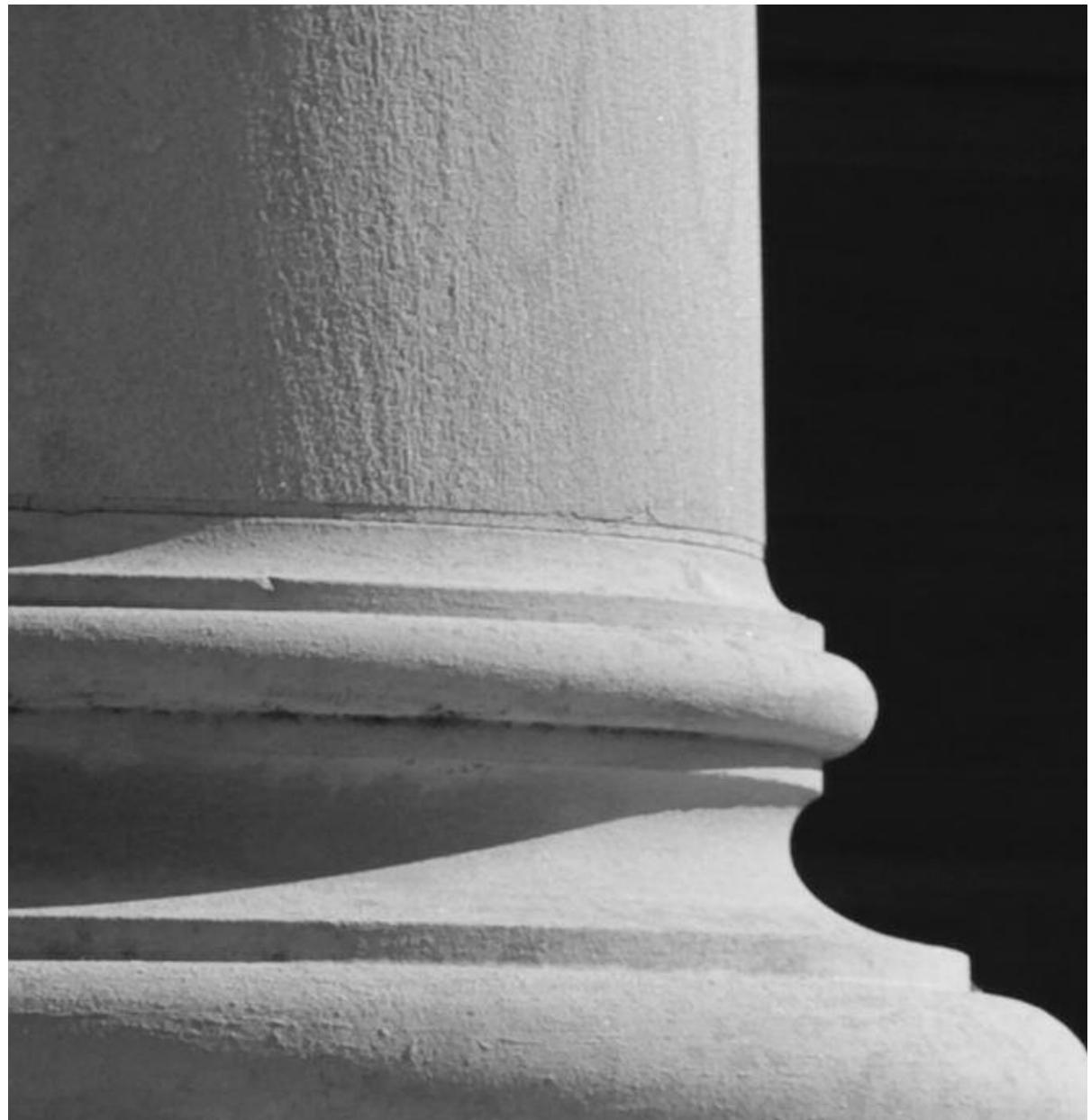
Our full-time faculty consists of four professors representing the areas of counseling, clinical, experimental, neuroscience, developmental and cognitive psychology. We supplement this group with several excellent part-time faculty members who are experts in their fields. For further information about each faculty member, visit our website.

J. Dale Alden III, HSPP. B.S. (Freed Hardeman University), M.S. (Abilene Christian University), Ph.D. (Virginia Polytechnic University), Internship/Residency, (Vanderbilt University School of Medicine), *Assistant Professor of Psychology*

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; Interim Director, Graduate Programs in 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), *Chair and Professor, Department of Psychology*







Graduate Studies in Sustainable Practice



The Institute for Sustainable Practice

• Certificate of Graduate Study in Sustainability

G. Dodd Galbreath, *Executive Director and Assistant Professor*

Dr. Kent Gallaher, *Academic Director and Associate Professor*

The mission of the Institute for Sustainable Practice (ISP) is to develop and advance the practice of sustainability in Tennessee and the world. Emerging principles of sustainability seek to positively impact the way that we live, work, and produce as a society. As such, the practice of sustainability is applicable to virtually all people, cultures, societies, organizations, businesses, markets and natural environments. The Certificate of Graduate Study in Sustainability equips professionals with a fundamental understanding of these principles so that they may be applied effectively in all circumstances. Graduate students will participate in academic discussions and successful practitioner case studies divided into five primary areas: the natural world, society, the market place, skills needed to create sustainability culture change and professional applications. In addition, graduate students will be exposed to local and international pioneers, leaders and change agents from all sectors and state-of-the-art technologies. Finally students will put their skills into practice during the completion of a final consulting project or specialized professional development experience.

The Certificate of Graduate Study in Sustainability will be awarded after completing 15 hours of designated coursework. This program is open to new college graduates, current graduate students and is ideal for environmental, small business, corporate executives, government, and consulting professionals. It is also available as an audit option to other interested parties in the community who seek exposure to the profession of sustainability or training, without securing graduate credit. Four courses of the certificate (12 hours) can also fulfill the requirements for the concentration in Sustainable Practice for an MBA degree offered by Lipscomb's College of Business. The Sustainable Practice MBA is described on page _____.

Message from the Executive Director

Today's sustainability movement is an international revolution much like what we experienced in the industrial and information revolutions. Today's sustainability movement however is fundamentally different from all previous social movements. It seeks to create faith in relationship with diverse people and relies on collaboration instead of divisiveness to resolve current challenges. Instead of fear, the sustainability movement offers hope through individual contributions and accessible solutions that are copied from the intelligent, sophisticated and sustainable design of creation, applied with human ingenuity. Instead of self interest, the fundamental underlying motive of today's sustainability movement is love for all generations and all species across time, who do not deserve to inherit unnecessary wastes, depleted resources and unlivable communities. If you want to become equipped to lead and accelerate this revolution and to enhance your professional opportunities to realize and contribute to a meaningful and prosperous life, I encourage you to join us on this new journey at Lipscomb University.

— G. Dodd Galbreath, Executive Director

ISP Certificate of Graduate Study in Sustainability

This academic program consists of 15 hours of designated coursework. Students who desire in-depth instruction and applied skills in sustainability that can be used toward the benefit of all people, stewardship of the planet and all its life forms, and broader prosperity in commerce and industry, will benefit from this graduate certificate. The certificate will enhance the career of experienced professionals whose employment requires some degree of sustainable practice skills and knowledge.

Admission Policies and Procedure

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 a full-time or part-time basis, and entry into the program may occur at any time during the year. In addition to meeting all Lipscomb University requirements for admission, an applicant to the Certificate of Graduate Study in Sustainability must submit the following:

1. *Application form.* Each applicant must complete an application form. The application form is available at www.lipscomb.edu and 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. *Candidate Interview.* Each applicant must visit the campus and participate in an interview that is intended to identify the applicant's unique goals and objectives for successful completion of the program. Each will be interviewed to assess their qualifications and ability to successfully represent the academic reputation of Lipscomb University and the Institute for Sustainable Practice.

4. *Letter of Reference*: Letters of reference are required (1) from a person who can address the candidate's relative academic ability and (2) from a person who can attest to the candidates personal character and values.
5. *Standardized exam score*. Each applicant must submit the scores of a standardized exam if they plan to complete additional graduate coursework leading to a masters degree. For students who do not plan to pursue a graduate degree, the candidate interview, transcripts and resume will serve as the primary screening process and indicators for academic success. Students who have already earned a master's level degree may apply to the program without submitting a standardized test score. (For more information on this exam, visit <http://www.ets.org/> or <http://www.gmat.org>.) However, scores for students who have taken the Graduate Record Examination (GRE) or Law School Admission Test (LSAT) can be accepted as substitutes for the GMAT requirement.
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://healthcenter.lipscomb.edu/> and click on Health Record Form).
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 ISP office no later than 30 days before the beginning of the course or term in which the student plans to enroll unless special circumstances exist and acceptable for submission. Forms should be mailed to: Institute for Sustainable Practice, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Conditional Admission

A student who does not meet all of the regular admission requirements to the program may be conditionally admitted to the program at the discretion of the ISP director. Students who are only interested in the graduate certificate program and who are not pursuing a graduate degree may be conditionally admitted to the certificate program without submitting a standardized exam score. However, if at a later date the student desires admission to a graduate degree program, all admission items for that degree program must be completed at that time. Conditional admission to the certificate program does not guarantee admission to a graduate degree program. Students who do not meet the academic requirements but desire to take courses in the graduate curriculum are considered unclassified students.

Transfer Credits

No transfer credit will be accepted for the Certificate of Graduate Study in Sustainability.

Student Classifications

Students are admitted to graduate courses in one of the following categories:

1. **Graduate Student**: one who has satisfied all admissions requirements.
2. **Conditionally Admitted Student**: one who has been admitted conditionally without satisfying all admission requirements.
3. **Non-Degree Student**: one who has satisfied admission requirements 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 graduate certificate or master's degree. The student must make a grade of "B" or better in the courses taken for credit AND be formally admitted to a graduate program as a degree-seeking student.
4. **Unclassified Student**: one who has not completed the academic requirements for admission, but wishes to take courses in the graduate curriculum.
5. **Transient Student**: one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school who 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.
6. **Probationary Student**: one who has been re-admitted to a graduate program following academic suspension from the program.

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

Financial Information

Tuition and Fees for 2008-09

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Basic charges per semester*

Tuition per semester hour of graduate credit (includes all graduate student fees)**	\$1,000
Tuition to audit per course (includes all graduate student fees)	\$275

Special Fees

Application Fee (\$75 for international students)	50
Late registration/Late payment fee***	155
Withdrawal fee	160
TMS (Monthly Payment) enrollment fee (not available in summer)	75
Returned check fee	30
Certificate fee	155
Graduation fee	165

Room and Board Charges per semester are available in the undergraduate catalog (page 12)

* Effective May 1, 2008

**Tuition scholarships are available for students in good standing and currently enrolled in other Lipscomb University graduate programs.

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

Academic Policies

Course Load

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

Academic Standing

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.

Probation

All students must maintain a cumulative GPA of 3.00, including incomplete grades. Students whose cumulative GPA falls below 3.00 will be placed on academic probation for the following term(s). A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies. The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has completed the next nine hours of graduate work (see below for exception pertaining to students admitted conditionally). If the requisite GPA is attained, the academic probation status will be removed. Students on probation who earn a term GPA of 3.00 or higher but fail to raise their cumulative GPA to 3.00 or higher may be considered for a one-semester extension of their probation. Otherwise, if a cumulative GPA of 3.00 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. A graduate course in which a student has earned an "F" may be repeated, and only the highest grade will count. 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) failed. A 3.00 GPA must be maintained to be eligible for financial assistance. Students may not repeat graduate courses in which the student has earned a grade of "C" or higher. Students admitted conditionally (p. 64) who are placed on academic probation are required to achieve a 3.00 cumulative GPA by the time the student has completed the next six hours of graduate work.

Suspension

Students whose cumulative GPA remains below 3.00 after the probationary period will be automatically suspended. Suspended students may not enroll at Lipscomb the semester following their suspension. Students may appeal their academic suspension by writing to the ISP director. These requests should be mailed no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted. Suspended students who miss the

deadline for appealing will not be eligible to return that semester. Students whose appeals are approved will be required to sign a contract during the first week of classes. Students who have been suspended only once may apply for readmission after being out of school for at least one semester. Students who are suspended a second time may not be readmitted until at least one calendar year has elapsed. The above regulations are established to guarantee that a student is making satisfactory progress toward completing his/her program of study. Exceptions to these regulations can be made only upon written appeal to the Associate Provost for Graduate Studies. All probation and suspension policy guidelines are established by the Provost, the Associate Provost for Graduate Studies, and the Graduate Academic Leadership Team.

Degree Completion Requirements

Residency

No period of formal residency is required.

Candidacy

During the course of pursuing the graduate certificate in sustainability, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Maintain a 3.00 GPA on all courses taken toward the required hours for the certificate.
2. File an "Application for Candidacy" form with the ISP office. After approval for admission to candidacy, any changes in the academic course plan must be approved by the ISP director. The application for candidacy must be filed before the beginning of the student's last term in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Statute of Limitations

All requirements for the ISP Certificate of Graduate Study 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 Certificate of Graduate Study in Sustainability requires 15 semester hours, 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.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the Graduate Academic Leadership Team.

Projected Course Plan

The Certificate of Graduate Study in Sustainability may be completed in approximately five months, which incorporates 10 weekends. It utilizes a combination of web-based and classroom learning so students can maintain balance in their lives. The courses are offered according to the Professional MBA course schedule, in order to accommodate the needs of MBA students who are completing a concentration in Sustainability. You can begin the certificate program any month a new class starts (5 months per year). The curriculum is composed of month-long course modules and incorporates a consulting project that augments your course work and provides practical hands-on experience. The Certificate of Graduate Study in Sustainability 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.

SU600V May

SU6013 June 6-7 and 20-21

SU 6023 July

SU 6053 August 1-2 and 15-16

SU 6043 The consulting project is independent work facilitated by a Sustainable Practice faculty member.

Certificate of Graduate Study in Sustainability (15 hours required)

SU 600V – Sustainable Natural Resources

SU 6013 – Sustainable Society

SU 6023 – Sustainable Enterprise

SU 6043 – Sustainable Business Practices and Development

SU 6053 – Managing and Negotiating Environmental Conflicts

Course Descriptions

SU 600V Sustainable Natural Resources

Students will be introduced to the biology, chemistry, and environmental protection of the natural environment, including water, atmospheric, and land systems. Concepts relating to ecosystems, natural infrastructure, biodiversity, air and water pollution, climate change, water and wastewater treatment, agriculture, and land use management will be covered. Discussions will include ethics and public policy issues, as well as the specifics of the Clean Water Act and Clean Air Act. Students with a significant background in environmental studies, including Lipscomb graduates with degrees in Environmental Studies, Sustainable Ethics and Public Policy, Sustainable Practice and Management, and Sustainability, may be exempted from this course. Graduates from other programs will be considered on a case-by-case basis.

SU 6013 Sustainable Society

The course will cover the concepts of a sustainable society as they relate to energy, transportation, waste management, low impact building design and construction, conservation of natural resources, and social responsibility. Discussions will include alternative energy and transportation concepts, carbon sequestration, municipal and hazardous waste management, LEED certification and green building concepts, erosion and sediment avoidance and control, green infrastructure for storm water, water supply and water quality management, remediation, bioremediation, restoration and enhancement of natural water and land systems, and sociological issues related to the use of domestic and third-world labor. Specifics of the Resource Conservation and Recovery Act, Comprehensive Environmental Response, Compensation, and Liability Act and Energy Independence and Security Act of 2007 will be covered.

SU 6023 Sustainable Enterprise

This course explores the nature of the “triple bottom line” – the simultaneous delivery of financial, social, and environmental performance – and teaches students to apply new strategic models, tools, and frameworks to incorporate social and environmental dimensions in a competitive manner.

SU 6033 Special Topics in Sustainability

This course is designed to more quickly respond to the ever-changing world of sustainability by housing one time course offerings that will not likely be frequently repeated. Content will be developed for each offering of the course. Prerequisite: Permission of the instructor.

SU 6043 Sustainable Business Practices and Development

This course will provide students with the opportunity to evaluate and design a sustainability project. The students will use a real world problem in sustainable development. They will be asked to evaluate the current situation, develop a viable list of alternatives that would incorporate sustainability principles into the business/industrial scenario with an evaluation of relevant laws and process design considerations, and make a formal written and oral presentation regarding their proposal. The principle of backcasting will be introduced as a framework for the project evaluation. Scenarios using LEED certification of buildings will be incorporated into the course material. Prerequisites for this course include SU 6003, SU 6013, and SU 6023.

SU 6053 Managing and Negotiating Environmental Conflicts

The course instructs from the premise that most historic and modern environmental conflicts arise from a lack of consideration for sustainable outcomes. Participants will be expected to learn and apply fundamental conflict management and negotiation skills. Discussions will include analysis of legal, regulatory, public policy, corporate, small business and media based case studies. Methods and strategies will be provided on how to avoid or resolve conflicts in variety of applications.

Module A: Conflict Management and Negotiation Skills

Module B: Environmental Conflict Case Studies

Module C: Applying Conflict Management and Negotiation for Sustainability

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. and Ph.D. (The University of Tennessee), *ISP Academic Director, Chair of Biology and Transdisciplinary and Associate Professor of Biology and Sustainability*



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Donna King

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