The information contained in this catalog is accurate as of June 2015. 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 Vice Provost for Academic Affairs and Graduate Studies.
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Lipscomb at-a-glance

Great Location
Lipscomb’s beautiful 65-acre campus is located in the Green Hills area of Nashville, Tennessee, just four miles from downtown. Nashville is one of the nation’s most exhilarating cities and is located within one day’s drive of 75 percent of the nation’s population.

Engaging the World
The city is our campus, and the world is our classroom. An important component of a Lipscomb education is global engagement. Lipscomb offers study opportunities throughout the world. Students also engage in humanitarian service through SALT (service learning) and mission programs.

90 Percent Placement Rate
Lipscomb students continually achieve success with over 90% of graduates obtaining employment or pursuing graduate school within six months of graduation, compared with the national average of 78%.

Diverse Population
The Lipscomb community is diverse, with a student body that comes from 43 states and 42 nations and territories representing a rich diversity of ethnic and religious experiences.

Programs of Study
Lipscomb University offers an intellectually challenging academic program with a commitment to continual spiritual formation while engaging the world. Lipscomb’s more than 4,400 students study in academic areas that range from majors in the liberal arts to programs of study in pre-professional and professional disciplines. In addition to master’s and doctoral degrees, Lipscomb offers the following undergraduate degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Professional Studies, Bachelor of Science, Bachelor of Science in Nursing and the Bachelor of Social Work. Lipscomb’s general education program is a rich combination of traditional course work (composition, communication, math, science) and integrated course work that explores the connections between disciplines and engages students in applying those connections to a 21st century world.

National Honors and Awards
Lipscomb University was again named a Top 20 University in 2014 by U.S. News & World Report and was named an “up-and-coming” university in the South Region. U.S. News also ranked Lipscomb as the second-best regional university in the South for veterans. Lipscomb was named to the Kiplinger Personal Finance list of 100 best values in private universities for 2015. The College of Education’s secondary teacher preparation program shares the No. 1 ranking in the nation No.2 in the nation by the National Council on Teacher Quality in their 2014 Teacher Prep Review.

Athletics
The Bison athletics program is a vital part of campus life. Competing in the NCAA Division I as a member of the Atlantic Sun Conference, Lipscomb continues to build on its tradition of athletic success with several teams advancing to the NCAA national tournament.

Integration of Faith and Academics
Our faculty intentionally integrate Christian faith and practice into the academic curriculum. Lipscomb is a member of the Council for Christian Colleges and Universities.

Community Service Leader
Lipscomb was named a “Community Engaged Campus” by the Carnegie Foundation for the Advancement of Teaching in 2012. One of only 311 schools in the country to be given this honor, Lipscomb has a commitment to community engagement that is demonstrated in the university’s mission, culture, leadership, resources and practices. The Nelson and Sue Andrews Institute for Civic Leadership received a 2013 Regional Thinking and Action Award recognizing successful examples of growth leadership by Cumberland Region Tomorrow.

Going Green
Lipscomb is leading the way for universities in Tennessee by using geothermal technology and other sustainability practices. Lipscomb University was selected as one of the country’s most environmentally-responsible colleges to be included in the The 2014 Princeton Review's Guide to 322 Green Colleges.
A Message from the President

I am very pleased that you have chosen Lipscomb University! Lipscomb is a Christian community of scholars dedicated to learning, leading and serving, preparing each student for excellence today, tomorrow and forever.

In that statement are two important considerations. One is that Lipscomb is a Christian community; our worldview is informed by Jesus Christ who we believe lived as the incarnation of God on this earth. We hunger for truth, with scripture as the foundation for learning, but we look for truth wherever it may occur in God’s creation. We hold confidently to the notion that faith demands excellence, and we look forward to exploring those concepts with you for the next few years.

Also in that statement is the proclamation that Lipscomb is a community of scholars. You will enjoy learning from, and with, highly qualified faculty members who will be personally engaged in your academic program and continue to be learners themselves. Most of our faculty have the highest degrees awarded in their fields of emphasis and have received those degrees from institutions around the country and the world.

Our focus, however, is on you. Our goal is to equip you for the world as it is today, to prepare you for success in the world as it will exist tomorrow, and motivate you to give of yourself to better the lives of others. You will find friends from among a surprisingly diverse student body that comes from 43 states, 42 foreign countries and a broad range of religious backgrounds and cultures. You will have opportunities to study and serve throughout this community and the world–Nashville is our campus, and the world is our classroom.

Today, tomorrow and forever. Those are the three words that should be at the center of your college experience. I believe you have chosen the best university from which to explore them. Welcome to Lipscomb!

L. Randolph Lowry
President
Calendar
2015-16

Fall Semester 2015
Residence halls open
Freshmen ........................................ Aug. 16-17
Uppermen ....................................... Aug. 22-23
Term I classes begin.......................... Aug. 24
Classes begin .................................. Aug. 24
Last day to add classes ...................... Aug. 30
Labor Day holiday ............................. Sept. 7
Last day to drop classes w/partial refund (full term) .... Sept. 18
Last day to drop classes (Term I) ........ Sept. 25
Mid-term grades due ........................ Oct. 13-15
Fall break ....................................... Oct. 16
Term II classes begin ......................... Oct. 19
Advising ...................................... Oct. 26-Nov 6
Last day to drop classes (full term) .... Oct. 30
Preregistration ................................. Nov. 9-12
Last day to drop classes (Term II) .... Nov. 20
Thanksgiving holidays (Residence halls closed) ...... Nov. 23-27
Study day ..................................... Dec. 10
Final examinations ........................... Dec. 11-17
Commencement ................................ Dec. 19
Christmas holidays (Residence halls closed) .......... Dec. 20-Jan. 10

Wintersemester 2016 ......................... Dec. 18-Jan. 10

Spring Semester 2016
Residence halls open ......................... Jan. 10
Term I classes begin ........................ Jan. 11
Classes begin ................................ Jan. 11
Last day to add classes ..................... Jan. 18
Martin Luther King Jr. Day holiday .... Jan. 18
Last day to drop classes w/partial refund (full term) .... Feb. 5
Last day to drop classes (Term I) .......... Feb. 12
Mid-term grades due ........................ March 2-4
Term II classes begin ....................... March 7
Spring break (Residence halls closed) .... March 14-18
Last day to drop classes (full term) .... March 25
Advising ..................................... March 28-April 8
Preregistration ................................. April 11-14
Last day to drop classes (Term II) .... April 15
Study day ..................................... April 28
Final examinations .......................... April 29-May 5
Residence halls close
Underclassmen ................................ Check-out by 1 p.m. May 6
Graduating seniors .......................... Check-out by 6 p.m. May 7
Commencement .............................. May 7

Summer Session 2016
Maymester registration and classes begin .......... May 9
Last day to drop Maymester classes w/ partial refund .......... May 12
Maymester final examinations .................... May 27
Residence halls open ........................ May 30
Memorial Day holiday ........................ May 30
Summer session and Junemester classes begin .......... May 31
Last day to add classes (Term I) ............. June 2
Last day to drop Junemester classes w/partial refund .......... June 3
Last day to add classes (full term) ............. June 3
Last day to drop classes w/partial refund (Term I) .......... June 7
Last day to drop classes w/partial refund (full term) ...... June 15
Last day to drop classes (Term I) ............. June 17
Junemester final examinations ................ June 23
First term final examinations .................. June 30
Last day to drop classes (full term) ............ July 1
Holidays ..................................... July 4
Julimester & second term classes begin .......... July 5
Last day to add classes (Term II) ............ July 7
Last day to drop classes with partial refund (Term II) .... July 12
Last day to drop classes (Term II) ............ July 22
Julimester final examinations ................ July 28
Full and Term II final examinations .......... August 4

2016-17

Fall Semester 2016
Residence halls open
Freshmen ........................................ Aug. 14-15
Uppermen ....................................... Aug. 20-21
Term I classes begin ........................ Aug. 22
Classes begin ................................ Aug. 22
Last day to add classes ....................... Aug. 28
Labor Day holiday .......................... Sept. 5
Last day to drop classes w/partial refund (full term) .... Sept. 16
Last day to drop classes (Term I) ........ Sept. 23
Mid-term grades due ........................ Oct. 11-13
Fall break ..................................... Oct. 14
Term II classes begin ......................... Oct. 17
Advising ..................................... Oct. 24-Nov 4
Last day to drop classes (full term) .......... Oct. 28
Preregistration ................................. Nov. 7-10
Last day to drop classes (Term II) .......... Nov. 18
Thanksgiving holidays (Residence halls closed) ...... Nov. 21-25
Study day ..................................... Dec. 8
Final examinations ........................... Dec. 9-15
Commencement .............................. Dec. 17
Christmas holidays (Residence halls closed) .......... Dec. 18-Jan. 8

Wintersemester 2017 ......................... Dec. 16-Jan. 8

Spring Semester 2017
Residence halls open ........................ Jan. 8
Term I classes begin ........................ Jan. 9
Classes begin ................................ Jan. 9
Last day to add classes ....................... Jan. 15
Martin Luther King Jr. Day holiday .... Jan. 16
Last day to drop classes w/partial refund (full term) .... Feb. 3
Last day to drop classes (Term I) .......... Feb. 10
Mid-term grades due ........................ March 1-3
Term II classes begin ......................... March 6
Spring break (Residence halls closed) .... March 13-17
Advising ..................................... March 20-April 7
Last day to drop classes (full term) .......... March 24
Summer Session 2017

Maymester registration and classes begin.................. May 8
Last day to drop Maymester classes w/ partial refund..... May 11
Maymester final examinations............................... May 26
Residence halls open........................................... May 29
Memorial Day holiday.......................................... May 29
Summer session and Junemester classes begin............. May 30
Last day to add classes (Term I)............................. June 1
Last day to drop Junemester classes w/ partial refund... June 2
Last day to add classes (full term)........................... June 2
Last day to drop classes w/ partial refund (Term I)..... June 6
Last day to drop classes w/ partial refund (full term)... June 14
Last day to drop classes (Term I)............................. June 16
Junemester final examinations............................... June 22
First term final examinations................................. June 29
Julymester and Term II classes begin....................... July 3
Holiday.................................................................... July 4
Last day to drop classes (full term).......................... July 6
Last day to add classes (Term II)............................. July 7
Last day to drop classes with partial refund (Term II).... July 11
Last day to drop classes (Term II)............................. July 21
Julymester final examinations................................. July 27
Full and Term II final examinations ......................... Aug. 3

*The dates in 2016-17 are subject to change and should be regarded as tentative projections.
Lipscomb University

As a liberal arts university building upon a 124-year heritage of academic excellence, Lipscomb University offers an engaging, intellectually challenging environment for graduate education and a commitment to encourage and support spiritual formation in every member of the university community. Lipscomb’s 65-acre campus, located in the Green Hills area of Nashville, Tenn., provides a beautiful setting which supports a nurturing environment where students can develop professionally and personally.

The Lipscomb community is diverse, with a more than 4,400 member undergraduate and graduate student body representing 43 states and 42 nations that includes numerous ethnic cultures and religious traditions. More than 1500 post-baccalaureate students are enrolled in master’s and doctoral degree programs providing academic and professional development opportunities that extend career opportunities. An average graduate class size of 20 students creates an environment for productive and rich interaction among students from diverse professional and educational backgrounds as well as between students and faculty. Lipscomb University is highly engaged in providing education to our country’s veterans. For the fifth consecutive year, Lipscomb was named in the top 15 percent of military friendly schools on the G.I. Jobs Military Friendly Schools list. In 2014 U.S. News & World Report ranked Lipscomb as the second-best regional university in the South for veterans.

Lipscomb University offers an academically enriching experience that prepares graduates for success in their chosen professions and careers. Classroom facilities provide opportunities for innovative and creative approaches to learning. One example is the James D. Hughes Center which offers cutting-edge facilities that enhance and expand our programs in art and engineering. The newly constructed nursing education facility provides education for the next generation of nurses through use of the most current technology and most contemporary best practices available in health care education. Lipscomb’s new Pharmacy and Health Sciences Research Building will enhance opportunities to faculty for significant scholarly research. Exciting new programs and recent honors have broadened our appeal, enhancing the opportunities for Lipscomb graduates. In 2014, U.S. News & World Report once again named Lipscomb University a top 20 university in its category.

One of the most compelling indicators of the value of a Lipscomb education is the ability of our graduates to successfully enter the job market or be accepted into institutions for advanced degrees. Within six months of graduation, over 90% of our graduates are employed in the workforce or accepted into graduate school. Lipscomb’s achievement signifies that the excellent education provided by our program is highly desired by employers and greatly respected by other institutions of higher learning. One example of this excellence is Lipscomb’s undergraduate secondary teacher preparation program, which shares the No. 1 ranking in the nation by the National Council on Teacher Quality in their 2014 Teacher Prep Review.

Putting one's faith into action is a hallmark of a Lipscomb education. The Serving and Learning Together (SALT) Program allows students to apply their knowledge and skills to specific service projects. Through this service-learning program, students serve the Nashville community and Middle Tennessee region through organizations such as Faith Family Medical Clinic, Morning Star Sanctuary, the Nashville Rescue Mission and Youth Encouragement Services. Lipscomb University was listed in the 2014 President’s Higher Education Community Service Honor Roll.

Opportunities for global engagement are available to Lipscomb students through a variety of study abroad programs and mission trips. Lipscomb offers study opportunities in China, Chile, England, Austria, France, Greece, Israel, Italy, Switzerland and many other locations. Each year more than 800 of our students, faculty and staff put their faith into action in a variety of humanitarian efforts. The goal is for every Lipscomb student to take part in a global engagement opportunity. Ask anyone who has participated, and you’ll hear amazing stories of learning, faith and service. To learn more, visit globallearning.lipscomb.edu.

Beyond the classroom Lipscomb provides an active program of campus activities. The Bison athletics program is a vital part of campus life. Competing in the NCAA Division I as a member of the Atlantic Sun Conference, Lipscomb University continues to build on its tradition of success in athletics as we grow in competition at the highest level. Our women’s basketball, men’s baseball, women’s softball and women’s volleyball teams have advanced to the NCAA Division I national tournaments.

Lipscomb University is providing students with an educational experience that is valued and respected by local, state, and national constituencies. In the past eight years, the Lipscomb campus has been transformed by new construction, environmentally friendly renovations and landscaping totaling more than $70 million. Lipscomb led the way for universities in Tennessee through its on-campus sustainable innovations when the Burton Health Sciences Building became the First LEED-registered academic building in the state and earned the gold-level certification. Lipscomb University was also selected as one of the country’s most environmentally-responsible colleges to be included in the 2014 Princeton Review’s Guide to Green Colleges.

Lipscomb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master’s and doctoral degrees. Contact the Commission on Colleges at 800.202.6987 or send an e-mail to info@accreditation.sacscoc.org if you have questions about the accreditation of Lipscomb University.
Mission

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

Objectives

Lipscomb University is committed to promoting Christian faith and practice by requiring Bible classes for all students, employing teachers who are firmly committed to the world view and lifestyle of biblical Christianity, and by providing specially designed programs, activities and worship experiences which strengthen the desire to be faithful, knowledgeable and mature Christians.

The university is committed to provide excellent educational opportunities through undergraduate and graduate programs.

The university is committed to serving the church, the community and the world.

Admission

Lipscomb University admits men and women who demonstrate the ability to succeed academically and who possess good moral character. A student desiring to enter must apply and furnish evidence of intellectual capacity and moral character.

Freshman Students

In general, applicants are expected to have followed a college preparatory course of study in high school. This track includes at least four units of English, two units of mathematics (preferably Algebra I and II), two units of natural sciences, two units of history/social sciences, two units in the same foreign language and two academic electives (selected from natural sciences, mathematics, foreign languages or social sciences). Applicants 18 years and older may be admitted with a GED.

We welcome your application and are excited about assisting you in enrolling at Lipscomb. To apply, follow these five steps:

1. Fill out an application form including essay. All blanks must be filled in, and the form must be signed by the applicant and the person responsible for payment, if applicable. The application may be mailed before the submission of the high school transcript, references, and the ACT/SAT scores.

2. Send in a $50 application fee. Contact the admissions office for details.

3. Submit a transcript of high school credits. Students applying during their senior year may submit credits completed through their junior year.

4. Give a reference form (educational) to the individual listed on the application.

5. Arrange to take the ACT or SAT test and have the score sent to Lipscomb University. (Our institutional code for the ACT is 3956. The SAT code is 1161.) If acceptance is granted, three additional items must be submitted: a final high school transcript, a health form and a Student Consent to Release Academic Information Form (FERPA). All records must be filed in the admissions office and approved before a student can enroll.

Applicants who present an ACT composite score of 21 or higher (or SAT equivalent), a high school GPA of 2.5 or higher, an essay within the application and strong educational references and interview are generally admitted without conditions.

Applicants who do not meet all four criteria will be automatically reviewed, which in some circumstances may require admission through the Transitions Program or other conditions. Any student, regardless of acceptance status, who does not score a 20 or higher on the English portion of the ACT (or a 480 or higher on the SAT) is required to take Developmental Seminar. Any student, regardless of acceptance status, who does not score a 21 or higher on the math portion of the ACT (500 or higher on the SAT) is required to take Introductory and/or Intermediate Algebra.

Appeal of an admission decision may be submitted in writing to the Office of Admissions. The university cannot accept the responsibility for a delay in the enrollment of an applicant submitting records later than two weeks prior to registration. The university reserves the right to reject any applicant at its own discretion. For any reason deemed sufficient, the university may require a medical examination, intelligence test or subject matter examination and may revise at any time the status given a student on admission. The provisions of this paragraph are subject to Lipscomb University's nondiscriminatory policy contained elsewhere in this catalog.

Home-schooled Students

Lipscomb recognizes the unique nature of home schooling and welcomes applications from home-schooled graduates. In general, a home-schooled student applying as a first-time freshman should follow the same application procedures as other freshman applicants. In lieu of a high school transcript, a home schooling record or transcript is required. Applicants who do not meet all four criteria will be automatically reviewed, which in some circumstances may require admission through the Transitions Program or other conditions. Any student, regardless of acceptance status, who does not score a 21 or higher on the math portion of the ACT (500 or higher on the SAT) is required to take Introductory and/or Intermediate Algebra.

If acceptance is granted, three additional items must be submitted: a final high school transcript, a health form and a Student Consent to Release Academic Information Form (FERPA). All records must be filed in the admissions office and approved before a student can enroll.
Transfer Students

Lipscomb accepts applications for admission from students who have attended other accredited institutions. Transfer students must follow, in general, the first three enrollment steps for freshman students. All college transcripts are required, as well as high school transcripts and ACT or SAT scores if the student is transferring with fewer than 60 semester hours. If an applicant is currently enrolled at another institution, a final college transcript will be required to validate admission. In addition, transfer students must be eligible to return to the institution previously attended. Transfer students who are admitted with a GPA below 2.0 will be placed on academic probation. Normally, courses with a grade equivalent to or exceeding a “C” will transfer.

Tennessee Board of Regents Schools. Lipscomb University will accept the general education requirements from Tennessee Board of Regents schools as meeting the general education requirements when one of the following exists:

- The student has completed all requirements for an A.S. or A.A. degree,
- The student has completed all the TBR general education requirements, or
- The student is completing one of the approved Tennessee Transfer Pathways.

Students who do not meet one of these options will have their general education course work approved for transfer on a course-by-course comparison.

If acceptance is granted, three additional items must be submitted: a final high school transcript, a health form and a Student Consent to Release Academic Information Form (FERPA). All records must be filed in the admissions office and approved before a student can enroll.

Tennessee Transfer Pathway

Lipscomb University is a participant in the Tennessee Transfer Pathway. Tennessee Transfer Pathways (TTPs) are designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, nonprofit Tennessee private colleges and universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements. A student who completes all of the courses listed on a particular Transfer Pathway will earn an A.A. or other degree at the community college.

The student is responsible for following the TTP exactly to ensure transfer of hours. A minimum grade of “C” is required for courses to transfer. Admission into Lipscomb University does not guarantee admission into a specific program.

Visiting Students

Admission as a visiting student is granted for only one semester. If the student desires to attend Lipscomb after that one semester as a visiting student, then he/she must reapply. A prospective student who has attended or is currently enrolled in another institution and desires to enroll in a course(s) at Lipscomb must:

1. Complete the application.
2. Submit the application fee.
3. Have an official transcript or official letter of good standing sent to Lipscomb from the last institution attended. For a course requiring a prerequisite, an official copy of the student’s transcript must be sent to the admissions office.
4. If a specific course taken at Lipscomb is to be transferred to the degree-granting institution, permission must be granted from that institution.
5. Submit a health form, if student is full-time.

International Students

International students are welcome at Lipscomb. They must file an international student application and meet the admission requirements of United States citizens. An entrance exam is not required, but the ACT or SAT is strongly recommended. In addition to materials requested of citizen applicants, international students must submit proof of English proficiency if their native language or education is not English. For unconditional admittance, a student must score at or above the following TOEFL scores: 550 on the paper-based test, 80 on the IBT or 213 on the computer-based test. An overall band score of 6.5 or higher on the IELTS exam will be accepted. Additionally, international students scoring 20 or above on the English portion of the ACT or 480 and above on the SAT will satisfy the proficiency requirement. Completion of the ELS Language Center’s highest level (www.els.edu) is encouraged but one of the previously mentioned exams is required.

Also, students must demonstrate sufficient financial resources for four years of university study.

All applicants whose academic records are from schools, colleges and universities located outside the United States must provide 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 whose academic records are from schools, colleges and universities located outside the United States must provide a course-by-course report from an approved evaluation service. Application for admission will not be considered without having this detailed review on file. Applicants must contact one of the two services listed below and make arrangements for evaluation.

Lisanto International
Foreign International Credential Evaluation
P.O. Box 407
Auburn, AL 36831-0407
Fax: 334.745.0425
Email: lisanoINTL@aol.com
Web: www.lisano-INTL.com
International students are required to pay in full for each semester before registering for classes. Also, international students are required to have health insurance to attend Lipscomb. For more information, contact the Office of Admissions by telephone at 615.966.1776 or 877.582.4766, by email at admissions@lipscomb.edu, by visiting international.lipscomb.edu, or by mail at One University Park Drive, Nashville, TN 37204-3951 USA.

If acceptance is granted, three additional items must be submitted: a final high school transcript, a health form and a Student Consent to Release Academic Information Form (FERPA). All records must be filed in the admissions office and approved before a student can enroll.

**Early Admission Students**

Superior high school students may be admitted for regular university work. A student applying for early admission must submit an application, transcript, ACT or SAT scores, two references and a letter of recommendation from the high school principal or counselor. Each request for early admission is considered by the admissions office on a case by case basis.

Lipscomb cannot guarantee that credits earned in the early admission program will automatically transfer to any other institution. Each college/university reserves the right to determine transfer credit.

In some cases, students choose to bypass the senior year of high school and enter college. These students apply in the same way as other prospective first-time freshmen. Three additional items are required: a letter of recommendation from the high school principal or counselor, the high school principal's intention in writing to award the applicant a high school diploma upon completion of the student's first year at Lipscomb and a personal essay stating the reasons for desiring early admission to Lipscomb. In addition, a health form must be submitted before enrolling.

**Notice of Nondiscriminatory 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, scholarships and loan programs, employment practices and athletic and other school-administered programs.

**Student Life**

What do you want to become? How will you make a difference in this world? What does it mean for you to be truly successful? What do you treasure? What are your greatest dreams and highest aspirations? These are the kinds of big questions you bring with you to the college experience, and these are the kinds of questions Lipscomb’s Student Life Team is committed to helping you answer. Our highest ambition is to equip our students to discover the person God created them to be and to prepare them to live out God’s call on their lives with intentionality and purpose so that they can experience the joy and genuine human flourishing of a life lived under the Lordship of Christ.

**Spiritual Formation at Lipscomb**

The collegiate experience includes a process of formation—a journey of maturation and development that will play a major role in shaping our students’ futures. This process of formation is inevitable, but movement toward the specific goal of Christian spiritual formation does not happen without an intentional plan. At Lipscomb University we embrace the end for which Paul labored: that “Christ be formed in you” (Galatians 4:19).

Spiritual formation, or growing to become more similar to Christ, cannot ultimately be required because it is based upon a personal decision and commitment. We welcome and invite students who have not made this decision to join us on our journey, but we acknowledge the importance of everyone’s freedom of choice. We ask that all students, however, recognize and respect the centrality of the Christian faith to Lipscomb’s identity and mission.

Following is a partial list of the means for the pursuit of spiritual formation at Lipscomb: Bible classes; chapel; service projects, including service learning (SALT) experiences and classes; mentoring; mission trips; daily devotionals delivered electronically; dorm Bible studies; relationships with other students, faculty and staff; and

**Required Documentation for Off-Site Learning Experiences**

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

The mere presence of the activities listed above, however, does not guarantee meaningful results in the area of spiritual formation. A plan for spiritual formation in a university context must give attention to three realities:

- the variety of students’ backgrounds and learning styles,
- the importance of encouraging active engagement rather than passive observation,
- the need to move from required activities to internalized habits.

We seek to address each of these realities in our program of spiritual formation. Bible classes begin with the basics, taking students through the whole Bible and encouraging them to find their identity in relation to God’s mission in the world. By the time a student reaches the junior or senior level, the goal is to incorporate one or more Bible classes into each academic area, demonstrating how to think and live as a Christian nurse, engineer, teacher, doctor or other professional. Worship times in chapel provide students with a variety of choices. On Tuesdays everyone assembles together to reflect and celebrate our overall sense of community in “The Gathering” in Allen Arena. On Thursdays students choose from several smaller venues that offer traditional, contemporary and contemplative worship styles. Chapel credits may also be satisfied by involvement in such activities as small group Bible studies, mission trips and service projects.

Simply sitting in a Bible class or a worship period does not produce spiritual growth. For that reason we strive to make these times as meaningful as possible in order to encourage participation, not just attendance. The greatest growth occurs, however, when students choose to go on a mission trip (as hundreds do each year), help feed the homeless, or in other ways live out their faith. An ever-growing array of such opportunities exists at Lipscomb, and those who choose to participate in them frequently find their lives transformed in the process.

We realize that we have our students for a limited amount of time. Once they leave Lipscomb they will not likely be in an environment in which they will be required to attend Bible classes or chapel. We seek to help them obtain knowledge, but also to equip and inspire them to pursue a lifelong path of spiritual formation.

**Student Activities**

The Student Government Association (comprised of 28 senators and four executive officers elected to serve for the academic year) partners with the Office of Student Life in providing opportunities for undergraduate students to get involved in various activities. Lipscomb graduate students work through the Graduate Academic Leadership Team in addressing campus concerns relevant to graduate student life.

**Professional and Service Organizations**

The Lipscomb family offers more than 70 groups and organizations in which students may be involved. The diversity of focus and interest provides avenues for all of our students to address their interests and attain a sense of acceptance and belonging. The major organizational groupings are: academic, professional, honor societies, music, drama, student publications, special interest, service and social clubs. Please consult the Student Handbook for a detailed listing.

**Social Clubs**

Approximately one in five of our students is involved in social clubs. These clubs are chartered to promote the spiritual mission of the school while providing avenues for social development on campus. Currently there are 13 social clubs overseen by the Office of Greek Life. The Interclub Council (ICC) and social club advisors play a vital role in working with the deans to provide leadership and direction for the clubs. Major club activities include athletics, Singarama, formals, drug and alcohol awareness training, and a variety of service projects.

**Residence Life**

Lipscomb realizes the importance of providing clean, well-maintained residence halls for students who are required to live on campus. Unmarried students are required to live in one of the campus residence halls. Exceptions to the on-campus housing requirement are made for the following: students 21 years of age and older, senior students with 95 credit hours and students living at home with their parents in the Nashville area. Married students and students over 25 are not allowed to live in the campus residence halls. Exceptions must be approved by the Dean of Student Life as indicated in the Student Handbook.

Lipscomb provides married student housing to those qualified married students who are receiving gift aid (all institutional grants and qualifying non-institutional grants) totaling a full grant-in-aid. The availability of this housing is extremely limited and those interested should contact the Office of Rental Properties at 615.966.6173 for further information.

**Career Development Center**

The Career Development Center facilitates the development process by which students become ethical professionals who are self-aware, engaged, resourceful, and ready to meet the demands of tomorrow’s workplace. We are dedicated to providing professional development opportunities and connecting students and alumni to employers through both on and off campus recruiting.

Upon entering Lipscomb University, students may utilize the CDC’s services and they are immediately granted an account in Bison JobTrax, our online internship and job posting website that can be found on myLipscomb.
Self-Assessment
The CDC also encourages students to 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 career development events such as career exploration events and employer recruiting events. Throughout the semester, different professionals discuss their industry and network with students. Through exposure to various careers, students gain a greater understanding of the opportunities available to them after graduation.

Internships
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 BisonJobTrax. Bison JobTrax is also utilized in maintaining a database of on- and off-campus, part-time and full-time employment opportunities.

Professional Preparation
Through academic partnerships, the Career Development Center offers students resumé and interview preparation, graduate school admission guidance and job search skills. Career networking and recruiting events are held on campus each semester to facilitate the process by which students connect with employers.

Counseling Center
A variety of counseling services are provided by the university’s licensed professional counselors and graduate interns for students who need help with personal or family problems, academic issues, and vocational choice/choice of major, among other topics. Services are provided free of charge on a strictly confidential basis. The Counseling Center is located in the lower level of Elam Hall South. Normal hours are 7 a.m. to 6 p.m., Monday through Friday. Limited evening hours are also available. Appointments may be made online at counselingcenter.lipscomb.edu or by calling 615.966.1781.

Health Services
Health Services is located in the front, lower level of Elam Hall between the Counseling Center and the Campus Safety and Security office. Normal hours during the school year are 7:45 a.m. - 4:30 p.m., Monday through Friday, with shortened hours during the summer. The clinic is closed for holidays. The clinic is staffed by a nurse practitioner and a registered nurse. Students at Lipscomb University can conveniently receive primary care for illnesses and injuries including testing, diagnosis, and prescriptions. Each semester undergraduate students can see the nurse practitioner three times under the student health fee and can pay for any additional visits if needed. Payment for prescription medications, imaging and laboratory services will be up to the student and may be billed to his/her health insurance plan. The Health Center does not currently bill insurance for in-house services. Health insurance is highly recommended for students and is required for international students. Allergy shot administrations, TB skin tests and many vaccinations are available for a fee for students, faculty and staff.

All students must complete a Student Health Record Form and submit it to Health Services before arriving on campus. The information requested includes a medical history, documentation of immunizations and tuberculosis screening. Students who have not submitted the Student Health Record Form will have a hold put on their registration until the form has been completed. This hold could prevent the student from registering for subsequent semesters. The state of Tennessee requires all students born after 1956 to provide proof of two measles, mumps and rubella (MMR) vaccinations or a titer showing immunity. All students born after 1979 must also have two varicella (chickenpox) vaccines or history of the disease which can be shown through a positive blood titer. The hepatitis B (HBV) series is required for all students, and the meningococcal vaccine (MCV) is required for residential students because of the increased risk of this disease with college-age students. If the student (or guardian for those under age 18) chooses to refuse the HBV or MCV after reviewing the information about the risk factor and dangers of each disease, he/she may sign a waiver refusing administration of the vaccines. All students must also have TB screening in the form of a skin test, blood test or risk factor questionnaire within the last year; further guidance is given on the TB Screening Questionnaire. Proof of treatment for any positive TB test must be included as well as a copy of a chest x-ray. Health profession students have additional requirements outlined by their respective schools or departments.

Athletics
Intercollegiate
Lipscomb University is committed to sportsmanship and fellowship as well as academic and athletic excellence. The Lipscomb University athletic program is an active member of the NCAA at the Division I level and is a member of the Atlantic Sun Conference. Lipscomb University competes in the men’s intercollegiate sports of baseball, basketball, cross country, golf, soccer, tennis, and track and field. Lipscomb University women participate in basketball, cross country, golf, soccer, tennis softball, volleyball and track and field

Lipscomb also offers the finest in athletic facilities. The 5,000-seat Allen Arena hosts Lipscomb basketball and volleyball, serves as home for chapel and houses the athletic department. Ken Dugan Field at Stephen Lee Marsh
Stadium serves as home to our baseball program while Draper Diamond at Smith Stadium provides a magnificent setting for our softball program. In April 2010 the 2,200-square-foot Huston-Marsh-Griffith Tennis Center was officially opened, housing a pro shop with a retail store.

**Intramural Sports**

Intramural sports are a vital part of campus life. The Student Activities Center and intramural field opened in 1991. Activities offered in the fall include the annual home run derby, softball, full golf scramble, co-ed volleyball and flag football. In the spring, activities include basketball, dodgeball, racquetball, ping pong and badminton tournaments, flag football, soccer, ultimate frisbee and spring golf scramble.

Throughout the year, various tournaments in basketball are offered such as a three-on-three, five-on-five and free throw/three-point shooting contests.

Team sport competition is divided into both independent and club leagues. The independent league is open to all students enrolled at Lipscomb, whereas the club league is open only to those students who are members of social clubs and who meet all eligibility requirements set forth by the Office of Student Life.

In addition to intramurals, free play recreation is offered. Students are encouraged to take advantage of the SAC and its facilities including two basketball courts, weight room, indoor running/walking track, aerobics room and four racquetball courts.

**Student Growth**

A student attending Lipscomb University should grow intellectually, spiritually, physically and socially. Lipscomb students should be honest and truthful in all matters; abide by campus regulations; respect and obey existing local, state and federal laws; respect private and public property; observe biblical standards of conduct; and respect the rights of others. Every student is expected to familiarize himself/herself with the Student Handbook and honor the rules and policies articulated within the handbook. Questions regarding student conduct and/or behavior should be directed to the senior vice president for student life.

A student may be requested by the provost or senior vice president for student life to withdraw from school at any time such action serves the best interest of the student and/or the university. The request may be based on factors which include, but are not limited to, conduct inconsistent with the ideals of the university, failure to do satisfactory class work, or failure to attend Bible class. When a student is requested to withdraw from school, his/her failure to do so may lead to dismissal or loss of credit. When a student is dismissed, that dismissal becomes a part of the student’s permanent record.

**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 Christlikeness, 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, Lipscomb encourages 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.” The 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 tolerate cheating, lying, fraud, theft and other dishonest behaviors that jeopardize the rights and welfare of the community and diminish the worth of the academic integrity of the community.

The Academic Integrity Policy 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 the Academic Integrity Policy can be found at academics.lipscomb.edu, in the Faculty Handbook, and in the Student Handbook.

**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.

**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.
# Financial Information

## Fall/Spring

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (block rate for 12-18 hours)</td>
<td>$13,214</td>
<td>$26,428</td>
</tr>
<tr>
<td>General Student Fee</td>
<td>$ 1,098</td>
<td>$ 2,196</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$ 5,368</td>
<td>$10,736</td>
</tr>
<tr>
<td>Total basic cost for typical student</td>
<td>$19,680</td>
<td>$39,360</td>
</tr>
</tbody>
</table>

## Basic Charges Per Semester for the Undergraduate Program*

- Undergraduate tuition per semester
  - Block tuition (12-18 hours) ................................................................................................................................. $13,214
  - Part-time hourly rate (1-11 hours) per hour ............................................................................................................ 1,110
  - Hourly rate (19 or more hours) per hour .................................................................................................................. 630
  - General Student Fee (per semester for 12-18 hours) ................................................................................................. 1,098
  - General Student Fee (per hour for 1-11 hours) ........................................................................................................... 92

*Charges for graduate programs are described in a separate catalog available from the Office of Graduate Studies.

## Basic Charges Per Semester for Adult Degree Program

- Tuition per credit hour .................................................................................................................................................. $525

## Room and Board Charges

### Fall or Spring

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Cost per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elam, High Rise, Fanning, Sewell or Johnson (traditional) double/triple occupancy</td>
<td>$3,096</td>
</tr>
<tr>
<td>Elam, High Rise, Fanning, Sewell or Johnson (traditional) single occupancy</td>
<td>4,116</td>
</tr>
<tr>
<td>Johnson (addition) double/triple occupancy</td>
<td>3,318</td>
</tr>
<tr>
<td>Johnson (addition) single occupancy</td>
<td>4,338</td>
</tr>
<tr>
<td>The Village double occupancy</td>
<td>3,896</td>
</tr>
<tr>
<td>The Village single occupancy</td>
<td>4,916</td>
</tr>
</tbody>
</table>

### Maymester, Junemester or Julymester

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Cost per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double occupancy - per “mester” (excludes The Village)</td>
<td>750</td>
</tr>
<tr>
<td>Single occupancy - per “mester” (excludes The Village)</td>
<td>940</td>
</tr>
</tbody>
</table>
Summer - Full Term
Double/triple occupancy (June and July) ................................................................. 1,550
Single occupancy (June and July) ............................................................................. 1,930
The Village double occupancy (June and July) ....................................................... 2,550
The Village single occupancy (June and July) ......................................................... 3,220

Summer - Term I or II
Double/triple occupancy (June or July) (excludes The Village) ........................... 800
Single occupancy (June or July) (excludes The Village) ......................................... 990

Global Learning Room and Board
Global Learning Housing (Santiago, Vienna, etc.) .................................................... $3,896
Global Learning - Bison Stampede Abroad ............................................................ 2,420

Meal Plans (per semester)
(All students who reside in Lipscomb University residence halls are required to purchase a meal plan.)
Bison Stampede (14 meals a week with $500 Dining Dollars) ............................... 2,420
Bison Herd (12 meals a week with $600 Dining Dollars) ......................................... 2,272
Bison Traveler (7 meals a week with $650 Dining Dollars) ..................................... 2,080
Bison Four (Seniors only; 4 meals a week with $500 Dining Dollars) .................... 1,430
Unlimited Freshman Experience (with $425 Dining Dollars) ................................. 2,430
Unlimited Freshman Experience (with $250 Dining Dollars) ................................. 2,255
Village Residents ($1,150 Dining Dollars) ............................................................... 1,150

Note: Meal plans are valid for the current semester only; Dining Dollars will roll over from fall to spring semester if a spring semester meal plan is purchased. All Dining Dollars expire at the end of the spring semester.

Deposits and Fees
Enrollment Fee – Freshmen (covering Advance, up to two Advance guest registrations, and QuestWeek) .............................................................. 300
Advance Standing Equivalency Credit & Credit by Examination (per course)
  Evaluating and Recording, per course ................................................................ 70
  Constructing and Administering Departmental Exam, per course ....................... 100
Art Supplies Fee ........................................................................................................ 75
College of Education Student Teaching Fee .......................................................... 400
Dietetics Internship Fee .......................................................................................... 8,300
Food Labs Fee .......................................................................................................... 75
Foreign Language Fee ............................................................................................. 35
Foundations of Business Course Fee ...................................................................... 35
Global Learning Semester Abroad Fee .................................................................. 3,240
Application for Graduation Fee ............................................................................. 195
Housing Processing Fee .......................................................................................... 150
Lab Fees: Biology, Chemistry, Computing, Engineering, and Physics .................... 95
Late Registration Fee ............................................................................................... 195
Nursing Program Fee .............................................................................................. 2,000
Private Music Instruction for credit (one half-hour lesson per week, per semester)
  in addition to tuition (non-refundable after first week) ............................................. 400
Private Music Instruction for credit (two half-hour lessons per week, per semester)
  in addition to tuition (non-refundable after first week) ............................................. 710
Private Music Instruction not for credit (one-half hour lesson per week, per semester)
  (non-refundable after first week) ........................................................................... 570
Private Music Instruction not for credit (two half-hour lessons per week, per semester)
  (non-refundable after first week) ........................................................................... 970
Returned Check/Electronic Payment Fee ................................................................ 30
TouchNet Monthly Payment Plan Enrollment Fee (per semester) ......................... 60
Transcript Fee .......................................................................................................... 5
Undergraduate Application Fee ............................................................................... 50
Withdrawal Fee ........................................................................................................ 195

Note: Lipscomb University reserves the right to adjust any fees at any time before the charges are incurred by the student.
Payment Options

Financial arrangements for all student charges should be made before classes start based on the published dates: Fall - Aug. 1 | Spring - Dec. 1 | Summer - May 1. To meet the financial needs of our students and their families, Lipscomb offers two payment options. Students who have not designated one of the following two payment options will not be eligible to attend classes:

I. Monthly Payment Plan
Lipscomb University has teamed with TouchNet to offer monthly payment options that allow students to pay semester expenses with equal monthly payments ending in Oct. (for fall) or March (for spring). The plans have a non-refundable enrollment fee of $60 per semester.

II. Full Pay
Under this plan the entire balance (less any verified financial aid) is paid before classes begin based on the published dates. Students may pay online through TouchNet at my.lipscomb.edu. Payment options can be found by going to “My Account” in the “My Balances” section, which is also Step 4 in the registration process. Payment can also be made by cash or check through the cashier window.

Note: It is the student’s responsibility to make arrangements for all financial aid, outside scholarships, loans and payments prior to the beginning of the term. When calculating your full pay balance, do not deduct the estimated work study award.

Financial Responsibility

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

Delinquent Accounts

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

Students are responsible for informing the registrar’s office of any change in billing address.

Business Office Holds

Students who have not met their financial obligations will be placed on a Business Office hold. Students on a Business Office hold are not permitted to register for classes, receive transcripts or graduate.

Title IV Refund Policy

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

Refunds

I. Tuition - Refunds will be calculated based on the official date of drop or withdrawal as defined below.
Fall, Spring, Maymester, Junemester, Julymester, Wintermester, short summer terms, summer full session and Adult Degree Program tuition refund periods:
- 100 percent refund must drop or withdraw before the end of the equivalent of two weeks of class
- 50 percent refund must drop or withdraw before the end of the equivalent of four weeks of class
- No refund of tuition after the fourth week of class
- Refunds for non-traditional meeting times are based on the schedule above 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.

II. Room Charges
Students who withdraw from the university on or before the end of the first week of class will receive a full refund of room charges.
- If a student officially withdraws on or before the end of the fourth week, a 33 percent refund of room charges will be credited to the account. To be eligible for the room refund, the student must return the student I.D. card, remove belongings from the room and follow check out procedures. (Please refer to “Official Withdrawal” section.)
  Note: Students enrolled in non-traditional terms will receive a refund of 33 percent of dorm charges if officially withdrawn on or before the first quarter of the term.
- Students who choose to move off campus but fail to notify the housing office are not eligible for refund of dorm charges, unless the student is forced to leave the dorm for one of the following reasons:
  1. Medical reasons confirmed in writing by a licensed physician. A prorated amount will be determined based on the date received and accepted by the housing office.
  2. Death of immediate family member.
  3. Extenuating circumstances affecting military personnel.

III. Refund of Meal Plan Charges
Only meal plan selections cancelled prior to the first day of classes will be fully refunded.
Dropping Courses
During the official drop/add period, students are able to drop or add online. 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 online or the date the Drop/Add Form is accepted in the registrar’s office.

Adding Courses
The final day for adding classes (fall and spring) is the fifth class day. The final day to add during the full summer session is the fourth class day, and for summer terms, it is the third class day. Accelerated Adult Degree Program classes, as well as Maymester, Junemester and Julymester term classes, must be added before the second class meeting. No reduction in tuition is provided for courses added at any time during the semester. Before adding or dropping classes, students should ensure that they understand how the course load changes will affect their financial account.

Official Withdrawal
- Students desiring to officially withdraw from the university must obtain a Withdrawal Form from the registrar’s office and supply all requested information and required signatures.
- The completed Student Withdrawal Form and the student I.D. card must be received in the business office before an adjustment can be made to the student’s financial record.
- The date of official withdrawal from the university will be based on the last verifiable date of attendance.
- The deadline for official withdrawal from the university is the last day of classes prior to the final exam period of each semester.
- Lipscomb charges a withdrawal fee of $195.

Students understand that withdrawal, suspension or probation does not result in reduced charges or additional credits on the student bill.

Financial Aid
The financial aid office coordinates the awarding of all financial assistance. The primary purposes of the aid program are to provide financial assistance to students who without aid could not attend the university and to reward students who have achieved excellence in their previous academic work or in areas of performance.

Besides offering its own institutional aid to students, Lipscomb participates fully in federal and state aid programs. The aid available includes scholarships, grants, loans and employment.

The financial aid office presents to each eligible applicant an award package which may be funded from several sources. Because funds may come from many sources at various times, over-awarding sometimes occurs. If a student is inadvertently over-awarded according to either federal or institutional guidelines, adjustments will be made in the award. Please note that your institutional aid may be reduced or canceled at any time during the year if it is deemed necessary.

Lipscomb University makes every effort to use institutional resources wisely. Consequently, we must limit the institutional gift aid provided to students based on living arrangements and award packages. Lipscomb University follows a direct cost policy for all students. Non-institutional gift aid such as Title IV funds, state grants and outside scholarships will be applied to the student account first. Institutional aid is always applied last. If an award package is created before additional aid is received from outside or institutional sources, the package will be updated as described above which could result in reduction of institutional funds. If a student has a credit caused by institutional aid and outside scholarships, the student is not eligible for a refund. The institutional aid will be adjusted down to remove the credit.

Lipscomb makes every effort to use institutional resources to build its campus community. If an on-campus student has a credit caused by institutional aid and/or other gift aid in conjunction with a federal Pell grant, the student is eligible for a refund up to maximum Pell. Off-campus students are not eligible for this refund. A meal plan cannot be added to an off campus student’s account and be covered by an institutional credit.

In a credit situation, before institutional aid is adjusted down, the student is entitled to an up to $600 per semester book voucher (required books only), except where the scholarship states that books are not covered, e.g., National Merit finalists, athletics, veterans, etc. Institutional funds are provided for normal, required expenses at the university. Optional fees and deposits, such as (but not limited to) Global Learning, traffic fines, health center charges, private lessons and housing are not eligible to be covered by institutional and/or future outside aid.

Title IV loans such as Stafford, PLUS or Perkins are refundable. The refund cannot exceed the amount of the loan.

For employees, please review the Staff Handbook for guidelines regarding employee tuition discount and the direct cost policy.

The Department of Education requires the university to set a cost of attendance (student budget) based on the student’s program of study and living arrangements. This means that students living on-campus and off-campus will have different budgets. (Student budgets include tuition, fees, room, board, books and supplies, personal expenses and transportation.) Student budgets for off-campus students are lower than student budgets for on-campus students. Therefore, if a student moves off campus during any semester, both loan eligibility and gift aid may be significantly reduced. Prior to making a change in living arrangements, students should contact the financial aid office FIRST to determine the potential impact to their award and student budget. important note: For students who are from Tennessee and qualify for the HOPE scholarship, this state award is inclusive of any full tuition scholarship, such as the Community College Trustee Award, if the student lives off campus. Also, students who decline the Tennessee HOPE scholarship cannot have these funds replaced by equivalent funds from other institutional sources.
Therefore, if the student declines the HOPE scholarship, the full-tuition scholarship will be reduced accordingly.

In general, university funding is described below under the heading of Scholarships; Funds from government (and other) sources are designated “financial aid.”

Scholarships

Institutional grants (often called “scholarships”) are given on two bases: merit and need. Any student accepted for admission to the university must file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov to be considered for both need and merit aid provided by the university. Any student who files a FAFSA, listing Lipscomb’s Federal Title IV Code (003486), is automatically considered for need-based federal and state aid.

General information by enrollment status:

Freshmen. Academic scholarships for first-time freshmen are determined primarily by ACT/SAT.

- Additional ACT/SAT scores will not be used for scholarship determination beyond the first day of classes in the student’s freshman year.
- Other scholarships for freshmen are performance awards in art, athletics, drama and music. These awards are determined by the specific department.

Transfers. Academic scholarships for transfers are awarded according to college GPA. A minimum GPA of 3.0 is required. Students who have enrolled full time at another college or university for one semester or more are considered transfer students.

Continuing Students. Lipscomb students can renew the scholarships they receive at entry. However, superior academic performance at Lipscomb does not allow for an increase in the award.

Graduate Students. Graduate students may qualify for scholarships, tuition grants or assistantships, depending on the field of study. Please refer to the Graduate Catalog for further information.

Visiting. No aid, including scholarships, is available to students who do not seek a degree, licensure or certification.

 Returning Students (Lipscomb being the initial school as a first-time freshman).

- The initial-entry scholarship will not be offered if the student’s intention was to withdraw from Lipscomb and enroll in another school for a semester or more as a regular student (not a visiting student). Students taking less than full-time summer classes while at home for summer break are excluded from this policy. As a general rule, leaving Lipscomb in the fall or spring term to enroll in another college or university will result in transfer student status upon return.

- Students away from Lipscomb for more than one semester will be awarded at the transfer scholarship scale, based on the most recent Lipscomb GPA, not to exceed the value of the current Lipscomb academic scholarship.

Second-Degree Students. No institutional aid available. May qualify for federal aid.

Merit Aid

National Merit, trustee, presidential, provost, dean, Bison Achievement, Phi Theta Kappa, National Society of Leadership and Community College Award. These awards are given to first-time freshmen, transfers and continuing students. Details for incoming students are available on the financial aid website.

Transfers. A number of renewable scholarships are available to community college transfer students and Phi Theta Kappa members.

Continuing Students. Academic scholarships given to entering students continue if the students meet renewal requirements.

Adult Degree Programs. Adult Degree students are eligible for merit-based scholarships. Applicants should submit their requests to the financial aid office. (A scholarship request form is available in myLipscomb under Lipscomb Scholarship Forms.)

Graduate Students. All graduate students may apply for need-based aid by filing a FAFSA. Some graduate areas offer unique merit assistance through the individual graduate program office:

- The M.B.A. program has a limited number of academic scholarships and assistantships.
- The education program offers a few scholarships and assistantships and makes available a 40 percent tuition grant to teachers at schools associated with the Church of Christ and offers an In-Service Scholarship (26 percent discount) for other currently employed full-time teachers and/or administrators.
- The Bible program provides a graduate tuition discount for all qualified students. Contact the Bible department for details.
- Counseling and psychology offers a limited number of assistantships.

Vision Award

These are awarded to entering freshmen who can make a positive contribution to the diversity of the student body. The award is $1,000 per year and is good for 126 attempted hours. The student is required to complete an application, take a full-time load per semester, and must maintain a 2.0 GPA. The student must be a U.S. citizen or permanent resident, eligible to file a FAFSA.

International Student Grant

Incoming international students receive a 50 percent tuition grant if the student lives on campus. This award is not stackable with any other aid. Students who live off campus qualify for a 33 percent tuition grant. Exclusions apply. Contact the international admissions recruiter for details.
Special Awards
These are made primarily to entering freshmen based upon the following criteria.

Fanning-McInteer Scholarship Fund. This fund is designated for female students only. In order to qualify, one or both of the parents of the applicant must be deceased. Eligibility is based on need, so the filing of a FAFSA is required. The application deadline is May 1. For information contact the financial aid office.

Cultural Diversity Teacher Training Program Scholarship. These scholarships are awarded to minority students who seek an initial teaching license through Lipscomb's professional education degree program. The value of a scholarship is up to $5,000. Applicants should contact Lipscomb's Office of Teacher Education for information about application procedures and deadlines. Awards are made by an applicant selection committee.

Outside Scholarships. There are outside scholarship opportunities available to Lipscomb students. Application and requirements for these scholarships are available online at financialaid.lipscomb.edu.

Performance Scholarships
In addition to merit aid based upon academic achievement, Lipscomb also offers merit aid based upon excellence in various areas of performance by students. Performance scholarships are made primarily to entering freshmen by the appropriate departments. Examples include music, art, athletics, drama and communication.

Art. Scholarships are available to students on the basis of talent demonstrated by a portfolio of the student’s work. Recommendations are made by the chair of the department of art. Contact the department of art for further information.

Athletics. A limited number of athletic scholarships are available for student-athletes. Athletes awarded $12,000 per year or more must file a FAFSA before any athletic aid will be applied to the student account. Student-athletes must satisfy eligibility requirements established by Lipscomb and by the NCAA to be eligible for athletically related performance-based aid. For specific information contact the Office of Athletics, Lipscomb University, Nashville, Tennessee 37204-3951.

Communication. Scholarships are available for students proficient in journalism and mass communication. Preference is given to candidates who have been enrolled for at least one semester. The chair of the department of communication recommends the recipients.

Music. Applicants with proficiency in vocal and/or instrumental music may apply for scholarships awarded for past achievements and for audition performance. Contact the department of music for spring audition dates and other departmental requirements.

Student Government Association. A limited number of scholarships are available to student government officers. Candidates must be duly elected and meet established criteria. Contact the Office of Student Life for information related to Student Government Association and these awards.

Other. Various other performance-based aid may be established from time to time.

CCCUTuition Waiver Exchange Program
Lipscomb participates in the Council for Christian Colleges and Universities (CCCU) tuition exchange program. Students enrolled in the Doctor of Pharmacy degree are not eligible. The CCCU discount cannot be combined with any other institutional aid. Contact the financial aid office for details.

Institutional Need-Based Scholarships/Grants
Freshmen, transfers, continuing students and graduate students have the same requirements for need-based aid. A FAFSA must be filed to be considered for need-based aid.

Need Aid Details by Fund
“Memorial” is the inclusive term for need-based aid at Lipscomb. Memorials are of two types: general and designated. A general memorial comes from the general funds of the university; the designated memorials consist of restricted scholarship funds set up in memory of individuals. After a student receives a memorial, he/she is told from which designated memorial all or part of the award is derived. Thank you notes to donors are required of students who receive Lipscomb memorials. No credit for the memorial scholarship will be given until the note is written.

The designated memorials are numerous and usually awarded on the basis of need; thus, the filing of a FAFSA is required. Some award decisions are made by select groups. Most memorials are awarded by the financial aid office. Due to a limited amount of funds, memorial grants will be adjusted when other institutional aid is added.

I. Some memorials have definite instructions from contributors concerning those to whom the awards should be given. Others are available to any student with need.

II. Memorials exist for minors in art, Bible (graduate and undergraduate), biology, business, chemistry, dietetics, English, Greek, history, journalism, consumer sciences, physical education, pre-med, pre-nursing, social work and speech, among others. A few memorials state donor preferences for recipients who are from specific geographic regions, for minorities or for those who participate in athletics.

III. Four memorial loan funds exist and are listed under “Memorial Loans Which Must Be Repaid.”

The university is grateful to those who have contributed and are contributing to these scholarships. We especially appreciate those whom they honor.
Endowed memorial fund names are as follows:

Adams Christian Trust Scholarship
Akers, Jacob Memorial Scholarship Fund
Akinyi, Grace Woodruff Memorial Scholarship Fund
Alexander, B. and B. Scholarship Fund
Alap, Jane Elizabeth Scholarship
Alumni Veterans Scholarship
Anderson Family Scholarship Fund
Andrews, Sarah S. Scholarship Fund
Arnold Good News Teachers
Training Scholarship
Arnold, Lloyd N. Memorial Scholarship Fund
Aubusinks, Nora Scholarship Fund
Baker Expository Preaching Scholarship
Baker, Arthur/Opal Preaching Scholarship
Baker, Arthur/Opal Education Scholarship
Baker, Arthur/Opal Nursing Scholarship
Barber, Heather Knox Nursing Scholarship
Barclay, E.C. Scholarship Fund
Barr Kappa Chi/Pre-Med Scholarship
Batey, Irena Voice Scholarship
Batey, Irena Lee Scholarship Fund
Baxter, Wanda & Batsell B. Scholarship
Beaman Scholarship
Beamer, Pat Scholarship Fund
Beasley, T.O. (Bustie) Gladys Mays Scholarship Fund
Bellwood Church of Christ Fund
Bennett, Dr. Lynch Memorial Scholarship Fund
Bennie, Nancy and the Bennie Family Endowed Nursing Scholarship
Berry Family Endowed Scholarship
Berry, Sue English Scholarship
Bloomington, Roy/Berta
Memorial Scholarship
Bohnann, Byrd/Vincent Scholarship Fund
Bohannon, Sallie Draper Scholarship
Boone, Pat/Shirley Scholarship
Boyce, Fessor Tennis Scholarship
Boyd/Byers Scholarship for Varsity Athletics
Boyd-Erwin Scholarship Fund
Brackett, Joyce Educational Scholarship Fund
Bradley Sr., Dr./Mrs. Donald Scholarship
Bratlett, Kent Memorial Fund
Breeden, Kyle Scholarship Fund
Breuer, Barry Golf Scholarship
Breuer, Charles R. Memorial Scholarship/Preaching
Bromley, Sarah W. Scholarship
Brothers & Writer Scholarship
Brunitt, Alton/Beth Scholarship
Briscoe, Daisy Endowed Scholarship Fund
Bryan, Albert & Lillian Scholarship
Bryan, Georgie, Mary & Wilson Memorial Scholarship Fund
Bryan, Ralph E. Scholarship Fund
Bufo, W./Lorene S. Hooper Business Scholarship
Bufo, W./Lorene S. Hooper Chemistry Scholarship
Bufo, W./Lorene S. Hooper History Scholarship
Burnett, Mary Scholarship Fund
Burton, Lillie Armstrong Scholarship
Burton/Keeble Scholarship
Butcher, Jan Memorial Scholarship Fund
Butler, Martha Ellen Scholarship Fund
Button, Elizabeth & James Memorial Scholarship
Byers, James R. Scholarship
Carol Lynn Hall Memorial Scholarship
Carter, Margaret Florence Economic Scholarship
Carter, J. Howard Scholarship
Carter, Lois Scholarship Fund
Carter, Wilford Newton and Clara McDaniell Scholarship Fund
Carrill, Mr. and Mrs. G.F. Memorial Preaching Scholarship
Chavez, J.E. Endowed Scholarship
Chamley, Mildred Roger
Memorial Scholarship
Clark, Joseph and Mary Lee Scholarship
Clark, John B. and Margaret Memorial Scholarship
Clark, John B. and Margaret Scholarship
Class of 52 Endowed Scholarship
Claude, James E. Family Scholarship
Clayton, Fred and Grady Hert
Endowed Scholarship
Cobb, Thurman and Mary Lee Scholarship
Cochran, Ms. and Mrs. Obie & Willie Scholarship
Coleman, Ellen Snell Scholarship Fund
Coleman, Dr. and Mrs. Michael Scholarship
Collins/Campbell/Holden Endowed Scholarship Fund
Collins, G. Willard Scholarship
Connelly, Capt. Allen Scholarship
Conner,Memorial Scholarship
Conner, Durwood Scholarship
Cortee, Arline Scholarship Fund
Cortillo, Jean G. Scholarship Fund
Couchman, Elizabeth J. Fund
Crisman Scholarship
Crittenden Dr. of Church of Christ Scholarship
Cowser Horwath Scholarship Fund
Cullum, Gregory E. Scholarship
Curd, Ed/Charlene Scholarship Fund
Dailey, Clarence Scholarship
Dargough Second Mile Scholarship Fund
Davis, Allene Memorial Scholarship
Davis, W. Lipscomb & Adelaide Shull Scholarship Fund
Day/Day Scholarship Fund
Day, Earl and Eileen Puckett
Day Scholarship Fund
Deery, Matthew Memorial Scholarship Fund
Delouette and Touche Scholarship Fund
Demonbreun, Bryan Scholarship Fund
Denison, Marshall & Jean Scholarship Fund
DeRossette/Lyles Scholarship Fund
Derryberry, Dorris/Mary Lee Business Scholarship
Dicher/Morrison Scholarship
Dobbs, John-Adam Cokacker Scholarship
Doster Scholarship for Engineering
Draper, Bob Memorial Athletic Scholarship
Draughon Foundation Scholarship Fund
Dreher, Chuck Ministers' Scholarship Fund
Dreher, Chuck Women's Scholarship Fund
Dugan, Ken Athletic Scholarship
Dugan, W.F. Memorial Baseball Scholarship
Duncan, Bruce & Nancy
Tennis Scholarship
Duncan, Jamison M. Scholarship Fund
Dunn, Del/Johnstone, Allene Scholarship
Dunten, Dr. John D. Scholarship Fund
Durrington Church Ed Adm Scholarship
Dyer, Lucy Scholarship Fund
Edgin, Susan Memorial Scholarship
Eifrid, Billy C. Preacher's Scholarship Fund
Englund, G. David Scholarship Fund
Etter, Judith Kimberly Layle
Valedictorian Scholarship
Etter, Barbara N. Veterans Scholarship Fund
Eubanks, Buford & Dot Scholarship Fund
Evens, Edgar Scholarship Fund
Ewing, Robert C. Engineering Scholarship
Ewing Trust/Protestant Orphan Fund
Excellence in Entrepreneurship Endowed Scholarship Fund
Family Emphasis Scholarship
Fanning-McInteer Scholarship Fund
Ferner, David Scholarship Fund
Flowers, Harold Memorial Scholarship Fund
Flowers, Miller, Katherine Fine Arts Scholarship
Floyd, Harvey Biblical Languages Scholarship
Forest Hills Church of Christ Scholarship Fund
Fox, Dr. Jesse/Maude Scholarship
Fox, John Michael Pre-Med Scholarship
Fry, John S. Scholarship Fund
Fulmer, Clyde/Constance Scholarship
Gain, JIMER Scholarships Fund
Gamble, Charles (Chuck) Ray Jr.
Scholarship Fund
Gann, Richard Scholarship Fund
Garrett, Marie Endowed Scholarship Fund
Gaw, Cleavis/Pearl Scholarship
General Scholarship Fund
Gentry, Bill & Treva Scholarship
Giles Morgan Carter
Memorial Scholarship
Glenmore/Goodpasture Scholarship Fund
Golden Circle Scholarship Fund
Graves, Joseph E. Scholarship
Graves, Sherry Marie Scholarship
Graves, John A. Scholarship Fund
Graves, John P. Scholarship Fund
Graves, Opel M. Scholarship Fund
Grayson, Gertrude/MG Scholarship
Greene, Angie Memorial Scholarship
Griffith, Lynn & Diane
Athletics Scholarship Fund
Hardaway, Della H. Scholarship
Hardcastle, Dora Wilks Memorial Scholarship Fund
Hardson, Catherine & J.O Scholarship
Hardson, Bryan Randall Endowed Scholarship
Harris, George/Frances Scholarship
Harris, Theo Scholarship Fund
Harvey, Kendal Kevin Scholarship Fund
Harwell Family Scholarship Fund
Hatchett, Fred Scholarship
Hays, Thomas and Linda P. Endowed Scholarship Fund
Helipol, Woodward & Pauline Endowed Scholarship Fund
Henderson, Mary C. Scholarship Fund
Hester, Foy B. and Lorene E.
Scholarship Fund
Hillin, Katie Scholarship Fund
Hines, John & Ada Scholarship Fund
Hodges, Paul Scholarship Fund
Hodges-Carruth, Trish Endowed Scholarship Fund
Holder, James and Nelson Endowed Scholarship Fund
Holley, Bobbie Lee Gault Scholarship Fund
Holton, Edgar and Ida Belle Memorial Scholarship Fund
Hooper, Virginia L. Memorial Scholarship Fund
Hubbard, Steven M. Memorial Scholarship Fund
Hunt, Tappie L. Scholarship Fund
Hunter, Miles S. Scholarship Fund
Hunter, Ronnie & Barbara
Scholarship Fund
Hutchens, John and Mary Nelle Art Scholarship
Hyche, Henry and Verda
Scholarship Fund
Ison Scholarship Fund
Jackson, Ira S. and Hazel
Scholarship Fund
Jamison Scholarship Fund
Jenkins, William W. Scholarship Fund
Jernigan, May Ministerial Scholarship
Johnson, Helen "Grandma" Scholarship Fund
for Bible Majors
Kerce, Robert H. Mathematics Scholarship Fund
Kiewetter, Bobby Endowed Scholarship
Kinkaid-Rankin Endowed Scholarship Fund
Kidrell/Dennison Accounting Major Scholarship
Knapp, Robert H. Endowed Scholarship Fund
LaVelle, Elizabeth Memorial Scholarship
Lavender, David E. Missions Scholarship Fund
Leathers, Harry Scholarship Fund
Leathers, Sally Louise Scholarship Fund
Leavel, William A. and Frances H. Scholarship Fund
Leaver, Walt and Carol Scholarship Fund
Lipscomb, Dr. John Paul Scholarship Fund
Lipscomb, Virginia C. Scholarship Fund
Living Water Scholarship
Loving, Lake and Margaret Surviving Spouse Scholarship
Lorren, James and Katie Scholarship Fund
Lovell, Gordon Aubrey Scholarship Fund
Lunn, Sara M. Scholarship Fund
for Church Workers
Lunn, Sara M. Scholarship for Preachers
Lyle, Rebecca Scholarship
Mabley, Addie Mae Scholarship Fund
Maiden, Lewis/Leota English Scholarship
Maiden, Lewis/Leota English History Scholarship
Mann, George Memorial Fund
Marsh, Kathy Scholarship Fund
Masterson, Jack/Stella Scholarship
Matheny, Mike Memorial Scholarship Fund
McAlister, Sara Scholarship
McBride, John/Elina Scholarship
McBride, J. M. Mission Scholarship
McDowell, Clarence Scholarship Fund
McFarland, Sam Scholarship
McGill, James/Gladys Scholarship
McGuire, Willie H. Scholarship
McMeen, Jim Memorial Scholarship
Meador, Mrs. Margaret Appreciation Fund
Meador, Prentice Sr. Memorial Scholarship
Meador, Prentice Jr. Memorial Scholarship
Melton, Sarah Lillian Robinson
Memorial Scholarship Fund
Meyer, Don and Carmen Endowed Scholarship Fund
Mid-Town Church of Christ Scholarship
Miles, Mrs. K. B. Scholarship Fund
Miller, Clyde M. Scholarship Fund
Miller-Huff Memorial Scholarship Fund
Mitchell, V. O. and Nina Scholarship
Moore, A.L. & Jayne Scholarship Fund
Moore, Gerald Endowed Scholarship Fund
Moore, JP & Ruby Memorial Scholarship
Moore, Mrs. Wade Scholarship Fund
Morgan, L. & A Scholarship Fund
Morrel, Stan Athletic Scholarship
Morris, Ted Scholarship Fund
Nance, Ralph/Betty Scholarship Fund
Neal, James E. Endowed Scholarship Fund
Neely, Louise Lipscomb Scholarship Fund
Neely, Ruth Peek Scholarship Fund
II. Exceptions do exist for regular undergraduates.

A. Last semester seniors may request a load exception for non-performance merit awards for less than 12 hours if they do not begin the semester with more than 126 cumulative hours. Scholarships will be prorated based on the number of hours of enrollment.

B. Institutional aid is not available for a CCCU-sponsored trip.

C. Scholarship credit during the summer semester is based on different load requirements. These requirements are announced at the beginning of the spring term. For summer travel courses that have been discounted, no institutional aid is available. These travel course credits are not included in the load requirements for summer institutional aid. Students should check with the financial aid office to determine summer scholarship amounts.

III. Load requirements for special programs are slightly different. Special programs consist of graduate Bible, graduate business, graduate education and Adult Degree Programs. Nine or more hours are required for scholarship credit. Scholarship credit during the summer semester is based on different load requirements.

IV. Load requirements for performance scholarships are determined by the appropriate department based on departmental guidelines. Questions regarding load requirements for performance scholarships should be directed to the academic chair or director.

V. Lipscomb University does not enter into consortium agreements with other colleges or universities.

Scholarship Renewal Requirements

(for undergraduate courses)

I. Institutional aid is renewable for the stated duration period, provided that merit aid is still merited and that need aid is still needed.

A. Academic and performance scholarships require varying levels of performance quality.

B. Need-based aid requires an annual demonstration of need which is determined by filing yearly a FAFSA. File this form by Feb. 1.
II. Renewal requirements vary among the funds.

A. Academic scholarships (including presidential, provost, Bison Achievement and transfer) require a cumulative 3.0 GPA or higher for renewal. Trustee and National Merit scholarships require a 3.25 or better.

Note: For freshmen, GPA is evaluated after the semester in which 24 hours have been attempted or two semesters, whichever comes first. No review is made of first-time freshmen after their first semester. For transfer students, GPA is evaluated after the first semester.

B. Vision Awards require a cumulative GPA of 2.0 or higher and a current FAFSA.

C. “Memorial scholarships” is a category applied to several hundred funds with individual stipulations. They share some requirements:
   1. A yearly FAFSA filing
   2. A cumulative overall GPA of 2.0 or better
   3. GPA evaluation according to the note in 2A
   4. A yearly thank you note

D. Church of Christ Scholarships/Employment-Based Scholarships for Undergraduate Students.

Scholarship awards to first degree undergraduate students whose parent is employed full time (40 hours per week, primary paid vocation) in certain Christian works that are associated with the churches of Christ. Students must maintain a 2.0 cumulative Lipscomb GPA, live on campus each semester, enroll full time (12+ hours) each semester, file a FAFSA each year and provide employment verification annually to the Financial Aid Office. These awards are available to children who are less than 25 years of age and are dependent for federal income tax purposes. Married children are not eligible. These awards are subject to all GPA and probation restrictions and are available only for the customary duration of an academic program. The scholarships are available to children whose parents are employed in the following full-time roles:

Church of Christ Minister Church of Christ Youth Minister
Church of Christ Missionaries – MUST be living full-time in a foreign country
Employed by Member School of the National Christian School Association (K-12)
Employed by Member School of the National Christian School Association (University Level)

Contact the Financial Aid Office for further details.

E. Performance scholarships have minimum requirements of a cumulative GPA of 2.0 or better and usually a current FAFSA. However, additional requirements may be imposed by individual departments based upon departmental guidelines or other applicable criteria (i.e., NCAA guidelines). Questions regarding renewal requirements for performance scholarships should be directed to the academic chair or director.

III. All institutional scholarships and grants are canceled (generally in the next semester) if a student is placed on a probation of any kind. After the probation is removed, request for reinstatement must be made via the Scholarship: Request for Reinstatement Form. The form must be date-stamped into the financial aid office by last day to drop classes with a partial refund. Late requests will be deferred until the next semester.

IV. GPA evaluations consider only graduation credit earned at Lipscomb and occur only at the end of fall, spring and summer terms.

V. Students accepted into the College of Pharmacy are no longer eligible for undergraduate scholarships and tuition discounts.

VI. Students participating in engineering CO-OP may receive a leave of absence for Lipscomb scholarships and applicable state scholarships. Students must contact the financial aid office for required documents and procedures.

Scholarship Duration Requirements
(for undergraduate courses)

I. Institutional funds are effective beginning the first semester of enrollment or the specified semester when granted. For most programs, funds are renewable to a maximum of four years, eight semesters or 126 attempted hours.

II. Extensions are considered under certain circumstances. For consideration, file a Scholarship Special Request Form with the financial aid office. Extensions are considered based on the following:

A. Students enrolled in the Lipscomb joint B.B.A./Master of Accountancy (MAcc) program receive an automatic extension since the program requires 150 hours.

B. Double majors, double minors and major and/or minor changes are not considered legitimate reasons for a scholarship extension.

C. Requests for extensions must be filed two weeks prior to the semester in which they take effect.

III. During the extension period, two conditions exist:

A. Crediting will be according to normal load requirements.

B. Loads will be determined solely by courses required for graduation.

IV. Duration requirements for performance scholarships are determined by the appropriate department based upon departmental guidelines. Questions regarding duration requirements for performance scholarships should be directed to the academic chair or director.
Memorial Loans Which Must Be Repaid

The Mr. and Mrs. E. L. Joiner Memorial Loan Fund. An interested group of donors has established the Mr. and Mrs. E. L. Joiner Memorial Loan Fund for providing loans to worthy and qualified students.

The A. Direll Pigg Ministers Educational Loan Fund. A sum of money was donated by A. D. Pigg of Indiana to establish the A. Direll Pigg Ministers Educational Loan Fund. This fund makes loans to qualified young men who plan to spend their lives preaching the gospel of Christ.

The Chester K. Hart Loan Fund. Eugenia Hart Brown, in her will, established a loan fund in honor of her brother, Judge Chester K. Hart, for worthy and qualified students who have applied and been rejected for all federal and state aid.

The Teaching of Jesus Fund. Brookie M. Steele established this loan fund for the purpose of assisting with the education of young people enrolled in the study of preaching the gospel.

Need-Based Financial Aid

Aid is available in several forms: grants, loans and work. Most of these are based on need, and need is determined by filing a Free Application for Federal Student Aid (FAFSA). The preferred filing method is electronically at www.fafsa.gov. As a result of filing the FAFSA, the filer is sent a Student Aid Report (SAR). The university electronically receives a similar report from the federal processor.

The FAFSA should be submitted by Feb. 1. It can be submitted later, but failure to meet this filing date may affect the availability of some funds.

Need for all students is determined as follows:

Cost of attendance - EFC (Expected family contribution) = Need

Lipscomb University reserves the right to adjust any award at any time because of changes in financial or enrollment status or if the student receives additional outside aid. Most awards are calculated on the basis of living on campus. Moving off campus may result in an adjustment of the award. Recipients of financial aid are required to inform the financial aid office of any outside resources such as scholarships, loans, grants, etc., awarded to them by any source other than Lipscomb University. Failure to do so may result in the reduction or cancellation of assistance at a later date. Financial aid awards are based on information at the time of award. Awards are subject to change pending completion of verification as well as updated test scores or when other outside sources are applied. Any commitment of government funds is contingent upon congressional appropriations and Lipscomb’s receipt of those funds.

Federal and State Grants

Federal Pell Grant. This federal grant is for qualifying students who have not earned a baccalaureate degree and who demonstrate a significant degree of need. Since it is a grant, it does not have to be repaid. There is no limit on the number of qualifiers for these funds. Funds are credited to a student’s account each term the student is eligible for a grant. Full Pell grant awarding requires a student to enroll in at least 12 hours a semester.

Federal Supplemental Educational Opportunity Grants (FSEOG). Priority for this grant is given to students with the lowest EFCs who will also receive a Federal Pell Grant. Funds are credited to a student’s account each term the student is eligible for the grant and is enrolled full time. Funds are limited.

Tennessee Student Assistance Award. Any Tennessee resident who is enrolled or will be enrolled as an undergraduate student may apply by filing a FAFSA. These state funds are also designated for students with the greatest need. Funds are limited. Filing the FAFSA by Feb. 1 is recommended.

Tennessee Education Lottery Scholarship Program (TELS). The TELS program is funded by lottery revenues and administered by TSAC. Applicants must be a graduate of a Tennessee high school and plan to attend a Tennessee college/university. Specific requirements can be found at www.state.tn.us/tsac.

Loan Funds

Federal Perkins Loan. This loan is available to undergraduate students who are at least half time and who show significant need. An undergraduate student may borrow up to $4,000 per year to a total of $20,000. The repayment period and the interest do not begin until nine months after the student ends his/her studies. The loan bears interest at the rate of five percent, and repayment of principal, at a minimum of $40 per month, may be extended up to 10 years. A limited amount of funding is available. A promissory note and a federal Perkins loan pre-loan information sheet must be signed before funds can be credited to a student’s account.

Federal Stafford Loan. A borrower must be enrolled or accepted for enrollment for at least six semester hours and must be working toward a degree or certificate. For 3-hour terms in one semester, loans will not credit to a student’s account until total registration equals six hours. Loans must be actively accepted in myLipscomb or by written request. The Department of Education also requires entrance counseling and a Master Promissory Note to be completed before the loan can be disbursed. These two requirements can be completed online at www.studentloans.gov. Loans will not be credited to accounts until 30 days after classes begin or when a student begins the sixth credit hour, whichever comes last.

Federal PLUS. This loan is for parents of dependent students who need funds to help subsidize their child’s education. PLUS loans are also now available to graduate students. The PLUS loan requires credit approval by the Department of Education. PLUS loan requests can be made at www.studentloans.gov after May 1.
Part-time Work

Federal Work-Study Program. Work-study is awarded on the basis of need, therefore requiring the filing of a FAFSA. The awarding of work-study does not guarantee a job, but it does give the recipient priority consideration for work on campus.

Campus Work Program (non-federal funds). In addition to the federal Work-Study Program, Lipscomb offers employment to a limited number of other students.

Veterans Benefits

Degree programs at Lipscomb University are approved by the state-approving agency for the training of veterans and eligible persons under laws administered by the United States Department of Veterans Affairs.

Yellow Ribbon Program. Through an agreement with the United States Department of Veteran Affairs Lipscomb University will guarantee free tuition to undergraduate students who qualify for the Yellow Ribbon Program. The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses. For eligibility requirements, go to veterans.lipscomb.edu or http://www.benefits.va.gov/gibill/yellow_ribbon.asp.

Any questions concerning eligibility or benefits should be directed to the veteran services staff.

Return of Federal Title IV Policy (R2T4)

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

I. Students who officially withdraw prior to completing 60 percent of the semester will have their financial aid prorated and any unearned funds returned. Students may owe funds to the Department of Education and/or Lipscomb University.

A. Return of Title IV aid will be completed upon notification of a student’s withdrawal from the university.

B. The registrar’s office notifies the financial aid office when a student has withdrawn from the university and the last date of attendance is entered into the university database.

II. The official last date of attendance for students who withdraw will be determined by the student’s instructor in conjunction with the registrar’s office.

A. A student who officially withdraws will complete a form with the registrar’s office which must be signed by various university offices including the financial aid office.

B. The registrar’s office initiates the withdrawal form and procedure for pre-registered non-returning students.

III. Upon official notification of a withdrawal by the registrar’s office in which classes are removed and a “W” is placed on the student’s record, the financial aid office will calculate in accordance with federal guidelines the amount of aid that must be returned or disbursed to the student. The financial aid office uses university software to calculate the earned and unearned funds per student.

A. The financial aid office will return any unearned portion of the grant and/or loan funds to the Department of Education. (This may cause a balance owed to the university which becomes the student’s responsibility.)

B. The student is informed by email of the required returns and the amount, if applicable, that is owed to the university.

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

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

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

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV Aid Programs
Unofficial Withdrawals
Students who do not officially withdraw from the university but receive all grades of “F” at the end of the term will be considered to have withdrawn. The registrar’s office will contact the professors in whose classes the students were enrolled to determine if the student earned the grade of “F” and the last date of attendance for that student. The professor will complete a form or respond to the email with the determination of last date of attendance and the earned grade. If the student attended past the 60 percent mark in the semester, it will be deemed that the student earned the grade of “F” and will not be a withdrawal.

Students in module programs who complete one module (example Term I and Term II) but withdraw from the second module will be considered a withdrawal and the calculations and processes described above will be followed. The registrar’s office will determine the last date of attendance in the second module by contacting the student’s professor. Once the date is determined, the information will be entered into the database and passed on to the financial aid office for calculation.

Financial Aid Probation/Loss/Reinstatement

Federal Aid
Students whose Lipscomb cumulative grade point average falls below a “C” (2.0) will be placed on federal financial aid probation for one semester. (Some exceptions apply, see “Satisfactory Progress.”) Students whose Lipscomb cumulative grade point average falls below a “C” (2.0) for two consecutive semesters, and are therefore continued on academic probation, will become ineligible to receive federal financial assistance. If a student is suspended for any semester and then provisionally reinstated to the university on probation, federal financial assistance will not be reinstated until the student’s Lipscomb cumulative grade-point average is at or above 2.0.

Academic Scholarships
Students with academic-based scholarships whose Lipscomb cumulative grade-point average falls below a 3.0 (3.25 cumulative GPA for trustees, National Merit Finalists and Semi-Finalists), will lose their academic scholarships in the next semester of enrollment (current first-semester freshmen are exempt from the GPA review). The scholarship can be reinstated when the cumulative GPA returns to a 3.0 (3.25 for trustees, National Merit Finalists and Semi-Finalists) or better after taking a full-time load at Lipscomb (12 hours in fall and spring). To request reinstatement, complete the form “Scholarship: Request for Awarding or Reinstatement” found at financialaid.lipscomb.edu prior to the last day to drop classes with a partial refund as listed on the official school calendar for each semester. Late requests will be deferred to the following semester.

Other Institutional Aid
Students whose Lipscomb cumulative grade point average falls below a “C” (2.0) will lose all institutional aid in the next semester of enrollment. Current freshmen on academic warning will not lose institutional aid. Exceptions to this policy may be granted at the discretion of the associate provost for student academic support. Institutional aid will not be reinstated until the cumulative grade point average is at or above 2.0. Requests must be submitted in writing to the financial aid office for reinstatement by the “Last Day to Drop Classes with Partial Refund” date as listed on the official calendar each semester.

Financial Assistance for Students on Disciplinary Probation
Eligibility for financial assistance provided from university resources is partially based upon a student’s personal conduct and citizenship. Students who demonstrate behavior inconsistent with established university guidelines and polices for personal conduct, as outlined in the Student Handbook, will forfeit their institutional awards. Students who engage in illegal activities as defined by state and federal law will forfeit all financial assistance immediately, even if charges are not formally filed against the student.

Satisfactory Academic Progress to Maintain Federal Financial Aid
Federal regulations require that all federal financial aid recipients MUST be enrolled in a degree-seeking program and maintain satisfactory academic progress toward a degree to maintain eligibility. The university monitors each student’s cumulative grade point average, completion rate and maximum time frame for completion of a degree, consistent with the provisions of this policy. All federal financial aid programs at Lipscomb University are held to this policy.

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.

Quantitative
All students must earn a cumulative minimum of 66.7 percent of all hours attempted. Students cannot receive federal aid after attempting 150 percent of the hours required for completion of their academic program.

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

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

Completion Rate
Students must earn 66.7 percent of their cumulative credits attempted to remain eligible for financial aid. Grades of “A,” “B,” “C,” “D,” “S,” and “I” count as credits earned. All courses for credit will be counted as hours attempted including withdrawals, incompletes, courses repeated and courses receiving a grade of “NC,” “U,” and “F.”

Warning. Students whose completion rate is greater than 50 percent but less than the required 66.7 percent will be placed on warning.

Probation. Students whose completion rate is less than 50 percent of the credit hours attempted, or those previously placed on warning whose completion rate does not improve by the next review, will be suspended from eligibility for federal grants, loans and federal work-study employment. Probations may be appealed through the financial aid office.

Time Limitations
Undergraduates. The maximum time limitation for the completion of a first degree is limited to 150 percent of the program's published length. Most undergraduate programs require 126 hours (some degrees require additional hours), so the average maximum attempted hours allowed is 189. This time limitation does not include remedial or developmental courses for which the maximum federal limitation is 30 hours. The 189 hours includes all transfer hours, all attempted hours and hours attempted while not receiving financial aid. Students who change majors during their junior or senior year will be allowed 24 additional attempted hours to obtain a degree. The registrar's office must have the change of major recorded prior to reaching the 189 hour limitation.

Second Degree Students. Students who are pursuing a second bachelor's degree must declare the intent to pursue a second degree to the registrar's office and have an approved plan on file. This approved plan must also be submitted to the financial aid office to determine aid eligibility and reasonable time frame for completion of second degree.

Graduates. The maximum time limitation for graduate students will be 150 percent of the standards established by the graduate studies office and published in the Graduate Catalog. Hours accepted for transfer credit will reduce this time frame.

Review of Progress Standards
Grade-Point Average. The financial aid office reviews the GPA at the end of each fall and spring semester. Hours taken in the summer will count in the cumulative GPA.

Completion Rate. The financial aid office reviews the completion rate at the end of each semester.

Time Limitation. The financial aid office reviews the maximum time limitation at the end of each semester.

Repeated Courses. The registrar's office will calculate the GPA for students who repeat a course at the end of each semester. Students must notify the financial aid office if a repeated course would impact academic progress.

Notification/Appeals
Over 150 Hours. Students who have attempted over 150 credit hours will receive an email at their Lipscomb email addresses from the financial aid office notifying them of the 189-hour limitation on federal financial aid.

Warning. Students placed on financial aid warning will receive an email at their Lipscomb email addresses from the financial aid office notifying them of their financial aid status and the expected requirements. Each student will be allowed at least one probationary period during the course of his or her enrollment.

Probation. Students on probation from financial aid will receive an email at their Lipscomb email addresses from the financial aid office notifying them that they have been placed on probation. Students will be allowed to appeal their probation by completing the appeal form and if they can provide documentation of extenuating circumstances beyond their control that significantly contributed to their academic performance. Examples would include the death of an immediate family member, an extended medical illness, etc. The financial aid office will work with each student to determine approval or denial of an appeal. Provisions may also be made for students who have military credits that cannot be counted toward a degree.
Financial Aid Probation Appeals. An internal committee composed of financial aid staff reviews student appeals. Each student will be notified of the appeal decision, and if denied, what action must be taken to regain financial aid eligibility. If denied, a student may attend Lipscomb University at his or her own expense with no institutional, federal or state aid.

No Credit Hours Earned A student who earns no credit hours for one semester will be placed on warning. A student who earns no credit hours for the last two semesters enrolled will be placed on probation from federal financial aid. However, the student may appeal the probation.

Teacher Licensure. Students who have completed an undergraduate degree and are enrolled for the sole purpose of attaining teacher licensure are eligible for loans at the undergraduate level. To receive aid, students must be enrolled at least half-time in required teacher certification course work. Student must submit a Non-Degree Special Exception Form (available in the financial aid office and on myLipscomb) signed by both the student and the program coordinator.

Exceptions. The university may suspend a student’s financial assistance in the event of extraordinary circumstances that are not accounted for in this policy. In all instances, the student will be notified of the appeal process.

Gainful Employment
The Department of Education requires universities to report information about students who enroll in Title IV eligible programs that lead to gainful employment in a recognized occupation. The university has several non-degree, certificate programs that lead to employment opportunities. To find out more about these programs, including tuition cost, length of time to complete the program and the results of the program, please contact the specific program director.

Student Consumer Rights and Responsibilities
Education after high school costs you time, money and effort. It is a big investment, and as a student and a consumer, you should carefully evaluate the education or training you are considering. To help you make a good choice, you should have information on a school’s academic program, facilities, dropout rates, full cost of attendance, refund policy, financial aid programs and any other information you think will help you to make a decision.

Student Rights
You have the right to ask a school:

1. What financial assistance is available, including information on all federal, state and institutional financial aid programs.
2. What the deadlines are for submitting applications for each of the financial aid programs available.
3. What is its cost of attendance, and what are its policies on refunds to students who drop out.
4. What criteria it uses to select financial aid recipients.
5. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses are considered in your budget.
6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. To explain the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.
9. What portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin.
10. How the school determines whether you are making satisfactory progress and what happens if you are not.

Student Responsibilities
It is your responsibility to:

1. Review and consider all information about a school’s program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
3. Submit all additional documentation, verification, corrections and/or new information requested by either the financial aid office or the agency to which you submitted your application.
4. Read and understand all forms you are asked to sign and keep copies of them.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address or school status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a federal Work-Study award.
8. Know and comply with the deadlines for application or reapplication for aid.
9. Know and comply with your school’s refund procedures.
10. All students who have received a loan must report at the time of withdrawal, transfer or graduation to the financial aid office for an exit interview.

For further information on scholarships or financial aid, call or write: Financial Aid Office, Lipscomb University, One University Park Drive, Nashville, Tenn. 37204-3951. In the Nashville area, call 615.966.1791, or from outside the area, toll-free at 1.800.333.4358, ext. 1791, or visit us on the web at www.lipscomb.edu.

The Academic Program

Lipscomb University is a Christian liberal arts institution that offers degrees at the associate, baccalaureate, master’s, and doctoral levels. At the associate level, Lipscomb offers the Associate of Arts degree (available only to residents of the Tennessee Prison for Women). At the baccalaureate level, Lipscomb offers the Bachelor of Arts degree, the Bachelor of Business Administration degree, the Bachelor of Fine Arts degree, the Bachelor of Music degree, the Bachelor of Professional Studies, the Bachelor of Science degree, the Bachelor of Science in Nursing degree and the Bachelor of Social Work degree.


Lipscomb University also awards Certificates of Graduate Study in several areas of study. These certificates do not imply professional certification but are intended to strengthen students’ qualifications and professional portfolios in specific areas.

Students interested in graduate degrees or certificates should contact the respective program director or consult the Graduate Catalog for more information. All undergraduate degree programs are described in this catalog.

The university is dedicated to providing a broad liberal arts program which is both challenging and sound. An ideal of the university is to have the best students studying under the best teachers in the best possible Christian environment.

The academic program contains four essential parts: (1) the Bible requirement, (2) the general education requirement, (3) the major area of study, (4) electives. These four parts are discussed in the following paragraphs.

Bible Requirement

The study of the Bible is integral to a Lipscomb education. Although abundant opportunities for further study are available, all Lipscomb students examine the Bible’s overall message and the life to which it calls believers. Many students will be able to take one or more courses that specifically address the implications of Christian faith for their chosen field of study.

The general education Bible requirement consists of the following six courses: Bible 1073 (The Story of Jesus), Bible 1083 (The Story of the Church), Bible 1093 (The Story of Israel), and LUEG 3xn3 (the Engagements general education course); one of the following three: Bible 3213 (Faith and Culture), Bible 3433 (Disciplines for Christian Living) or Bible 4213 (Biblical Ethics); plus one elective. Students who come to Lipscomb with little exposure to the Bible may choose to take Bible 1003 (Introduction to the Bible and Christianity) before beginning the sequence above. If a student chooses this option, Bible 1003 will count as the elective Bible class.

Course work beyond the courses listed above that satisfies a Bible requirement must be approved by the College of Bible and Ministry.

Important Note: Bible 1073, 1083 and 1093 are prerequisites for all other Bible courses (except Bible 1003 and selected Bible major courses). These three courses must be taken in a student’s first three semesters at Lipscomb (excluding Wintermester, Maymester and summer) and may not be dropped without approval from the associate dean for undergraduate Bible.

Transfer Students

Transfer students seeking a Lipscomb degree must satisfy the Bible requirement based on the number of credit hours they initially transfer to Lipscomb, as specified below. If the listed content is met, other approved Bible courses must be taken.

Students who transfer 67-93 credit hours to Lipscomb must complete two Bible courses at Lipscomb: Bible 1073 or 1083 or 1093; and LUEG 3xn3, or approved Bible credit courses as determined by program requirement (e.g., nursing and engineering).

Students who transfer 47-66 credit hours to Lipscomb must complete three Bible courses: Bible 1073 or 1083 and 1093; and LUEG 3xn3, or approved Bible credit courses as determined by program requirement (e.g., nursing and engineering).

Students who transfer 33-46 credit hours to Lipscomb must complete four Bible courses: Bible 1073, 1083, 1093, and LUEG 3xn3, or approved Bible credit courses as determined by program requirement (e.g., nursing and engineering).

Students who transfer 32 or fewer hours to Lipscomb must complete the full Bible requirement, as described above or approved Bible credit courses as determined by the associate dean for undergraduate Bible.
Tennessee Board of Regents Transfers

An approved Bible class can be substituted for the LUEG requirement for students:

1. who have earned an A.A. or A.S. degree from a Tennessee Board of Regents institution, or
2. who transfer to Lipscomb without the A.A. or A.S. degree but who have satisfied the TBR general education requirements.

The General Education Requirement

Students entering prior to summer or fall 2012 should refer to an earlier catalog for general education requirements.

The general education core curriculum is the heart of the Christian liberal arts education at Lipscomb University. The mission and purpose of this program is to structure academic exploration in a Christian context as a foundation for a life of learning and service in a diverse global environment.

The mission and purpose of general education at Lipscomb University is accomplished by a curriculum that prepares students to engage in the tradition of conversation in the academy through course work in writing and speaking; cultivate curiosity that transcends disciplinary boundaries through multi-disciplinary integrated Explorations course work; think critically and ethically through Foundations course work, multi-disciplinary integrated Explorations course work, and through the Bible curriculum; understand and evaluate ways of knowing by making connections between academic areas through multi-disciplinary integrated Explorations course work; and live in a diverse world with integrity and compassion through Engagement course work that connects world issues to a student’s major academic area.

Students pursuing the Bachelor of Arts or the Bachelor of Music degree will also be required to complete additional hours in a foreign language; those pursuing the Bachelor of Science or Bachelor of Science in Nursing degree will be required to complete additional hours in math and/or science.

The specific requirements are as follows:

1. Foundations ........................................... 26 hours
   - Bible (BI 1073, BI 1083, BI 1093 must be taken in sequence) .................. 9 hours
   - LU Seminar (LU 1103) ................................ 3 hours
   - Composition (EN 1313) .......................... 3 hours
   - Communication (CO 1003 or other approved course*) ..................... 3 hours
   - Wellness (PE 2012 or two different activity courses) .................. 2 hours
   - Science with lab Students may satisfy this requirement with a biological (biology) or physical science (astronomy, chemistry, physics or chemistry) course with lab, LUMS with lab .................. 3 hours
   - Math (excludes non-credit, developmental courses) ..................... 3 hours

2. Explorations ......................................... 12 hours
   Students must satisfy the requirement by taking at least one course in each of the following four areas. At least six hours (two of the four areas) must be fulfilled by integrated course work. The prerequisites listed apply to integrated course work. Existing prerequisites apply for traditional course work used to fulfill the requirement.
   (Part or all of the Explorations integrated courses requirement may be satisfied by a Lipscomb semester-long global learning program. Other global learning courses may satisfy general education requirements and/or major/minor requirements, depending on the nature and context of the course.)
   - Math/Science (LUMS 2xn3) ...................... 3 hours
     (Prereq: LU 1103 and Foundations math and science courses; ACT Math=19, SAT Math = 460, or MA 1020)
     Students will choose one approved integrated course that includes math or science. Students may also satisfy this requirement by taking three hours from the following: math, physics, chemistry, biology, astronomy, or ESS 1013 or 2013.
   - Literature (LULT 2xn3) .......................... 3 hours
     (Prereq: EN 1313)
     Students will choose one approved integrated course that includes literature. Students may also satisfy these requirements by taking three hours from this list of approved courses: EN 2113, 2123, 2133, 2143, 2153 or 2163.
   - History (LUHI 2xn3) ............................. 3 hours
     Students will choose one approved integrated course that includes history. Students may also satisfy these requirements by taking three hours from this list of approved courses: HI 1013, 1023, 1113, 1123, 2213 or 2223.
   - Social Science (LUSS 2xn3) .................... 3 hours
     Students will choose one approved integrated course that includes a social science. Students may also satisfy this requirement by taking three hours from the following: psychology, sociology, economics, political science, law, justice and society (LJS 2103) and philosophy (PL 1003, 2013, 3433).

3. Engagements (LUEG 3xn3) ...................... 3 hours
   (Prereq: Minimum of 60 hours earned credit)
   A multidisciplinary course that investigates a particular era, theme or problem, using insights, methods and habits of thought from the liberal arts (math, sciences, humanities, and the fine arts), Bible and other academic disciplines. This course meets an elective Bible requirement.

4. Additional requirements .......................... 6 hours
   Bible: One of the following (BI 3213, BI 3433, or BI 4213) and one elective course (or substitute listed within the major) ..................... 6 hours
5. **SAL T**..............................2 service-learning experiences
   No more than one experience can come from Tier I.
   At least one experience must come from Tier II or Tier III.

6. **Additional hours for the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degrees:**

   **Bachelor of Arts:** Candidates for the Bachelor of Arts degree must complete eight semester hours of a single foreign language. (For proper scheduling, it should be taken no later than the sophomore year.)

   **Bachelor of Music:** Candidates for the Bachelor of Music degree (with concentrations in performance or composition only—i.e., not music education majors) must complete eight semester hours of a single foreign language. (For proper scheduling, it should be taken no later than the sophomore year.)

   **Bachelor of Science:** Candidates for the Bachelor of Science degree or the Bachelor of Science in Nursing degree must complete a total of 15 semester hours of mathematics and/or science. Courses may be chosen from the following areas: biology, chemistry, computer science, information technology, integrated science, mathematics, physics and engineering.

   **Notes:**
   a. Any student who has developed competence in any of the above areas may achieve credit by examination—CBAPE, CLEP or course examination—by taking the examination prior to taking a college course in the same area of study.

   b. Transfer students general education requirements

   General education requirements for students transferring to Lipscomb University will be determined by the following criteria:

   i. **Transferring 1-30 hours - full program**

   (Some accommodation may be necessary if Explorations areas have been fulfilled through traditional course work.)

   ii. **Transferring more than 30 hours - All subject area requirements must be met including participation in at least the Engagements course. Accommodations may be necessary if Explorations areas have been fulfilled through traditional course work. Explorations areas not met will be satisfied through integrated courses up to two integrated courses. For Bible requirements, see the “Bible Requirement” section of this catalog.

   iii. **Associate Degree Transfers (Tennessee Board of Regents (TBR) institutions) - Follow criteria on page 10 of undergraduate catalog. For Bible requirements, see the Bible Requirement section of this catalog.

   iv. **Associate Degree transfers (non-TBR institutions) - see No. 2 above.**

   c. Teacher education students should see the Office of Teacher Education for special requirements in general education.

### The Major Area of Study

All candidates for a degree at Lipscomb University must complete a major as a part of their academic program. Requirements for these majors are prepared by the department involved and are approved by the appropriate college and by the Academic Leadership Team.

Requirements for majors are listed within the departmental sections of this catalog. For the page number of a specific major, check the index.

A grade-point average of 2.0 must be maintained on all Lipscomb courses required for the major. Transfer work to be counted toward a major must be accepted by the registrar’s office and approved by the academic chair or dean involved. At least three courses (minimum of nine hours) in the major field must be taken at Lipscomb.

Students should choose their major area of study as early as possible. The major must be chosen and “declared” by filing the Major-Minor Form in the registrar’s office when 57 hours have been earned. (Students will normally not be allowed to register for further work until the Major-Minor Form is properly filed.) Some departments have prepared summary lists of all requirements for the different majors within each department. Students should contact the academic chair involved as soon as a possible major is selected.

Curricular details of any specific student’s major must be finalized under the direction of the particular office or department to which that major has been assigned. This normally takes place when the Major-Minor Form is filed.

In the case of a general studies interdisciplinary non-teaching major, final details must be approved by the director of teacher education and the registrar.

### Majors Offered:

- Accounting
- American History
- American Studies
- Animation
- Applied Biochemistry-Pharmacy emphasis
- Art
- Art Therapy
- Biochemistry
- Biochemistry-Applied
- Biology
- Biology-Pharmacy
- Biology Teaching
- Biomedical Physics
- Bioscience and Philosophy
- Chemistry-Applied
- Chemistry-Professional
- Chemistry Teaching
- Civil Engineering
- Computational Biology
- Computer Science
- Computer Science and Mathematics
- Contemporary Music
- Data Science
- Dietetics
- Education
- Electrical and Computer Engineering
- English
- English Teaching
- Entertainment Design
In addition to the major area of study described above, a student may complete one of the minors listed below. The requirements for these minors are prepared by the department involved and are approved by the appropriate college and by the Academic Leadership Team. Requirements for minors are listed within the departmental sections of this catalog.

Minors Offered:

Accounting
Acting
Aging Services
Animation
Applied Ethics
Art
Art History
Bible

Marketing
Marketing—Graphic Arts
Mathematics—Applied
Mathematics—Regular
Mathematics Teaching
Mechanical Engineering
Molecular Biology
Music
Music Teaching
Nursing
Organizational Leadership
Philosophy
Physics
Physics Teaching
Political Science
Psychology
Restorative Criminal Justice
Special Education
Social Work
Software Engineering
Spanish
Spanish Teaching
Sports Management
Strategic Communications
Studio Art
Theatre—B.F.A.
Theatre—B.A.
Theatre—Ministry
Theatre Teaching
Theology and Ministry
Visual Arts Administration
Visual Arts Teaching
Vocational Ministry
Web Applications
Development
Worship Ministry
Worship Ministry/Interdisciplinary

Dance
Data Science
Design Technology
Directing
Diversified
Economics
Education (no certification)
English
Entrepreneurship
Ethics
Exercise Science
Family and Consumer Sciences
Family Studies
Fashion Merchandising
Film
Film and Creative Media
Film Studies
Finance
Foods
Foreign Language
Distributive
French
General Business
General Finance
German
Graphic Design
Greek
Health
Hebrew
History
History of Ideas
Human Resources
Information Security

In lieu of one of the minors listed above, students may elect to create their own minor (based on the approval and under the direction of the academic chair of their major field). This diversified minor is composed of at least 15 approved hours of additional 3000 and/or 4000 level courses outside the student’s major field of study. (Other regulations applicable to traditional minors also apply.)

A grade-point average of 2.0 must be maintained in all Lipscomb courses required for the minor. Transfer work to be counted toward a minor must be accepted by the registrar’s office and approved by the academic chair involved. At least two courses (minimum of six hours) in the minor field must be taken at Lipscomb.

Students taking a major and a minor from the same department must complete all requirements as listed in the catalog for the major and the minor. Since some courses may be required in both the major and the minor, there must be at least 30 distinct hours in the major and at least 15 distinct hours in the minor with no overlap in these hours.
The requirements for the different minors given in this section are under the control of the academic departments involved. The details for a minor are to be arranged with the academic chair when the Major-Minor Form is completed and officially filed in the registrar’s office when 57 hours have been earned.

Electives

Each student must complete a minimum of 126 semester hours to be considered for graduation. Many of these hours will be specified by the Bible requirement, the general education requirement, and the major requirement. The student is then free to choose courses from any departmental listing in this catalog to complete the requirements for graduation. Students are advised to consult with their academic advisor and possibly the academic chair involved to make sure they have all prerequisite requirements for any elective courses they choose.

Academic Success Center

The Academic Success Center (ASC) resides in Room 141 of the Beaman Library. Within the ASC, students may take advantage of individual tutoring, collaborative study groups, athletic study hall, academic workshops, student advocacy consultation and academic coaching. The ASC houses the university math lab, Lipscomb University Writing Studio, Office of Disability Services and The Office of Student Advocacy. Within the ASC, students are able to take advantage of various means of technology. The center is equipped with desktop computers, iPads and mounted LED monitors as well as specialized computer software that is designed to assist students with disabilities and English language learners. The ASC facilitates themed academic workshops which are built around components shown to increase academic success. The ASC is designed to serve the Undergraduate student population in the area of academic support and enrichment and assist students in reaching their highest academic potential. Personalized attention is given to each student and unique learning styles are considered when planning academic programming. A major focus of the ASC is to be available to accommodate the needs and academic support services that are requested by the students and faculty. If you have questions regarding the ASC, please call 615.966.1400.

Academic Advising

The mission of academic advising at Lipscomb is to assist students in making progress toward achieving their educational, career and personal goals. Utilizing faculty and selected staff as academic advisors, the university seeks to support and promote intellectual and personal growth for students in a Christian community. Although the university will make available to its students a wide range of institutional and community resources, academic progress from entry into the university through graduation is ultimately the responsibility of each student. For information concerning academic advising, contact the director of academic advising and support services.

A degree audit tool called myDegreePlan has been created for the student and advisor to run online at my.Lipscomb to track progress toward graduation. To access myDegreePlan, students should go to my.lipscomb.edu, log in with their network username and password, and click on “myDegreePlan (Students)” under the Degree Planning area under Student Links. Likewise, advisors should go to my.lipscomb.edu, log in with their network username and password, and click on the Plan icon in the Launchpad to the left, then select “myDegreePlan (Advisors).” Any student who enrolled at Lipscomb University in Fall 2011 or later and any undergraduate student who has officially declared under a 2012-13 or later catalog can use myDegreePlan. Graduate students who began in fall 2012 or later can also utilize myDegreePlan.

Three-Year Degree Plan

Lipscomb University offers a variety of options for completing a bachelor’s degree, including the Three-Year Degree Plan. Graduating on the three-year fast track gives students a significant financial advantage and more time to pursue other academic interests or a career. More than 40 of Lipscomb’s major programs of study can be completed in three years, all with dedicated, interested faculty who will engage students in challenging, scholarly and faith-informed studies that will help them achieve their academic goals. Students participating in the Three-Year Degree Plan, who meet the program’s criteria, qualify to receive a $1,000 voucher that may be applied to tuition, room and board, or one of Lipscomb’s global learning travel courses.

The Three-Year Degree Plan is a challenging academic endeavor and may require students to commit to a choice of major in the freshman year. Students interested in pursuing the Three-Year Degree Plan should consult with their academic advisors each semester prior to scheduling any courses. Academic advisors will be able to advise students on the courses to take in each semester to ensure that their course schedules fit the Three-Year Degree Plan. Advisors will also discuss with students whether the Three-Year Degree Plan is appropriate for the student and available for the students’ desired major.

Students and academic advisors should consider the following factors as they discuss the option of the student’s pursuit of the Three-Year Degree Plan.

1. ACT/SAT score
2. High school grade point average and rank
3. Outside employment commitments
4. Recommended college credits to take within a semester
5. Lipscomb University grade-point average
6. Academic commitment and motivation of the individual student

Because course scheduling is of utmost importance in successfully completing the Three-Year Degree Plan, freshman students admitted to Lipscomb in a semester other than the fall semester may find course scheduling a challenge under the Three-Year Degree Plan. This is because some majors may have required courses offered in a sequence that begins in the fall semester when the vast majority of freshman students enter the program. As such, in some majors, freshman admits in spring and summer may not be
able to follow the Three-Year Degree Plan course schedule due to conflicts with these sequenced courses. However, academic advisors will work with students to accomplish the Three-Year Degree Plan where possible.

Students interested in pursuing the Three-Year Degree Plan should contact Rob Mossack, director of academic advising, at academicadvising@lipscomb.edu or 615.966.6297 for more information.

Dual Enrollment Programs

Lipscomb University has partnered with select high schools in the area to provide college-level course work on their campuses. We also work with individual students who want to take courses on our campus as a dual-enrolled student. Students interested in participating in dual enrollment courses must meet the admission requirements of the university and be admitted to the university prior to the start of classes the semester in which they plan to enroll in dual enrollment courses. To be considered for admission into the dual enrollment program, the student must submit the following items: an application for admission, ACT/SAT scores, an official high school transcript and a reference from the school's guidance counselor. (Homeschooled students may provide a reference from an educational source other than a parent.)

In addition to meeting the university admission requirements, the student must also meet all course prerequisites, such as specific sub-scores on the math and English portions of the ACT/SAT, to be allowed to register for those courses. Exceptions will not be made for students who do not meet course prerequisites.

The student is also responsible for submitting the dual enrollment grant application by the state-mandated deadline (Sept. 15 for the fall semester, Feb. 1 for the spring semester, and May 1 for the summer term). Students who do not submit the grant application by the specified deadline are responsible for payment in full of the charges incurred by participation in the dual enrollment program.

Additional information about the dual enrollment program, including approved class lists for each semester, can be found at dualenrollment.lipscomb.edu.

Services for Students with Disabilities

Students with disabilities (learning, physical and/or psychological) should contact the director of Disability Services in the Academic Success Center at 615.966.6301. This office coordinates services for students by collecting documentation of a disabling condition and by advising students, parents, faculty and staff on reasonable accommodations made available by the university.

Testing Services

The Testing Services office supervises the administration and interpretation of psychological tests (personality type, vocational interest, marital and premarital assessments) and educational tests (MAT, CLEP, etc.). It also oversees the SAT, ACT and PRAXIS national testing programs on designated Saturdays. The testing director may be reached at 615.966.6301.
**The SALT Program: Serving and Learning Together**

The SALT program is a comprehensive program integrating service-learning into the educational experience of traditional undergraduate students at Lipscomb University. A strategy for developmentally enhancing student learning, the SALT Program allows students to connect their academic experience and spiritual development with significant engagement in the community.

In service-learning, academic credit is given for learning demonstrated, not for the service completed.

Service-learning through the SALT program is an academic enterprise in which a service activity acts as a vehicle or “textbook” for understanding an academic concept.

Because Lipscomb expects its students to engage in innovative and rigorous academic experiences and because of the shared belief that a Christ-like attitude calls for service to others, traditional undergraduate students are required to complete two service-learning experiences before graduation. These experiences contribute to the student development academically, personally/spiritually, and civically.

Adult Degree and second degree students are not subject to the SALT graduation requirement. Additionally, students enrolled at Lipscomb University prior to fall 2008 are not subject to the SALT graduation requirement.

The service-learning graduation requirement is intended to ensure that students participate in meaningful service-learning experiences. The requirement is flexible in that it can be accomplished by participating in SALT experiences in a variety of combinations. The experiences include one-time SALT projects facilitated by the SALT Center, academic courses, mission trips, internships or cooperatives. The chart displays the types of SALT experiences that students may participate in to satisfy the graduation requirement:

<table>
<thead>
<tr>
<th>Developmental level</th>
<th>SALT experience</th>
<th>Length of service engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>One-time SALT projects</td>
<td>3-5 hours</td>
</tr>
<tr>
<td>Tier II</td>
<td>SALT-enhanced university courses</td>
<td>10-25 hours</td>
</tr>
<tr>
<td>Tier III</td>
<td>SALT-enhanced mission trips, internships, SALT cooperatives, Federal Work-Study-Placement</td>
<td>20-40+ hours</td>
</tr>
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<td>SALT capstone project (for SALT Scholars only)</td>
<td>30+ hours</td>
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</tbody>
</table>

To satisfy the graduation requirement, students must complete two SALT experiences. No more than one experience can come from Tier I. At least one experience must come from Tier II or Tier III. Tier I experiences are not required, and Tier I credit is only available for SALT projects sponsored by the SALT Program office.

Students interested in going beyond the basic service-learning graduation requirement have the opportunity to attain the distinction of SALT Scholar. The SALT Scholar is a student who has become an expert in service-learning in the context of Lipscomb University, and whose investment in service-learning reflects a significant level of engagement. SALT Scholars receive special distinction at graduation and on their academic transcript.

Transfer students entering Lipscomb University with more than 90 hours will be required to complete one SALT-enhanced course, mission trip, internship or cooperative before graduation. Transfer students entering Lipscomb with less than 90 hours will be responsible for completing two SALT experiences. It may be possible to transfer credit for SALT experiences. Contact Christin Shatzer, Director of Service-Learning, for more information.

Students will learn about other SALT-enhanced experiences through the SALT Center, campus-wide communication, academic departments, the career development center, and the federal work-study program. It is the student’s responsibility to identify and complete two SALT experiences before graduating. Questions can be directed to Christin Shatzer, director of service-learning, at christin.shatzer@lipscomb.edu or 615.966.7225. More information is available at salt.lipscomb.edu.

These courses MAY satisfy the SALT Tier II requirement, based on the availability of SALT projects, partners, and faculty for the class. Check the program website, salt.lipscomb.edu, and myLipscomb for officially designated SALT course offerings.

<table>
<thead>
<tr>
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<tr>
<td>BI 3433</td>
<td>EN 3013</td>
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</tr>
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</tr>
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<td>CM 3414</td>
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<td>CO 3723</td>
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<td>NUTR 3603</td>
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<td>CO 2153</td>
<td>LU 1103</td>
<td>SW 1103</td>
</tr>
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<td>ED 2313</td>
<td>LUMS 2003</td>
<td>TH 3023</td>
</tr>
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</tr>
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Requirements for Graduation

This catalog is prepared as a comprehensive statement of the requirements for attendance and graduation at Lipscomb University. Students must meet all of the requirements covered in this catalog to qualify for graduation. While academic advisors are assigned to counsel students and help plan schedules, each student is ultimately responsible for monitoring his/her own progress and completing all requirements. The following list is only intended as a summary of general requirements.

I. All candidates for a bachelor’s degree at Lipscomb University must complete a minimum of 126 semester hours of work with a minimum grade-point average of 2.0 overall, 2.0 in the major, and 2.0 in the minor (if applicable) on all work taken at Lipscomb University. These 126 hours will include:
   A. The Bible requirement.
   B. The general education requirements.
   C. A major area of study.
   D. Electives

Notes: 1. Lipscomb University will allow a maximum of 30 semester hours of credit toward graduation based on a combination of correspondence courses, extension courses, special examinations, advanced placement credits and equivalency credits. (See paragraphs below on each of these areas.) The university does not guarantee the transferability of any of these credits to other institutions. Students should investigate these possibilities as the need arises. In the case of students planning to enter professional schools, such as schools of medicine or law, investigation should be made at the professional school under consideration prior to using such credits to replace requirements for admission to these schools.

II. At least 25 percent of the credit hours required for any degree program must be earned in course work at Lipscomb University. In addition, the last 30 hours of work on a degree must be done in residence at Lipscomb except upon written approval of the associate provost for student academic support. A student will not be allowed to take a correspondence course, a special examination or CLEP examination during the last 30 hours of residency without petitioning the registrar. Special permission of the dean of the appropriate college will be required.
Second Bachelor's Degree

It is not generally in the best interest of a student to complete a second bachelor's degree. In those cases, however, where a student chooses to do so, the following information is pertinent:

1. The student must declare the intent to pursue a second degree to the registrar and have an approved plan on file in that office.
2. The plan for a second degree must include a minimum of 33 hours (earned above the hours for the first bachelor's degree) in residence at Lipscomb University with a minimum of 24 upper division hours in the major in residence, in addition to general education degree requirements. (No minor is required.)
3. All general education credits earned while completing a bachelor's degree at another institution must be approved by the university credentials analyst and the registrar before such credit will be given toward a second bachelor's degree at Lipscomb. This approval is waived (except Bible) if the first degree was earned at a regionally accredited institution.
4. In no case is the completion of two or more majors or other degree requirements in the course of completing the first bachelor's degree to be confused or equated with the completion of two degrees.

Statute of Limitations

Curriculum requirements often change and academic programs are frequently enhanced. Students should review the statement concerning modifications found on the title page of this bulletin.

A student is permitted to satisfy requirements for a bachelor's degree under any curriculum in effect during the student’s attendance at Lipscomb University, provided the curriculum has been in effect within 10 years of the date of graduation. All requirements for major, minor and general education must come from the same catalog. Discontinued courses or programs may necessitate substitutions or additions by the academic chair in consultation with the registrar.

Independent Studies

Independent studies are intended to be guided independent educational experiences which are initiated primarily by the student.

The following minimum guidelines apply to all independent studies/readings courses taken at Lipscomb. Academic departments may maintain additional requirements and issue instructions to faculty and students to implement the requirements stated here. Additionally, academic departments must determine which candidates are suitable for independent studies, which activities are appropriate for such credit, the schedule of meeting times, and performance criteria, among other considerations.

1. A student desiring an independent study must submit a proposal to the academic chair. Registration cannot occur without the prior approval of the academic chair. The academic chair will coordinate procedures with the registrar to prevent unapproved special studies.
2. Proposals for independent studies must address each of the following topics:
   a. Material to be covered, research to be performed and credit to be awarded.
   b. Schedule of meeting times.
   c. Performance criteria and method of evaluation.

A student who desires to undertake an independent study will approach the directing professor and together they will prepare a proposal for the study. After they have both signed the proposal, they will seek the academic chair's approval. When that approval is granted, the proposal becomes a contract between the student and the department. Any deviations from the approved proposal must be approved by the directing professor and the academic chair.

Special Examinations (Challenge Procedure)

Although the university does not encourage the use of special examinations, there are situations (e.g., extraordinary experience) in which it seems advisable to allow a student to challenge a course by special examination. This may be either for credit or without credit. In no case should a student expect to challenge a lower-level course in a discipline for which he/she has previously earned advanced level credit. Further information concerning special examinations is available in the registrar's office. A fee is charged. A student may challenge a particular course only once and cannot challenge a course which he/she has failed or a course in which he/she has been officially enrolled, i.e., it appears on his or her transcript.
**Advanced Standing Credit**

Advanced standing examinations such as CBAPE, IB, EB and CLEP may be used to establish maximum credit of 30-semester hours. In establishing credit for these examinations, attention will be given not only to the score but to the scholastic record of the student, any special merits of the examination paper and perhaps a personal interview. Such credit will be granted in an area only if no college work in that area has been taken (enrolled in or attempted). No letter grades will be assigned to the credit earned by examination. Students interested in taking CLEP examinations should check in the registrar’s office for guidelines prior to taking the tests. A fee is charged. The CLEP examination in each individual subject can only be taken once.

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### AP Credit at Lipscomb

<table>
<thead>
<tr>
<th>Advanced Placement</th>
<th>Score of 3</th>
<th>Score of 4</th>
<th>Score of 5</th>
<th>Max. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Gov./Pol.</td>
<td>PO 1023</td>
<td>Same as 3</td>
<td>Same as 3 &amp; 4</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Gov./Pol.</td>
<td>PO 3133</td>
<td>Same as 3</td>
<td>Same as 3 &amp; 4</td>
<td>3</td>
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<td>American History</td>
<td>HI 2213</td>
<td>HI 2213, HI 2223</td>
<td>Same as 4</td>
<td>6</td>
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<tr>
<td>European History</td>
<td>HI 1113</td>
<td>HI 1113, HI 1123</td>
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<td>6</td>
</tr>
<tr>
<td>World History</td>
<td>HI 1013</td>
<td>HI 1013, HI 1023</td>
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<td>6</td>
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<tr>
<td>Macroeconomics</td>
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<td>Same as 3 &amp; 4</td>
<td>3</td>
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<tr>
<td>Microeconomics</td>
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<td>Same as 3 &amp; 4</td>
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<td>EN 1113, EN 1313</td>
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<tr>
<td>English Lit. and Comp.*</td>
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<td>EN 1113, EN 1313</td>
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<td>6</td>
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<td>Art History</td>
<td>AR 1813</td>
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<td>3</td>
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<tr>
<td>Studio Art- 2-D Design*</td>
<td>AR 1033</td>
<td>Same as 3</td>
<td>Same as 3 &amp; 4</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art- 3-D Design*</td>
<td>AR 1033</td>
<td>Same as 3</td>
<td>Same as 3 &amp; 4</td>
<td>3</td>
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<td>Studio Art-Drawing*</td>
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<td>3</td>
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<td>Music Theory</td>
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<td>MU 1111, MU 1133</td>
<td>MU 1111, MU 121</td>
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<td>French Language</td>
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<td>FR 2124</td>
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<td>German Language</td>
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<td>Spanish Language</td>
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<td>SN 2114</td>
<td>SN 2124</td>
<td>16</td>
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<td>Statistics</td>
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<td>Same as 3</td>
<td>3</td>
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<tr>
<td>Calculus AB*</td>
<td>MA 1314</td>
<td>Same as 3</td>
<td>Same as 3</td>
<td>4</td>
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<tr>
<td>Calculus BC*</td>
<td>MA 1314</td>
<td>Same as 3</td>
<td>MA 1314, MA 2314</td>
<td>8</td>
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<td>Computer Science AB</td>
<td>CS 1213</td>
<td>Same as 3</td>
<td>CS 1233</td>
<td>6</td>
</tr>
<tr>
<td>Biology*</td>
<td>BY 1003</td>
<td>BY 1003</td>
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<td>Environmental Science*</td>
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<td>BY 1003, or BY 1013, or ESS 1013</td>
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<td>3</td>
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<td>CM 1113, 1211</td>
<td>CM 1113, 1211</td>
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<td>Physics B*</td>
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<td>PH 1214, PH 1224</td>
<td>8</td>
</tr>
<tr>
<td>Physics C- Mech.*</td>
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<td>See Dept. Academic Chair</td>
<td>3-4</td>
</tr>
<tr>
<td>Physics C- Elec./Mag.*</td>
<td>PH 1013</td>
<td>See Dept. Academic Chair</td>
<td>See Dept. Academic Chair</td>
<td>3-4</td>
</tr>
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<td>Psychology</td>
<td>PS 1113</td>
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<td>Same as 3 and 4</td>
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</tr>
<tr>
<td>Human Geography</td>
<td>HI 3323</td>
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<td>Same as 3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>CS 1213</td>
<td>Same as 3</td>
<td>CS 1213, CS 1233</td>
<td>3</td>
</tr>
</tbody>
</table>

*Only one test will be used to grant credit when the same course credit is associated with different tests.*
### CLEP Credit in General Exams

A. English Composition (No. 1 in CLEP Manual)—No credit.

B. Humanities—No credit will be granted if prior college work has been taken in any of the test areas.

C. Mathematics—credit general education requirement in Mathematics (3 sem. hrs.).

D. Natural Sciences (3 sem. hrs. maximum)
   1. Credit BY 1003, Fundamentals of Biology or
   2. Credit 3 hours of physical science

E. Social Science and History (meets social science requirement, not history requirement).

On B-E above, maximum credit of one entry level course will be awarded if a score of 50 is attained. **No credit will be granted if prior college work has been taken in any of the test areas.**

### CLEP Credit in the Subject Examinations

<table>
<thead>
<tr>
<th>Area/CLEP Subject Exam</th>
<th>University Course</th>
<th>Req. Min. Scaled Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Composition and Literature</strong></td>
<td></td>
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</tr>
<tr>
<td>American Literature</td>
<td>Survey of American Literature</td>
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</tr>
<tr>
<td>English Literature</td>
<td>Survey of English Literature</td>
<td>50</td>
</tr>
<tr>
<td>College Composition</td>
<td>EN1113 Freshman Comp. &amp; Reading I or 3 hours elective credit</td>
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<tr>
<td><strong>Foreign Languages</strong></td>
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<tr>
<td>College French (Level I)</td>
<td>FR1114</td>
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<tr>
<td>College French (Level I)</td>
<td>FR1124</td>
<td>52</td>
</tr>
<tr>
<td>College French (Level II)</td>
<td>FR2114</td>
<td>56</td>
</tr>
<tr>
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</tr>
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<td><strong>History and Social Sciences</strong></td>
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<td>American Government</td>
<td>PO1023 Introduction to American Government</td>
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<td>History of US I: to 1877</td>
<td>HI2213 History of U.S. I</td>
<td>50</td>
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<tr>
<td>History of US II: 1865 to present</td>
<td>HI2223 History of U.S. II</td>
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</tr>
<tr>
<td>Human Growth and Develop.</td>
<td>PS 2423 Life Span Development</td>
<td>50</td>
</tr>
<tr>
<td>Intro. to Educational Psychology</td>
<td>PS 3243 Human Development and Learning</td>
<td>50</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>EC2403 Principles of Macroeconomics</td>
<td>50</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>EC2413 Principles of Microeconomics</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PS1113 Introduction to Psychology</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SO1123 Introduction to Sociology</td>
<td>50</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>HI1113 Foundations of Western Civilization to 1600</td>
<td>50</td>
</tr>
<tr>
<td>Western Civilization II: -1648 to present</td>
<td>HI1123 Foundations Western Civilization since 1600</td>
<td>50</td>
</tr>
<tr>
<td><strong>Mathematics and Science</strong></td>
<td></td>
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</tr>
<tr>
<td>Calculus with Elem. Func.</td>
<td>MA1314 Calculus I</td>
<td>50</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MA1113 College Algebra</td>
<td>50</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>MA1123 Trigonometry</td>
<td>50</td>
</tr>
<tr>
<td>General Biology</td>
<td>BY1003 Fundamentals of Biology</td>
<td>50</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>CM 1113 General Chemistry I</td>
<td>50</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>CM 1211 General Chemistry I Lab</td>
<td>50</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>CM 1123 General Chemistry II</td>
<td>75</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>CM 1221 General Chemistry II Lab</td>
<td>75</td>
</tr>
<tr>
<td><strong>Business (see Dean of College of Business)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MG 3503 Principles of Management</td>
<td>50</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>AC 2503 Financial Accounting</td>
<td>50</td>
</tr>
<tr>
<td>Intro. Business Law</td>
<td>MG 3613 Legal Aspects of Business I</td>
<td>50</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MK 3503 Principles of Marketing</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: As specified in the section “Requirements for Graduation,” a maximum of 33 semester hours of credit will be allowed on a combination of correspondence courses, extension courses, special examinations, advanced placement credits and equivalency credits.
**International Baccalaureate (IB) Credit Policy**

The Office of Admissions in consultation with the provost awards IB credit, generally, according to the following policy:

- Some of the examinations must be the higher level. A score of 4 or 5 is awarded credit.
- A score of 5 is awarded credit at the standard level.
- Other factors are to be considered when awarding IB credit.

**European Baccalaureate (EB)**

Credit for EB will be determined on a case-by-case basis. Note: Although there are several ways of earning credit by the non-traditional route (IB, AP, CLEP, Special Examination, Equivalency Credit and correspondence course), credit received from one source may not be duplicated by another. The maximum credit for any combination of credit by examination, such as IB, AP, and CLEP, is 30 hours, whereas the maximum credit for credit by the non-traditional route is 33 semester hours.

**Equivalency Credits**

Equivalency credits (such as credit for special institutes [including institutions not regionally accredited], supervised travel experience and credit for formal military courses as recommended by the American Council on Education) will be evaluated on their individual merits according to the nature and extent of the experience and the recommending department, institution or accrediting agency.

Adult Degree Program students and those with at least four years of military or work experience may be eligible to seek Lipscomb University credit hours for college-level learning experienced outside the classroom. Interested students should contact the College of Professional Studies (Ezell 265) to begin the process.

**Developmental Non-Credit Courses**

Remedial or developmental courses are designed to move a student toward graduation by bringing him/her up to a level of preparedness to do college work. They do not apply toward the graduation GPA or graduation credit. Developmental courses benefit the student by being officially counted as part of the load and determining eligibility for financial aid and/or scholarships.

**Transfer Credit from Other Colleges or Universities**

Students transferring to Lipscomb University from other colleges or universities must have an official transcript of their work from each school mailed to the admissions office. Courses are generally accepted in transfer if earned at a regionally accredited college or university and if they are comparable to courses offered at Lipscomb or commonly regarded as study in the liberal arts. All other course credits (earned in a non-traditional manner) are subject to evaluation by the registrar and/or academic chair on a course-by-course basis. Moreover, the grade of “C” or higher must have been earned on each course in transfer. Evaluation of these transcripts is made in the admissions office with final approval made by the registrar. Transferred work to be counted toward a major or minor must be approved by the academic chair involved and the registrar. Transferred courses accepted to meet part of the general education requirement must be approved by the registrar. Courses taken at a two-year school which have 3000 or 4000 course numbers at Lipscomb generally will not transfer as equivalency credit.

No more than 63 semester hours may be transferred from a two-year school. Some two-year colleges offer a third year of work in special areas. Ninety-four semester hours is the maximum number of hours that may be transferred to Lipscomb.

Work taken by a student at another college or university after the student's initial enrollment at Lipscomb University may not be accepted unless the student has received approval to transfer this work before the work is begun. Forms for this approval are available in the registrar's office. For minimum credit hour requirements of transfer students toward graduation, see II under section entitled “Requirements for Graduation.”

**Limitations of Transfer Credit**

1. Students will not be allowed to transfer more credits per term than they would have been permitted to earn at Lipscomb.
2. Credit must be from a regionally accredited institution.
3. Only courses with the grade equivalent of “C” or higher are candidates for transfer credit.
4. Technical or vocational credits are not eligible for transfer and may not, therefore, be used to satisfy degree requirements.
5. All credits from Lipscomb University may not be transferable to every educational institution. Students wishing to transfer credit to another college or university should contact that institution.

**Credit by Examination for Transfer Students**

Credit awarded by other institutions for International Baccalaureate (IB), European Baccalaureate (EB), Advanced Placement (AP) and College Level Examination Program (CLEP) must be reevaluated to determine if (and how much) credit will be awarded by Lipscomb policy. Students desiring credit by exam should have the official IB, EB, AP or CLEP credit transcript sent directly to the Office of Admissions, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.
Letter Grading System and Quality Points

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. Neither advanced placement nor transfer credit may be used to raise the grade-point average.

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.

Thirteen different letter grades are used to record a student’s progress toward graduation. Some of the letter grades do not count for credit toward graduation, and some are used in computing the necessary grade-point averages for graduation. The following matrix summarizes these grades, and a brief description of each grade follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior work, exceptional quality; earns 4 quality points per hour.</td>
</tr>
<tr>
<td>B</td>
<td>Good, above the average expectation; earns 3 quality points per hour.</td>
</tr>
<tr>
<td>C</td>
<td>Average, about the quality expected of most students; earns 2 quality points per hour.</td>
</tr>
<tr>
<td>D</td>
<td>Barely passing, earns 1 quality point per hour. (Courses with a letter grade of “D” normally do not transfer from one institution to another.)</td>
</tr>
<tr>
<td>F</td>
<td>Failing, no credit; earns no quality points.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete, no credit unless completed later with passing grade; computed as “F” in grade-point average until the grade is made up. (See paragraph on incomplete grades.)</td>
</tr>
<tr>
<td>IP</td>
<td>IP grades are given only on approved courses, such as master’s theses, honors theses and certain practicums. A grade must be established by the end of the next full semester after the IP grade has been given. A student who does not return to Lipscomb University will automatically receive an “F” on all IP grades after one year. Any variation of these policies must be approved by the Academic Leadership Team.</td>
</tr>
<tr>
<td>NC</td>
<td>No credit; used in English 0110 and 1113, Lipscomb Seminar 1103, and Math 1020 and 1030 when the grade is below a “C” and is not computed in student’s average. The faculty reserves the right to assign an “F” if, in the opinion of the teacher, the student has put forth little, if any, effort.</td>
</tr>
<tr>
<td>P</td>
<td>Passing—A, B, C or D; used when a course is completed successfully but without any credit. Examples: all zero credit courses.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory—A, B, C; used when credit is earned in nontraditional ways, such as credit by examination or in special cases where a course is not included in computation of grade-point average. (See paragraph below on audits and non-credit repeats.)</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory—D or F, used when credit is not earned in a course not to be included in computation of grade-point average.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn officially; not computed in grade-point average. Used whenever official withdrawal occurs: 1) from specific course(s) at the initiative of the student anytime during the designated withdrawal period of a term (see calendar); 2) from all course work in the event that a student is unable to complete a term due to reasons of personal choice, health problems, disciplinary actions or other reasons approved by the university such that the student is formally dissociated from the institution via processing in the registrar’s office and also may be assigned by the registrar or the provost after the official last day to drop where there are extenuating circumstances, such as an extended illness.</td>
</tr>
<tr>
<td>X</td>
<td>Audit, not computed in grade-point average. There is a tuition charge but no credit is earned. (See paragraph on audits and non-credit repeats.)</td>
</tr>
</tbody>
</table>

Mid-term “D” and “F” grades are available on the Web to students during the fall and spring semesters. Final grades are available on the web at the end of each semester. Once grades have been posted to the student’s record in the registrar’s office they are considered permanent.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Used in Computation of Grade-Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>A, B, C, D</td>
</tr>
<tr>
<td>No</td>
<td>F, I</td>
</tr>
<tr>
<td></td>
<td>IP, NC, P, U, W, X</td>
</tr>
</tbody>
</table>
Student Grievance/Complaint Process

A student wishing to lodge a complaint about any university office or service is invited to follow the procedures outlined in the Student Handbook, available on the Lipscomb website. If the complaint or grievance is related to a specific course or instructor, the matter should be addressed first with the instructor. If that interaction is unsatisfactory, the student should take the complaint to the academic chair. Should the concern remain unresolved, the student may directly contact the office of the associate dean of the college in which the department resides. Any further appeal must be made in writing to the dean of the college and the director of student advocacy.

After completing the above procedure, any appeal of a course grade must be filed in the provost’s office within 60 days following posting of the grade to the student’s record. In no case may a student appeal a grade that has been recorded on the transcript for as long as twelve months.

In accordance with the university’s commitment to academic freedom, students are encouraged to examine all pertinent data, question assumptions, and guided by the evidence of research, freely study the substance of each academic discipline. Any student who perceives that this right has been violated may file a formal written grievance through the provost’s office.

Incomplete Grades

Incomplete grades should be assigned only if the final exam (or some work of equivalent significance) was missed for a good reason. Students who fail to complete other (routine) assignments should not receive incomplete grades but should be assigned letter grades that reflect the quality and quantity of their work completed during the regular semester.

In cases where the grade “I” is given, a grade must be established within the first three weeks of the succeeding semester 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, academic chair, and dean of the college, in that order. 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.

Audits and Non-Credit Repeats

In addition to the usual registration for credit and regular grade computation, a student may wish under some circumstances to register as an auditor. In this case, regular tuition is charged but no credit is earned. The student may participate in the course to whatever extent he/she wishes insofar as tests, reports, papers and other assignments are concerned. With permission of the instructor, a student may change his/her registration in a course from credit to audit or from audit to credit during the first four weeks of the semester. After this time his/her only options are to continue as registered or to withdraw from the course. Repeated courses are counted the same as regular courses in determining maximum student loads and in determining full-time student classification. The U.S. Department of Veterans Affairs will not allow audits or non-required repeats to be counted in determining load for pay purposes.

Academic Probation and Suspension

To graduate from Lipscomb University a student must have a minimum grade-point average of 2.0 overall as well as a 2.0 in the major and a 2.0 in the minor (if applicable).
Academic Warning

First-time freshmen (fewer than 30 hours transferred in) whose grade-point average for the first semester is below 2.0 will be placed on academic warning. This is a one-time warning available only to first-time freshmen. Students on academic warning who do not raise their grade-point average to 2.0 by the end of their next semester in school will be placed on academic probation. Students on academic warning will be required to participate in Turning Point, a program designed to assist students attempting to recover from difficult academic situations.

Academic Probation

All students must maintain a cumulative grade-point average of 2.0, including incomplete grades. Students whose cumulative GPA falls below 2.0 will be placed on academic probation for the following semester.

Students on academic probation should contact their academic chair (or associate provost for student academic support if the major is undeclared) for a meeting before classes start in order to complete a probation contract.

Students who do not sign a contract may return. However, students who are suspended at the end of that semester may lose the right to appeal their suspension if they have not completed a contract. The probation contract is a useful way to address the academic problems the student has encountered.

Students on probation who earn a term grade-point average of 2.0 or higher but fail to raise their cumulative grade-point average to 2.0 or higher may be considered for a one-semester extension of their probation.

Students 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.

Students who are admitted on probation (transfers and returning students) will fall under the same guidelines.

Suspension

When a student’s cumulative GPA falls below 2.0 for two consecutive semesters, or the student fails three-fourths or more of his/her work in a semester or is on two or more probations (academic, chapel, disciplinary), the student will be automatically suspended. Suspended students may not enroll at Lipscomb the semester following their suspension. Students suspended at the end of the spring semester may not attend during summer and fall semesters.

Students may appeal their academic suspension by writing to the associate provost for student academic support. These requests should be mailed to the Office of the Associate Provost for Student Academic Support and 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.

Students suspended after the spring semester are not required to appeal their suspension before Maymester but must appeal their suspension before the start of other summer terms following the procedure previously stated.

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 probation 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 fall or spring semester.

Students who are suspended a second time for academic reasons may not be readmitted until at least two full semesters (not counting summer session) have elapsed.

The above regulations are established to guarantee that a student is making satisfactory progress toward completing his/her college program of study. Exceptions to these regulations can be made only upon appeal in writing to the associate provost for student academic support. All probation and suspension policy guidelines are established by the provost and the Academic Leadership Team.

Horizons

Transitions Program

Transitions is designed to provide support for first-semester freshmen who are conditionally admitted to the university. A limited number of students will be accepted into the program each fall. Freshmen admitted conditionally will be under contract to participate in a structured program that will include UN 1101 Strategies of an Effective Learner. Participation in workshops, seminars and office visits with program coordinators.

Transfer students who are admitted on a probationary status may be required to enter a contractual arrangement tailored to specific needs and circumstances and may be considered for admission in any semester. In both cases, the student’s performance will be evaluated after one semester, and the student may be released from the contract, asked to continue under a contract arrangement for another semester, or suspended from the university.

Turning Point

The Turning Point program is designed to assist freshmen who are attempting to recover from difficult academic situations. Participants will be expected to fulfill all program requirements, such as supervisory office visits with the director of the program (or another academic advisor), participation in tutoring labs and academic skills workshops, monitoring of class attendance and academic performance, and enrollment in UN 1101. Freshmen placed on academic warning are required to participate in Turning Point. Upperclassmen placed on academic probation for the first time may be required to enroll as a stipulation in their probation contract.
Early Warning System
The early warning system provides instructors an avenue for warning students who are approaching class absence limits or whose academic performance is deficient. Students may receive notification of such situations and may be encouraged to immediately contact the instructor. When students reach the maximum number of absences allowed in a course, they may be notified that the instructor has determined that they will receive a failing grade in that course, and they may be given an opportunity to appeal this decision.

Student Load—Credit Hours
Definition of credit hour: A credit hour (one) is defined as student/teacher interaction of not less than one hour and a minimum of two hours out of class work for 15 weeks (one hour/2/15).

Application: Since several courses and some programs are delivered in a variety of formats, including distance learning, the driving force for delivering a credit hour commences with identifying learning objectives that can be delivered in the one hour/2/15 formula as noted in the definition. Using the definition and formula as noted above, granting more than one hour of credit for a course requires using the formula and increasing the student/teacher interaction, etc., via the learning objectives for the equivalent amount of credit hours desired for the course.

In the fall and spring semesters, students may normally register for 12 to 18 hours, including repeats, non-credit courses and/or audits, without special permission. A student must take 12 hours to be considered full time. Students registering for more than 18 hours must have a 3.0 grade-point average, either overall or on the preceding semester. Any student attempting to register for more than 18 hours must contact the registrar’s office to receive an override in the computer before registration is possible. No more than 21 hours will be credited for work done (including work at another institution) within one semester. It is recommended that students on academic probation register for 12 hours or less during the semester of probation. Fifteen hours is the maximum load for such students.

Because the summer session (10 weeks) is shorter and thus more intensified than a typical semester, it is necessary to place further restrictions upon the number of hours for which a student may register during that time. Specifically, a student may register for as many as 17 hours during summer session without special permission. Beyond that, the registrar’s permission is required, and no student’s load may exceed 19 hours during the summer session (including work at another institution). (Total number of hours is calculated by adding all summer course work, i.e., single-term [five-week] courses, three- or four-week terms, and/or entire session [ten-week] courses.)

A student may repeat a course for the purpose of improving his/her grade. Only the higher grade will be used in computing the grade-point average. The grade earned in any previous attempt of the course at Lipscomb will remain on the permanent record. For courses duplicated at Lipscomb and another college, the “transfer” grade may not be used to replace a lower grade made at Lipscomb.

A student with a failing grade in a class can remove the effects of the “F” only by repeating the course and earning a higher grade on a course taken at Lipscomb. Demonstration of additional experience or improved proficiency may not be used to alter prior grade records.

The university reserves the right to change an instructor listed on a proposed schedule or to eliminate any course from the schedule due to inadequate enrollment.

Dropping Courses
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 (see calendar) will be given a grade of “W.” Any course dropped at any time without proper notification (Web drop or completed Drop/Add Form) to the registrar’s office will be assigned the grade of “F.”

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.

Class Standing
The completion of 30 semester hours classifies a student as a sophomore; 60 hours classifies one as a junior; and 90 hours classifies one as a senior.

Class Attendance
Regular class attendance is expected of all students enrolled at Lipscomb University. The classroom experience is considered an integral part of the university’s educational program, and students should not register for classes unless they plan to attend regularly.

Any student who misses the equivalent of three weeks of any course may be dismissed from the course: further class attendance will be prohibited and a failing grade will be assigned. (Individual departments and/or faculty have the prerogative to establish a tolerance limit of less than three weeks.)

Readmission to the class is by approval of the academic chair. A copy of the letter of dismissal to the student may be sent to the payer of the student’s bill where approval has been given according to the student’s FERPA rights. The appeal for readmission must be made within one week from the day the notice is mailed to the student. During the appeal interim, the student may not resume class attendance unless the instructor determines that unusual circumstances warrant it. If the appeal is not approved, further class attendance is prohibited and a failing grade will be assigned.

Students who are removed from classes due to excessive absences and who do not appeal for readmission will be assigned a failing grade at the end of the semester.
Study Day and Last Week of Classes

For full semester courses, no test or major assignment is to be given within one week of the final examination. For example, for a class that has a final on Tuesday, the last day a test could be given or a major project due would be the Tuesday of the last week of classes. (It is suggested that when possible, the last week of classes be left free of any exams or major projects.) During the fall and spring semesters, the Thursday before final examinations begin is a study day—no classes will meet. Full-time faculty are requested to be available to students on this day. Adjunct faculty should be as accessible as possible on this day.

Final Examinations

A schedule of final examinations will be determined by the registrar. This schedule is to be followed unless prior approval for change is obtained from the registrar. Under no circumstances may examinations be given earlier than the beginning of the regular testing period as designated by the registrar. Missed final examinations may be made up only when arrangements have been made with the instructor in advance or when illness can be verified with a physician’s excuse.

Graduation Honors

Students who have accumulated a grade-point average (GPA) of 3.90 or above will graduate summa cum laude. Students who have accumulated a grade-point average between 3.70 and 3.89 will graduate magna cum laude, and students whose accumulated grade-point average is between 3.50 and 3.69 will graduate cum laude. Honors are calculated at the end of the student’s last semester. The following criteria will be used to establish eligibility to receive graduation Latin honors of cum laude, magna cum laude and summa cum laude:

a. Graduation Latin honors (cum laude, magna cum laude and summa cum laude) are based only on grades earned at Lipscomb University.

b. A student must complete a minimum of 63 hours of course work (toward the degree being conferred) at Lipscomb University in order to be eligible to receive Latin honors designation.

Students who expect to qualify for graduation honors may want to check with the registrar’s office during the beginning of their senior year.
Provost’s List and Honor Roll

To qualify for the Provost’s List, a student must be classified as full time (twelve earned hours minimum) and achieve a 4.0 grade-point average for the semester. To qualify for the Honor Roll, a student must be classified as full time and achieve a 3.5 or higher grade-point average for the semester.

Teacher Education

The teacher education program at Lipscomb University is approved by the Tennessee State Board of Education and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), which has become the Council for Accreditation of Educator Preparation (CAEP). Programs are offered leading to licensure in grades Pre K-3, K-6, 4-8, 7-12 and K-12.

The teacher education program at Lipscomb University utilizes a variety of methods for assuring excellence in teacher preparation. Collaboration with local and private public school systems assures that Lipscomb students have practical, hands-on experiences as they acquire knowledge and skills, and study educational theories, current research and sound professional practice. The teacher education program is a campus-wide program that involves all departments in an integrated approach that prepares a well-rounded student. Students are supervised and evaluated on an on-going basis to assure a quality program.

The teacher education conceptual framework, C.A.R.E., is explained and illustrated in the Teacher Education Handbook. Specific admission standards, program objectives, and evaluation procedures are also listed in the handbook.

For information concerning requirements, admission to teacher education and a list of approved programs, contact the College of Education. All requirements are subject to change as mandated by the state of Tennessee.

Global Learning

Globalization requires an education that cultivates global competencies among our students. We are no longer just citizens of a city, state or nation, but of a world that is much larger and more connected than at any time in our civilization. To equip our students to be global citizens, we encourage participation in a global learning program as a significant experience in their education.

Nowhere on our campus will students find an experiential classroom that compares to the adventure of studying abroad. Through these international experiences, students broaden their worldview, experience different cultures and expand how they engage the global community. In support of these goals, Lipscomb University offers several meaningful programs that are spiritually formative, community engaging and experiential in nature. Students may select from the following programs:

- **Global Scholar** - semester-long immersion with a general education focus.
- **Global Apprentice** - experiential summer sessions concentrating on upper-division courses that are major and vocation specific.
- **Global Ambassador** - missional and humanitarian in nature, not for academic credit, but take place during the spring, winter or summer breaks.

The Lipscomb faculty and Office of Global Programs are working to add new opportunities and destinations every school year.

Acceptance into Lipscomb’s Global Programs is a very competitive process with high student demand. You may not be admitted to your program of choice as acceptance is based upon a variety of factors, including: GPA, academic record and interests, references, university standing, suitability for inclusion into the program. Please register early! Students should also consult with the Office of Global Programs to verify which course credits they will earn during the program they select.

Lipscomb’s Global Scholar Programs:

- Lipscomb in Vienna (fall/spring)
- Lipscomb in London (fall/spring)
- Lipscomb in Italy – Tuscany (fall/spring)
- Lipscomb in Santiago (spring)

Here is a list of where our students have traveled over the last two years and where they are headed next!

Argentina, Austria, Australia, Belgium, Canada, Chile, China, Costa Rica, Dominican Republic, England, France, Germany, Ghana, Guatemala, Greece, Haiti, Honduras, Hong Kong, Israel, India, Ireland, Italy, Jamaica, Moldova, Nevis, Peru, Poland, Scotland, Spain, Switzerland and Uganda.

Partnership Study Abroad Opportunities

- Oxford Honors Program, England (full semester)
- China Studies Program (full semester)
- Angers, France (French Immersion, 4-8 weeks)

Criteria for Participation in International Programs

All Lipscomb campus rules and policies apply to participants in global learning programs. Additional policies may apply as expressed in paperwork applicants will receive. Deviations from rules and policies may result in disciplinary action, including dismissal from the program without refund.

Students who wish to participate in a mid-length or short-term global program should work with the college sponsoring the program and must complete an application, pay the required deposits by the due dates, and attend the
required orientation meetings. Some programs require
other criteria to be met. For a complete listing of current
mid-length and short-term global program, visit the web at
globallearning.lipscomb.edu and click on "programs."

Students who wish to participate in a semester-long global
learning program must meet the following criteria:

1. They must have completed at least one full-time
semester by the beginning of the semester of
participation.

2. They must have at least a 2.5 GPA at the time of
the application and maintain a 2.5 GPA for the two
semesters preceding their participation in the global
learning program.

3. Must not have an academic or behavioral infraction
with the University. Acceptance to Lipscomb's Global
Programs is highly competitive. Applicants will receive
a score based upon the following factors:

   • GPA
   • References
   • Date of Application
   • Academic Fit (courses offered are need for student
degree plan)

   If the GPA is still below 2.5 at the end of the
second semester, the student may not be admitted
to the program.

4. They must be approved by the Global Programs
Committee, whose approval is based on the application,
two letters of recommendation, an interview and a
demonstrated willingness to abide by Lipscomb rules
and policies regarding academics and behavior.

Curriculum for Global Learning
Semester-Long Programs

In semester-long programs, students take a total of 12-18 hours
Core courses, 6-7 hours:

   • GL 120V The Cross Cultural Experience, 3 hours
     (counts as integrated social science credit for general
     education)
   • Language, 3-4 hours of language of program location
     (counts toward B.A. language requirement)

Optional courses, consistent with global learning objectives vary by site from year to year. A list for any specific program
is available from the Office of Global Learning Programs.

Sample optional courses:

   • HU 2003 World Humanities I, 3 hours (counts as
     integrated history general education requirement)
   • HU 2013 World Humanities II, 3 hours (counts as
     integrated history general education requirement)
   • Discipline specific course offered abroad by
     Lipscomb University faculty member, 3 hours
     (course content varies)

   • Literature centered on literature of the program
     location, 3 hours (counts as integrated literature
general education requirement)
   • Upper level Bible elective, 3 hours (counts as free-
elective Bible course)
   • Student may also take one online courses offered by
     Lipscomb University, 3 hours (course offerings vary
     by semester)

Curriculum for Global Learning Mid-length
and Short-length Programs

The courses offered during the mid-length and short-term
programs vary from year to year and are available from the
Office of Global Programs.

Scholarships and Financial Aid

Lipscomb University institutional financial aid may only be
applied to Lipscomb University institutional semester-long
programs. Other financial aid such as Pell Grants or loans may
be applied to most programs listed here. Mid-length and short-
term Global Learning program prices are already maximally
discounted, and other Lipscomb University institutional
discounts and scholarships may not be applied on top of the
discounted price. Presidential Weekend vouchers may be
applied in full to Lipscomb University institutional programs
of 12 hours or more and is prorated at $500 for Lipscomb
University institutional programs of less than 12 hours.

First Year Program-Liberal Arts

The following list of a first-year program is provided as an
example only. Each student entering Lipscomb University is
assigned a special advisor from the university faculty. Individual
programs for students are then developed at the beginning
of each semester. It is the student’s responsibility to arrange
appointments to meet with the advisor. Bachelor of Arts
candidates and undecided students are strongly encouraged to
enroll in a foreign language during their first two semesters.1

Lipscomb Seminar 1103 3
Bible 1073, 1083 3 3
English 1313 3
Foundations Science/Math 3-4 3-4
Wellness 2 or 2
Communication 1003/Electives2 3 or 3
Integrated History/Social Science 2 3
15-18 15-18

1. Those who earned As or Bs in a high school foreign language course should
consider continuing language study while those skills remain current. Check with
the Department of Foreign Languages about CLEP testing, credit and placement.

2. Should be selected from general education requirements or from the major
field. Students who are pursuing the Bachelor of Arts degree are encouraged to
take the foreign language sequence (1114, 1124) during the freshman year.
Preprofessional Curricula

Lipscomb University offers several preprofessional programs and partnerships. See below for information about specific programs.

Students pursuing professional degrees beyond the bachelor’s degree should consult with the program they wish to attend for specific prerequisites.

Medically-Related Preprofessional Programs

Detailed lists of prerequisite courses for each of the health care professional areas are available in the Health Professions Advisory Office and the offices of the chairs of biology and chemistry (see page 112 for more information). Students interested in specific admissions requirements to the Lipscomb College of Pharmacy should refer to the College of Pharmacy section.

Nursing

Lipscomb University offers a Bachelor of Science in Nursing (B.S.N.) degree. This program prepares the student for a career in the health care field as a registered nurse upon successful completion of the National Council Licensure Examination (NCLEX). The Lipscomb B.S.N. degree is explained in the departmental section for the School of Nursing. For questions or more information about the nursing program, please call 615.966.6650. Information is also available at lipscomb.edu/nursing.

Degrees Conferred for Work Completed in Other Institutions

Certain three-year programs can qualify a student for the baccalaureate degree at Lipscomb University upon the satisfactory completion of the first year of professional school. A student must complete all general education requirements for the B.A. or B.S. degree, a minimum of 18 hours toward a major and approximately 90 semester hours during the three years at Lipscomb.

Three-One Programs in Medically-Related Areas

The three-one program in medicine and medically-related studies applies to students who wish to receive a Bachelor of Science or Bachelor of Arts degree from Lipscomb and to receive professional training in one of the medical professions such as medicine, dentistry, pharmacy, optometry, physical therapy, occupational therapy, chiropractics, nursing, veterinary medicine and others where the level of instruction is at the bachelor’s level or higher. (Junior college level or other two-year programs do not qualify.) In order to receive the Bachelor of Science degree from Lipscomb the student must:

1. Complete all general education requirements for a bachelor’s degree listed in the Lipscomb catalog.
2. Complete 18 semester hours toward a major.
3. Complete approximately 90 semester hours at Lipscomb. (Transfer students must complete 33 semester hours at Lipscomb in addition to the work transferred to Lipscomb.) A total of 126 semester hours (Lipscomb plus professional school) is required for graduation.
4. Successfully complete (“C” average or higher) one full year of work at a medically related professional school. This work will be transferred back to Lipscomb as the senior year work.
5. Complete all surveys and standardized examinations required by the university. To avoid returning to campus after transferring, these exams and surveys should be taken during the student’s last semester in attendance at Lipscomb.

No student may graduate until Lipscomb receives all necessary transfer work or official verification of the completed work from the cooperating institution. Students should keep this in mind when making plans to graduate from Lipscomb in a particular semester.

Should a student in any of the three-year programs fail to satisfactorily complete the work at the professional school, he/she must return to the Lipscomb campus for the completion of degree requirements. In such cases, the registrar’s office should be consulted.

Summer and Wintermester Academic Programs

Lipscomb University provides academic programs throughout the year. In addition to the fall and spring semesters, academic courses are offered during summer months and between fall and spring semesters. During the summer students can take academic courses in a variety of schedule options, including Maymester (three weeks), Junemester and Julymester (four weeks), Term I and Term II (five weeks) and full term (ten weeks). Lipscomb also offers courses during Wintermester, a compressed term offered between the end of the fall semester and the beginning of the spring semester. The specific class meeting schedules for Wintermester courses will vary based on course requirements. Wintermester courses can begin as early as the Friday before fall graduation and end the Sunday before the spring semester begins.

These additional terms offer students various academic opportunities, at both the undergraduate and graduate levels, to catch up or get ahead in their curriculum. Because of the unique course scheduling opportunities during these additional academic terms, Lipscomb is able to offer innovative courses that are not available during the regular fall and spring semesters. In addition, some courses offered in summer and Wintermester are not available at other universities in the Nashville area during these terms. Course selection options typically include general education courses, core course requirements for majors, online courses, and both domestic and international travel courses.
High school students may take advantage of Lipscomb's academic programs during most academic terms by taking courses through our dual enrollment program. For more information on dual enrollment courses, contact Rob Mossack, director of academic advising, at 615.966.6297 or at dualenrollment@lipscomb.edu.

Rising high school seniors may also apply to enroll in Summer Scholars, a 10-day residential summer program designed for high-achieving students, for which they receive college credit in one of the academic areas offered. For more information about this program, contact Johnathan Akin, associate director of admissions, at 615.966.6150 or johnathan.akin@lipscomb.edu.

More detailed information about Lipscomb's summer and Wintermester programs may be viewed on the Web: summerprograms.lipscomb.edu
wintermester.lipscomb.edu

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

Air Force Reserve Officer Training Corps (AFROTC) Participation
Students may participate in the Air Force Reserve Officer Training Corps (AFROTC) at Detachment 790 on the campus of Tennessee State University. AFROTC provides pre-commissioning training to college students (male and female) who desire to serve as officers in the U.S. Air Force (USAF).

High school students may also apply for the AFROTC College Scholarship Program online at www.AFROTC.com. The application deadline is typically Dec. 1 of the senior year. Detailed eligibility requirements are available on the AFROTC.com website.

As AFROTC cadets, the majority of students will earn scholarships that may cover all, or a significant portion of tuition costs. In addition, cadets earn a monthly stipend of up to $400 and up to $510 per academic year to pay for textbooks.

Cadets are required to attend AFROTC classes, in uniform, one day per week. One summer, typically between the sophomore and junior year, cadets must attend a four-week military training session. The combination of USAF military education, training, and college-level curriculum gives cadets a broad-based knowledge of management, leadership and technical skills.

The minimum eligibility requirements are as follows: U.S. citizen, 30 years old or younger on Dec. 31 of the year you graduate (exception—prior enlisted), meet USAF weight standards, pass a physical fitness test, have a 2.5+ cumulative college GPA and pass the Air Force Officer Qualifying Test (A USAF-unique academic aptitude test).

Although the USAF will accept students from any accredited academic major, there is a critical need for engineers (all disciplines). Upon graduation, cadets will earn USAF commissions as Second Lieutenants and must serve a minimum of four years on active duty.

Elective credit toward graduation will be granted by Lipscomb University for these courses to a maximum of 20 semester hours for a complete program.

For more information, visit www.AFROTC.com or call the Det 790 Unit Admissions Officer at 615.963.5979. Also visit the Det 790 website at www.tnstate.edu/rotc.

For further information write to:
AFROTC - Air Force
Detachment 790
Tennessee State University
Nashville, TN 37209-1561
615.963.5979

Army Reserve Officer Training Corps (ROTC) Officer Education Program
The Army Reserve Officer Training Corps (ROTC) provides pre-commission training for college-educated men and women who desire to serve as commissioned officers in the active Army, Army Reserve and Army National Guard. As the Army's largest commissioning source, it fulfills a vital role in providing mature young men and women for leadership and management positions in an increasingly technological Army. Admission is open to both men and women who meet mental, moral and physical qualifications.

Training goes beyond the typical college classroom and is designed to build individual confidence and self-discipline, instill values and ethics, develop leadership skills and increase physical endurance. The course load consists of one course per semester.

Graduates are commissioned as Second Lieutenants and will enter active duty within 60 days. Educational delays may be granted for graduates who desire to pursue advanced degrees prior to entry on active duty.

All University students in the Nashville area may participate in the Army ROTC Program at Vanderbilt University. While Vanderbilt serves as the host university, students at partnership schools are not charged additional tuition to take Army ROTC. Courses are transferred back to each university and added to the students' transcripts.
Scholarship students receive full-tuition scholarships each year, an annual $900 book allowance, all uniforms and a monthly tax-free stipend beginning at $300 for freshmen and increasing to $500 for seniors. Vanderbilt University also provides Vanderbilt ROTC scholarship students an additional $3,000 tuition grant each year for room and board. Students who are not on scholarship receive the monthly stipend during their junior and senior years. All students enrolled in the Army ROTC program are provided textbooks and uniforms at no expense. Contracted non-scholarship students also receive the monthly stipend from $300 to $500 depending on the MS level.

Scholarships
Students can earn merit scholarships in several ways. High school seniors and graduates compete for four-year scholarships that are determined by local competition among Vanderbilt applicants. Although determined locally, the application process is centrally managed. For more information, visit www.armyrotc.com.

College sophomores not enrolled in military science may enter the program by attending four weeks of summer training after their sophomore year at Fort Knox, Ky. These students are then eligible to compete at the national level for two-year scholarships.

Enlisted members of the U.S. Army are eligible for Green-to-Gold scholarships that are determined by national competition or by the commanding generals of Army divisions and corps.

Enlisted members of the Army Reserve or Army National Guard or outstanding students who are interested in joining the Army Reserve or Army National Guard may be eligible for two-year scholarships. They must have successfully completed two years of college to apply.

Summer Training
The five-week leadership exercise at Fort Lewis, Wash., is a commissioning requirement. This is normally done between the junior and senior years. Travel, room and board are provided free, and cadets are paid approximately $700. Other training opportunities exist for qualified applicants who volunteer.

Commissioning and Career Opportunities
A commission in the U.S. Army is a distinctive honor earned through hard work, demonstrated commitment and a desire to serve the nation. Post-graduate military education, usually starting within six months of graduation and commissioning and continuing through the officer’s service career, begins with the basic officer leadership course followed by officer basic courses that qualify new lieutenants in their specialties. Afterwards they are usually assigned as platoon leaders, typically responsible for every aspect of training, supervising, and caring for sixteen to thirty soldiers and millions of dollars worth of equipment. Education delays are available for critical specialties requiring post-graduate civilian education such as law and medical degrees.

Service Obligations
After the freshman year, scholarship students incur a service obligation of four years active duty and four years in the Inactive Ready Reserve. There are also opportunities to serve all eight years in the Guard or Reserves.

Course Credit
During the four-year program, Army ROTC students complete eight courses of military science. Academic credit varies by school.

Tuition
Tuition is waived for any military science course that is not applied toward the degree.

Military Science Courses
During the four-year program, Army ROTC students complete eight courses of military science. Academic credit varies by school.

Freshman Year
MS 101. Leadership and Personal Development
MS 102. Introduction to Tactical Leadership

Sophomore Year
MS 201. Innovative Team Leadership
MS 202. Foundations of Tactical Leadership

Junior Year
MS 301. Adaptive Tactical Leadership *
MS 302. Leadership in Changing Environments *

Senior Year
MS 401. Developing Adaptive Leaders *
MS 402. Leadership in a Complex World* * Prerequisite required to enroll

Military Science Department Staff
Commanding Officer: Michael J. Slocum; Military Instructors: Johnny C. Simon, James C. Fournier, Victor M. Sanchez

Information
Inquiries regarding enrollment in the Army ROTC program should be made to the Army ROTC Admissions Officer at 615-322-8550 or 800-288-7682 (1-800-VUROTC) or at the address below. Also see www.vanderbilt.edu/army.

Army Officer Education
Box 326, Peabody Campus
Nashville, TN 37203
615.322.8550 • 800.288.ROTC
Academic Departments and Course Descriptions

The following section includes a brief description of each of the academic departments at Lipscomb University along with descriptions of all courses offered by each department. As students choose electives from this section to complete their academic program, they should check with their advisor and possibly the academic chair involved to make sure they have the required prerequisites to enter a particular course. Courses are represented by a four-character designation. The first digit indicates the class level: 1—freshman, 2—sophomore, 3—junior, 4—senior. The two middle characters are for departmental use and usually indicate a sequence of courses or categories of courses. The last character indicates the course credit.

Art 1 11 3
Course Credit
(3 semester hours)

Subject Area
Departmental Information
Course Level (Freshmen)
Course Credit (3 semester hours)

The semester that courses are normally offered is indicated by: F-fall, SP-spring, SU-summer and W-wintermester.

* Indicates the course is normally offered in alternate years. See academic chair for details.

Graduation

Graduation (GN)
999X Graduation Course (0)
Students must be registered for this course the semester all course work will be completed for graduation. Students are responsible for logging into Blackboard and completing the course requirements. Students must register for and complete this course in order to graduate.

Lipscomb Seminar

Lipscomb Seminar (LU)
EN 0110 Developmental Seminar
The basic introduction to university-level reading, writing and critical thinking: required during the first semester at Lipscomb for first year students who score below 20 on the written portion of the ACT or below 480 on the written portion of the SAT in English. Developmental Seminar is intended to help students develop the university-level competencies in reading and writing that are prerequisite to the standard composition sequence. To that end, this course provides an intensive review of English grammar, mechanics and usage; an introduction to critical thinking; and frequent practice in written composition, including expository essays. This is a developmental, non-credit course. Students must pass this course with a grade of “C” or better before enrolling in EN 1113 or LU 1103.
Developmental Non-Credit Courses

While remedial or developmental courses are designed to move a student toward graduation by bringing him/her up to a level of preparedness to do college work, they do not apply toward graduation credit. Developmental courses benefit the student by being officially counted as part of the load and determining eligibility for financial aid and/or scholarships.

EN 0110 Developmental Seminar (3 non-credit hours) F, SP
Required for students who score below 20 on the written portion of the ACT or below 480 on the written portion of the SAT in English. Developmental Seminar is intended to help students develop the university-level competencies in reading and writing that are prerequisite to the standard composition sequence. To that end, this course provides an intensive review of English grammar, mechanics, and usage; an introduction to critical thinking; and frequent practice in written composition, including expository essays. Students must pass this course with a grade of “C” or better before enrolling in EN 1113 or LU 1103.

LS 0020 Learning Skills and Reading Improvement (2 non-credit hours) F
Intensive practice in methods of understanding and retaining textbook material and other reading material through context clues, vocabulary growth, analysis and organization of ideas, inference, and critical thinking. Students in LS0020 will also be required to participate in supplemental instruction workshops and seminars if the instructor deems it necessary to do so. These workshops will cover topics relevant to academic success, such as time management and test-taking. The skills are presented in a supportive atmosphere, and every effort is made to have the students practice the skills with their current classes.

MA 1020 Introductory Algebra (3 non-credit hours) F
A review of high school algebra that includes a review of real numbers, equations, inequalities, problem solving, graphing, polynomials, factoring and systems of equations. Students who score below 15 on the ACT or 360 on the SAT in math will be required to take this course.

MA 1030 Intermediate Algebra (3 non-credit hours) F, SP, SU
A review of high school algebra that includes factoring, inequalities and problem solving, rational expressions, functions, exponents and radicals, and quadratic equations and functions. Prerequisite: At least a 15 ACT (or 360 SAT) math score or Mathematics 1020 with a grade of “C” or higher.

TP 0110 Turning Point (1 non-credit hour) F, SP
This course is designed to be offered as part of the Turning Point program. Emphasis is placed upon personal assessment, development of personal goals, accepting personal responsibility, effective self-management strategies, changing self-defeating patterns of thinking and behavior and becoming life-long learners. Self-examination and reflection will be encouraged through group discussions, personal journals and essay writing. Students who are required to participate in the Turning Point program may be required to enroll in TP 0110 if it is offered.

General Education Integrated Courses (Explorations and Engagements)

The following courses refer to the Explorations and Engagements requirements for Lipscomb’s general education program. Students should consult the general education section of this catalog for specific requirements that include these courses.

LUMS 2xn3 Explorations in Math/Science: (selected topic) (3) F, SP
Topics for this course partner content in mathematics, biology, chemistry, physics, astronomy, environmental science & sustainability with each other or with content in another academic area in order to explore the connections between the two areas. Content will be integrated to develop the students’ skills and content knowledge in the participating academic areas as well as to provide opportunities for students to understand the relationship between the specific content and between the academic areas in general. Laboratory experiences vary depending on topic. Prerequisite: Foundations course work in math and science. (Prerequisites do not apply to LUMS 2003).

LUMS 2003 Power of Science I/Biology and Chemistry (3). Lecture 2 hours; Lab 2 hours
LUMS 2013 Power of Science II/Physics and Nutrition (3). Lecture 3 hours
LUMS 2083 Power of Science III/Physics and Meteorology (3). Lecture 3 hours
LULT 2xn3 Explorations in Literature: (selected topic) (3) F, SP
Topics for this course partner periods or genres of literature with content in another academic area in order to explore the connections between the two areas. Content will be integrated to develop the students' skills and content knowledge in the participating areas as well as to provide opportunities for students to understand the relationship between the specific content and between the academic areas in general. Prerequisites: EN 1313.

LUHI 2xn3 Explorations in History: (selected topic) (3) F, SP
Topics for this course partner periods of history with content in another academic area in order to explore the connections between the two areas. Course content will be integrated to develop the students' skills and content knowledge in the participating academic areas as well as to provide opportunities for students to understand the relationship between the specific content and between the academic areas in general.

LUSS 2xn3 Explorations in Social Science: (selected topic) (3) F, SP
Topics for this course partner content in psychology; sociology; economics; political science; law, justice & society with each other or with content in another academic area in order to explore the connections between the two areas. Course content is integrated to develop the students' skills and content knowledge in the participating academic areas as well as to provide opportunities for students to understand the relationship between the specific content and between the academic areas in general.

LUEG 3xn3 Engagements: (selected topic) (3) F, SP
A multidisciplinary course that investigates a particular era, theme or problem, using insights, methods and habits of thought from the liberal arts (math, sciences, humanities, and the fine arts), Bible and other academic disciplines. The course builds on the Foundations and Explorations course work in order to understand and evaluate diverse ways of knowing and to explore approaches to living in a diverse world with integrity and compassion. This course serves as a required Bible. Prerequisites: minimum of 60 hours earned credit.

Global Learning (GL)

GL 110V The Cross-Cultural Experience (1-3)
Its aim is to place the experience of living abroad in a meaningful context so that students are provided with a sense of the historical and contemporary culture of the city and country in which they study. This course incorporates an interdisciplinary approach to the topics of identity and culture by examining Christian theology, history, cultural studies, political science, commerce, art and music to develop a snapshot of British culture. You will derive meaningful interpretations of identity and culture while comparing these perceptions to our own preconceived understandings of American identity and culture. Based upon your perceptions and growth throughout the semester, you will also reflect upon how “life abroad” has impacted your own sense of identity.

Humanities (HU)

HU 2003 World Humanities I, II (3, 3) Offered only in summer
These humanities courses use a multidisciplinary approach to understanding the human condition, exploring key periods, perspectives and issues central to the Global Learning site where they are offered. Insights from disciplines such as history, art, communications, politics and business shed light on the many factors that define a culture and on the interrelationships of these factors. The instructor will make extensive use of local culture and resources to facilitate experiential learning and the cultivation of an informed personal world view. Either course may substitute for integrated history LUHI 2xn3.

Igniting the Dream of Education and Access at Lipscomb (IDEAL)

The IDEAL program seeks to provide education and career development to students with intellectual and developmental disabilities (ID/DD) while encouraging friendships and increased independent skills that lead to a better quality of life. This is a two year program in which students will take two IDEAL courses a semester and two Lipscomb courses. These courses are for students only enrolled in the IDEAL program.

IDEA 1003 Employment Skills for IDEAL I (3) F
This course will cover key skills in the areas of transitioning to college, living a healthy lifestyle, maintaining personal hygiene and developing self-determination skills. Students will learn how to communicate with their professors and classmates and how to set goals for themselves for their college experience. They will also learn how to manage their student account and to make healthy food choices on campus.
IDEA 1013 Technology Skills for IDEAL I (3) F
This course will cover communication via technology (i.e., email, texting) and basic programs (i.e., Microsoft products, online banking). Students will learn the basics of these aspects of technology and practice using them to complete a variety of projects.

IDEA 1023 Employment Skills for IDEAL II (3) F, SP
This course will cover basic independent living skills that students need in order to be successful in college (i.e., note-taking, self-determination and interpersonal skills) as well as in their future careers (appropriate behavior toward supervisors and coworkers and work stamina). Students will acquire skills through a variety of instructional methods and will practice using them to complete a number of projects. Prerequisite: IDEA 1003.

IDEA 1033 Technology Skills for IDEAL II (3) F, SP
This course will cover communication via technology (i.e., social media), basic programs (i.e., Microsoft products, internet usage), and career tools (i.e., resume building). Students will learn the basics of these aspects of technology and practice using them to complete a variety of projects. Prerequisite: IDEA 1013

IDEA 1043 Employment Skills for IDEAL III
This course will cover basic independent living skills that students need in order to be successful as an independent adult (i.e. healthy lifestyle skills, public transportation training and self-advocacy development) as well as in their future careers (i.e. increasing work speed and producing work outputs that meet supervisor expectations). Students will acquire skills through a variety of instructional methods and will practice using them to complete a number of projects. Prerequisite: IDEA 1013

IDEA 1053 Technology Skills for IDEAL III
This course will cover communication via technology (i.e. business letters and emails), basic programs (i.e. Microsoft PowerPoint), and career tools (i.e. online job postings and applications). Students will learn the basics of these aspects of technology and practice using them to complete a variety of projects. Prerequisite: IDEA 1023

IDEA 1063 Employment Skills for IDEAL IV
This course will cover basic independent living skills that students need in order to be successful as an independent adult (i.e. food preparation and safety, anticipating consequences, understanding the housing market) as well as in their future careers (i.e. developing initiative to suggest possible tasks, learning to work without supervision). Students will acquire skills through a variety of instructional methods and will practice using them to complete a number of projects. Prerequisite: IDEA 1043

IDEA 1073 Technology Skills for IDEAL IV
This course will cover communication via technology (i.e. methods of saving and transferring data), basic programs (i.e. Microsoft Excel) and career tools (i.e. building an online portfolio). Students will learn the basics of these aspects of technology and practice using them to complete a variety of projects. Prerequisite: IDEA 1053

Elective Internship
INTR 100V Elective Internship (1-6) F, SP, SU
The elective internship provides an opportunity for students to focus on career exploration and professional development without gaining credit in any particular department or academic discipline. Interns obtain academic credit for practical experience in the workplace while reflecting on professional development during the semester. 195 contact hours plus internship documentation are required for three hours of university credit. Attendance at a mandatory internship orientation will provide the intern with a description of all assignments and requirements for the course. Upon attendance, the intern will be provided an override that will permit registration in the course. Grades will be determined by the Lipscomb University internship coordinator based on completion of all assignments as well as evaluations from the on-site supervisor. Further details may be obtained from the career development center. Students may register for one to six hours of credit during any semester or summer term. A maximum of six hours of elective internship credit may be used toward graduation requirements.

University Orientation
UN 1101 Strategies of an Effective Learner (1) F
Strategies of an Effective Learner is designed to provide an orientation to the purposes of higher education, in general and to the institution. Specifically, it is intended to: 1) build self-esteem and confidence; 2) introduce study skills and habits necessary for being successful in a rigorous academic program; and 3) increase student awareness of academic resources and opportunities for involvement on the university campus.

UN 13nV Special Topics (1-2)
Topics will focus on issues vital to a student’s academic and/or life success. Courses will be offered for 1 or 2 hours credit.
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C. Ray Eldridge, Interim Dean, College of Business
Mike Fernandez, Dean, College of Entertainment and the Arts
Steve Joiner, Dean, College of Leadership and Public Service
Nina Morel, Interim Dean, College of Professional Studies
Fortune Mhlanga, Dean, College of Computing and Technology
Justin Myrick, Dean, College of Engineering

Special Academic Programs

Adult Degree Program
Nina Morel, Interim Dean
Linda Zelnik, Assistant Director of Curriculum and Academic
Suzanne Sager, Director of Employer and Student Engagement
Tiffany Freeze Denton, Assistant Director of Assessment, College of Professional Studies
John Williams, Adult Degree Counselor
Michelle Swearingen, Administrative Assistant

Global Learning Program
Michael Winegeart, Director of Global Learning
Ben DuBose, Global Learning Program Coordinator
Melissa Swann, Adviser and Site Director: Vienna, Austria
Bethany Hertrick, Administrative Assistant
Bonny O’Neill, Global Apprentice Coordinator

Honors College
Paul Prill, Director
Allison Woods, Administrative Assistant

Lipscomb Seminar Program
Steve Pewitt, Director

The SALT Program: Serving and Learning Together
Christin Shatzker, Director of Service-Learning
Cara Harris, Program Assistant

Teacher Education
TBA, Director
Jennifer Evans, Administrative Assistant

Academic Success Center
Brian Mast, Senior Director for Student Success
Rob Mossack, Director, Academic Advising and Support Services/Advisor for Undecided Students
Carla Brookins, Director, Student Advocacy/Advisor for Undecided Students
Kaitlin Shetler, Director, Disability Services and Testing Services
Cathy Lincoln, Testing Coordinator for Disability Services
Karin Wheat, Administrative Assistant
Stacia Watkins, Writing Center Coordinator
Gary Hall, Math Lab Coordinator

Academic Support Staff
Angel Bebout, College of Pharmacy
Kathy Bickel, College of Bible and Ministry
Kristin Blankenship, Ayers Institute
Kelly Bridges, College of Education Lorie Browning, College of Pharmacy & Health Sciences
Urszula Collier, Psychology, Counseling & Family Science Department
Sonya Covert, College of Business
Jennifer Evans, Education Department
Erin Gupton, Missional Studies
Vicki Gau, Social Work and Sociology Department
Bethany Hertrick, Global Learning
Leslie Hollis, College of Business
Jennifer Holliday, Nutrition
Janet Hudson, Health Professions
Shirley Jacobs, College of Business, Dean’s Office
Jennie Johnson, History, Politics and Philosophy Department
Jenni Jones, College of Engineering
Julie Lillicrap, Exercise and Nutrition Science/Health Care Informatics
Connie Long, School of Nursing
Lori Martin, College of Liberal Arts and Sciences
Alacia McCadams, Chemistry Departments
Kelley McCool, College of Bible and Ministry
Rosemary McPherson, Sustainable Practices
Yedid Minjares, College of Professional Studies
John Moss, Physics Labs
Danna Perry, College of Liberal Arts and Sciences
Kelly Pettit, Communication Department
Linda Price, Kinesiology & Nutrition Department
Pat Roberts, Biology Department
Marilyn Smith, Music Department
Kenna Tamberlin, English and Modern Languages Department
Mike Vantrease, Chemistry Labs
Julie Woodroof, Bible Department
Allison Woods, Honors College
Elena Zimmer, Psychology, Counseling & Family Science Department

Admissions
Rick Holaway, Vice President for Enrollment Management
Dana Anderson, Assistant Director of Campus Visits
Johnathan Akin, Director of Admissions
Reggie Blair, Senior Admissions Recruiter
Caitlyn Browning, Ecent and Student Work Coordinator
Aaron Burcht, Senior Admissions Recruiter for Transfer Students
Shawn Despot, Admissions Recruiter for Transfers
Ben Fennell, Assistant Director of Admissions Marketing Media
Marsha Gallaher, Enrollment Records Specialist
Athletic Coaches

**Baseball**
- Jeff Forehand, Head Coach
- James Ogden, Assistant
- Paul Phillips, Assistant
- Brian Ryman, Director of Baseball Operations

**Basketball (Men’s)**
- Casey Alexander, Head Coach
- Stephen Drabyn, Assistant
- Dwight Evans, Assistant
- Roger Idstrom, Assistant
- Adam Jones, Director of Basketball Operations

**Basketball (Women’s)**
- Greg Brown, Head Coach
- Katherine Graham, Assistant
- Courtney Locke, Assistant
- TBA, Assistant

**Cross Country and Track and Field (Men’s and Women’s)**
- Bill Taylor, Head Coach
- Marcus Evans, Assistant
- Luke Syverson, Assistant
- Benton Reed, Assistant/Operations Coordinator

**Golf (Men’s)**
- Will Brewer, Head Coach

**Golf (Women’s)**
- Buddy Harston, Head Coach

**Soccer (Men’s)**
- Charles Morrow, Head Coach
- John Hayden, Assistant

**Soccer (Women’s)**
- Kevin O’Brien, Head Coach
- Kelsey Fenix, Assistant Coach

**Softball (Women’s)**
- Kristin Ryman, Head Coach
- Megan Smith, Assistant
- J.J. Dillingham, Assistant

**Tennis (Men’s)**
- Mario Hernandez, Head Coach
- Geoff Hernandez, Assistant Coach

**Tennis (Women’s)**
- Jamie Aid, Head Coach

**Volleyball (Women’s)**
- Brandon Rosenthal, Head Coach
- Anne Armes, Assistant
- Billy Ebel, Assistant

**Strength and Conditioning**
- John Hudy, Head Coach
- Will Osburn, Assistant

**Athletic Trainer**
- Will Ness, Head Trainer
- Clint Woods, Assistant Athletic Trainer
- Hillary Buck, Assistant Athletic Trainer
- Kelsey Ferguson, Assistant Athletic Trainer
- Mark Forbing, Assistant Athletic Trainer
- Maggie Schweer, Assistant Athletic Trainer

**Beaman Library**
- Sandra Parham, Director of Library Services
- Pam Eatherly
- Lisa Mortensen
- Susan Phifer
- Mary Elizabeth Rivera

**Bookstore (operated by Sodexo)**
- Sarah Case, Bookstore Manager
- Kristina Zook, Textbook Manager

**Business Office**
- Darrell Duncan, Associate Vice President/Finance
- Candice Coon, Student Accounts Representative
- Tyler Cothran, Accountant
- Shelia Demontreux, Student Accounts and Collections Representative
- Shawna Denny, Student Accounts Representative
- Karie Duke, Accountant
- Grady Folger, Senior Accountant/Manager of Financial Reporting
- Cathy Freeman, Bursar
- Jennifer Montgomery, Accountant/Cash Management
- Santiago, Accounts Payable
- Marie Smith, Rental Property and Perkins Loans
- Emily Snell, Cashier
- Misty Taylor, Accountant/Technical Support

**Camps**
- Andy Lane, Director

**Campus Ministry**
- Steve Davidson, Senior Campus Minister
- Caroline Morris, Campus Minister (Women)
- Jake Burton, Campus Minister (Mentorship Program)
- Keela Smith, Campus Minister, Chapel Coordinator
- Teresa Maxwell, Administrative Assistant

**Campus Construction**
- Mike Engelmann, Director
- Jennifer Overstreet, Assistant Construction Coordinator
Career Development Center
Monica Wentworth, Director
Allison West, Career Development Coordinator
Donna Harris, Career Development Coordinator (part-time)
Melissa Lowry, Coordinator, Commuter Programs

Carillon
Donna King

Center for Teaching and Learning
Susan Galbreath, Director, Center for Teaching and Learning
Al Austelle, Coordinator, Technology Training and Support
Keith O'Neal, Instructional Designer

Center for Spiritual Renewal
Carl McKelvey, Director
Shirley Stansbury, Administrative Assistant

Competency-Based Education
Nina Morel, Interim Dean

Counseling Center
Frank Scott, Center Director, Director of Counseling Services
Andrea Mills, Assistant Director
Karen Morgan, Administrative Assistant

Development and Alumni Relations
TBA, Vice President for Development and Alumni Relations
Fran Avers, Administrative Assistant
Rachell Ferrell, Administrative Assistant
Derrick Free, Senior Director, Corporate and Foundations Relations
Sherry Cunningham, Donor Records Staff
Kindall Deitmen, Services Coordinator
G. David England, Associate Vice President, Donor Relations and Stewardship
Jeff Fincher, Major Gift Officer
Jeanice Fisher, Gift Processing Specialist
Trevor Garrett, Annual Gift Officer
Debbie Haislip, Executive Assistant
Sonja Hayes, Assistant Director of Annual Giving—Special Campaigns
Karin Hensley, Advancement Events Manager
Art Woods, Director of Academy School Advancement
Leslie Landiss, Executive Assistant
Mark McFerran, Associate Vice President, Development
Mark Meador, Senior Director of Lipscomb Associates and Major Gifts
Rhonda Minton, Associate Director, Direct Response Campaigns
Bethany Peralta, Assistant Director, Telephone Campaigns
Pat Price, Research Assistant
Tammy Robertson, Associate Administrative Assistant for Development
Robyn Saakian, Director of Grant Services
Laura Sears, Assistant Director of Annual Giving, Associated Women for Lipscomb
Paul Stovall, Director of Planned Giving
Matt Sullivan, Advancement Research Manager
Christopher Taylor, Associate Vice President, Constituency Development
Carrie Thompson, Senior Director of Annual and Special Gifts
Debbie Tumblin, Director of Advancement Information Systems
Burton Williams, Associate Vice President, Central Development and Campaign Planning
Sandy Wicks, Director of Academy Annual Fund
Brittney Wood, Administrative Assistant

Dining Services (operated by Sodexo)
Wolcott Fary, General Manager
Anthony Bates, Executive Chef – Bison Cafe
Darry Huntsman, Catering Chef – Bison Cafe
Jody Young, Catering Director
Dacia Harvey, Unit Clerical Controller
Cynthia Johnson, Catering Administration Coordinator
Jolyn Persons, Unit Clerical Assistant
Terri Feathers, Retail Operations Director – Food Court
Kathleen Kimble, Retail Manager – Food Court
Kristan Plunkett, Retail Manager – Starbucks
Elizabeth Wilson, Marketing Coordinator

Entertainment and Technical Services
Jamie Shankland, Director
Bob Nickle, Assistant Director
Janet Grimes, Office Manager
Tim Mullican, ETS Events and Maintenance Technician
Ryan Cox, ETS Events and Maintenance Engineer
TBA, Audio/Video Technician
Tyler Lallathin, Broadcast Engineer

Event Management
Haley Davis, Event Coordinator
Aaron Fiant, Event Coordinator
Anamaria Knapp, Event Coordinator
Naomi Lutz, Event Coordinator
Barry Thompson, Event Operations Manager
Brittany Cleaver, Concessions and Event Coordinator
Willie Charpentier, Coordinator of Summer Housing/Event Management Assistant
Mindy Fernandez, Box Office Manager
Joshua Key, Assistant Manager
Samuel Montoya, Event Operations Specialist
Julius Whitaker, Event Operations Specialist

Finance and Endowment Services
Larry Cochran, Associate Vice President/Finance and Endowment
India Triplett, Endowment Accounting Assistant

Financial Aid
Tiffany Summers, Director
Maggie Kersten, Assistant Director
Jimmy Morris, Associate Director
Denise Forgette, Technical Support
Tamera Spivey, Counselor
Donna Taylor, Counselor
Deidra Cummings, Counselor
Sheryl Palmer, Financial Aid Assistant

General Counsel
David Wilson, General Counsel
Kathy Hargis, Director of Risk Management
Patra Thomas, Executive Assistant
Dennis Steverson, Risk Management Environmental & Safety Specialist

Graduate Studies
Randy Bouldin, Vice Provost for Academic Affairs and Graduate Studies

Aging Services
Nina Morel, Interim Dean, College of Professional Studies
Beverly Patnaik, Program Director

Biomolecular Science
Norma Burgess, Dean, College of Arts and Sciences
Kent Gallagher, Program Director

Business
C. Ray Eldridge, Interim Dean, College of Business
Allison Duke, Associate Dean of Graduate Business, Director, MHR
Perry Moore, Director, MAsc; Assistant Director, Graduate Programs
Lisa Shacklett, Assistant Dean
Civic Leadership
Linda Peek Schacht, Founding Director
Michelle Steele, Academic Director

Computing & Informatics
Fortune Mfilinga, Dean, College of Computing and Technology
Fred Scholl, Program Director

Conflict Management
Phyllis Hildreth, Director of Academics
Steve Joiner, Managing Director and Dean, College of Leadership and Public Service
Beth Morrow, Assistant Director

Education
Deborah Boyd, Interim Dean
Tracey Hebert, Interim Associate Dean, Director, Doctor of Education
Kristin Baese, Co-director, Master of Education
Hope Nordstrom, Co-director, Master of Education and Education Specialist
Hank Stagg, Co-director, Master of Education
Misty Vetter Parsley, Co-director, Special Education Programs

Engineering Management
Justin Myrick, Dean, College of Engineering
David Davidson, Executive-in-Residence, Program Director

Exercise and Nutrition Science
Roger L. Davis, Dean, College of Pharmacy and Health Sciences
Karen Robichaud, Program Director

Film & Creative Media
Mike Fernandez, Dean, College of Entertainment and the Arts
David DeBorde, Program Director

Leadership & Public Policy
Steve Joiner, Dean, College of Leadership & Public Policy

Pharmacy & Health Care Informatics
Roger L. Davis, Dean, College of Pharmacy and Health Sciences
Tom Campbell, Associate Dean for Academic Affairs
Beth Breeden, Director of Health Care Informatics program
Laura Ward, Director of Admissions and Student Affairs
Ginger Saunders, Program Coordinator

Psychology and Counseling
Norma Burgess, Dean, College of Liberal Arts and Sciences
Chris Gonzalez, Director, Marriage and Family Therapy
Jake Morris, Director, Clinical Mental Health Counseling
Shana Ray, Program Director and Director, MS - Psychology

Sustainable Practice
Dodd Galbreath, Founding Director
Emily Stutzman-Jones, Academic Director

Theology
Leonard Allen, Dean, College of Bible and Ministry
Mark Black, Associate Dean, Director for Graduate Studies in Theology
John York, Associate Dean, Director for Doctor of Ministry Program

Health Center
Bethany Massey, F.N.P, Director
Susan Farris, R.N.
Melanie Stewart, R.N.
Frankie Poole, Administrative Assistant

Health Professions Advisory Office
James T. Arnett, Academic Chair, Health Professions Advisory Committee
Janet Hudson, Administrative Assistant

Human Resources
Stan Lowery, Director
Janice Cato, Coordinator of Student Workers
Andrea Davis, Payroll Clerk
Wanda Easter, Payroll and Compensation Coordinator
Diana Easley, Human Resources Generalist
Pam Merickle, Human Resource Generalist

Information Technology
Mike Green, Vice President and Chief Information Officer
Cindy Mears, Administrative Assistant
Patrick Anderson, Technical Specialist
Ritchie Beard, Infrastructure Support
Phillip Brackett, Technical Specialist
Jason Burton, Telecommunications Technician
Jennifer Cameron, Manager of Administrative Software
Jan Cronin, Microcomputer Technician
Marc Colley, Manager of Technical Support
Jessica Daniel, Infrastructure Support
Jon Scott Smith, Administrative Software
Brenda Dorris, Switchboard
Barry Graves, Infrastructure Support
Brad Ham, Technical Specialist
Elizabeth Owensby, Switchboard
Michelle Putnam, Administrative Systems
Matthew Simon, Programmer/Analyst
Joe Trimble, Administrative Systems
Dave Wagner, Director of Information Security and Infrastructure
Greg Williams, Administrative Systems

Institutes
Steve Joiner, Dean, College of Leadership and Public Service

Andrews Institute for Civic Leadership
Linda Peek Schacht, Founding Director
Lydia Lenker, Managing Director
Michelle Steele, Academic Director

Ayers Institute for Teacher Learning and Innovation
Deborah Boyd, Interim Dean, College of Education

Dean Institute of Corporate Governance and Integrity
Turney Stevens, Director
Brad Reid, Senior Scholar

Institute for Christian Spirituality
Leonard Allen, Dean, College of Bible and Ministry
Earl Lavender, Founding Director
TBA, Managing Director
Frank Guertin, Program Coordinator

Institute for Conflict Management
Steve Joiner, Managing Director, Dean, College of Leadership and Public Service

Institute for Law, Justice and Society
Randy Spivey, Academic Director

Institute for Sustainable Practice
Dodd Galbreath, Founding Director

Institutional Effectiveness
Catherine Terry, Institutional Effectiveness
Matt Rehein, Director of Institutional Research

Institutional Review Board
Roger Weimers

International Student Services
Sylvia Braden, Coordinator of International Student Services

Lifelong Learning
Amy Hamar, Director of Senior Alumni Programs and Lifelong Learning
Laura Tywater, Program Coordinator
Lipscomb Security and Safety
Darrin Bellows, Director of Security and Safety
Rich Millett, Administrative Assistant
Patrick Cameron, Assistant Director
Shane Lumpkins, Shift Supervisor
Jeremy Davis, Officer
Maurice Conner, Officer
Brad Eartherly, Officer
Jim Fox, Officer
David Gaw, Officer
Jessica McCoy, Dispatcher
Tameka Officer, Dispatcher
Johnny Poole, Officer
Gary Sinclair, Officer
Becky Thompson, Dispatcher
Michael Vantrease, Officer
John Brocklebank, Officer
Ronnie Derrick, Officer
Ryan Mobbs, Officer
Jeff Cole, Officer
Tonya Gourley, Officer
Nick Livingston, Officer
David Meeks, Officer

Missional Studies
Earl Lavender, Director
Mark Jent, Assistant Director
Mallory Clancy, Missions Coordinator, External Affairs
Steve Sherman, Missionary-in-Residence
Paul Stevens, Missions Coordinator, Special Projects and Events
Julie Woodroof, Administrative Assistant

President Emeritus
Harold Hazelip

President's Office
Jim Thomas, Senior Advisor to the President
Matt Paden, Special Assistant to the President
Susan Galbreath, Special Assistant to the President
Keely Hagan, Communication Coordinator
Lori Ligon, Executive Assistant

Provost’s Office
Randy Bouldin, Vice Provost for Academic Affairs and Graduate Studies
Susan Galbreath, Vice Provost for Academic and Financial Affairs
Catherine Terry, Institutional Effectiveness
Steve Previtt, Associate Provost for Student Academic Support
Mary Emily Bouldin, Executive Assistant to the Provost
Kathryn-Claire Barlas, Program Coordinator and Assistant
Barbara Blackman, Administrative Assistant/Coordinator
Kelley Graham, Coordinator for Academic Information Technology

Registrar’s Office
Teresa Williams, Registrar
Nanci Carter, Associate Registrar
Janice Choate, Associate Registrar
Gay Johnson, Office Assistant
Jacqueline Langston, Commencement Coordinator
Deanna Poole, Office Manager
Elsa Vester, Transcript Evaluation

Senior Vice President Finance and Administration
Larry Cochran, Associate VP/Finance and Endowment
India Triplett, Executive Assistant

Service Operations
Jeff Wilson, Director of Campus Plant and Retail Operations
Cynthia Smith, Administrative Assistant

Spiritual Outreach
Steve Davidson, Director
Teresa Maxwell, Administrative Assistant

Student Life
Scott McDowell, Senior Vice President for Student Life
Sarah Keith Gamble, Associate Dean of Student Life
Sam Smith, Dean of Student Life
Josh Roberts, Dean of Student Development
Lisa Steele, Assistant Dean and Director of Intercultural Development
Kathy Meadows, Executive Assistant
Louis Nelms, Director of Student Activities
Matthew Abplanalp, Director, Campus Recreation
Sam Parnell, Associate Dean & Director, Greek Life/Residence Life
Mike Smith, Director of Outdoor Recreation
Sylvia Braden, Coordinator of International Student Services
Paulette Cathey, Coordinator of African American Student Services

Housing
Andrea Breland, Housing Coordinator

Residence Hall Directors
Hannah Meeks, Elam
Laurie Sain, Fanning
Caroline Gallagher, Johnson
Sam Parnell, The Village
Mike Smith, High Rise
Jonathan Williams, Sewell

Veteran Services
April Herrington, Assistant Dean & Director of Veteran Services
Susan Lee, VA Certifying Official

Student Publications Advisers
Barbara Blackman, Backlog
Randy Bouldin, Backlog
Jimmy McCollum, Lumination
Mark McGee, Lumination

The Connection
Ronnie Farris, Director
Karen Tidwell, Assistant Director

University Communication and Marketing
Deby Samuels, Vice President, University Communication and Marketing
Kimberly Chaudoin, Assistant Vice President
Kyle Gregory, Senior Coordinator of Digital Services
Kristi Jones, University Photographer and Digital Media Specialist
Stacey Lusk, Administrative Assistant
Lauren Mabry, Senior Graphic Designer
Will Mason, Manager, Design Services
Josh Shaw, Manager of Marketing Videography and Web Content
Janel Shoun-Smith, Media Relations Manager
Jeff Siptak, Director of Creative Services

Vice President for University Relations
Walt Leaver, Vice President for University Relations
Nan Hensley, Executive Assistant
Faculty

Carrie R. Abood, B.A., M.Ed., Ed.D. (Lipscomb University), Assistant Professor of Education.

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

J. Dale Alden III, B.A. (Freed-Hardeman University), M.S. (Abilene Christian University), Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor of Psychology.

C. Leonard Allen, B.A. (Huntingdon University), M.A. (Huntingdon Graduate School of Religion), Ph.D. (University of Iowa), Professor of Bible.

Holly C. Allen, B.A. (Huntingdon University), M.A. (University of Iowa), Ph.D. (Talbot School of Theology), Professor of Family Studies and Christian Ministries.

James T. Arnett, B.A. (David Lipscomb College), M.S., Ph.D. (University of Arkansas), Professor of Biology.

Hazel F. Arthur, B.S. (David Lipscomb College), M.S.S.W. (University of Tennessee), Ed.D. (Trevecca Nazarene University), Professor of Social Work and Academic Chair of Department of Social Work and Sociology.

Alfred L. Austelle, B.S. (David Lipscomb College), M.Ed. (Tennessee State University), M.S. (University of Evansville), Associate Professor of Computer Science.

Kristin S. Baese, B.A., M.Ed. (Lipscomb College), Instructor in Education.

Tamara A. Baird, B.M., B.S.N. (Belmont University), M.M. (University of Cincinnati), Instructor in Nursing.

Rebekah C. Baker, B.F.A., M.F.A. (Baylor University), Assistant Professor of Theatre.

Brandon C. Banes, B.S. (Lipscomb University), M.S., Ph.D. (Middle Tennessee State University), Assistant Professor in Mathematics.

Kathy A. Bates, B.S., M.S. (Western Kentucky University), Assistant Professor of Family and Consumer Sciences.

John J. Beauchamp, B.A., M.A.T. (Vanderbilt University), M.S., Ph.D. (Florida State University), Professor of Mathematics.

Holly W. Bechard, B.A. (Lipscomb University), M.S.N. (Vanderbilt University), Instructor in Nursing.

Mark C. Black, B.A. (Freed-Hardeman College), M.Th., M.A. (Harding Graduate School, Th.M. (Princeton Theological Seminary), Ph.D. (Emory University), Professor of Bible.

W. Craig Bledsoe, B.A. (David Lipscomb College), M.A. (University of Florida), Ph.D. (Vanderbilt University), Professor of Political Science.

Andrew S. Borchers, B.A. (Kettering University), M.B.A. (Vanderbilt University), D.B.A. (Nova Southeastern University), Professor of Management and Academic Chair of the Department of Management and Marketing.

Eddy C. Borera, B.S. (Abilene Christian University), M.S., Ph.D. (Texas Tech University), Assistant Professor of Computing and Information Technology.

Randy E. Bouldin, B.A. (David Lipscomb College), M.S. (University of Tennessee), Ph.D. (Vanderbilt University), Professor of Mathematics.

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

Deborah M. Boyd, B.A., M.A., Ed.S. (Middle Tennessee State University), Ed.D. (Tennessee State University), Associate Professor of Education.

L. Alan Bradshaw, B.S. (Abilene Christian University), M.S., Ph.D. (Vanderbilt University), Professor of Physics and Academic Chair of Department.

Elizabeth F. Breeden, B.A. (University of Tennessee), B.S. (Samford University), M.S. (Austen Peay University), Doctor of Pharmacy, license in the state of Tennessee, Assistant Professor of Pharmacy Practice.

Justin G. Briggs, B.A. (Azusa Pacific University), M.S. (Northwestern University), Ph.D. (Purdue University), Assistant Professor of Marriage and Family Therapy.

Terry R. Briley, B.A. (David Lipscomb College), M.Ph., Ph.D. (Hebrew Union College), Professor of Bible.

Larry A. Brown, B.A. (David Lipscomb College), M.A. (Abilene Christian University), M.A.R. (Harding Graduate School of Religion), Ph.D. (University of Nebraska), Professor of Theatre.

Ronda R. Bryant, B.S. (East Tennessee State University), Pharm.D. (University of Tennessee), Assistant Professor of Pharmacy Practice.

Norma B. Burgess, B.A. (University of Tennessee), M.P.A., Ph.D. (North Carolina State University), Professor of Sociology and Family Studies.

Abigail T. Burk, B.S. (Rhodes College), Pharm.D. (University of Tennessee), Assistant Professor of Pharmacy Practice.

C. Randall Bybee, B.S. (Tennessee Technological University), Ph.D. (North Carolina State University), Professor of Physics.

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

Phillip G. Camp, B.S. (Cornell University), M.A.R. (Lipscomb University), M.Div. (Princeton Theological Seminary), Ph.D. (Union Theological Seminary), Associate Professor of Bible.

Thomas M. Campbell, Pharm.D. (University of Tennessee), Associate Professor of Pharmacy Practice.

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

Dana Chamblee Carpenter, B.A. (Arkansas State University), M.A. (University of Missouri), Ph.D. (University of Mississippi), Associate Professor of English.

T. Brian Cavitt, B.S. (Abilene Christian University), Ph.D. (University of Southern Mississippi), Associate Professor of Chemistry.

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

C. Phillip Choate, B.A. (David Lipscomb College), M.D. (University of Tennessee), Professor of Biology.

Jim W. Christman, B.S., M.Ed. (Middle Tennessee State University), Ed.D. (Tennessee State University), Associate Professor of Education.

J. Caleb Clanton, B.A. (University of Alabama), M.A., Ph.D. (Vanderbilt University), Associate Professor of Philosophy, University Research Professor.

Kevin A. Clauson, Pharm.D. (University of Tennessee), Associate Professor of Pharmacy Practice.

C. Kent Clinger, B.S. (Oklahoma Christian College), B.B.S. (Abilene Christian University), M.A. (Lipscomb University), Ph.D. (University of Texas), Professor of Chemistry and Academic Chair of Department.

Donald D. Cole, B.A., M.A. (University of Alabama), Visiting Professor in Political Science.

John D. Conger, B.A. (David Lipscomb College), M.A. (George Peabody College), Ph.D. (Oregon State University), Professor of Family and Consumer Sciences.

Elisabeth L. Conway, B.S. (Abilene Christian University), Ph.D. (University of Connecticut), Associate Professor of Biology.

Zachary L. Cox, Pharm.D. (University of Tennessee), Associate Professor of Pharmacy Practice.

John E. Crawford, B.A., M.B.A., Ph.D. (University of Alabama), Professor of Business Administration.

Amy W. Crossland, B.S.W. (Lipscomb University), M.S.S.W. (University of Tennessee), Associate Professor of Social Work.

R. Nathan Daniels, B.S. (Ohio State University), Ph.D. (Vanderbilt University), Assistant Professor of Pharmaceutical Sciences.

David L. Davidson, B.S.C.E., M.S.C.E. (Tennessee Technological University), Assistant Professor of Civil and Environmental Engineering.

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

David B. DeBorde, B.A. (Southeastern University), M.A. (University of Central Florida), M.F.A. (Hollins University), Associate Professor of Film and Creative Media.

Tiffany Freeze Denton, Ed.D. (The University of Memphis), Ed.S. (The University of Memphis), M.Ed. (The University of Memphis), B.A. (Harding University)
Randall J. Spivey, B.A. (Lipscomb University), J.D. (University of Alabama), Assistant Professor of Law, Justice and Society.

Jill M. Stafford, B.S.N. (University of North Alabama), M.S.N. (Texas Woman's University), Assistant Professor of Nursing.

Henry K. Staggs, B.S., M.Ed. (Freed-Hardeman University), Ed.D. (Tennessee State University), Associate Professor of Education.

Michelle D. Steele, B.S. (University of Tennessee-Chattanooga), M.S. (Cumberland University), Ed.D. (Trevecca Nazarene University), Assistant Professor of Civic Leadership.

C. Turney Stevens Jr., B.A. (Lipscomb University), M.B.A. (Vanderbilt University), Professor of Management.

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

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

Jerry Stubblefield, B.S.B.A. (Christopher Newport College), M.B.A. (Lipscomb University), Entrepreneur-in-Residence and Clinical Professor of Management.

Walter F. Surdacki, B.A. (Institute for Christian Studies), M.S. (Pepperdine University), M.Div., D.Min. ( Fuller Theological Seminary), Associate Professor of Bible.

Denis A. Thomas, B.A. (Abilene Christian University), M.Ed. (Middle Tennessee State University), Ph.D. (University of Tennessee), Assistant Professor of Psychology and Counseling.

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

J. Richard Thompson, M.B.A. (University of Maryland University College), B.S., Pharm. D. (University of Tennessee), Professor of Pharmacy Practice and Academic Chair of Department.

Carrie H. Thorntonwaite, B.A. (Wheaton College), M.Ed. (Trevecca Nazarene College), Ed.D. (Vanderbilt University), Professor of Education.

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