The College of Professional Studies was designed to address current workforce needs by offering professional, continuing and interdisciplinary studies. The college was born out of the idea that education is quickly changing and students should be equipped with a degree that keeps pace with fluctuating market needs. This bold approach to higher education allows Lipscomb to cultivate partnerships with businesses and professional associations in order to develop new certificate and degree programs for students who seek to advance their careers in growing industries.

We use a rich mix of on-campus, online and hybrid formats to increase convenience and enhance learning. Often, face-to-face sessions are taught in the evenings—both on campus and off-site—to accommodate professional students. Competency-based learning provides an opportunity for life and professional experience to be evaluated for credit, for curricula to be personalized for students and for teaching styles to be tailored to the individual. Above all, the College of Professional Studies is flexible. We are continually asking: what is college?—and we are constantly rethinking the answer.

The College of Professional Studies houses Lipscomb’s successful Adult Degree Program. The Adult Degree Program is a multi-disciplinary program that offers working students the opportunity to earn a college degree in a unique way. Students can earn degrees in a variety of academic disciplines or choose from our two customizable degrees. Evening and online courses are designed to accommodate busy schedules. Courses are offered in a compressed format during eight academic terms throughout the year.

The College of Professional Studies oversees the Bachelor of Arts or Bachelor of Science in an integrated studies program. This is a customizable degree that allows students to choose two concentrations of interest, or students may select the Aging Services track with interdisciplinary concentrations. This major includes a group of required courses covering calling, vocation, personal development, career planning, global skills and other key topics for today’s dynamic job market.

The college began the Bachelor of Professional Studies in organizational leadership in Jan. 2014 as the first competency-based degree approved by the Southern Association of Colleges and Schools (SACS). As part of this degree, students undergo an initial behavioral assessment of their demonstrated competencies. Students have the potential to earn college credit following this assessment. Students then work with faculty coaches in online, self-paced modules to increase their levels of mastery in competencies where they possess gaps. Students also choose a subject matter concentration as part of their course of study. Credit by competency may also be applied in the Integrated Studies degree.

In addition, the College of Professional Studies houses the School of TransformAging. Through this program, Lipscomb University has made a commitment to help find lasting and meaningful solutions to long-term and post-acute care challenges in the United States. The School of TransformAging aspires to offer the nation’s most innovative undergraduate and graduate degrees in Aging Services and to educate a new workforce who will passionately pursue careers serving older adults. Participants in this program can obtain a Bachelor of Arts or Science in integrated studies with an Aging Services track and a Graduate Certificate in Aging Services Leadership. Students may also pursue a Master of Professional Studies in aging services.

The offerings of the College of Professional Studies will continue to evolve as we develop new certificate and degree offerings for students who seek to advance their careers in growing industries and emerging fields.

### Pages
- Adult Degree Program: 248
- Integrated Studies: 250
- Organizational Leadership: 252
Lipscomb University's Adult Degree Program (ADP) offers a variety of formats and is designed to accommodate the schedules of busy adults. The ADP maintains an outstanding reputation among the business and educational communities in the greater Nashville metropolitan area. The hallmark of the program is an applications-oriented curriculum taught by faculty members who are recognized experts in their respective fields of study. Professors tailor the courses to address both academic theory and the most pressing discipline-specific topics happening in local, national and international environments. Students are well-prepared to advance both professionally and personally. Courses are offered in the evening, online or in a hybrid in an eight-week format during eight academic terms throughout the year. Non-degree seeking students may take classes for professional development, personal enrichment and preparation for graduate studies. Students preparing for the CPA exam may enroll in the evening Certificate of Accounting Program, which blends some undergraduate and graduate level courses required to sit for the CPA exam.

Institutional merit scholarships (academic transfer scholarships), merit and need-based aid, and veterans' benefits are available for degree-seeking students in the ADP who qualify. See the Financial Aid section of this catalog for more information.

For more information, academic counseling and/or evaluation of previous college course work contact John Williams, Assistant Director of Enrollment and Student Engagement, 615.966.5279.

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 to begin the process.

Prior Learning Assessment through Portfolio Evaluation

Lipscomb University acknowledges certain adult learners come to the university with a significant body of professional or voluntary experience that may have equipped them with knowledge and learning that can be demonstrated through the portfolio process. Therefore, the mission of prior learning assessment through portfolio evaluation is to recognize and grant undergraduate academic credit for demonstrated achievement of higher learning objectives.

1. The College of Professional Studies will administer the self-evaluation process and supply the students with a copy of the learning outcomes for the course(s) for which they desire to seek credit through the portfolio process. Students who demonstrate strong potential for the portfolio process will be invited to register for INST 2000 Portfolio Workshop. A new self-evaluation form is required for each individual portfolio.

2. INST 2000 Portfolio Workshop will be required as a prerequisite to submitting a portfolio for credit; the course itself is non-credit and will run online for four weeks in Aug. and Jan., respectively. A prerequisite for INST 2000 will be at least a “C” in Composition I or Lipscomb Seminar. Students will pay $750 for the course, with one portfolio review included in the fee. Students will not be guaranteed portfolio-based credit simply for completing the portfolio preparation course. Students must complete all the assignments associated with the PLA course in order to continue with the portfolio process. Students who do not successfully complete the course within the allotted four weeks but wish to pursue the portfolio process must re-enroll and pay the fee to re-take it.

Degree Programs

Bachelor of Business Administration
• Accounting
• Corporate Management
• Human Resources

Bachelor of Science
• Education (Licensure K-6 and Early Childhood)
• Law, Justice and Society
• Information Technology
• Integrated Studies (Customizable or Aging)
• Psychology

Bachelor of Arts
• Law, Justice and Society
• Integrated Studies (Customizable or Aging)

Bachelor of Professional Studies
• Organizational Leadership
(a competency-based degree; please see page 252 for details)

Bachelor of Social Work

Certificate of Accountancy Program
3. The portfolio will be completed to meet the learning outcomes of the particular course for which the student is seeking credit and submitted to the College of Professional Studies. Fall and spring portfolios are due by the last day of ADP Term I for that respective semester, and summer portfolios are due by the end of Junemester. Students not submitting their portfolio by the end of the semester for which they completed a self-evaluation must update their form with the College of Professional Studies. For each course a student is seeking credit, a separate portfolio must be created. Each portfolio yields either no credit or the number of credits of the course being challenged.

4. Courses generally deemed ineligible for portfolio credit include practicum or field study, internships, travel, senior projects, major capstones and 4000-level courses. Courses that are subject to credit by examination or challenge by examination are typically not good choices for portfolio credit. Please discuss with your advisor.

5. The first portfolio is included in the cost of the PLA preparatory course. Students will pay a $300 review for each subsequent portfolio. The $300 will be charged to the student’s account.

6. Students may earn up to 30 nontraditional credit hours through portfolio evaluation in combination with credit-by-exam, CLEP and DSST but must abide by academic program and graduation requirements as stated in the Undergraduate Catalog including number of credits required to be earned at Lipscomb University.

7. If the student does not receive an “S” for satisfactory, but the assessor identifies corrections, the portfolio will be returned to the student with noted areas to improve. The student will have two calendar weeks from the date of return in which to make the corrections and resubmit. The assessor will reevaluate and rescore the portfolio within two calendar weeks of its resubmission. If the student is not granted credit after the edit process, that student must enroll in the course itself in order to satisfy that course requirement. The student may submit a separate portfolio seeking credit for a different course. Assessors reserve the right to return a portfolio with the grade of “U” for unsatisfactory without noting areas for improvement.

8. If the student receives credit for the course for which the portfolio was compiled, a Credit By Portfolio form (similar to the Credit By Special Examination Form) will be completed, which will require signatures from the faculty assessor, department chair, dean of the college, provost and registrar. The student will pay a $70 transcription fee (the same amount currently charged for transcribing credit-by-exam, CLEP, or DSST) and the course will appear with an “S” to indicate it has been satisfactorily completed.
Integrated Studies

Bachelor of Arts or Science in Integrated Studies

Integrated studies allows students to design a course of study that matches their professional and personal interests and goals. The program provides students with a cross-disciplinary perspective and prepares students for a variety of careers with breadth of knowledge and excellent problem-solving skills for today’s rapidly changing work environment.

The Integrated Studies program permits students to take courses from several academic areas to prepare themselves for a job market that requires skills and knowledge from more than a single traditional academic discipline. These students may be motivated by specific interests not recognized in traditional majors but can take advantage of the cross-disciplinary perspective.

Additionally, the program is ideal for students who have earned college credits elsewhere. The program is flexible and most courses can be counted toward the degree if the student can articulate a legitimate connection to the individual development plan.

The major must include two concentration areas (12 hours per area) with at least six upper-division credits per concentration. Six hours per concentration must be distinct and at least three hours per concentration must be taken at Lipscomb. No course may be counted in more than one concentration. Students may select Organizational Leadership as one of their concentrations for a competency-based option.

Students must take 12 additional credit hours of upper-division elective courses. These courses may be drawn from the concentration areas, selected from other areas complementary to the student’s individual development plan, or come from credits earned through the CORE Competency Assessment Center. No more than 24 semester hours in business course work will count toward graduation requirements.

Requirements for Majors

Integrated Studies Major

B.A. or B.S. degree program
In addition to General Education and Bible, the Integrated Studies major requires 49 credit hours based on the following:

- **Core** .......................................................... 13 credits
  - Including: INST 1201, 2113, 3003, 4003, & BI 2893
- **Concentration 1** ........................................ 12 credits
- **Concentration 2** ........................................ 12 credits
- **Upper-Division Electives** ......................... 12 credits

In addition to the customizable Integrated Studies major, students working in or interested in pursuing careers in the field of aging studies may pursue a Bachelor of Arts or Science in Integrated Studies: Aging.

Aging Services Minor

Total hours required – 18
Any student may minor in Aging Services by completing the following courses:

- INST 3013 Aging Across the Disciplines
- SW 3223 Social Work with Aging
- NUTR 3633 Nutrition Across the Lifespan
- MG 3503 Principles of Management
- FS 4403 Families in Later Adulthood
- PS 3453 Death and Dying

Approved Concentrations for a B.A. or B.S. in Integrated Studies:

**Concentration 1: Management**

- MG 3403 Servant Leadership
- MG 3503 Principles of Management
- MG 4403 Organizational Behavior: Global Perspectives
- MG 4453 Human Resource Management

**Concentration 2: Psychology**

- PS 2313 Behavior Modification
- PS 2423 Lifespan Development
- PS 3453 Death and Dying
  Select one additional upper-division PS course
Concentration 3: Family and Consumer Sciences
FS 3433 Family Interaction
FS 3503 Family Problems
FS 3513 Family Resource Management
FS 4403 Families in Later Adulthood

Concentration 4: Social Welfare
SW 1103 Introduction to Social Work
SW 3113 Race and Ethnic Groups
SW 3223 Social Work with Aging
Select one additional SW course

Concentration 5: Law, Justice and Society
LJS 2013 Society and the Law
LJS 3303 Influencing Change
Select two other LJS courses with advisor approval

Concentration 6: Education
ED 2313 Schooling in America
ED 3404 Primary Education
ED 3343 Cultural Perspectives in Education
ED 3363 Books: Passports to Adventure

Concentration 7: Information Technology
CS 1213 Introduction to Computer Programming
IT 2223 Web Application Development I
SEC 3113 Principles of Information Security
IT 3113 Network Principles

Concentration 8: Marketing
MK 3503 Principles of Marketing
Select three courses from: MK 3403, 3533, 3543, 4xn3

Course Descriptions

Integrated Studies (INST)

1201 Seminar for Adult Success (1) F, SP, SU
Students will develop the strategies for a successful transition into college at Lipscomb. Topics include but are not limited to writing and communication skills, developing proficiency for online courses, time management, study skills, library orientation, balancing work and school, and academic planning. Required for all Adult Degree Program students their first semester.

2000 Portfolio Workshop (3) F, SP, SU
This 4 week online course is designed for students planning to prepare one or more portfolios in an effort to seek college credit hours for prior learning gained through work experience. Through one-on-one meetings and regular communication with the professor, students will work to organize an initial portfolio related to a particular course for which credit is being sought. This will serve as preparation for any subsequent portfolio submissions.

2113 Introduction to Integrated Studies (3) F, SP
This course will introduce the concept of integrating faith, vocation, academic discipline, worldview, and interpersonal development. In addition to seeking a vocational path that integrates content knowledge and personal talents with a walk of faith, the content will include career planning and development and applying vocational skills to benefit the community. Prerequisite or Corequisite: INST1201.

3003 Principles and Practices of Integrated Thought (3) SP
This course develops students' capacity to integrate the thought processes of various disciplines and habits of thought through synthesis as well as take into account global impact and manage the conflict that can arise from an ever-changing world and expectations. Prerequisites: INST1201, INST 2113 and BI 2893.

3013 Aging Across the Disciplines (3) F
This course is designed to provide an introduction to the social, psychological, and physical dimensions of aging. We will examine the aging process experienced by the individual and how the aging of the population affects our society as a whole.

4003 Senior Project: Restorative Responses (3) F, SP, SU
This project requires the student to integrate and apply the knowledge learned in the classroom in a real-life project. The project must require the student to demonstrate competency in the two chosen concentration areas. Prerequisites: INST1201, INST 2113, BI 2893, INST 3003.

4103 Research Methods (3) F
This online course is intended to provide an introduction to research design and methodology for undergraduate students. Specific topics include survey design, interview protocol, article critique, program evaluation, and ethics.
Organizational Leadership

Nina Morel, Interim Dean and Academic Director
Tiffany Denton, Assistant Director of Assessment and Prior Learning

Lipscomb University has launched the first and only competency-based education program approved by the Southern Association of Colleges and Schools (SACS), a Bachelor of Professional Studies in Organizational Leadership. This program is based on the research of Organization Systems International (OSI), using OSI's Polaris® competency model. Polaris includes 41 communication, interpersonal, leadership, personal, contextual, management, and conceptual competencies. Other organizations utilizing OSI's unique competency system include Wendy's International Inc., Service Master, Nike, Petco and AT&T. While OSI has worked with a small number of higher education institutions, Lipscomb is truly the pioneer of a degree program based on this competency model.

Distinctive Attributes of the Organizational Leadership Major

The College of Professional Studies offers competency-based assessments through our CORE Assessment Center. Students in the Bachelor of Professional Studies (B.P.S.) program may be assessed in 15 competency areas. For the B.P.S. degree, students who are assessed at a Level 2 (3000-level) or above badge can transcript college credit toward their major. Students placing at Level 1 (2000-level) may receive elective credit. Students may apply up to 30 credits earned through competency assessment toward their B.P.S. degree. In addition to credits, students will receive an electronic or digital badge for each level of competency they demonstrate in the CORE Assessment Center, beginning at Level 1. Students who visit the CORE Assessment Center but do not demonstrate competency at the level needed for their degree will then register for an online, self-paced module that includes activities and personal coaching with a faculty member to help them reach the necessary or desired competency level.

The Bachelor of Professional Studies in Organizational Leadership allows students to make the most use of their transfer credits, as the degree format assumes that students have completed their General Education requirement in advance of beginning the degree. In addition to the General Education requirement, B.P.S. students should adhere to the standard transfer Bible requirement as outlined in the front of this catalog. Beyond that, students may earn up to 30 credits through competency-based assessment. Since Lipscomb is assessing and awarding the credit, credit hours earned by assessment in the assessment center may count toward the last 30 credit hours earned in residence at Lipscomb. Of the 15 competencies on which students may be assessed, six are considered the “big six” leadership competencies core and an additional two are required based on students’ subject matter concentration.

The major must include an 18-hour or greater academic concentration area, nine of which must be distinct and six must be taken at Lipscomb. An 18-hour concentration can be any articulated minor on campus or one of the pre-defined concentrations listed in the catalog. Note: minors not officially offered through the ADP may not be available in the night, weekend or online format. Individuals wishing for their 18-hour concentration to be recognized as an official minor should have their major declaration form also signed by the minor area of study.

Requirements for Majors

Organizational Leadership Major

B.P.S. degree program
- Leadership Core - 18 credits
- Subject Matter Concentration - 18 credits
- Concentration-Specific Competencies - 6 credits
- Capstone - 3 credits

The following concentrations are available for B.P.S. students:

Aging Services: INST 3013, SW 3223, NUTR 3633, MG 3503, FS 4403, and PS 3453

Business: MG 3503, MK 3503, AC 2503, EC 2413, and two upper-division business electives

Criminal Justice: LJS 2103, LJS 3403, LJS 4403, HI 4213, PO 4253, and one other HI, LJS or PO course with advisor approval

Education: ED 2313, 3343, 3363, 3404, 3533 and AR 3513 or TH 2413

Healthcare Psychology: PS 2423, 3453, 3513, 4423, and 4543

Information Technology: CS 1213, CS 1233, CS 2243, SEC 3113, IT 2223 and IT 3113

Psychology: PS 1113, 2313, 2423, 3413, 3463, and 4423

Law, Justice and Society: LJS 2013, 3103, 3203, 3303 and two other LJS courses with advisor approval

Leadership Principles and Practices (Competency Based):
- OGLD 3612, INST 4103, CORE 315V, CORE 324V, OGLD 4603, OGLD 3623, OGLD 3603, CORE 4993

Restorative Criminal Justice: PO 4253, HI 4213, LJS 3103 and 4403, and two selected from: SO 3023, SW 3333, LJS 3403, HI 4203

Students may also customize a concentration in consultation with the program director.

Organizational Leadership Minor

Total hours required – 18

Non-B.P.S. students may select a minor in Organizational Leadership. Students pursuing the minor must first complete CORE 1000.

Students choose six, three-credit CORE competencies at the 3000-level or above as determined in consultation with the program director.
Course Descriptions

Competencies (CORE)
Prerequisite to all CORE classes is the Initial Assessment. All CORE classes except for the Initial Assessment and Capstone Project Assessment may be taken for one to three credits repeatable up to six credits.

CORE 1000 Initial Assessment
This is a non-credit initial assessment of competency for students in the Bachelor of Professional Studies in Organizational Leadership program as majors or minors. Students will visit the Assessment Center to complete their first assessment before enrolling in other CORE courses.

CORE 201V Elementary Active Listening
Effective performers use and interpret non-verbal behaviors, show full attention, and ask basic questions to clarify.

CORE 301V Applied Active Listening
Effective performers encourage speakers with appropriate responses, actively set aside distractors and summarize to ensure understanding.

CORE 401V Advanced Active Listening
Effective performers frequently mentor others in active listening skills, are sought for roles requiring advanced listening skills and are exceptionally adept at interpreting and reinforcing genuine dialogue; personable and approachable.

CORE 202V Elementary Assertiveness
Effective performers are self-assured self-starters, are willing to express opinions or assert ideas, approach new tasks with confidence and accept other opinions.

CORE 302V Applied Assertiveness
Effective performers demonstrate the confidence to direct others, maintain own convictions in actions and decisions, are willing to take an unpopular stand or question group consensus, can express forceful opinions without alienating others, encourage others to express their opinions and ideas and help build confidence among team members.

CORE 402V Advanced Assertiveness
Effective performers have confidence and conviction based on experience and expertise, champion opinions and programs, are comfortable with challenge, are not afraid to take an unpopular stand and readily take risks.

CORE 204V Elementary Change Agility
Effective performers are adaptable, handle organizational change smoothly, personally model required change and are positive and optimistic about change.

CORE 304V Applied Change Agility
Effective performers are seen by the team as change agents, understand the leadership responsibility in publicly supporting needed change, skillfully manage the human side of functional change and employ basic change techniques.

CORE 404V Advanced Change Agility
Effective performers are considered valuable resources during organizational transitions, consistently test the temperature of the team, recognize that change is often positive, proactively present opportunities for change and like to reshuffle the deck.

CORE 205V Elementary Communicativeness
Effective performers are proactive in sharing important information, are easily accessible, support free flow of information and escalate needed information promptly up the chain of command.

CORE 305V Applied Communicativeness
Effective performers create formal and informal venues for the team to share information, regularly solicit information from peers and external sources, actively include others in projects and decisions, use a variety of forums for sharing information and schedule regular meeting for frequent and timely communication.

CORE 405V Advanced Communicativeness
Effective performers consistently and effectively communicate with a wide spectrum of people at all levels, implement sustainable communication procedures, find innovative ways to share knowledge and proactively share best practices with others.

CORE 206V Elementary Composure
Effective performers are able to remain composed during normal stress and ambiguity, react to change with appropriate emotions, do not reinforce inappropriate emotions and remain effective in new and unusual circumstances.

CORE 306V Applied Composure
Effective performers understand the need to demonstrate appropriate emotions in positions of responsibility, are reliable, calm, cool and collected, demonstrate ability and comfort in adapting to change and do not appear distressed when challenged.

CORE 406V Advanced Composure
Effective performers set the appropriate emotional tone, use emotional detachment appropriately and retain emotional control under stress.

CORE 207V Elementary Conflict Management
Effective performers offer opposing opinions appropriately, seek win-win situations, enter into debate without personal animosity and recognize the value of differing opinions.

CORE 307V Applied Conflict Management
Effective performers exhibit a collaborative approach, offer opposing ideas in a negotiable manner, listen to both sides, are comfortable working with others with conflicting opinions, successfully mediate conflict, promote healthy conflict and provide opportunities for differing opinions to be heard and debated.

CORE 407V Advanced Conflict Management
Effective performers successfully mediate conflict between groups, encourage debate and discussion,
Effective performers consistently initiate ideas and actions, offer opinions without prompting, take the initiative when appropriate for their role and ask needed questions to stay on top of the current situation.

CORE 320V Applied Initiative
Effective performers seek challenges beyond their job or assignment descriptions, encourage initiative in others, act without prompting, initiate action and reward and encourage others' initiative.

CORE 420V Advanced Initiative
Effective performers take the initiative even under challenging or new circumstances, consistently look for opportunities to implement new initiatives, act with a high degree of independence and initiate important programs without being prompted.

CORE 224V Elementary Mission Focus
Effective performers know personal mission, vision and values, support that mission and incorporate mission into daily activities.

CORE 324V Applied Mission Focus
Effective performers communicate their mission to others and interpret its application, refer to their mission frequently, support and reinforce their mission and understand that their mission conveys meaning.

CORE 424V Advanced Mission Focus
Effective performers translate their purpose into a functional mission, establish plans and goals that support their mission and integrate their mission into all activities.

CORE 226V Elementary Organizing & Planning
Effective performers prioritize, manage and complete multiple tasks, meet deadlines, complete work on time at or above expected standards, reassess priorities along the way, make good use of time and differentiate key issues from distractions.

CORE 326V Applied Organizing & Planning
Effective performers establish and communicate team priorities, train and develop others, constantly reassess the situation to ensure correct priorities, maximize time, hold efficient meetings, monitor and prioritize assignments and communicate changing goals or priorities to the team.

CORE 426V Advanced Organizing & Planning
Effective performers consistently anticipate problems, are expert at changing priorities as the situation demands, design supporting functions to maximize efficiency, align functional priorities and manage competing priorities across teams.

CORE 228V Elementary Presentation Skills
Effective performers deliver small group talks effectively in familiar settings, prepare in advance for presentations, organize presentations effectively, present talks with minimal difficulty, exhibit adequate presentation skills and use visuals and multi-media adequately.

CORE 328V Applied Presentation Skills
Effective performers are good at speaking in front of people and enjoy it, engage the audience,
consistently prepare well, incorporate audience feedback and questions, take advantage of presentation training and practice and are skillful with multi-media presentation methods.

**CORE 428V Advanced Presentation Skills**
Effective performers like the challenge of formal speaking, use multiple media creatively, are skilled at fielding questions and often give presentations for large audiences.

**CORE 229V Elementary Problem Solving & Decision Making**
Effective performers use appropriate decision-making techniques, escalate problems to appropriate authority as needed, are objective, willingly collaborate to help solve problems, willingly provide useful input, ask questions and identify key decisions.

**CORE 329V Applied Problem Solving & Decision Making**
Effective performers analyze and anticipate unintended consequences to make decisions, form and lead informal problem-solving teams, actively solicit opinions and input from others, coach team in creative problem-solving, step back from an issue to see the big picture and surface and solve problems in a timely manner.

**CORE 429V Advanced Problem Solving & Decision Making**
Effective performers are recognized for cross-organization analytical skills, mentor and empower others, proactively consider cross-team impacts, consider outcomes and facilitate functional decision-making sessions.

**CORE 230V Elementary Relationship Building**
Effective performers genuinely enjoy people, show an understanding of the importance of good relationships, make the time to maintain existing relationships and develop good working relationships with others on the team.

**CORE 330V Applied Relationship Building**
Effective performers value relationship and work to maintain them, work effectively across organizations, truly value people, expand network beyond immediate area and recognize opportunities in the network to achieve objectives.

**CORE 430V Advanced Relationship Building**
Effective performers establish and maintain a broad network of relationships, effectively utilize a network of relationships, help others improve their relationship building skills and mentor and coach others.

**CORE 231V Elementary Results Orientation**
Effective performers want to achieve outcomes and reach goals, work at an appropriate pace and urgency, show obvious pride in accomplishment, recognize the importance of measurement and maintain quality, values and integrity.

**CORE 331V Applied Results Orientation**
Effective performers set an aggressive schedule for delivery of action items, apply an appropriate sense of urgency and priority, tenaciously stick with a project until the goal is reached, enjoy healthy competition, translate an organization’s goals into team goals, provide frequent feedback to team members, delegate, communicate a sense of urgency to the team, accept responsibility and listen and deliver on commitments.

**CORE 431V Advanced Results Orientation**
Effective performers translate organizational growth goals into functional goals, communicate growth goals across teams, attain goals, deliver results at a higher level than expected, are assigned to high-profile projects and sponsor growth initiatives.

**CORE 238V Elementary Team Player**
Effective performers are able to articulate team goals and standards, readily collaborate with others, are always willing to listen to others’ points of view, are committed participants on the team and are willing to compromise or delay own goals for the achievement of team goals.

**CORE 338V Applied Team Player**
Effective performers model team player behaviors, consistently recognize and support team goals over individual goals, visibly support team activities, provide enthusiasm and creative energy and ideas to the team, recognize and praise team members’ contributions and readily engage new team members.

**CORE 438V Advanced Team Player**
Effective performers are willing and able senior collaborators, readily yield individual goals to meet organizational goals and implement initiatives that promote teamwork.

**CORE 4993 Capstone Project**
This serves as the culminating course for Organizational Leadership students, allowing them to synthesize the competency core, concentration and competency electives into a meaningful paper or project that demonstrates their competencies and applies their learning.

**OGLD 3603 Applied Leadership Ethics (3)**
In this course, students study cases, conduct job (or community) embedded projects, role play situations, and work with a coach to develop the competencies of: Integrity, Sensitivity, and Diplomacy.

**OGLD 3612 Leadership Practices Seminar (2)**
This course creates the conceptual framework for the entire program with readings from classic leadership texts and study of great leaders. It would be offered in a hybrid format at the beginning of the program with one intensive day and ongoing online synchronous seminars.

**OGLD 3623 Team Management and Coaching for Leaders**
In this course, students study cases, conduct job (or community) embedded projects, role play situations, and work with a coach to develop the competencies of: Talent Development, Leader Identification, and Team Management.

**OGLD 4603 Strategic Planning and Change**
In this course, students study cases, create projects, role play situations, and work with a coach to develop the competencies of: Creativity, Change Agility, and Results Orientation.