

LIPSCOMBONLINE

Academic Catalog

Graduate and Undergraduate

2019-2020
Academic Year

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Welcome from President

Welcome to Lipscomb Online! You have chosen a community with some special qualities that are rare in online education. You are now part of a faith-based community of scholars dedicated to learning, leading and serving.

Lipscomb is foremost a community of scholars. You will enjoy learning with highly qualified faculty members who will be personally engaged in your academic program and continue to be learners themselves. Our online faculty have both the highest academic credentials and the practical experience of applying their academic discipline to real-world issues. The classes, although delivered in an innovative format, are equal in excellence to Lipscomb's on-ground courses. The degree you earn will place you in an academic family of more than 46,000 alumni who are leading in business, education, politics, medicine, art, music, and missions around the world.

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. Although you may be interacting from across the state or across the country, you will have Success Coaches and faculty who are as interested in your personal and spiritual growth as your academic growth.

I believe you have chosen the best university to take your professional and personal growth to the next level, and I look forward to shaking your hand when you walk across the stage to receive your degree! Welcome to Lipscomb!

L. Randolph Lowry, President
Lipscomb University

Welcome from the Dean

Welcome to Lipscomb Online, where you will experience a new kind of learning that is very different from what you might have experienced in prior online programs. All of our courses are “competency-based” which means the time you spend working on them is less important than what you learn.

Your pace is under your control. In each of our formats (eight-week terms or four-month FlexPACE subscriptions), you are successful when you demonstrate that you are competent in the content. This means that you can move very quickly through content that is easy for you, and take your time, deeply learning more difficult skills and concepts, as long as you are active weekly in your courses.

Your goal will be clear. At the start of each course, we are transparent both about what you will learn and how you will be assessed. You will have a clear definition of the competency, and you can even see the rubric that shows how you will be required to demonstrate the competency or competencies in order to earn your credit.

Your learning can be applied to real life. Competency-based courses allow you to prove to yourself and others that you actually have the skills, abilities, and knowledge required to DO something that you can replicate the rest of your life in your career, community, and personal life.

YOU are the center of this process. (That is why we call it “learner-centered.”) You will interact closely with your faculty, your Success Coach, and all of the other support staff here at Lipscomb Online. Our goal is to make sure you have the support you need to reach your academic goals.

Nina Jones Morel, Ed.D
Dean of Lipscomb Online

Overview of Lipscomb Online

What is Lipscomb Online?

Lipscomb Online is a part of Lipscomb University that was created to focus on the unique needs of students with families and careers. Most of our classes are entirely online so that students can have the flexibility they need to work, care for family members, and have a full life while they are going to college. Even though we are called “online,” many of our courses have a synchronous or low residency component. However, all are designed with the busy professional in mind.

Guiding Principles

All of our academic programs are designed with these guiding principles in mind:

1. Focus on the needs of working students
2. Affordable tuition
3. High instructional quality (at or above the level of traditional programs)
4. Convenience
5. Relevance to current job market
6. Mission-focused values

University Mission Statement

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, and 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 and online studies, but also by involvement in numerous services to the church and the larger community.

Lipscomb Online Mission Statement

The mission of Lipscomb Online is to educate individuals who are balancing work and family responsibilities and who otherwise would not have the opportunity for a quality Christian education. Students are invited into a loving community where they are invited to join with other students, faculty, and advisors to learn in a Christian environment while building leadership competencies and creating a stable economic future for their families. Just as in Lipscomb's traditional programs, the online community embraces belonging in a Christian community, becoming who God meant us to be, and looking beyond ourselves to serve others. This mission is infused in the curriculum, instruction, and student support services.

University and Program Accreditation

Lipscomb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Lipscomb University.

Lipscomb University was reaffirmed in 2017 and found to be in compliance with all 85 standards.

The Institute for Sustainable Practice is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE) the U.S. Green Building Council (USGBC).

The Performance Coaching Program is also accredited by the International Federation of Coaching as an Accredited Coach Training Program (ACTP). See <https://coachfederation.org/icf-credential> for more details.

Competency-Based Education

A hallmark of the programs at Lipscomb Online is Competency-Based Education (CBE). All of our courses, whether they are in graduate, SetPACE, or FlexPACE schedules, are built around specific competencies that students are expected to demonstrate in the course. Competencies are knowledge, skills, attitudes and habits of mind that are necessary to do a job. Some competencies are demonstrated through research, mathematical calculations, creative projects, or project based solutions to issues. Others are demonstrated in direct observation as you perform in a simulation or other human interaction.

What is Competency-Based Education?

“Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace.” -CBEN Network (cben.org)

Christian Education and Spiritual Formation

At its core, Lipscomb University is a Christian institution. As such, our board has prepared and approved a Confession of Faith & Heritage statement. Students are encouraged to read this statement on the Lipscomb website at <https://www.lipscomb.edu/about/mission> to learn more about the spiritual commitment of faculty and staff and the religious heritage of Lipscomb University.

Lipscomb welcomes students from all faith and non-faith backgrounds into a loving community. In Lipscomb Online, our values are “breathe, belong, and become.” Breathing refers to being present, living in the moment, and enjoying God’s creation and drawing on the breath of life, which comes from the spirit, within us. Belonging refers to the community of scholarship, respect, and love we have for one another as God’s creation. Becoming refers to our constant striving to become who we were created to be. We sometimes add a fourth value-- beyond-- to emphasize the impact we wish to have outside of our current community and time.

At Lipscomb . . .

We believe that as knowledge grows in use, it also grows in value.

With the lessons of our classrooms, we work in the world.

With the certainty of our faith, we serve the good of all.

With the experiences of our past, we plan for the future.
We believe that when you know your gifts, your God, and your direction, you confidently welcome what comes next.

Spiritual formation, or growing to become more similar to Christ, cannot be required of any student, 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.

Here is a partial list of the means students may pursue spiritual formation at Lipscomb Online: application of the Bible and faith to real world problems; faith perspectives integrated in the curriculum; online Bible classes that invite personal study and questioning; development of competencies such as relationship building, integrity, and influence; service projects; class reflections; mentoring; devotionals delivered electronically; relationships with other students, faculty and staff; and access to events, special speakers and performers on campus.

The mere presence of the activities listed above, however, does not guarantee meaningful growth. Spiritual formation in a university context must give attention to three realities:

the variety of adult 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.

Academic Calendar 2019 – 2020

FALL 2019	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	August 19	October 11	August 25
Term II (Set & Grad)	October 14	December 11	October 20
Flex Full Term	August 19	December 11	November 4
Flex Mid-Fall	October 14	February 28	December 30
Fall & Summer 2019 Graduation	December 14		
SPRING 2020	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	January 6	February 28	January 12
Term II (Set & Grad)	March 2	April 24	March 8
Flex Full Term	January 6	April 24	March 23
Flex Mid-Spring	March 2	June 26	May 18
Spring 2020 Graduation	May 2		
SUMMER 2020	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	May 4	June 26	May 10
Term II (Set & Grad)	June 29	August 21	July 5
Flex Full Term	May 4	August 21	July 20
Flex Mid-Summer	June 29	October 16	September 14
Summer completers will graduate and walk in December 2020 ceremony.			

Academic Calendar 2020 – 2021 - Tentative

TENTATIVE Lipscomb Online 2020-2021 Academic Calendar			
FALL 2020	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	August 24	October 16	August 30
Term II (Set & Grad)	October 19	December 11	October 25
Flex Full Term	August 24	December 11	November 9
Flex Mid-Fall	October 19	February 26	January 4
Fall & Summer 2020 Graduation	December 19		
SPRING 2021	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	January 4	February 26	January 10
Term II (Set & Grad)	March 1	April 23	March 7
Flex Full Term	January 4	April 23	March 22
Flex Mid-Spring	March 1	June 25	May 17
Spring Graduation	May 8		
SUMMER 2021	Beginning Date	Ending Date	Last Day to Add a Class
Term I (Set & Grad)	May 3	June 25	May 9
Term II (Set & Grad)	June 28	August 20	July 4
Flex Full Term	May 3	August 20	July 19
Flex Mid-Summer	June 28	October 15	September 13
Summer completers will graduate and walk in December 2021 ceremony.			

Application Requirements and Admission Approval Process

The following are required for admission to all undergraduate and graduate programs:

- Application form (online)
- Non-refundable \$50 application fee
- Official transcripts from all prior colleges and universities attended
- Interview with Admissions Counselor (undergraduate) or faculty (graduate)
- Free Application for Federal Student Aid (FAFSA) is required unless the student is paying for the program in cash
- High school transcripts (Required only from undergraduate students who do not have 30 or more hours of transferrable credit from a regionally accredited college or university)
- Resume and two professional recommendations (Graduate only)

Undergraduate Admission Approval Process

Each applicant's academic record is reviewed by the Enrollment Services division. Students who meet the academic requirements will be admitted to the program. Admitted students will work closely with an Admissions Counselor to determine if FlexPACE or SetPACE is an appropriate method of study for them. FlexPACE is designed for students who are highly motivated and have experience in their careers setting their own goals and managing their own time. SetPACE is a more appropriate choice for students who prefer more structure and deadlines.

Graduate Admission Approval Process

Admission to an accredited master's degree program requires that the prospective student show evidence of potential for a high level of academic performance and leadership competency. Admission decisions will be made in each graduate area based upon a composite of subjective and quantitative information. Each applicant's individual strengths and weaknesses are considered. Admission decisions are based on a combination of factors that may include letters of recommendation, the academic standing of other academic programs in which the applicant has studied, relevant professional activities and achievements, test scores, previous grades, extracurricular and community activities, and the recommendation of the faculty in the area in which the applicant is seeking admission. Critical evaluations of each applicant's professional goals, academic potential and promise for a productive career are made in order to bring together the candidates most likely to be successful in the program.

Each applicant's complete file is evaluated by lead faculty in the applicant's program of interest and the Associate Dean of Academic Excellence. Each graduate area will make the determination to grant or deny admission to the applicant and will be responsible for specifying any prerequisite courses the applicant must complete in order to be granted full admission and/or to make recommendations concerning needs of the applicant in specific areas of curriculum selection.

Admissions Policy Exceptions

Students who have extenuating circumstances and who do not meet academic entrance requirements (2.0 in prior coursework for undergraduates and 2.5 for graduate students) may

appeal to be admitted by submitting their application file for review by the Academic Review Committee. If approved, the student may be admitted and work with their Success Coach to create an academic success plan. If not approved, the student may appeal to the Dean of the College.

Red Flags/Student Identity

The identity of each new student is verified by the admissions team by inspection of a government-issued ID or the submission of a document through an electronic identification verification system.

Technology Requirements

Success in Lipscomb Online requires a basic level of technology aptitude. Students should be able to search the internet for information, work with email, upload and download documents and other files such as audio and video, and be proficient in creating, editing, and saving documents. Students will be required to become familiar with Google mail and shared Google documents.

To be successful, students must also have regular and unlimited access to a computer and the internet. While some work can be done on mobile devices, a computer with the latest version of an internet browser is required for the best educational experience.

Please see the section on Technology and Communication Requirements for details concerning the type of computer and other technology required.

Admissions

Undergraduate Admissions Requirements

For admission, the following documents are required of undergraduate students, in addition to the application requirements:

Health Form

All admitted students must complete a health form or online student health form waiver.

FERPA Form (Family Educational Rights and Privacy Act)

A FERPA form must be completed **if** the student wishes to allow another family member access to their academic records. If no FERPA form is on file for a student, academic information will only be discussed and released to the student. (ref. Buckley Amendment of 1974)

Other Admissions Requirements

First Time Freshmen

First-time freshmen must have a high school diploma, or be over 18 and have a GED or HISET. A high school GPA of 2.0 or acceptable GED score is required for unconditional admission.

Home-Schooled students

Home-Schooled students who are first-time freshmen may submit a home schooling record or transcript in lieu of a high school transcript.

Transfer students

Transfer students who are currently enrolled at another institution must submit a final college transcript to validate admission. In addition, transfer students must be eligible to return to the institution previously attended. Normally, courses with a grade equivalent to or exceeding a “C” will transfer. The University reserves the right to reject any applicant, or rescind admission to the University, at its own discretion.

Early Admission

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 recommendations and a letter of recommendation from the high school principal or counselor. In some cases, students choose to bypass the senior year of high school and enter college. In these cases, 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 are also required. Each request for early admission is considered by the Academic Review Committee, led by the Associate Dean of Academic Excellence, on a case by case basis.

Graduate Admissions Requirements

- Bachelor’s degree from a **regionally accredited institution*** or an **international institution**** recognized as equivalent to a U.S. regionally accredited institution. (See asterisks at the end of this section for more details.)

- Acceptable GPA in undergraduate work or in a prior graduate program which the student left in good standing.
- In lieu of an acceptable GPA, a standardized test score or evidence of substantive professional experience.

To demonstrate attainment of the above requirements, applicants must submit the following:

- **Official Transcript(s).** Each applicant must submit an official college transcript, showing degree conferral when appropriate, from all schools attended. A 2.5 GPA is required for regular admission.
- **Recommendations.** Each applicant is required to submit two professional recommendations, one of which must be a direct supervisor from your current place of employment. If you are not currently employed, you may submit a recommendation from a professor or prior direct supervisor. The other recommendation may be from non-family members who know you well and who are able to comment on your skills and abilities. Recommendation information will be requested as part of the online application process.
- **Resume.** A resume detailing the applicant's work and academic experience is required.
- **Standardized Test:** For applicants **who do NOT meet the minimum 2.5 GPA requirement**, a standardized exam score or substantive professional experience may be substituted. If a candidate chooses to submit an exam score, it should be from either the GRE, GMAT or MAT. A student with substantive professional managerial experience in the field of study may petition to waive the standardized exam requirement.
- **Interview:** After all application documents are received and academic requirements are met, a faculty member in the student's field of study will schedule an interview (on-campus, phone or videoconference).

***Unaccredited undergraduate institution.** Students who did not graduate with a bachelor's degree from a regionally accredited institution may be asked to remove the deficiency by completing leveling courses in humanities, science, oral and written communication skills, and fundamental mathematical skills before admission.

****International applicants** must hold a degree recognized as equivalent to a U.S. baccalaureate degree and submit WES (World Education Services) evaluation. Applicants who hold a University-recognized professional degree may also be eligible for admission.

Visiting / Non-Degree Student Requirements

Visiting students are students who do not intend to complete a certificate, badge, or degree at Lipscomb. These students may be currently enrolled in another institution and wish to take classes at Lipscomb Online to transfer them to their home institution.

Admission as a visiting student is granted for only one semester. If the student desires to attend Lipscomb after that one semester, then he/she must reapply again as a visiting student or go through the official admissions process.

A prospective visiting student must:

- Complete the application.
- Submit the application fee.

- 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.
- If a specific course taken at Lipscomb is to be transferred to the degree-granting institution, permission must be granted from that institution.
- Full time visiting students must submit a health form or health form waiver.

Transfer Credit

For more information about transfer credit policy, please see the Academic Program section of this catalog.

Credit Evaluation

Lipscomb Online undergraduate students typically transfer credit from previous institutions. Your Admissions Counselor will provide you with an estimate of how many hours will transfer for your planning purposes. The Lipscomb Online Registrar will review your transcripts in more detail and provide an official transfer evaluation. Submitting your application and official transcripts early will expedite this process. However, it is not necessary for all transfer credit to be applied before you enroll in Lipscomb Online. Your Success Coach will help you register for classes that you will need, no matter what you transfer.

Transfer from Tennessee Board of Regents Schools

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

- The student has completed all requirements and had the degree conferred for an Associate of Science (A.S.) or Associate of Arts (A.A.) degree, **or**
- 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 coursework approved for transfer using a course-by-course comparison.

Tennessee Transfer Pathways

Lipscomb University is a participant in the Tennessee Transfer Pathways. 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 and 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 Associate of Arts or other degree at the community college.

The student is responsible for following the TTPs 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.

Non-Discriminatory Policy

Lipscomb University is a private, Christian university open to any qualified student without regard to race, religion, sex, age, color, national or ethnic origin, or disability. The 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, including without limitation, admissions policies, scholarships and loan programs, employment practices, and athletic and other school-administered programs. As a religiously controlled institution of higher education, Lipscomb University is exempt from compliance with some provisions of certain civil rights laws.

Students with Disabilities

Lipscomb University is committed to providing equal access to education, housing, facilities and all school sponsored events through a dedicated effort to comply with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and state and local regulations regarding individuals with disabilities. Pursuant to these laws, no qualified individual shall unlawfully be denied access to or participation in any services, programs, or activities of Lipscomb University on the basis of their disability. Lipscomb University will provide reasonable accommodations for the needs of qualified students as they pursue post-secondary education.

An individual with a disability is a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such impairment; OR (3) is regarded as having such impairment.

Lipscomb University recognizes that disabilities come in all shapes and sizes, and can include physical, mental, social, and learning disabilities. Reasonable accommodations will be provided to qualified individuals, as outlined by the above regulations. Any accommodation request, however, that is unduly burdensome to the University or fundamentally alters the nature of the service, program, course, or activity cannot be fulfilled.

Students may contact the Director of the ACCESS Ability Program with any questions, requests, or concerns regarding services and accommodations provided for individuals with disabilities. You can reach them at 615.966.6301 or 1.800.333.4358, ext. 6301 or fax at 615.966.5079.

Student Technology and Communication Requirements

Technical Requirements

Although some of our programs have face to face classes and components, this is primarily an online college. This requires certain technical tools and a basic level of technical aptitude. To be successful, all students must have the following tools:

Hardware:

- Computer with high-speed Internet connection
- Device that will allow you to take pictures and record quality videos. (webcam, smartphone, tablet or video camera).
- Tripod or other means of stabilization when recording these videos.

- Earbuds or headphones that will allow for minimum sound interference when recording videos.

Software:

- Google Chrome Internet browser installed on your computer (this is the preferred browser for use with Strut).
- Microsoft Office Suite
- Google Drive access that will allow you to create Google Docs, Sheets, and Slides

iPads and iPhones are compatible with all our learning and registration systems, but some of the learning management system functionality is limited on these devices.

Email Accounts

All students are assigned a Lipscomb email account that must be checked regularly for campus information, class announcements, and University business. The Lipscomb email account serves as the official means of electronic communication with students. Students are expected to regularly check this account for messages. The student may forward the Lipscomb account to an account that he or she checks daily.

G-Suite

Lipscomb's email address is administered by Google. Please note that if you have a current Gmail account, you may have to click on "add account" when you sign on to email in order to toggle between your personal and Lipscomb accounts. All students are expected to become familiar with Gmail, Google Drive, and basic G-Suite functionality. Excellent resources are available on the web, and your Success Coach can assist you.

"G Suite" comprises Gmail, Hangouts, Calendar, and Google+ for communication; Drive for storage; Docs, Sheets, Slides, Forms, and Sites for collaboration.

Student IDs

Students may choose to have a Lipscomb ID card. Cards may be obtained in person through the Office of Security and Safety on campus. This card will allow you to check out books in the library and offer you discounted or free admission to Lipscomb events.

Student Handbooks

Student Handbooks provide details of processes and resources that are beneficial to students. These handbooks will be available from your Success Coach.

Registration

Students will be able to register online after advisement from Success Coach. For added convenience, students may sign a Statement of Registration form, available from the enrollment specialist or Success Coach, to allow the specialist or Success Coach to register the student for courses. Students are not officially registered until they have paid, accepted financial aid, or selected a payment plan. All courses not paid in full on the first day of class will be administratively dropped.

For information on adding or dropping courses, see General Financial Information.

Student Advising

Each student is provided with a Success Coach who provides course selection, advising, resources, encouragement, and academic and spiritual support to students throughout their programs of study. Lead faculty in each discipline are available to discuss matters concerning the academic discipline and careers or graduate opportunities within that discipline.

Continuous Enrollment

Continuous enrollment is defined as enrollment in at least one course in one eight-week term each semester (fall, spring, summer) for graduate and SetPACE students. For FlexPACE students, continuous enrollment is defined as enrollment in consecutive four-month subscription periods with no break between periods.

Readmission

Students not enrolled for one calendar year must reapply by submitting a Lipscomb Online application form at least two weeks prior to the start of the semester in which they plan to enroll. No transcripts or recommendations are required, unless you have attended another school during that time period. See your Success Coach or Admissions Counselor for a link to the application.

Student Services

Success Coaches

Success Coaches are the student's first point of contact for any issue that could impact academic performance. With the help of the Success Coach, most issues and problems can be resolved. However, the coach may also refer the student to one of the student services listed below, or to the Student Accounts office, Financial Aid office, or Lipscomb Online's Registrar's Office.

Success Coaches want you to do more than survive – they want you to thrive in your personal, professional, spiritual, social and civic life. They are confidential, discreet, and supportive at all times.

Academic Success Center

The Academic Success Center (ASC) is located in Room 141 of the Beaman Library and provides services to online students via videoconferencing. The ASC houses the Lipscomb University Writing Studio, math lab, and the Office of ACCESS Ability Services, as well as additional academic resources. The ASC is open Monday, Tuesday, Wednesday and Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m., and other times as arranged with individual tutors. Virtual Writing Studio appointments may be scheduled by calling the ASC for details at 615.966.1400.

Online students are also always welcome to come in person to the ASC if they are local. Online students may also use the ASC's writing lab and math lab remotely.

To schedule an online appointment for the Writing Studio:

1. Student logs into WOnline (lipscomb.mywconline.com) & selects the "Writing Studio Spring 2019 Online" schedule. (If this is the student's first time to use WOnline, they will first need to "Register for an account" to create a log on. If there are any problems with this, the student can contact Andrea Davis at andrea.davis@lipscomb.edu.)
2. Select appointment slot and click to schedule time and provide required information. (Please note, when looking at the schedule, open appointment slots are white. If the slot is gray, the appointment is past. If it is blue, there is already an appointment scheduled.)
3. The student should email Dr. Cori Mathis (cemathis@lipscomb.edu) to get the link to the Zoom meeting. (Students are asked to attach a copy of their work, if at all possible, so that the consultant has something to reference if screen-sharing doesn't work.)
4. At the appointment time, the student logs into Zoom and the appointment with the information received from Dr. Mathis.
5. If there is no Zoom meeting email to Dr. Mathis, the Writing Studio reserves the right to cancel the appointment since there hasn't been a good-faith effort to finish creating the appointment.

To schedule an online appointment for the Math Lab:

1. Student emails Andrea Davis (andrea.davis@lipscomb.edu) to schedule an appointment for the math lab.
2. Math Lab tutor will email student link to the Zoom meeting.
3. At the appointment time, the student logs into Zoom and the appointment with the information received from math lab tutor.
4. Appointment emails must be received prior to 4:30 for a same day appointment. Emails received after 4:30 will be answered the following business day.

Library

Beaman Library connects researchers to scholarly material and resources. Visit the library's website at library.lipscomb.edu to search through more than 372,000 e-books, 150,000 print books, and more than 100 electronic databases providing access to thousands of journals. In addition to e-journals, Beaman Library has print journals that you may browse. Beaman houses bound volumes, current periodicals, microforms, the University Archives and Special Collections, primary sources, and non-print materials in various formats.

As a Lipscomb student, you have access to bibliographic citation tools APA Style CENTRAL and EndNote. These tools assist with managing bibliographies, citations, and recommendations, making citing research papers easier. Learn more about APA Style CENTRAL at <http://libguides.lipscomb.edu/apastylecentral> and EndNote at <http://libguides.lipscomb.edu/endnote>.

Research can be daunting and overwhelming. Knowing where to begin can make all the difference. Beaman's Library Research Guides are a great place to begin. Library Research Guides, also known as LibGuides, give information on locating books, journals, and databases as well as research guidelines related to a particular field of study. They serve as a type of subject guide of carefully selected resources that will help you as you locate the most appropriate sources and information that you need. Check out all of Beaman Library's LibGuides at <http://libguides.lipscomb.edu/>.

The 47,000-square-foot facility features group study rooms and casual seating areas for quiet study, leisure reading, and research. Access library holdings through the online catalog at library.lipscomb.edu. The Library website contains information for accessing materials, library hours, policies, services, and staff.

Career Development

The Career Development Center (CDC) is dedicated to providing opportunities for self-assessment, occupational exploration and professional preparation for both current students and alumni as they develop their career goals. The center assists students in understanding their skills, interests and values while connecting this knowledge to various career options, career exploration and on-campus recruiting.

Upon entering Lipscomb University, students may use the Career Development Center's services and they are immediately granted an account in Bison JobTrax, our online internship and job posting website. All CDC services, including career counseling, are available to alumni of the University at no cost as a part of a lifelong relationship between Lipscomb and its students.

Contact the Career Development Center at careerdevelopment@lipscomb.edu for more information. Be sure and identify yourself as an online student in your email, so that the staff can arrange a videoconference or phone call.

Counseling Center

The University Counseling Center offers a variety of free counseling services provided by licensed professional counselors and Graduate Student Interns under supervision. Access to our full range of counseling services is available to currently enrolled University students who need help with depression, anxiety, relationship problems, personal or family problems, eating disorders, substance abuse, grief, anger and conflict resolution, abuse, academic issues, or other concerns.

Our counseling services are confidential in a comfortable and private setting. The Counseling Center adheres to very strict confidentiality standards. Any information provided is strictly confidential. Counseling records are not part of the student's educational record.

The University Counseling Center, under the direction of Dr. Frank Scott, LPC-MHSP, is located on the second floor of the Student Activities Center.

You may request an appointment at 615-966-1781, or 1-800-333-4358 ext. 1781. (toll free)
Hours are Monday through Friday, 8am to 5pm

After office hours, call 911 if it is an emergency or call the Lipscomb Crisis Intervention line at 615-966-SAFE (7233) or Lipscomb Security and Safety at 615-966-7600.

Helplines

Campus Security: 615.966.7600
24/7 Mobile Crisis Unit: 855.CRISIS.1
National Suicide Prevention Line: 1.800.273.TALK (8255)
Crisis Text Line: Text "Start" to 741-741
Immediate help: Call 911.

Health Services

The Health Services Center (located in the Annex behind The Village Apartments on the northeast side of campus) is available to all students. The clinic is staffed by nurse practitioners and registered nurses. Students at Lipscomb University can receive health care for acute illnesses and injuries. All health services are confidential unless the student specifies disclosure information.

Allergy shots, TB skin tests and some vaccinations are available for specified fees in the health center throughout the year. There is a sliding scale beginning at \$10 per visit for consumable products. Payment for prescription medications, imaging and laboratory services are the responsibility of the student and may be billed to his/her health insurance plan. Health insurance is recommended but is not required.

Online students must complete a student health record waiver and submit it to University Health Services before starting class. Students who have not submitted the waiver within the first week

of enrollment will have a hold put on their registration until it has been completed. This hold could prevent the student from registering for subsequent semesters.

Academic Integrity

Dishonesty and Plagiarism

Lipscomb University's values of 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 culture of integrity.

A community built on these principles does not accept cheating, lying, fraud, theft and other dishonest behaviors that jeopardize the rights and welfare of the community and diminish the value of academic integrity of the community.

Lipscomb Online subscribes to a specific process in managing violations of academic integrity that begins with the instructor's investigation. The Academic Integrity Policy is available in the Student Handbook. Remedies for cheating and other dishonest behaviors, depending on severity and/or frequency, can include re-doing and re-submitting assignments, assignment of an "F" in the course, or dismissal from the program.

Whistleblower Policy

Lipscomb Online 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 are 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 on the Lipscomb University website or through the Office of General Counsel.

Intellectual Property Policy

The intellectual property policy, which can be found on Lipscomb University's main website, 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. The Office of General Counsel provides oversight of the implementation of procedures for intellectual property. Contact the General Counsel with intellectual property issues.

Institutional Review Board

The role of the Institutional Review Board (IRB) is to review all proposed research involving human subjects to ensure that subjects are treated ethically and that their rights and welfare are adequately protected. The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work and researchers whose primary interests are non-scientific, as well as members from the community.

The IRB review process is administered through the Office of the Vice Provost for Academic Affairs. For information regarding IRB processes see www.lipscomb.edu/research/irb.

General Financial Information

Tuition and Fees

General Fees (Graduate and Undergraduate)

Application Fee	\$50
Graduation Application Fee	\$195
Assessment Center Cancellation Fee	\$200
Late Payment Fee	\$40
Monthly Payment Plan Enrollment Fee (per semester)	\$60
Returned Payment Fee	\$30
Transcript Fee	\$5
Withdrawal Fee	\$195

Undergraduate Tuition and Fees

SetPACE Tuition per credit hour	\$525
SetPACE General Student Fee per semester	\$55
FlexPACE tuition per four-month term (unlimited credit hours)	\$4,000
FlexPACE Technology Fee per four-month term	\$90

Undergraduate Prior Learning/Assessment Fees

Prior Learning Portfolio Assessment Fee (first portfolio)	\$750
Prior Learning Portfolio Assessment Fee (subsequent assessments)	\$300
Advanced Standing Equivalency Credit (AP, CLEP, IB, EB) & Credit by Exam – evaluating and recording, per course	\$70
Transcription of CORE Assessment Center credit <i>per each course earned</i>	\$170

Graduate Tuition and Fees

Graduate Tuition per credit hour	\$899
General Student Fee	\$55

Graduate Prior Learning/Assessment Fees

Transcription of CORE Assessment Center credit <i>per each course earned</i>	\$170
Coaching Mentorship Evaluation fee (Performance Coaching Only)	\$500
Capstone Fee	\$300

Tuition Due Date

Tuition is due in full the Wednesday of the week before the first day of class. **By 5:00 PM on the Wednesday before the first day of the term, all students must have made financial arrangements by signing up for a payment plan, having sufficient financial aid pending, or be paid in full.** Students who enroll after that time must pay in full or make payment arrangements at the time of enrollment. Students who have not made payment arrangements are subject to being administratively dropped at **5:00 PM on the last business day before the first day of the term.**

Students who wish to have their courses reinstated must make an appointment with their Success Coach to confirm a payment plan and have their courses restored before the add-period is ended.

Payment Options

Full Pay: Payment of any remaining balance after loans and scholarships are applied should be paid online before the due date.

Monthly Payment Plan: Lipscomb University partners with a third party vendor to offer monthly payment plan options allowing students to spread semester expenses over equal monthly payments. The plan may be used to supplement all forms of financial aid. There is a non-refundable enrollment fee of \$60 per semester. Sign up as early as April for summer and fall semesters and as early as November for spring semester. Any late payments are subject to a \$40 late payment fee. Payments are drafted on the 25th of each month.

Students should register during the pre-registration period for all classes they anticipate taking during the semester in order to maximize their opportunity for successful financial arrangements.

Full payment for classes added after the term starts will be due at time of registration.

Financial Responsibility

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

Employer Reimbursement

Employer reimbursement benefits result from an agreement between the student and his or her employer. Students are required to satisfy financial obligations by due dates regardless of the timing of reimbursement from the employer.

Delinquent Accounts

Past due accounts are subject to interest at 1.5 percent per month (18% 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% of the debt, and all costs and expenses, including reasonable attorney's fees incurred in such collection efforts.

Students are responsible for informing the Lipscomb Online Registrar's Office of any change in billing address.

Business Office Holds

Students who have not satisfied their financial obligations will be placed on hold. Students on a Business Office hold are not permitted to register for classes or receive their transcript or diploma.

Title IV Refunds

Any credit balance on a student account resulting from federal Title IV funds will be refunded no later than 14 calendar days after credit occurred. Direct deposit is the preferred method for refunds. See “Return of Federal Title IV Policy (R2T4)” in the Financial Aid, Scholarships, and Discounts section of this catalog for more details.

Refunds

Refunds will be calculated based on the official date of withdrawal or date class is dropped as noted below:

Eight-week term or shorter courses: 100% of tuition and fees will be refunded if the course is dropped within seven calendar days of the first day of the term. On the eighth day or after, no tuition or fees will be refunded.

Semester-long courses and four-month subscription periods: 100% of tuition and fees will be refunded if the course is dropped within 14 calendar days of the first day of a semester-long (SetPACE or Graduate) or four-month (FlexPACE) term class. On the 15th day or after, no tuition or fees will be refunded.

Students who drop a course which includes an Assessment Center, Portfolio Assessment, travel, or intensive synchronous session (2 or more hours) will not be refunded tuition or fees after participation or missed deadlines in those experiences.

Adding and Dropping Courses

This information is also provided in the General Academic Information and Policies section of this catalog. It is also provided here because it has financial implications. Students, not the University, are responsible for adding and dropping courses.

Adding and Dropping Courses (SetPACE and Graduate)

1. Students may only add courses prior to or during the first week of the semester or term. No courses may be added on or after the eighth day of the term.
2. During the official drop/add period (the first week of class), students will be able to drop or add classes on the student portal.
3. Any course dropped within the **first week of the eight-week or shorter term OR second week of a full semester** will not appear on the permanent record. Any course dropped following proper procedure after this time and until the last day to withdraw will be considered an official withdrawal and given a grade of "W."
4. On and after the eighth day of class, a student who wishes to drop a course must complete a drop form and submit it to the Online Registrar's Office in order for it to be official. The official drop date will be the last date of substantive activity recorded in the Learning Management System.
5. No reduction in tuition is provided for courses added after the course begins.
6. If a student stops participating in any course without following proper drop policy (submitting a form to the Lipscomb Online Registrar's Office) the student will earn the grade of "F."
7. Adding and dropping courses can affect a student's financial aid. Check with the Financial Aid Office for details.

Adding and Dropping Courses (FlexPACE)

1. Students may add courses until the first day of the 12th week of their enrollment period (see Academic Calendar for exact dates).
2. A drop/add form must be completed and accepted in the Online Registrar's Office in order to be official.
3. If a course is withdrawn from after financial aid disbursement, a "W" grade will be reflected on the student academic transcript.
4. When the Online Registrar processes an official course withdrawal, the last date of the student's substantive activity in the Learning Management System (LMS) is recorded as the official date. Students who participate in a class after the last day to drop will not be allowed to drop the class.
5. Any course dropped within the first week of the subscription period will not appear on the permanent record. Any course withdrawn from after the first week and until the last day to withdraw from classes will be given a grade of "W."
6. If a student stops participating in any course without following proper withdrawal policy (submitting drop/add form to the Lipscomb Online Registrar's office) the student will earn the grade of "F."
7. Adding and dropping courses can affect a student's financial aid. Check with the Financial Aid Office for details.

Official Withdrawal from the University

Students will be charged a fee of \$195 when withdrawing from the University.

Official withdrawal from the University requires that the student:

1. Secure a Student Withdrawal Form from the Lipscomb Online Registrar's Office.
2. Supply all necessary information on the student withdrawal form, securing the required signatures.
3. Check with the Financial Aid Office to determine aid implications.
4. The completed student withdrawal form and the student I.D. card (if you have one) must be turned in to the Business Office. The date of official withdrawal from the University will be the last date of substantive activity in the Learning Management System. The form must be signed by the Financial Aid Officer and the Business Office representative before the procedure is complete.
5. The official withdrawal notice must be recorded by the Business Office before an adjustment in the student's financial record can be made.
6. Students withdrawing from the University during a semester must reapply if they wish to return to the University.
7. Students may not withdraw from a course in which the final assessment has been attempted, and may not withdraw from the University if one or more final assessments have been attempted.
8. Withdrawal from the University can affect a student's financial aid. Check with the Financial Aid Office prior to withdrawal.

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 unofficially withdrawn. The Lipscomb Online 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 participation for that student. The professor will complete a form or respond to the email with the determination of last date of

participation and the earned grade. If the student completed 60% or more of the course, it will be deemed that the student earned the grade of “F” and will not be an unofficial withdrawal.

Students in module programs who complete one module (for example, Term I) but withdraw from the second module will be considered a withdrawal and the calculations and processes described above will be followed.

The Lipscomb Online Registrar’s Office will determine the last date of participation in the second module by contacting the student’s professor and consulting the record in the Learning Management System that shows the last date of activity. Once the date is determined, the information will be entered into the database and sent to the Financial Aid Office for calculation.

Administrative Withdrawals

Students in Graduate, SetPACE and FlexPACE programs **who do not participate** in any substantive learning activity in the during the first two (2) weeks of the term, semester, or subscription period **will be subject to being administratively dropped and tuition refunded**. This action will take place after outreach from faculty, Success Coach, and/or Admissions Counselor to the student via their Lipscomb email account.

Participation Policy

FlexPACE Participation Policy

FlexPACE students must be active in at least one course per week to maintain appropriate academic process. (See definition of Substantive Activity in the Academic section of this catalog).

A student in FlexPACE who is enrolled for 2 weeks without substantive activity may be administratively dropped for lack of participation. **This could impact financial aid.** Students are encouraged to take only the number of courses in which they can participate in weekly. The Success Coaches are skilled in co-creating a plan that will lead to student academic success.

A student may request Personal Leave or Leave of Absence from FlexPACE during the subscription period. Please see the Academic section of this catalog for details about the FlexPACE Personal Leave and Leave of Absence policies.

Graduate and SetPACE Participation Policy

Graduate and SetPACE students are expected to engage in regular substantive activity (See definition of Substantive Activity in the Academic section of this catalog) as outlined in your course syllabus. Failure to do this could result in negative impact on financial aid and academic standing.

Financial Aid, Scholarships and Discounts

The Financial Aid Office coordinates the awarding of all financial assistance. Lipscomb participates fully in federal and state aid programs.

Direct Cost and Refunds

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.

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.

If a Lipscomb Online student has a credit caused by institutional aid and/or other gift aid in conjunction with a federal Pell grant, the student is not eligible for this refund. 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., veterans, etc. Institutional funds are provided for normal, required expenses at the University. Optional fees and deposits, such as (but not limited to) traffic fines, health center charges, and private lessons are not eligible to be covered by institutional aid.

Title IV loans such as Federal Direct student loans and Federal Direct PLUS or 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.

University funding is described below under the heading of Scholarships; Funds from government (and other) sources are designated "financial aid."

Scholarships

One institutional grant (often called "scholarship") is available to online students. Any student accepted for admission to the University must file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov listing Lipscomb's Federal Title IV Code (003486) to be considered for this scholarship.

Other University Scholarships

The traditional Lipscomb University program offers multiple scholarships listed in the general Lipscomb University Catalog. However, due to the low cost of the Lipscomb Online program, those scholarships **are not awarded** to Lipscomb Online students. Please see the information below concerning scholarships and discounts that are available to Lipscomb Online students.

Michael Nugent Endowed Memorial Scholarship (Undergraduate and Graduate)

This is a designated memorial restricted scholarship fund set up in memory of a Lipscomb Online student who passed away in his final semester at Lipscomb. It is considered institutional aid.

Criteria

The award decision is made by a select Scholarship Committee consisting of individuals in the workforce and Lipscomb's academic faculty.

To qualify for aid from this fund, students must meet the prevailing University requirements of eligibility to receive financial aid and be an undergraduate or graduate student enrolled in good standing in a program of study associated with Lipscomb Online. Preference is given to students who exemplify a spirit of persistence and service to others.

Thank you notes to donors are required of students who receive Lipscomb memorial scholarships. No credit for the memorial scholarship will be given until the note is written and submitted.

Due to a limited amount of funds, memorial scholarships will be adjusted when other institutional aid is added.

The scholarship grants will be disbursed annually and awarded per semester (fall, spring, summer) in amounts determined by the University based on the value of the fund.

Nine or more hours (undergraduate) and 6 or more hours (graduate) per semester are required for scholarship credit.

The scholarship is cancelled if a student is placed on a probation.

Transfer and First-Time Freshmen. The special scholarships offered by the traditional University to transfer and first-time freshmen are not available to Lipscomb Online students, due to the lower tuition rate. However, all students are eligible for the memorial scholarship(s) and corporate discounts offered by Lipscomb Online.

Continuing Students. Lipscomb students can renew the scholarship they receive at entry as long as they stay continuously enrolled, according to the stipulations of the specific scholarship.

Graduate Students. Graduate students may qualify for scholarships.

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

Second-Degree Students. No institutional aid available. May qualify for federal aid in some cases. Check with the Financial Aid Office.

Charges Not Covered. Scholarships do not cover certain charges. These charges are, but not limited to, in the following list:

- Credit By Exam Fee
- Courses that are taken or audited at the Main Lipscomb Campus (not Lipscomb Online)
- Library Fines
- Traffic Tickets
- Domestic or Global Travel Fees

Scholarship Renewal Requirements

Students who remain continuously enrolled (in at least one eight-week term per semester) may request scholarship renewal annually for up to 126 hours for undergraduates or 60 hours for graduate students. To renew, a student must complete and file an annual FAFSA form by October 1 and request renewal in writing by May 15 for the following school year.

Corporate Discounts

Lipscomb University has negotiated discounts for the employees of certain companies and nonprofits, as well as for members of certain professional or service organizations. Please ask your Admissions Counselor for details.

Federal and State Grants (Undergraduates Only)

Federal Pell Grant. This federal grant is for qualifying *undergraduate* 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 *undergraduate* 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 (Undergraduate and Graduate)

Direct Federal Stafford student loans, Direct Federal Graduate PLUS and private student loans are available to apply toward tuition. The student may contact the Financial Aid Office for application information or go online to www.lipscomb.edu/financialaid. The FAFSA must be filed in order to qualify for the Stafford loan and Graduate PLUS loan programs.

Direct 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.

Six graduate hours in a semester is required to receive a Direct Stafford student loan. A semester includes two eight-week terms (Term 1 and Term 2 on academic calendar).

Loans must be actively accepted in the student portal.

The Federal 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.

Previous student loans are eligible for in-school deferment with a minimum of six hours per semester. Enrollment status is verified by the Lipscomb Online Registrar's Office.

Process for the Federal Direct Stafford Student Loan Program:

1. Complete the Free Application for Federal Student Aid. Go to www.fsa.ed.gov and set up a FSA ID username and password. Once you have your FSA ID username and password, go to www.fafsa.gov and fill out the online application. You may 'sign' the online application with your FSA ID.
2. Wait for the Federal Department of Education to process the FAFSA form. Students must be admitted to Lipscomb before we can process FAFSA information.
3. Accept the awarded Stafford loans via the online student portal. Supporting documentation, including an online Master Promissory Note (MPN, a legal document that is the agreement to repay the loan) and online entrance counseling, are also required and can be completed at www.studentloans.gov. The FAFSA must be filed annually.
4. Loans are disbursed 30 days after the start of the semester or after a student has begun his or her sixth hour, whichever comes later.

The student loan process and FAFSA filing take time, so please complete these documents and submit them at least **four weeks prior to the start of the semester** in which you are enrolled. A student may register for courses and begin coursework before financial aid arrangements are complete, however, eligibility or the exact amount of aid will not be available until the FAFSA is received and aid is packaged by the University. Please allow up to 4 weeks for this process.

Federal PLUS

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

Veterans Aid / Yellow Ribbon

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. This 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 https://www.benefits.va.gov/gibill/yellow_ribbon.asp or www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm.

Any questions concerning eligibility or benefits should be directed to the Veterans Services office.

Official University Communication

The official form of communication is a student's Lipscomb email address.

Please contact the Financial Aid Office at 615.966.6200 for information concerning renewal requirements, duration requirements, loan funds and other related matters.

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.

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 Federal Department of Education and/or Lipscomb University.

Return of Title IV aid will be completed upon notification of a student's withdrawal from the University.

The Lipscomb Online 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.

The official last date of attendance for students who withdraw will be determined by the students' instructor in conjunction with the Lipscomb Online Registrar's Office.

A student who officially withdraws will complete a form with the Lipscomb Online Registrar's office which must be signed by various University offices including the Financial Aid Office.

The Lipscomb Online Registrar's Office initiates the withdrawal form and procedure for pre-registered non-returning students.

Upon official notification of a withdrawal by the Lipscomb Online 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.

The Financial Aid Office will return any unearned portion of the grant and/or loan funds to the Federal Department of Education. (This may cause a balance owed to the University which becomes the student's responsibility.)

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

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.

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):

- Unsubsidized federal Stafford loan
- Subsidized federal Stafford loan
- Federal Perkins loan
- Federal PLUS loan
- Federal Pell grant
- Federal SEOG
- Other Title IV aid programs

Financial Aid Probation / Loss / Reinstatement

Federal Aid Probation

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.

Satisfactory Academic Progress to Maintain Federal Financial Aid

In order to receive federal financial aid, students must be making satisfactory academic progress. The University is required to apply standards that are both qualitative and quantitative.

Qualitative - Students must be accepted for admission and be eligible to enroll for classes. In addition, students must achieve and maintain a cumulative grade-point average based on each program's academic requirements.

Quantitative - All students must earn a cumulative minimum of 66.7 percent of all hours attempted. Students cannot receive aid after attempting 150 percent of the hours required for completion of their academic program. For example, in the Master of Science in psychology program, a nine-hour semester course load constitutes full-time status. The 36-hour program would require four full-time semesters to complete. Applying the 150 percent rule above, with respect to financial aid, a student will have six semesters to complete the program and receive aid. Hours accepted for transfer credit will reduce this time frame.

The federal government expects a student to pass at least 66.7 percent of all attempted hours, not earned hours. Attempted hours include all "W, F, NC, U, I or IP" grades 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 status will be notified by email to their Lipscomb email address. Students on warning status 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 suspension. A plan must be in place to ensure success of the student the following semester that will allow the student to meet future minimum SAP requirements and be signed by a faculty member (or appropriate instructor). Federal financial aid probation or suspension is not the same as Lipscomb University academic probation or suspension. If a student receives a grade change or satisfies an incomplete grade after satisfactory academic progress is confirmed, it is the student's responsibility to notify the Financial Aid Office during the appeal process.

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:

- What financial assistance is available, including information on all federal, state and institutional financial aid programs.

- What the deadlines are for submitting applications for each of the financial aid programs available.
- What is its cost of attendance, and what are its policies on refunds to students who drop out.
What criteria it uses to select financial aid recipients.
- 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.
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- 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.
- 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.
- How the school determines whether you are making satisfactory progress and what happens if you are not.

Student Responsibilities

It is your responsibility to:

- Review and consider all information about a school's program before you enroll.
- 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.
- 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.
- Read and understand all forms you are asked to sign and keep copies of them.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address or school status.
- Perform in a satisfactory manner the work that is agreed upon in accepting a federal work-study award.
- Know and comply with the deadlines for application or re-application for aid.
- Know and comply with your school's refund procedures.
- 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, TN 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 www.lipscomb.edu.

Academic Programs

Lipscomb Online offers degrees, certificates, and badges at both the graduate and undergraduate level. This portion of the catalog is divided into two sections, one for Undergraduate and another for Graduate. Please review the specific programs and course requirements in the section that applies to you.

Certificates are offered at the undergraduate or graduate level in particular areas that may be beneficial in the job market. These certificates may be completed more quickly than a degree, and in all cases may be “stacked” with other courses to lead to an undergraduate or graduate degree. For example, in the undergraduate program, a student may complete a certificate in Data Analytics, learning valuable job skills. Then, the student may wish to expand that learning with additional coursework to complete a major in Data Analysis in a bachelor degree program.

The degrees offered at the undergraduate level are Bachelor of Professional Studies (BPS), Bachelor of Science (BS) and Bachelor of Arts (BA). Within those degree types, a variety of majors are offered. No minors are offered.

The degree offered at the graduate level is the Master of Professional Studies. This degree is unique in that you may combine one, two or three graduate certificates with other coursework and build a degree that is right for you and your career.

Badges are very small credentials that usually correlate to a one-, two-, or three-hour course. Badges are most often earned in leadership competencies in our CORE Assessment Center. These badges may also earn course credit that can be used in a major or as an elective.

General Academic Information and Policies

Policy and Curriculum Changes

Proposed policy and curriculum changes are subject to review for approval or disapproval by the Committee for Academic Review (CAR) and by the Dean of Lipscomb Online. All curricular changes to programs (including new programming) are approved by the Committee for Academic Review (CAR) following approval by appropriate faculty and administration. Faculty associated with corresponding academic programs and departments of the University are involved in the approval of all curriculum changes affecting their disciplines. The Office of the Provost is notified and approves all changes.

CORE Assessment Center

Lipscomb broke new ground in competency measurement with the first fully-integrated, behaviorally-based assessment program using the Polaris® system. Lipscomb's CORE Competency Assessment and Development Program primarily serves adult learners with significant personal or professional experiences that may have equipped them with knowledge, skills, and abilities that could translate to college credit. The CORE Assessment Center is an intensive 8-hour simulation process in which trained assessors identify student strengths and development areas. In areas of strength, undergraduate students may earn up to 30 hours of college credit; graduate students may earn up to six (6) hours of graduate credit toward the Strategic Leadership certificate.

Through Lipscomb University's Competency Assessment and Development Center, CORE (Customized Outcome-based Relevant Evaluation) measures 15 or more competency areas based on a nationally respected and Fortune 500-proven model—the Polaris® Competency Model. The Polaris® system has a proven track record of measuring core competencies predictive of workplace success. Polaris® assessment exercises conducted through CORE follow international assessment center guidelines outlined by the International Task Force on Assessment Center Guidelines.

Students with targeted areas needing development may participate in a development course for personal growth and/or as a requirement for certain degree plans. Development courses are provided to improve communication, personal, interpersonal, management, leadership, conceptual and/or contextual competencies. The development experience is based on a strong student-coach relationship model and supported by online learning content.

The Assessment Center experience is included in the tuition charge for CORE 1000 (Set PACE), OGLD 3404 (FlexPACE), and OGLD 5403 (Graduate) courses. There is, however, a fee to transcribe the additional competency credit earned in the center and a cancellation fee for cancellation within 48 hours of the center.

Transcription of Credit Earned in Assessment Center

Credit may be earned in the Assessment Center experience without taking the corresponding CORE Competency course. Students must enroll in one of the Assessment Center Courses (see course listing) in order to participate in the assessment. In order to transcribe the credit they earn

in the assessment center onto an official Lipscomb Transcript, please review the following policies.

Undergraduate: Maximum of 30 credits (10 courses).

Graduate: May transcribe up to six credits (three 2-hour “Big Six” courses) required by the Strategic Leadership program.

SetPACE and Graduate Transcription fees: \$170 per course. Students have up to two years to transcribe credits. Transcription fees must be paid the semester of transcription and before walking/graduating. Fees are placed on accounts immediately and may result in a Business Office hold that prevents registration, schedule changes and graduation. *Financial aid does not cover the cost of transcription fees.*

FlexPACE Transcription fee: Included in cost of course.

Prior Learning Assessment (PLA) through Portfolio Evaluation

Lipscomb Online allows prior learning assessment through portfolio evaluation to recognize and grant **undergraduate** academic credit for demonstrated achievement of higher learning objectives.

Students may only earn credit for courses currently offered by Lipscomb Online.

Undergraduate students may earn up to 30 non-traditional credit hours through portfolio evaluation in combination with credit-by-exam, CLEP and DSST.

CORE competency courses, practicum or field study, internships, travel, senior projects, capstone courses and 4000-level courses are not eligible for portfolio assessment.

Students are not guaranteed portfolio-based credit simply for completing the portfolio preparation course, fees are non-refundable and may not be covered by some financial aid. Contact the Financial Aid office for more information.

Students must meet all academic program and graduation requirements as stated in the Lipscomb Online Catalog including number of credits required to be earned in residence at Lipscomb University.

Students must have earned a C or better in a freshman English course prior to attempting portfolio assessment.

Students must be admitted to the University and enrolled in classes before beginning the following portfolio process:

1. Complete a portfolio process self-evaluation and submit to the Academic Committee. The committee will provide the student with a copy of the competencies required by the course or courses for which the student wishes to gain credit. Students who demonstrate strong potential for the portfolio process will be invited to register for INST 2000 Portfolio Workshop. A self-evaluation form is required for each individual portfolio.

2. Register for INST 2000 Portfolio Workshop, a non-credit course. The cost of the course is \$750, which includes instruction in how to create a portfolio and one portfolio review. 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 INST 2000 instructor. For each course a student is seeking credit, a separate portfolio must be created.
3. The first portfolio is included in the cost of the PLA preparatory course. Students will pay a \$300 review fee for each subsequent portfolio. The \$300 will be charged to the student's account.
4. 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.
5. If the student receives credit for the course for which the portfolio was compiled, he or she must complete a Credit By Portfolio form (similar to the Credit By Special Examination Form) and pay a \$70 transcription fee.
6. The course will appear with a "CBC" grade to indicate it has been satisfactorily completed by competency.

Second Degree

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:

The student must declare the intent to pursue a second Bachelor's degree to the Lipscomb Online Registrar and have an approved plan on file in that office. (Graduation honors are not applicable to students completing a second Bachelor's degree.)

The plan for a second degree must include a minimum of 32 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.

All general education credits earned while completing a bachelor's degree at another institution must be approved by the Lipscomb Online 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.

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.

Second Master's Degree

Up to six (6) hours from a previous master's degree may be substituted in a second Master's degree. This determination is made by the lead faculty with approval from the Associate Dean of Academic Excellence. The substituted courses must include competencies that support the

program goals of the second master's degree and correlate substantively or entirely with the courses for which they substitute.

Statutes of Limitations

Governing Catalog

A student's program of study is governed by the catalog in effect at the time of enrollment. The governing catalog is in effect for three academic years as long as the student is continuously enrolled.

Graduate Program Completion

Each graduate program of study enforces a three-year statute of limitations for completing degree requirements. A student may request an extension from the Registrar of Lipscomb Online. Decisions regarding the extension, the length of the extension, and conditions associated with the extension, are made by the Associate Dean of Academic Excellence and the Registrar of Lipscomb Online.

Transfer Credit

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.

Lipscomb Online will accept the general education requirements from Tennessee Board of Regents (TBR) schools as meeting the general education requirements of Lipscomb when the student has completed all requirements for a TBR Associate of Science (A.S.) or Associate of Arts (A.A.) degree, or completed all TBR general education requirements, or is completing an approved Tennessee Transfer Pathway. If the student does not meet one of these conditions, the transfer credit will be evaluated on a course-by-course basis.

Students who completed an Associate of Science or Associate of Arts degree at a community college outside of Tennessee will have those general education requirements evaluated on a case-by-case basis.

Lipscomb participates in the Tennessee Transfer Pathways. Please see the Admissions section of this catalog and the individual pathways online for details.

Work completed 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. To receive approval prior to registering for a course at another school, contact the Lipscomb Online Registrar's Office for a Transfer Work Approval form.

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.

Limitations of Transfer Credit

- No more than 63 semester hours may be transferred from a two-year school.

- No more than 94 semester hours may be transferred from a four-year college or university.
- Students will not be allowed to transfer more credits per term than they would have been permitted to earn at Lipscomb.
- Credit must be from a regionally accredited institution. List of regional accrediting agencies can be found at <https://www.chea.org/regional-accrediting-organizations>.
- Only courses with the grade equivalent of “C” or higher may be transferred.
- Technical or vocational credits are not eligible for transfer and may not be used to satisfy degree requirements.
- Courses taken at a two-year school which have 3000 or 4000 course numbers (“upper-division”) at Lipscomb University generally will not be accepted as equivalent upper-division credit.
- At least 25% of the credit hours required for an undergraduate degree and one-third of the credit hours required for a graduate degree must be earned through instruction offered by the institution awarding the degree. This measure is known as the “residency requirement.”

Academic Unit

The academic unit is the semester hour. The three-semester hour course is based upon content that would require six hours of online instruction each week over a period of eight-weeks, or three hours of online instruction over a period of 16 weeks. Additionally, approximately twice that amount of time might be spent in reading, writing and preparing for online instruction or assessment. A competency-based program is designed to approximate the amount of learning that is typically accomplished in this time frame. However, the learning is constant and the time is flexible. Students may progress at their own pace, completing portions of the learning more quickly than others.

Course Load for Full-Time Status

In order to be considered “full-time,” graduate students must enroll in six (6) credit hours per semester (Fall, Spring, or Summer). Undergraduate SetPACE students must enroll in 12 credit hours per semester in order to be considered “full-time.” FlexPACE undergraduate students must complete a minimum of 12 credit hours per four-month subscription period for full-time status, but may complete as many hours as they wish during a subscription period. Part-time students may take fewer classes, but many forms of financial aid may not be available.

Auditing Courses

Lipscomb Online does not allow of graduate or undergraduate courses to be audited.

Grades

All work in the University is graded by letters. Each letter is in turn assigned a quality-point value according to the list provided below. For example, a letter grade of “A” carries a quality-point value of four quality points per semester hour. If the student makes an “A” in a three-hour course, the total number of quality points earned for this course would be twelve quality points.

The overall grade-point average for each student is determined by dividing the number of quality points earned by the total number of hours attempted. Only courses taken at Lipscomb University are included in the computation.

In the case of courses repeated at Lipscomb, only the highest grade will be used in determining the grade point average. The hours attempted will be used only once. For duplicated work, that is, for any course taken both at Lipscomb and another school, the grade of the Lipscomb course will always be used in computing the student's GPA.

Grades Chart

Graduate, FlexPACE and SetPACE courses will be graded on the following scale:

A	Exemplary
B	Mastered
C	Average
F	Not Mastered
I	Incomplete
W	Withdrawn

CORE Competency courses will be graded on the following scale:

S	Satisfactory
U	Unsatisfactory
I	Incomplete
W	Withdrawn

Substantive Activity

Substantive student activity and faculty feedback are hallmarks of all Lipscomb Online programs. Substantive activity in a course is defined as interacting with the professor in any one of the following activities:

- student submission of an academic assignment
- student submission of an exam
- student participation in an interactive tutorial or computer-assisted instruction
- posting by student showing participation in an online study group
- posting in a discussion forum showing student participation in an online discussion about academic matters

Students who are not engaged in substantive interaction with their professors and the content at least every two weeks in semester courses and every week in eight-week or shorter courses are at risk for failure. Students who do not participate in the first week (eight-week or shorter classes) or two weeks (semester-long or four-month subscription classes) will be administratively dropped from the course.

FlexPACE students who plan to have a period of inactivity of two weeks must request a “personal leave.” Students who plan to have a period of activity more than two weeks must

request a “leave of absence.” Failure to follow this policy will result in negative financial aid implications.

Personal Leave and Leave of Absence Policy (FlexPACE only)

A student must be active (as defined in the **Substantive Activity** policy, above) in at least one course per week to maintain satisfactory academic progress.

A student in FlexPACE who is enrolled in any one course for more than two weeks without substantive activity and no leave of absence on file may result in an unofficial withdrawal from that course. **This could negatively impact financial aid.** Students are encouraged to take only as many courses at a time as they can participate in weekly. New courses may be added at any time up until the first day of the third month.

A student may request a two-week “personal leave” in a current term with permission from the Academic Review Committee of Lipscomb Online. A “personal leave” is a period during which the student is not expected to be active in the learning platform. To request an approved “personal leave,” contact your Success Coach.

An absence or inactivity in courses for a period of time longer than two weeks is considered a “leave of absence” and must be approved in advance by the Dean of the College of Professional Studies. If the period of inactivity was not approved in advance, the student will receive a Notice of Concern from the Assistant Dean of Advising. The student will be required to fill out the Leave of Absence form, for which the already accrued inactivity time will be cumulatively applied to the entire leave of absence period.

To request a “leave of absence” for a **period of 15 days to 30 days**, the student must complete the Leave of Absence form available from the Success Coach, noting both the beginning and ending date of the leave of absence request. The “leave of absence” request must be approved by the Academic Committee of the college, and the student must adhere to the requested end date in order to remain enrolled at the University. If the student does not return and actively participate in the learning platform after the end date, the student will be considered unofficially withdrawn from the University, which will result in an F in each uncompleted class, no tuition refund, and adverse consequences related to financial aid.

Any leave or inactivity in courses for 45 days or longer (approved or unapproved) will result in an unofficial withdrawal from the University, which will result in F’s in uncompleted classes, no tuition refund and adverse consequences related financial aid.

Students who have their financial aid adjusted as a result of an unapproved or extended leave will receive notification of the adjustment.

Incomplete Grades

Incomplete grades (I) are granted in exceptional situations only, such as when illness is documented and when substantial course requirements (70% of the course content) have already been completed. 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. The Incomplete grade is computed in the GPA in the same manner as an “F” grade until the final assignments are completed, and the grade is changed.

In cases where the grade “I” is given, the grade must be resolved within three weeks from the end of the term 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.

Grades of "S" (Satisfactory) or "F" (fail) are typically awarded for courses related to the assessment center and subsequent competency development and are not to be included in computation of grade-point average but are included in hours earned toward graduation.

"IP" (in progress) grades are not assigned in Lipscomb Online programs.

Grades are available to the student on the student portal at the end of every term. Students who need written documentation of grades for employer reimbursement purposes should contact the Lipscomb Online Registrar's Office for assistance. Once grades have been posted to the student's record, they are considered permanent.

Good Academic Standing

To remain in good academic standing, undergraduate students must maintain a 2.0 GPA, and graduate students must maintain a 3.0 GPA.

Academic Probation

All undergraduate students must maintain a cumulative grade-point average (GPA) of 2.0, including incomplete grades. All graduate students must maintain a cumulative grade point average of 3.0, including incomplete grades. Students whose cumulative GPA falls below this level will be placed on academic probation for the following semester.

Students on academic probation should contact their Success Coach to arrange a meeting with the Associate Dean of Academic Excellence before classes start in order to complete a probation contract.

Undergraduate 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.

Graduate students on probation who earn a term grade-point average of 3.0 or higher but fail to raise their cumulative grade-point average to 3.0 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, but must complete their first semester with a 2.0 GPA or higher in order to remove probation and not risk academic suspension.

Academic Suspension

When a student's cumulative GPA falls below 2.0 (undergraduate) or 3.0 (graduate) for two consecutive semesters, or the student fails three-fourths or more of his/her work in a semester the student will be automatically suspended. Suspended students may not enroll at Lipscomb the semester/subscription period following their suspension.

Students may appeal their academic suspension by writing to the Associate Dean of Academic Excellence. These requests should be received no later than 5:00 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

Suspended students who miss the deadline for appeal 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 semester or subscription period.

Students who are suspended a second time for academic reasons may not be readmitted until at least two full semesters or subscription periods 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 Dean of Academic Excellence. All probation and suspension policy guidelines are established by the Provost and the University Academic Leadership Team.

Please see "Satisfactory Academic Progress" section of this catalog for financial aid implications.

Repeating 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 (SetPACE and Graduate)

Any course dropped within the first week of the term (for eight-week or shorter courses) or the second week of full semester course will not appear on the permanent record. Any course dropped after the first week (or second week for full semester courses) 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 (online or completed Drop/Add Form) to the Lipscomb Online 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 online. After that time, a drop/add form must be completed and accepted in the Lipscomb Online Registrar’s Office in order to be official. The official drop date will be the last date of substantive activity recorded in the Learning Management System.

See the General Financial Information section of this catalog for more information on how dropping courses can impact your financial aid and university charges.

Dropping Courses (FlexPACE)

A Drop/Add Form must be completed and accepted in the Lipscomb Online Registrar’s Office in order to officially drop a course in the FlexPACE program.

FlexPACE students must process a drop course form before attempting the final exam. If the course is dropped after financial aid disbursement, a “W” grade will be reflected on the student academic transcript.

The last date of the student’s substantive activity in the Learning Management System (LMS) is considered the official drop date as recorded by the Lipscomb Online Registrar’s Office.

See the General Financial Information section of this catalog for more information on how dropping courses can negatively impact your financial aid and university charges.

Undergraduate 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.

Graduation

This catalog is 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 Success Coaches are assigned to counsel students and help plan schedules, **each student is ultimately responsible for monitoring his/her own progress and completing all requirements.**

Students must register for GN 999X the semester in which all coursework will be completed for graduation. Students who do not file their intent to graduate form in the Online Registrar's Office by the end of the first week of their last semester may have their graduation delayed until a future semester.

Students are encouraged to participate in graduation ceremonies. December and May ceremonies are held, and diplomas are awarded only in those months, regardless of when the program is completed. However, students finishing their program of study before December or May graduation may request a letter from the Registrar of Lipscomb Online verifying that all graduation requirements have been met.

A candidate for a degree must successfully complete all courses and assessments and respond to institutional surveys as specified.

All incomplete grades must be completed, all transfer of credit made, and all course grades must be received in the Online Registrar's Office by Friday prior to graduation.

No candidate who is placed on probation or who remains on academic probation during his/her final semester of work at Lipscomb will be allowed to graduate.

All candidates for degrees must adhere to standards of professional and ethical behavior.

A candidate for a degree must have his/her account paid in full before a degree can be granted, including the graduation fee which is paid by all graduating students.

Specific Graduation Requirements for Undergraduate Programs

The following list is intended only as a summary of general requirements.

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 and 2.0 in the major, on all work taken at Lipscomb University. These 126 hours will include:

- The general education requirements (including degree type requirements)
- A major area of study (including, when applicable, the Leadership Core)
- Electives

Equivalency Credits

Lipscomb University will allow a maximum of 33 semester hours of undergraduate credit toward graduation based on a combination of correspondence courses, extension courses, special examinations, advanced placement credits and equivalency credits. (See Prior Learning Assessment.) The University does not guarantee the transferability of any of these credits to other institutions. 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.

Graduation Honors for Undergraduate Students

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:

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

2. A student must complete a **minimum of 63 hours of graded 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 should confirm this possibility with the Lipscomb Online Registrar's Office at the beginning of their senior year.

Dean's List and Honor Roll

To qualify for the Dean'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.

Specific Graduation Requirements for Graduate Programs

The following list is only intended as a summary of general requirements.

- All candidates for a master's degree at Lipscomb Online must complete a minimum of 30 semester hours of work with a minimum grade-point average of 3.0 on all work taken at Lipscomb University.
- Of those 30 hours, up to 6 hours of transfer work may be accepted from another institution or program, if they meet the objectives of courses required by the program.
- Up to 6 hours of competencies may be earned in the CORE Assessment Center for certain programs.
- Currently, no Lipscomb Online graduate programs exceed 36 hours.

Undergraduate Residency Requirement

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 an undergraduate degree must be done in residence at Lipscomb** except upon written approval of the Dean. 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 approval from the Online Registrar.

Transcripts

Requests for transcripts should be made through the main University Registrar's homepage via the main Lipscomb website (<https://www.lipscomb.edu/academics/Registrar>). 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 financial obligations to the University have been satisfactorily paid or settled. There is a \$5.00 fee per transcript.

Student Grievance / Complaint Process

A student wishing to submit a complaint about a specific course or instructor should first contact the instructor. If that interaction is unsatisfactory, the student should take the complaint to the Director of Instruction. Should the concern remain unresolved, the student may directly contact the office of the Associate Dean of Academic Excellence.

If the issue is still unresolved, the complaint can be continued by filing a formal written appeal with the Dean of the Online College.

Following the procedure above, if results are unsatisfactory, any further appeal must be filed in the Office of the Provost within 60 days following posting of the grade to the student's record.

A grade is deemed posted when the grades are rolled to academic history at the end of each semester, but occasionally, there are mistakes or certain mitigating circumstances that require grade changes. In those situations, a student can petition a grade change with the instructor of the class. In no case may a student appeal a grade that has been recorded on the transcript for as long as twelve months.

Academic Freedom

Students are encouraged to examine all pertinent data, question assumptions and, guided by the evidence of research, freely study the substance of each academic discipline. Any student who perceives that this right has been violated may file a formal grievance through the Associate Provost for Academic Success.

In addition, if the University does not resolve the student complaint, the student has the right to contact the State of Tennessee to determine the course of action. Complaints can be filed as follows in Tennessee:

Complaints related to the application of state laws, rules or regulations related to approval to operate or licensure of a particular professional program within a post-secondary institution shall be referred to the appropriate state licensing board or agency (e.g., State Boards of Health, State Board of Education) and will be reviewed and handled by such board or agency;

Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and will be reviewed and handled by that agency.

Allegations regarding noncompliance with accreditation standards, policies, and procedures may be made as follows:

Lipscomb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Lipscomb University.

Undergraduate Academic Programs

Undergraduate General Education

Lipscomb Online's General Education program is designed to help professionals develop the universal learning skills that will benefit them throughout their professional, personal and civic lives. Built on six general competencies based on the Lumina Foundation's Degree Qualifications Profile project (<https://www.luminafoundation.org/files/resources/dqp.pdf>), the program is undergirded by the tools needed to define and discern the ways in which all children of God are invited to live in this world for the good of creation.

The general education competencies are:

Communication Skills: Create shared meaning with others in many formats for many purposes. Listen, hear, read and understand. Write clearly, persuasively and movingly.

Analytical and Quantitative Reasoning: Formulate, combine, test, and make connections and decisions based on information gathered from many fields of study.

Ethical Reasoning: Apply ethical principles and professional codes of conduct to dilemmas in many fields and situations.

Applied and Collaborative Learning: Apply learning to real world situations, and solve problems, create products and work effectively with others to achieve practical aims in collaborative and competitive situations. Practice humility, tolerance and self-criticism.

Global and Intercultural Competency: Evaluate questions, events, and ideas through many lenses and frames while analyzing and engaging with complex, interdependent and global systems and legacies and their implications for people's lives and the earth's sustainability.

Specialized competencies: Discuss, research, and demonstrate competency in one's chosen field while making connections to related fields. Demonstrate the professional habits of mind of a variety of academic disciplines (to "think like" a historian, scientist, literary critic, writer, mathematician, etc.).

These outcomes are woven throughout multiple courses in the general education curriculum with the aim of developing the student's ability not only to be successful in work, but also to contribute to the civic, academic and spiritual discourse of society. Lipscomb Online teaches these concepts and competencies in the context of a broad breadth of knowledge across these disciplinary areas:

- humanities/fine arts
- social/behavioral sciences
- natural science/mathematics
- Bible

Specific coursework totaling 38 hours is required in Bible, composition, communication, history, literature, math, science, social science and wellness.

Undergraduate Degree Programs and Majors

Degrees offered include: Bachelor of Professional Studies, Bachelor of Arts*, or Bachelor of Science, in any of the following majors:

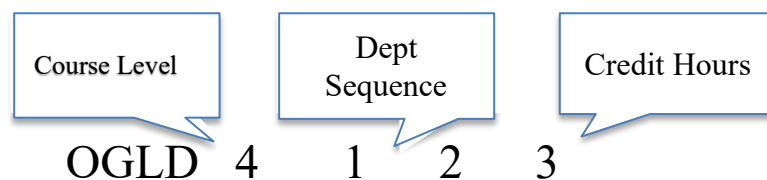
- Business Leadership
- Customer Experience
- Data Analytics
- Entertainment Management
- Integrated Studies
- Organizational Communication
- Psychology
- Psychology Leadership
- Public Administration
- Strategic Leadership
- Supply Chain Management
- Technology Management

**Currently, foreign language requirements for the Bachelor of Arts must be met with transfer credit or prior Lipscomb University coursework.*

Course Numbering System

Lipscomb University uses a four-digit course numbering system. In each course number, the first digit represents the course level; freshman level / lower-division courses begin with “1,” sophomore level / lower-division courses begin with “2,” junior level / upper-division courses “3,” senior level / upper-division courses “4,” and graduate level courses “5” or “6.” The second and third digits of each course number represent the subdivision and sequence within the academic department. The fourth digit represents the number of credit hours the course is worth.

For example, OGLD 4123 breaks down as a senior-level course (upper-division) that is worth three credit hours.



Academic Program Requirements

General Education Requirements **38 hours**

Bible	6 hours
Composition	6 hours
Communication	3 hours
Wellness	2 hours
Science	3 hours
Math	3 hours
Math/Science	3 hours *9 hours of Math/Science (3 hours must be math/3 hours must be science)
Literature	3 hours
History	3 hours
Social Sciences	3 hours
Engagements	3 hours

Leadership Core **30 hours**

INST 4103 Research Methods

OGLD 4993 Capstone

The following competencies earned at the 3000 level or higher:

CORE 305V Applied Communicativeness

CORE 312V Applied Drive/Energy

CORE 318V Applied Influence

CORE 326V Applied Organizing and Planning

CORE 329V Applied Problem Solving and Decision Making

CORE 330V Applied Relationship Building

Upper Division CORE electives

Major Courses **18 or more hours**

Electives/Badges/Certificates **3 or more hours**

Degree Type Requirements **6-8 hours**

Electives **32+/- hours**

Minimum Total for Graduation **126 hours**

Degree Type Requirements

Each specific type of degree has the following additional requirements in addition to the general education requirements and the major requirements.

Bachelor of Professional Studies (B.P.S)	6 hours Upper Division CORE
Bachelor of Science (B.S.)	6 hours Math
Bachelor of Arts (B.A.)	8 hours in one Foreign Language (see BA transfer policy below)

Bachelor of Arts Transfer Policy

Currently, Lipscomb Online does not offer foreign language courses. However, if a student's prior coursework included at least eight hours of the same foreign language, the student would be eligible to receive the BA degree. If the student's prior coursework only included six hours of the same foreign language, a student may transfer in six of the required eight hours of foreign

language and complete the Bachelor of Arts language requirement by taking one additional three-hour course in art, music, literature, philosophy, history or Faith and Culture (BI 3213).

Majors

All candidates for a degree at Lipscomb University must complete a major as a part of their academic program.

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 Lipscomb Online Registrar's Office and approved by the Associate Dean of Academic Excellence. At least three courses (minimum of nine hours) in the major field must be taken at Lipscomb. If students choose to double major and the majors have different degree requirements (i.e. one is a B.A. degree major and the other is a B.S. degree major), the degree requirements for both majors must be met (i.e. the foreign language requirement for the B.A. degree and the math/science requirement for the B.S. degree).

Students should choose their major area of study as early as possible by contacting their Success Coach. If a student would like to change majors from their initial choice at time of entry, he or she should contact their Success Coach for a change of major form. Lipscomb Online students will be asked to confirm their major one final time before graduation.

Business Leadership

Leadership Core

PSAC 2103 Accounting for Leaders

PSEC 2003 Economic Concepts for Leaders

PSMK 2013 Marketing Concepts for Leaders

PSMG 2013 Management Principles for Leaders

And two courses selected from:

PSFI 3023 Financial Acumen for Leaders

PSMG 3023 Servant Leadership

PSMG 4013 HR Management for Leaders

Customer Experience

Leadership Core

CXE3003 Customer Experience Strategy

CXE3013 Relationship Marketing

CXE3023 Design Thinking

CXE3043 Storytelling for Customers

PSMG 2013 Management Principles for Leaders

PSMK 2013 Marketing Concepts for Leaders

Data Analytics:

Leadership Core

PSDT 1013 Data Management Systems for Organizations

PSDT 1023 Introduction to Decision Support Systems

PSDT 2103 Information Concepts and Design

PSDT 3013 Analysis Tools for Organizational Leaders

PSDT 3023 Enterprise Information Management and Analysis

PSDT 4113 Decision Support Systems Implementation

Entertainment Management:

Leadership Core

EM 4003 Entrepreneurship in the Arts

EM 3003 Entertainment Management

EM 2003 Nonprofit Arts Management

PSMG 2013 Management Principles for Leaders

PSMG 3023 Servant Leadership

PSMK 2013 Marketing Concepts for Leaders

Integrated Studies:

BI 2893 Reading Your Life in the Biblical Narrative

INST 2113 Introduction to Integrated Studies

INST 3003 Principles and Practice of Integrated Thought

INST 4003 Senior Project

Students choose two 12-credit hour concentrations in two different areas offered as majors at Lipscomb University. Three hours of each of the concentrations must be completed at Lipscomb, six hours of each concentration must be upper division courses, and six hours of each must be distinct hours.

Organizational Leadership (Customizable Concentration)

Leadership Core

Eighteen (18) hours in one area offered as a major at Lipscomb University. Six hours must be taken at Lipscomb, six hours must be upper division, and nine hours must be distinct hours.

Organizational Communication (January 2020)

Leadership Core

TBD

Psychology:

PS 1113 Introduction to Psychology

PS 2313 Behavior Modification

PS 2423 Life Span Development

PS 2503 Behavioral Statistics

PS 2603 Intro to Psychological Research

PS 3413 Social Psychology

PS 3463 Personality Theories

PS 3543 Psych Measurement

PS 4423 Abnormal Psychology

PS 4523 Cognitive Psych

PS 4543 Biological Psych

PS 4613 History and Systems

Nine (9) hours selected from the following competency courses:

CORE 301V Applied Active Listening

CORE 305V Applied Communicativeness

CORE306V Applied Composure

CORE307V Applied Conflict Management
CORE318V Applied Influence
CORE329V Problem Solving and Decision Making
CORE330V Relationship Building
OGLD3623 Talent Development and Coaching

Psychology Leadership:

Leadership Core
PS 1113 Introduction to Psychology
PS 2313 Behavior Modification
PS 2423 Life Span Development
PS 3413 Social Psychology
PS 3463 Personality Theories
PS 4423 Abnormal Psychology

Public Administration (January 2020):

OGLD 3603 Applied Leadership Ethics
PSMG 2013 Management Principles for Leaders
PUB 1003 American National Government and Administrative Law
PUB 1013 Public Administration and Society
PUB 3003 Management of Public Policy
PUB 3013 Urban Politics
PUB 4003 Public Finance and Budgeting
CORE 326V Applied Organizing and Planning (3000 level or higher)
CORE 329V Applied Problem Solving and Decision Making (3000 level or higher)
INST 4103 Research Methods
OGLD 4993 Capstone
Plus an approved minor or 12 hours of upper division electives

Strategic Leadership:

Leadership Core
OGLD 3603 Applied Leadership Ethics
OGLD 3612 Leadership Practices Seminar
OGLD 3623 Talent Development and Coaching for Leaders
OGLD 4603 Strategic Planning and Change
OGLD 424V Advanced Mission Focus
OGLD 415V Advanced Global Skills

Technology Management for Leaders:

Leadership Core
PSDT 1013 Data Management Systems for Organizations
PSDT 1023 Introduction to Decision Support Systems
PSDT 2113 Database Administration for Organizational Support
PSDT 3113 Networking Concepts and Applications
PSDT 3123 Information Security Management
PSDT 3133 Trends in Technology Management

Undergraduate Certificates

The following certificates are offered as standalone credentials at the undergraduate level. The courses for these certificates meet many of the requirements for the major of the same name.

Customer Experience Certificate

The Customer Experience program will provide students with a strategic approach and mindset to build a customer-centric mindset. Students will learn to create customer journey maps to understand the customer experience and close gaps in the customer experience. Other areas of focus include relationship marketing, storytelling, ethnographies, design thinking, and choice architecture.

CXE3003 Customer Experience Strategy
 CXE3023 Design Thinking
 CXE3013 Relationship Marketing
 CXE3043 Storytelling for Customers
 PSMG 2013 Management Principles for Leaders
 PSMK 2013 Marketing Concepts for Leaders

Data Analytics Certificate

The Data Analytics Certificate and Major is a strategically-focused program that bridges the gap between traditional leadership training and technology. The program focuses on training students to use technology and data analysis tools and techniques to maximize decision-making effectiveness within the context of an organization. Students will learn to analyze data and leverage modern software tools which allow them to quickly make important business decisions.

PSDT 1013 Data Management Systems for Organizations
 PSDT 1023 Introduction to Decision Support Systems
 PSDT 2103 Information Concepts and Design
 PSDT 3013 Analysis Tools for Organizational Leaders
 PSDT 3023 Enterprise Information Management and Analysis
 PSDT 4113 Decision Support Systems Implementation

Technology Management for Leaders Certificate

This certificate will provide students, from any background (complete accessibility/approachability), with the ability to be organizational leaders by understanding and leveraging Information Technology to run their organizations more effectively and efficiently.

PSDT 1013 Data Management Systems for Organizations
 PSDT 1023 Introduction to Decision Support Systems
 PSDT 2113 Database Administration for Organizational Support
 PSDT 3113 Networking Concepts and Applications
 PSDT 3123 Information Security Management
 PSDT 3133 Trends in Technology Management

Entertainment Management Certificate

EM 2003 Nonprofit Arts Management
 EM 3003 Entertainment Management

EM 4003 Entrepreneurship in the Arts
PSMG 3023 Servant Leadership
PSMG 2013 Management Principles for Leaders
PSMK 2013 Marketing Concepts for Leaders

Minors

Lipscomb Online does not require or provide minor areas of study. However, students may earn certificates or badges through their majors or by grouping electives to meet the requirements of certificates or badges.

Badges

Badges are offered for all courses with the CORE prefix. Each of these is related to a competency assessed in the CORE Assessment Center.

Undergraduate Course listings

Assessment Center Courses

CORE 1000 Initial Assessment

This is a non-credit initial assessment of competency. Students will visit the Assessment Center to complete their first assessment before enrolling in other CORE courses. **This course cannot be taken in your last term.** Because a development course may be needed to meet degree requirements, we recommend this course be taken immediately upon beginning a degree at Lipscomb, unless the student has no work experience and limited prior college credit. In this case, a student may complete the general education requirements prior to the assessment.

OGLD 3404 Workplace and Assessment and Development

This course is intended for students in the FlexPACE subscription program only. It includes an initial assessment of workplace skills for students followed by individualized feedback, a personalized learning plan, and further development of 1 out of 15 CORE competency areas that support the student's career goals. Development of the chosen competency area will include working with a competency development coach, online learning modules, and job embedded activities. The price of this course includes transcription fees of all demonstrated areas.

Bible Courses

BI 1063 Luke-Acts

An analysis of Luke's two-volume account of the life and ministry of Jesus and the history and ministry of the early church.

BI 1093 The Story of Israel

A historical survey of the Old Testament period, with special emphasis on God's redemptive purpose in relation to the coming of Christ.

BI 2893 Reading Your Life in the Biblical Narrative

This course will encourage students to understand how their story is a part of God's overarching narrative. This course will assist students in interpreting their vocational callings through the trajectory of God's plan.

BI 3213 Faith and Culture

Beginning with the question, "Who are we?" we consider what it means to fully participate in God's kingdom. Out of this identity (kingdom worldview) we will enter into conversation with contemporary philosophy, science, social theory and world religions. The purpose of the course is to assist the student in forming a deeper Christian faith and to equip him/her to engage in meaningful dialog with those of other ideologies.

BI 3433 Disciplines for Christian Living

This course gives students resources, encouragement, and experience in the regular practices that deepen their awareness of relationship with God. This course may satisfy the SALT Tier II requirement.

Business Courses

PSAC 2103 Accounting for Leaders

An introduction to financial and managerial accounting principles related to business leaders. This course covers financial statement preparation, financial reporting of cash, receivables, inventories, liabilities, and equity based on a user's perspective. Various types of costing and operational budgeting will also be introduced in this course.

PSEC 2003 Economic Concepts for Leaders

This course includes basic principles in the context of macroeconomics and microeconomics for leaders. Macroeconomic concepts studied in this course include the following: modern society and government policy, national income accounting, output determination, fiscal policy, the banking system and international trade. Microeconomic concepts introduced in this course include the following: modern society and business, scarcity and allocation of resources, supply and demand, American and global economies, and resource markets.

PSFI 3023 Financial Acumen for Leaders

Financial planning and management techniques for leaders will be covered in this course. Topics for this course include the financial planning process, risk management, time value of money, budgeting, financial statements analysis, and working capital management.

PSMG 2013 Management Principles for Leaders

This course consists of an introduction to basic management principles for leaders. Topics include effective management of a business which focuses on planning, organizing, coordinating, and controlling. Principles of management and leadership and their application to the development of improved managerial effectiveness will also be covered.

PSMG 3023 Servant Leadership

This course explores principles and practices of servant leadership. Students will demonstrate the key dimensions of servant leadership through service-learning opportunities. Opportunities to discuss integration of faith and service in the workplace will be included in this course. Emphasis will be placed on ethics and leadership in a dynamic and changing world.

PSMG 4013 HR Management for Leaders

In this course, the methods and strategies of personnel management will be addressed. Proper procedures for recruitment, selection, motivation, promotion, training, performance evaluation, and compensation is covered. Legal aspects of managing people will be explored, as well as application to the development of improved effectiveness for leaders.

PSMK 2013 Marketing Concepts for Leaders

This course consists of an introduction to basic marketing principles for leaders. Topics include an analysis of the roles, methods, costs and problems associated with any type of business. In this course, the role of marketing in society and the marketplace will be explored. Principles of marketing and leadership and their application to the development of improved effectiveness will also be covered.

CORE Competencies Courses

Badges are awarded for each of the following courses:

CORE 201V Elementary Active Listening

Effective performers use and interpret non-verbal behaviors, show full attention, and ask basic questions to clarify.

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 203V Elementary Written Communication

Effective performers write clearly and concisely, composing informative and convincing memos, emails, letters, reports, and other documents. Regardless of the format, they are able to use the written language to convey both substance and intent with accuracy.

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 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 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 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 212V Elementary Drive/Energy

Effective performers are go-getters, consistently show up on time, display a visibly positive attitude and drive enthusiastically toward needed results.

CORE 215V Elementary Global Skills

Effective performers embrace diversity in people, stay current with relevant international trends, start to build a global mindset in their chosen discipline and make decisions that reflect the global nature of the marketplace.

CORE 218V Elementary Influence

Effective performers are capable of being persuasive and able to motivate others, communicate clearly and effectively in informal settings, gain respect, are responsive, practice what they preach and are well-prepared when attempting to influence.

CORE 220V Elementary Initiative

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 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 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 multimedia adequately.

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 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 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 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 301V Applied Active Listening

Effective performers encourage speakers with appropriate responses, actively set aside distracters and summarize to ensure understanding.

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 303V Applied Written Communication

Effective performers write clearly and concisely, composing informative and convincing memos, emails, letters, reports, and other documents. Regardless of the format, they are able to use the written language to convey both substance and intent with accuracy.

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 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 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 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 312V Applied Drive/Energy

Effective performers demonstrate an understanding of the importance of continuously modeling motivation, initiate important programs with passion and enthusiasm, maintain a high level of energy for sustained periods, look for high energy and enthusiasm in others and maintain a team environment that rewards high energy and enthusiasm.

CORE 318V Applied Influence

Effective performers are visible and steady team leaders, present positive presence, are respected for technical expertise, communicate decisions and rationale in a respectful way and effectively adjust style to fit team needs

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 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 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 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 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 331V Applied Results Orientation

Effective performer 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 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, creative energy and ideas to the team, recognize and praise team members' contributions and readily engage new team members.

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 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 403V Advanced Written Communication

Effective performers write clearly and concisely, composing informative and convincing memos, emails, letters, reports, and other documents. Regardless of the format, they are able to use the written language to convey both substance and intent with accuracy.

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 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 406V Advanced Composure

Effective performers set the appropriate emotional tone, use emotional detachment appropriately and retain emotional control under stress.

CORE 407V Advanced Conflict Management

Effective performers successfully mediate conflict between groups, encourage debate and discussion, model open debate, establish formal opportunities to air differing opinions, and are skilled at turning aggressive conflict into healthy debate.

CORE 412V Advanced Drive/Energy

Effective performers set the pace for the functional work ethic of the organization, conduct business at a fast-paced and high-energy level, leverage functional meetings and communications to energize associates, work enthusiastically and productively under stress and establish structure and processes to reward enthusiastic drive.

CORE 418V Advanced Influence

Effective performers communicate an agenda across functions, understand the dynamics of power and responsibilities of leadership and clearly articulate advantages to situations.

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 426V Advanced Organizing & Planning

Effective performers constantly 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 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 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 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 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 438V Advanced Team Player

Effective performers are willing and able senior collaborators, readily yielding individual goals to meet organizational goals and implement initiatives that promote teamwork.

Customer Experience Courses

CXE3003 Customer Experience Strategy

Customer Experience professionals build competitive advantage by creating engaging end-to-end customer experiences that anticipate users' needs, leverage data cleverly and efficiently, and build your brand. We will reveal strategies to increase customer retention and satisfaction and for understanding customer needs and desires. We will dissect the processes that ensure you are meeting your customers' dynamic needs, and consider possible purchasing process enhancements for improving customer outcomes and retention.

CXE3013 Relationship Marketing

We were created for relationship. It is our natural mode. Unsurprisingly, marketing and sales efforts have been shown to be more productive within the context of existing relationship: People buy from people. This course explores the centrality of relationships to sales and marketing success, and teaches you skills for building authentic, productive relationships. You will learn how to build trust and how to foster the honest, open communication that is the lifeblood of loyalty. You will gain insight into balancing the personal and professional aspects of relationships, and deepen your appreciation along the way of how relational aptitude transcends professional success.

CXE3023 Design Thinking and Choice Architecture

In order to improve the world around you in the workplace, at your home, in your community, the ability to reimagine the way things around you work together is a critical skill set, which involves a combination of technical expertise, reflection, and creativity. The design thinking course provides an in-depth review of the techniques and tools necessary to ground change-management projects in best practice models for a variety of leadership opportunities. In this course, the student will also become familiar with strategies to articulate and visualize creativity. The design thinking course is well-suited for students interested in business strategy, policy entrepreneurship or organizational design.

CXE3043 Storytelling for Customers

Stories are the mind's native language. Because our lives unfold in a linear progression, we naturally process and communicate through narratives. We are hardwired to respond to them, viscerally and emotionally. In this course you will learn how to harness the innate power of stories to engage customers and build your brand. Through this course, you will learn a useful framework for building your story, approaches for building a story for your brand, and strategies for permeating your marketing efforts with your story brand.

Data and Technology Courses

PSDT 1013 Data Management Systems for Organizations

This course provides an introductory study of Data Management Systems (DMS), including systems and techniques for information acquisition, retrieval, visualization and decision making processes. Critical examinations of the role of data management systems within public, private, and governmental organizations are explored.

PSDT 1023 Introduction to Decision Support Systems

This course provides students with an introduction to the concepts and practices employed by systems used in the decision-making processes. Basic techniques for information storage, query, retrieval, and visualization are explored, including a survey of modern decision support systems and how they are used to solve difficult or time-critical problems.

PSDT 2103 Information Concepts and Design

This course provides a detailed introduction to the concepts, structure, and theories of information. An introduction to data modeling and definitions is given, with emphasis on organizational data. Basic concepts in design and query languages are explored.

PSDT 2113 Database Administration for Organizational Support

This course covers basics of installation, configuration, and administration of database servers and applications. Students are introduced to all the logical and physical components of database servers and infrastructures, as well as basic queries and query languages. Tools and strategies for access, allocation, management, queries, backup, recovery and migration are covered, with an emphasis on how these systems and operations support and enhance critical organizational functions.

PSDT 3013 Analysis Tools for Organizational Leaders

This course examines current tools, technologies, trends and practices for data-driven analysis and the role those tools play in organizational decision-making. This course includes a survey of modern desktop and cloud-based applications for analytics.

PSDT 3023 Enterprise Information Management and Analysis

This course takes an in-depth look at enterprise data management solutions and how data from multiple departments or organizations relate to each other. An emphasis is placed on strategies surrounding data warehousing, extraction, transformation, and delivery.

PSDT 3113 Networking Concepts and Applications

This course provides an introduction to networking concepts and networked application environments and applications. Emphasis is placed on the physical and logical design of networks, topologies, and layered applications. Topics include: the OSI model, network hardware technologies, internet protocols, wireless networks and security enhancements. Examples relevant to organizational implementations are explored.

PSDT 3123 Information Security Management

The course introduces students to the broad realm of information security, with a focus on leadership and decision-making challenges surrounding the concepts of network security, vulnerabilities, risk management/mitigation techniques, security of physical resources, and relevant organizational policies and procedures. An overview of modern support applications, as well as certifications and professional responsibilities are included.

PSDT 3133 Trends in Technology Management

This course will study current trends and modern applications in technology management and examines how those developments will impact future business processes and operations.

PSDT 4113 Decision Support Systems Implementation

This project course focuses on implementing a Decision Support System within an organization. Course projects are subject to instructor review. Course emphasis includes change management, knowledge extraction and impacts on major business Functions.

Entertainment Management Courses

EM 2003 Nonprofit Arts Management

This course focuses on leadership roles in non-profit visual and performing arts, analyzing how they shape artistic identity, create economic impact, form internal culture, market, fundraise, and manage their organizations.

EM 3003 Entertainment Management

This course is a broad survey of the entertainment industry that analyzes the role business professionals and content creators play in the production, distribution, and monetization of artistic content for the global marketplace.

EM 4003 Entrepreneurship in the Arts

This course will not only train students how to use the entrepreneurial mindset to have a sustainable career in the arts but also teach them key strategies in how to shape the future of the arts and entertainment world.

General Education Courses

CO 1003 Introduction to Communication

A course in the fundamental principles of effective oral communication. Special attention is given to the selection and organization of materials and the presentation of speeches. Three emphases of the course are: theory, practice and constructive criticism.

EN 1113 Introduction to University Writing

A first-year composition course that focuses on recognizing and responding to different rhetorical situations and developing effective writing processes. Students will learn rhetorical analysis and practices, the effective use of readings and source materials, techniques for generating, revising, and editing texts produced to meet specific situations. Students will produce three to four projects totaling 3000 words. The course will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor. Students must complete EN 1113 with a grade of “C” or above before enrolling in EN 1313.

Prerequisite: Score of 1 or 2 on English writing placement exam.

EN 1313 University Writing

A first-year composition course that develops students’ ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. The course is designed to help students develop transferable skills of analysis and argumentation, applicable to a variety of disciplines. Students will produce at least four projects totaling 4000 words of formal writing. At least one of the essays must be an evidence-based argumentative essay. The course will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor. This course meets the standards for Foundations general education credit.

Prerequisite: Score of 3 or higher on English writing placement test. Students who take EN 1113 must receive a C or above as a prerequisite for EN 1313.

LUEG 3093 Engage: Creativity-Wonder, Work, Worship

A multidisciplinary course, co-taught by at least one faculty member and faculty or professionals from other disciplines, that investigates a particular theme, using insights, methods and habits of thought from the liberal arts (math, sciences, humanities, and the fine arts), Bible and other academic disciplines to connect a student's major to the theme through project-based learning. This course meets an elective Bible requirement and is a LIGHT-designated course.

LULT 2183 Reading, Watching, Participating in the Story

To meet the increasing demand for dual literacy in both written and visual language, this course explores the relationship between written literature and popular forms of visual narrative such as film, comics, games, and television. Students will read a variety of works from different literary periods, cultures, and genres, focusing on the fundamental elements of literature such as character, plot, theme, setting, and diction. Students will also explore the unique qualities of different forms of visual narrative, asking questions such as: How does telling a story visually affect the choices made by the storyteller? To what extent do commercial considerations impact the way a story is told?

LUMS 2003 Power of Science: Biology / Chemistry

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. Lecture 2 hours. Lab 2 hours.

MA 1043 Survey of Fundamental Math

Topics covered are problem solving, logic, numeration systems, metric systems, basic concepts of number theory and algebra, sequences, series, and financial mathematics. Lipscomb Online will also consider PSMA 1033 as an appropriate prerequisite.

MA 1113 College Algebra

Functions and graphs; exponential and logarithmic functions; systems of equations and inequalities; sequences, series, and probability. Prerequisites: two years of high school algebra and at least a 21 ACT (or 500 SAT) math score, or MA 1030 with a minimum grade of "C." Lipscomb Online will also consider MA 1043 or PSMA 1033 as an appropriate prerequisite.

PE 2012 Lifetime Wellness

This course is an introduction to fitness and wellness. Students will take a fitness assessment and explore ways to establish fitness goals and improve their overall wellness, including participation in an exercise program. Other topics include: healthy nutrition and weight management, managing stress appropriately and understanding the importance of engaging in a healthy lifestyle. This course is available for freshmen only.

PSMA 1033 Foundational Mathematics

This course reviews basic arithmetic, algebraic, statistical, and probability concepts that are applicable in a variety of areas both in daily life and in the work world. Students will gain a foundation of understanding that will be both applicable and supportive both at home and at work. Concepts covered are applicable to any major and help to prepare a student toward taking further mathematical courses.

Courses in other sections of this catalog may also count as General Education Requirements. For example, psychology courses may count for the general elective requirement for social science. However, if also using General Education classes to count for a major or concentration as well, there must still be at least 30 distinct hours in the major.

Integrated Studies Courses**INST 2013 Portfolio Workshop (0)**

This four-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.

INST 2113 Introduction to Integrated Studies

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.

INST 3003 Principles and Practices of Integrated Thought

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. Prerequisite: INST 2113

INST 4003 Senior Project: Restorative Responses

This project requires the student to integrate and apply knowledge learned in the classroom in a real-life project. The project requires the student to integrate the two chosen concentration areas with other course work to address a real world situation. This course must be taken in the student's last semester.

Prerequisites: INST 2113, INST 3003

INST 4103 Research Methods

This online course introduces the student to research principles and methodologies as well as a professional style of writing at the graduate level. The student will be introduced to various research approaches, learn to identify important elements in a research article, formulate research questions, design a novel research proposal, and apply basic conventions of a professional style of writing.

Organizational Leadership Courses

OGLD 4XNV Special Topics in Organizational Leadership (1-3 credit hours)

This course covers material that does not fit neatly into the other courses in the Organizational Leadership major, either for conceptual reasons or time constraints. The course will be composed of several distinct content models. Specific titles will be announced in the course schedule. Some topics include: Creating a Personal Brand.

OGLD 224V Elementary Mission Focus

Effective performers know personal mission, vision and values, support that mission and incorporate mission into daily activities.

OGLD 315V Applied Global Skills

Effective performers are very portable, have a global perspective, have an international experience, review global content and demonstrate an understanding of globalization in their discipline.

OGLD 324V Applied Mission Focus

Effective performers are very portable, have a global perspective, have an international experience, review global content and demonstrate an understanding of globalization in their discipline.

OGLD 363V Career Planning and Competencies

This course is designed to be taken at the end of the program to help a student incorporate personalized competency profiles including strengths, growth, and demonstrated skill sets in the job search or career advancement processes. Prerequisite: OGLD 3404 Applied Workplace Skills and Assessment and Development; 5 three credit CORE competency areas at the 3000 level or above.

OGLD 3603 Applied Leadership Ethics

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

This course creates the conceptual framework for the entire program with readings from classic leadership texts and study of great leaders. It is offered in a hybrid format at the beginning of the program with one intensive day and ongoing online synchronous seminars.

OGLD 3623 Talent Development 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 415V Advanced Global Skills

Effective performers translate global trends into local action, consult global network to shape ideas, consider global implications of domestic current events and have a global knowledge base.

OGLD 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.

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.

OGLD 4993 Capstone

This serves as the culminating course in the major, allowing students to synthesize the leadership core courses and subject matter major or concentration into a meaningful final paper or project that demonstrates their competencies and applies their learning. This course must be taken in the student's final semester. Prerequisites: CORE 1000/OGLD 3404, CORE 305V, CORE 312V, CORE 318V, CORE 326V, CORE 329V, CORE 330V

Psychology Courses

PS 1113 Introduction to Psychology

An introductory course covering a variety of topics within the field of psychology such as sensation-perception, consciousness, learning and memory, motivation, emotion, development, attitudes and others.

PS 2313 Behavior Modification

A study of the application of behavioral principles (classical and operant conditioning) to applied settings. Prerequisite: PS 1113

PS 2423 Life Span Development

A course designed for psychology and social work majors, though open to all students, as a practical survey of human development from conception through death and dying.

Prerequisite: PS 1113

PS 2503 Behavioral Statistics

The course provides an introduction to descriptive and inferential statistics with applications for the social and behavioral sciences. Special emphasis placed on applying statistical tests to a variety of experimental and quasi-experimental designs. Statistical software skills will also be introduced for data entry, data display and statistical analysis. Not open to mathematics majors without approval from the mathematics department. Non-majors need approval by instructor.

Prerequisite: MA 1113 or higher, or 23 ACT or 505 SAT score

PS 2603 Introduction to Psychological Research

An overview of research methods in psychology with a special emphasis on library research. A research paper consistent with the format specified in the Publication Manual of the American Psychological Association is required.

Prerequisite: PS 1113

PS 3413 Social Psychology

A study of interpersonal human relationships with attention to person perception, attribution, nonverbal communication, altruism, affiliation, attraction, conformity, aggression and attitude formation and change. PS 1113

PS 3463 Personality Theories

A survey of the significant theories of personality development with an emphasis on both historical and current personality theories and models.

Prerequisite: PS 1113.

PS 3543 Psychological Measurement

An introduction to the theory and techniques of psychological measurement, including the various tests of human abilities, attitudes and personality characteristics, along with discussion of various intelligence testing techniques. Gives the student the conceptual framework for more advanced study.

Prerequisite: PS 2503

PS 4423 Abnormal Psychology

A survey study of the definitions, history, causes, and developmental and treatment processes of abnormal (maladaptive) patterns of human behavior.

Prerequisite: PS 1113

PS 4523 Cognitive Psychology

A course which focuses on the major theories related to learning with special attention to the study of memory and information processing.

Prerequisite: PS 1113

PS 4543 Biological Psychology

A course which surveys the biological basis of behavior. The course surveys neuroanatomy, functioning of the nervous system, endocrine hormones and other biological and chemical influences upon behavior.

Prerequisite: PS 1113

PS 4613 History and Systems of Psychology

A study of the development of psychological thought from philosophical beginnings with emphasis upon leading theorists and their concepts from 1879 to the present. This is the capstone senior seminar course for psychology majors.

Prerequisite: Senior standing

Public Administration Courses

PUB 1003 American National Government and Administrative Law

This course is designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. Students will study the basic concepts of democratic thought by analyzing components of the U.S. Constitution, investigating federalism, and exploring America's political culture, core beliefs, the influence of interest groups, the electoral process, and the structure and purpose of the federal bureaucracy. This

course will also delve into civil rights, civil liberties, and the establishment of the meritocracy system.

PUB 1013 Public Administration and Society

This course provides a comprehensive overview of public administration in our American system of government, including the execution of the public laws, regulations, court decisions, and public policies that form the core of our constitutional form of government. Students will examine administrative responsibilities, bureaucracy and core theoretical underpinnings of government bureaucracy and the administrative state.

PUB 3003 Management of Public Policy

This course explores the foundational and fundamental purposes of government in the United States and gives a comprehensive view of policy and policymaking. Students will examine the nature of public policy and policy choices and analyze several alternative approaches to understanding the policymaking process and evaluating its outcomes. This course also explores economic, social, and environmental normative elements of public policy for a more efficient, effective, and equitable government.

PUB 3013 Urban Politics

The United States is considered an urban country because the majority of the U.S. population lives in cities, and as a result, the majority of the country's wealth is produced and consumed in cities. What is politically (and economically) important to American cities is critically important to American national and international politics. This course takes a detailed look at urban politics and its commanding role in state, national, and international politics. It concludes with a critical assessment of the role of urban government.

PUB 4003 Public Finance and Budgeting

This course provides students with appropriate competence in the allocation, control, and management of financial resources that shape public policy and management. Topics include capital budgeting and finance, debt management, budget process (politics and strategies), tax structures and their implications, financial risk management tools, cash management, financial condition analysis, accounting and auditing, and cost allocation methods.

Lipscomb Initiative for Education (LIFE) Program, A.A.

This Associate of Arts (A.A.) degree program is offered exclusively for students residing at Tennessee Prison for Women. The program is not offered online. However, Lipscomb Online students who wish to take a course at the Tennessee Prison for Women may contact Dr. Kate Watkins, kate.watkins@lipscomb.edu to apply. A background check and training session are required.

Total hours required: 63

General Education Requirement	36 hours
Composition (EN 1113 and EN 1313)	6 hours
Communication (CO 1003 or other approved course*)	3 hours
Biological and Physical Science with lab	6 hours
Literature	3 hours
Math (excludes non-credit, developmental courses)	3 hours
Social Science	3 hours
Bible	9 hours
History	3 hours
Civic Engagement	27 hours

Distinctives of the Lipscomb Initiative for Education (LIFE) Program

Faith and secular-based universities share many academic goals. For Christians, however, the reconciliation of all people to God and one another (2 Corinthians 5) is an essential and defining commitment. Thus, a Christian university will pursue justice for the marginalized, build community with the disinherited and work to restore right relationships between alienated neighbors.

As an expression of this mission, Lipscomb University has, since 2007, offered an educational opportunity like few others. The Lipscomb Initiative for Education (LIFE) program selects courses from the University curriculum and relocates them from campus to the Tennessee Prison for Women in west Nashville. Qualified candidates from the TPW are admitted as Lipscomb students. Students in one of Lipscomb's baccalaureate programs may study with their Lipscomb peers residing at TPW by enrolling in these relocated classes. All students in the class at TPW, therefore, are Lipscomb University students earning college credit for their work. The course content may be essentially the same as if the courses were offered on campus, but the classroom context and diversity of students provides a rich, often life- changing educational experience. Whatever the academic discipline, together we explore something of what it means to be a minister of reconciliation in today's world.

Graduate Academic Programs

Master of Professional Studies

The Master of Professional Studies graduate degree is a flexible 30 to 36-hour program. The degree is designed for individuals who want to improve their job-related leadership skills at the advanced and strategic competency levels. Many of the certificates include an initial skills assessment (OGLD 5403) accompanied by a stackable certificate in varying concentrations listed below. Two or more certificates may be combined with the Master of Professional Studies core to complete a Master degree. Masters students work with a faculty advisor to select complementary certificates, create a research plan, and complete a capstone project integrating the content of the two academic certificates.

Students who wish to obtain a Master of Professional Studies degree by focusing on only one certificate area instead of two may extend the learning from the Master of Professional Studies Core with the additional Professional Studies Core courses listed below.

Master of Professional Studies Core (for students pursuing two or more certificates)

In order to complete the Master of Professional Studies graduate degree, learners will select their two stackable certificates (below) along with a research core consisting of the following courses:

OGLD 5101 Research Methods
OGLD 5992 Capstone

Master of Professional Studies Core (for students seeking an MPS while pursuing one certificate)

OGLD 5101 Research Methods
OGLD 5992 Capstone
OGLD 5403 Leadership Skills and Assessment
OGLD 5503 Strategic and Advanced Competency Development
 OGLD 524V Advanced Mission Focus
 OR
 OGLD 5613 Leadership Seminar

Three (3) of the following two-credit hour competencies required:

CORE 505V Advanced Communicativeness
CORE 512V Advanced Drive/Energy
CORE 518V Advanced Influence
CORE 526V Advanced Organizing and Planning
CORE 529V Advanced Problem Solving and Decision Making
CORE 530V Advanced Relationship Building

Business Leadership Certificate

(formerly Business Acumen)

Lead Faculty, Dr. Rick Holloway

This certificate is designed for students who wish to combine learning about leadership with their desire to learn more about the inner workings of business.

Students will take the following on-ground courses from the Master of Management core:

PSBL 5013 Strategic Leadership
PSBL 5023 Market Based Management
PSBL 5033 Accounting for Leaders
PSBL 5043 Financial Management for Leaders

Competency-Based Program Design Certificate

Co-Lead Faculty, Dr. Nina Morel and Emily Smith

The Certificate in Competency-Based Program Design is designed for higher education faculty and staff and other educational or training professionals who wish to learn how to create and design a competency-based program in their educational organizations.

OGLD 5303 Defining Competencies and Identifying Assessments
OGLD 5313 Designing Staff and Faculty Roles in CBE Programs
OGLD 5323 Financial Models and Business Processes for CBE Programs
OGLD 5343 Accreditation and Continuous Improvement for CBE Programs
OGLD 5403 Leadership Skills and Assessment

Global Leadership Certificate

Lead Faculty, Dr. Carolina Santiago

The Certificate in Global Leadership is designed to prepare individuals to see their leadership role in a global context. This certificate will help students develop a global perspective that will strategically benefit their organization. Students will evaluate plans and determine global acceptance and impact. They will gain experience that results in understanding and appreciation of foreign and domestic cultures and markets. More specifically, students will be prepared to look beyond their own borders for opportunities and threats, set goals and cast vision based on that perspective, and have the transnational skills needed to manage across those borders.

OGLD 5403 Leadership Skills and Assessment
OGLD 515V Advanced Global Skills
OGLD 5413 Global Agility
OGLD 5013 Images & Issues in Global Leadership
OGLD 5623 Talent Development and Coaching for Leaders

Performance Coaching Certificate

Lead Faculty, Dr. Michael Cauley

The Certificate in Performance Coaching is designed to prepare individuals to use coaching in either a leadership role or a coaching practice. Cognitive coaching, transformational coaching and other approaches and methods will be studied so that students may develop their own coaching approach for their workplace setting. Coaching skills and professional ethics, as identified by the International Coaching Federation, will be developed and demonstrated.

Graduates may achieve and use International Coaching Federation certification that can be applied in a variety of fields (ministry, non-profit, executive or life coaching, private practice, etc.).

OGLD 5023 Active Listening and Somatics
OGLD 5011 Mentoring I
OGLD 5033 Foundations of Ethical Coaching
OGLD 5021 Mentoring II
OGLD 5633 Applied Coaching Skills
OGLD 5031 Mentoring III
OGLD 5643 Structures and Models
OGLD 5041 Mentoring IV

Strategic Leadership Certificate

Lead faculty, Dr. Carolina Santiago

The Certificate in Strategic Leadership is a graduate professional certificate designed for individuals who want to improve their core job-related skills at the advanced and strategic levels. The certificate includes a battery of initial skills and personality preferences assessments, reflections, action planning, goal setting and executive coaching as well as leadership seminars. This certificate is for students who already possess the content knowledge needed for their profession but want to advance to an executive level in their organization. This certificate also provides a core base of professional competencies for students who wish to focus on one content area or certificate in their master's program.

OGLD 5403 Leadership Skills and Assessment
OGLD 5503 Strategic and Advanced Competency Development
OGLD 524V Advanced Mission Focus
OR
OGLD 5613 Leadership Seminar

Three (3) of the following two-credit hour competencies required:

CORE 505V Advanced Communicativeness
CORE 512V Advanced Drive/Energy
CORE 518V Advanced Influence
CORE 526V Advanced Organizing and Planning
CORE 529V Advanced Problem Solving and Decision Making
CORE 530V Advanced Relationship Building

Sustainability Certificate

Lead Faculty, Dodd Galbreath

(Offered in collaboration with the College of Leadership and Public Service)

SU 6003 Sustainable Earth Systems
SU 6023 Sustainable Enterprise
SU 6053 Society, Environment & Change
SU 6113 Principles of Applied Sustainability
SU 6XXX Advanced Sustainability elective

The above program of study for Sustainability will change in June, 2019. Students who begin these courses in January or March 2019 will have two semesters to complete their original course of study or they may substitute the new courses for the ones that are incomplete.

Graduate Course Listings

Badges are awarded for all courses with the CORE prefix.

CORE Courses

CORE 501V 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 503V Advanced Written Communication

Effective performers write clearly and concisely, composing informative and convincing memos, emails, letters, reports, and other documents. Regardless of the format, they are able to use the written language to convey both substance and intent with accuracy.

CORE 504V 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 505V 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 506V Advanced Composure

Effective performers set the appropriate emotional tone, use emotional detachment appropriately and retain emotional control under stress.

CORE 507V Advanced Conflict Management

Effective performers successfully mediate conflict between groups, encourage debate and discussion, model open debate, establish formal opportunities to air differing opinions, and are skilled at turning aggressive conflict into healthy debate.

CORE 512V Advanced Drive & Energy

Effective performers set the pace for the functional work ethic of the organization, conduct business at a fast-paced and high-energy level, leverage functional meetings and communications to energize associates, work enthusiastically and productively under stress and establish structure and processes to reward enthusiastic drive.

CORE 518V Advanced Influence

Effective performers communicate an agenda across functions, understand the dynamics of power and responsibilities of leadership and clearly articulate advantages of situations.

CORE520V 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 526V Advanced Organizing & Planning

Effective performers constantly 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 528V 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 529V Advanced Problem Solving & Decision Making

Effective performers possess cross-organization analytical skills, mentor and empower others, proactively consider cross-team impacts, consider outcomes and facilitate functional decision-making sessions.

CORE 530V 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 531V 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 538V 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 601V Strategic Active Listening

Effective performers are listening champions, instrumental in establishing sustainable organization-wide communication initiatives in which active listening is valued and recognized, hold organization accountable for maintaining effective listening skills and establish formal and informal reward programs for effective listening.

CORE 602V Strategic Assertiveness

Effective performers model executive self-assurance, communicate a solid vision and purpose for the organization, listen to others, show conviction and exude utmost confidence.

CORE 603V Strategic Written Communication

Effective performers write clearly and concisely, composing informative and convincing memos, emails, letters, reports, and other documents. Regardless of the format, they are able to use the written language to convey both substance and intent with accuracy.

CORE 604V Strategic Change Agility

Effective performers initiate major organizational change, are sought out to lead major change initiatives and understand the importance of managing transitions.

CORE 605V Strategic Communication

Effective performers hold their organization accountable for maintaining effective communications, establish formal structures that support informal information sharing and advocate information flow as a competitive advantage.

CORE 606V Strategic Composure

Effective performers set an overall positive emotional tone for the organization, continue to perform effectively under extremely challenging circumstances, can be counted on to exhibit calm and control and lead the organization through ambiguous situations with appropriate emotions.

CORE 607V Strategic Conflict Management

Effective performers use executive position to model a win-win standard, create an organizational environment that encourages and manages constructive conflict, establish structures that support debate and discussion and establish reward and recognition.

CORE 612V Strategic Drive/Energy

Effective performers demonstrate a continuously high level of pride and enthusiasm about the organization, leverage opportunities to publicly recognize the organization's achievements, demonstrate authentic passion toward the organization, and establish strategic goals and metrics to energize motivation.

CORE 618V Strategic Influence

Effective performers develop and implement appropriate and creative rewards and incentives, influence across all levels, are leaders and have a commanding presence.

CORE 620V Strategic Initiative

Effective performers proactively create and implement organization-wide or extra-organizational initiatives, establish enterprise-wide initiatives for recognition and reward, set the tone for the organization and consistently look for opportunities to improve the organization.

CORE 626V Strategic Organizing and Planning

Effective performers provide a framework for setting priorities across the organization, effectively handle multiple demands at the highest level, and establish efficiency measures for the organization.

CORE 628V Strategic Presentation Skills

Effective performers frequently present for the organization in high-profile situations, give powerful presentations using innovative techniques, are very adept at managing challenging questions and are very skilled at handling volatile audiences.

CORE 629V Strategic Problem Solving and Decision Making

Effective performers are expert at anticipating and creatively solving strategic problems, maintain an external executive network, demonstrate the ability to make decisions quickly in crisis situations and continually monitor impact of decisions.

CORE 630V Strategic Relationship Building

Effective performers cultivate an environment for the organization in which people and relationships are valued, maintain a comprehensive network of relationships, spend time and

effort cultivating relationships, communicate the value of relationship networks to the organization and establish events to reinforce and reward relationship building.

CORE 631V Strategic Results Orientation

Effective performers regularly celebrate the organization's accomplishment of strategic goals, establish organization's strategic goals, evidence a sense of strategic urgency and set challenging but achievable organizational goals.

CORE 638V Strategic Team Player

Effective performers always put the organization first, foster an environment in which resources and information are shared openly, and are sought to participate in the highest organizational teams.

Business Leadership Courses

PSBL 5013 Strategic Leadership

This course blends leadership theory with practice. Students will learn the key dimensions of leadership. Students will explore the best practices and the theories underpinning them. Topics covered include strategy, the importance of communication, team leadership, ushering change, emotional intelligence, driving a purpose, values and mission within a culture.

PSBL 5023 Market-Based Management

This course is an advanced study of the practices and policies of sales and marketing management in business firms; including the study of markets, market trends, sales organization, sales planning, sales promotion, salesmanship, and consumer relations.

PSBL 5033 Accounting for Leaders

The introduction to financial accounting concepts, covering fundamentals of financial statement preparation for partnerships and corporations based on a user's perspective. A study of the full accounting cycle in accordance with generally accepted accounting principles for the financial reporting of assets, liabilities and equity.

PSBL 5043 Financial Management for Leaders

This course introduces students to management use of financial accounting data for internal decision making. A study of financial statement analysis, reporting of cash flows, cost-volume-profit analysis, cost systems and allocation methods, short-term decision-making, operational budgeting and performance management. It is recommended that students take Accounting for Leaders prior to Financial Management.

Organizational Leadership Courses

OGLD 515V Global Skills

Effective performers translate global trends into local action, consult global network to shape ideas, consider global implications of domestic current events and have a global knowledge-base.

OGLD 524V 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.

OGLD 615V Strategic Global Skills

Effective performers have a well-developed international network, integrate and connect global trends, seek global opportunities, successfully advocate for global practices, monitor the globe when making a decision and are extremely comfortable beyond local borders.

OGLD 624V Strategic Mission Focus

Effective performers establish or refresh their mission, communicate their mission to others, integrate all behaviors to support their mission and use their mission statement as a starting point for decision making.

OGLD 5011 Mentoring I

In this course students will record a 30-minute coaching session and submit the recording and transcript to an ICF Mentor Coach. The ICF Mentor Coach uses ICF PCC Markers to evaluate the outcome of the student's progress in attaining competency at the ICF PCC level.

Corequisite: OGLD 5023

OGLD 5021 Mentoring II

In this course students will record a 30-minute coaching session and submit the recording and transcript to an ICF Mentor Coach. The ICF Mentor Coach uses ICF PCC Markers to evaluate the outcome of the student's progress in attaining competency at the ICF PCC level.

Prerequisite: OGLD 5011

Corequisite: OGLD 5033

OGLD 5031 Mentoring III

In this course students will record a 30-minute coaching session and submit the recording and transcript to an ICF Mentor Coach. The ICF Mentor Coach uses ICF PCC Markers to evaluate the outcome of the student's progress in attaining competency at the ICF PCC level.

Prerequisite: OGLD 5021

Corequisite: OGLD 5633

OGLD 5041 Mentoring IV

In this course students will record a 30-minute coaching session and submit the recording and transcript to an ICF Mentor Coach. The ICF Mentor Coach uses ICF PCC Markers to evaluate the outcome of the student's progress in attaining competency at the ICF PCC level.

Prerequisite: OGLD 5031

Corequisite: OGLD 5643

OGLD 5013 Images and Issues in Global Leadership

This course will give learners global exposure with a unique view at the comparative attributes of leadership in different cultures. It will provide an opportunity to encounter cases of current world issues and the multiple ways in which global cultures interpret the problem(s) they confront. It will further view how they approach leadership toward resolution. Students will be asked to apply their global agility skills to be a part of problem-solving.

OGLD 5023 Active Listening and Somatics

Effective performers frequently mentor others in active listening skills and are sought for roles requiring advanced listening skills. Active Listening includes somatics, observation and engagement of our whole person, which includes learning how our body and the body of our

client responds as the learning relationship for the purpose of change between coach and client is developed.

Corequisite: OGLD 5011

OGLD 5033 Foundations of Ethical Coaching

This course will examine the role of the coach and application of ethics and standards in the professional coaching environment. Students will develop knowledge of resources and skills needed to meet ethical guidelines and professional standards, establish the coaching agreement, establish trust and intimacy with the client, and handle ethical dilemmas in a coach-client relationship.

Prerequisite: OGLD 5023

Corequisite: OGLD 5021

OGLD 5101 Research Methods

This online course introduces the student to research principles and methodologies as well as a professional style of writing at the graduate level. The student will be introduced to various research approaches, learn to identify important elements in a research article, formulate research questions, design a novel research proposal, and apply basic conventions of a professional style of writing.

OGLD 5303 Defining Competencies & Identifying Assessments (TBR)

This online course will provide you with the most current and relevant information, research, shared and emerging practices in the competency-based education design element: competency identification and assessment. More specifically, it will guide you in conducting market research to gain a better understanding of program demand, targeting and clearly defining competency areas, validating competency areas with stakeholders, and using authentic assessment practices to successfully measure learning outcomes.

OGLD 5313 Designing Staff & Faculty Roles in CBE Program

This online course will provide you with the most current and relevant information, research, shared and emerging practices in the competency-based education design element: flexible staff and faculty roles. More specifically, it will introduce and guide you through faculty and staff engagement, roles and responsibilities, and hiring practices.

OGLD 5323 Financial Models & Business Processes for CBE Programs

This online course will provide you with the most current and relevant information, research, shared and emerging practices in the competency-based education design element: financial models and business processes. More specifically, it will introduce you to current movements in the field including financial aid initiatives at the federal level, flexible pricing models to support non-traditional program offerings, and engaging employer partnerships.

OGLD 5343 Accreditation & Continuous Improvement for CBE Program

This online course will provide you with the most current and relevant information, research, shared and emerging practices in the competency-based education design element: accreditation and continuous improvement. More specifically, it will guide you to researching accreditor familiarity and criteria for competency-based programs, evaluating program outcomes, making data-based program decisions, and provide recommendations for working with your regional accreditor.

OGLD 5403 Leadership Skills & Assessment Development

This course includes an initial assessment of leadership skills for students followed by individualized feedback, a personalized learning plan, and further development of 1 out of 15 CORE competency areas. Development of the chosen competency area will support each student's career goals by including working with a competency development coach, online learning modules, job-embedded activities, and feedback. The price of this course includes transcription fees of all demonstrated competency areas.

OGLD 5413 Global Agility

This course builds upon the personal competencies of self-objectivity, learning agility, change mastery and composure as well as the social competencies of relationship building, information sharing and social awareness to develop leadership agility in vision, influence, team building, and communication. Students will define, analyze, and begin to develop and demonstrate the capacity for self-transformation, self-contextualization, omnicompetence, gifts of spiritual leadership, ethnorelativism, and transcendence.

OGLD 5503 Strategic and Advanced Competency Development

This course includes a 360 perspective of leadership skills and development for students working towards an advanced or strategic level across competency areas indicative of successful leadership. Students will seek objective feedback from supervisors, peers, and direct reports related to leadership style as well as strengths and development opportunities. In partnership with the instructor, students will design a strategic action plan to develop to the next level, advanced or strategic, in one or more competency areas. A final reassessment of leadership style and skills will provide feedback on leadership growth.

Prerequisite: OGLD 5403

Corequisite: OGLD 5613

OGLD 5613 Leadership Seminar

This course creates the conceptual framework for the entire program with readings from classic leadership texts and study of great leaders. This course will survey leadership styles and applications in a real-world context.

Prerequisite: OGLD 5403

Corequisite: OGLD 5503

OGLD 5623 Talent Development & Coaching for Leaders

In this self-paced, competency-based, coach-enhanced course, students will study cases, conduct job (or community) embedded projects, role play situations, conduct peer coaching conversations, lead work teams, and work with a coach to develop and demonstrate the competencies of talent development, leader identification, and team management.

Prerequisite: OGLD 5403

OGLD 5633 Applied Coaching Skills

In this self-paced, competency-based, coach-enhanced course, students will study cases, conduct job (or community) embedded projects, role play situations, conduct peer coaching conversations, lead work teams, and work with a coach to develop and demonstrate the competencies of talent development, leader identification, and team management.

Prerequisite: OGLD 5033

Corequisite: OGLD 5031

OGLD 5643 Structures and Models

Effective coaching engagements within organizations include individual and team coaching. Students will study structures and models to differentiate between team building and team coaching to design principles and practices to establish group intimacy in conversation for actionable goals and accountability.

Prerequisite: OGLD 5633

Corequisite: OGLD 5041

OGLD 5645 Coaching Mentorship and Practicum

This course should be taken when most of the content of coaching has been completed. Students will work closely with a mentor coach as they practice with several clients (up to 75 hours of coaching) in an actual coaching situation. Practice ICF tests and online learning modules will be required. The mentor coach will listen to recordings of actual coaching conversations and offer feedback to the student coach.

Oral exam fee \$500

OGLD 5992 Capstone

This course serves as the culminating program for graduate students, allowing them to synthesize the competency core, concentration and competency electives into a meaningful paper or project that demonstrates their leadership competencies and applies their learning.

Prerequisites: OGLD 5403

Corequisite: OGLD 5101

Sustainability Courses

SU 6003 Sustainable Earth Systems

Studies how the Earth's systems are the model for sustainable and regenerative practice. Students will review basic earth sciences and analyze the structure and function of abiotic and selected biotic systems to later apply these lessons to human and natural challenges.

SU 6113 Principles of Applied Sustainability

All sustainability professionals must eat food, live and work in buildings/sites, use energy, and measure sustainability performance. These interactions most commonly define individual commitment, integrity and professionalism in regard to the daily practice of sustainable living. The course will survey the array of applied practices in each of these focal areas and introduce core principles that are prerequisite to more in depth specialization.

Prerequisite: SU 6003.

SU 6023 Sustainable Enterprise

Explores business as the model for delivering prosperity and for achieving sustainability in timely, reliable, affordable, effective and creative manner. It reviews fundamentals of business models, tools and frameworks that are used to incorporate social and natural dimensions in a competitive and profitable manner.

Prerequisite: SU 6003 or consent of program director.

SU 6053 Society, Environment, and Change

This course is an exploration into social dimensions of sustainability. Drawing from social science disciplines like political science, sociology, and psychology, topics may include environmental sociology, discourses used to frame environmental events and issues, and resilience of diverse societies, past and present. Students develop skills in systems thinking and designing strategies for human behavior change.

SU 6XXX Advanced Sustainability elective

See Lipscomb University Graduate Catalog for specific courses available.

<http://catalog.lipscomb.edu/index.php?catoid=17>

Faculty Listings

Kathryn-Claire Barlas

B.A., Lipscomb University
M.B.A., Lipscomb University

Marcy Binkley

B.A., Harding University
M.A., Vanderbilt University
D.B.A. candidate, University of North Carolina

Steve Bonner

B.A., Lipscomb University
M.A., Lipscomb University
M.Div., Lipscomb University
D.Min., Fuller Theological Seminary

David Braam

B.A., University of Georgia
J.D., University of Memphis

Caitlyn Browning

B.S., Lipscomb University
M.S., Lipscomb University

Thomas Gregory Carpenter

B.A., Arkansas State University
M.A., University of Missouri
Ph.D., University of Mississippi

Michael Richard Cauley

B.A., Southern Adventist University
M.Div., Andrews University
M.S.M.O.B., Benedictine University
D.Min., Andrews University
P.C.C., Hudson Institute of Coaching

Miller Chandler

B.A., Trevecca Nazarene University
M.S., Lipscomb University

P. Dian Christian

M.S., Akron University
M.B.A., Kent State University
M.S.O.D., Case Western Reserve University
M.A., Fielding Graduate University
Ph.D., Fielding Graduate University
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Kevin Dyson

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Ed.D., Trevecca Nazarene University

N. Shun Lee Fong

B.A., Creighton University
J.D., University of Iowa

G. Dodd Galbreath

B.S., Tennessee Technological University
M.S., University of Tennessee

Courtney Gann

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M.Ed., Georgia State University
Ph.D., Texas Tech University

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Katherine Elizabeth Riegler Johnson

B.A., Tennessee State University
M.A., Tennessee State University

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B.A., Lipscomb University
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Ph.D., Clark Atlanta University
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M.A., Tennessee Technological University
Ed.D., Trevecca Nazarene University

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M.S., Murray State University
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Ph.D., Texas Tech University

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A.C.C., Hudson Institute of Coaching

Douglas Williams

B.A., Lipscomb University

M.A., Lipscomb University

M.A., Mercer University

Ed.D., Lipscomb University

Appendix A

This section contains new programs added to Lipscomb Online after the 2019-2020 academic year started. These will appear as part of the 2020-2021 catalog.

Program Updates

Undergraduate Updates

Public Administration (January 2020):

OGLD 3603 Applied Leadership Ethics

PSMG 2013 Management Principles for Leaders

PUB 1003 American National Government and Administrative Law

PUB 1013 Public Administration and Society

PUB 3003 Management of Public Policy

PUB 3013 Urban Politics

PUB 4003 Public Finance and Budgeting

CORE 326V Applied Organizing and Planning (3000 level or higher)

CORE 329V Applied Problem Solving and Decision Making (3000 level or higher)

INST 4103 Research Methods

OGLD 4993 Capstone

Plus an approved minor or 12 hours of upper division electives

Substance Abuse Track – for Psychology Major:

PS 4213 Substance Abuse Counseling I

PS 4223 Substance Abuse Counseling II

Customer Experience Minor:

CXE 3003 Customer Experience Strategy

CXE 3013 Relationship Marketing

CXE 3023 Design Thinking and Choice Architecture

CXE 3043 Storytelling for Customers

PSMG 2013 Management Principles for Leaders

PSMK 2013 Marketing Concepts for Leaders

Data Analytics Minor:

PSDT 1013 Data Management Systems for Organizations

PSDT 1023 Introduction to Decision Support Systems

PSDT 2103 Information Concepts and Design

PSDT 3013 Analysis Tools for Organizational Leaders

PSDT 3023 Enterprise Information Management and Analysis

PSDT 4113 Decision Support Systems Implementation

Entertainment Management Minor:

EM 2003 Nonprofit Arts Management
EM 3003 Entertainment Management
EM 4003 Entrepreneurship in the Arts
PSMG 3023 Servant Leadership
PSMG 2013 Management Principles for Leaders
PSMK 2013 Marketing Concepts for Leaders

Technology Management Minor:

PSDT 1013 Data Management Systems for Organizations
PSDT 1023 Introduction to Decision Support Systems
PSDT 2113 Database Administration for Organizational Support
PSDT 3113 Networking Concepts and Applications
PSDT 3123 Information Security Management
PSDT 3133 Trends in Technology Management

Graduate Updates

Leadership Coaching Certificate (January 2020):

LECO 5023 Active Listening and Somatics
LECO 5033 Foundations of Ethical Coaching
LECO 5503 Strategic and Advanced Competency Development
LECO 5613 Leadership Seminar
LECO 5633 Applied Coaching Skills

Course Updates

Undergraduate Course Updates

BI 1203 The Practice of Presence

This course seeks to expose students to the practice of experiencing God's presence in the normal routines of everyday life. Students will examine and reflect on literature and will be invited to practice their own experiments with remaining awake to the present moment.

BI 1213 Dynamics of Relationship Systems

Human beings are shaped and formed by the structures and processes of the systems of which they are a part. This course enables the student to see and then engage these dynamics to bring about greater self-awareness and overall systemic health.

BI 1223 Practicing Joy in the Christian Life

OGLD 5013 Cultural Understanding for Global Leaders

This course will help learners to understand the various dimensions that are present in different cultures. It will provide an opportunity to compare cases of leadership in world issues and the multiple ways in which such cultures interpret the problem(s) they confront. It will give them a unique view on how to approach leadership toward resolution in a multicultural setting.

PUB 1003 American National Government and Administrative Law

This course is designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. Students will study the basic concepts of democratic thought by analyzing components of the U.S. Constitution, investigating federalism, and exploring America's political culture, core beliefs, the influence of interest groups, the electoral process, and the structure and purpose of the federal bureaucracy. This course will also delve into civil rights, civil liberties, and the establishment of the meritocracy system.

PUB 1013 Public Administration and Society

This course provides a comprehensive overview of public administration in our American system of government, including the execution of the public laws, regulations, court decisions, and public policies that form the core of our constitutional form of government. Students will examine administrative responsibilities, bureaucracy and core theoretical underpinnings of government bureaucracy and the administrative state.

PUB 3013 Urban Politics

The United States is considered an urban country because the majority of the U.S. population lives in cities, and as a result, the majority of the country's wealth is produced and consumed in cities. What is politically (and economically) important to American cities is critically important to American national and international politics. This course takes a detailed look at urban politics and its commanding role in state, national, and international politics. It concludes with a critical assessment of the role of urban government.

PUB 3003 Management of Public Policy

This course explores the foundational and fundamental purposes of government in the United States and gives a comprehensive view of policy and policymaking. Students will examine the nature of public policy and policy choices and analyze several alternative approaches to understanding the policymaking process and evaluating its outcomes. This course also explores economic, social, and environmental normative elements of public policy for a more efficient, effective, and equitable government.

PUB 4003 Public Finance and Budgeting

This course provides students with appropriate competence in the allocation, control, and management of financial resources that shape public policy and management. Topics include capital budgeting and finance, debt management, budget process (politics and strategies), tax structures and their implications, financial risk management tools, cash management, financial condition analysis, accounting and auditing, and cost allocation methods.

PS 4213 Substance Abuse Counseling I

The first course of this series will cover societal views on substance abuse and treatment program trends, drugs and their effects, the science and neuroscience of addiction, motivational interviewing, and an introduction to the models of treatment. Attention will be given to the NAADAC code of ethics and diagnostic process, including how to effectively apply ethical principles while screening and assessing for substance use disorders. As a result, students will gain the knowledge and learn about the skills needed to assess clients for substance use, to determine the appropriate level of care (LOC), and to take a collaborative approach in developing strengths-based treatment plans. Experiential components will include required 12 step meeting attendance and conducting mental health professional interviews.

PS 4223 Substance Abuse Counseling II

The second and final course of this series will cover ethics and diversity issues, advocacy roles, and research trends, as well as family roles and the impact of chemical addiction on the family unit. An overview of prevention and various interventions will be presented including counseling theories, individual, group, and family systems models of treatment, spiritual practices, and community involvement. Attention will be given to the development of a solid, individualized relapse prevention plan. Experiential components will include required Al-Anon meeting attendance and conducting mock role-play activities.

Graduate Course Updates

LECO 5023 Active Listening and Somatics

Effective performers frequently mentor others in active listening skills and are sought for roles requiring advanced listening skills. Active Listening includes somatics, observation and engagement of our whole person, which includes learning how our body and the body of our client responds as the learning relationship for the purpose of change between coach and client is developed.

LECO 5033 Foundations of Ethical Coaching

This course will examine the role of the coach and application of ethics and standards in the professional coaching environment. Students will develop knowledge of resources and skills needed to meet ethical guidelines and professional standards, establish the coaching agreement, establish trust and intimacy with the client, and handle ethical dilemmas in a coach-client relationship.

LECO 5503 Strategic and Advanced Competency Development

This course includes a 360 perspective of leadership skills and development for students working towards an advanced or strategic level across competency areas indicative of successful leadership. Students will seek objective feedback from supervisors, peers, and direct reports related to leadership style as well as strengths and development opportunities. In partnership with the instructor, students will design a strategic action plan to develop to the next level, advanced or strategic, in one or more competency areas. A final reassessment of leadership style and skills will provide feedback on leadership growth.

LECO 5613 Leadership Seminar

This course creates the conceptual framework for the entire program with readings from classic leadership texts and study of great leaders. This course will survey leadership styles and applications in a real-world context.

LECO 5633 Applied Coaching Skills

In this self-paced, competency-based, coach-enhanced course, students will study cases, conduct job (or community) embedded projects, role play situations, conduct peer coaching conversations, lead work teams, and work with a coach to develop and demonstrate the competencies of talent development, leader identification, and team management.

Prerequisite: LECO 5033