LIPSCOMBONLINE

Academic Catalog

Graduate and Undergraduate

2022-2023
Academic Year

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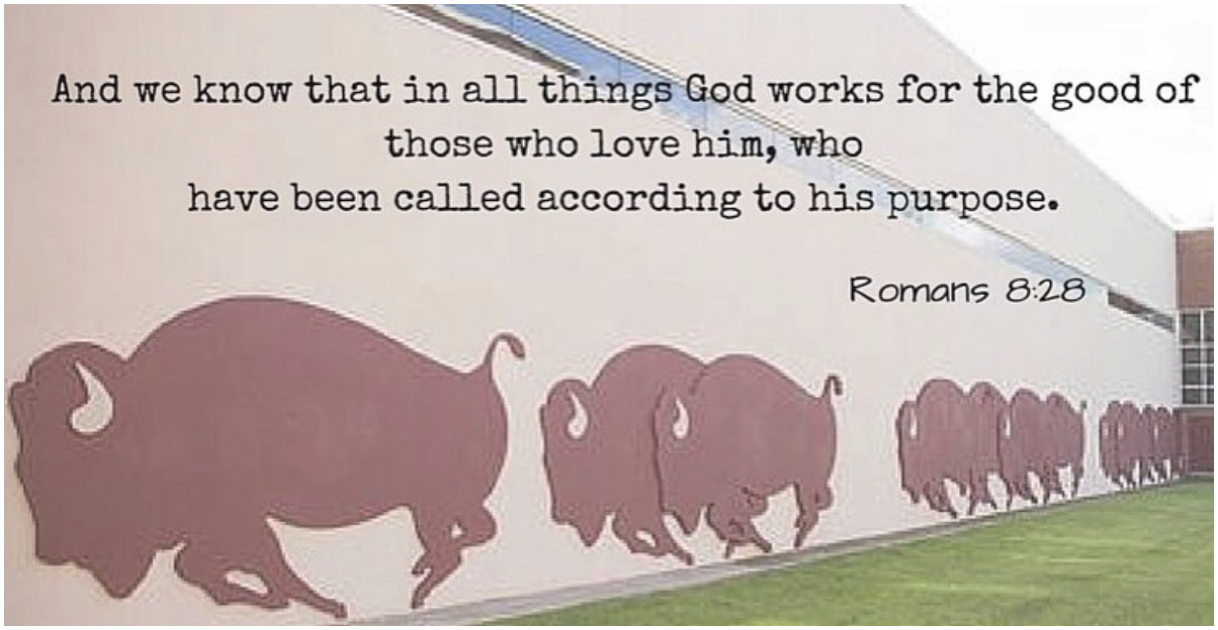


Welcome from the President

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. We are pleased that you have chosen to be a part of the Bison Herd. We are looking forward to maximizing all you have brought to us as you prepare for what is next.

A college education is a transformative experience that will have an impact on every aspect of your life - for the rest of your life. At Lipscomb University, we understand this and work intentionally to help you find your purpose while learning from expert faculty in top tier, nationally-recognized programs. We strive to help all students discover their why, be trained in their how, and be commissioned into the world into their what upon graduation. We want each student to leave Lipscomb having fully explored their career aspirations and vocational calling within God's purpose for their life.

At the center of finding your vocation is the academic journey that you will have here. We can't wait for you to experience our exceptional courses and supportive faculty mentorship. To that end, this academic catalog is a valuable resource that will help you discover the many academic programs offered and to learn more about the courses that are available as you map out what's next on your academic journey. We hope you will use it to assist in making your next important academic decision.

Our promise is this: You bring your curiosity, creativity, and commitment, and we'll make sure you're equipped with the knowledge, skills, and confidence to change the world. We can't wait to see what you become!

Best,

Dr. Candice McQueen

President

Welcome from the Interim Executive Director

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 SetPACE terms or four-month FlexPACE subscription), 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 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 reason we are here! Our goal is to make sure you have the support you need to reach your educational goals.

Ted Meyer
Interim Executive Director
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," several 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

Our Vision

Anchored in our Christ-centered mission, Lipscomb University will lead as a top-tier, nationally recognized institution. We will excel in teaching, learning and research; be ambitious in our service to others; and be driven by continuous improvement.

Our Mission

We are a Christ-centered community preparing learners for purposeful lives through rigorous academics and transformative experiences.

Our Core Tenets

We are a community engaged with the life and teachings of Jesus. We are committed to an ongoing search for truth. We provide excellent, whole-person learning experiences to shape lives of character, leadership, service and faith. We equip people to succeed in their vocation and contribute to the common good by living out their faith in action.

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

The Leadership Coaching Program is accredited by the International Coach Federation (ICF) for Approved Coach Specific Training Hours (ACSTH), which, upon completion, allows you to apply for your ICF Associate Certified Coach (ACC) credential. See https://coachfederation.org/accredit-a-program/acsth-accreditation 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 ways 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 2022 - 2023

Lipscomb Online 2022 - 2023 Academic Calendar				
FALL 2022	**Beginning Date**	**Ending Date**	**Last Day to Add a Class**	**Last Day to Withdraw**
Term I (Set & Grad)	August 22	October 13	August 29	September 29
Term II (Set & Grad)	October 17	December 8	October 24	November 24
Flex Full Term	August 22	December 8	November 11	November 24
Summer & Fall Graduation	December 17			
SPRING 2023	**Beginning Date**	**Ending Date**	**Last Day to Add a Class**	Last Day to Withdraw
Term I (Set & Grad)	January 9	March 2	January 16	February 16
Term II (Set & Grad)	March 6	April 27	March 13	April 13
Flex Full Term	January 9	April 27	March 27	April 13
Spring Graduation	May 6			
SUMMER 2023	**Beginning Date**	**Ending Date**	**Last Day to Add a Class**	Last Day to Withdraw
Term I (Set & Grad)	May 8	June 22	May 15	June 8
Term II (Set & Grad)	July 3	August 17	July 10	August 3
Flex Full Term	May 8	August 17	July 21	August 3
Summer completers will graduate and walk in the December ceremony.				

Holidays 2022 - 2023

Campus offices will be closed on the following dates:

- Labor Day — Sept. 5, 2022
- Fall break — Oct. 14, 2022
- Thanksgiving holiday — Nov. 21-25, 2022
- Christmas holiday — Dec. 23-Jan. 2
- Martin Luther King Jr. holiday — Jan. 16, 2023
- Spring Break — March 16-17, 2023
- Memorial Day — May 29, 2023
- Juneteenth — June 19, 2023
- Independence Day — July 4, 2023

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
- High school transcripts (required only from undergraduate students who do not have 30 or more hours of transferable credit from a regionally accredited college or university)
- Official transcripts from all prior colleges and universities attended (undergraduate)
- Official Bachelor's degree conferred transcript (graduate)
- Interview with Admissions Counselor (undergraduate) or faculty (graduate)
- Free Application for Federal Student Aid (FAFSA) is needed if using Financial Aid.
- 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 so the student can 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. Admissions 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.

Each applicant's complete file is evaluated by lead faculty in the applicant's program of interest or the Associate Dean of Academics. 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 do not meet academic entrance requirements (2.0 GPA in prior coursework for undergraduates and 2.5 GPA for graduate students) may appeal to be admitted on probation by submitting their application file for review by the Academic Review Committee. If approved, the student may be admitted on probation and work with their Success Coach to create an academic success plan. If not approved, the student may appeal to the Executive Director.

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the master's degree at the discretion of the program director. The Associate Dean or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a "B" will be considered for transfer.

In master's programs, special consideration for course substitution in the required course of study may be given to a candidate who has had special study and/or experience in a given subject area. The candidate may apply to the Associate Dean and submit a proposal demonstrating the need for course substitution based on prior background knowledge in the required course.

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. It is strongly recommended that students be familiar with the Microsoft Office Suite.

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 Admission 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 18 or over and have a GED or HISET. A high school GPA of 2.0 or acceptable GED score is required for unconditional admission. If a first-time freshman does not meet the GPA admissions requirements, the student may be admitted conditionally, with a limited course load to help ensure academic success. The student must achieve at least a 2.0 GPA at the completion of the first term in order to remain enrolled. In some cases, an ACT or SAT score may be required for HOPE Scholarship eligibility verification or course prerequisite information.

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

Students transferring to Lipscomb University from other colleges or universities must have an official transcript of their work from each school mailed or sent electronically to Lipscomb Online. Courses are generally accepted in transfer if earned at a regionally accredited college or university and if they are comparable to courses offered at Lipscomb or commonly regarded as study in the liberal arts.

All other course credits (earned in a non-traditional manner) are subject to evaluation by the registrar and/or academic chair on a course-by-course basis. Moreover, the grade of “C” or higher must have been earned on each course in transfer. Evaluation of these transcripts is made during the admissions process with final approval made by the registrar. Transferred work to be counted toward a major or minor must be approved by the Associate Dean of Academics and the registrar. Transferred courses accepted to meet part of the general education requirement must be approved by the registrar. Courses taken at a two-year school which have 3000 or 4000 course numbers at Lipscomb generally will not transfer as equivalency credit.

No more than 63 semester hours may be transferred from a two-year school. Some two-year colleges offer a third year of work in special areas. Ninety-four (94) semester hours is the maximum number of hours that may be transferred to Lipscomb.

Coursework completed at another college or university after the student's initial enrollment at Lipscomb University may not be accepted unless the student has received approval to transfer this work before the work is begun. Forms for this approval are available on the student portal.

Limitations of Transfer Credit

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

Dual Enrollment Students

We will consider, on a case-by-case basis, an individual high school student who wants to take college courses through Lipscomb Online. Students interested in participating in dual enrollment courses must meet the university's minimum admission requirements, but Lipscomb Online reserves the right to require additional conditions due to the self-paced nature of the courses.

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.

Graduate Admission Requirements

- Earned 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. A 2.5 GPA is required for regular admission.***
- **Recommendations.** Each applicant is required to submit two professional or academic 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. The student's file will be reviewed by the Admissions Review Board for an admission decision.
- **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 admitted conditionally or 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 as validated by WES (World Education Services https://www.wes.org/) evaluation. Applicants must submit their official transcripts to WES and pay for the evaluation. Applicants who hold a university-recognized professional degree may also be eligible for admission.

  *****Conditional admission.** Students who did not meet the minimum GPA entrance requirements may be admitted conditionally, with a limited course load to help ensure

academic success. The student must achieve at least a 3.0 GPA at the completion of the first term in order to remain enrolled.

Undergraduate 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. Lipscomb Online will review your transcripts in detail and provide an official transfer evaluation.

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.
- Associate of Science or Associate of Arts degrees earned at a community college outside of Tennessee may satisfy the general education requirements and will be evaluated on a case-by-case basis.

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 by email at accessability@lipscomb.edu, by phone at (615) 966-6301, or by 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:

- Up-to-date version of Google Chrome Internet browser installed on your computer (this is the preferred browser for use with Canvas)
- 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 allows you to check out books in the library and offers you discounted or free admission to Lipscomb events. Call (615) 966-7600 for more information.

Registration

Students will be able to register after being advised by their Success Coach. Students will sign a Registration Statement form, which students will receive upon acceptance to Lipscomb Online, to allow the 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. If payment arrangements have not been made by the first day of class, students 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, academic resources, and encouragement to students throughout their programs of study. Lead

faculty in each discipline are available to discuss matters concerning the academic discipline, as well as careers or graduate opportunities within that discipline.

See the Career Development section of this catalog for more information on career counseling.

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. Students receiving a discount or scholarship may have different requirements for continuous enrollment.

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 the Lipscomb Online 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.

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 through Friday. Please see the website for specifics: https://www.lipscomb.edu/academics/academic-support/academic-success-center. Other times available 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. For more information, see: https://www.lipscomb.edu/academics/academic-support/academic-success-center/writing-studio.

To schedule an online appointment for the Writing Studio:

1. Login to WConline (lipscomb.mywconline.com) & select the "Writing Studio" schedule for the current semester. (If this is the student's first time to use WConline, 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 an 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 the student a link to the Zoom meeting.
3. At the appointment time, the student logs into Zoom and the appointment with the information received from the 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. Students may 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.

For more information on the Beaman Library, go to https://library.lipscomb.edu/.

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 or call (615) 966-1792 for more information. Be sure to 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. Andrea Mills, is located on the second floor of the Student Activities Center.

You may request an appointment at (615) 966-1781, or (800) 333-4358 ext. 1781. (toll free) Hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

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.

For more information, go to this site:
https://www.lipscomb.edu/student-life/health-wellness/counseling-center.

Helplines

Campus Security: (615) 966-7600
24/7 Mobile Crisis Unit: 855-CRISIS-1
National Suicide Prevention Line: (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.

Additional information may be found at:
https://www.lipscomb.edu/student-life/health-wellness/health-center.

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 here.

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 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
Assessment Center Cancellation Fee	$200
Monthly Payment Plan Enrollment Fee (per semester)	$60
Returned Payment Fee	$30
Transcript Fee	$5
Undergraduate Tuition and Fees	
SetPACE Tuition per credit hour, FlexPACE each hour over 12 hours	$525
FlexPACE tuition per four-month term (max. 12 credit hours)	$4,800
Student Fee per semester	$90
Undergraduate Prior Learning/Assessment Fees	
Prior Learning Portfolio Assessment Fee (first portfolio)	$750
Prior Learning Portfolio Assessment Fee (subsequent assessments)	$300
Transcription of CORE Assessment Center credit ***per each*** *course posted*	$170
Graduate Tuition and Fees	
Graduate tuition per credit hour (except as noted below) *	$899
* Performance Coaching tuition per credit hour	$999
General Student Fee	$45
Graduate Prior Learning/Assessment Fees	
Transcription of CORE Assessment Center credit ***per each*** *course posted*	$170

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 last date of class participation 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: 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). On the 15th day or after, no tuition or fees will be refunded.

FlexPACE four-month subscription periods: For the four-month FlexPACE term classes no refunds will be given for individual classes dropped. Only if a student withdraws from **all** classes for that term, within 14 calendar days of term start, will any refunds be processed. 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** will not appear on the permanent record. Any course dropped, following proper procedure, after the first week and before the last day to drop will be given a grade of "W." **The last date to withdraw from a course is two weeks before the end of the term.** Students may not withdraw from a course once they have submitted their final assessment.
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. Students with substantive activity on or after the 8th day of an eight-week term, or on or after the 15th day of a full semester, will not receive a tuition refund.
6. No reduction in tuition is provided for courses added after the course begins.

7. 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."
8. 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 additional 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. 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.
4. Any course dropped within the **first week** will not appear on the permanent record. Any course dropped, following proper procedure, after the first week and before the last day to drop will be given a grade of "W." **The last date to withdraw from a course is two weeks before the end of the term.** Students may not withdraw from a course once they have submitted their final assessment.
5. 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."
6. Adding and dropping courses can affect a student's financial aid. Check with the Financial Aid Office for details.

Official Withdrawal 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 the 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 and SetPACE programs **who do not participate** in any substantive learning activity during the first week of the term or semester, and students in the FlexPACE program who do not participate in any substantive learning activity during the first two (2) weeks of the 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.

Student Participation Policy

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 a negative impact on financial aid and academic standing.

Students are now required to submit at least one assignment in each course within the first two weeks of the semester. Students who do not submit an assignment in their course before the end of the two-week period will automatically be dropped from the course.

Our most successful students submit assignments on or before the due dates and work diligently in each course throughout the semester, completing at least one module per course per week. Consistent effort prevents students from falling behind and fosters successful outcomes.

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 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

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 financial assistance.

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 file the FAFSA, 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.

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 academic probation or suspension.

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 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.fsaid.ed.gov and set up an 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 https://studentaid.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. Eligible students may use their GI Bill benefits, as well as Veterans Readiness and Employment, Federal Tuition Assistance, and Tennessee Strong Act at Lipscomb.

Yellow Ribbon Program.
Yellow Ribbon is a component of the Post 9/11 GI Bill available for those who are eligible for the full, 100% of the benefit. For eligibility requirements, go to https://www.va.gov/education/about-gi-bill-benefits/post-9-11/yellow-ribbon-program/. Schools can opt in to the Yellow Ribbon program for as many students as they choose and as much money as they choose. Lipscomb has chosen to apply Yellow Ribbon to an unlimited number of students with an unlimited amount of money. Yellow Ribbon kicks in once the student has exceeded the annual CAP. So, once the CAP is exceeded for the year, all tuition and fees above that are split 50/50, with VA paying half and Lipscomb paying the other half. The student must have remaining entitlement for Yellow Ribbon to apply and maintain the academic standards for university aid.

Active Duty
Lipscomb University recognizes and appreciates the important contributions made by service members to our country. In support of these students, Lipscomb has developed procedures to provide maximum flexibility in assisting students who are called to active duty or have a change in military status/location during the semester which affects their ability to complete their classes.

Lipscomb will make every effort to implement the solution(s) with the least negative impact to each student. The options available to the student depends on the point in the semester/term when the student is called to active duty.

Please consult the Veteran Service Handbook for further information.

Any questions concerning eligibility or benefits should be directed to the Veterans Services office, (615) 966-1117.

Official University Communication

All official Lipscomb University communication will be sent to the 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. In the Nashville area, call (615) 966-1791, or from outside the area, toll-free at (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), Bachelor of Arts (BA), Associate of Arts (AA) and Associate of Science (AS). Within those degree types, a variety of majors are offered.

At the graduate level, Lipscomb Online offers the Master of Arts and the Master of Professional Studies. The Master of Professional Studies degree is unique in that you may combine two graduate certificates with other coursework and build a degree that is right for you and your career.

Badges are 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 Executive Director 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.

CORE Assessment Center

Lipscomb University recognizes that certain leadership competencies are essential for success in the workplace, regardless of one's role or position. We also recognize that many of our adult leaders already have significant personal or professional experiences that may have equipped them with knowledge, skills, and abilities that could translate to college credit. That is why we developed the Customized Outcome-based Relevant Evaluation: CORE.

Lipscomb University's CORE Assessment measures 15 leadership competencies identified by the nationally-respected and Fortune 500-proven Polaris® Competency Model. Lipscomb University is the first university using the Polaris® Competency Model to award college credit.

The CORE Assessment Center is an intensive 8-hour simulated day at work, conducted either in person or remotely. During both group and individual exercises, students are observed by trained assessors, who then identify student strengths and development areas.

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 or the MA in Organizational Leadership. Credits earned are based on the student's performance during the CORE Assessment Center.

For more information about the CORE Assessment Center, please read the FAQ page

Transcription of Credit Earned in Assessment Center

Students may earn credit through the CORE Assessment Center that will keep them from needing to take corresponding CORE Competency courses. Students must enroll in one of the Assessment Center Courses (see course listing) in order to participate in the assessment center. The following policies describe how to transcribe credit earned from the Assessment Center.

Undergraduate: May transcribe up to 30 credits (10 courses.)

Graduate: May transcribe up to six (6) credits (2 courses) required by the Strategic Leadership program or the MA in Organizational Theory. These courses can only be applied for credit in Lipscomb Online programs.

Transcription fees: $170 per course. Credits will be posted the semester following completion of the Assessment Center. Transcription fees must be paid at that time, so remember to take that fee into account if applying for any financial aid. Nonpayment of these fees may result in a Business Office hold that prevents registration, schedule changes and graduation. *Veterans' benefits do not cover the cost of transcription fees.*

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, including VA benefits. Contact the Financial Aid or Veterans' Services office for more information.

Students must meet all academic program and graduation requirements as stated in the Lipscomb Online Catalog including the 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.

Advanced Standing Credit

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

AP Credit at Lipscomb
Advanced Placement

Subjects/Tests	**Score of 3**	**Score of 4**	**Score of 5**	**Max. Credit**
American Gov./Pol.	PO 1023	Same as 3	Same as 3 & 4	3
Comparative Gov./Pol.	PO 3133	Same as 3	Same as 3 & 4	3
American History	HI 2213	HI 2213, HI 2223	Same as 4	6
European History	HI 1113	HI 1113, HI 1123	Same as 4	6
World History	HI 1013	HI 1013, HI 1023	Same as 4	6
Macroeconomics	EC 2403	Same as 3	Same as 3 & 4	3
Microeconomics	EC 2413	Same as 3	Same as 3 & 4	3
English Lang. and Comp.*	EN 1113	EN 1113, EN 1313	Same as 4	6
English Lit. and Comp.*	EN 1113	EN 1113, EN 1313	Same as 4	6
Art History	AR 1813	Same as 3	Same as 3 & 4	3
Studio Art- 2-D Design*	AR 1033	Same as 3	Same as 3 & 4	3
Studio Art- 3-D Design*	AR 1033	Same as 3	Same as 3 & 4	3
Studio Art-Drawing*	AR 1033	Same as 3	Same as 3 & 4	3
Music Theory	No credit	MU 1111, MU 1133	MU 1111, MU 1121, MU 1133, MU 1143	8
French Language	FR 1114, FR 1124		FR 2114	FR 2124 16
German Language	GE 1114, GE 1124		GE 2114	GE 2124 16
Spanish Language	SN 1114, SN 1124		SN 2114	SN 2124 16
Statistics	MA 2183	Same as 3	Same as 3	3
Calculus AB*	MA 1314	Same as 3	Same as 3	4
Calculus BC*	MA 1314	Same as 3	MA 1314, MA 2314	8
Computer Science AB	CS 1213	Same as 3	CS 1233	6
Computer Science Principles	CS 1122	Same as 3	Same as 3	2
Biology*	BY 1003	BY 1003	See Dept. Chair	3
Environmental Science*	BY 1003	BY 1003, or BY 1013, or ESS 1013	Same as 4	3
Chemistry	CM 1113, 1211	CM 1113, 1211 CM 1123, 1221	Same as 4	8
Physics I	PH 1013	PH 1214	PH 1214	
Physics II	PH 1013	PH 1224	PH 1224	
Physics B*	PH 1013	PH 1013, PH 1214	PH1214, PH1224	8
Physics C- Mech.*	PH 1013	See Dept. Chair	See Dept. Chair	3-4
Physics C- Elec./Mag.*	PH 1013	See Dept. Chair	See Dept. Chair	3-4
Psychology	PS 1113	Same as 3	Same as 3 and 4	3
Human Geography	HI 3323	Same as 3	Same as 3	3

*Only one test will be used to grant credit when the same course credit is associated with different tests.

CLEP Credit in General Exams

A. English Composition (No. 1 in CLEP Manual) - No credit.
B. Humanities - No credit will be granted if prior college work has been taken in any of the test areas.
C. Mathematics - credit general education requirement in Mathematics (3 sem. hrs.).
D. Natural Sciences - 3 sem. hrs. maximum
    a. Credit BY 1003, Fundamentals of Biology or
    b. Credit 3 hours of physical science
E. Social Science and History - meets social science requirement, not history requirement

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

CLEP Credit in the Subject Examinations

Area/CLEP Subject Exam	**University Course**	**Req. Min. Scaled Score**
Composition and Literature		
American Literature	Survey of American Literature	50
English Literature	Survey of English Literature	50
College Composition	EN 1113 Freshman Comp. & Reading I or 3 hours elective credit	55
Foreign Languages		
College French (Level I)	FR 1114	48
College French (Level I)	FR 1124	52
College French (Level II)	FR 2114	56
College French (Level II)	FR 2124	62
College German (Level I)	GE 1114	48
College German (Level I)	GE 1124	52
College German (Level II)	GE 2114	56
College German (Level II)	GE 2124	63
College Spanish (Level I)	SN 1114	48
College Spanish (Level I)	SN 1124	54
College Spanish (Level II)	SN 2114	60
College Spanish (Level II)	SN 2124	66
History and Social Sciences		
American Government	PO 1023 Introduction to American Government	50
History of US I: to 1877	HI 2213 History of U.S. I	50
History of US II: 1865 to present	HI 2223 History of U.S. II	50
Human Growth and Development	PS 2423 Life Span Development	50
Intro. to Educational Psychology	PS 3243 Human Development and Learning	50
Principles of Macroeconomics	EC 2403 Principles of Macroeconomics	50
Principles of Microeconomics	EC 2413 Principles of Microeconomics	50
Introductory Psychology	PS 1113 Introduction to Psychology	50
Introductory Sociology	SO 1123 Introduction to Sociology	50
Western Civilization I: Ancient Near		

East-1648	HI 1113 Fnd of Western Civ to 1600	50
Western Civilization II: 1648-present	HI 1123 Fnd Western Civ since 1600	50
Mathematics and Science		
Calculus with Elem. Func.	MA 1314 Calculus I	50
College Algebra	MA 1113 College Algebra	50
Pre-Calculus	MA 1123 Trigonometry	50
General Biology	BY 1003 Fundamentals of Biology	50
General Chemistry I	CM 1113 General Chemistry I	50
	CM 1211 General Chemistry I Lab	50
General Chemistry II	CM 1123 General Chemistry II	75
	CM 1221 General Chemistry II Lab	75
Business (see Dean of College of Business)		
Principles of Management	MG 3503 Principles of Management	50
Financial Accounting	AC 2503 Financial Accounting	50
Intro. Business Law	MG 3613 Legal Aspects of Business I	50
Principles of Marketing	MK 3503 Principles of Marketing	50

Straighterline Online Courses
Only the following courses are accepted from Straighterline: Only accept the following courses: Developmental English, Developmental Math (only as prerequisites, they will not count toward graduation), College Algebra and Environmental Science.

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

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 Academics. 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. A student is permitted to satisfy requirements for a bachelor's degree under any curriculum in effect during the student's enrollment in Lipscomb Online, provided the curriculum has been in effect within 3 years of the date of graduation. All requirements for major, minor and general education must come from the same catalog. Discontinued courses or programs may necessitate substitutions or additions by the academic chair in consultation with the registrar.

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 Academics 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 evaluated to be comparable to courses offered at Lipscomb or commonly regarded as study in the liberal arts. The Lipscomb Online Registrar approves all transfer work before it is posted to a student's transcript.

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.

An Associate of Science or Associate of Arts degree earned at a community college outside of Tennessee may satisfy the general education requirements and will be 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. You will also need approval from your Success Coach prior to taking these courses, to ensure that they satisfy your degree requirements.

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.
- Developmental or remedial courses will not be accepted in transfer, except potentially as a prerequisite for another course.
- Courses taken at a two-year school generally will not be accepted as equivalent upper-division (3000 or 4000 level) 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 variable. 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 additional courses at the SetPACE tuition rate (see the Tuition and Fees section of the Catalog for more detail). Part-time students may take fewer classes, but many forms of financial aid may not be available.

Undergraduate Student Course Load

Undergraduate students may register for up to 18 hours, including repeats, non-credit courses and/ or audits, without special permission. A student must take 12 hours to be considered full time. Students desiring to register for more than 18 hours must contact the Lipscomb Online registrar's office to receive an override before registration is possible. In order to be approved for this override, students must have a 3.0 grade-point average, either overall or in the preceding semester or subscription period. A maximum of 21 semester hours per semester is allowed, including additional transfer work after matriculation. See transfer work approval process for more information.

In rare circumstances, a student may be approved to take over 21 hours based on timing and completion of the student's current course load, and other factors, such as previous academic performance. Please consult with your Success Coach and the Lipscomb Online Registrar about your specific situation.

It is recommended that students on academic probation register for 12 hours or less during the semester of probation. Fifteen hours is the maximum load for such students.

Graduate Student Course Load

A graduate student enrolled for six hours is considered a full-time student. A student enrolled for less than six hours is considered a part-time student. No student will be permitted to enroll for more than 15 hours per semester without special approval from the director of the graduate program.

Auditing Courses

Lipscomb Online does not allow graduate or undergraduate courses to be audited except under special circumstances approved by the Associate Dean of Academics and the Lipscomb Online Registrar.

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	Mastered
D	Pass (not Grad)
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 two weeks may be administratively dropped from the course.

Required course work

All course assignments and deliverables are required for successful completion of Lipscomb Online courses. Even if an assignment isn’t given a weighted grade, all work in the course is

required. If a student submits a final assessment before completing all other coursework, it will not be accepted.

Second Attempts on Final Assessments

Students who fail the first attempt of their final assessment in a Lipscomb Online course will have the opportunity to submit a second attempt provided that their first attempt is submitted by the Sunday of the final week of the course. Students who turn in the first attempt of their final assessment after this point are not eligible for a second attempt except in situations where prior approval has been obtained from the instructor and/or the Academic Dean.

If a student does not pass the first attempt of their final, it is their responsibility to contact the instructor to discuss any feedback or questions about the final assessment before submitting a second attempt. If a passing score is not achieved on the second attempt, the student will receive an F in the course.

Incomplete Grades

Incomplete policy language

Incomplete grades (I) are granted in exceptional situations only, such as when illness or other extenuating circumstances are documented, and the extenuating circumstances have prevented the student from completing their final assessment. Lipscomb Online may require documentation of the extenuating circumstances. In order to qualify for an Incomplete, the student must have completed the majority of the course. Incompletes will not be granted because a student has simply run out of time.

It is expected that students stay active in their courses and communicate with their faculty throughout the term. Students should let their faculty know right away if they believe an extenuating circumstance will prevent them from finishing their coursework on time; an incomplete request must be submitted to the faculty member one week prior to the end of the term.

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.” In unusual circumstances, an extension beyond three weeks must be: 1) requested by the student and 2) approved by the instructor, the academic dean, and the executive director, in that order.

Attendance policy (Coaching Programs only)

Regular class attendance in all required class meetings is a necessary prerequisite for success in the coaching program. For virtual sessions, students are required to be present with their camera on. Students are expected to attend classes regularly and punctually. Any significant portion of class time missed may be considered a partial or total absence at the discretion of the instructor. If a student is not present during synchronous class sessions, there will be grade penalties, and the professor may issue a failing grade for lack of participation, requiring repeating the course.

If it becomes necessary to miss a class, then the student should notify the professor as far in advance as possible. Depending on the circumstance, the professor may recommend a student drop the course to be repeated at a different time.

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 discuss the terms of their probation. Students on probation may be required to meet with the Associate Dean of Academics.

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 academic probation will fall under the same guidelines, but must complete their first semester with a 2.0 GPA or higher in order to be removed from 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.

If a student has documented extenuating circumstances, they may appeal their academic suspension by writing to the Associate Dean of Academics. The academic appeal packet can be obtained from your Success Coach. Students whose appeals are approved may be required to create an academic success plan.

Students who have been suspended only once may return after being out of school for at least one 16-week semester or subscription period. The returning student will be expected to complete a probationary interview.

Students who are suspended a second time for academic reasons may not be readmitted until at least two full 16-week 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 Academics. All probation and suspension policy guidelines are established by the Provost and the University Academic Leadership Team.

Please see the "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 course can remove the effects of the "F" only by repeating the same course at Lipscomb and earning a higher grade. 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.

A course with an Unsatisfactory ("U") grade must also be repeated in order to satisfy the course or competency requirement for graduation.

Dropping Courses

Any course dropped within the first week of the term will not appear on the permanent record. Any course dropped after the first week and before attempting the final assessment will be given a grade of "W." A student will not be allowed to drop a class after attempting the final assessment in that course. 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 online. After that time, to drop a class, students should consult their Success Coach and fill out a drop form. The form must be completed and accepted in the Lipscomb Online Registrar's Office in order for a drop 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.

Adding Courses

During the official drop/add period, students will be able to drop or add online. In the SetPACE program, a student cannot add a class after the first week of the term. In the FlexPACE program, a student can continue to add additional classes up until the first day of the 12th week. A Drop/Add Form must be completed and accepted in the Lipscomb Online Registrar's Office in order to add additional courses after the first week in the FlexPACE program.

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 or may not be eligible to participate in the Commencement ceremony. For specific questions regarding graduation, please contact graduation@lipscomb.edu.

Students are encouraged to participate in graduation ceremonies. If you do not plan to participate in the graduation ceremony, please notify the Online Registrar's office of your plans at online@lipscomb.edu.

December and May ceremonies are held, and diplomas are generally 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. This does not include any satisfactory/unsatisfactory graded classes.

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 Bachelor's 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 Associate Dean of Academics. 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.

At least 15 hours of any Associate degree program must be completed at Lipscomb University.

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 professor should first contact the professor. If the student believes the issue warrants further review, the student may take the complaint to the Associate Dean of Academics. Should the concern remain unresolved, the student may directly contact the office of the Executive Director.

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.

If the complaint involves a grade appeal, students should note that 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 for 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.

Complaint Process for Non-Tennessee Resident Students Related to Distance Learning

Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement ("SARA") must first be filed with the university to seek resolution. Complainants not satisfied with the outcome of the university's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission at https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html.

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulation incorporated by the SARA Policies and Standards have been violated by the university operating under the terms of SARA.

For a list of SARA member states, visit the NC-SARA website at https://www.nc-sara.org/sara-states-institutions. Students residing in non-SARA states should consult their respective state of residence for further instruction for filing a complaint.

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 Dean for Academics.

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 a minimum of 38 hours (based on degree type) is required in Bible, composition, communication, history, literature, math, science, social science and wellness.

Leadership Competencies
Effective leaders possess not only technical and industry expertise but also essential "soft skills" competencies. Lipscomb Online focuses on helping students develop the Bix Six competencies: knowledge, skills, and abilities that are most predictive of workplace success.

Leaders who demonstrate the Big Six competencies will truly differentiate themselves in the workplace.

Big Six Competencies:
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

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
- Hospitality Management
- Integrated Studies
- Organizational Communication
- Organizational Leadership
- Psychology
- Psychology Leadership
- Public Administration
- Strategic Leadership
- Supply Chain and Operations Management
- Technology Management

Associate degrees offered include: Associate of Arts* and Associate of Science, in any of the following majors:

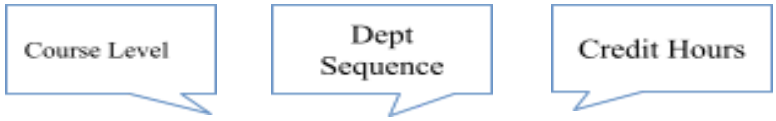
- Business Leadership
- Data Analytics
- Psychology
- Technology Management

**Currently, foreign language requirements for the Bachelor of Arts and Associate 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.



OGLD 4 1 2 3

Bachelor’s Degrees Academic Program Requirements

General Education Requirements (Bachelor’s and Associate’s)		**38 hours**
Composition	6 hours	
Communication	3 hours	
Wellness	2 hours	
Nine (9) hours of Math and Science		
Science	3 hours	
Math	3 hours	
Math or Science	3 hours	
Literature	3 hours	
History	3 hours	
Social Sciences	3 hours	
Bible and Engagements	9 hours	
Major Requirements		**30+ hours**
Please see majors for program-specific requirements.		
Degree Type Requirements		**6-8 hours**
(explained below)*		
Electives		**35+/- hours**
Minimum Total for Graduation		**126 hours**

***Degree Type Requirements**

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

Bachelor of Professional Studies (B.P.S)	6 hours Big Six leadership competencies
Bachelor of Science (B.S.)	6 additional hours Math or Science (total 15 hours)

Bachelor of Arts (B.A.)	8 hours in one Foreign Language *(see BA transfer policy below)*

Bachelor of Arts and Associate 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 (or AA) 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 or Associate 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 is required on all Lipscomb undergraduate courses required for the major. Once a student has begun coursework with Lipscomb Online, any transfer work to be counted toward a major must be approved in advance by the Lipscomb Online Registrar's Office. 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 OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
PSAC 2103 Introduction to Accounting	3
PSEC 2003 Economic Concepts for Leaders	3

PSMK 2013 Marketing Concepts for Leaders	3
PSMG 2013 Management Principles for Leaders	3
And two courses selected from:	***6***
PSFI 3023 Fundamentals of Finance	
PSMG 3023 Servant Leadership	
PSMG 4013 HR Management for Leaders	
Total hours required in major:	**48**

Customer Experience

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
CXE 3003 Customer Experience Strategy	3
CXE 3013 Relationship Marketing	3
CXE 3023 Design Thinking and Choice Architecture	3
CXE 3043 Storytelling for Customers	3
PSMG 2013 Management Principles for Leaders	3
PSMK 2013 Marketing Concepts for Leaders	3
Total hours required in major:	**48**

Data Analytics

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
PSDT 1013 Data Management Systems for Organizations	3
PSDT 1023 Introduction to Decision Support Systems	3

PSDT 2103 Information Concepts and Design	3
PSDT 3013 Analysis Tools for Organizational Leaders	3
PSDT 3023 Enterprise Information Management and Analysis	3
PSDT 4113 Decision Support Systems Implementation	3
Total hours required in major:	**48**

Entertainment Management

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
EM 2003 Nonprofit Arts Management	3
EM 3003 Entertainment Management	3
EM 4003 Entrepreneurship in the Arts	3
PSMG 2013 Management Principles for Leaders	3
PSMG 3023 Servant Leadership	3
PSMK 2013 Marketing Concepts for Leaders	3
Total hours required in major:	**48**

Hospitality Management

Business Core PSDT 1013 Data Management Systems for Organizations PSEC 2003 Economic Concepts for Leaders ORCO 2013 Communication in the Workplace PSMG 2013 Management Principles for Leaders PSMG 2503 Principles of Business MA 2003 Introductory Statistics PSMK 2013 Marketing Concepts for Leaders PSAC 2103 Introduction to Accounting PSFI 3023 Fundamentals of Finance PSAC 3013 Accounting for Managerial Decisions PSMG 3033 Legal Issues in the Business Environment	33
EM 3003 Entertainment Management	3
HOSP 1003 Hospitality and Tourism	3

HOSP 2013 Hotel and Resort Management	3
HOSP 3003 Revenue Management	3
HOSP 3023 Special Events Management	3
CXE 3003 Customer Experience Strategy	3
SPL 4003 Quality Management and Lean Six Sigma	3
HOSP 4993 Hospitality Senior Project	3
Total hours required in major:	58

Integrated Studies

Students choose two 12-credit hour concentrations in two different areas. Students can choose concentrations from the current list of majors available in Lipscomb Online, or the concentrations can be individualized based on the student's prior coursework (Custom Concentration). 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.

Integrated Studies Core 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	12
Concentration 1 Lower Division (6 hours) Upper Division (6 hours)	12
Concentration 2 Lower Division (6 hours) Upper Division (6 hours)	12
Upper Division Electives	12
Total hours required in major:	**48**

Organizational Communication

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development	30

INST 2203 Introduction to Research Methods OGLD 4993 Capstone	
ORCO 2003 Principles of Organizational Communication	3
ORCO 2013 Communication in the Workplace	3
ORCO 3003 Relational Communication	3
ORCO 3013 Organizational Change	3
ORCO 4003 Diversity, Leadership and Team Building	3
ORCO 4013 Media and Messaging Management	3
CORE 301V Applied Active Listening	3
CORE 307V Applied Conflict Management	3
CORE 328V Applied Presentation Skills	3
Total hours required in major:	**57**

Organizational Leadership (Customizable Concentration)

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
Eighteen (18) related hours in one area approved by the Lipscomb Online Registrar. Six hours must be taken at Lipscomb, six hours must be upper division, and nine hours must be distinct hours.	18
Total hours required in major:	**48**

Psychology

PS 1113 Introduction to Psychology	3
PS 2313 Behavior Modification	3
PS 2423 Life Span Development	3
PS 2503 Behavioral Statistics	3
PS 2603 Intro to Psychological Research	3
PS 3413 Social Psychology	3
PS 3463 Personality Theories	3
PS 3543 Psychological Measurement	3
PS 4423 Abnormal Psychology	3

PS 4523 Cognitive Psychology	3
PS 4543 Biological Psychology	3
PS 4613 History and Systems of Psychology	3
Choose nine (9) hours from the following: CORE 301V Applied Active Listening CORE 305V Applied Communicativeness CORE 306V Applied Composure CORE 307V Applied Conflict Management CORE 318V Applied Influence CORE 329V Problem Solving and Decision Making CORE 330V Relationship Building OGLD 3623 Talent Development and Coaching	9
Total hours required in major:	**45**

Psychology Leadership

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
PS 1113 Introduction to Psychology	3
PS 2313 Behavior Modification	3
PS 2423 Life Span Development	3
PS 3413 Social Psychology	3
PS 3463 Personality Theories	3
PS 4423 Abnormal Psychology	3
Total hours required in major:	**48**

Public Administration

OGLD 3603 Applied Leadership Ethics	3
PSMG 2013 Management Principles for Leaders	3
PUB 1003 American National Government and Administrative Law	3
PUB 1013 Public Administration and Society	3
PUB 3003 Management of Public Policy	3
PUB 3013 Urban Politics	3
PUB 4003 Public Finance and Budgeting	3

CORE 326V Applied Organizing and Planning	3
CORE 329V Applied Problem Solving and Decision Making	3
INST 2203 Introduction to Research Methods	3
OGLD 4993 Capstone	3
Approved minor or 12 hours of upper division electives	12
Total hours required in major:	**45**

Strategic Leadership

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
OGLD 3603 Applied Leadership Ethics	3
OGLD 3623 Talent Development and Coaching for Leaders	3
OGLD 415V Advanced Global Skills	3
OGLD 424V Advanced Mission Focus	3
OGLD 4603 Strategic Planning and Change	3
PSMG 3023 Servant Leadership	3
Total hours required in major:	**48**

Supply Chain and Operations Management

CORE 305V Applied Communicativeness	3
CORE 307V Applied Conflict Management	3
CORE 312V Applied Drive/Energy	3
CORE 326V Applied Organizing and Planning	3
CORE 329V Applied Problem Solving and Decision Making	3
CORE 330V Applied Relationship Building	3
INST 2203 Introduction to Research Methods	3
OGLD 4993 Capstone	3
PSMG 2013 Management Principles for Leaders	3
PSAC 2103 Introduction to Accounting	3
PSEC 2003 Economic Concepts for Leaders	3

CXE 3003 Customer Experience Strategy	3
PSDT 1013 Data Management Systems for Organizations	3
OGLD 4603 Strategic Planning and Change	3
MA 2003 Introductory Statistics	3
SPL 2003 Principles of Supply Chain Management and Logistics	3
Six (6) hours selected from the following courses: PM 3003 Project Management Systems SPL 3003 Logistics Planning and Controlling SPL 4003 Quality Management and Lean Six-Sigma	6
Total hours required in major:	**54**

Technology Management for Leaders

Leadership Core OGLD 3403 Workplace Assessment and Development (optional - may take CORE courses individually) CORE 318V Applied Influence CORE 330V Applied Relationship Building CORE 329V Applied Prob Solv/Dec Making CORE 326V Applied Organizing and Planning CORE 312V Applied Drive/Energy CORE 305V Applied Communicativeness CORE Elective CORE Elective or OGLD 3403 Leadership Skills Assessment and Development INST 2203 Introduction to Research Methods OGLD 4993 Capstone	30
PSDT 1013 Data Management Systems for Organizations	3
PSDT 1023 Introduction to Decision Support Systems	3
PSDT 2113 Database Administration for Organizational Support	3
PSDT 3113 Networking Concepts and Applications	3
PSDT 3123 Information Security Management	3
PSDT 3133 Trends in Technology Management	3
Total hours required in major:	**48**

Associate of Arts and Sciences Degrees

Associate of Arts/Science Requirements	
General Education Requirements	**32**
Composition	6
Communication	3
Wellness	2
Math and Science	9
Literature	3
History	3
Social Science	3
Engagements	3
Bible	**6**
Degree Requirements	**3-6**
Associate of Arts Requirements - Foreign Language	6
OR	
Associate of Science Requirements - Additional Math or Science	3
Electives	**4-7**
Major	**12**
Total hours required in degree:	**60**

Business Leadership Major - Associate's Degree	**12**
PSAC 2103 Introduction to Accounting	3
PSEC 2003 Economic Concepts for Leaders	3
PSMK 2013 Marketing Concepts for Leaders	3
PSMG 2013 Management Principles for Leaders	3

Data Analytics Major - Associate's Degree	**12**
PSDT 1013 Data Management Systems for Organizations	3
PSDT 1023 Introduction to Decision Support Systems	3
PSDT 2103 Information Concepts and Design	3
PSDT 3013 Analysis Tools for Organizational Leaders	3

Psychology Major - Associate's Degree	**12**
PS 1113 Introduction to Psychology	3
PS 2313 Behavior Modification	3
PS 2423 Life Span Development	3
PS 3413 Social Psychology	3

Technology Management Major - Associate's Degree	**12**
PSDT 1013 Data Management Systems for Organizations	3
PSDT 1023 Introduction to Decision Support Systems	3
PSDT 2113 Database Administration for Organizational Support	3
PSDT 3113 Networking Concepts and Applications	3

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.

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 Certificate

The Data Analytics certificate 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

Entertainment Management Certificate

This innovative certificate program highlights the financial and operational aspects of the entertainment industry to produce savvy business leaders who understand the unique aspects of working in this dynamic field. Whether you want to operate an entertainment facility or manage a talented artist, you'll build the skills to oversee all aspects of the entertainment business. And with the guidance of experienced faculty who have connections in Music City, you'll have access to Nashville's booming arts and entertainment scene.

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

Front Line Leadership Certificate

This introductory leadership certificate teaches front-line leaders the important principles of self-awareness, interpersonal communication, customer retention, managerial effectiveness, achieving results, and budgeting.

CXE 3003 Customer Experience Strategy
OGLD 3403 Leadership Skills Assessment and Development
PSFI 3023 Fundamentals of Finance
PSMG 2013 Management Principles for Leaders

Hospitality Management Certificate

This program prepares hospitality and entertainment managers to take the lead both domestically and abroad. This program will prepare students to lead with a servant heart, a creative and collaborative mindset and an entrepreneurial spirit.

CXE 3003 Customer Experience Strategy
EM 3003 Entertainment Management
HOSP 1003 Hospitality and Tourism
HOSP 2013 Hotel and Resort Management
HOSP 3003 Revenue Management
PSMG 2013 Management Principles for Leaders

Licensed Alcohol and Drug Abuse Counselor (LADAC) Track

Learning to treat addiction through a mental health lens will give you a unique perspective and marketable skills. The LADAC coursework is a six-hour track that can be taken along with the Psychology major. This certificate can allow students to earn credit that counts toward the academic requirements needed to pursue the Level II Licensed Alcohol and Drug Abuse Counselor (LADAC) in the state of Tennessee.

PS 4213 Substance Abuse Counseling I
PS 4223 Substance Abuse Counseling II

Technology Management for Leaders Certificate

This certificate will provide students from any background 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

Minors

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

Customer Experience Minor

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.

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

The Data Analytics program 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

Entertainment Management Minor

This minor highlights the financial and operational aspects of the entertainment industry to produce savvy business leaders who understand the unique aspects of working in this dynamic field. Students will learn operational aspects of an entertainment facility, skills involved in managing an artist, and cover topics related to managing all aspects of the entertainment business. And with the guidance of experienced faculty who have connections in Music City, you'll have access to Nashville's booming arts and entertainment scene.

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

Hospitality Management Minor

This minor prepares hospitality and entertainment managers to take the lead both domestically and abroad. This program will prepare students to lead with a servant heart, a creative and collaborative mindset and an entrepreneurial spirit.

CXE 3003 Customer Experience Strategy
EM 3003 Entertainment Management
HOSP 1003 Hospitality and Tourism
HOSP 2013 Hotel and Resort Management
HOSP 3003 Revenue Management
PSMG 2013 Management Principles for Leaders

Psychology Minor

In our program of study that blends creativity and strategy, you gain expertise in psychology and graduate equipped to build stronger, healthier communities in the world around you. But understanding psychology requires more than theories and case studies. That's why our program emphasizes competency in six key areas for effective leadership: communication, drive and energy, influence, organizing and planning, problem solving and decision making, and relationship building.

When you combine these skills with scientific analysis of human development, cognition and behavior, you'll be in demand across diverse industries. You can also pursue the study of psychology as a first step toward future graduate work in advertising, communication, education, psychology or social work.

PS 1113 Introduction to Psychology
PS 2423 Life Span Development
PS 3413 Social Psychology
PS 3463 Personality Theories
6 Additional Hours of Psychology Electives (courses with prefix PS)

Technology Management for Leaders Minor

This program will provide students from any background 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

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. In addition, some other Lipscomb Online courses offer the opportunity to earn badges.

Undergraduate Course listings

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 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
As a Christian, what does it mean to be joyful? This course will engage in different texts which discuss pertinent topics for a life filled with joy, such as positive psychology, christian spiritual practices, sorrow and happiness. This course is designed as a reflective journey to help cultivate an attitude of joy by providing practical texts and avenues for practicing joy in daily activities.

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.

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.

CORE 1000 Initial Assessment (0 credit hours)
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.

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

CORE 302V Applied Assertiveness **
Effective performers demonstrate the confidence to direct others, maintain their 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. ** Can only be earned in the Assessment Center, not taken as a course.

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. ** Can only be earned in the Assessment Center, not taken as a course.

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. ** Can only be earned in the Assessment Center, not taken as a course.

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 meetings 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. ** Can only be earned in the Assessment Center, not taken as a course.

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 teams 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 relationships and work to maintain them, work effectively across organizations, truly value people, expand networks 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. ** Can only be earned in the Assessment Center, not taken as a course.

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. ** Can only be earned in the Assessment Center, not taken as a course.

CORE 400+ Courses can only be earned in the Assessment Center, not taken as a class.

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 challenges, 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.

CT 1101 Technology in the Workplace
This course teaches common workplace technology skills. Students will learn efficient use of word processing, electronic spreadsheet, and electronic presentation design applications.

CXE 3003 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.

CXE 3013 Relationship Marketing
We were created for relationships. It is our natural mode. Unsurprisingly, marketing and sales efforts have been shown to be more productive within the context of existing relationships: 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.

CXE 3023 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.

CXE 3043 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.

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.

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.

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: Grade of C or higher in EN 1113

HI 2223 History of the United States II
This course covers United States History from the Civil War to the present.

HOSP 1003 Hospitality and Tourism
This course teaches students how to identify, develop, and promote tourism and hospitality products and services. Issues such as marketing, sales, advertising, and promotion for the tourism and hospitality industry will be explored, along with basic planning and financial topics. Special emphasis will be placed on the impact of entertainment and the arts to the industry.

HOSP 2013 Hotel & Resort Management
This course offers a complete approach to the operation and management of lodging properties. Beginning with a world view of the industry, details are presented on planning and developing a three-pronged sustainable property. Details with respect to operating and support department management decisions are examined, as well as the impact of technology, transportation, current issues and future trends.

HOSP 3003 Revenue Management
This course will provide an introduction to revenue management as a systematic process designed to increase revenue by leveraging tools designed to manage length-of-stay, applying effective pricing strategies in Rooms, Food & Beverage and other profit centers. Elements of forecasting, strategies and tactics to maximize yield during high- and low-demand periods will be analyzed. Students will have a range of projects to explore current methods of analytics and

the challenges of decision-making in teams using simulation software.

HOSP 3023 Special Events Management
This course is an introduction to the meetings, events, expositions, and conventions industry. Students will focus on required knowledge, skills, and abilities of successful event professionals. Topics will include tasks and activities associated with successful planning of meetings and events.

HOSP 4993 Hospitality Senior Project
TBD

INST 2000 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 should be taken in the student's last semester.
Prerequisites: INST 2113, INST 3003

INST 2203 Introduction to Research Methods
This course is an introduction to the research process and principles, including those related to the different research methods that could be used, and the style of writing known as APA which is used in social sciences and other professional settings. The student will learn how to identify the research process and its different methods utilized in academic writing and will be able to draft the first approach for a research-based proposal for their Capstone project.

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.

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?
Prerequisite: EN 1313

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. This is a lab science course.
Prerequisite: Foundations course work in math and science.

PSMA 1033 Foundational Mathematics (go to page 85 for description)

MA 1053 Survey of Algebra and Statistics

Topics from statistics include probability, sampling techniques, tables and graphs used to represent data, descriptive statistics, and probability distributions including the normal distribution. Required of all K-8 education students. This course does not satisfy specific program requirements of College Algebra (MA 1113) or Elementary Statistics (MA 2183). (It is recommended that students with a grade of "C" or higher in MA 1113 complete MA 2183 to fulfill state knowledge and skills requirements in these two concept areas.) This course does not meet the prerequisite requirement for College Algebra. Prerequisite: At least a 19 ACT (or 500 SAT or 18 CLT) math score, or a score of at least 15 on Lipscomb's Math Placement Test or MA 1030 with a minimum grade of "C."

MA 1113 College Algebra
Topics covered include 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 1053 or PSMA 1033 as an appropriate prerequisite.

MA 2003 Introductory Statistics
This course will prepare the student by developing their statistical thinking. They will learn that statistics is an investigative process of problem-solving and decision-making. There will be a focus on conceptual understanding through working with real data that has a context and a purpose. Technology will be used to explore concepts and analyze data. Both statistical literacy and statistical methods will be addressed. This course will also prepare students by laying a solid base of understanding and practice of statistics.

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 3403 Leadership Skills Assessment and Development
Students will begin the course by participating in the CORE Assessment Center. It is recommended that students participate in the CORE Assessment Center early in their first term so that they will have adequate time to complete the course. Students will create a personal Development Action Plan, based on their assessment center results. This course cannot be taken in your last term. We recommend this course be taken immediately upon beginning a degree at Lipscomb.

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 program with readings from classic leadership texts and study of great leaders.

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 networks 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 3403, CORE 305V, CORE 312V, CORE 318V, CORE 326V, CORE 329V, and CORE 330V

ORCO 2003 Principles of Organizational Communication
This course will include an analysis of organizational communication principles and theories. Best practices for effective communication and strategies will be analyzed through a lens of management, leadership, and organizational structure.

ORCO 2013 Communication in the Workplace
This course will focus on theories and practice of speech and written communication as applied to business, workplace, and professional situations. The course will concentrate on the development of rhetorical, writing, and delivery skills. Critical thinking regarding organization, presentation, and intentional messaging will be expected.

ORCO 3003 Relational Communication
This course will include an analysis of relational communication theories in the formation, maintenance, and dissolution stages. Best practices for effective relational communication and social interaction strategies will be analyzed through a lens of culture, situational context, and interpersonal interactions.

ORCO 3013 Organizational Change
This course will ask students to analyze an organization, and its communication habits, with the goal of implementing an ethical, and holistic, model of change. Topics of change implementation will surround the concepts of change theory, change models, communication styles that implement change, and repercussions of organizational change.

ORCO 4003 Diversity, Leadership and Team Building
This course will examine principles of building quality organizations through team building, diversity, and effective leadership. Internal and external organizational communication analysis will be implemented in efforts to produce tactics to overcome organizational stagnation and increase quality for employees, members, customers, management, and other stakeholders.

ORCO 4013 Media and Messaging Management
This course provides a look at how new technology can create effective communication

internally and externally for organizations. An emphasis will be placed on media management techniques and proven methodologies for maximizing messaging management and diffusion for stakeholders.

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.

PM 3003 Project Management Systems
This course will provide students with an understanding of the foundational concepts of project management. The purpose of the course is to provide a framework for organizations to take into account time, resource allocation, scope, and budget to provide positive gains to the organization. The course will help provide future project management team members and leaders with the essential skills necessary to help organizations use the standard project management processes in order to ensure that organizational goals are achieved. The course topics include, but are not limited to, effective communication, collaboration, reporting, life cycle, forecasting, and risk identification and mitigation.

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 the 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.
Prerequisite: 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 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.

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 on 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

PSAC 2103 Introduction to Accounting
This course will provide a study of the basic concepts of financial accounting and an overview of how accounting contributes to an organization and its stakeholders. Course work covers the development of financial statements and the use of financial information for decision making and effective financial management. It will introduce the fundamentals of financial accounting necessary to enhance organizational performance. Emphasis will be placed on strengthening the students' ability to interpret and apply financial information as opposed to an in-depth study and application of accounting theory and practice.

PSAC 3013 Accounting for Managerial Decisions
TBD

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.

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 Fundamentals of Finance
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.

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.

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 2503 Principles of Business
Principles of Business provides an initial exposure to business principles in a free enterprise economy, within the context of a Christian worldview. Students acquire the foundational understanding and skills needed to successfully complete higher-level business curriculum, in preparation for a robust business career. The curriculum focuses on the role of business in the economy, developing a working business vocabulary, and the scriptural perspective on business and commerce.

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 3033 Legal Issues in the Business Environment
Legal Issues in the Business Environment is an overview of the legal issues that impact businesses in the United States. The class will examine the overall legal system in the U.S., including the three branches of government, the division of federal, state, and municipal law, and the roles of constitutional, statutory, and administrative law. The class will also provide an understanding of litigation, mediation & arbitration, and agency oversight in business situations. Students will also learn the elements of the laws relating to contracts, torts, property, corporate structures, and employment, and will examine how businesses can optimize their management, standards, and practices to best fit within the framework of United States law.

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
Marketing Concepts for Leaders provides a comprehensive introduction to marketing principles and processes. This course explores concepts and tools available to marketers and organizations as they work to create value for consumers and other stakeholders. Upon gaining a solid understanding of the marketing process, marketing mix, marketing channels, and market research; students will be able to formulate effective and measurable marketing strategies and plans to support specific corporate goals.

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.

SCI 1113 Experience of Science
The Experience of Science is a broad survey of the foundation of science: facts, logic, scientific method, math, and statistics. This course takes an interdisciplinary approach to understanding science.

SPL 2003 Principles of Supply Chain Management and Logistics
This course examines the principles of design, operation, and control and their impact on the supply chain and logistics systems. Emphasis is placed on transportation, manufacturing, procurement, and warehousing in the business enterprise. Students will study the product-to-services spectrum with respect to quality, flexibility, lead-time, and cost.

SPL 3003 Logistics Planning and Controlling
This course focuses on the management of a firm's logistics planning and control in order to manage a functional supply chain that will integrate the procurement, manufacturing and operations management, transportation, inventory, warehousing, demand planning, scheduling, and collaboration, to drive financial performance for a firm. The topics of the course will focus on methods and applications to improve planning, operations, integration, control and improvement of the firm's supply chain management.

SPL 4003 Quality Management and Lean Six-Sigma
This course is a quality management methodology course that will provide students with the framework to monitor and control quality within organizations. The purpose of the framework is to help organizations improve current processes, products, and services by eliminating inadequacies throughout the organization. The goal of quality management within the lean Six Sigma framework is to provide a streamlined quality control process to have little to no variances throughout the organization. The course topics include, but are not limited to: total quality management, quality control, Six Sigma, quality planning, and process efficiency.

Graduate Academic Programs

Master of Professional Studies in Leadership 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. Graduate 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.

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

Business Leadership Certificate

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 courses:

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

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

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 5153 International Trends and Cultural Diversity
OGLD 5413 Individual and Socio-cultural Skills
OGLD 5013 Leading Across Cultures
OGLD 5623 Talent Development and Coaching for Leaders

Leadership Coaching Certificate

Lipscomb University's graduate certificate program in Leadership Coaching is recognized by the International Coach Federation (ICF) for Approved Coach Specific Training Hours, which, upon completion, allow you to apply for your ICF Associate Certified Coach (ACC) credential. With courses in active listening, somatics, ethics and self-as-leader, you'll learn to use coaching for the transformation of self and your organization. Advance your leadership capability with direction from top coaches and management experts to develop your leadership potential, giving more deeply from yourself to others.

LECO 5023 Active Listening and Somatics
LECO 5033 Foundations of Ethical Coaching
LECO 5633 Applied Coaching Skills
OGLD 5413 Individual and Socio-cultural Skills
OGLD 5613 Leadership Seminar

Performance Coaching Certificate

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

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 5243 Mission Focused Leadership
OGLD 5613 Leadership Seminar

Two (2) of the following three-credit hour competencies required:
- CORE 5053 Communication Strategies
- CORE 5123 Leading in High Performance Environments
- CORE 5263 Organizing and Planning
- CORE 5293 Problem Solving and Decision Making
- CORE 5303 Relationship Building and Influence

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership is designed to prepare students to lead in today's fast paced and changing world. Through coursework that covers ethics, motivation, creativity, strategic planning and vision, group development, teamwork, technology and organizational development, students will explore theories and application of effective leadership in a variety of ways. The program prepares management and executive-level leadership in today's fast-paced global business environment to learn how to motivate individuals, manage teams, and use strategies and models to effect change within a variety of leadership and organizational structures.

Master of Arts Core:

OGLD 5101 Research Methods
OGLD 5113 Ethics and Values
OGLD 5123 Organizational Theory
OGLD 5243 Mission Focused Leadership
OGLD 5403 Leadership Skills and Assessment
OGLD 5623 Talent Development and Coaching
OGLD 5992 Capstone

Two (2) of the following three-credit hour competencies required:
- CORE 5053 Communication Strategies
- CORE 5073 Conflict Management
- CORE 5263 Organizing and Planning
- CORE 5293 Problem Solving and Decision Making
- CORE 5303 Relationship Building and Influence
- PSBL 5013 Strategic Leadership

Global Studies Concentration:
- OGLD 5013 Leading Across Cultures
- OGLD 5153 International Trends and Cultural Diversity
- OGLD 5413 Individual and Socio-cultural Skills

Second Graduate Degree in Lipscomb Online

It is generally not recommended for students to pursue both the MPS and MA degrees from Lipscomb Online because they have very similar content. However, if a student chooses to do so, he or she must complete at least 24 distinct hours in each degree program.

Graduate Course Listings

Badges are awarded for all courses with the CORE prefix.

CORE 5013 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 5033 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 5043 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 5053 Communication Strategies
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 5063 Composure
Effective performers set the appropriate emotional tone, use emotional detachment appropriately and retain emotional control under stress.

CORE 5073 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 5123 Leading in High Performance Environments
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 5203 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 5263 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 5283 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 5293 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 5303 Relationship Building & Influence
This course will focus on the skills needed to build and maintain personal and professional relationships and networks. Additionally, this course will help you understand how influence operates within organizations and relationships. People throughout history have used influence to promote ideas, achieve goals, garner buy-in, and to bring people together. Some individuals have used this for good, and others have used it for evil. The goal of this course is to discover the stages of influence and some methods for effective relationship building. These methods will help you learn how to work better with others, accomplish more and be more efficient within the workplace.

CORE 5313 Results Driven Leadership
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 5383 Team Player
Effective performers are willing and able senior collaborators, readily yield individual goals to meet organizational goals and implement initiatives that promote teamwork.

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 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

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 5013 Leading Across Cultures
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 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 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 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 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 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 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 5113 Ethics and Values
This course examines ethics and values in organizational leadership. The course draws from ethical theory and case studies to challenge students to consider their own ethics and values when addressing organizational dilemmas. Students also study the role of leaders in fostering ethical behavior and issues that can arise when individual values conflict with those of the organization.

OGLD 5123 Organizational Theory
This course is focused on individuals, groups, and organizations, with attention to their interrelationships. Organizational theory and behavior pull from several disciplines. This course in organizational theory will provide the opportunity to introduce and discuss major works in organizational theory and behavior in organizations. The course is designed to help students develop a useful appreciation of human behavior- its limits and opportunities, in the contexts of organizations.

OGLD 5153 International Trends & Cultural Diversity
Effective performers translate global trends into local action, consult global networks to shape ideas, consider global implications of domestic current events and have a global knowledge-base.

OGLD 5243 Mission Focused Leadership
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 5303 Defining Competencies & Identifying Assessments
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 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: 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 Individual & Socio-cultural Skills
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 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

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 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

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.

Faculty Listing

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