

Lindenwood  
*University*



**Graduate Catalog 2001 - 2002**

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# Academic Programs

## Undergraduate Degrees

### Semester Schedule

Accounting (BA)  
Agribusiness (BA)  
Art History (BA)  
Athletic Training (BS)  
Biology (BA, BS)  
Business Administration (BA)  
Chemistry (BA, BS)  
Computer Science (BA, BS)  
Corporate Communication (BA)  
Criminal Justice (BA)  
Dance (BA)  
Early Childhood Education (BA)  
Early Childhood Special Education (BA)  
Elementary Education (BA)  
Engineering (BA)  
English (BA)  
Fashion Design (BA, BFA)  
Finance (BA)  
French (BA)  
General Studies (BA)  
History (BA)  
Human Resource Management (BA)  
Human Service Agency Management (BA)  
Industrial Technology (BA)  
International Studies (BA)  
Management Information Systems (BA)  
Marketing (BA)  
Mass Communication (BA)  
Mathematics (BA, BS)  
Medical Technology (BA, BS)  
Mortuary Management (BS)  
Music (BA)  
Performing Arts (BA)  
Physical Education (BA)  
Political Science (BA)  
Psychology (BA, BS)  
Public Management (BA)  
Religion (BA)  
Retail Merchandising (BA)  
Secondary Education (*major in subject specialty*) (BA)  
Social Work (BA)  
Sociology (BA)  
Spanish (BA)  
Sport Management (BA)  
Studio Art (BA, BFA)  
Theatre (BA)  
Writing (BA)

### Pre-Professional Programs

Pre-Dentistry  
Pre-Engineering  
Pre-Law  
Pre-Medicine  
Pre-Nursing  
Pre-Veterinary Science

## Evening College Program

Business Administration (BA)  
Criminal Justice (BA)  
General Studies (BA)  
Human Resource Management (BA)  
Human Service Agency Management (BA)

### Lindenwood College for Individualized Education (LCIE)

Business Administration (BA)  
Corporate Communication (BA)  
Criminal Justice (BA)  
Gerontology (BA)  
Health Management (BA)  
Human Resource Management (BA)  
Information Technology (BA)  
Mass Communication (BA)  
Valuation Sciences (*Appraisal*) (BA)

### Graduate Degrees Lindenwood College for Individualized Education (LCIE)

Master of Arts in Communication  
Master of Arts in Gerontology  
Master of Business Administration (MBA)  
Master of Science (*business area of concentration*)  
Master of Science in Communication  
Master of Science in Criminal Justice Administration  
Master of Science in Health Management  
Master of Science in Human Resource Management  
Master of Science in Valuation (*Appraisal*)  
Graduate Certificate in Gerontology

### Semester Schedule

Master of Arts in Arts Management  
Master of Arts in Studio Art  
Master of Arts in Education  
Master of Arts in Educational Administration  
Master of Arts in Teaching  
Master of Arts in Theatre  
Master of Fine Arts in Studio Art  
Master of Fine Arts in Theatre  
Education Specialist (Ed.S.)  
Graduate Certificate in Library Media

### Quarter Schedule

Master of Arts in Human Service Agency Management  
Master of Business Administration (MBA)  
Master of Arts in Sport Management  
Master of Science in Communication  
Master of Science (*business area of concentration*)

### Trimester Schedule

*Professional Counseling and School Counseling*  
Master of Arts in Professional Counseling  
Master of Arts in School Counseling  
Master of Arts in Professional and School Counseling  
School Psychological Examiner Certificate

# Introduction to Lindenwood University

This catalog contains a description of the Graduate programs offered on the traditional day semester schedule and the evening quarter schedule of Lindenwood University. A separate catalog is devoted to the description and the special requirements of the Lindenwood University undergraduate programs. All statements in this publication concerning policies, program requirements, fees and other matters are subject to change without notice. The statements in this catalog are for informational purposes only and should not be viewed as the basis of a contract between a student and the university.

Lindenwood University is an Equal Opportunity, Affirmative Action Employer. The university complies with the Civil Rights Act of 1964 and other legislation, as amended, including the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans With Disabilities Act of 1990, and other legislation which prohibits discrimination in employment and access to educational programs because of race, color, national origin, sex, age or physical handicap. Lindenwood University is committed to a policy of non-discrimination and dedicated to providing a positive discrimination-free educational and work environment. Any kind of discrimination, harassment, and intimidation is unacceptable conduct. For the purpose of this policy, discrimination, harassment and intimidation may be defined as any attempt on the part of individuals, groups and recognized campus organizations to deny an individual or group those rights, freedoms or opportunities available to all members of the university community. The university is committed to meeting the full intent and spirit of the anti-discrimination laws, not merely the minimum letter of the law. Inquiries concerning the application of Lindenwood University's policy on non-discrimination should be directed to the Campus Life Office or executive offices of the university.

Lindenwood University complies with the Drug Free Schools and Communities Act of 1989, the Drug-Free Workplace Act of 1988, the Student Right-to-Know and Campus Security Act of 1990, and the Campus Securities Disclosures (Section 458 of the Higher Education Amendments of 1992), and seeks to provide a healthy, safe and secure environment for students and employees. (See Campus Life Handbook).

Lindenwood University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and the Missouri Department of Elementary and Secondary Schools, and is a member of the Teacher Education Accreditation Council.

## The Mission of Lindenwood University

Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community.

Lindenwood is committed to

- providing an integrative liberal arts curriculum,
- offering professional and pre-professional degree programs,
- focusing on the talents, interests, and future of the student,
- supporting academic freedom and the unrestricted search for truth,
- affording cultural enrichment to the surrounding community,
- promoting ethical lifestyles,
- developing adaptive thinking and problem-solving skills,
- furthering lifelong learning.

Lindenwood is an independent, liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an

ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

## Historic Lindenwood

Amid the beautiful linden trees, Lindenwood University was founded in 1827 by innovative pioneering educators Mary Easton Sibley and Major George Sibley. They sought to establish an institution which reached across all fields of knowledge, teaching a solid academic core along with the balanced sense of self-worth which accompanies dedication to the larger community and the world—an institution which was always up-to-date with the times in teaching both the breadth of the liberal arts and the attention to detail of the sciences, seeking to synthesize all knowledge in an effort to educate the whole person.

Lindenwood University serves full- and part-time students of all ages, with a wide variety of educational programs leading to baccalaureate and master's degrees. This academic year, Lindenwood University will serve more than 10,000 full-time and part-time students. Two thousand of these students will live on the university's beautifully wooded campus in St. Charles.

## Degree Programs

Lindenwood University offers academic programs leading to the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees at the undergraduate level. At the graduate level, the university offers coursework leading to the Master of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Fine Arts, Master of Science in Valuation, and Education Specialist (Ed.S.) in Educational Leadership. Interdisciplinary majors and minors are available in international studies and human resource management. In all divisions individualized degrees may be developed on a contract basis for interdisciplinary specialities. The major areas of concentration and the format in which each degree is offered are listed under "Academic Programs" in this catalog.

## Program Formats

Lindenwood University strives to make quality higher education accessible to traditional and non-traditional students. Undergraduate and graduate academic programs are offered in three distinct formats, known as the Semester, Evening College and the Lindenwood College for Individualized Education formats.

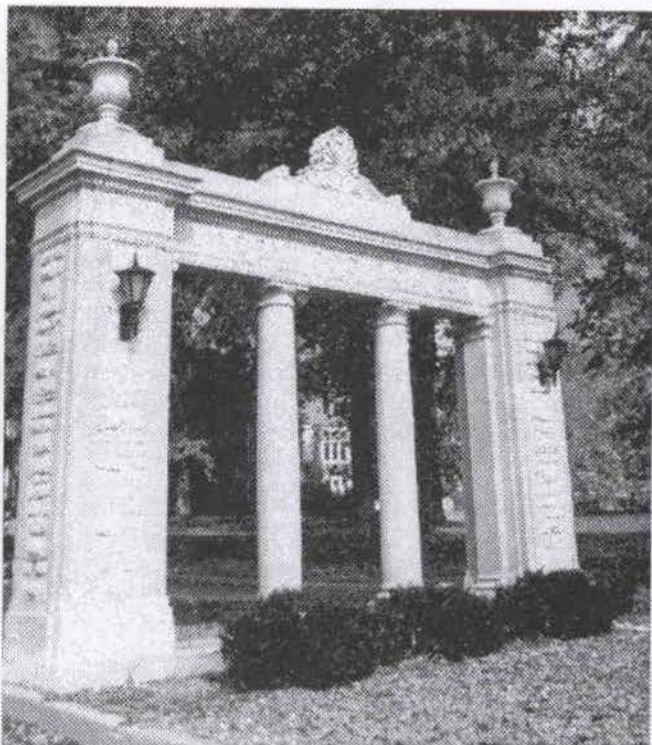
The day semester programs are considered the "traditional" format, with undergraduate classes offered in the semester format during the day. However, graduate degree courses in education, art and music are also held on a semester basis, with some classes meeting in the evenings.

The Lindenwood Evening College was established to meet the request for part-time education for those unable to attend classes during the day. Classes are held on a quarterly basis.

In 1975, the Lindenwood College for Individualized Education (LCIE) was created to provide an accelerated program of study which enables students to make progress toward an undergraduate or graduate degree without relinquishing career and family obligations.

Many older adults who might not pursue higher education in a traditional setting find LCIE's educational philosophy and flexible program an ideal learning environment in which to earn a degree or to pursue studies appropriate to personal learning goals.

Together the Evening College and the Lindenwood College for Individualized Education comprise the evening format.



Since its inception, the evening format has maintained a deep commitment to meet the intellectual and professional needs of adult learners with employment experience. Our purpose continues to be to provide high-quality professional and personal competence.

Using methods based in adult learning theory, the Lindenwood Evening College and the College for Individualized Education provide students with the techniques of scholarly inquiry. Through varied curricula and excellent teaching designed to meet a full range of adult student needs, the Lindenwood evening programs realize their mission within the university community.

The January term gives both students and faculty members the opportunity to concentrate on a topic of special interest. January term courses will emphasize experiential education, total immersion in a topic or activity, creativity, and close interaction with one faculty member or a team of faculty.

### **Campus Centers**

**St. Charles Campus**—located at 209 South Kingshighway in the heart of St. Charles, this 368-acre site is the original campus founded by the Major George and Mary Easton Sibley. Historic buildings grace the tree-lined walks and house classrooms, administrative offices and residential living.

**Lindenwood University Cultural Center (LUCC)**—located at 400 N. Kingshighway, a few blocks from the main campus. The LUCC is the center for the Lindenwood University for Individualized Education (LCIE) and the university's music department. Classrooms, faculty offices, and a 750-seat auditorium are among the building's amenities.

**Westport Center**—located in the 12000 Building, 11960 Westline Industrial Drive, Suite 250, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the Lindenwood University evening division. Classrooms and administrative offices are housed in a modern, air-conditioned facility with ample free parking.

**Wentzville**—located at 1102 E. Pitman, our new Wentzville Center provides campus education and encompasses undergraduate and graduate programs of the Lindenwood University evening division. Classrooms and administrative offices are housed in a modern air-conditioned facility with ample free parking.

**O'Fallon Center**—located in the senior center of the City of O'Fallon at 100 North Main Street. This partnership with the city provides classroom education and will also encompass a variety of cultural and athletic activities for the citizens of O'Fallon.

**Synergy Center**—located at 5988 Mid Rivers Mall Drive in St. Peters, this facility offers working adults the opportunity to learn in a business atmosphere.

**Historic Daniel Boone Home and Boonesfield Village**—located on Highway F near Defiance, approximately 40 minutes from Lindenwood's main campus, this historic landmark merged with Lindenwood University in 1998. The 750-acre Boone property, with its rich heritage and historic buildings and features, will remain a popular St. Charles County tourist attraction.

The property also serves as a "laboratory" for students to study a variety of frontier-related programs, including the values, culture and history of the American frontier. Classes held at the site include historic preservation, museology and archaeological digs. The tourist component provides for internships and practica in nearly every major in the Lindenwood curriculum, from accounting and marketing to theatre and education.

In addition to the above, the university provides on-site instruction at a number of businesses and school districts in the region.

### **Campus Accessibility**

It is the guiding philosophy of Lindenwood University to make our programs and facilities as accessible to students with disabilities as practical. The Coordinator for Campus Accessibility Services acts to ensure the accessibility of programs and assist and support students with disabilities. Each student is encouraged to serve as her or his own advocate and be responsible for obtaining special services offered by the university. If the coordinator is unable to satisfy a reasonable request, that request may then be directed to the Dean of Academic Services.

### **Conferences**

The university offers a variety of services and accommodations to community groups, religious organizations, businesses and trade and professional organizations on campus and at our off-campus sites. Many conferences, workshops, meetings and community events are held each year at the various Lindenwood facilities.

# Graduate Admissions

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The standards of admission to Lindenwood University are selective, yet flexible. We do expect our applicants to have a sound undergraduate academic background, and we carefully examine each applicant's record to determine the student's potential for success at Lindenwood. An undergraduate degree from a regionally accredited university is a prerequisite for graduate admission.

We are interested in students who possess a desire to learn. We also look for students whose life experiences enhance and complement their academic skills. In the evaluation process, we look for evidence of intellectual capability, communication skills and leadership potential.

Lindenwood University consciously seeks a diverse student body and welcomes applicants from a variety of socio-economic, religious, and ethnic backgrounds. We also value geographical diversity and welcome international students to our campus.

## Selection Criteria

Candidates applying to Lindenwood Graduate Programs will have their applications evaluated by the director of admissions, as well as the dean of the specific discipline, or the designated faculty advisor within that discipline.

## Application Procedures

To be considered for admission to the university, an applicant's file must include:

1. A completed and signed application form with the \$25.00 application fee (non-refundable). Checks or money orders should be made payable to Lindenwood University.
2. Official transcript from school granting the undergraduate degree, as well as official transcript(s) from any graduate school(s) attended.
3. LCIE applicants must provide an autobiographical statement or essay. Students in other programs must provide a resumé. LCIE students in Business Administration may substitute a resumé for the autobiographical statement. Autobiographical statements and resúmes may be waived in certain instances, as determined by the Director of Adult, Corporate and Graduate Admissions.
4. One letter of recommendation is required. The letter of recommendation may be waived in certain instances, as determined by the Director of Adult, Corporate and Graduate Admissions. Various departments may have additional requirements, i.e., a portfolio or an audition.

**Note:** A student must have a completed file and be admitted to the university before any financial aid will be processed.

## International Students

All International Students are required to submit the following:

1. A completed and signed International Student Application.
2. A \$50.00 (non-refundable) application fee. Checks or money orders should be made payable to Lindenwood University.
3. Proof of English language proficiency as evidenced by one of the following: a) A TOEFL score of at least 550; b) successful completion of a secondary or university level course of study in which English is the language of instruction, or c) other evidence of English language proficiency.
4. Official transcripts, or a notarized copy of transcripts, from all colleges or universities attended. All transcripts must be accompanied by an English translation. Transcripts should be sent directly to Lindenwood from your previous school(s). Other proof of academic work may be accepted when original transcripts are not available.
5. An autobiographical statement or essay.
6. Two letters of recommendation (optional).
7. A Statement of Personal Finances or an affidavit of support attesting to the student's or sponsor's ability and commitment to pay tuition, fees, and living expenses for one year. Either statement must indicate the exact amount available for support. The amount should be equal to or greater than the tuition and living expenses for one academic year. Either statement must be accompanied by a certified bank letter.
8. An enrollment deposit (as described below) and advance payment of tuition, room and board fees for the first term.

All the steps in the Application Procedures must be completed before Lindenwood will issue an I-20 form. This requirement may be waived in certain instances, as determined by the Dean of the University.

All international students are required to take room and board on campus. Any waiver of this or advance payment requirements will only be granted under exceptional circumstances. Written requests for a waiver of this requirement should be addressed to the International Student Advisor.

# Graduate Academic Procedures

## Academic Honesty

Academic dishonesty is an exceptionally serious offense to oneself and one's colleagues. The fabric of a learning community is woven by an act of trust: the work to which we affix our names is our own. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Students, therefore, wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members.

Academic dishonesty may result in a failing grade on the piece of work in question, failure in the course, or dismissal from the university.

## Academic Load

### Graduate Students:

9 semester hours	full time
6-8 semester hours	half time
1-5 semester hours	less than half time

Course extensions (including culminating project extensions and thesis extensions) are not considered as "hours enrolled" for purposes of this policy and are therefore less than half time.

## Auditing

A student may register to audit any lecture course, other than studio, or photography courses or LCIE clusters. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. A student has two weeks into a semester or trimester, and two class meetings into a quarter or summer session to make a change in registration to audit a class or to take it for credit. The audit fee is 50 percent of the regular tuition for a course.

## Attendance

All students at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. If classes are missed, a student is expected to make up the work to the satisfaction of the instructors concerned.

At times, absence from class may be unavoidable—as in instances of prolonged illness, hospitalization, or participation in an approved student activity. A student who has been hospitalized should submit a doctor's verification to the registrar, who will notify instructors. The sponsor of an approved university activity where students will miss classes will provide the registrar with a list of participating students, and instructors will be informed of their approved absences. This list of students will be submitted to the registrar for approval at least five class days before the date of the activity.

In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that his/her work is unsatisfactory and may report a final grade of "F" to the registrar.

Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance (See Veterans Benefits).

## Calendar

Lindenwood University uses different calendars for different programs of the university. All academic credit is given in semester hours. Fall semester begins just before Labor Day and ends before Christmas. Spring semester begins in January and ends in mid May.

All Evening University Programs, LCIE programs, the MBA program, MA and the MS (business areas of concentration) are offered on a quarter calendar. Programs in Professional Counseling and School Counseling are offered on a trimester basis.

All other programs (including the MA in Art and Theatre programs) are offered on a semester calendar.

## Dismissal

The university reserves the right at any time to request the withdrawal of a student who is unable to meet academic standards or whose continuance in the university is felt to endanger the student's own health or that of others, or who does not observe the social regulations and standards of the conduct of the university.

## Grading System

Graduates may earn grades of A, B, C, F, P, W, WP, WF, UW, NG, "I," and Audit. Grades "A," "B," "C," and "F," are used to calculate the student's academic standing. A grade of "A" indicates outstanding performance. A grade of "B" indicates satisfactory performance at the graduate level. A grade of "C" indicates performance below that acceptable at the graduate level. An "F" indicates a significant failure in performance relative to the requirements of the course. No credit is awarded toward a graduate degree of courses in which a grade of "F" is earned.

A "P" indicates that the student has successfully completed a thesis, culminating project, practicum, internship, workshop, or residency requirement.

A grade of "I" (incomplete) is given at the end of a term or semester only for failure to complete course work because of exceptional circumstances beyond the student's control. To receive an "I," a student must initiate a request petition obtained in the Registrar's Office and receive the approval of the instructor and the appropriate division dean. Such approval must be obtained before the final examination is given in the course. An "I" grade must be resolved within six weeks of the beginning of the next semester, quarter, or trimester; otherwise it automatically becomes an "F."

Any request to extend the time needed to complete an "I" must be submitted to the registrar no later than two weeks before the date the grade is due. Such request will then be sent to the appropriate division dean to be considered for approval.

Cumulative records are maintained for each student on individual transcripts.

Lindenwood University operates under the 4.0 grading system. An "A" carries 4 quality points; a "B," 3 quality points; a "C," 2 quality points; a grade of "F" carries no quality points, and no credit. Thus, a course worth 3 semester hours in which a student earned an "A" would merit 12 quality points. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted. Only grades earned at Lindenwood are used in computing the grade point average.

## Withdrawals

1. The deadline for withdrawals shall be a date for each term as set annually on the Academic Calendar.
2. Students must complete a withdrawal form and secure the instructor's, advisor's, and Dean of Faculty's signature for approval:
  - a) students who are permitted to withdraw from a course
  - 6 before the deadline will receive a grade of "W" which

indicates an official withdrawal.

b) students who are permitted to withdraw after the deadline will receive a grade of either "WP" (withdraw passing) or "WF" (withdraw failing).

*Neither grade will affect the student's grade point average.*

Late withdrawals will be approved only under extreme circumstances. Normally requests for late withdrawal will NOT be approved for the following reasons: inability to keep up with course assignments, a lower grade than desired, or discovery that one does not need the course to complete a degree or enter graduate school.

### **Unauthorized Withdrawal**

This grade is for use when students stop attending a particular class but do not withdraw from the course. The grade of "UW" is treated as a grade of "F" in the calculation of the student's grade point average.

### **No Grade**

An administrative grade assigned by the registrar when final course grades have not been submitted prior to running term grades. Under normal circumstances, the "NG" grade will be cleared within two weeks after the end of the term. Faculty members are not authorized to submit a grade of "NG."

### **Grievance Procedure**

Students who wish to appeal a final grade will normally first contact the course instructor. If the matter cannot be resolved at that level, the student may appeal in writing to the appropriate division dean or Dean of Faculty. An Academic Grievance Committee may be convened to hear academic grievances concerning grades and other academic matters before a recommendation is made to the president for review by the president or his designee. Information about any of these procedures is available through the Dean of Faculty. Notice of intent to file a grievance must be made in writing to the appropriate division dean or Dean of Faculty within six weeks of receipt of the grade. Changes under this procedure will only be made during the term immediately following the term in which the disputed grade was given.

Lindenwood University shares information from students' formal written complaints with the North Central Association of Colleges and Schools as part of its normal accrediting process. Such information is shared in such a manner as to shield all individual identities of complainants. No letters or documents will be shared from individual complainants without the express written permission of the complainant.

Lindenwood University has a number of appeals and grievance processes in place (see, e.g., the process for "Appeal of Financial Aid Suspension") in various university publications. Once these normal appeals and grievance procedures have been exhausted, students may make formal written complaints concerning academic matters to the Dean of Faculty; concerning student services to the dean of campus life; all other formal written student complaints should be directed to the president's office.

### **Re-enrollment**

Any student who has voluntarily left the university for one academic year or more must have his/her re-enrollment approved by the Director of Admissions or the Dean of the University. The student will abide by all current requirements under the catalog in effect at the time of re-enrollment.

### **Change in Degree Program**

A student wishing to pursue a degree or program other than the one originally sought, should consult with the Dean of Faculty to determine whether additional materials need to be submitted.

### **Second Degrees**

A student who has earned a master's degree from Lindenwood and who desires another master's degree may receive a maximum of 9 hours credit from the first degree toward the second degree, if the credit is applicable. All other requirements for the second degree, including the culminating project or thesis, must be completed for the second degree.

### **Degree Time Limit**

A graduate student is expected to complete the program within five (5) years of the date of entry.

### **Thesis/Culminating Project Extensions**

Registrations for extensions on undergraduate thesis/culminating projects must be completed by the student each succeeding term after the initial enrollment for their thesis/culminating project. The fee charged will be \$50.00 for each extension.

If the student fails to register for a term, they will no longer be considered a degree candidate. Should they wish to resume their thesis/culminating project, they must pay the full tuition rate for the thesis/culminating project when they re-enroll. In order to appeal that charge, students must submit a written request to the Business Office controller including any evidence which would substantiate the appeal.

### **Scholarship Standards**

To be in good academic standing, all graduate students must maintain a 3.0 grade point average. At Lindenwood University, an "A" is calculated at 4.0 quality points, a "B" is 3.0 quality points, a "C" is 2.0 points and an "F" carries 0 quality points.

The academic standing of any student whose cumulative grade point average falls below the 3.0 minimum will be reviewed by the Dean of Faculty and the appropriate division dean. Following that review, the student will be notified whether he or she has been placed on academic probation or suspended from the graduate program. If the student is placed on academic probation and permitted to continue, the conditions under which he or she will be allowed to continue will be provided to the student in writing. Such conditions may include requiring the student to repeat the course or courses in which a grade of "C" or below was earned. When a course is repeated, both grades will be used to determine the cumulative grade point average. In all cases, if after the next quarter or semester of work the student has not improved his or her cumulative grade point average to the 3.0 level, the student will be suspended for unsatisfactory academic progress.

Students who are suspended for unsatisfactory academic progress are ordinarily not again admissible to the graduate programs of Lindenwood University.

Appeals of academic suspension and petitions for readmission should be directed to the Dean of Faculty for review by the president or his designee.

### **Transcripts**

All information in each student's university record folder is considered confidential information and is issued only to authorized individuals. Requests for official transcripts of the academic record from any individual or agency will not be filled until authorization has been received in writing from the individual student.



A transcript will not be issued when the student is delinquent in payment of tuition, has not returned library books, or when there are other unfulfilled obligations to the university.

A request for a transcript should be made either on a transcript request form or by letter to the Registrar's Office, including name, Social Security Number, date of attendance, and current address. Normal processing time for transcripts is 3 days.

In conformance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Lindenwood University has established a system to insure that students have complete access to their educational records and the right to challenge information they believe to be inaccurate or misleading. Information about these procedures can be obtained from the Registrar's Office.

### Transfer Credits From Another University

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request official

transcripts be sent directly to Lindenwood University's Office of Graduate Admissions by the school(s) previously attended.

An evaluation of transfer credit will be made by the division dean. Credit may be transferred from regionally accredited institutions only. A maximum of 9 semester hours of transfer credit is allowed for graduate students.

Appeals of transfer credit evaluations should be submitted in writing to the Dean of Faculty.

A student at Lindenwood who wishes to take courses at another college or university while pursuing a degree at Lindenwood must first obtain permission for the transfer of these courses from the academic advisor and the registrar. A Prior Approval form may be obtained for this purpose from the Registrar's Office. Students may be allowed to take courses from other schools during terms in which the requested course is not offered at Lindenwood.

Credits accepted in transfer do not affect the student's grade point average at Lindenwood University.

## Fees and Financial Assistance

### Student Expenses

#### 2001-2002 Academic Year

#### Tuition

##### Full-time Undergraduate Tuition

(12 through 18 credit hrs) \$5,600/semester  
Overload Fee \$300/credit hour

##### Graduate Tuition

Full-time semester rate (9 through 15 credit hours) \$5,600/semester  
Full-time quarter rate (9 credit hours, except LCIE) \$3,600/quarter  
Quarter Overload Fee (over 9 hours) \$300/credit hour

##### LCIE

Undergraduate \$2,160/9 hour cluster  
Graduate \$2,700/9 hour cluster

##### Part-time Tuition

Undergraduate Semester rate \$300/cr hr  
Undergraduate Quarter rate \$240/cr hr  
Graduate \$300/cr hr

### Housing & Meals

Semester/Trimester \$2,800/term  
Quarter \$2,240/quarter  
Room & Board Fee during breaks \$180/week

### Other Fees

Housing/Enrollment Deposit \$200  
Full-time Student Activity Fee \$75/term  
Communications Fee \$150/term  
Lab Fee (in specified courses) \$65/course  
Studio Fee (general) \$65/course  
Studio Fee (ceramics, color theory and figure drawing) \$80/course  
Student Teaching Fee \$200

Applied Music Fee \$150/half-hour  
(For individual lessons in piano, voice, orchestral instruments and organ:  
per semester hour credit)

Experiential Learning Fee (one-time only charge) \$225  
Experiential Learning Credit \$50/cr hr  
Overload Fee (except LCIE) \$300/sem hr  
(a charge to full-time students who take more than 18 hours in a term)  
Late Registration Fee \$25  
Promissory Note Origination Fee \$25

Late Payment Fee (per month)	\$50
Culminating Project Extension Fee	\$50
Graduation/diploma fee	
Undergraduate	\$100
Graduate	\$125

**Note:** The Graduate Contract Degree Rate will be determined at the time of admission into the program. Provisions for extended stay housing and meals, degree programs, and tutoring and additional services are available upon request.

Students are expected to pay tuition charges prior to the beginning of each term. Students may use financial aid (grants and loans) as payment. Student Aid Reports and loan application should be submitted to the Financial Aid Office prior to the beginning of each term.

### Enrollment Deposit

Resident students are expected to pay a \$200 non-refundable fee to reserve their rooms. After the semester charges have been paid, the room reservation fee becomes a refundable room damage deposit.

This deposit remains on account at the university as long as the student resides in campus housing. Any damage to the assigned housing during the time of residence will be deducted from the deposit. Students are entitled to a deposit refund upon completion of the Residential Check-Out form once all outstanding debts to the university have been satisfied. If a new student withdraws prior to the beginning of a term, the housing application fee is **not refundable**. Continuing students must notify the Office of Residential Services of plans not to return the following term as a resident student and complete the Residential Check-Out form. Failure to complete this process by the date of the last class or exam preceding the departure will result in forfeiture of the deposit.

Students must meet all financial obligations to the university in order to qualify for a room damage deposit refund. Application for the refund is available in the Business Office.

When students have been accepted for admission, students, parents and/or guardians accept all the conditions of payment as well as all the regulations of the university. In making the initial payment of \$200 the student and his parent or guardian acknowledge these terms and signify acceptance of these obligations. No promise or contract that differs from these terms shall bind the university unless it has been signed by the chief operating officer of Lindenwood University. The university

reserves the right to increase or reduce fees each year according to changes in fiscal conditions.

An additional charge may be added for all single rooms in the dormitories and/or apartment/house living quarters (on a space-availability basis).

## Payment Options

All tuition and fees are payable prior to the term beginning. Please consult your student account representative in the Business Office regarding due dates or other payments arrangements. Your payment options include:

**Corporate Promissory Note:** The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. This applies to students whose employer pays the university directly; proof of employment and a copy of your company's reimbursement policy must be on file in the Business Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. A monthly late charge will be assessed after this date. The student whose employer does not make direct reimbursement to Lindenwood University will be required to make payment arrangements with the Business Office at the time of registration. By signing a promissory note you have given Lindenwood University permission to contact your employer if the note is not paid by the date due.

**Deferred Payment Note (DPN):** The DPN offers the option for students to pay their tuition in installments. It is available to students and/or their parents. There is an origination fee that must be paid when the agreement is executed; the fee is based on the amount of the unpaid balance and is nonrefundable. A monthly late fee of \$50 will be assessed if the payments are delinquent. The DPN may be not be used in conjunction with the Corporate Promissory Note without the approval of the Business Office manager.

Any payment or financial aid received prior to the promissory note due date will be applied to the balance appearing on the student's account.

## Delinquent Accounts

Students must meet all financial obligations to the university in order to qualify for continued enrollment or graduation.

This means that, each semester or term, each student must pay all money due to the university, including tuition, fees, traffic fines, library fines, and any other financial obligation.

Students with delinquent accounts can expect the following:

1. Registration for a succeeding term will not be allowed.
2. Grades for the current term will be held.
3. A transcript will not be issued.
4. The student will not be permitted to graduate.

## Withdrawal & Refund

Students wishing to withdraw from Lindenwood University should contact both the Registrar's Office and the Office of Financial Aid. In order to receive the proper refund, any notification of withdrawal or cancellation and requests for refund should be made in writing. Students should submit a withdrawal form to the Registrar's Office. Calculations of the return of Title IV aid or tuition adjustments shall be based on the date the student begins the withdrawal process, provides official notification of the intent to withdraw or the midpoint of the payment period for which Title IV aid was disbursed.

A student who receives Title IV aid while attending Lindenwood University and withdraws during the first 50% of the term will be

disbursed Title IV aid in direct proportion to the length of time he/she remains enrolled. A student who remains enrolled beyond the 50% point of the term will not be entitled to a return of Title IV aid.

All other students are subject to the Lindenwood University refund calculation as described below. If any student withdraws prior to the beginning of a term, all payments for that term, except the initial \$200 non-refundable room reservation deposit, will be refunded.

The refund policy for tuition fees, including overload charges for Semester and Trimester schedules, is as follows:

Withdrawal during 1st two weeks	75%
Withdrawal during 3rd week of term	50%
Withdrawal during 4th week of term	25%
Withdrawal after 4th week of term	No Refund

The Quarter tuition refund schedule is as follows:

Withdrawal before 1st class meets	100%
Withdrawal before 2nd class meets	75%
Withdrawal before 3rd class meets	50%
Withdrawal before 4th class meets	25%
After 4th class meets	No Refund

No refund for room charges will be made for a term after a student has occupied the room. Board charges will be refunded on a pro-rata basis, plus \$100 for a student who withdraws totally.

Application, activity, lab and miscellaneous fees and room reservation deposits are non-refundable, except as indicated under "Enrollment Deposit" and above.

## Appeals

Appeals on withdrawal and refund calculations for students and parents who feel the individual circumstances warrant exceptions from published policy should be addressed to the Business Office Controller.

In order to appeal a decision, the student must submit a written request to the Business Office Controller including any evidence which would substantiate the appeal

## Refund Distribution of Financial Aid

After the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the Secretary of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined: (1) Outstanding balances on FFEL Program Loans (Unsubsidized Stafford, Subsidized Stafford); (2) Federal Perkins Loans; (3) PLUS; (4) Federal Pell Grant awards; (5) Federal SEOG Awards; (6) other Title IV student assistance; (7) other federal, state, private or institutional aid; and (8) the student. No Title IV program may receive a portion of the federal refund amount if that program was not part of the student's original package.

## Cash Disbursements

When a student officially or unofficially withdraws from school and has received a cash disbursement for educational expenses that exceeds non-institutional costs of education up to that time, the student owes the excess amount to the Title IV program(s) which helped meet the student's educational costs. Lindenwood University will follow the same procedures used in the refund policy to determine which Title IV program(s) will receive the student-owed repayment.

The university will notify, bill, and collect from the student the amount owed the Title IV program(s).

## Financial Assistance

Financial aid is available to all qualified students. Financial need may be met through a combination of state, federal and institutional aid. Federal grants are outlined below. Institutional awards and grants are offered in the areas of academics, leadership, athletics, drama, music and art.

The Lindenwood University financial aid program provides assistance to students with financial need who would otherwise be unable to receive an undergraduate education. The primary responsibility for paying the student's education expenses rests with the student and his/her family, and the university expects both the student and his/her parent(s) to make a realistic contribution to meet these costs. Financial aid is a supplement for those students and families who cannot afford the entire cost of a university education.

What the student is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all Title IV and institutional assistance. Lindenwood does not require students to fill out supplementary fee based forms to determine eligibility for institutional financial aid. All students wishing to receive Title IV aid must submit a valid set of Student Aid Reports or a valid ISIR (Institutional Summary Information Report) which result from the processing of the FAFSA and must complete any required verification. Financial need is calculated as the difference between the cost of attendance and the expected family contribution from the student and his/her parent(s). Financial aid is an award from grant, loan, and/or work funds which will help meet this need.

### Scholarships

A variety of scholarships are awarded to students who have excelled in fields of study, community activities or athletic competition. Lindenwood University's admissions counselors can advise prospective students of the full program of scholarship availability.

Although Lindenwood University scholarships and grants are credited in total at the beginning of each term, they are actually earned as tuition, room and board charges are incurred.

Therefore, tuition, room, and board charges which are reduced as a result of being unearned will automatically result in an immediate proportional reduction of the Lindenwood University scholarship or grant as also being unearned.

All institutional aid will be reduced in accordance with the student's reduced cost, for campus-housed students who move off campus.

### Older Student & Institutional Grants

Lindenwood University offers a 50 percent scholarship to all persons age 55 and over. The university also offers partial institutional grants for employees of selected companies, municipalities, and school systems. These grants apply to the tuition for credit classes and do not apply to courses that are audited. Any other funding may first replace the Lindenwood University grant.

### Student Employment

Most full-time resident students are able to defray a portion of their university costs by participating in the Lindenwood University "Work and Learn" Program on campus. Generally, compensation which would otherwise be provided for this work is instead credited against the student's account. If the student chooses not to participate or complete his/her work study, the balance is payable to the Business Office at that time.

## Types of Federal Financial Aid

### Federal Pell Grant Program

Eligibility is determined by the Pell Grant processor, and is based on a student's Estimated Family Contribution (EFC).

The student must submit the Free Application for Federal Student Aid (FAFSA) and request that pertinent financial data be sent to the Pell Grant processing agency for determination of eligibility. The results are forwarded to the student in the form of a Student Aid Report (SAR) which must then be sent to the Lindenwood University Financial Aid Office. Electronic filing results will also be sent directly to the institution in the form of an Institutional Summary Information Report (ISIR).

### Federal Supplemental Equal Opportunity Grant (FSEOG)

Eligibility for this grant depends upon the extent of a family's inability to pay the educational costs. It is determined by an analysis of the family's financial situation, as reflected on the Student Aid Reports.

### Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent upon the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily a student will work 10 hours per week while attending school. Wages are \$6.00 per hour.

### Federal Perkins Loans

This is a federal loan to students at an interest rate of 5 percent repayable nine months after graduation, after termination of an academic program, or after enrolling for fewer than 6 credit hours during a semester. Students may borrow up to \$4,000 per year to an aggregate maximum of \$20,000 as an undergraduate, and \$6,000 per year to an aggregate maximum of \$40,000 as a graduate student.

Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. This loan is administered by Lindenwood University and does not require a separate application other than the FAFSA. Availability of this loan is at the discretion of the dean of admissions and financial aid.

### Federal Family Education Loan Programs (FFELP) Subsidized Federal Stafford Loan

The federal government guarantees loans from \$2,625 to \$5,500 for eligible undergraduates and up to \$8,500 for eligible graduate students per academic year. These loans are made by private lending institutions, and interest is subsidized by the federal government. There is a three percent processing fee deducted from the amount of the loan.

### Eligible Stafford Borrower Limits:

<i>Undergraduate Study</i>	
1st year of study	\$2,625/academic yr.
2nd year of study	\$3,500/academic yr.
3rd, 4th & 5th year of study	\$5,500/academic yr.
Cumulative Limit	\$23,000
<i>Graduate Study</i>	
Cumulative Limit (including undergraduate study)	\$8,500/academic yr. \$65,500

For borrowers who have no outstanding loans as of October 1, 1992, the interest rate on a Stafford Loan is variable, and is tied to the 91-day T-bill plus 1.7 percent, not to exceed 8.25 percent. Borrowers with outstanding balances will borrow at the same rate as the prior loan, but may be eligible for interest rebates. These

loans qualify for federal interest subsidy while the borrower is in school at least half-time.

Students must file the FAFSA to determine eligibility for a Stafford Loan, and must submit Student Aid Reports in order to receive loan funds.

A student can obtain a Master Promissory Note application form for the subsidized Federal Stafford Loan from the Lindenwood University Financial Aid Office.

#### **Unsubsidized Federal Stafford Loan**

Students who meet the eligibility requirements under Section 484 of the Higher Education Amendments and who do not qualify for interest subsidies under the FFELP Stafford Loan program may borrow under the Unsubsidized Stafford Loan program.

Similar to the Federal Subsidized Stafford Loan program, the Unsubsidized Stafford Loan is available to all eligible students, and students must complete a valid need analysis. Unsubsidized Stafford Loans are not need based, however, and interest accruing on the loan is not subsidized (or paid) by the federal government while the student is in school.

Students must therefore pay the interest payments while in school. There is a three percent processing fee deducted from the amount of the student loan.

A student can obtain a Master Promissory Note application form for the unsubsidized Federal Stafford Loan from the Lindenwood University Financial Aid Office.

#### **Federal Parent Loans to Undergraduate Students (FPLUS)**

Parents may borrow for either dependent undergraduate or dependent graduate and professional students. The maximum amount a parent may borrow on behalf of each eligible student is limited to the cost of education, less financial aid. These loan limits do not include amounts borrowed by a student under the FSL programs. FPLUS loans do not qualify for interest subsidy. FPLUS interest rates are the same as unsubsidized loans.

#### **New Unsubsidized Loan (Formerly SLS)**

Supplemental loans to students provide for a maximum of \$4,000 for the first two years of study and \$5,000 per year for third or more year students, with an aggregate loan limit of \$23,000, and up to \$10,000 a year for graduate students.

Graduate and professional students or independent undergraduate students are eligible to borrow under this program. Loans made under the new unsubsidized loan program are not eligible for interest subsidy. Repayment is to begin within 60 days after disbursement, except if the borrower is entitled, and requests, to defer principle or interest (contact your lender).

The variable interest rate for any calendar year will be equal to the bond equivalent rate of a 52-week Treasury Bill auctioned at the final auction prior to June 1 of that year, plus 3.1 percent, not to exceed 8.25 percent for unsubsidized loans and 9 percent for FPLUS loans.

#### **Loan Limits**

Pursuant to P.L. 101-508, Lindenwood University reserves the right to refuse to certify a loan application, or to reduce the amount of the loan, in individual cases where the institution determines that the portion of the student's costs covered by the loan could more appropriately be met directly by the student.

In addition, requested loan amounts will be reviewed to ensure compliance with educational purpose regulations.

#### **Types of State Financial Aid**

Several grants are available to Missouri residents who attend eligible institutions in the state of Missouri. Lindenwood University is an eligible institution.

• **Charles Gallagher Student Financial Assistance Program** (formerly known as Missouri State Grant Program) is a need-based grant available to eligible full-time students and is worth up to \$1,500 each year.

• **Missouri College Guarantee Program** is a need-based grant available to eligible full-time students and is based on high school and college academic achievement.

Students may apply for these grants by completing the Free Application for Federal Student Aid (FAFSA) by the published deadline.

#### **Missouri Higher Education Academic Scholarship Program**

The Missouri Higher Education Academic Scholarship Program is available to Missouri residents who have a composite score on either the ACT or SAT tests which places them in the top 3 percent of all Missouri students taking those tests. The Scholarship is renewable for up to four years for Missouri residents who enroll as full-time undergraduate students at an approved institution for the period of the scholarship. Lindenwood University is an approved eligible institution. Students will be notified by the Missouri Department of Higher Education as to their eligibility.

#### **Missouri Teacher Education Scholarship**

Eligible applicants for the Missouri Teacher Education Scholarship Program are defined as residents of Missouri who:

1. Are high school seniors, university freshman, or university sophomores enrolled in a four-year college or university located in Missouri, or students enrolled in a junior or community college located in Missouri;
2. Make a commitment to pursue an approved teacher education program and enroll as full-time students in a four-year college or university in Missouri;
3. Have achieved scores on an accepted nationally-normed test of academic ability such as the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the School College Ability Test (SCAT) which place them at or above the 85th percentile or have achieved a high school grade point average which ranks them in the upper 15 percent of their high school graduating class as calculated at the end of the sixth semester.

*Applications are available through high school counselors or financial aid offices throughout the state of Missouri.*

#### **Marguerite Ross Barnett Memorial Scholarship Program**

This program will be available to eligible students who are enrolled part-time and who are employed for at least twenty (20) hours a week. Contact the Missouri Coordinating Board or the Financial Aid Office for details on eligibility criteria.

#### **Advantage Missouri Program**

A loan and loan-forgiveness program designed for students enrolled in designated high-demand occupational fields. Students entering or enrolled in academic programs related to the designated high-demand fields may apply for loans. One year of loans is forgiven for each full year of employment in the designated high-demand occupational field in Missouri.

#### **Vocational Rehabilitation**

Assistance may be available for students with disabilities. Students should contact their regional office of Vocational Rehabilitation in regard to benefits. Students may contact the Lindenwood University Financial Aid Office if they have questions.

## **Satisfactory Progress**

Students wishing to apply for and receive Title IV assistance must meet specific academic progress requirements in order to maintain Title IV financial aid eligibility. Satisfactory academic progress requires that a student must accumulate a minimum number of credit hours over a maximum number of enrollment periods, and a minimum cumulative grade point average for each period of attendance.

The minimum cumulative Grade Point Average (GPA) is listed under "Scholarship Standards" below and in the graduate catalog.

Satisfactory Progress is defined as satisfactory based on the following maximum academic years and earned credit hours per school division of enrollment:

### **Full-time Students**

#### **Undergraduate College**

##### *Academic Years Completed*

1 2 3 4 5 6

##### *Earned Credit Hours:*

16 34 55 77 100 128

#### **Graduate College**

##### *Academic Years Completed*

1 2 3 4

##### *Earned Credit Hours*

12 27 39 48

Satisfactory Academic Progress determination is made for all students at the end of each academic year.

For a student to be eligible for Title IV Aid at Lindenwood University, the student must have academic standing at the point in the program that is consistent with Lindenwood University's requirements for graduation as listed under "Scholarship Standards" previously. Before each payment period, the student's academic record will be checked for satisfactory academic progress based on the most recent determination.

In general, satisfactory progress requires that for each two semesters (which constitutes one academic year, summer being optional) of enrollment, 16 credit hours must be earned the first year, a total of 34 by the end of the second year, and so on according to the above chart for full-time undergraduate semester students, and 12 hours the first year, and so on for full-time graduate students.

Part-time and quarter schedule undergraduate students must successfully complete at least 50 percent of their credit hours attempted and have academic standing at that point in the program that is consistent with Lindenwood University's requirements for graduation.

Failure to maintain minimum academic progress will result in a student being ineligible to receive Title IV financial assistance, following a financial aid probationary period, except as follows: If a student fails to meet the minimum requirements as stated at the end of the second academic year, the student will be placed on Financial Aid Suspension.

### **Financial Aid Probation/ Suspension Reinstatement**

Except at the end of the student's second year, if a student fails to meet the minimum requirements as stated, the student will be placed on financial aid probation for the next succeeding academic year of enrollment. If at the end of the probationary academic year of enrollment, the student does not meet the minimum requirements, the student will be placed on financial aid suspension and will not be eligible for financial aid reinstatement until the minimum cumulative requirements of the policy are attained. Students placed on probation or suspension will have their L.U. Institutional Grant re-evaluated. Withdrawal from the

university has no effect on the student's satisfactory progress upon re-entering.

## **Appeal**

A student has the right to appeal if the student feels that he/she has complied with the requirements of the satisfactory academic progress policy, or that there are factors such as undue hardship because of the death of a relative, the student's injury or illness, or similar special circumstances that could affect the decision, or that said decision was not correctly made. If the student's appeal is granted, the student will be placed on Financial Aid probation and will have the next succeeding term of enrollment to meet the minimum requirements stated above.

In order to appeal a decision, the student must submit a written application to the dean of admissions and financial aid, including any evidence which would substantiate the appeal.

The case will be evaluated by the Appeals Committee. The committee will advise the student of its decision within 10 working days following the date the appeal is received.

## **Veterans' Benefits**

Veterans who believe they may be eligible for benefits can receive information and applications through the V.A. Coordinator at the university. Educational assistance is also provided to widows or children of veterans who died in service or as a result of service-related injuries. Wives and children of disabled veterans are also eligible for assistance.

It is the responsibility for the student to notify the V.A. Coordinator of any changes in their class schedule. The Registrar's Office promptly reports to the Veterans Administration when notified that a veteran is no longer attending class, is making unsatisfactory progress, or has withdrawn from a class or from studies.

Because of requirements imposed by the Veterans Administration, and as a condition of being certified to receive benefits from the V.A., the student receiving such benefits acknowledges the following policies which may differ from those required of other students at Lindenwood.

1. The university will notify the V.A. of all terminations, interruptions, or any change in semester-hour load within 30 days. This may change the benefits available to the student.
2. The student accepts the responsibility of notifying the registrar, the V.A. Coordinator at the university, and his/her advisor immediately in case of withdrawal from any course.
3. The student accepts the responsibility of notifying his/her instructors of any expected absence from class. A student may be withdrawn by the university for any excessive absences.
4. The Veterans Administration will be informed that progress is no longer satisfactory with the accumulation of 12 or more hours of "F" grades.
5. LCIE students receiving benefits through the Veterans Administration must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

## ***Out of Classroom Life***

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Lindenwood University currently serves over 10,000 students in over 80 undergraduate and graduate degree programs. Resident students live on the 368-acre, wooded, highly attractive campus within a large metro area that offers almost unlimited cultural, recreational, entertainment and service opportunities.

### ***Lindenwood Student Government Association***

All students at Lindenwood, full-time and part-time, in or out of St. Charles, undergraduate or graduate, are encouraged to participate in the Lindenwood Student Government Association (LSGA). The LSGA works to promote structure for student expression and self-government. Members of the LSGA play a strong role in the academic and administration decision-making process of the university through representation in various planning governance committees.

### ***Residence Halls***

Each Lindenwood residence hall has a distinct atmosphere, meant to extend and enhance the university's classroom experience. The sense of local identity in each hall is built by residents who, through the elected officers and members of the university staff, recommend and evaluate residence policy. Resident directors and advisors provide support for students on a day-to-day basis.

### ***Athletics***

Intercollegiate, intramural, and recreational sports are an important part of Lindenwood's out-of-classroom life.

Intramural sports offer exercise and competition to all students in the community. Intercollegiate baseball, basketball, cross country, field hockey, football, golf, soccer, softball, track, volleyball, wrestling, tennis, swimming and diving, bowling, along with various intramural sports are offered for full-time students.

Lindenwood is a member of the Heart of America Athletic

Conference (HAAC) and the Men's and Women's Divisions of the National Association of Intercollegiate Athletics (NAIA).

For those involved in team sports and others interested in personal fitness, the university has a Field House and Fitness Center with extensive weight training equipment.

In addition, the university provides an indoor pool, baseball and softball fields and two practice fields for soccer, football and other sports. Hunter Stadium, with a seating capacity of 5,000, is the only artificially-surfaced football/soccer stadium in the St. Charles area. The new 3,000-seat Robert F. Hyland Performance Arena is home to the men's and women's basketball, volleyball, and men's wrestling teams.

### ***Religious Life***

Lindenwood University enjoys a historical relationship with the Presbyterian Church (USA). The university fosters an ecumenical spirit which celebrates the wide range of religious traditions represented on a campus. Students wishing to worship can find religious services of all major faiths within walking distance of the campus.

### ***Campus Tobacco Use***

The use of both smoking and smokeless tobacco is prohibited in all buildings on campus except where designated. This includes classrooms, laboratories, hallways, restrooms, and lounges.

### ***KCLC-FM 89.1***

Students may participate in the operation of the university's radio station, KCLC-FM, through the Communications Department. A 25,500-watt stereo facility, it is the principal local radio station in St. Charles County and performs a major role in community affairs, entertainment programming, local news gathering, and amateur sports broadcasting.

# Academic Calendar

## Semester Schedule

### Fall Semester 2001

Faculty Workshops .....	August 20-24
New Student Registration .....	August 26
Classes Begin .....	August 27
Opening Convocation, 4 p.m. ....	August 28
Last day to register, add class, or choose an audit .....	September 7
Last day to withdraw with a "W" .....	September 21
Last day to register for or add a Late Start class .....	Before the 3rd class meeting
Deadline for making up "INC" grades from spring .....	October 8
Midterm grades due .....	October 12
Deadline to apply for May/June graduation .....	November 2
Thanksgiving Holiday-No Classes .....	November 22-23
Last day of classes .....	December 7
Final exams .....	December 10-14
Final grades due, noon .....	December 17

### January Term 2002

Classes begin .....	January 3
Last day to register, add a class, or choose an audit .....	January 7
Last day to withdraw with a "W" .....	January 9
Last day of classes .....	January 18
Final grades due, noon .....	January 23

### Spring Semester 2002

New Student Registration .....	January 20
Classes begin .....	January 21
Last day to register, add a class, or choose an audit .....	February 1
Last day to withdraw with a "W" .....	February 15
Last day to register for or add a Late Start class .....	Before the 3rd class meeting
Deadline to apply for August/September/December graduation .....	February 21
Deadline for making up "INC" grades from fall .....	February 25
Midterm grades due by noon .....	March 8
Spring Break .....	March 25-29
Last day of classes .....	May 10
Final exams .....	May 13-17
Baccalaureate .....	May 17
Commencement .....	May 18
Final grades due, noon .....	May 20

## Quarter Schedule

### Fall Quarter 2001

LCIE Continuing Undergraduate Student Opening Session (6 p.m.) . . .	September 26
LCIE New and Graduate Student Opening Session (8:15 a.m.) . . . . .	September 29
MBA classes begin . . . . .	October 1
Last day to register, add, or withdraw from . . . . .	Before the 2nd class meeting a class with a "W" or choose an audit
Deadline to apply for May/June graduation . . . . .	November 2
Midterm grades due . . . . .	November 9
Deadline for making up "INC" from previous term . . . . .	November 12
Thanksgiving Holiday-No Classes . . . . .	November 22-23
Quarter ends . . . . .	December 15
Final grades due, noon . . . . .	December 19

### Winter Quarter 2002

LCIE Continuing Undergraduate Student Opening Session (6 p.m.) . . . . .	January 2
LCIE New and Graduate Student Opening Session (8:15 a.m.) . . . . .	January 5
MBA classes begin . . . . .	January 7
Last day to register, add, or withdraw from . . . . .	Before the 2nd class meeting a class with a "W" or choose an audit
Midterm grades due . . . . .	February 15
Deadline for making up "INC" grades from previous term . . . . .	February 18
Deadline to apply for August/September/December graduation . . . . .	February 28
Quarter ends . . . . .	March 23
Final grades due, noon . . . . .	March 27

### Spring Quarter 2002

LCIE Continuing Undergraduate Student Opening Session (6 p.m.) . . . . .	April 3
LCIE New and Graduate Student Opening Session (8:15 a.m.) . . . . .	April 6
MBA classes begin . . . . .	April 8
Last day to register, add, or withdraw from . . . . .	Before the 2nd class meeting a class with a "W" or choose an audit
Midterm grades due . . . . .	May 10
Deadline for making up "INC" grades from previous term . . . . .	May 20
Memorial Day, no classes . . . . .	May 27
Quarter ends . . . . .	June 22
Final grades due, noon . . . . .	June 26

### Summer Quarter 2002

LCIE Continuing Undergraduate Student Opening Session (6 p.m.) . . . . .	July 3
LCIE New and Graduate Student Opening Session (8:15 a.m.) . . . . .	July 6
MBA classes begin . . . . .	July 8
Last day to register, add, or withdraw from . . . . .	Before the 2nd class meeting a class with a "W" or choose an audit
Midterm grades due . . . . .	August 16
Deadline for making up "INC" grades from previous term . . . . .	August 19
Quarter ends . . . . .	September 21
Final grades due, noon . . . . .	September 25



## Trimester Schedule

### Fall Trimester 2001

Opening weekend session .....	August 25
Last day to register, add a class, or choose an audit .....	September 7
Last day to withdraw with a "W" .....	September 21
Deadline to apply for December graduation .....	October 1
Deadline for making up "INC" from previous term .....	October 8
Midterm grades due .....	October 19
Deadline to apply for May/June graduation .....	November 2
Thanksgiving Holiday .....	November 22-23
Classes end .....	December 8
Final grades due, noon .....	December 12

### Spring Trimester 2002

Opening weekend session .....	January 5
Last day to register, add a class, or choose an audit .....	January 18
Last day to withdraw with a "W" .....	February 1
Deadline for making up "INC" from previous term .....	February 18
Deadline to apply for August/September/December graduation . . .	February 28
Midterm grades due .....	March 1
Classes end .....	April 20
Final grades due, noon .....	April 24

### Summer Trimester 2002

Opening weekend session .....	May 4
Last day to register, add a class, or choose an audit .....	May 17
Last day to withdraw with a "W" .....	May 31
Deadline for making up "INC" from previous term .....	June 17
Midterm grades due .....	July 5
Classes end .....	August 17
Final grades due, noon .....	August 21

### *Graduation Application Deadlines* 2001-2002

Deadline to apply for May graduation .....	November 3
Deadline to apply for June graduation .....	November 3
Deadline to apply for August graduation .....	February 23
Deadline to apply for September graduation .....	February 23
Deadline to apply for December graduation .....	February 23

# Master of Arts and Master of Fine Arts Semester Programs

## Art: M.A., M.F.A.

### Program Description

The Division of Fine and Performing Arts offers the Master of Arts and Master of Fine Arts degrees in Studio Art. The Master of Arts degree offers concentrations in various areas including ceramics, design, drawing, painting, photography, computer art and fashion design.

The Master of Fine Arts degree combines studio work with art history and criticism. The College Art Association, as well as other professional art organizations, universities, and colleges, acknowledges the MFA degree as the terminal degree for artists. This degree has become a prerequisite for those who intend to teach at the college level. It is also directed at those individuals who want to further develop their professional careers. Full-time or part-time students may apply to the MFA program.

Graduate offerings in Studio Art and Art History also fulfill program requirements for graduate degrees in Education, Valuation Sciences, and Arts Management. The program in Arts Management is individualized and requires minimum of 12 hours of coursework in Business Administration.

## Master of Arts

### Admission Requirements to the Program

1. Fulfillment of general requirements for admission to graduate status as outlined in this catalog.
2. Successful completion of undergraduate major in Studio Art, with a minimum of 3.0 in all art courses. Exceptions may be granted by the division dean.
3. Submission of a portfolio of the applicant's creative work for review by the art faculty. The portfolio should include representative examples of works in varied media as well as a fuller selection of works in the studio area proposed for concentration. Slides or colored photographs of professional quality may be included as part of the portfolio. The request for the portfolio review should be made to the art faculty as early as possible in the admissions process.
4. Conditional admittance to the graduate program in art, based on the evaluation of undergraduate preparation or determined at the time of the portfolio review, requires the successful completion of specified course work prior to full admittance to the graduate program. Undergraduate credit will be awarded for courses completed during the conditional status and is not applicable toward a graduate degree.
5. Full admittance to the graduate program in art requires the endorsement of the division dean.

### Degree Requirements

1. Completion of 36 hours of graduate courses in art, distributed as follows:
  - 21 hours Studio Art area (or areas) of concentration;
  - 6 hours Studio Art courses outside of the area of concentration;
  - 3 hour course in Art History or art criticism;
  - 3 hours Art 500 Research Methods in Art
  - 3 hours Exhibit and thesis project.

2. Satisfactory completion of an oral review of the graduate exhibit and thesis conducted by the thesis committee of three faculty members of the Art faculty.
3. Completion of graduate studies with a minimum grade point average of 3.0.
4. 24 hours of credit must be earned in regularly scheduled classes.
5. No more than 9 hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 36 hours. The division dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The division dean may also waive credits under special circumstances.
6. All graduate students in Studio Art must surrender one work approved by the faculty in their final semester.

## Master of Fine Arts

### Admission Requirements to the Program

1. Candidacy is dependent upon approval by the Art faculty.
2. A BFA in Studio Art. Students of exceptional merit who have earned a BA or BS in Studio Art or Design, or the equivalent, will also be considered contingent upon faculty approval. Students without either a BFA or BA in Studio Art who have significant studio art experience will submit 20 slides, plus additional portfolio material for faculty review.
3. Submission of 20 slides.
4. One letter of recommendation.
5. A two-page essay indicating goals and expectations for graduate school.
6. A faculty review after the completion of 24 hours.
7. All candidates are on probation until mid-program review.
8. Students with an MA in Studio Art from Lindenwood University may enter the program based on program criteria.

### Degree Requirements

1. Admission to MFA candidacy after the completion of 24 hours and a faculty evaluation.
2. Successful completion of the 60 hour MFA program with a B (3.0) grade point average. The 60 hour MFA will include:
  - 42 studio hours, with 6 of those hours outside the area of emphasis;
  - The successful completion of 12 hours of art history;
  - The successful completion of ART 500 Research Methods in Art;
  - The successful completion of the written graduate thesis approved by the student's thesis committee;

- The completion of the thesis project and an exhibition of the candidate's creative work that is approved by the student's graduate committee.

3. All MFA students in Studio Art must surrender one work approved by the faculty member in their final semester.

### **Courses of Study**

**ART 500 Research Methods in Art (3)** An introduction to the research methods employed in art which includes procedures for research/field work. The course will also address portfolios, resumes, job opportunities, networking, exhibitions, legal issues and other resources available to the artist and art historian.

**ART 501 Gallery Management and Promotional Techniques (3)** A course in the techniques of art gallery management, curation, exhibits, and preparation of promotional materials for the artist; portfolio and photographs of art works. The course will stress hands-on experience with the securing, transportation, insurance, installation, announcement, publicizing and the minutia of exhibiting works of art. It will further emphasize needs of the artist-student in the preparation of vitae, presentation of work, and recording of works of art by color photography.

**ART 502 Studies in Color Theory (3)** An advanced study of the properties of color and the optical effect in perception. Projects include the application of color theory through design problems using various media. Studio fee may apply.

**ART 505 Painting (3)** Advanced painting in acrylic, oil, water-color, or mixed media plus assigned problems in composition and color. Research problems directed to the needs and interests of the students. Repeatable for credit. Studio fee may apply.

**ART 506 Applied Art Studio (1-3)** This course is designed with a "hands-on" approach whereby graduate students apply their experiences in art history or studio art to a variety of projects, such as: sports photography, mural painting, environmental design, illustration, archival research, etc. Projects may be developed on an individual or group basis. Graduate students may be selected to mentor undergraduate students in the specified area as part of the requirements for the course. Repeatable for credit.

**ART 507 Patternmaking I (3)** Development of the basic sloper for patternmaking and its manipulation to create original designs by the flat pattern method. Prerequisite: AFD 230/TA 212.

**ART 508 Patternmaking II (3)** Continuation of sloper manipulation for flat pattern design. Prerequisite: AFD 230/TA 230.

**ART 510 Printmaking (3)** Advanced work in intaglio and relief processes. Designing for the graphic media and the technology of printmaking are emphasized. Research problems directed to the needs and interests of students. Repeatable for credit. Studio fee.

**ART 512 Computer-Aided Design-Patternmaking (3)** Use of the computer to produce full-sized, original patterns. Prerequisite: Permission of instructor.

**ART 513 Computer-Aided Design-Flats, Illustrations (3)** Use of the computer to produce fashion-related materials, designs, etc. Prerequisite: Permission of instructor.

**ART 515 Studies in Graphic Design and Computer Art (3)** This graduate course introduces students to the ways technology and art can blend with special emphasis on cinema, graphic art on the Internet, interactive CD games, and related topics. There is a hands-on component to the course but no prior computer experience or knowledge is required.

**ART 517 Graduate Advertising Art (3)** An exploration, on the graduate level, of the principles and processes of commercial graphics including analysis of layout strategies, typefaces and reproduction techniques in discussion sessions and problem solving labs. Actual production work on various campus projects may be required. May include computer applications in the field.

**ART 518 Computer Art I (3)** An exploration of 3-D design of computer systems with practical applications. Advanced elements of computer art and application will be explored. Studio fee may apply.

**ART 519 Computer Art II (3)** An exploration of graduate-level modeling techniques with practical applications. Studio fee may apply.

**ART 520 Sculpture (3)** Advanced sculpture course in various media with instruction and criticism appropriate to the need and level of the individual student. Sketch book required. Studio fee. Repeatable for credit.

**ART 525 History of Photography (3)** A history of the artistic, technological, and sociological developments in photography from 1839 to the present. The role of photography as a major art form in the 19th and 20th centuries will be evaluated.

**ART 530 Drawing (3)** Advanced drawing in which a variety of media are explored. Problems with figurative imagery are emphasized. Research problems directed to the needs and interests of students. Repeatable for credit.

**ART 531 Graduate Figure Drawing (3)** Advanced study of drawing techniques and their application to the human form. Varied media and concepts will be explored while studying the human figure. Sketchbook required. Studio fee.

**ART 532 Fashion Drawing (3)** Basic fashion figures are developed. Students research past and present designers to develop their own design figures for producing small collections. Studio fee. Prerequisite: ART 130.

**ART 534 Graduate Fibers (3)** Form, color and surface design will be explored by means of basic fiber techniques as well as new innovative approaches to fiber. Graduate students will be expected to complete research projects in conjunction with studio work. Sketchbook. Studio fee.

**ART 535 Graduate Studies in Japanese Art (3)** Advanced study of the various Japanese art form. Students will focus on process and historical significance related to style and cultural context.

**ART 540 Ceramics (3)** Advanced study of ceramics. Problems in clay design using varied methods of forming. The study of different clays and their properties, glaze calculations, and varying firing procedures are included. Production of sculptural as well as functional works. Research problems directed to the needs and interests of students. Repeatable for credit. Studio fee.

**ART 550 Design** (3) Advanced study in one or more areas of design employing media appropriate to the area of study. Problems in alternate design solutions. Research study directed to the needs and interests of students. Repeatable for credit. Studio fee may apply.

**ART 552 Advanced Costume/Fashion Design** (3) A course focusing on advanced costume and fashion construction techniques. Studio feature of the class will provide students in Theatre and Fashion Design opportunities to work together and within their specific areas of study on various projects. Studio fee may apply. Prerequisites: Permission of instructor.

**ART 554 Nineteenth Century Art** (3) A study of Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in Europe during the 19th century.

**ART 556 Baroque Art** (3) A survey of the development of painting, sculpture and architecture in 17th and 18th century Europe. Emphasis on the work of Bernini, Caravaggio, Rubens, Rembrandt, and Velazquez.

**ART 557 Ancient Art** (3) A survey of the art and architecture of the Ancient Near East, Egypt, the Aegean, Greece, and Rome.

**ART 559 American Art I** (3) A study of American painting, sculpture and architecture from the Colonial period to the Gilded Age (1870's.)

**ART 560 American Art II** (3) A study of American painting, sculpture and architecture from the 1870's to WWII.

**ART 561 Twentieth Century Art I** (3) A study of the development of modern European art during the early 20th century.

**ART 562 Twentieth Century Art II** (3) A study of the major styles of modern European and American art.

**ART 563 Women Artists** (3) A survey of women artists and images of women in art from the prehistoric era to the present.

**ART 565 Graduate Internship** (3-6) Graduate-level supervised work experience which requires the application of principles, skills and strategies within the discipline. A project and/or written work is generally required. Prerequisite: permission of the instructor. May be repeated with departmental permission.

**ART 571/TA 517 Graduate History of Costume in Fashion and Decor** (3) Advanced study of fashion and styles of human clothes and the interior decor with which humanity lived from ancient eras to modern times. Graduate students will be expected to do in-depth research and make presentations.

**ART 581 Photography** (3) Study in photography or photographically derived imagery. At the outset of the course, the methodology, the creative direction, and the criteria for evaluation are determined in conjunction with the instructor. Research study directed to meet the needs and interests of the students. Repeatable for credit. Studio fee.

**ART 583 Renaissance Art** (3) A study of painting, sculpture and architecture of the Renaissance in Italy and Northern Europe from 1300 to 1600.

**ART 586 Special Topics** (3) A focused examination of a specific subject in the field of art. May be repeated as topics vary. Lab fees may apply to some topics.

**ART 591, 592, 593 Independent Study** (1-6) Independent study in Studio Art and Art History. A program of study is formulated with an advisor outlining the research tools and procedures to be followed and stipulating the methods of evaluation. Presentation of the final project in terms of a research paper and/or preparation of works for exhibition.

**ART 599 Directed Thesis** (3) The directed thesis consists of an exhibit of selected works completed during graduate studies and a supporting thesis. The exhibit process includes the selection of works, the mounting and framing of works in keeping with professional standards, the design of exhibition space, and the preparation of publicity related to the exhibit. The supporting thesis should include aesthetic considerations related to the body of works along with a critical evaluation of the works. The exhibit and thesis must be approved by a committee of three, of whom two are members of the Art Faculty.

## **Theatre: M.A., M.F.A.**

### **Program Description**

The Fine and Performing Arts Division at Lindenwood offers the Master of Arts and the Master of Fine Arts degrees in Theatre. The Master of Arts degree is a general theory-based program, particularly applicable to public school and junior college teachers. The Master of Fine Arts is a terminal performance-oriented degree with specific emphasis in acting, direction, or design/technical theatre.

Admission to any of the degree programs requires an undergraduate degree from an accredited college or university. An undergraduate major in a theatre-related area is not required. Students should, however, be prepared to demonstrate their potential for success in advanced study in Theatre. Those students applying for the Master of Fine Arts program are required to audition, submit a resume or portfolio, and/or participate in an interview. The process will depend upon their career emphasis.

A minimum of one year residency is required. During the residency, full-time graduate students are required to audition for and/or participate in each major season production.

Each semester, students will participate in an evaluation with all faculty members of the department. This evaluation will give students direction as they select an area of concentration. The dean may place students on departmental probation or suspend them from the program if the quality of the curricular and extracurricular work has been deficient. It is expected that all graduate students will maintain a "B" average and not more than 3 semester hours of "C" will be accepted toward the M.A. degree nor more than 6 hours of "C" toward the M.F.A.

A program in Arts Management is individualized and requires a minimum of 12 hours of coursework in Business Administration.

## **Master of Arts**

### **Program Description**

This program consists of the successful completion of 30 graduate semester hours and can be completed in three full-time semesters. The course of study cannot be extended beyond five years. Students are required to take 18 hours of prescribed study which include:

- TA 501 Graduate Acting Studio (3)
- TA 510 Graduate Script Analysis (3)
- TA 511 Graduate Directing Studio (3)
- TA 525 Research Methods in Theatre (3)
- 3 hours in Theatre History
- 3 hours in Dramatic Literature



The three (3) hour requirement in Theatre History and the three (3) hours in Dramatic Literature may be waived and replaced with six (6) hours from the graduate theatre curriculum at the discretion of the Theatre Director.

The additional 12 hours should be developed in consultation with a graduate advisor and constitute a specialization in a Theatre or Performing Arts related discipline. A thesis is not required but students may opt to fulfill a 6 hour thesis project.

## **Master of Fine Arts**

### **Program Description**

This program consists of the successful completion of 60 hours of graduate work. The student is required to have a specialization in acting, directing, or design/technical theatre. With this requirement students are expected to complete at least 18 hours of their curricular work in this specialization which culminates in a creative thesis. The student is also expected to fulfill 6-to-9 hours in internship in professional theatre.

The prescribed curricular requirements for all Master of Fine Arts candidates are as follows:

- TA 510 Graduate Script Analysis (3)
- TA 525 Research Methods in Theatre (3)
- TA 565 Professional Internship (6-9)
- 3 hours in Theatre History
- 3 hours in Dramatic Literature
- 18 hours in the speciality
- TA 600 Master's Project (3-6)
- 15-21 hours of electives

The three (3) hour requirement in Theatre History and the three (3) hour requirement in Dramatic Literature may be waived and replaced with six (6) hours from the graduate theatre curriculum at the discretion for the Theatre Director.

### **Courses of Study**

**TA 500 Graduate Technical Practicum** (1-3) Practical work on stage productions. Repeatable for credit.

**TA 501, 502, 503, 504 Graduate Acting Studio I, II, III, IV** (3) (3) (3) (3) Application of the acting techniques of Stanislavski, Grotowski, and others to assigned works and the development of audition techniques are explored. Repeatable for credit.

**TA 507 Stage Voice and Movement** (3) Advanced study of voice and body as they relate to physical and psychological development of character. Graduate students may be responsible for

presenting and demonstrating various vocal relaxation and movement techniques.

**TA 509 Theory and Composition of Dance** (3) In a performance setting students study dance theory and fundamental skills in choreography. This analysis class combines actual dance techniques with basic performance theory. Prerequisite: Consent of instructor.

**TA 510 Graduate Script Analysis** (3) This course in theatrical theory presents the analytical and research processes necessary to the consideration of any play prior to production.

**TA 511, 512, 513, 514 Graduate Directing Studio I, II, III, IV** (3) (3) (3) (3) Application of theories and styles of directing for various kinds of plays. Presentation of short plays generally in the studio theatre. Evaluation of directing skills and methods of individual growth. Lab fee may apply. Repeatable for credit. TA 511 should be taken in conjunction with TA 515.

**TA 515 Graduate Scenography I** (3) In-depth exploration of the total visual environment and the relationship between director and designer. Includes study of lighting, scenic and costume design. May include lab fee. Taken in conjunction with TA 511.

**TA 517 Graduate History of Costume in Fashion and Decor** (3) Advanced study of fashion and styles of human clothes and interior decor with which humanity lived from ancient eras to modern times. Graduate students will be expected to do in-depth research and make presentations.

**TA 525 Research Methods in Theatre** (3) Research methods in theatre are explored. Application of procedures by presentation of a series of short papers dealing with a variety of research problems.

**TA 530, 531 Graduate Seminar in Theatre History I, II** (3) (3) In-depth study of specific periods of performing arts history. Playwrights, social conditions, and trends in theatre architecture for each period will be discussed.

**TA 533 Shakespeare and English Drama to 1600** (3) A study of English drama before 1600, with emphasis on the principal comedies and historical plays of Shakespeare.

**TA 534 Shakespeare and English Drama 1600 to 1642** (3) A thorough study of the major tragedies and tragicomedies of Shakespeare, together with selected plays by other Tudor and Stuart Dramatists.

**TA 535 Modern Drama** (3) A study of the directions in modern and contemporary drama from Ibsen to the present. Includes realism and naturalism and symbolist, poetic, expressionist, existentialist, "epic," and experimental plays.

**TA 536 Survey of Dramatic Literature** (3) This course is designed to establish a firm foundation in dramatic literature. Thirty plays from eleven periods will be read and analyzed. Repeatable for credit.

**TA 537 Anti-Theatre in Earlier 20th Century Drama** (3) A study of the Avant Garde, Dada, Surrealist, Epic, and absurd theatre movement in terms of their plays, their various manifestos, and their aesthetic relationships to the culture of Western Europe and America in the 20th century.

**TA 538 Epic and Tragedy** (3) Readings in classical Greek litera-

ture, examining the differences between the genres of epic and tragedy and the changes in philosophical, political and economic conditions which are reflected in the literature. Readings from Homer, Aeschylus, Sophocles, and Euripides; selections from Plato and Aristotle concerning poetry and its role in society.

**TA 539 Comedy: Its Origin and Development** (3) An investigation of the nature of laughter and the function of comedy in society. Lover or scoundrel, the comic hero is the "wise fool" upholding basic human values of mirth and pleasures in a society caught up in its own complacency. Papers and projects may deal with topics such as the feast of fools, Mardi Gras, clowns and jesters, vaudeville and comedians of the silent film.

**TA 546 Introduction to Arts Management** (3) Budgets, contracts, box-office procedures, public relations, personnel and executive policies of the school, community and professional theatre are investigated.

**TA 548 Graduate Stage Management** (3) An advanced course in the principles and processes of the stage manager. In addition to review of the fundamental principles and processes of stage management, the course will also explore crew management, communication and organizational skills. Some mentoring of undergraduate students interested in stage management may also be a part of the graduate students' responsibilities. Prompt book and stage manager's kit required.

**TA 551, 552, 553, 554 Graduate Design Studio I, II, III, IV** (3) (3) (3) (3) Application of theories and styles of costuming, lighting and/or scenic design for various kinds of plays. Development of portfolio materials in the area. Following is a list of the topics for each studio:

**TA 551 Graduate Design Studio I: Scenographic Techniques.** Prerequisite: TA 515 or permission of instructor.

**TA 552 Graduate Design Studio II: Lighting Design.** Prerequisite: TA 515 or permission of instructor.

**TA 553 Graduate Design Studio III: Costume Design.** Prerequisite: TA 517 or permission of instructor.

**TA 554 Graduate Design Studio IV: Technical Theatre.** Repeatable for credit. Lab fee may apply. Prerequisite: TA 515 or permission of instructor.

**TA 556, 557, 558, 559 Graduate Technique Studio I, II, III, IV** (3) (3) (3) (3) Application of advanced technique to the practical setting in the areas of costuming, lighting, and stage construction. Development of tools applied to advanced theatre craft. Repeatable for credit.

**TA 565 Professional Internship** (3-9) Participation in a professional theatre in any of the following areas: acting, directing, stage management, technical theatre, design, theatre management and dramaturgy. Prerequisite: permission of the instructor. Repeatable for credit.

**TA 571 Dance in the 20th Century** (3) A survey of the history of Western concert dance from 1900 to the present day. Emphasis on multicultural influences on Western concert dance. Some movement experience as well as significant reading, writing and research. No previous dance experience necessary.

**TA 572 Graduate Dance Teaching Methods** (3) A survey of

principles and practices of teaching dance in the schools and private studio settings. Significant performing, reading and written assignments required. Must be taken with a dance technique course.

**TA 574 Graduate Dance Theory and Composition** (3) An exploration of the basic compositional theories of dance through the mastery of improvisational movement techniques and the creation of dance compositions. Significant performing. Moderate reading and written assignments. Offered alternate years. Repeatable for credit. Prerequisite: two semesters of dance technique or permission of the instructor. Recommended that the course be taken with a dance technique course.

**TA 575 Graduate Seminar in Dance** (1-3) Studies on the graduate level for students with specialized interests. Topics may include jazz or modern dance techniques, performance, education and off-campus studies or supervised internships with professional performing companies. May be repeated for credit. Prerequisite: permission of the instructor.

**TA 586 Special Topics** (3) A course designed to offer a variety of advanced topics in theatre and design. May be repeated as topics vary.

**TA 593 Independent Study** (1-6) Topics of study in this course may include: Investigation of specific theories, artists, techniques, or literary periods in theatre as related to the student's special area of interest. In addition, students may also choose performance-based areas of intensive study such as private instrumental or vocal music (private music lesson fees apply), stage combat, dialects, design, etc. Topics are developed in conjunction with the student and his/her specific instructor. The course may be repeated for a maximum of 12 hours.

**TA 600 Thesis** (3-6) The student will present a final project which represents his or her level of accomplishment in the selected area of emphasis. Projects are presented to the theatre faculty for approval the term prior to enrollment in the course.

## **Education: M.A., M.A.T.**

### **Program Description**

The Lindenwood University Teacher Education Programs are accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and the Missouri Department of Education. The Education Division is also a member of the Teacher Education Accreditation Council (TEAC). The Lindenwood University graduate degrees in Education are designed to meet the needs of practicing educators. It builds upon existing skills and offers new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include a one-to-one relationship with an experienced and highly trained educator; a continuing problem-solving relationship with teaching peers; courses which provide strong foundations for professional growth; and the opportunity to prescribe an individualized program of studies.

The goal of the program is to produce skilled and motivated edu-

cators who will: 1) be more effective in their educational setting; 2) show enriched lifetime commitment to the profession; and, 3) view learning as a continuing process of self-assessment, planned improvement, and subsequent evaluation.

Lindenwood University is committed to offering excellent programs in teacher education both at the pre-service and graduate levels of instruction. Because of the recent stress by educators on improving in-service and graduate teacher education, Lindenwood has developed several alternatives by which the practicing educator may complete the master's degree. The models span a continuum from one emphasizing requirements to one developed by the individual learner.

Courses labeled as EDH and EDE are offered through collaboration with the Education Division and other divisions.

This program programs teachers the opportunity to enroll in graduate studies in their subject area teaching field.

### **Advanced Program Certification Areas**

- Counselor K-12 \*
- School Psychological Examiner\*
- Special Reading
- Educational Administration (Elementary, Middle, Secondary)
- Special Education Administrator
- Special Education
- Library Media Specialist

*\*Note: For more information about the graduate program in school counseling, consult the Professional and School Counseling section of this catalog.*

### **Criteria for Admission to the Graduate Education Program**

1. A baccalaureate degree from an accredited college or university with a minimum grade point average of a 3.0 on a 4.0 scale.
2. Recommendation by an immediate Education supervisor. This may be the letter of recommendation required for admission to the graduate program.
3. Approval of the dean of the education division.

### **Application Procedures**

1. Complete the application procedures required for admission to the university.
2. Complete a program overview with the assistance of an education division advisor.
3. Approval of the dean of the education division.

### **Requirements for the Program**

1. Graduate students must complete 33 semester hours of graduate courses to earn the Master of Arts in Education degree. Students may choose either the master's project (EDU 600) or curriculum design coursework (EDU 520) to fulfill degree requirements. All graduate students must maintain a GPA of 3.0 or higher. The Master of Arts in Educational Administration is a 36 credit hour program. The Master of Arts in Education (with Library Science certification) is a 39 credit hour program.

2. Graduate degrees are to be completed within five calendar

years from the date of matriculation in the program. (Matriculation is the date of the first day of the first term in which the student begins the graduate program.) Students requiring longer than five years must file a petition for policy exemption. Students will be expected to meet the degree requirements in effect at the time of the petition.

3. Graduate students who have not had a course in Education or Psychology of the Exceptional Child will be required to take the course.

4. Graduate students who register for the thesis/Master's Project in one term, must continue to register each subsequent term until the project is completed and accepted. The fee for these extensions on the thesis is \$25 per quarter and \$50 per semester. Summer semester sessions are excluded. Failure to continue to maintain continuous registration will result in termination from candidacy for the degree.

5. Graduate students are required to participate in an Exit Assessment.

6. Graduate students must complete an application for graduation in the Registrar's Office and pay any required fees in order to be accepted for graduation. The application should be submitted during the term or prior to the term during which one expects to graduate.

### **Transfer & Workshop Credit**

1. Graduate students may transfer no more than nine (9) graduate semester hours of credit to Lindenwood from other institutions.

2. All transfer graduate credit must be from an accredited graduate institution and must meet the approval of the dean of the education division and the registrar.

3. All transfer credits must carry a letter grade of "B" or higher. An official transcript must be provided for verification.

4. No "Pass-Fail" or "Credit" courses will be accepted in transfer.

5. All transfer and workshop graduate credit must be relevant to the student's proposed program and should have been completed within the last 7 years.

6. Once admitted, the student must obtain prior permission from the education dean and the registrar in order to apply credit from any other college or university toward the degree. Prior Approval forms are available in the Registrar's Office for this purpose.

7. Students may elect to take a maximum of six (6) semester hours of approved workshops to be accepted as part of the credit for the degree.

### **Core Courses**

All students seeking a master's degree in education are required to complete four core courses:

- Conceptualization of Education
- Educational Research
- Analysis of Teaching and Learning Behavior
- Curriculum Analysis and Design (or master's project)

Graduate students who have not had a course in Education or Psychology of the Exceptional Child will be required to take the course.

### **Model I (Initial Certification)**

Model I is an advanced program designed specifically for students who are seeking initial certification as part of the master's degree. As such, it is a highly structured program with most of the courses required.

The student seeking certification will need to take a number of undergraduate courses that will not apply toward the master's degree. An evaluation of each student's program will be done by an education division advisor who will make a specific determination of courses needed in order for the student to begin courses on the master's level.

The student will be required to complete the fundamental teacher education courses and required courses in the major field prior to enrolling in graduate level courses in Education.

Student Teaching may be taken as a graduate internship but is in addition to the 30/33 required hours of the master's degree.

In addition to the four core courses the following courses are required. (If any of these courses have been taken at the undergraduate level, additional electives may be taken to complete the 30/33 hour requirement.)

- Advanced Educational Psychology Issues
- Education of the Exceptional Child
- Analysis of Reading Disabilities (or Reading in the Content Areas)
- Four approved elective courses

### **Model II (Extended Certification)**

Model II is an advanced program for educators who have had experience in either elementary or secondary schools. A student may obtain extended certification in Reading, an area of Special Education, Early Childhood Education, Early Childhood Special Education, or Gifted Education.

In Model II, elective courses are chosen from those required for specialized certification. The program is designed to enable the educator to extend his/her knowledge, skills, and understanding of the process of teaching and learning. Model II allows the graduate student, in accord with a faculty advisor, to design a portion of the program according to individual needs and career goals.

Students admitted to Model II must hold a valid teaching certificate, and be presently involved in an educational setting or have worked within one in the last three years.

The program includes the four core courses required of all graduate students in Education. The remaining credit hours will be chosen by the student in consultation with the advisor from existing graduate courses to meet state certification standards.

### **Model III (Specialty Area)**

Model III is an advanced program that allows the student to develop extensive expertise in a specific content area. The student and the faculty advisor will design a comprehensive program in a content area.

The program includes the four core courses required of all graduate students in Education. The remaining credit hours will be chosen by the student in consultation with the advisor from existing graduate courses to meet individual needs.

### **Graduate Teacher Education Goals**

The graduate student in education at Lindenwood University will have experiences that will enable him/her:

1. to read critically in the areas of contemporary education problems, curriculum, and educational research.
2. to analyze and discuss educational issues and write about them in accepted academic formats.

3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.

4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.

5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.

6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.

7. to demonstrate the ability to do effective library research.

8. to be able to effectively prescribe educational experiences for learners with special needs.

9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.

10. to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet his/her professional goals.

11. to be able to explore one or more areas of professional concern in some depth.

12. to be, at the end of his/her program, an informed decision maker, capable of evaluating him/herself and the educational process, and recognizing the value of continuing education.

## **Master of Arts in Teaching (M.A.T.)**

### **Program Description**

The Master of Arts in Teaching degree is offered as a parallel to the Master of Arts in Education. The M.A. in Teaching is designed to serve students who have earned a bachelor's degree in a subject/content area but who do not have the required course work that leads to a teaching certificate.

The Master of Arts in Teaching program includes 45 hours of graduate course work:

- EDU 500 Foundations of K-12 Education (3)
- EDU 501 Human Development (3)
- EDU 505 Analysis of Teaching Behavior (3)
- EDU 507 Reading in the Content Area (3)
- EDU 510 Conceptualization of Education (3)
- EDU 511 Advanced Educational Psychology (3)
- EDU 520 Curriculum Analysis & Design (3)
- EDU 521 Classroom Teaching/Management (3)
- EDU 535 Subject Area Teaching Methods (3)
- EDU 541 Education of the Exceptional Child (3)
- EDU 570 Education Research (3)
- EDU 599 Field Experience (Student Teaching) (12)

### **Education**

**EDU 500 Foundations of K-12 Education (3)** This course is a general introduction to the area of elementary and secondary education for the graduate student who lacks teacher certification. All students planning to teach are required to take this course before or in conjunction with their first education course(s). A practicum is required.

**EDU 501 Human Development (3)** This course is a study of growth and development from prenatal stages through adulthood. Specific attention is paid to theories of cognitive, physical, social,



and emotional development of children through age 18 as related to their education.

**EDU 505 Analysis of Teaching and Learning Behavior (3)** This course is designed to enable the educator to analyze/diagnose, prescribe, and evaluate ways to improve teacher and learner behavior. Various methods of analyzing teacher behavior are studied and applied. Emphasis is also given to developing the ability to analyze and prescribe programs for individual learners.

**EDU 507 Teaching Reading in the Content Areas (3)** This course is designed to provide teachers of grades 4-12 with techniques for assessing and improving reading and study skills in the content areas (e.g. English, Math). Students will learn to apply reading concepts, theories, and techniques to content area material by developing model lessons and materials. This course satisfies state requirements for a basic reading course for middle school and secondary certification.

**EDU 508 Organization and Administration of the Preschool (3)** This course is designed to provide students with various organizational patterns for establishing educational programs for young children. The issues and concerns of administrating these programs will be emphasized. Observations will be required in several local area programs.

**EDU 509 Analysis and Correction of Reading Disabilities (3)** This course is designed to teach the diagnostic/prescriptive process necessary to deal with readers at various levels in the classroom. Students learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Students also learn to use commercial and teacher-made materials in conjunction with basal readers to provide appropriate instruction. Students are expected to work with a problem reader during the course.

**EDU 510 Conceptualization of Education (3)** This course allows the student to learn how to examine contemporary educational problems by studying them from the perspectives of history, philosophy, sociology, and psychology.

**EDU 511 Issues in Advanced Educational Psychology (3)** This course lets the student examine current areas of interest in the study of learning theories and their applications to education; concepts, methods, and problems of human development and their applications to education, with an emphasis on recent research in education psychology.

**EDU 513 Survey of Gifted and Talented Education (3)** This course includes the entry level concepts and is a prerequisite for future study in the field. It introduces students to basic terminology, theories, and general approaches. It encompasses the following broad aspects of the field: history; major research; philosophy; definitions; cognitive, social and emotional characteristics and needs of the gifted; types and levels of giftedness; broad-based identification procedures; general program issues and approaches; special populations; and teacher characteristics and competencies.

**EDU 514 Utilizing Family and Community Resources (3)** An exploration of the resources of the community and methods of incorporating them into the early childhood program. Family resources and family-school relationships are studied, and materials and methods for developing such relationships contribute a focus of efforts. Practicum experience is a major part of course.

**EDU 516 Language Acquisition and Development for Young Children (3)** This course involves a study of the nature of language, the normal sequence of language development, and an introduction to the theories of language acquisition. The course includes a concern for: understanding the influence of the environment and culture in language development, development of techniques and materials for stimulating language growth, identification of speech and articulation problems and appropriate referral methods, familiarity with instruments and techniques for assessing language development.

**EDU 517 Introduction to Early Childhood/Special Education (3)** This course includes a study of principles basic to the early childhood environment designed to meet the needs of the developing child. Cognitive, physical, social, emotional, and creative development are investigated and observed in the early childhood setting. Curriculum and materials appropriate for early education will be emphasized, as will the planning and executing activities for the young child. The growth, development and special needs of preschool children with disabilities will be discussed. This will include developmentally appropriate practices, assessment, and material and curriculum adaptation that may be necessary when working with this population.

**EDU 518 Assessment of Learning (3)** This course will address the use of formative and summative assessment to plan and evaluate student learning. Students will create and evaluate both traditional and alternative assessment instruments.

**EDU 520 Curriculum Analysis and Design (3)** This course has a dual emphasis. First, it includes substantive study of past and current curricula with attention to their bases in research and theory. Second, this knowledge is utilized by participants in preparing curricular programs which will enable them to function more effectively in their particular educational settings.

**EDU 521 Classroom Teaching/Management (3)** This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific micro-teaching skills, techniques of classroom management and discipline. A 30-hour practicum is required.

**EDU 522 Practicum: Diagnosis of Reading Difficulties (2-3)** This course provides the student with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The student will be expected to administer, score, and interpret basic tests and to write case reports for several children. Lab fee.

**EDU/PSY 524 Assessment of Intellectual Skills (3)** This course teaches students about the use of non-projective, educationally relevant tests, including theories of measurement, test construction, test administration, and ethical use. Students will attain competence in administration of one of the more commonly used methods of assessment, either Binet or Wechsler.

**EDU 525 Perceptual Motor Development (2)** This course examines the complex relationship between sensory perception and the development of gross and fine motor skills. The student will analyze and evaluate research in this field, the methods and tools of assessment, materials and activities used to enhance and/or remediate the development of perceptual motor skills.

**EDU 526 Practicum: Remediation of Reading Difficulties (3)** This course allows students to apply appropriate remedial techniques using commercial and teacher-made materials in teaching

students previously diagnosed with reading abilities. Lesson plans, preliminary remediation reports, progress reports, and a final evaluation of the remediation program are required. Lab fee. Prerequisite: EDU 522 or equivalent.

**EDU 528 Integrating Thinking Skills in Instruction (3)** This course teaches approaches to integrating deliberate thinking—critical, creative, whole-brained thinking and problem solving—through the disciplines K-12. An in-depth examination of major thinking models will be undertaken.

**EDU 529 Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (4)** This course is designed to familiarize students with innovative curricula and materials which support art, music and movement in developmentally appropriate early childhood and early childhood special education programs. Students will construct and evaluate their own curriculum and materials. Techniques for integrating best practices throughout the curriculum and implementing adaptations for children with special needs will be emphasized.

**EDU 530 A Survey of Learning Styles (3)** This course includes an in-depth examination of theories of learning styles with emphasis on the Four-Mat System, Herrmann's Brain Dominance Model, Gregoro's Learning Styles Model, and Gardener's Multiple Intelligences. Application of the models as they can be adapted to basic teaching styles will be stressed.

**EDU 532 Practicum: Advanced Reading Instruction (1-3)** This course assigns students to work with regular classroom teachers or specialists for 30 hours for each hour of academic credit. Students will observe, assist, and instruct students in reading under the supervision of a teacher and/or the university supervisor. Students will keep a detailed log of all activities. Prerequisite: Students must be taking or have taken a reading methods course. Note: This course is approved for one of four required *Methods* courses for Special Reading Certificate.

**EDU 535 Subject Area Teaching Methods (3)** This course addresses problems of teaching the specialty subject in middle and high schools. New materials and methods are examined, implemented and evaluated.

**EDU 538 Character Education (3)** This course will provide educators with a theoretical and knowledge base regarding character education in educational settings. Specific attention will be given to methods and procedure for educators to use in the implementation and expansion of character education programs at the building level.

**EDU 539 Classroom Use of Computers (3)** This course provides students involved in teaching with an introduction to the effective use of computers within the classroom.

**EDU 540 Integration of Technology in Instruction (3)** This course provides elementary and secondary teachers with an overview of the fundamentals of teaching with audio-visual technology and computers.

**EDU 541 Education of the Exceptional Child (3)** This course allows the student to develop an understanding of the unique characteristics, strengths and challenges of children classified as exceptional. An historical and legal overview of the field of special education will be presented as well as current trends, issues and best practices for educating children with exceptionalities in the 1990's. Students will understand the competencies necessary

to effectively teach, communicate and live with individuals with exceptionalities in educational and natural environments. Course focuses on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

**EDU 542 Administration and Supervision of Gifted Programs (3)** This course provides the fundamental principles of program development for the gifted. Topics addressed include: student identification procedures with particular focus on special populations of the gifted; needs assessment; philosophy of curriculum development; staff selection and development; budgeting; resource identification and utilization; strategies for communicating the rationale for gifted education to the education community and the community at large; parent and community role clarification; program monitoring and evaluation, and strategies for producing change. Role functions and referent groups are studied as well as general educational procedures; steps in basic program development, including a manual of guidelines and procedures; provision for appropriate resources; and refinement of effective parent and community involvement.

**EDU 543 Teaching the Child with Special Needs in the Regular Class (3)** This course reviews the special education system including specific disabilities and their criteria for eligibility as well as the procedures for placing children in special education. Additional topics that will be presented are: Alternative Intervention Strategies, assessment procedures, and teacher role in the IEP process. Specific techniques and materials that regular education teachers may use in their classes will be discussed and developed. Record keeping suggestions and ideas for working with families will also be discussed.

**EDU 544 Meeting the Affective Needs of Gifted Children (3)** This course focuses on the differential affective characteristics and needs of students who are gifted. General counseling techniques will be studied as they apply to working with the gifted. This area includes such topics as communicating with the gifted, their teachers and parents; assessing special interests, needs and expectations (e.g., underachievement, perfectionism, self-esteem, leadership peer pressure, depression/suicide, motivation, personal and social dynamics, and parenting skills); the role of the school in psycho-social development; and the potential of the gifted to achieve.

**EDU 545 Pre K-8 Health, Nutrition & Safety (3)** This course focuses upon health, nutritional requirements, safety precautions, and first aid techniques and emergency procedures of the young child.

**EDU 547 Adolescent Literature (3)** This course discusses the history and development of literature suitable for the secondary school (junior and senior high). Evaluation of current materials is included.

**EDU 549 Practicum: Gifted Education (3)** This course will involve the application of knowledge, skills, and competencies delineated in the five basic areas of study: survey; program planning and development; screening, assessing, and evaluating; instruction; meeting the affective needs of the gifted and talented. Practicum will be individualized to address the needs, abilities; and prior educational and professional experiences of the students. The practicum will focus on designing and evaluating curriculum and instruction methods that enhance the specific learning styles of students who are gifted. Individual conferences and group meetings will provide opportunities to share and discuss problems and solutions encountered during The practicum will be

waived for teachers who can verify a minimum of two (2) years in a state approved gifted program.

**EDU 550 Graduate Practicum (2-6)** This course is an elective graduate course with credit from two to six hours. The work to be done will be based on the number of credit hours selected. In all cases the study will involve work in an educational setting, generally a school system where the student is employed or where full cooperation will be extended to the student.

**EDU 551 Early Childhood Screening, Diagnosing and Prescribing Instruction (3)** This course focuses upon methods and materials utilized in screening and diagnosing learning problems in early childhood education. Methods and materials for prescribing instruction will be utilized. Field experiences are part of the course.

**EDU 559 Multicultural Education (3)** This course is designed to promote an understanding of the importance of multicultural education in a pluralistic society. Students develop awareness of their own cultural heritage and attitudes, obtain information about various parallel cultures, and analyze the school as a product of the cultural community and as an instrument for promoting cultural understanding.

**EDU 561-563 Graduate Seminar on Teaching Strategies (1-3)** This course is to update practicing teachers in educational research, theory, strategies and techniques which will provide added expertise to the schools. This may be taken more than once for credit.

**EDU 565 Coordination of Marketing (3)** This course is designed to prepare the student to plan, organize, deliver, supervise, and evaluate a variety of community-based experiences.

**EDU 566 Methods of Teaching Marketing Education (3)** This course investigates the teaching of marketing education in the high school. New materials and methods are examined, implemented and evaluated.

**EDU 567 Curriculum for Marketing Education (3)** This course develops within the student an understanding of the methods of teaching and assessing student learning in a cooperative education setting.

**EDU 570 Educational Research (3)** This course is designed in such a way that practitioners will be able to evaluate the results of educational research for use in a variety of educational practices. The student will investigate the basic nature of educational research, along with pertinent methods of data collection and analysis. Emphasis will be placed on research problems, designs, and findings in the student's selected area of concentration.

**EDU 582 The Integrated Literature Curriculum (3)** This course will examine the research on the effectiveness of the literature-based integrated curriculum and the materials and methods used in developing and implementing such a curriculum. A variety of literature elements and genres will be explored as well as a variety of approaches to a literature-based program: including program components, creating literature-based lessons, literature and the basal reading program, organizing materials and instruction, thematic approaches and assessment.

**EDU 585 Middle School Philosophy/ Organization (3)** This course examines the unique philosophy and structure associated with the middle school organization. Special characteristics of program content and design are included.

**EDU 586 Middle School Curriculum/ Instruction (3)** This course investigates current trends in instructional programs found in typical middle schools. Attention is given to the unique learning needs of adolescents, and how schools can address those needs.

**EDU 587 Reading/Writing Across Curriculum (3)** This course addresses the process of making reading and writing educational activities relevant to adolescents by crossing subject matter lines. Emphasis is placed on integrating basic skills in all subject area instruction.

**EDU 588 Middle School Psychology (3)** This course will provide an understanding and appreciation for the characteristics of the middle school adolescent. The growth of adolescents; physically, emotional, social, and intellectual will be studied as they relate to the middle school child's education.

**EDU 591-593 Self-Prescribed Course (3)** This course is designed to allow the educator to have the opportunity to devise learning experiences for oneself. The design of such experiences should not be entirely limited to a choice between already formalized learning experiences, but should allow the educator the choice of either selecting courses already offered or proposing experiences to meet individual needs as a practicing educator. These learning experiences can become a Self-Prescribed Course whenever the student and the faculty advisor have identified personal goals and objectives and have determined the direction for meeting these objectives.

**EDU 594 Marketing Field Experience I (3)** This will provide an opportunity for the student to closely study the area of marketing through participation with a coordinator in the world of work. Each student will spend 250 hours under the supervision of an instructor. The student will also survey research in marketing and related fields. This will be one of four courses to fulfill the required occupational work experience for vocational certification.

**EDU 595 Marketing Field Experience II (3)** This course is a continuation of EDU 594. The student will continue to accumulate hours toward fulfilling the state requirements for certification. Requirements for this course include a 250-hour internship.

**EDU 596 Marketing Field Experience III (3)** This course is a continuation of EDU 595. The student will continue to accumulate hours toward the state requirement for certification. Internships at various locations will be a part of the course requirement. Requirements for this course include a 250-hour internship.

**EDU 597 Marketing Field Experience IV (3)** This course is a continuation of EDU 596. The student will continue to accumulate hours toward the state requirement for certification. Requirements for this course include a 250-hour internship.

**EDU 599 Field Experience (Student Teaching) (12)** This course consists of observation, individual conferences, supervised teaching in an appropriate school setting and a weekly student-teaching seminar. This practicum is designed to be the culminating experience in one's teacher preparation program; thus students should have completed all the courses necessary for the degree and certification prior to this course.

**EDU 600 Master's Project (3)** This course requires the student to be responsible for the preparation of a final project as required for the course and graduation. The project must be a specific

application of gathering, analysis, evaluation, and reconceptualization of ideas which have been stressed throughout the program. The topic of the project may focus on a particular problem which the participant faces in his/her individual situation as a educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test, and evaluate a curriculum plan within an educational environment. Other paths include analysis of a teaching project for the candidate to observe, record, and analyze various patterns of teaching behavior, or a research project in which a particular research technique is applied to an educational problem. Prerequisite: EDU 570.

### **Special Education**

**EDS 502 Behavior Management (3)** This course is designed to increase the student's knowledge and repertoire of ethical, effective and efficient behavioral management techniques and programs that can be used with children and youth in general and special education, home and community settings. Conceptual models that have made and continue to make significant contributions to our knowledge of learning and behavior are reviewed and analyzed through an integrative framework. Observation and application of behavior management strategies are part of this course. Prerequisite: EDU 341.

**EDS 526 Methods of Teaching Children with Disabilities in Cross-Categorical Settings (3)** Methods and materials needed in teaching students from the elementary through secondary levels in cross-categorical settings will be studied. Both commercial and teacher-developed materials are examined. Introduction to basic research in the field of mild and moderate disabilities, as well as methodology of the development of academic-related areas, perceptual, cognitive, pre-vocational, and social skills will be emphasized. This class will lead to teaching certification for mild and moderate disabilities K-12. Service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized.

**EDS 528 Intro and Method of Teaching Children with Learning Disabilities (4)** This course allows the student to examine the theories, classification system, characteristics, historical data, and related resources. Methods and materials needed in teaching learners with learning disabilities in special education programs are studied. Both commercial and teacher-developed materials are examined. Practical work is expected.

**EDS 529 Intro and Methods of Teaching Children with Mental Handicaps (4)** This course allows the student to examine the theories, classification system, characteristics, historical data and related resources. Methods and materials needed in teaching learners who are mentally retarded and in special education programs will be studied. Both commercial and teacher-developed materials are examined. Practical work is expected.

**EDS 530 Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)** This course is designed for special education teachers who already have certification in either behavior disorders, mental retardation, or learning disabilities and want to add on cross-categorical certification or regular education teachers who are considering adding special education certification. This course allows the student to examine the theories, classification system, characteristics, historical data, and related resources affecting students placed in cross-categorical settings. Methods and materials needed in teaching learners with special needs in general and special education programs are studied. Both commercial and teacher-developed materials are examined. Prerequisites: Certification in either behavior disorders, mental retardation, or learning disabilities.

**EDS 531 Intro and Methods of Teaching Children with Behavior Disorders (4)** This course allows the student to examine the theories classification system, characteristics, historical data, and related resources. Methods and materials needed in teaching the behaviorally disordered learner will be studied. Both commercial and teacher-developed materials are examined. Practical work is expected.

**EDS 533 Speech and Language Development for the Exceptional Learner (3)** This course is designed to increase the student's knowledge of the characteristics of human language and how such knowledge facilitates a clearer understanding of the young special education learner. Theoretical schemes of language acquisition, the child's stages in acquisition of morphology and syntax, sound, and semantics are an integral part of the course.

**EDS 537 Special Education Counseling (3)** This course combines the tradition psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families, and their teachers.

**EDS 540 Career Development (3)** This course emphasizes current theories and vocational development. Interest testing and aptitude testing significantly related to vocational development and their application to occupational training are included. Graduate students are required to do in depth research and/or project development in vocational training.

**EDS 550 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)** This course is required concurrently for students enrolled in EDS 526 or the semester following. In addition, those students taking EDU 530 and who are required to have a practicum for cross-categorical certification, should enroll in this course. Working with a special education teacher in a cross-categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 526. Practicum students will be responsible for observing and working with special education students throughout the semester. Development of an Individual Education Program (IEP), lesson plans, and progress reports will be required. This class will lead to teaching certification for mild and moderate disabilities K-12. Service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized.

**EDS 551-554 Special Education Practicum (2-6)** These courses provide practicum experience for students seeking certification in a special education field. The work to be done will be based on the number of credit hours selected. In all cases the study will involve work in an educational setting.

### **EDS 551 Practicum-Behavior Disorders**

### **EDS 552 Practicum-Learning Disabilities**

### **EDS 553 Practicum-Mentally Handicapped**

### **EDS 554 Practicum-Other Special Education**

**EDS 557 Remediation in Elementary Math (3)** This course focuses on 1) the teacher's knowledge of mathematical principles and remedial techniques fundamental to arithmetic and the psychological aspects of arithmetic learning; 2) the teacher's competency in the use of concrete materials embodying mathematical principles and structure; 3) the teacher's sensitivity and willingness to adapt instruction to experiential needs of students. Graduate students are expected to examine research literature.

## **Educational Administration**

The master's degree in Educational Administration program meets the needs of those students seeking initial certification as a school principal. The program stresses reflective leadership to foster effective schools. Skills taught prepare students to assume leadership roles in instruction, management, supervision, and problem solving in a creative and effective manner.

In addition to the four core courses required of all graduate students in Education, the following courses are required:

- Foundations of Educational Administration
- School Administration and Organization
- School Supervision
- School Business Management
- School Law
- Public and Community Relations
- School Facilities
- Field Experience

Those seeking middle school certification must hold a current elementary or secondary principal's certificate.

Lindenwood University also offers the necessary coursework for those pursuing the initial special education administrator's certificate. This coursework is embodied in the master's degree in Educational Administration. In addition to this degree, the candidate must meet the following criteria: A valid special education teaching certificate and two years of teaching experience in an approved program, a three-credit hour course in Foundations and Administration of Special Education, and six hours of interpretation of individualized intelligence tests, formal and informal diagnostic procedures and prescriptive instruction.

### **Graduate Administrator Education Goals**

The graduate student in Educational Administration at Lindenwood University will have experiences that will enable him/her to:

1. develop an understanding and appreciation for the history, traditions and importance of administration in the educational system.
2. consider a personal philosophy of educational administration according to current research in theory and practice.
3. develop a mastery of skills within the fields of supervision, administration and management.
4. show proficiency in the organization and administration of school programs including programs for students of differing backgrounds and cultures.
5. develop proficiency in communication skills and community relations.
6. be able to analyze students, faculties, and interest groups for the purpose of planning school development and curriculum development.
7. develop an understanding and appreciation for curriculum design and varied instructional methods.
8. develop an appreciation and understanding for current research in education.
9. develop an understanding of the legal, political, and ethical aspects of administration in the educational system.
10. develop an understanding and appreciation for effective

techniques and professional development.

11. develop an understanding and appreciation for children with special needs in all aspects of school life.

12. develop and apply research relevant to administration of the school.

### **Courses of Study**

#### **Educational Administration**

**EDA 505 Foundations of Education Administration (3)** This course will enable the student to develop an understanding for the role of the administrator in education. Topics include federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

**EDA 510 Elementary School Administration and Organization (3)** This course provides the student with understanding, knowledge and skills related to the function and role of the effective elementary school principal. Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate.

**EDA 512 Secondary School Administration and Organization (3)** This course provides the student with the understanding, knowledge and skills related to the function and role of the effective secondary school principal. Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, scheduling, vocational education planning strategies, school climate, and administration of school activities.

**EDA 514 Foundations and Administration of Special Education (3)** This course will provide practicing special educators, special education administrators, and regular school administrators with experience in dealing with common problems which arise in public school special education programs. Major topics to be covered include supervision of special education programs, IDEA, policy development, reporting procedures and staff deployment.

**EDA 515 School Supervision (3)** This course will introduce the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Topics include the nature of supervision, an historical perspective of supervision, selection of personnel, evaluation of personnel, and organizational theory.

**EDA 520 School Business Management (3)** The student will be acquainted with aspects of business management within the context of education. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the LEA.

**EDA 525 School Law (3)** This course will provide the student with knowledge and understanding of the effect of the legal system on education. Areas included are: the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

**EDA 530 Public and Community Relations (3)** This course will equip the student with knowledge and techniques necessary to maintain an effective public relations program for a school. Topics include public relations policy, recognition of community structure and communications channels, a survey of internal and external public, the use of various forms of presentations and maintenance of a positive relationship with the press and media.

**EDA 535 School Facilities (3)** This course will equip the student with the strategies and skills necessary to plan and maintain educational facilities effectively and economically. Topics include space evaluation, effective use of space for the instructional program, modernization of facilities, planning strategies to meet the educational and community needs and supervision of building personnel.

**EDA 599 Field Experience (3)** This course will provide an opportunity for the student to closely study the area of administration through participation with a school administrator. Each student will spend at least 3 hours each week participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. This is the culminating course for the program.

### **Educational Specialist Degree**

The Educational Specialist (Ed Sp) degree represents a program of organized and approved graduate work, consisting of a minimum of 30 semester hours beyond the requirements for the Master of Arts in Education Administration Degree.

The program is supervised by the major advisor. A candidate for the degree must submit a program of study proposal to a committee of the advisor, the Education Division Dean, and the Dean of the Graduate Program. The program of study must be approved before completion of 15 semester hours of the program.

Evidence of proficiency in educational statistics and research methodology must be provided before the candidate's enrollment in the research project. This evidence will normally be the satisfactory completion of Statistics in Educational Administration (EDA 645). If not completed as a part of the master's degree, the program must include a graduate course in the behavioral, social, philosophical, or historical foundations of education. The program may consist entirely of courses in education or, in part, of courses selected from other disciplines. However, a minimum of 24 semester hours of coursework is required at the 600 level. Up to six semester hours of coursework taken at LU while in the MA program status may be used in the program. A Specialist project is required.

#### **Program Requirements**

1. A minimum of 30 graduate education hours earned after completion of the master's degree
2. A minimum of 24 hours of coursework taken at Lindenwood University
3. A minimum residency requirement of two consecutive terms approved by the student's advisor
4. Successful completion of a comprehensive written examination at the conclusion of the student's coursework
5. Successful completion of an oral examination based on requirements contained in the professional portfolio
6. Successful completion of a Specialist project that researches a significant problem related to the field of education

#### **Course requirements**

##### **Administration 21 hours\***

EDA 600	Instructional Program Leadership & Assessment
EDA 605	Advanced School Law
EDA 610	Personnel Administration/Employee Relations
EDA 615	Advanced School Finance
EDA 620	School District Administration
EDA/MBA	Elective from EDA or MBA coursework (6 hours)

*\*Up to 6 hours of selected coursework completed in Lindenwood University MA Education Administration program may be applied toward the Specialist Program*

##### **Internship 3 hours**

EDA 640	Advanced Principal Internship
EDA 641	Superintendent Internship

##### **Research Project 6 hours**

EDA 645	Statistics in Educational Administration
EDA 650	Specialist Project

The Educational Specialist coursework is intended to lead to certification at the Advanced Principal and/or the Superintendent levels. The proposed coursework will be designed to meet the competencies and specific course requirements established by the Department of Elementary and Secondary Education for certification for those positions.

#### **Courses of Study Educational Specialist**

##### **EDA 600 Instructional Program Leadership & Assessment (3)**

This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of education programs including curriculum, instruction, materials and program evaluation recommended by the various learned societies for education administration. The major focus of this course is the enhancement of the student's understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

**EDA 605 Advanced School Law (3)** Constitutional, statutory, and case law that relates to all staff personnel, students, school district and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board members' legal rights and responsibilities.

##### **EDA 610 Personnel Administration/Employee Relations (3)**

This course studies the planning processes and procedures required in implementing policies and practices of school personnel administration. This will include both instructional and classified personnel. It will also give the student an in-depth experience in all areas of school district professional negotiations, with specific emphasis on Principled Negotiation Strategies.

**EDA 615 Advanced School Business Management (3)** A study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school finance project.

**EDA 620 School District Administration** (3) Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

**EDA 640 Educational Administration Internship** (3) (Advanced Principal) This course will provide an opportunity for the student to closely study the area of Principalship through participation with veteran building principals. Each student will spend at least 120 hours participating in the activities of at least two building principals, under the guidance of a professor. This is the culminating course for the program.

**EDA 641 Educational Administration Internship** (3) (Superintendency) This course will provide an opportunity for the student to closely study the area of Superintendency through participation with veteran district superintendents. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

**EDA 645 Statistics in Educational Administration** (3) This course will examine statistical techniques used in the analysis of data. It will also help students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

**EDA 650 Specialist Project** (3) This course will require the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

## **Library Media Specialist Certificate**

### **Program Description**

Offered at the graduate level, the program to certify school library media specialists will include all of the courses required by the Missouri Department of Elementary and Secondary Education for certification, and at the same time, incorporate those skills and competencies considered essential by the American Association of School Librarians (AASL) as set forth in the 1998 Standards. Courses in the Lindenwood University master's program (which will include all courses required for certification) will define more clearly the librarian's instructional role by moving the focus from library instruction to whole school curriculum. The program emphasizes collaboration involving teachers, and the role of the librarian as instructional consultant, working with teachers and administrators to integrate the information curriculum throughout the instructional program of the school.

The certification for Library Media Specialist (who possesses a teaching certificate) requires the completion of 39 credits:

### **Core Courses**

- EDU 505 Analysis of Teaching and Learning (3)
- EDU 510 Conceptualization of Education
- EDU 570 Educational Research (3)

### **Library Media Courses**

- EDL 500 Libraries and Librarianship (1)
- EDL 505 Administration of the Media Center (3)
- EDL 510 Cataloging and Classification (3)
- EDL 515 Information Technologies for the Media Center (3)
- EDL 520 Selection and Acquisition of Materials (3)
- EDL 525 Introduction to Reference Sources (3)
- EDL 530 Integration and Utilization (3)
- EDL 535 Library Materials for Children and Youth (3)
- EDL 540 Material Production (3)

- EDL 545 Seminar and Media Center Practicum (2)
- EDL 550 Media Center and Curriculum Design

### **Course Description**

**EDL 500 Libraries and Librarianship** (1) Introduces the student to the development of the library as an institution and to the role of the library and the librarian in today's society.

**EDL 505 Administration of the Media Center** (3) Principles of organization and administration of the library and media center and its relationship to its many publics.

**EDL 510 Cataloging and Classification** (3) Principles and practices of organizing information and creating bibliographic records.

**EDL 515 Information Technologies for the Media Center** (3) Investigation, manipulation and evaluation of current technologies that affect the production, storage dissemination, revival and use of information.

**EDL 520 Selection and Acquisition of Materials** (3) Critical analysis of selection tools in developing a comprehensive media collection with emphasis on selection for small- to medium-sized libraries and media centers.

**EDL 525 Introduction to Reference Sources** (3) The selection, evaluation, and use of traditional and electronic reference sources for school library media centers.

**EDL 530 Integration and Utilization** (3) The integration of information literacy skills and current technologies into PK-12 instructional strategies.

**EDL 535 Library Materials for Children and Youth** (3) An examination and evaluation of books and non-book materials with an emphasis on informational materials.

**EDL 540 Material Production** (3) An overview of processes involved in the development, evaluation and use of general information and subject discipline area resources.

**EDL 545 Seminar & Media Center Practicum** (2) Involves practical experience in processes of library media centers.

**EDL 550 Media Center & Curriculum Design** (3) This course addresses the role of the media center in supporting district curriculum development efforts related to mastery of content objectives and student achievement in required subject matter. This course will be taken in place of EDU 520: Curriculum Analysis & Design.

**EDL 555 Directed Studies in Library Science** (1-3) This course is independently designed to meet specific learning goals of library/media specialists. A media center based project is required.

# Master of Arts, Master of Science and Master of Business Administration Quarter Programs

## Communications

### Program Description

The Master's Program in Communications offers a great deal of flexibility in planning and design. Students, with the help of an Advisor, plan a 36-hour Master's program that best suits their individual needs. Options include courses from the areas of Mass Communications, Corporate Communications, and Technology. A capstone course, ICM 601, Communications Policies and Strategies, is required of all majors.

### Traditional Delivery Courses

**COM 502 Research Methods and Writing (3)** Research methods in communication are explored. Application of procedures by presentation of a series of short papers dealing with a variety of research problems.

**COM 503 Copywriting (3)** A focused examination of the special skills required in writing for public relations and marketing communications programs. Emphases will include planning and executing written documents for both advertising and publicity placement. Students will be encouraged to select organizational clients both within and outside the college and to compose work of professional quality sufficient to warrant inclusion in a professional portfolio and to organizational support for its publication/placement. Prerequisite: MBA 500 or permission of the instructor.

**COM 505 Desktop Publishing in the Workplace (3)** Using desktop publishing tools, students will design projects that meet personal and professional goals. Pagemaker or other page layout program will be explored.

**COM 507 Writing for the Electronic Media (3)** A laboratory course in tech-techniques and forms of script writing for all types of electronic media. Prerequisite: MBA 500 or permission of the instructor. (Experience in audio or video production will be beneficial.)

**COM 510 Magazine Writing (3)** Writing popular non-fiction articles for magazines with emphasis on targeting and selling articles to publications. Prerequisite: MBA 500 or permission of the instructor.

**COM 511 Creative Writing (3)** Development of creative writing techniques through writing exercises and projects. Students select an emphasis in poetry, fiction, or feature writing. A workshop format with a process approach will be used. Prerequisite: MBA 500 or permission of the instructor.

**COM 514 Technical Writing (3)** Students learn the techniques of conveying information clearly, fluently and effectively in written and visual form, focusing on such skills as definition, description of mechanisms and processes, classification, and interpretation. Writing includes various reports, instructions, abstracts, memoranda, and proposals. Prerequisite: MBA 500

**COM 534 Practical Business Graphics (3)** Using advanced desktop publishing tools, students will design projects for professional presentation purposes.

**COM 554 Video Production (3)** Hands-on television experience in directing, writing, camera work and various studio and production techniques. The student develops one or more projects from brainstorming through the writing and production stages. Lab fee.

**COM 565 Electronic Resources (3)** A lab-based course designed to familiarize communications students with advanced methods of information retrieval via the Internet or corporate intranets. Special attention will be given to net-based methods of reaching a mass media audience, as well as the design of World Wide Web-based resources for both individual and corporate entities.

**COM 566 Advanced Web Page Design (3)** A lab-based course designed to familiarize students with advanced forms of web page design and implementation, with a focus on developing skills useful in the contemporary, internet-capable work environment. Prerequisite: COM 565 or web page design experience.

**COM 569 Broadcast Operations (3)** An examination of the structural organization of radio and television stations in the United States. Various divisions and departments of broadcast operations will be studied. Special attention will be paid to programming, promotions, audience research and broadcast management techniques.

**COM 571 Advanced Audio Production (3)** Students carry out advanced assignments in audio production. Preparation, production and evaluation of various audio projects will require students to refine skills in analog and digital video production. Lab fee.

**COM 574 Corporate Video (3)** A laboratory environment will be used to develop planning, scripting, shooting, editing, and budgeting skills needed to produce a video for a corporate client. Lab fee.

**COM 579 Production for Television (3)** A laboratory environment will be used to develop planning, scripting, shooting, directing, editing, budgeting and studio skills needed to produce a program for television or cable broadcast. Lab fee.

**COM 589 Principles of Public Relations (3)** A study of the theoretical and practical concepts of the purposes and functions of public relations. Primary emphasis will be placed on evaluation of public opinion, selection of media and message, and the organizational and environmental aspects of public relations.

**COM 592 Communications Workshop (3)** A focused examination of the specialized skills required in a communication field. Lab fees will vary. The course is repeatable as topics vary.

**COM 593 Media Internship (3)** Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

**COM 594 Communication Internship (3)** Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

**COM 595 Special Projects I (3)** Individually designed studies in communication.



**COM 596 Special Projects II** (3) Individually designed studies in communication.

**COM 597 Special Projects III** (3) Individually designed studies in communication.

**COM 601 Communications Policies and Strategies** (3) Explores communication theories and current techniques, trends, and issues.

## **Business Administration Master of Business Administration (M.B.A.)**

### **Program Description**

The MBA degree program prepares the student to pursue careers in the management of business firms or other formally organized enterprises. The program centers upon knowledge, skills and techniques which are useful in designing and maintaining effective organizations and relating them properly to their environments. The program stresses the spirit of inquiry as a basis for lifelong learning.

In addition to being admitted to Lindenwood University, an applicant must also be accepted for admission by the Division of Management before his/her program for a master's degree can be established. The following factors are considered:

1. Scholastic achievement as represented by official transcripts of all college course work.
2. The potential of the student to achieve academic and career goals by enrolling in the program. This factor requires an interview by a member(s) of the division faculty.

Lindenwood University is a member of the American Assembly of Collegiate Schools of Business.

### **Blended Delivery Program**

Lindenwood University offers academic programs at times convenient to students, employing innovative delivery systems on campus and at distant sites. The master's degree program may be completed utilizing either of two delivery formats, or a combination of these formats. Program delivery options include:

- 1) the core course track
- 2) the cluster course track

The core course track requires a minimum of 36 credit hours for a degree. Each three-credit hours course is attended one night per week (4 hours per night) for 11 weeks.

The cluster course track requires a minimum of 45 credit hours for a degree. Each nine-credit hour cluster is attended one night per week (4 hours per night) for 13 class meetings. For more information about the cluster course track, turn to page 46.

In a blended program, students may substitute clusters for core courses within the same subject matter. Students may also substitute core course track modules for clusters, again, within the same subject area.

Schedules should be reviewed carefully before making moves between systems to avoid program or timing problems.

Under either program delivery format students may, but are no longer required to, complete a culminating project. Students in the Business Administration cluster course track now have a choice

of completing a culminating project, or taking an elective cluster plus MBA 601, the capstone course that analyzes the practices and problems confronting the modern business organization. Students in other degree programs should talk with their advisor to find out about the choices available to them.

### **Requirements for the Master of Business Administration**

#### **General**

Completion of all requirements (36 hour minimum in the graduate program as established by the student's advisor and approved by the Dean of Management) the graduate program must generally include:

1. The business core courses: MBA 511, 521, 531, 541, 551, 595, and 601. (The concept courses, MBA 510, 530, 540, and 550, prepare students with no previous business courses to undertake the business core courses. The concept courses will not be counted towards the minimum 36 hour MBA requirements.)

2. Additional elective graduate courses are required to meet the 36 hour minimum.

#### **Application for Graduation**

Application for graduation must occur no later than one quarter prior to completion of course requirements. Before advancement to candidacy can be approved, the following requirements must have been met:

1. Completion of division requirements;
2. Completion of all coursework;
3. A 3.0 (B) average in all work completed as a graduate student at this university or transferred to meet degree requirements;
4. Satisfaction of the general university requirements for advancement to candidacy.

### **MBA Core Course Track Program Overview**

The Core Course Track allows the student to obtain either a general MBA degree, or to customize their program with a concentration in a particular area of study such as accounting, finance, management, marketing, international business, MIS, public management, or human resources.

The Core Course Track requires a minimum of 12 courses, for 36 credit hours. Each three-credit-hour course is attended one night per week (four hours per night) for 11 weeks. There are four quarter terms per year, 11 weeks each. By taking two courses at a time, students are able to complete the program in 18 months. By taking one course at a time, the degree requirements can be completed in three years.

Concept courses may be required if the student does not have undergraduate credits or business experience in these areas.

#### **Concept Courses**

MBA 510 Financial Accounting Concepts  
MBA 530 Financial Concepts  
MBA 540 Management Concepts  
MBA 550 Marketing Concepts

#### **Elective Courses** (15 credit hours)

For a general MBA degree, the student may select any five elective MBA courses, for a total of 15 credit hours. For an MBA with a concentration, the student must take four of the five electives (12 credit hours) within the area of concentration.

# **Master Of Business Administration With Concentration**

## **Concentration in Accounting**

### **Program Description**

The graduate curriculum in accounting offers advanced training in the nature, theory, and central problems of business accounting, with the objective of responsible leadership in a dynamic business world. The program stresses the spirit of inquiry as a basis for progress and growth. Based upon a strong foundation of accounting prerequisites, the program is designed to develop the expanded knowledge which is the basis for the specialist in an accounting management career in business or government, in public accounting, or in further advanced study.

Completion of this concentration in a MBA program added to the Bachelor of Arts program with a major in accounting may satisfy the 150 credit hour requirement for the Uniform CPA Exam. Please consult an advisor in the management division for further information on this option.

### **Degree Requirements**

1. Completion of a minimum of 36 graduate course hours in business administration including the graduate business core and approved by the division dean.
2. A minimum of 12 hours in the graduate series completed at this university in approved accounting courses with a minimum of a grade "B" in each accounting course beyond core requirements.

## **Concentration in Arts Management**

See "Art" or "Theatre" for program outline.

## **Concentration in Finance**

### **Program Description**

The curriculum leading to the Master of Business Administration with a concentration in Finance is designed to prepare individuals for staff or line positions in business, government, or other organizations.

The Finance Program offers instruction in areas such as: financial management, investments, and mergers and acquisitions.

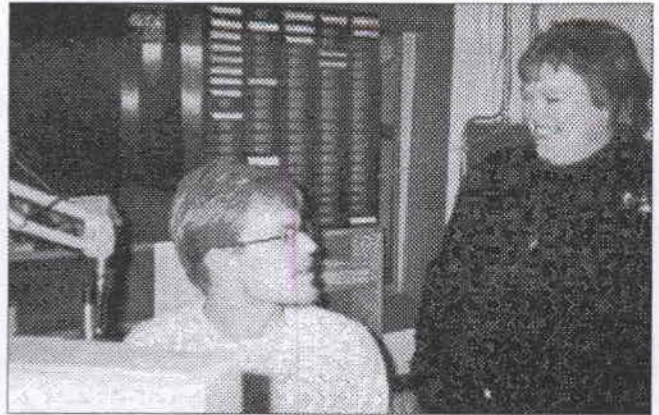
### **Degree Requirements**

1. Completion of a minimum of 36 graduate course hours in business administration including the graduate business core and approved by the division dean.
2. A minimum of 12 hours in approved graduate courses in finance with a minimum grade of "B" in each finance course beyond the core course in finance.

## **Concentration in Human Resource Management**

### **Program Description**

The curriculum leading to the Master of Business Administration with a concentration in Human Resource Management is designed to prepare individuals for positions in business, government, or other organizations that have primary responsibility for the management of and the administration of employees. The program has a strong practical base so that the students will be able to apply the learning in the workplace.



### **Degree Requirements**

1. Completion of a minimum of 36 hours beyond the bachelor's degree in graduate courses including the graduate business core and approval by the division dean.
2. A minimum of 12 hours in approved advanced graduate courses in Human Resource Management with a minimum grade of "B" in each course beyond the core course in management.

## **Concentration in Management**

### **Program Description**

The prime mission of this program is to provide the student with an in-depth graduate education in management. Management graduates are prepared to competently fill administrative positions in business enterprises and in non-business organizations, such as government, universities, and various institutions.

### **Degree Requirements**

1. Completion of a minimum of 36 hours beyond the bachelor's degree in graduate courses including the graduate business core and approved by the division dean.
2. A minimum of 12 hours in approved advanced graduate courses in management with a minimum grade of "B" in each course beyond the core course in management.

## **Concentration in Marketing**

### **Program Description**

The Master of Business Administration degree with a concentration in Marketing is intended to prepare men and women for the responsibility of management in marketing. The program is flexible, offering a balance between theoretical analysis and examination of established practices. Areas of marketing offered include: advertising, sales management, industrial marketing, international marketing, marketing institutions, marketing research and analysis, and consumer behavior.

### **Degree Requirements**

1. Completion of a minimum of 36 hours beyond the bachelor's degree in graduate courses, including the graduate business core, and approved by the division dean.
2. A minimum of 12 hours in approved graduate series courses in marketing taken at this College beyond core requirements, with a minimum grade of "B" in each course.

## **Concentration in Management Information Systems**

### **Program Description**

The option in the Management Information Systems curriculum prepares the student for employment as a staff specialist in management information systems in a wide variety of business enterprises and governmental institutions. The program is designed to present an organized body of knowledge dealing with the design of both continuous and intermittent processes for converting input factors into desired products and services. Emphasis is on common processes of operations and systems techniques and their application in the industrial environment and non-industrial areas such as banks, hospitals, hotels, government, universities, and general office settings.

### **Degree Requirements**

1. Completion of a minimum of 36 hours beyond the bachelor's degree in graduate courses, including the graduate business core, and approved by the division dean.
2. A minimum of 12 hours in approved graduate advanced courses in management information systems beyond the core requirements, with a minimum grade of "B" in each course.

## **Concentration in Public Management**

### **Program Description**

The MBA program in Public Management is designed to educate people in the applications and limitations of applying business administration techniques, ideas, and practices to government operations. In addition, this program is designed to educate people to acquire the skills to bridge the private and public sectors since many private sector activities and public sector programs require an ability to perform well in both sectors at the same time.

The required courses for the MBA in Public Management are: MBA 511, 531, 593, 594, 595, 596 598, and either an Accounting or Finance course above MBA 511 or MBA 531. Students without an undergraduate background in Accounting or Finance must take MBA 510 and MBA 530 as part of their required courses. Elective courses can be chosen from a wide variety offered by the University. Approval of the Public Management faculty is required.

### **Degree Requirements**

1. Graduate students must complete 36-42 credit hours depending on their undergraduate courses, usually strong coursework in accounting and finance, through one of two options. Lindenwood undergraduates interested in pursuing an MBA in Public Management can reduce the number of required courses in their program and increase the number of elective courses (but stay within the 36-42 credit hour requirement) by taking certain courses as an undergraduate that are chosen with approval of the Public Management faculty.

**Option 1** requires completion of 30-36 credit hours in coursework (24-30 required, 0-6 elective), and 6 credit hours for a thesis.

**Option 2** requires completion of 36-42 credit hours of coursework, (24-30 required, and 6-12 elective).

## **Concentration in International Business**

### **Program Description**

The graduate curriculum in International Business offers advanced training in the nature, theory, and central problems of U.S. businesses and agencies dealing in international trade situa-

tions. The program stresses preparing the student to grasp the complexities in international business of utilizing U.S. practices in business operations, cross cultural communications, finance, management, marketing, and risk and politics in various foreign situations.

### **Degree Requirements**

1. A minimum of 36 hours beyond the bachelor's degree in graduate courses, including the graduate business core, and approval by the division dean.
2. A minimum of 12 hours in the graduate series in International Business completed at this college with a minimum grade of "B" in each course.

## **Certificate Program, International Business**

This certificate program responds to the growing needs of corporate management and personnel for a better understanding of the scope of general international business opportunities and the actual operations of international companies and divisions. The program will be of benefit to both corporations already engaged in international operations and those considering international ventures; and to individuals currently employed or seeking employment in the international area. All 18 hours of certificate requirements are transferable to the MBA degree.

### **The Certificate Requirements**

The requirements for the certificate program will consist of:

1. A minimum of 18 credit hours which include the following components:
  - A. Two (2) core course prerequisite (6) hours (MBA 570 International Business Operations and MBA 571 International Risk and Politics).
  - B. A culminating 3-credit-hour research project under the supervision of a faculty member (MBA 579 International Business Topics, Directed Studies).
  - C. Nine (9) hours elective credit from the international curricula.
2. Foreign Language:
  - A. A proficiency is desirable in one foreign language. This could be obtained by completion of a graduate language course or two years of undergraduate foreign language.
  - B. The foreign language is strongly recommended, not required, for the Certificate program.

## **Master of Science (M.S.) in Specialized Fields**

**(Accounting, MIS, Finance, Management, Marketing, and International Business)**

### **Program Description**

The Master of Science in requires an emphasis in a specialized field, such as Accounting, Management Information Systems, etc. This requires the student to plan a specific curriculum with a graduate advisor. The graduate advisor will be a member of the faculty with expertise in the area of specialization.

The Master of Science degree is provided for the student who has chosen to be a specialist in a given area of management; however, such programming will normally require a limited comprehensive background in core courses MBA 511, 521, 531, 541, 551, and 595 plus any required prerequisite courses. The major

emphasis will be in the specialized field.

### **Degree Requirements**

1. Student should complete all prerequisite courses as an undergraduate or graduate student as required of the MBA.

2. Student shall complete a minimum of 36 hours in courses, determined in conjunction with the faculty advisor, in the field of specialization and related core requirement. This will include core courses MBA 511, 521, 531, 541, 551, and 595. Six courses (18 cr. hours) must be completed within the major concentration in the graduate business curriculum. Three of the hours must include MS 600, Thesis.

3. The student must maintain a "B" average in all work required for the degree.

### **Courses of Study**

#### **Accounting**

**MBA 510 Financial Accounting Concepts (3)** This course examines generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports. This course is designed for individuals entering the program without any academic background in accounting.

**MBA 511 Managerial Accounting (3)** Concepts and techniques for producing and using accounting information for management decisions. Topics include cost behavior and break-even analysis, cost management systems, marketing and production decision models, capital budgeting, and operational budgeting. Prerequisite: MBA 510 or equivalent.

**MBA 512 Cost Accounting (3)** Concepts of cost determination, reporting and control with emphasis on manufacturing operations. Job order systems, process cost systems as well as standard cost systems are discussed in context with Just-In-Time philosophy and flexible manufacturing systems. Prerequisite: MBA 511 or equivalent.

**MBA 513 Advanced Accounting (3)** Specialized topics in advanced financial accounting: partnership accounting; and corporate consolidations and mergers, estates and trusts. Prerequisite: MBA 515 or equivalent.

**MBA 514 Auditing (3)** Concepts of auditing with emphasis on techniques and issues as applied by Certified Public Accountants. Professional standards, Generally Accepted Auditing Standards, legal liabilities of auditors, and specific auditing techniques are emphasized. Prerequisite: MBA 515 and 590 or equivalent.

**MBA 515 Intermediate Accounting I (3)** Financial accounting concepts and theory with emphasis on development and usage of Generally Accepted Accounting Principles and the Financial Accounting Standards Board's Conceptual Framework of Accounting. Prerequisite: MBA 510 or equivalent.

**MBA 516 Individual Tax Planning (3)** Concepts of Federal and State income taxes as applicable to individuals. Detail approach with a balanced emphasis on both planning and compliance reporting.

**MBA 517 Governmental & Non-Profit Accounting (3)** Concepts of accounting and financial reporting for federal, state, and local government and for nonprofit organizations. Prerequisite: MBA 510 or equivalent.

**MBA 518 Business Tax Planning (3)** Concepts of Federal and

State income taxes as applicable to businesses including regular corporations, S-corporations, partnerships, limited liability companies and sole proprietors. Topics also include trusts and estates. Prerequisite: MBA 516 or equivalent.

**MBA 519 Special Topics in Accounting (3-6)** See Special Topics Courses.

**MBA 590 Intermediate Accounting II (3)** The development, application and importance of accounting standards, principles, and conventions, including current FASB opinions. Primarily concerned with issues relating to debt classification, contributed capital, retained earnings, statement of cash flows, leases and pensions. Prerequisite: MBA 510 or equivalent. Recommend MBA 515 first.

**MBA 592 Financial Statement Analysis (3)** Profitability and risk analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Approach includes case studies. Prerequisites of MBA 511 and MBA 531.

**MS 600 Thesis (3-9)**

#### **Human Resources Management**

**MBA 543 Human Resource Management (3)** An overview course in human resources covering the basic principles of HR planning, organizational integration, recruiting, selection, legal issues, labor relations, compensation and benefits, training and development, safety, workplace diversity and current trends and issues facing the HR profession. The strategic role of HR in the global environment will be examined in great detail.

**MBA 547 Negotiations (Current Issues in Unionism, Collective Bargaining, and Labor Relations) (3)** A study of trends and the history of unions as representative of the worker, current trends and laws directed to collective bargaining process as determined and changed by labor legislation. Prerequisite: MBA 541 or equivalent.

**MBA 561 Labor-Management Relations (3)** A Introductory course in labor relations covering labor history, legal foundations, growth of unions, certification, governmental roles, legal issues, collective bargaining, contracts, work stoppages, desertification, protected activity, worker-employer rights, grievance administration, arbitration, NLRB role and major labor acts. Prerequisite: MBA 543 or equivalent.

**MBA 562 Human Resource Development (3)** Course covers the methods and roles of training in the relationship between organizational and planning and training, needs analysis, program design, and delivery, training methods, learning theory, learning styles, evaluation and testing. Prerequisite: MBA 541 or equivalent.

**MBA 563 Personal Law (3)** Basic law as applied to personnel situations. Students study equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, workers compensation, protected classes, disability issues, workplace accommodation and record keeping requirements. Prerequisite: MBA 543 or equivalent.

**MBA 564 Compensation and Salary Administration (3)** Overview course covering pay structures, pay systems, parity, comparable worth, matrices, relationship between pay and performance, performance evaluation, internal and external equity and

legal issues. Prerequisite: MBA 543 or equivalent.

**MBA 569 Human Resource Issues (3)** Culminating course covering current trends and issues of importance to the human resource profession. Student will conduct guided research in a chosen area of specialty and present oral and written research summaries. Prerequisites: MBA 541 & MBA 543.

### **Management Information Systems**

**MBA 521 Management Information Systems (3)** Concepts of computer and communications technology for user-managers. Focus on IT resources (computers, networks, software, data, and people) and alternative approaches to managing them; the opportunities and pitfalls associated with these technologies; and what user-managers need to know. Approach includes case studies.

**MBA 522 Information Systems Programming (3)** Development of business applications using Visual Basic as a language of implementation. Essentials of the Visual Basic environment are presented including objects, properties, methods and code structures. Prerequisite: MBA 521 or equivalent.

**MBA 523 Quantitative Methods (3)** Extensive examination of quantitative techniques used in managerial decision making. Emphasis is placed on recognition of management problems that can be cast in the form of optimization models. Covers linear programming, transportation problems, inventory models, project management, decision analysis, simulation and forecasting. Prerequisite: MBA 521 or equivalent.

**MBA 524 Information Systems Analysis and Design (3)** Tools and methods of systems analysis and design as well as issues relating to systems implementation are presented. Coverage includes a review of the traditional life cycle methodology, along with newer methods used in the field. The course will expose students to computer aided system development tools. Prerequisite: MBA 521 or equivalent.

**MBA 525 Information Systems Project (3)** The areas of computer technology, and systems analysis and design are integrated to aid the student, usually working in a group, in designing large scale application or decision support systems. Prerequisite: MBA 524 or permission of the instructor.

**MBA 526 DataBase Management Systems (3)** This course presents the fundamental concepts of database processing administration, and outlines techniques of data base design. Practical experience in the use of a relational DBMS is provided. Prerequisite: MBA 521

**MBA 527 Advanced Visual Basic (3)** This course continues program development in Visual Basic. Emphasis is placed on writing database programs using ActiveX data objects (ADO) and creation of class modules. Prerequisite: MBA 522.

### **MBA 529 Special Topics in MIS (3-6)**

**COM 565 Electronic Resources (3)** A lab-based course designed to familiarize communications students with advanced methods of information retrieval via the Internet or corporate intranets. Special attention will be given to net-based methods of reaching a mass media audience, as well as the design of World Wide Web-based resources for both individual and corporate entities.

**COM 566 Advanced Web Page Design (3)** A lab-based course designed to familiarize students with advanced forms of web page

design and implementation, with a focus on developing skills useful in the contemporary, internet-capable work environment. Prerequisite: COM 565 or web page design experience.

### **MS 600 Thesis (3-9)**

### **Financial Management**

**MBA 530 Financial Concepts (3)** Admission to this course requires an understanding of general accounting concepts. It deals with managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, long-term financing.

**MBA 531 Financial Policy (3)** Case studies in finance. Decisional problems in areas including short-term financing and managing short-term assets and liabilities, long-term financing and cost of capital, investments, and mergers and acquisitions. Prerequisite: MBA 531.

**MBA 532 Managerial Finance (3)** Case studies in finance. Decisional problems in areas including short-term financing and managing short-term assets and liabilities, long-term financing and cost of capital, investments, and mergers and acquisitions. Prerequisite: MBA 531.

**MBA 533 Investments (3)** Basics of investing from the fundamentals to the theories of portfolio construction and efficient markets. covers financial assets including stock, fixed income securities and derivatives. Approach includes financial advisor cases. Prerequisite: MBA 531.

**MBA 534 Financial Aspects of Real Estate (3)** An analysis of the real estate industry defining concepts and principles of the field. The management problems in supervising and administering the real estate assets and liabilities of a business organization. Also, there is focus on legal aspects of real estate, the market, market analysis, financial techniques, land use problems, etc. Prerequisites: MBA 531 or equivalent.

**MBA 535 Mergers & Acquisitions (3)** The course evaluates mergers, acquisitions, and corporate divestitures from a strategic and financial perspective. The course surveys the regulatory, tax, and economic environment which led to the increased usage of leveraged buyouts with junk bond financing in the 1980's. The course combines the theoretical aspects of mergers and acquisitions with a practical understanding of the current environment. Prerequisite: MBA 531 or equivalent.

**MBA 536 Money and Banking (3)** A study of Macroeconomic policy analysis as related to financial markets, institutions, and monetary authority. Discussions will cover money, interest rates, monetary policy and financial market structure.

**MBA 537 Consumer Finance (3)** Decisional problems in personal finance areas including credit, major expenditures, family, employment, insurance, taxes, investments, retirement, and estate planning. Emphasis on practical knowledge for personal financial management and for serving customers of the banking, brokerage, insurance and other consumer finance industries. Prerequisite: MBA 531.

**MBA 581 Managerial Economics (3)** A course designed to provide tools for analysis of economic problems, primarily micro, and their impact upon managerial decisions and policies. Prerequisite: MBA 531 and MBA 595 or equivalent.

**MBA 582 Analysis of Business Conditions (3)** The course is designed to develop one's ability to interpret economic trends and analyze forecasts of business conditions. The course emphasizes macroeconomic and monetary policy, and the institutional environment of the U.S. economy. Prerequisite: MBA 531 and MBA 595 or equivalent.

**MBA 592 Financial Statement Analysis (3)** Profitability and risk analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Approach includes case studies. Prerequisites: MBA 511 and MBA 531.

**MBA 595 Economic Issues for Contemporary Business (3)** Introduce the student to the ideas that form the foundation of modern Western economic thought. The course begins with the general economic philosophy, moves on to Neo-Classical microeconomic theory, and then to basic macroeconomic theory.

**MBA 539 Special Topics in Finance (3-6).**

**MS 600 Thesis (3-9)**

### **Management**

**MBA 500 Communications in the Corporate Environment (3)** The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics will include principles of verbal and nonverbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Work will focus on persuasive communication for both internal and external business audiences.

**MBA 541 Organizational Behavior & Development (3)** An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and process of behavior within organizations in order to better understand the management process. Prerequisite: MBA 540 or equivalent.

**MBA 544 Management and Business Law (3)** Study discussion of terminology, definitions, and principles of contract law applicable to the contractive problems in the operation of a business, including relevant provisions of the uniform commercial code. The application of the principles of agency law by the entrepreneur/manager in operating the firm, legal liability to his agency and third party with whom he/she deals, and the legal aspects of business in difficulty. Prerequisite: MBA 541 or equivalent.

**MBA 546 Managerial Problem Solving (3)** This course explores the many faceted arena of problem solving by focusing on problem descriptions, sorting out casual factors, developing and evaluating alternatives, assessing associated risks, and determining most viable choices. Both individual and small group experiences are included as well as samples from the spectrum of problem solving strategies and techniques. Students will use basic statistical tools, the structured technique of cause and effect diagramming, creative problem solving through synectics, and the more formal process skills of contemporary approaches. The practicum nature of the course results in skills which are immediately transferable to the workplace. Prerequisite: MBA 541.

**MBA 547 Negotiations (Current Issues in Unionism, Collective Bargaining, and Labor Relations) (3)** A study of trends and the history of the union as representative of the worker, current trends and laws directed to collective bargaining process as determined and changed by labor legislation. Prerequisite: MBA 541 or equivalent.

**MBA 548 Leadership in Structured Situations (3)** Designed to develop understanding in the function and the context of the leadership role in formal organizations through the examination of leadership research and theories of leadership effectiveness. The basis for exercising influence and the situational factors affecting leadership. Emphasis on understanding the leadership function as well as developing thinking and action capabilities for improving leadership effectiveness. Prerequisite: MBA 541 or equivalent.

**MBA 560 Small Business Management (3)** An examination of principles and methods in operation of a small business. Emphasis is placed on the small business in planning, controlling, financing and managing operations. The problem of starting up new enterprises is considered as well as preparing the management for multiple responsibilities in operating the business. Prerequisite: MBA 541 or equivalent.

**MBA 565 Entrepreneurship & Growth (3)** Present the characteristics associated with an entrepreneur in a larger corporate organization, identify the forms or modes of corporate venturing, present the critical success factors and the obstacles associated with corporate venturing. The course will also evaluate existing growth model, recognizing that growth is a controllable factor, and present a growth model of new venture development. Prerequisite: MBA 541 or equivalent.

**MBA 580 Production/Systems Management (3)** The course covers various topics relating to production and operations management systems. Strategic and tactical management decisions, such as facility layout, Just-In-Time inventory, project management, and quality management will be among the topics discussed. Students will also be introduced to statistical concepts. Prerequisite: MBA 541 or equivalent.

**MBA 584 Statistics for Business (3)** This course examines the application of statistical analysis in business. Topics include measures of central tendency, probability and distribution, sampling and statistical inference, time series, regression and correlation, business forecasting, and other techniques of statistical analysis. Prerequisite: None.

**MBA 549 Special Topics in Management (3-6).**

**MS 600 Thesis (3-9)**

### **Marketing**

**MBA 550 Marketing Concepts (3)** An introduction to the principles of marketing. Activities include the study of planning, pricing, promotion, and distribution of products and services to consumer and industrial markets. Public, service, and non-profit marketing issues are also explored.

**MBA 551 Marketing Strategy and Management (3)** An application of the basic concepts of marketing with an emphasis on strategic marketing planning and marketing decision making. This includes the analysis of the dynamics of developing a marketing plan and evaluation of various models of market entry, maintenance, survival, segmentation, proliferation, exit and re-entry of products and services into more profitable market segments. Prerequisite: MBA 550 or equivalent.

**MBA 552 Marketing Information and Research (3)** A study of the various sources of information essential to effective marketing decision making. Topics include a review of methodologies to secure marketing information, evaluation of primary and secondary sources of information and data, survey research techniques, development of research instruments, data collection and analysis and presentation of research findings. Students will design and conduct a formal marketing research project. Prerequisite: MBA 551 or equivalent.

**MBA 554 Advertising (3)** A study of marketing communications through the use of mass media (TV, radio, magazines and newspapers) as a means to stimulate consumer's response, interest and purchase behavior of products and services. Techniques for creating the correct advertising message and developing an effective media mix based on understanding the behavior of the target market are stressed, as well as ethical, social and regulatory factors impacting on the mass selling of products and services in today's competitive business environment. In addition, the advertising agency's role in meeting manufacturer's sales and marketing objectives and issues of the client/agency relationship are explored in this course. Prerequisite: MBA 551 or equivalent.

**MBA 555 Product Management and Product Development (3)** A review and study of the product management system, the role of the product manager in the firm and the interfaces required with other areas. The application of strategy models to product management, monitoring, tracking, updating, etc. The developing of new products will be analyzed with methods of evaluation, new venture teams, the pre-entry planning phase, budgeting and decision trains. Class will develop new product concept. Prerequisite: MBA 551 or equivalent.

**MBA 556 Industrial Marketing (3)** A study of the unique aspects of developing, implementing, and monitoring marketing programs in the industrial or business-to-business marketplace. Case histories and case analysis will be used for market analysis of industrial markets. The industrial marketing department, its functions and its relations with other functions and areas of the firm such as sales, manufacturing, product development, distribution, finance and accounting are explored in this course. Prerequisite: MBA 551 or equivalent.

**MBA 557 Personal Selling and Customer Relationships (3)** Study of the interpersonal arm of marketing communications in which the sales force interacts with customers and prospects to make sales and build relationships. Understand the importance and nature of personal selling. Know the basic sales tasks and what the various kinds of salespeople can be expected to do. Understand when, where and how to use various types of sales presentations.

**MBA 558 Management of the Sales Organization (3)** An in-depth analysis of the organization and management of the selling function within the firm, which includes staffing, selection process, training, evaluation, budgeting, goal-setting, motivation and compensation. Characteristics of successful sales personnel, sales teams, and sales managers are explored. Prerequisite: MBA 551 or equivalent.

**MBA 568 Public Relations (3)** A study of the theory and practice of public relations, how public relations operates in organizations, its impact on publics, and its function in society. Examination of the professional development in the field; concepts, issues, and principles in the practice; and the models and theories guiding the practice. Course includes strategic and tactical public relations program planning and management in both for-profit and not-for-profit organizations.

**MBA 559 Special Topics in Marketing (3-6)** This course is designed to meet the individual needs of an MBA student with interest in an area of marketing not covered in any of the marketing courses offered. Prerequisite: MBA 551 and consent of a professor to develop the topic and course of study.

**MS 600 Thesis (3-9)**

### **Public Management**

**MBA 593 Governmental Budgeting (3)** This course will include the study of budget preparations, particularly at the state and local government levels, as well as an examination of end-of-the-fiscal year financial reports. In addition, budgeting issues such as property, income, sales, and other state and local taxes, state constitutional restrictions, tax anticipation notes, bonds, and the impact of exemptions and exactions such as impact fees will be studied.

**MBA 594 Public Management: Principles, Applications, and Ethics (3)** The notion of applying business administration ideas and techniques to the functioning of government has received serious attention since the late 19th Century. This course will explore a number of different past and current writers and their theories that have focused on ways to bridge the study of the private sector with government programs. In addition, ethical issues addressing the applications and limitations of applying business thinking to government programs will be explored.

**MBA 596 Program Implementation and Evaluation (3)** What is effective policy? Studying how to implement new programs and evaluate existing ones provides the framework for this course. In addition, conflict and cooperation between and among different local governments or between the state government and local governments will be a focal point used to examine specific case studies. The St. Louis metropolitan area (including St. Charles, Warren, Lincoln, and Jefferson counties) provides an excellent example of multiple governments functioning simultaneously and will be addressed.

**MBA 598 The Business-Government Environment (3)** This course is more than just an examination of conflict that comes from government regulating business, it also focuses on the cooperative relationship between the two. Many programs exist in a "quasi" state between business and government, these will be examined. In addition, many governmental programs such as economic development (including tax increment financing) are designed to promote new business investment and these programs require involvement by the business community. The cooperative relationship of government and business involved in economic development, therefore will be studied.

**MBA 600 Thesis (6)** Students will work closely with a faculty member to write their thesis. One of the basic objectives of a thesis is that students develop a "comfortable feel" for using primary source materials such as census data, budgets, and other government information in their writing—which they will have become familiar with through various courses they have taken in the public management program.

### **International Business**

**MBA 570 International Business Operations (3)** An introductory course for the International Business program, providing a historical perspective on patterns of trade between and within demographic regions and examining recent shifts in traditional markets and the forces that have led to them. Current world-wide interests in strategic resources will be examined in this context. Analysis

of import/export opportunities, problems, and constraints also is provided, particularly from the American business point of view.

**MBA 571 International Risk and Politics** (3) Determination and assessment of factors of risk in international business ventures form this course, to include analysis of domestic and foreign constraints imposed by the political and economic environment of multinational business operations. Special emphasis is given to the means of identifying, evaluating, and neutralizing risks related to international laws, hyper-inflationary economics, nationalization of assets, revolution, war and inconvertibility of currency. The roles of governments in heightening and reducing risks also studied for their impact upon international business. Prerequisite: MBA 570 or permission of the dean.

**MBA 572 International Management** (3) Organizing, staffing, and managing the international enterprise constitute the core subject matter of this course. Problems for international or multinational business begin when pricing, investment, financing, production, and similar decisions that affect foreign subsidiaries are considered by the parent firm. Particular concerns are the adaptation of management to culture, adapting methods to local conditions and attitudes, and agreements and contracts. Prerequisite: MBA 570 or permission of the dean.

**MBA 574 International Marketing** (3) The course examines the marketing mix and how it may or may not be standardized for national markets that comprise the international markets. Techniques that can be used for identifying potential markets for broad categories of products or services and implementation of marketing policies within the international arena as principle mechanisms for this course. Prerequisite: MBA 551 or permission of the dean.

**MBA 575 International Business Communications** (3) A review and study of advertising and promotion in international scene. The problems of translating marketing ideas and concepts into promotional materials for use in foreign business environments. Study of interpersonal communications for business in various cultures. Prerequisite: MBA 570 or permission of the dean.

**MBA 576 International Business and Cross-Cultural Communications** (3) One of two introductory courses for the International Business Program. Provides an overview of the international business milieu with specific reference to relations between home and host countries, demographic and geopolitical patterns and problems, the need of international entrepreneurs and constraints of other people. Prerequisite: MBA 570 or permission of the dean.

**MBA 577 International Finance** (3) The course investigates the international financial environment in which businesses and individuals operate. The determinates of exchange rates are examined, international capital markets are analyzed from the point of view of portfolio theory and equilibrium asset pricing. The unique problems of the financial manager operating internationally are considered, to include foreign taxation, working capital management, sources of funds, international and regional financial institutions, commercial documents and international trade organizations. Prerequisite: MBA 531 or permission of the dean.

**MBA 578 International Business Law** (3) The process of adjudication across national boundaries relating to transactional business activities. The legal interrelationship between countries, individuals and business organizations. Specific areas covered include taxation, antitrust and restrictions, trade practices legislation. Tar-

iffs, quotas, and other trade obstacles, along with expropriation and confiscation, product liability and civil and criminal penalties will be discussed in detail along with U.S. laws, Foreign Corrupt Practices Act (F.C.P.A.), state and local laws. Special attention will be given to patents, trademarks, trade names, copyrights and trade secrets in the international market and the agencies enforcing these areas. Prerequisite: MBA 570 or permission of the dean.

**MBA 583 International Economics** (3) A course in which the basic principles of economics are used to analyze and interpret exchanges between nations. Broad categories will include trade in goods and services, movements of labor and capital and a variety of financial transactions in bonds, stocks, notes, deposits and other financial assets. Specifically, areas to be covered will include the mechanics of international payments, the balance of payments accounting systems, foreign exchange rates, including arbitrage, flexible rate exchange, and elasticity of supply and demand. International Monetary Systems will be covered including a history of the Gold Standard, Bretton Woods System, I.M.F., Euro-dollars and the Import-Export bank. Special attention will be devoted to tariff analysis, the economies of lesser developed countries and multinational companies. Prerequisite: MBA 595 or permission of the dean.

**MBA 579 International Business Topics/Directed Studies** (3-6) The courses are designed for students who desire, or are required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Such courses are open to students who have completed core and/or advanced course requirements. The subject area will normally cover a specific issue, problem, or current topic and will demonstrate the student's scholarly research abilities and techniques. In some instances, the topic may require primarily substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

**MS 600 Thesis** (3-9)

**MBA 601 Business Policies & Strategies** (3) The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases. This is a "capstone" course and may not apply as part of the 12 hour requirement for a concentration in management.

### **Special Topic Courses**

**MBA 519 Special Topics in Accounting** (3-6)

**MBA 529 Special Topics in MIS** (3-6)

**MBA 539 Special Topics in Finance** (3-6)

**MBA 549 Special Topics in Management** (3-6)

**MBA 559 Special Topics in Marketing** (3-6)

**MBA 579 Special Topics in International Business** (3-6)



# Master of Arts –M.A. in Specialized Fields

(Management, Marketing, International Business, & other areas of emphasis)

## Program Description

In keeping with its mission and long standing commitment to the liberal arts, Lindenwood University offers a variety of Master of Arts degrees in certain specialized fields.

In addition to 21 hours of core courses, students seeking the MA degree will take nine (9) hours in an area of emphasis (e.g. management, marketing, international business, etc.); and nine (9) hours of elective from the respective graduate specialized field they have chosen to take their degree in for a total of 39 hours.

The program for Arts Management is individualized and requires a minimum of 12 hours of coursework in Business Administration.

## Core Courses

- MBA 500 Communications for the Corporate Environment (3)
- MBA 503 Analysis of the Financial Environment (3)
- MBA 504 Legal and Ethical Management Issues (3)
- MBA 505 Issues in Marketing and Sales (3)
- MBA 510 Financial Accounting Concepts (3)
- MBA 541 Organizational Behavior & Development (3)
- MBA 548 Leadership (3)

## Required Marketing Emphasis Courses:

- MBA 551 Marketing Strategy and Management (3)
- MBA 552 Marketing Information and Research (3)
- MBA 553 Promotional Management and Strategy (3)

## Required Management Emphasis Courses:

- MBA 543 Personnel Management and Labor Relations (3)
- MBA 546 Managerial Problem Solving (3)
- MBA 547 Negotiations (3)

## Required International Business Emphasis Courses:

- MBA 570 International Business Operations (3)
- MBA 571 International Risk and Politics (3)
- MBA 572 International Management (3)

## MBA 500 Communications in the Corporate Environment (3)

The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics will include principles of verbal and nonverbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Work will focus on persuasive communication for both internal and external business audiences.

**MBA 503 Analysis of the Financial Environment (3)** The course is designed to teach the fundamental concepts of financial management including planning, budgeting, and control. It focuses on sources of finance, and how businesses and non-profits today choose these sources. The course integrates the basic economic concepts in applying business decision making in the micro/macro economy.

**MBA 505 Issues in Marketing and Sales (3)** An introduction to the marketing/sales component of business and non-profits. Studying the marketing variables of product, price, place and promotion. The aspects of selling in the global market environment. Integrating the general theory with the applied is the main goal of the course.

**MBA 504 Legal and Ethical Management Issues (3)** Using a case study approach, the course looks at and studies the terminology, definitions and principles of business law applicable to the contractive problems in the operation of business today. The course also looks at the ethical issues confronting decision making and the web relationship with the legal liability.

# Human Service Agency Management: M.A.

## Program Description

The graduate degree in Human Service Agency Management is designed to prepare students for leadership positions in youth and community service agencies. In recent years the demands on human service organizations have created a need for managers with very specialized training and education. Not-for-profit agencies, whether in the public, tax-supported domain or in the private volunteer sector, require skilled and knowledgeable managers at all levels.

The graduate program in Human Service Agency Management provides education in those areas of competency deemed necessary for effective agency leadership by American Humanics, Inc. In addition to the common requirements, students will have the opportunity to develop an area of concentration by supervised selection of elective course work, a directed internship, and capstone project.

The program requires 39 semester hours offered in a quarter calendar.

## Core Curriculum

The following courses are required for all students completing the Human Service Agency Management degree.

- MBA 500 Communications for the Corporate Environment (3)
- MBA 503 Analysis of the Financial Environment (3)
- MBA 504 Legal and Ethical Issues in Management (3)
- MBA 510 Financial Accounting Concepts (3)
- MBA 541 Organizational Behavior and Development (3)
- MBA 548 Leadership (3)
- MBA 568 Public Relations Strategies (3)
- HSA 550 Management of Human Service Agencies (3)
- HSA 570 Fundraising and Planning (3)
- HSA 598 Human Service Agency Internship (3)
- HSA 599 Capstone Project (3)

## Internship

Students who do not have a portfolio of experience with human service agencies will be required to complete an internship of 225 hours in an assigned agency under the supervision of the faculty of the HSAM program. Students who have agency experience without a management component may also be required to complete the internship. All other students may elect the internship in an agency other than the one for which they have been employed as a method to diversify their professional portfolio. However, students with extensive agency experience may have the internship requirement waived at the discretion of the program director.

## Required Electives

All students must select nine credits of elective coursework to complete the degree. This coursework will be selected with the direction of an HSAM program advisor and may come from any of the other degree programs available at Lindenwood University. The purpose of the elective requirement is to enable the student to obtain an area of concentration within the general field of human service agency management. The internship may count as an elective course. Suggested graduate curricula from which the elec-

tives may be selected include:

- human resource management
- professional counseling
- education
- communications
- the arts
- business
- gerontology
- health management

### **Capstone Project**

The capstone to the degree program will be the successful completion of an individualized graduate project. This may be an analytical or demonstration project. Topics will be selected and explored in collaboration with the advisor. In many cases the project will be directly related to the activities of the internship. A committee of graduate faculty will supervise and assist the student in the successful completion of the capstone project.

### **Course Descriptions**

**HSA 550 Management of Human Service Agencies (3)** Investigation of the structure and process of, and behavior within, not-for-profit organizations as a function of the management process. Includes an overview of the financial, personnel, legal and planning aspects of the not-for-profit organization.

**HSA 570 Fundraising and Planning (3)** A study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors. Emphasis on financial planning, major gift giving, planned giving and grantsmanship.

**HSA 571 Grantwriting (3)** A study of the realities of the grant-seeking process and the methods of preparing a high-quality grant proposal. Focus is on developing and refining non-profit management skills that contribute to more effective grantwriting; allocating time and resources, collaborating with colleagues and with others outside the organization, conducting research, planning, and budgeting.

**HSA 590 Human Service Agency Management Internship (3)** Students are placed in human service agencies to serve in functions normally assigned to managers and administrators. Under the supervision of agency personnel, students will observe and practice skills necessary for success in the field. Setting of the internship to be decided by the agency, advisor and student.

**HSA 599 Capstone Project (3)** An individualized graduate project which may be analytical or a demonstration project. Topics will be selected and explored with the student's advisor. In many cases, the project will directly relate to the internship experience. A committee of graduate faculty will supervise and assist the student in the successful completion of the capstone project.

## **Sport Management (M.A.)**

### **Program Description**

The graduate degree in Sport Management is designed to prepare students for a career within the expanding sport industry. Sport Management includes any combination of skills related to planning, budgeting, organizing, directing, staffing, marketing and controlling in a sports organization.

The curriculum is a unique blend of formal coursework and opportunities designed for practical experience. The close cooperation with several sports venues in the St. Charles/St. Louis area

enhance the program, and enable students to gain first-hand knowledge and work experience in sports management.

The program requires 39 semester hours offered in a quarter calendar.

### **Curriculum**

The following courses are required for all students completing the Sport Management degree.

MBA 500 Communications in the Corporate Environment (3)

MBA 503 Analysis of the Financial Environment (3)

MBA 504 Legal and Ethical Management Issues (3)

MBA 510 Financial Accounting Concepts (3)

MBA 541 Organizational Behavior and Development

MBA 542 Principles of Management in Sports Administration (3)

MBA 543 Sports Marketing and Promotion (3)

MBA 567 Sports Law (3)

MBA 573 Administration of Health Promotion/Wellness (3)

MBA 596 Program Implementation and Evaluation (3)

MBA xxx Elective (3)

SMA 598 Practicum in Sport Administration (6)

### **Practicum**

Students will be required to complete a practicum of six credit hours, or 300 work hours, in an assigned facility under the supervision of the faculty of the Sport Management program. Students with extensive experience may have part of the practicum waived at the discretion of the dean.

### **Course Descriptions**

**MBA 542 Principles of Management in Sport Administration (3)** Study of the management of sport organizations, including skills required in management positions. The functions of management, human behavioral studies, and leadership styles are examined.

**MBA 543 Sports Marketing and Promotion (3)** Focus on the unique applications of marketing principles and processes to the complex and diverse nature of the sports industry. Comprehensive coverage of the functions of sports marketing, including designing an integrated marketing strategy, understanding sports consumers as spectators and participants; and planning, executing and evaluating the sports marketing mix (product, price, place, and promotion).

**MBA 567 Sports Law (3)** A study of the law as it pertains to the three main divisions in sports: amateur, professional and international. Issues addressed are contracts, agents, torts, governing bodies, governmental regulations, and social responsibility.

**MBA 573 Administration of Health Promotion/Wellness (3)** An examination of the designing, implementing and evaluation of health promotion programs. The interfacing of the major current health issues and health promotions/wellness programs will also be studied.

**SMA 598 Practicum in Sport Administration (6)** Students are placed in sport management organizations to serve in functions normally assigned to managers and administrators. Under the supervision of the host organization, students observe and practice skills necessary for success in the field, including event planning, marketing, accounting, and controlling. Setting of practicum to be decided by the organization, the advisor and the student.

# The Lindenwood College for Individualized Education (LCIE)

## Program Description

All graduate students in the Lindenwood College for Individualized Education (LCIE) are expected to develop the abilities to write, read, and speak clearly, correctly, and effectively, and to acquire mathematical, technical, or other skills that may be essential to their particular programs of study.

Throughout their course of study, students are expected to use primary source material, to engage in speculative thinking, and to develop original work and/or research in their major areas of interest. This work should be analytical rather than descriptive, demonstrating a distinct, defensible, methodological, and theoretical perspective.

## Admission and Program Overview

Admission to a graduate degree program in LCIE is granted to students who have grade point averages of 3.0 or better (on a 4.0 scale), and whose program overviews have been approved. Students who do not meet that grade point or other admissions standard will be given individual consideration.

Conditional degree candidacy may be granted to students who have grade point averages between 2.5 and 2.99, or whose program overviews have not yet been approved. Probationary degree candidacy may be granted to students whose grade point average is less than 2.5. A student may be in the probationary status for no more than one quarter. Once accepted for full degree candidacy, graduate students must maintain a cumulative grade point average of at least 3.0.

Each student is assigned to a faculty advisor who assists with the design of the program overview, which must be completed during the student's first term. The program overview is a detailed and logical proposal that includes the student's learning objectives and term-by-term plan of the subject area to be studied. The program overview must be approved by the student's faculty advisor and the Director of LCIE.

Students may make alterations to their overviews by submitting a written amendment to their faculty advisors. If the change involves only a minor adjustment of the original plan, the amendment can simply be filed along with the student's original proposal. All changes must be approved by the faculty advisor and the Director of LCIE.

## The Cluster

Central to the theory and practice of adult education is the ideal of the synthesis of knowledge.

LCIE seeks to achieve this through the construction of the cluster, in which two or three related subject areas are integrated into one seminar. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline. Cluster groups are comprised of a faculty member and approximately 12 students who meet weekly during an evening or weekend, for four hours. These cluster group meetings provide a collegial environment in which students present their work and share their learning.

One objective of this format is the development of students' analytical and communication skills with emphasis placed upon written and oral presentation rather than upon examinations. However, some clusters, due to their quantitative nature, may require examinations throughout the term.

## Program Requirements

For most LCIE graduate programs, the smallest unit for which a student may enroll is 9 semester hours. For structured programs, certain areas of study are required by the university. For individualized programs, the student and faculty advisor determine requisite areas of study. When all objectives of the overview have been met and credited by the university faculty, the student will be recommended for graduation.

Students in the LCIE are *not* permitted to take more than one cluster course per quarter. The accelerated format employing clusters is based on the assumption that highly motivated students are entirely focused on the content of their clusters during the quarter. The one cluster limit is to maximize the likelihood of a quality effort resulting in a quality learning experience. Ultimately it is intended to protect the academic integrity of the LCIE program and its degree offerings. A maximum of 12 credit hours per quarter is allowed.

To receive the master's degree from LCIE, students have two educational alternatives:

1. Complete a 45 hour degree program that includes four 9-semester-hour clusters, three semester hours of research methods, and a six-semester-hour directed thesis/culminating project.
2. Complete a 48 hour degree program that includes four 9-semester-hour clusters, one 9-semester-hour elective cluster, and a three-semester-hour capstone course.

Students in Administration, however, may select three 3-semester-hour courses from the traditional graduate business programs instead of a 9-hour elective cluster in the LCIE.

**It is imperative that students first meet with their faculty advisor before beginning their graduate program.**

In addition, all students must meet the following requirements:

1. Have a grade point average of at least 3.0 to graduate from LCIE.
2. Completion of the objectives set forth in the program overview.
3. Demonstration of graduate level writing and speaking as evaluated by the faculty advisor and instructor each term.
4. Completion of all practicum, apprenticeship, and residency requirements connected with the degree program, as specified by the program overview.
5. Participation in at least one colloquium per term of study.

## Culminating Project

For graduate students, the culminating project is a significant and original accomplishment. It must demonstrate that students have mastered the conceptual and methodological skills outlined in the program overview. The project may be in the form of a written thesis or a creative work, including the use of a wide variety of media. If the project is not a written thesis, it must contain substantial written analytical documentation and demonstrate appropriate research methods. Graduate culminating projects require the guidance and approval of a committee consisting of at least three faculty members and/or resource specialists. The student must successfully defend the culminating project at a meet-

ing of committee members for it to be approved.

Graduate students must register for the culminating project immediately after they complete their last cluster of coursework. Students who do not finish their project within that term of project registration must register for a project extension for each term that the project is not completed.

### **The Colloquium**

The interdisciplinary nature of all studies in the liberal arts institution is the heart of the programs offered through the LCIE format. For that reason, all students in the LCIE model are required to participate in at least one colloquial experience during each term of enrollment. Each term the faculty of Lindenwood University present workshops, seminars, and creative expositions to fulfill the colloquium requirement for all LCIE students. In addition, LCIE faculty advisors compile a list of other such events available in the community. Students are encouraged to seek other colloquial opportunities that, with the approval of their faculty advisor, will fulfill this requirement. At the end of each term, students submit a short critique and evaluation of the colloquium in which they participated.

## **Master of Arts Program in LCIE**

### **Communications**

#### **Program Description**

The Master's program in Communications offers a great deal of flexibility in planning and design. The master's student in Communications may specialize in one of five emphases of study. The areas of emphasis include Promotions, Training and Development, Digital Media, and Writing. A capstone course, ICM 601, Communications Policy & Strategies, is required of all emphases except the Writing Emphasis, where a thesis is required. All versions of the degree in the LCIE program require 48 hours.

Each cluster is limited in size to approximately 12 students, allowing for close contact with faculty members and individualization of study to best meet each student's needs within the parameters of the course. Each cluster meets one evening a week for four hours and integrates related areas of study which, in more traditional formats, are taught separately. Evaluation is based primarily upon projects in which written and oral communications skills are developed.

Students may apply for three credits of either ICM 593 Media Internship or ICM 594 Communications Internship. These are one-site learning experiences in communications-related establishments. Students who wish to pursue an internship must receive the recommendation of the Faculty Advisor and be accepted by the internship organization. Internships normally require a student to spend 15-20 hours per week at the internship site. The internship is an option, not a requirement.

Students also have the option of mixing into their LCIE program courses offered in Lindenwood's traditional format. Requirements, with options, for each of the emphases areas in the LCIE format are listed below.

### **M.A. in Communications, Promotions Emphasis**

#### **Corporate Writing**

ICM 500 Communication in the Corporate Environment  
ICM 501 Using Media for Presentations

ICM 507 Writing for the Electronic Media  
(MS equivalent: MBA 500, COM 507)

#### **Organizational Communication**

ICM 560 Organizational Communication Theory  
ICM 561 Communication Process Analysis  
ICM 562 Practical Application of the Communication Process  
(MS equivalent: MBA 541, MBA 548)

Choose one cluster from:

#### **Electronic Business Graphics**

ICM 505 Desktop Publishing in the Workplace  
ICM 545 Information Systems Projects  
ICM 563 Computer Based Graphics

#### **Digital Management**

ICM 534 Practical Business Graphics  
ICM 565 Electronic Resources  
ICM 595 Media Project Management  
(MS equivalent chooses 9-12 hours from: ART 581,  
COM 505, COM 565, COM 566, MBA 521, MBA 525)

Choose two clusters from:

#### **Promotion Management**

ICM 550 Principles of Advertising  
ICM 589 Principles of Public Relations  
ICM 590 Promotion Management

#### **PR in America**

ICM 541 Group Communication  
ICM 542 Public Relations Ethics  
ICM 543 PR Research and Planning

#### **Marketing Research**

ISA 552 Market Segmentation Research  
ISA 553 Product Positioning Strategy  
IBA 555 Product Management and Development

#### **Management and MIS**

IBA 510 Financial Accounting Concepts  
IBA 511 Managerial Accounting  
IBA 521 Management of Information Systems  
(MS equivalent chooses 9-12 hours from: MBA 510,  
MBA 511, MBA 521, MBA 550, MBA 552, MBA 553,  
MBA 554, MBA 555, MBA 557, MBA 584, COM 503,  
COM 589)

#### **Communications Capstone**

ICM 601 Communications Policies and Strategies  
(MS equivalent: COM 601)

### **M.A. in Communications, Training & Development Emphasis**

#### **Corporate Writing**

ICM 500 Communication in the Corporate Environment  
ICM 501 Using Media for Presentations  
IMC 507 Writing for the Electronic Media  
(MS equivalent: MBA 500, COM 507)

#### **Organizational Communication**

ICM 560 Organizational Communication Theory  
ICM 561 Communication Process Analysis  
ICM 562 Practical Application of the Communication Process  
(MS equivalent: MBA 541, MBA 548)

### **Training and Development**

- IOD 571 Organizational Assessment
- IOD 579 Training, Design, Evaluation and Facilitation
- IOD 580 Selected Readings

Choose one from:

#### **Electronic Business Graphics**

- ICM 505 Desktop Publishing in the Workplace
- ICM 545 Information Systems Projects
- ICM 563 Computer Based Graphics

#### **Digital Media Management**

- ICM 534 Advanced Business Graphics
- ICM 565 Electronic Resources
- ICM 588 Media Project Planning

(MS equivalent chooses 9 hours from: ART 581, COM 505, COM 565, COM 566, MBA 521, MBA 525)

Choose 9 hours from:

#### **Video**

- ICM 554 Video Production
- ICM 558 Writing for Video
- ICM 559 Pre- and Post-Production

#### **Advanced Video**

- ICM 574 Advanced Video Production
- ICM 576 Advanced Video Direction
- ICM 577 Advanced Video Editing

#### **Workshops or Internships**

- ICM 593/594 Internship
  - ICM 595 Special Projects I
  - ICM 596 Special Projects II
  - ICM 597 Special Projects III
- (MS equivalent chooses 9 hours from: COM 507, COM 554, COM 579, COM 593, COM 594, COM 595, COM 596, COM 597)

#### **Communications Capstone**

- ICM 601 Communications Policies and Strategies
- (MS equivalent: COM 601)

### **M.A. in Communications, Media Management Emphasis**

#### **Corporate Writing**

- ICM 500 Communication in the Corporate Environment
  - ICM 501 Using Media for Presentations
  - ICM 507 Writing for the Electronic Media
- (MS equivalent: MBA 500, COM 507)

#### **Management**

- IBA 540 Management and Administrative Theory
  - IBA 541 Organizational Development
  - IBA 543 Personnel Management & Labor Relations
- (MS equivalent: MBA 540, MBA 541, MBA 548)

#### **Accounting Management and Management Information Systems**

- IBA 510 Financial Accounting Concepts
  - IBA 511 Managerial Accounting
  - IBA 521 Management Information Systems
- (MS equivalent: MBA 510, MBA 511, MBA 521)

#### **Promotions Management**

- ICM 550 Principles of Advertising
- ICM 589 Principles of Public Relations
- ICM 590 Promotion Management

(MS equivalent: MBA 551, MBA 553)

Choose 9 hours from:

#### **Any communication cluster, or Workshops or Internships (9 hours)**

- ICM 593/594 Internship
- ICM 595 Special Projects I
- ICM 596 Special Projects II
- ICM 597 Special Projects III

(MS equivalent chooses 3-9 hours from: COM 593, COM 594, COM 595, COM 596, COM 597)

#### **Communications Capstone**

- ICM 601 Communications Policies and Strategies
- (MS equivalent: COM 601)

### **M.A. in Communications, Digital Media Emphasis**

#### **Corporate Writing**

- ICM 500 Communication in the Corporate Environment
  - ICM 501 Using Media for Presentations
  - ICM 507 Writing for the Electronic Media
- (MS equivalent: MBA 500, COM 507)

#### **Electronic Business Graphics**

- ICM 505 Desktop Publishing in the Workplace
- ICM 545 Information Systems Projects
- ICM 563 Computer Based Graphics

#### **Digital Media Management**

- ICM 534 Advanced Business Graphics
- ICM 565 Electronic Resources
- ICM 588 Media Project Planning

Choose from two:

#### **Organizational Communication**

- ICM 560 Organizational Communication Theory
  - ICM 561 Communication Process Analysis
  - ICM 562 Practical Application of the Communication Process
- (MS equivalent chooses 12 hours from ART 517, ART 518, ART 581, COM 505, COM 565, COM 566, MBA 521, MBA 525, MBA 541)

#### **Video**

- ICM 554 Video Production
- ICM 558 Writing for Video
- ICM 559 Pre- and Post-Production

#### **Advanced Video**

- ICM 574 Advanced Video Production
  - ICM 576 Advanced Video Direction
  - ICM 577 Advanced Video Editing
- (MS equivalent: COM 571, COM 574, COM 579)

#### **Workshops and/or Internships (9 hours)**

- ICM 592 Workshop
- ICM 593/594 Internship
- ICM 595 Special Projects I
- ICM 596 Special Projects II
- ICM 597 Special Projects III

(MS equivalent chooses 9 hours from: COM 592, COM 593, COM 594, COM 595, COM 596, COM 597)

#### **Communications Capstone**

- ICM 601 Communications Policies and Strategies
- (MS equivalent: COM 601)

## **M.A. in Communications, Writing Emphasis**

### **Corporate Writing**

- ICM 500 Communication in the Corporate Environment
- ICM 501 Using Media for Presentations
- ICM 507 Writing for the Electronic Media  
(MS equivalent: MBA 500, COM 507)

### **Creative Writing**

- ICM 511 Creative Writing
- ICM 512 The Art of Fiction
- ICM 513 The Art of Poetry  
(MS equivalent chooses 9 hours from: COM 502,  
COM 510, COM 511, COM 514)

Choose one from:

### **Electronic Business Graphics**

- ICM 505 Desktop Publishing in the Workplace
- ICM 545 Information Systems Projects
- ICM 563 Computer Based Graphics

### **Digital Media Management**

- ICM 534 Advanced Business Graphics
- ICM 565 Electronic Resources
- ICM 588 Media Project Planning  
(MS equivalent chooses 9 hours from: ART 581,  
COM 505, COM 565, COM 566, MBA 521, MBA 525)

Choose one from:

### **Video**

- ICM 554 Video Production
- ICM 558 Writing for Video
- ICM 559 Pre- and Post-Production

### **Advanced Video**

- ICM 574 Advanced Video Production
- ICM 576 Advanced Video Direction
- ICM 577 Advanced Video Editing  
(MS equivalent: see below)

Choose 6 hours from:

### **Workshops and/or Internships**

- ICM 593/594 Internship
- ICM 595 Special Projects I
- ICM 596 Special Projects II
- ICM 601 Communication Policies and Strategies  
(MS equivalent chooses at least 3 hours from:  
COM 507, COM 554, COM 571, COM 574, COM 579,  
COM 592, COM 593, COM 594, COM 595, COM 596,  
COM 601)

### **Culminating Project**

- ICM 599 Culminating Project (6 hours)

### **Courses of Study**

**ICM 500 Communications in the Corporate Environment (3)**  
The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics will include principles of verbal and non-verbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Work will focus on persuasive communication for both internal and external business audiences.

**ICM 501 Using Media for Presentations (3)** Practical application of oral presentation enhancements through the use of audio-visual and computer-aid materials.

**ICM 505 Desktop Publishing in the Workplace (3)** Using desktop publishing tools, students will design projects that meet personal and professional goals.

**ICM 507 Writing for Electronic Media (3)** A laboratory course in techniques and forms of script writing for all types of electronic media.

**ICM 511 Creative Writing Lab (3)** Development of creative writing techniques through writing exercises and projects. Students select an emphasis in poetry, fiction, or feature writing. Workshop format with a process approach.

**ICM 512 The Art of Fiction (3)** Readings in short fiction by major authors with special attention to character, theme and style. Introduces aesthetic concepts and strategies ranging from realistic to abstract modes.

**ICM 513 The Art of Poetry (3)** Readings in poetry ranging from tribal times to the present, Views of poetry's connection to human spirituality, to societies and to the individual.

**ICM 531 Design and Visual Communication (3)** Theory and examination of design as a mode for clear and effective communication. Emphasis is on understanding the importance of design in a total communication process.

**ICM 532 Color Theory and Applications (3)** Exploration of the use of color in the process of creating effective communication pieces. A study of various media in which color has its significant impact on the message conveyed.

**ICM 533 Twentieth Century Art Applications (3)** An examination of new technology and new art forms used in modern design for business applications. Computer graphics and mass produced art for use in print and video will be discussed.

**ICM 534 Advanced Business Graphics (3)** Explores the use of graphics in the business community. Discussions center on emerging technologies, current uses of graphics in business contexts, and potential uses as a communications tool or as a support element for a wide range of projects.

**ICM 541 Group Communication (3)** Examination of elements of effective oral and written communication skills that facilitate group dynamics and develop positive interpersonal relationships in the work setting.

**ICM 542 PR Ethics (3)** Assessment of professional conduct on issues facing Public Relations practitioners relative to the expanding role of PR in American society. Examination of ethical issues in the context of exploring PR's role in corporate, not-for-profit, institutional, government, and political arenas.

**ICM 543 PR Research and Planning (3)** Study of the basic practices of Public Relations on a day to day basis. Includes contingency planning and crisis management, strategizing, elements of a PR campaign, client and media relations, case studies, and public perceptions.

**ICM 544 Corporate Newswriting and Editing (3)** The nature of news, journalistic content and style, basic editing criteria and practices. Problem solving in editing.

**ICM 545 Information Systems Projects** (3) This course is designed to acquaint the student with the gathering and displaying of information from various sources: e.g. dial-up databases, desktop office presentations, teleconferencing, and in-house video training. Students develop projects in business communications.

**ICM 550 Principles of Advertising** (3) Advertising practices, techniques, and strategies, including copywriting, media and marketing plans, advertising distribution and budgeting. Case studies of advertising problems and interfacing with other corporate areas.

**ICM 554 Video Production** (3) Hands-on television experience in directing, writing, camera work and various studio and production techniques. The student develops one or more projects from brainstorming through the writing and production stages. Lab fee.

**ICM 558 Writing for Television** (3) A study and experience in appropriate techniques and layout for writing copy for use in televised advertisement, news, and feature presentations. Attention to the art of connecting words and actions for effective communication in commercial television and for industrial/training efforts.

**ICM 559 Pre- and Post-Production** (3) Demonstration and experience in setting up lighting, set arrangements, and camera positions for effective video production. Demonstration of video switching, audio adjustments, postproduction assembly and insert editing for both live and prerecorded video production.

**ICM 560 Organizational Communication Theory** (3) Study of major communication theories as they apply to organizational applications.

**ICM 561 Communication Process Analysis** (3) Communication structures and styles within organizations are analyzed, including "systems" of internal and external communications flow. Special attention to problems of specialization and departmentalization.

**ICM 562 Practical Applications of Communication Processes** (3) Case studies of problems and issues in communication systems within organizational frameworks.

**ICM 563 Computer Based Graphics** (3) Exploration of graphic concepts and applications in an organizational context. Students will do hands-on work with computer-based programs.

**ICM 565 Electronic Resources** (3) Explores the various electronic means to provide information to the end user. The class covers distribution means for graphics, video, digital images and electronic resources.

**ICM 566 Media Project Planning** (3) Media Project Planning is intended to evaluate and sharpen the student's knowledge in planning a large media project. Examples may include, but not limited to, organizing press conferences, major announcements and news events.

**ICM 569 Broadcast Operations** (3) An examination of the structural organization of radio and television stations in the United States. Various divisions and departments of broadcast operations will be studied. Special attention to programming, promotions, audience research and broadcast management techniques.

**ICM 572 Documentary Film & Video** (3) Defines documentary from its beginnings and traces its development in subject, techniques, and impacts on American and European societies. Samples of silent and sound film as well as recent video documen-

taries representing different approaches to subjects will be viewed throughout the course. Applied analytical techniques and visual communication theories.

**ICM 573 Photojournalism** (3) The history of photojournalism from its inception in the 19th century to the present. Features the study of important developments, techniques and styles in the field from magazines to newspapers and the individual photographers responsible for those developments. Special project.

**ICM 574 Advanced Video Production** (3) Use of camera, lighting, writing, casting and other preproduction activities in the production of a taped video documentary or feature. Lab fee.

**ICM 575 Documentary Journalism** (3) Traces the development of documentary and investigative journalism from its origins to the present with concentration on various styles, methods, and subject matter of recent documentary books including informational journalism, propaganda, and new journalism.

**ICM 576 Advanced Video Direction** (3) Concentration on the position and responsibilities of the director in commercial and industrial/training video productions. Student will serve as director in the creation of an original taped feature project. Lab fee.

**ICM 577 Advanced Video Editing** (3) Direction and experience in the use of editing, assembly and insert, as well as switching and audio mixing and other postproduction video techniques in the creation of an original project. Lab fee.

**ICM 578 Seminar in Broadcast Communication** (3) An examination of the relationship between communication theory and the evolution of the communication industry.

**ICM 588 Media Project Planning** (3) Focuses on how to plan and develop a large media project. Examples may include, but are not limited to, organizing press conferences, major announcements, and news events. Involves applying and coordinating the uses of both Advanced Business Graphics and Electronic Resources.

**ICM 589 Principles of Public Relations** (3) Introduction to the field of public relations, including attention to internal and external publics, media relations and practices, event planning, financial report and ethics.

**ICM 590 Promotion Management** (3) Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning and promotion's use in development. Case studies, coordination with other corporate areas, and budgeting strategies.

**ICM 592 Communications Workshop** (3) A focused examination of the specialized skills required in a communication field. Lab fees will vary. The course is repeatable as topics vary.

**ICM 593 Media Internship** (3) Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

**ICM 594 Communication Internship** (3) Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

**ICM 595 Special Projects I: Media Project Planning** (3) -- planning and developing a large media project. Examples include

organizing press conferences, major presentations and informational and promotional campaigns.

**ICM 596 Special Projects II:** Individually designed studies in communication.

**ICM 597 Special Projects III (3)** Individually designed studies in communication.

**ICM 599 Culminating Project (3-6)** Individually designed project in communication that involves independent research and application and integration of major concepts and skills.

**ICM 601 Communications Policies and Strategies (3)** Explores communication theories and current techniques, trends, and issues. Required of all MA students not doing culminating projects.

**ISA 552 Marketing Segmentation Research (3)** A specialized study of one large and critical area in marketing research. Focus is on the basis for segmenting consumer and industrial markets, and the sources and types of information essential to managing the marketing and product development functions. Quantifications of data into meaningful profiles so as to guide the marketing effort.

**ISA 553 Product Positioning Strategy and the Marketing Plan (3)** A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

**IBA 555 Product Management and Product Development (3)** A review and study of the product management system, the role of the product manager in the firm and the interfaces required with other areas of the organization. The application of strategy models to product management, monitoring, tracking, updating, etc. The developing of new products will be analyzed with methods of evaluation, new venture teams, the pre-entry planning phase, budgeting, and decision trains. Class will develop new product concept.

**IOD 577 Organizational Assessment (3)** This course will examine the process of organizational change from a systems perspective. Students will focus on techniques of organizational diagnosis including: organizational analysis, quality of work-life analysis, technical system analysis, and environmental analysis.

**IOD 579 Training, Design, Evaluation, Facilitation (3)** This course will develop students' skills as trainers and their understanding of the basic related theories. Students will diagnose their own needs and skills for learning; explore their training style and its effectiveness; develop their design skill; examine various training evaluation designs; and gain a better understanding of the philosophy and ethics of adult and laboratory education.

**IOD 580 Selected Readings (3)** Selected issues and methods in human resource management will be reviewed, critically examined, and discussed.

## Gerontology

### Program Description

The Lindenwood College for Individualized Education has provided education for the understanding of the human aging process and the problems associated with being elderly in the United

States since 1980. Students interested in understanding aging, in providing service to older individuals, in effecting social change for the benefit of the elderly or in conducting gerontological research are served by Lindenwood's graduate programs in Gerontology. In 1984, a graduate certificate program was added to meet the needs of those who seek a specialty in Gerontology, but who have completed other graduate degree programs.

There are no typical graduates of the Lindenwood Gerontology program. Alumni serve as directors of retirement housing complexes, managers of multi-service senior centers, nursing home administrators, researchers, founders of home health agencies, and in a range of other careers dedicated to serving older Americans. Programs of study, therefore, are individualized to provide areas of concentration toward a variety of career paths. Many students elect to take a practicum or internship in a particular agency to develop practical knowledge in an area of service to the elderly. The general aim of the program in Gerontology is to provide a solid foundation in the theories and research in Gerontology and then to allow each student to specialize in a particular area of interest. The Master of Arts in Gerontology is a 45 semester hour program.

### Graduate Certificate in Gerontology

The Graduate Certificate in Gerontology is a 27 semester hour program.

#### Core Curriculum:

##### 18 Hour Required Core

IGE 511 Sociology of Aging (3)

IGE 512 Psychological Aspects of Aging (3)

IGE 513 Physical Aspects of Aging (3)

IGE 520 Community Organization and Resource Allocation(3)

IGE 521 Social Policy in Gerontology (3)

IGE 522 Service Provision to the Elderly (3)

##### 18 Hour Major Electives

(choose from any of the following)

IGE 540 Multi-disciplinary Assessment in LTC (3)

IGE 541 Counseling Older Adults (3)

IGE 542 Group work in LTC (3)

IHM 515 Introduction to Case Management (3)

IHM 516 Case Management Process (3)

IHM 517 Treatment Planning and Implementation (3)

IHM 525 Historical Overview of the Nursing Home Industry (3)

IHM 526 Role of the Administrator in Long-Term Care (3)

IHM 527 Regulations Concerning the Long-Term Care Industry (3)

(IHM course descriptions are listed in the Health Management section of this catalog.)

Or an alternative 9 hours of electives approved by the program director.

##### Graduate Research Course Requirement (3 hours)

IBA 593 Research Methods & Design (3) or an alternative graduate research course approved by the program director.

##### Special Topics Course, Project, or Professional Internship (3-6 hours)

Complete a minimum of 3 hours from the following options:

IGE 500 Professional Internship (3)

IGE 593 Special Topics in Gerontology (3)

ICU 599 Thesis/Culminating Project (3)



## **Courses of Study**

**IGE 500 Professional Internship** (3) Students are placed in setting from a variety of gerontological services.

**IGE 511 Sociology of Aging** (3) Attention is direction toward eradicating major myths and stereotypes regarding the elderly and the aging process. Emphasis is on socio-cultural theories of aging and the role of the older individual in society today. Topics include housing, transportation, health, income, retirement role change and intergenerational relationships.

**IGE 512 Psychological Aspects of Aging** (3) This course discusses psychological theories of aging. Various behavioral functions in late life are examined including intelligence, memory and personality development. The major functional and organic psychopathologies are discussed.

**IGE 513 Physical Aspects of Aging** (3) This course examines the biological and physiological changes associated with the aging process. Both normal and pathological changes are discussed. Special attention is directed toward correcting stereotyped notions regarding the aging process. Students investigate and critique several biological theories of aging.

**IGE 520 Community Organization and Resource Allocation** (3) The application of community organization concepts and techniques of administration to the planning organization, financing and management of social services, health services, informal education and volunteer generated programs for older adults. This course explores operations of health, housing, social and nutrition programs in light of economic and political restraints.

**IGE 521 Social Policy in Gerontology** (3) This course focuses on the political forces that shape official policies toward aging in America at all levels of government, with emphasis on federal policies. Through the use of selected examples, the course examines the impact of political vested interests in shaping the enactment and implementation of legislation for the elderly. Topics include: retirement income, housing subsidies, age discrimination, the Older Americans Act and state and local programs.

**IGE 522 Service Provision to the Elderly** (3) This course focuses on specific programs that are designed to provide psychosocial and health services to the elderly. Programs under review include those already in existence and potential variations that might be proposed. Designed to aid human services practitioners, managers, and policy makers in understanding basic objectives, approaches, and options in the most effective means of delivering services to the elderly.

**IGE 540 Multi-disciplinary Assessment in Long-Term Care** (3) Presents an overview of specific assessment and evaluative instruments and techniques related to measuring problems, needs, strengths and changes of older adults in long term care settings.

**IGE 541 Counseling Older Adults** (3) Combines information about the specific mental health needs of older adults in long term care settings with training in basic interactive helping skills.

**IGE 542 Group Work in Long-Term Care** (3) Focuses on basic principles of group dynamics and information about aging as it applies to group work. Students are introduced to skills and specific techniques required to facilitate groups with older adults in institutional and community based settings.

**IGE 593 Special Topics in Gerontology** (3) Advanced work jointly planned by the faculty advisor and student that includes a

final project that demonstrates applications of prior coursework to any of the various disciplines of gerontology.

**ICU 599 Culminating Project** (6) Thesis studies may be analytical or demonstration projects. Topics and methods are selected with Faculty Advisor approval.

**IBA 593 Research Methods and Design** (3) A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings. A review of the various sources of information essential to managing the administrative function.

## **Master of Business Administration and Master of Science in Administration Programs in LCIE**

### **Program Description**

Two graduate LCIE programs in Business Administration are offered:

1. The Master of Business Administration (MBA), a general degree;
2. The Master of Science in Administration (MSA), a specialized degree.

### **Master of Business Administration (MBA)**

The MBA program is designed to educate people in advanced administrative and managerial capacities. The clustered learning format of the College for Individualized Education is ideally suited to the manager. In weekly seminars, three related subject areas are combined in one interdisciplinary unit of nine semester hours. This synthesis and the small class size provide a unique atmosphere for full time study.

The degree program can be 45 semester hours including a culminating project/thesis or a 48 hour program.

### **Blended Delivery Program**

Lindenwood University offers academic programs at times convenient to students, employing innovative delivery systems on campus and at distant sites. The master's degree program may be completed utilizing either of two delivery formats, or a combination of these formats. Program delivery options include:

- 1) the core course track
- 2) the cluster course track

The core course track requires a minimum of 36 credit hours for a degree. Each three-credit hour course is attended one night per week (4 hours per night) for 11 weeks.

The cluster course track requires a minimum of 48 credit hours for a degree. Each nine-credit hour cluster is attended one night per week (4 hours per night) for 13 class meetings.

In a blended program, students may substitute clusters for core courses within the same subject matter. Students may also substitute core course track modules for clusters, again within the same subject area.

Under either program delivery format students may, but are no longer required to, complete a culminating project. Students in the Business Administration cluster course track now have a choice of completing a culminating project, or taking an elective cluster plus MBA 601, the capstone course that analyzes the practices and problems confronting the modern business organization. Students in other degree programs should talk with their advisors to find out about the choices available to them.

### **Core Curriculum**

#### **Cluster I Accounting Management and Management Information Systems**

IBA 510 Financial Accounting Concepts (3)  
IBA 511 Managerial Accounting (3)  
IBA 512 Case Studies in Accounting (3)

#### **Cluster II Management and Organizational Structure and Design**

IBA 540 Management & Administrative Theory (3)  
IBA 541 Organizational Behavior (3)  
IBA 543 Personnel Management and Labor Relations (3)

#### **Cluster III Foundations of Marketing Function and Marketing Management**

IBA 550 Marketing Concepts (3)  
IBA 551 Marketing Strategy & Management (3)  
IBA 589 Issues in Marketing (3)

#### **Cluster IV Foundations of Finance and Financial Management**

IBA 530 Financial Concepts (3)  
IBA 531 Financial Policy (3)  
IBA 532 Managerial Finance (3)

#### **Cluster V**

Elective Cluster (9) and MBA 601 (3)

or

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (6)

### **Courses of Study**

#### **Accounting Management/ Management Information Systems**

**IBA 510 Financial Accounting Concepts (3)** This course treats generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

**IBA 511 Managerial Accounting (3)** Admission to this course requires a basic understanding of general accounting concepts. The focus of the course is the internal use of accounting data by managers for planning and control purposes

**IBA 512 Case Studies in Accounting (3)** This course will use case analysis to illustrate and describe what accountants do and provide a basis for discussion about alternatives and implications of accounting standards, procedures and reports. The focus will be on the manager as a decision maker, using accounting as a strategic tool.

#### **Management**

**IBA 540 Management and Administrative Theory (3)** This course presents theory, research, and their applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies and leadership styles are examined.

**IBA 541 Organizational Behavior (3)** An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and processes of, and behavior within, organizations in order to better understand the management process.

**IBA 543 Personnel Management and Labor Relations (3)** This course covers the scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

#### **Marketing**

**IBA 550 Marketing Concepts (3)** A study of the principles of marketing activities to plan, promote, and distribute goods and services to the consumer and the industrial market.

**IBA 551 Marketing Strategy and Management (3)** An analysis of the dynamics of developing a marketing program: establishing a strategy model for entry, maintenance/ survival, proliferation/segmentation, exit and re-entry of products and service. Developing the marketing plan for the organization, budgeting, interfacing with other areas of the organization.

**IBA 552 Issues in Marketing (3)** Current and significant issues in marketing (electronic marketing, direct marketing, interactive services marketing, Internet marketing) are examined. The course considers the existing theories and practices as learned in the above two courses; however, emphasis is given to new and emerging topics in the field.

#### **Financial Management**

**IBA 530 Financial Concepts (3)** This course deals with managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, long-term financing.

**IBA 531 Financial Policy (3)** This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long term financing, money and capital marketing institutions.

**IBA 532 Managerial Finance (3)** Evaluation of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision making are covered in depth.

#### **Research Methodology/Culminating Project**

**IBA 593 Research Methods and Design (3)** A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings. A review of the various sources of information essential to managing the administrative function.

**ICU 599 Culminating Project/Directed Thesis (6)** Demonstration of ability to carry out and write a major research effort.

**MBA 601 Business Policies & Strategies (3)** The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases. This is a "capstone" course and may not apply as part of the 12 hour requirement for a concentration in management.

## **Master of Science in Administration (MSA)**

The Master of Science in Administration (MSA) program is designed to meet the needs of students who may wish to specialize in one of several major areas such as Marketing or Management. Following are recommended inter-disciplinary cluster units of nine semester hours for each of the major areas based on an evaluation of the desires of the corporate sector. However, the MSA program may be individualized by adding courses chosen from other LCIE graduate programs. This places responsibility on the student to identify and study subject areas of interest.

### **MSA - Marketing Emphasis**

#### **Cluster I**

- IBA 550 Marketing Concepts (3)
- IBA 551 Marketing Strategy & Management (3)
- IBA 552 Issues in Marketing (3)

#### **Cluster II**

- IMC 550 Principles of Advertising (3)
- IMC 589 Principles of Public Relations (3)
- IMC 590 Promotion Management (3)

#### **Cluster III**

- IBA 555 Product Management and Product Development (3)
- ISA 552 Marketing Segmentation Research (3)
- ISA 553 Product Positioning Strategy/Marketing Plan (3)

#### **Cluster IV**

- IBA 530 Financial Concepts (3)
- IBA 531 Financial Policy (3)
- IBA 532 Managerial Finance (3)

#### **Cluster V**

- Elective Cluster (9) and MBA 601 (3)

or

- IBA 593 Research Methods & Design (6)
- ICU 599 Culminating Project/Directed Thesis (3)

### **MSA - Management Emphasis**

#### **Cluster I**

- IBA 540 Management and Administrative Theory (3)
- IBA 541 Organizational Development (3)
- IBA 543 Personnel Management and Labor Relations (3)

#### **Cluster II**

- IMC 560 Organizational Communications Theory (3)
- IMC 561 Communications Process Analysis (3)
- IMC 562 Practical Applications of Communications Processes (3)

#### **Cluster III**

- IOD 577 Organizational Assessment (3)
- IOD 579 Training, Design, Evaluation & Facilitation. (3)
- IOD 580 Selected Reading-Specific Topic Seminar. (3)

#### **Cluster IV**

- IBA 530 Financial Concepts (3)
- IBA 531 Financial Policy (3)
- IBA 532 Managerial Finance (3)

#### **Cluster V**

- Elective Cluster (9) and MBA 601 (3)

or

- IBA 593 Research Methods & Design (3)
- ICU 599 Culminating Project/Directed Thesis (6)

These are recommended programs which are designed to give the student a thorough foundation in the respective major areas. However, as noted above, for students with particular career goals, courses from other disciplines may be taken with the consent of the LCIE Business Administration Department Chair.

### **Courses of Study**

#### **Marketing Emphasis**

**IBA 550 Marketing Concepts (3)** See IBA 550 in LCIE Master of Business Administration section of the catalog.

**IBA 551 Marketing Strategy & Management Strategy (3)** see IBA 551 in LCIE Master of Business Administration section of the catalog.

**IBA 552 Issues in Marketing (3)** see IBA 552 in LCIE Master of Business Administration section of the catalog.

**IMC 550 Principles of Advertising (3)** Advertising practices, techniques, and strategies, including copywriting, media, and marketing plans, advertising distribution, and budgeting. Case studies of advertising problems, and interfacing with other corporate areas.

**IMC 589 Principles of Public Relations (3)** Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning, and promotion's use in development. Case studies, coordination with other corporate areas, and budgeting strategies.

**IMC 590 Promotion Management (3)** Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning, and promotions use and development. Case studies, coordination with other corporate areas, and budgeting strategies are discussed.

**IBA 555 Product Management and Product Development (3)** A review and study of the product management system, the role of the product manager in the firm and the interfaces required with other areas of the organization. The application of strategy models to product management, monitoring, tracking, updating, etc. The developing of new products will be analyzed with methods of evaluation, new venture teams, the pre-entry planning phase, budgeting, and decision trains. Class will develop new product concept.

**ISA 552 Marketing Segmentation Research (3)** A specialized study of one large and critical area in marketing research. Focus is on the basis for segmenting consumer and industrial markets, and the sources and types of information essential to managing the marketing and product development functions. Quantifications of data into meaningful profiles so as to guide the marketing effort.

**ISA 553 Product Positioning Strategy and the Marketing Plan (3)** A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

**IBA 530 Financial Concepts (3)** see IBA 530 in LCIE Master of Business Administration section of the catalog.

**IBA 531 Financial Policy (3)** see IBA 531 in LCIE Master of Business Administration section of the catalog.

**IBA 532 Managerial Finance (3)** see IBA 532 in LCIE Master of Business Administration section of the catalog.

### **MSA - Management Emphasis**

**IBA 540 Management and Administrative Theory (3)** see IBA 540 in LCIE Master of Business Administration section of the catalog.

**IBA 541 Organizational Behavior (3)** see IBA 541 in LCIE Master of Business Administration section of the catalog.

**IBA 543 Personnel Management and Labor Relations (3)** see IBA 543 in LCIE Master of Business Administration section of the catalog.

**IMC 560 Organizational Communication Theory (3)** see IMC 560 in Master of Science in the Corporate Communication section of the catalog.

**IMC 561 Communications Process Analysis (3)** see IMC 561 in the Master of Science in Corporate Communication section of the catalog.

**IMC 562 Practical Application of Communication Processes (3)** see IMC 562 in LCIE Master of Business Administration section of the catalog.

**IOD 577 Organizational Assessment (3)** Students focus on the diagnostic procedure within an organization. Four basic steps are used: organizational analysis, quality of work life analysis, technical system analysis, and environmental analysis.

**IOD 579 Training, Design, Evaluation & Facilitation (3)** see IOD 579 in the Master of Science in the Human Resource Management section of the catalog.

**IOD 580 Selected Reading-Specific Topic Seminar (3)** see IOD 580 in the Master of Science in Human Resource Management section of the catalog.

**IBA 530 Financial Concepts (3)** see IBA 530 in LCIE Master of Business Administration section of the catalog.

**IBA 531 Financial Policy (3)** see IBA 531 in LCIE Master of Business Administration section of the catalog.

**IBA 532 Managerial Finance (3)** see IBA 532 in LCIE Master of Business Administration section of the catalog.

**MBA 601 Business Policies & Strategies (3)** The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

### **Elective Cluster**

**IBA 556 Introduction to Small and Growing Companies (3)** This course will begin with small business management and expand into the particular issues faced by growing organizations with a brief look at family-controlled organizations. A "macro" view of small business as a political, economic and cultural cause and consequence will also occur throughout the term. A variety of educational methods will be employed to provide a broad range of learning experiences such as lectures, guest speakers, group dis-

ussion, video presentations, case analysis, and field work projects.

**IBA 557 New Venture Formation (3)** This course focuses on analytical techniques used to create and evaluate new concepts and new business opportunities. Students study the process of feasibility analysis for new business ventures or projects from the time of the generation of the concept through critical concept analysis, opportunity screening and pre-feasibility analysis, to the development of the written feasibility study, including the financial aspects in starting a business. Students prepare a feasibility study as a term project and may use the completed study as the initial step in writing a business plan.

**IBA 558 Small Business Management (3)** The objectives of this course are to examine the necessary functional skills to operate a small business. The underlying assumptions are that the business is around \$1 million in sales volume, fewer than 20 employees, a mission of stability over growth and is probably in the retail/service sector. The course will develop an understanding and knowledge of the way the critical areas of law, human resources, finance/accounting, marketing, and management are integrated and applied for successful small business management.

## **Master of Science Programs in LCIE**

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### **Health Management (M.S.) Program Description**

The LCIE Master of Science in Health Management is designed for practicing professionals in the health and human service professions. Curriculum content is based upon recommendations of the Accrediting Commission on Education for Health Service Administration.

The degree program can be 45 semester hours including the culminating project/thesis or a 48 hour program. The culminating project is a planning, program development, or research assignment (thesis) undertaken by the student for his/her own employer or a client at an organization affiliated with the health management program.

Students take the four required (core) clusters. If the student elects to complete the 48-hour program, an additional 9-hour elective cluster, plus a three-hour Business Policies and Strategies course are required.

#### **Core Curriculum**

##### **Cluster I Management Foundation**

IHM 502 Management in Health Care (3)

IHM 540 Organizational Concepts (3)

IHM 501 Issues in Health Care Ethics (3)

##### **Cluster II Foundations of Financial Management**

IBA 510 Financial Accounting Concepts (3)

IBA 511 Managerial Accounting (3)

IBA 512 Case Studies in Accounting (3)

##### **Cluster III Marketing Strategies**

IBA 550 Marketing Concepts (3)

IBA 551 Marketing Strategy and Management (3)

IBA 552 Issues in Marketing (3)

#### **Cluster IV**

- IHM 572 History & Future of Health Promotion/Wellness (3)
- IHM 573 Health Promotion/Wellness in the Workplace (3)
- IHM 574 Administration of Health Promotion/Wellness Programs (3)

#### **Cluster V**

- Elective Cluster (9) and MBA 601 Business Policies & Strategies (3)

or

- IBA 593 Research Methods & Design (3)
- ICU 599 Culminating Project/Directed Thesis (6)

#### **Areas of Concentration**

##### **Case Management**

- IHM 515 Introduction to Case Management (3)
- IHM 516 The Case Management Process: Assessment/  
Data Collection/Interviewing Skills (3)
- IHM 517 Treatment Planning and Implementation (3)

##### **Health/Wellness**

- IHM 572 History and Future of Health Promotion/Wellness (3)
- IHM 573 Health Promotion/Wellness in The Workplace (3)
- IHM 574 Administration of Health Promotion/Wellness Programs (3)

##### **Long-Term Care Management**

- IHM 525 Historical Overview of the Nursing Home Industry (3)
- IHM 526 Role of the Administrator in Long-Term Care (3)
- IHM 527 Regulations Concerning the Long-Term Care Industry (3)

##### **Legal Issues**

- IHM 533 Legal Issues in Health Care (3)
- IHM 534 Govt. Org. and the Health Care Industry (3)
- IHM 535 Cases in Health Care Administration (3)

##### **Courses of Study**

- IHM 500 Health Care Practicum (1-6)

**IHM 501 Issues in Health Care Ethics (3)** An introduction to selective issues of social and biomedical ethics in health care. Issues of social ethics include allocation of scarce resources, equity in the provision of health care, and professional accountability. Issues of biomedical ethics include death and dying, abortion rights, the right to life, organ transplantation, and genetic engineering.

**IHM 502 Management in Health Care (3)** Study of health care organizations, existing health care system and skills required in management positions.

**IBA 510 Financial Accounting Concepts (3)** This course treats generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

**IBA 511 Managerial Accounting (3)** Admission to this course requires a basic understanding of general accounting concepts. The focus of the course is the internal use of accounting data by managers for planning and control purposes.

**IBA 512 Case Studies in Accounting (3)** This course will use case analysis to illustrate and describe what accountants do and provide a basis for discussion about alternatives and implications of accounting standards, procedures and reports. The focus will be on the manager as a decision maker, using accounting as a strategic tool.

**IHM 515 Introduction to Case Management (3)** History, philosophy, and current state of the art will be reviewed and discussed.

**IHM 516 The Case Management Process: Assessment/Data Collection/Interviewing Skills (3)** This course will provide the necessary information for a service-delivery approach which would include screening, comprehensive assessment and case planning based on assessed needs and available resources.

**IHM 517 Treatment Planning and Implementation (3)** The focus of this course will be on the facilitation of the data gathering process into a coordinated plan of care utilizing assessed needs and available resources.

**IHM 525 Historical Overview of the Nursing Home Industry (3)** Looks at the history of nursing homes from earliest times to the present; this would include discussion of some of the political, economic, and social conditions in existence at that time.

**IHM 526 Role of the Management in Long-Term Care (3)** Includes discussion of the various roles expected of the management in the long-term care facility.

**IHM 527 Regulations Governing the Long-Term Care Industry (3)** Federal and state regulations concerning the long-term care institution will be discussed. Future directions for the industry as a whole will also be explored.

**IHM 533 Legal Issues in Health Care (3)** The cluster begins with an extensive overview of major issues in health law. Following this is a broad discussion of the legal system and the sources of its statutory laws, rules, regulations and guidelines. This will include a basic review of tort law, criminal law, contract law, civil procedure and trial practice.

**IHM 534 Government Organizations and the Health Care Industry (3)** This segment discusses the organization of our government and the various federal, state and local administrative departments relevant to the health care industry. A variety of issues confronting professionals working in health care will be explored.

**IHM 535 Cases in Health Care Administration (3)** In the final segment, there will be discussion and analysis of the case law presentations. Because of their effect on the health care system, the student should be able to apply appropriate political, social and economic factors in said analysis.

**IHM 540 Organizational Concepts (3)** Theory, research, and their applications provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, and leadership styles are examined.

**IBA 550 Marketing Concepts (3)** A study of the principles of marketing activities to plan, price, promote and distribute goods and services to the consumer and the industrial market.

**IBA 551 Marketing Strategy and Management (3)** An analysis of the dynamics of developing a marketing program: establishing a strategy model for entry, maintenance /survival, proliferation/segmentation, exit and re-entry of products and service. Developing the marketing plan for the organization, budgeting, interfacing with the other areas of the organization.

**IBA 552 Issues in Marketing (3)** See description in LCIE MBA section of this catalog.

**IHM 572 The History and Future of Health Promotion/Wellness (3)** An introduction to health and wellness, examining topics such as personality, stress, physiology, mind/body interaction, relaxation, biofeedback training and other behavioral techniques. Health and wellness are viewed as complex processes resulting from biological, psychological and social systems.

**IHM 573 Health Promotion/Wellness in the Workplace (3)** An examination of the designing, implementing and evaluation of health promotion programs in the workplace. The interfacing of the major current health issues and health promotion/wellness programs will also be studied.

**IHM 574 Administration of Health Promotion/Wellness Programs (3)** A study of the present status of the work site environment as it interacts with health promotion/wellness. Focus of the course will be program administration and development.

**IHM 575 Special Topics in the Health Promotion/Wellness Area (1-3, may be repeated three times)** Advanced work jointly planned by the faculty advisor and student in any of the various disciplines of health management/ health promotion/ wellness. The course provides students with a structured study in the selected topic area and permits advanced application of prior coursework. Course may be repeated with different area of concentration.

**IBA 593 Research Methods and Design (3)** A study and review of the various methodologies in securing management information: evaluating primary and secondary sources of information and data, survey techniques and construction of research instruments, and data analysis and presentation of research findings.

**ICU 599 Culminating Project (6)** Demonstration of ability to carry out and write a major research effort.

**MBA 601 Business Policies & Strategies (3)** The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

## **Human Resource Management (M.S.)**

### **Program Description**

This program provides professional development for students interested in becoming serious practitioners in the field of Human Resource Management. For newer trainers, it provides the key to professional, credible work in the human resource area. Professionals already in the field can expand their knowledge with activities, techniques and instruments to update and reinforce learning and enhance awareness of difficult concepts.

The program can be 45 semester hours including the culminating project/thesis or a 48 semester hour program.

### **Core Curriculum**

#### **Cluster I**

IBA 540 Management and Administrative Theory  
IBA 541 Organizational Behavior

IBA 543 Personnel Management & Labor Relations

#### **Cluster II**

IOD 557 Employee Supervision  
IOD 558 Legal Issues for Human Resource Management  
IOD 559 Performance Management/  
Performance Appraisal Systems

#### **Cluster III**

IOD 577 Organizational Assessment  
IOD 579 Training, Design, Evaluation & Facilitation  
IOD 580 Selected Readings

#### **Cluster IV**

IOD 590 Strategies for Human Resource Management  
IOD 591 Issues in Employee Selection & Retention  
IOD 592 Employee Benefits & Compensation

#### **Cluster V**

Elective Cluster (9) and MBA 601 (3)

**or**

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (6)

### **Courses of Study**

**IBA 540 Management and Administrative Theory (3)** This course presents theory, research, and their applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies and leadership styles are examined.

**IBA 541 Organizational Development (3)** An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and processes of, and behavior within, organizations in order to better understand the management process.

**IBA 543 Personnel Management and Labor Relations (3)** This course covers the scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

**IOD 557 Employee Supervision (3)** This course examines the industrial environment and the role of the supervisor. It is directed toward the enhancement of managerial skills and includes a survey of current psychological literature on the subject of leadership.

**IOD 558 Legal Issues for Human Resource Management (3)** This course examines the various laws relating to the employer/employee relationship. Special emphasis will be placed on topics such as equal employment opportunity, affirmative action, grievance handling, hiring and termination, training, questions of equity, labor relations, and other issues associated with the management of human resources.

**IOD 559 Performance Management/ Performance Appraisal Systems (3)** Performance appraisal is mandated by the Civil Service Reform Act. This course examines its basic elements, including goal setting, writing behavioral objectives, individual and organizational performance measurement, coaching and counseling, and productivity improvement among both unionized and non-unionized employees. Specific emphasis will be reward systems and methods of positive discipline.

**IOD 577 Organizational Assessment (3)** This course will examine the process of organizational change from a systems perspective. Students will focus on techniques for organizational diagnosis including: organizational analysis, quality of work life analysis, technical system analysis, and environmental analysis.

**IOD 579 Training Design, Evaluation and Facilitation (3)** This course will develop students' skills as trainers and their understanding of the basic theories. Students will diagnose their own needs and skills for learning; explore their training style and its effectiveness; develop their design skill; examine various training evaluation designs; and gain a better understanding of the philosophy and ethics of adult and laboratory education.

**IOD 580 Selected Readings (3)** Selected issues and methods in human resource management will be reviewed, critically examined and discussed.

**IOD 590 Strategies for Human Resource Management (3)** A study of personnel management from an upper management perspective. Areas of discussion include: human resources planning, strategic development of human resources, and staffing for the long-range benefit of the organization.

**IOD 591 Issues in Employee Selection and Retention (3)** Covers phases of the selection and placement process. Includes the interview as a multistage process, cognitive structures brought to the selection task by applicants and interviewers and means of improving the interview as an effective selection and recruiting technique. Also concerns designing and conduct of employee reviews.

**IOD 592 Employee Benefits and Compensation (3)** A study of the conceptual frameworks that serve to guide the design of strategic reward systems. Other areas of coverage include employee benefits systems, pay discrimination, and compensation administration.

**IBA 593 Research Methods and Design (3)** A study and review of the various methodologies for securing management information. Evaluating primary and secondary sources of data. Survey techniques and construction of research instruments. Presentation of research findings. A review of the various sources of information essential to managing the administrative function.

**ICU 599 Culminating Project/Directed Thesis (6)** Demonstration of the ability to carry out and write a major research effort.

**MBA 601 Business Policies & Strategies (3)** The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

#### *Elective Cluster*

**IOD 534 Gender Issues in Management (3)** This course will focus on the role of women in management. Areas of study include, but are not limited to the function of management, gender differences, barriers to career development, strategies for advancement, the difficult employee, effective communication, motivation, leadership and problem-solving.

**IOD 535 Managerial Ethics (3)** A study of the nature of business ethics, moral reasoning and the moral problems of management—i.e.: work force reductions, the community, the legal aspect of ethics, working conditions and making ethical decisions.

**IOD 536 Implementing and Managing Diversity (3)** This course will increase the awareness and dimension of diversity in the work place. Areas of study will include the value of diversity and communicating its importance in the workplace, the changing organization, strategies for implementing diversity and managing a diverse organization.

## ***Criminal Justice Administration (M.S.)***

### ***Program Description***

The Master of Science degree program in Criminal Justice Administration is designed for practicing professionals in the fields of law enforcement and criminal justice administration. The degree is designed for both younger professionals who intend to pursue a career in the field and for seasoned professionals who wish to expand their knowledge and skills in criminal justice administration.

The program can be 45 credit hours including a 6-hour research methods course and a 3-hour culminating project or a 48 semester hour degree program. The project represents the student's independent research and application of knowledge in the field of criminal justice administration.

### ***Core Curriculum***

#### ***Cluster I***

IOD 557 Employee Supervision  
IOD 558 Legal Issues for Human Resource Management  
IOD 559 Performance Management/  
Performance Appraisal Systems

#### ***Cluster II***

IBA 540 Management and Administrative Theory  
IBA 541 Organizational Behavior  
IBA 543 Personnel Management and Labor Relations

#### ***Cluster III***

ICJ 500 Critical Issues in Criminal Law  
ICJ 501 Critical Issues in Criminal Procedure  
ICJ 502 Critical Issues in Police Civil Liability

#### ***Cluster IV***

ICJ 525 Administration of Justice  
ICJ 526 Police in Society  
ICJ 593 Special Topics in Criminal Justice

#### ***Cluster V***

Elective Cluster (9) and MBA 601 (3)

***or***

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (6)

### ***Courses of Study***

**IOD 557 Employee Supervision (3)** This course examines the industrial environment and the role of the supervisor. It is directed toward the enhancement of managerial skills and includes a survey of current psychological literature on the subject of leadership.

**IOD 558 Legal Issues for Human Resource Management (3)**  
54 This course examines the various laws relating to the

employer/employee relationship. Special emphasis will be placed on topics such as equal employment opportunity, affirmative action, grievance handling, hiring and termination, training, questions of equity, labor relations, and other issues associated with the management of human resources.

**IOD 559 Performance Management/ Performance Appraisal Systems** (3) Performance appraisal is mandated by the Civil Service Reform Act. This course examines its basic elements, including goal setting, writing behavioral objectives, individual and organizational performance measurement, coaching and counseling, and productivity improvement among both unionized and non-unionized employees. Specific emphasis will be reward systems and methods of positive discipline.

**IBA 540 Management and Administrative Theory** (3) This course presents theory, research, and their applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies and leadership styles are examined.

**IBA 541 Organizational Behavior** (3) An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and processes of, and behavior within, organizations in order to better understand the management process.

**IBA 543 Personnel Management and Labor Relations** (3) This course covers the scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

**ICJ 500 Critical Issues in Criminal Law** (3) Analysis of selected criminal law defenses such as the insanity defense; an examination of selected crimes against person and property; and a look at white collar and victimless crimes.

**ICJ 501 Critical Issues in Criminal Procedure** (3) Analysis of recent appellate cases that examine issues concerning the first, fourth, fifth, sixth, eighth and fourteenth amendments and their impact on policing.

**ICJ 502 Critical Issues in Police Civil Liability** (3) Analysis of the scope and impact of police civil liabilities as they pertain to such matters as use of excessive force, police vehicle pursuits, high risk drug enforcement operations, and failure to arrest intoxicated drivers.

**ICJ 525 Administration of Justice** (3) An analysis of criminal justice organizations, structure operations, and political considerations.

**ICJ 526 Police in Society** (3) Analysis of selected readings and research on the police role, selection and training, discretion, use of force, corruption and future trends.

**ICJ 593 Special Topics in Criminal Justice** (3) Analysis of selected criminal justice topics such as organized crime, gangs, drugs, and the "war on crime."

**ICU 599 Culminating Project/Directed Thesis** (6) Demonstration of the ability to carry out and write a major research effort.

**MBA 601 Business Policies & Strategies** (3) The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

## Valuation Sciences

### Program Description

The Lindenwood College for Individualized Education program in Valuation Sciences meets the vital needs of the appraisal profession. It provides a broad and specialized theoretical education as well as skills for valuation and appraisal. Students in the program come from many fields: real estate, business, personal property, antiques and fine arts, art history, archaeology, museums, banking, government, engineering, and marketing research. Students without appraisal experience complete internships in the field.

These are the objectives of the Valuation Sciences program:

1. Interdisciplinary knowledge of special principles, procedures and methodology.
2. Knowledge of motivation and valuing, consumer and investor behavior.
3. Knowledge of contemporary global social-economic value influences.
4. Knowledge of economics, business law and other topics relating to appraisal.
5. Interdisciplinary knowledge and skills in income financial and investment analysis.

The degree program can be 42 semester hours including a culminating project/thesis or a 45 hour program.

### Core Curriculum:

#### Recommended Sequence

#### Cluster I

IVS 500 Appraisal Principles and Practice  
IVS 509 Value Influences and Analysis  
IVS 510 Market Influences and Analysis

#### Cluster II

IBA 510 Financial Accounting Concepts  
IBA 511 Managerial Accounting  
IBA 512 Case Studies in Accounting

#### Cluster III

IBA 530 Financial Concepts  
IBA 531 Financial Policy  
IBA 532 Managerial Finance

#### Cluster IV

IVS 580 Appraisal Documentation  
IMC 562 Practical Applications of Communications Process—  
Expert Testimony

#### Cluster V

Elective Cluster (9) and IVS 601 (3)

or

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (6)

### Courses of Study

**IVS 500 Appraisal Principles and Practice** (3) Interdisciplinary study of the foundations of value theory, appraisal principles, and procedures; value concepts and history, theory of ownership and



property, purposes and methods of valuation. Applications to real estate and personal property. Appraisal ethics.

**IVS 501 Personal Property Appraisal (3)** Study of principles and procedures in personal property appraisal: purposes and functions, types of appraisal, identification, authentication, condition, provenance, ranking, market and income methods, the appraisal report. Applications and case studies in fine arts antiques, decorative arts.

**IVS 503 Gems and Jewelry Appraisal (3)** Identification, analysis and valuation of gems and jewelry.

**IVS 504 Business Valuation (3)** Economic, corporate, and industry analysis; data sources, closely held Corporations; taxation; intangibles; financial analysis and valuation.

**IVS 505 Real Estate Appraisal (3)** Study of principles and procedures in real estate appraisal: capital and financial markets, neighborhood and data analysis, highest and best use, cost, market and income methods, capitalization, the appraisal report. Applications and case studies.

**IVS 506 Machinery and Equipment Appraisal (3)** Identification, inspection, description, condition; depreciation; cost and sales analysis; liquidation.

**IVS 509 Value Influences and Analysis (3)** Study of the many kinds of value involved in an appraisal, including economic value, social value, and market value. Application of the market approach, cost approach, and income approach to value.

**IVS 510 Market Influences and Analysis (3)** Considers the influence of the various markets and their effect on the appraisal system. This includes the study of market demand versus real market value when dealing with real estate, equipment, personal property, and business.

**IVS 540 Investment Strategies (3)** Study of efficient markets, investment options, risk and decision making, investment and portfolio analysis. Applications in stocks, bonds, real estate, fine arts, etc.

**IVS 541 Advanced Interdisciplinary Study (3)** Specialized applications of appraisal and valuation methods to stocks, bonds, real estate, fine arts, antiques, etc. Case studies.

**IVS 542 Financial Analysis (3)** Uses of financial ratios and techniques for investment analysis and comparisons. Applications and case studies in stocks and real estate, corporate analysis.

**IVS 560 Material Culture: 1680-1840 (3)** Interdisciplinary study of early American material culture and European antecedents: historical and archeological methods, furniture, glass, ceramics, metals, technology, architectural history, artistic styles and design, methods of identification, condition.

**IVS 564 Craftsmanship: 1680-1840 (3)** Study of American crafts and craftsmanship, tools and technology, economic development, organization, industrialization, European influences. Application and case studies.

**IVS 568 Connoisseurship and Identification (3)** Role and process of the connoisseur and appraisal, identification of periods and styles, condition and preservation of art, antiques and decorative arts, ranking, collection, auctions.

**IVS 570 Real Estate (3)** An introduction to real business and markets, land, property, ownership and rights, legal and economic environment, taxation and insurance, investment and finance, appraisal and investment analysis, development and management, sales and brokerage, regulations, international trends.

**IVS 574 Real Estate Law (3)** The study of legal instruments of real estate, legal descriptions, easements, condemnation and compensation, contracts, titles and deeds, mortgages, foreclosure, zoning and planning, land use change and controls, real estate categories, assessment, federal taxation.

**IVS 578 Real Estate Finance (3)** Financial instruments and markets, lenders, government, mortgage and international markets, investment and financial analysis, risk and decision making, investment portfolio, types of financing, revision and rehabilitation.

**IVS 580 Appraisal Documentation (3)** Analysis and reconciliation of data and valuation conclusions: components and reports; ethics and documentation; alternate forms of reporting; communication skills; expert witness.

**IVS 593 Special Topics in Valuation (3)** This course seeks to enable a student to pursue individualized specialty areas in valuation sciences under the aegis of expert tutelage. (Repeatable twice).

**ISA 530 Current Economic Issues (3)** Introduce the student to the regional economy and the contemporary international investment environment. Topics include market analysis, tangible and intangible properties, efficient markets, and valuation methods.

**ISA 531 Issues in Accounting and Finance (3)** This course is designed to enable the student to read accounting documents and to understand financial statements. Topics include capitalization theory and techniques, income expectancy, the relationship of income and value, the six functions of the dollar, mortgage-equity capitalization, and discounted cash flow analysis.

**ISA 532 Tax and Legal Issues in Valuation (3)** An introduction to law and taxation including federal regulations concerning real and personal property, leasing, rental value for FDIC, environmental issues. Additional topics include rules of evidence and expert testimony.

**IBA 510 Financial Accounting Concepts (3)** This course treats generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

**IBA 511 Managerial Accounting (3)** Admission to this course requires a basic understanding of general accounting concepts. The focus of the course is the internal use of accounting data by managers for planning and control purposes.

**IBA 512 Case Studies in Accounting** See description in LCIE MBA section of this catalog.

**IBA 530 Financial Concepts (3)** This course deals with the managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, long-term finance.

**IBA 531 Financial Policy (3)** This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long-term financing, money and capital market institutions.

**IBA 532 Managerial Finance** (3) Evaluation of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision-making are covered in depth.

**IMC 562 Practical Applications of the Communications Process—Expert Testimony** (3) Case studies of problems and issues in communications systems relating to the process of expert witness testimony. Instruction or preparation and oral presentation technique in preparation for legal depositions in field of professional expertise.

**IBA 593 Research Methods & Design** (3) A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings.

**ICU 599 Culminating Project/Directed Thesis** (6) Demonstration of ability to carry out and write a major research effort.

**IVS 601 Advanced Review** (3) Advanced work in student's specialization, with review of topics involved in professional examinations: e.g., ethics, principles and definitions, description and analysis of properties, methods, capitalization, financial and statistical analysis, report writing, law and taxation, expert witness testimony.

## ***Principles of Valuation— American Society of Appraisers***

The American Society of Appraisers and Lindenwood University of St. Charles, Missouri collaborate in a program which makes available one semester hour of undergraduate or graduate college credit per course to persons who successfully complete individual Principles of Valuation courses and subsequently request such credit. The 19 Principles of Valuation courses described here provide instruction and examination across four major appraisal disciplines: business valuation, machinery & equipment valuation, personal property valuation, and real property valuation.

### ***Undergraduate/Graduate Courses offered in cooperation with the A.S.A.)***

#### ***Personal Property***

IVS 411, 421, 431, 451/IVS 511, 521, 531, 551

#### ***Business Valuation***

IVS 414, 424, 434, 454/IVS 514, 524, 534, 554

#### ***Real Estate***

IVS 415, 425, 435, 455/IVS 515, 525, 535, 555

#### ***Machinery and Equipment***

IVS 416, 426, 436, 456/IVS 516, 526, 536, 556

**IVS 411/511 Introduction to Personal Property Appraising** (1) Theory of value and value concepts; history of appraisal; identification and valuation of personal property; methodologies and date analysis; appraisal functions.

**IVS 414/514 Introduction to Business Valuation** (1) Overview of business valuation profession; theory and techniques for analysis and valuation of small closely held businesses; data collection sources and techniques; economic and industry analysis; financial statement analysis, ratio analysis; asset-based valuation tech-

niques; government regulation and business valuation; report formats.

**IVS 415/515 Introduction to Real Property Valuation** (1) Principles and methodology of valuation; the appraisal process; application to residential appraisal; land valuation; adjustments; depreciation; research methods; form appraisals; report writing; ethics and standards.

**IVS 416/516 Introduction to Machinery and Equipment Appraising** (1) Valuation theory and approaches to value; value definitions with M&E applications; purposes and objectives of appraisals; M&E appraisal terminology for industrial plant and equipment; preparation and organization of the appraisal; identification and classification of machinery and equipment; function and purposes of M&E description; depreciation; field inspection techniques and field safety; uses of indices in appraising M&E; basic pricing practice.

**IVS 421/521 Research and Analysis in Appraising Personal Property** (1) Development of data sources; market economics, statistics and analysis; identification and authentication; primary and secondary sources; research organization; condition; damage, restoration, conservation; bibliographies and libraries.

**IVS 424/524 Business Valuation Methodology** (1) Specific methods for valuation of closely-held companies; comparable publicly held companies; discounted cash flow analysis; capitalization of dividends; discounted future earnings; price-earning ratios; excess earnings; price to debt-free cash flow ratios; price to book ratios.

**IVS 425/525 Income Property Valuation Methods** (1) Present worth concepts; terminology; property classifications; income and expense analysis; capitalization rates and techniques; comparable adjustment grids; residual analysis techniques; interest; six functions of the dollar; IRV formula; cash equivalency; land valuation; discounted cash flow analysis; depreciation and cost approach; research methods; measurement and inspection techniques.

**IVS 426/526 Machinery and Equipment Appraisal Methods** (1) Focus on the cost approach in M&E appraising; industrial plant case study; concepts of value in M&E appraising; reproduction and replacement cost; fair market value in use; liquidation; development and use of indices.

**IVS 431/531 Personal Property Appraisal Report Writing** (1) Appraisal reports; components and formats; methods of preparation; written communication skills; IRS appraisals; case study materials.

**IVS 434/534 Business Valuation Case Study** (1) Case studies; engagement letter; information request; research and data gathering; field interviews; financial analysis; selecting valuation approaches; developing valuation conclusions; narrative report.

**IVS 435/535 Analysis and Valuation of Income-Producing Property** (1) Case study applications of concepts and methods for income analysis; terminology; capitalization techniques; property types; investment analysis; discounted cash flow analysis; mortgage equity analysis; Ellwood formula; marketability; feasibility; leasing; research methods; narrative report writing.

**IVS 436/536 Case Study Applications of Machinery and Equipment Appraisal Methods** (1) Appraisal of operating enti-

ties; industry-specific applications of M&E methods; exponential pricing techniques; cost estimating techniques; obsolescence; functional, economic, technological; use of research/data in valuation opinions; case studies; commercial aircraft, process plants, oil terminals, offshore platforms.

**IVS 451/551 Personal Property Appraisers in Practice, Standards and Obligations** (1) Professional identity of the appraiser; appraisal business management; the legal community; legal precedents; appraiser as expert witness; standards of professional appraisal practice.

**IVS 454/554 Business Valuation: Selected Advanced Topics** (1) Special case studies; theory and components of capitalization; CAPM, Gordon and other models; selecting rates; comparable sales approach; adjustments to public comparables; ESOP valuations, Department of Labor guidelines; tax valuations; estate planning techniques; preferred stock valuations; valuations for dissenter purposes; minority interest discounts; marketability discounts; control premiums; writing the narrative report.

**IVS 455/555 Real Property Valuation: Selected Advanced Applications** (1) Special uses of real property valuation methodology; expert witness; condemnation appraisals; tax appeal procedures; partitions, bankruptcies, litigation; land valuation; single-purposes and special-use properties; case studies; research methods; report writing.

**IVS 456/556 Advanced M & E Valuation Techniques and Appraisal Standards** (1) Advanced applications of cost approach; reproduction and replacement costs; components of cost estimates; trending; cost-capacity relationships; present value calculations; analysis of plant operations: capacity, operating costs; obsolescence and measures of obsolescence; Uniform Standards of Professional Appraisal Practice.

**IVS 461/561 Residential Contents** (1) Appraisal principles and methods for appraising residential contents, research techniques, presentation techniques, library, appraisal practice.

**IVS 462/562 Fine and Decorative Arts** (1) Advanced research techniques; assessing scholarly and statistical information utilizing research and examination tools; certifying provenance; review of case law; recognizing frauds and forgeries.

**IVS 469/569 Master Gemologist Appraiser** (1) Valuation principles and approaches, descriptions, market research and analysis, case study, record keeping, report writing, standards, liability, subject properties.

## Professional and School Counseling

### Program Description

The various programs leading to a Master of Arts in Professional and School Counseling are designed to prepare master's level counseling practitioners. They provide students with a broad base

## Master of Arts Trimester Program

of psychological knowledge and theory, and integrate these with extensive training and practice in the use of counseling skills with individuals, groups, couples, and families. Graduates of the programs are qualified to work in a variety of mental health and/or school settings. Qualified graduates interested in further training are well equipped to pursue doctoral studies at other institutions.

The programs are intensive and comprehensive, requiring 48-57 semester hours of course work, education courses, when applicable, and applied experience. Students who take classes year-round can complete most course work in eight terms. Additional time is required for education courses, when applicable, and to complete internship and thesis requirements. Students interested in special topics may wish to extend their programs by taking elective courses.

Students in the Professional Counseling program must obtain a minimum of 600 hours of supervised internship experience. Internship placements may be arranged with a variety of mental health agencies in the direct delivery of counseling services to clients. Internship students receive one-to-one supervision from qualified professionals at their field sites, and they also participate in a group supervision seminar conducted by a faculty member of the Professional Counseling program.

Students in the School Counseling program must complete a 300-hour Counseling Internship (IPC 591) and a 300-hour Field Placement Internship (IPC 592 or 593 or 594) in a school setting. These students receive one-to-one supervision from a certified counselor at their school site as well as group supervision from a faculty member.

In order to graduate, each student will be expected to either complete a culminating thesis project or pass comprehensive exams.

Students usually take six hours in the Counseling Sequence per term. Two classes are taught concurrently one evening per week to help students meet this requirement. A maximum of 12 hours may be taken per term.

## Master of Arts in Professional Counseling

The 48 hour program listed below is designed to meet the academic requirements for licensure as a Professional Counselor as set forth by the State of Missouri.

### Core Curriculum:

(Required of all majors)

- IPC 511 Foundations of Counseling
- IPC 512 Professional Ethics and Issues
- IPC 521 Human Growth and Development
- IPC 522 Personality Theories & Psychopathology
- IPC 551 Counseling Theory & Practice
- IPC 552 Counseling Skills Lab
- IPC 561 Group Dynamics, Process and Counseling
- IPC 562 Social & Cultural Foundations of Counseling
- IPC 581 Appraisal of Individuals
- IPC 582 Lifestyle & Career Development
- IPC 590 Counseling Internship
- IPC 541 Research Methods and Program Evaluation

## **Electives**

Students are to choose three of these course offerings to fulfill degree requirements:

IPC 531 Family Counseling/Therapy

IPC 532 Marital Counseling/Therapy

or

IPC 553 Theories of Counseling Children and Adolescents

or

IPC 563 Consultation and Outreach

or

IPC 565 Introduction to Substance Abuse Counseling

or

IPC 564 Crisis Intervention

or

IPC 599 Culminating Project/Directed Thesis

or

IPC 583 Analysis of the Individual

or

ICP 598 Special Topics in Counseling

In addition to the 3 electives, those opting to do a thesis (IPC 599) are strongly encouraged to take an additional elective, IPC 542 Statistical Analysis.

## **Internship Requirement**

600 hours of supervised internship experience.

## **Exit Requirement**

In order to complete the degree, each student is required to do one of the following:

- complete a culminating thesis project which demonstrates competence in designing, conducting and evaluating a research study which makes a contribution to the field

or

- pass comprehensive exams, including a standardized Counselor Preparation Comprehensive Examination (CPCE)

## **Master of Arts in Professional Counseling and School Counseling**

The 57-hour program listed below is designed for those students who elect a combined program in Professional Counseling (Professional Counselor Licensure Requirements as set forth by the State of Missouri) and School Counseling. Certification under this option is available only to those students who meet the following requirements:

1. A valid Missouri teaching certificate (elementary or secondary) as required to teach in the public schools in Missouri.
2. A minimum of two years of approved teaching experience.
3. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.
4. One year of accumulated paid employment (other than teaching or counseling).

The program of study at Lindenwood required for recommendation for certification in School Counseling and that meets Professional Counselor Licensure requirements is as follows:

IPC 511 Foundations of Counseling

IPC 512 Ethics and Professional Issues

IPC 513 Principles of School Counseling

IPC 521 Human Growth and Development

IPC 523 Adjustment and Learning Difficulties in Children and Adolescents

IPC 552 Counseling Skills Lab

IPC 553 Theories of Counseling Children and Adolescents

IPC 561 Group Dynamics, Process and Counseling

IPC 562 Social and Cultural Foundations of Counseling

IPC 575 Family and School Consulting

IPC 581 Appraisal of Individuals (Group Testing)

IPC 582 Lifestyle & Career Development

IPC 583 Analysis of the Individual

IPC 584 Individual Intelligence Testing

IPC 541 Research Methods and Program Evaluation

IPC 591 Counseling Internship (School Counselors)

IPC 592 Elementary Internship (Field Placement)

or

IPC 593 Secondary Internship (Field Placement)

or

IPC 594 K-12 Internship (Field Placement)

## **Electives**

Students are to choose two of the following course offerings to fulfill degree requirements:

IPC 531 Family Counseling/Therapy

IPC 532 Marital Counseling/Therapy

or

IPC 565 Introduction to Substance Abuse

or

IPC 564 Crisis Intervention

or

IPC 599 Culminating Project/Directed Thesis

or

IPC 598 Special Topics in Counseling

In addition to the two electives, those opting to do a thesis (IPC 599) are strongly encouraged to take an additional elective, IPC 542 Statistical Analysis.

Students who desire the School Psychological Examiner's Certificate must take the following courses in addition to the above curriculum:

EDU 511 Advanced Educational Psychology

IPC 585 Individual Diagnostic Assessment

IPC 586 Practicum in Diagnostic Assessment

IPC 542 Statistical Analysis

## **Exit Requirement**

In order to complete the degree, all students will be required to pass a standardized Counselor Preparation Comprehensive Examination (CPCE). In addition, each student is required to do one of the following:

- complete a culminating thesis project which demonstrates competence in designing, conducting and evaluating a research study which makes a contribution to the field

or

- pass comprehensive exams

## **Master of Arts in Elementary or Secondary School Counseling**

Students seeking certification under this degree program must meet the following requirements:

1. Completion of a course in Psychology and Education of

the Exceptional Child for two or more semester hours.

2. One year of accumulated paid employment (other than teaching or counseling).

3. Those without a valid teaching certificate will be required to complete additional coursework in teaching methods & practices and classroom management.

The 48-hour program at Lindenwood University required for recommendation for certification is the following:

IPC 511 Foundations of Counseling  
IPC 513 Principles of School Counseling  
IPC 521 Human Growth and Development

IPC 523 Adjustment and Learning Difficulties in Children and Adolescents

IPC 541 Research Methods and Program Evaluation  
IPC 553 Theories of Counseling Children and Adolescents  
IPC 561 Group Dynamics, Process and Counseling  
IPC 562 Social and Cultural Foundations  
IPC 575 Family & School Consulting  
IPC 581 Appraisal of Individuals (Group Testing)  
IPC 582 Lifestyle and Career Development  
IPC 583 Analysis of the Individual  
IPC 584 Individual Intelligence Testing  
IPC 591 Counseling Internship (School Counselors)  
IPC 592 Elementary Internship (Field Placement)

or

IPC 593 Secondary Internship (Field Placement)

or

IPC 594 K-12 Internship (Field Placement)

Elective options to complete degree requirements:

IPC 565 Introduction to Substance Abuse

or

IPC 564 Crisis Intervention

or

IPC 599 Culminating Project/Directed Thesis

or

IPC 598 Special Topics in Counseling

In addition to the elective, those opting to do a thesis (IPC 599) are strongly encouraged to take an additional elective, IPC 542 Statistical Analysis.

Students who desire the School Psychological Examiner's Certificate must take the following courses in addition to the above curriculum:

EDU 511 Advanced Educational Psychology  
IPC 585 Individual Diagnostic Assessment  
IPC 586 Internship in Diagnostic Assessment  
IPC 542 Statistical Analysis

Students who desire to be recommended for both Elementary and Secondary School Certification must complete IPC 594 K-12 Internship (Field Placement).

#### **Exit Requirement**

In order to complete the degree, all students will be required to pass a standardized Counselor Preparation Comprehensive Examination (CPCE). In addition, each student is required to do one of the following:

• complete a culminating thesis project which demonstrates competence in designing, conducting and evaluating a research

study which makes a contribution to the field

or

• pass comprehensive exams

## **School Psychological Examiner's Certificate**

Students electing this certification option must meet the following requirements:

1. Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one of the following areas:

- a. Psychology
- b. Educational Psychology
- c. Guidance and Counseling
- d. Education

2. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.

3. Those without a valid teaching certificate will be required to complete additional coursework in teaching methods & practices and classroom management.

4. A minimum of 24 semester hours of professional preparation at the graduate level with competence demonstrated in all areas listed to the satisfaction of a college or university meeting approval of the Missouri Department of Elementary and Secondary Education.

EDU 511 Advanced Educational Psychology  
IPC 521 Human Growth & Development  
IPC 523 Adjustment and Learning Difficulties in Children and Adolescents  
IPC 542 Statistical Analysis  
IPC 582 Appraisal of Individuals (Group Testing)  
IPC 584 Individual Intelligence Testing (Wechsler/Binet)  
IPC 585 Individual Diagnostic Assessment  
IPC 586 Internship in Diagnostic Assessment

Students who earned their master's degree in Psychology, Education, Educational Psychology or Guidance and Counseling at an approved college or university other than Lindenwood University and who desire the Lindenwood Certification Official to recommend them for certification as a School Psychological Examiner must take a minimum of 15 semester hours of graduate coursework at Lindenwood University. This work must include:

IPC 585 Individual Diagnostic Assessment  
IPC 586 Internship in Diagnostic Assessment.

#### **Courses of Study**

**IPC 511 Foundations of Counseling** (3) An introduction to the field of counseling, services, tools and challenges of the professional counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, and counselor self-awareness and use of self and client self-awareness.

**IPC 512 Ethics and Professional Issues** (3) Study of professional programs/organizations and codes of ethics. Examines professional identity issues in the mental health field and explores current political, legal, and ethical issues affecting the practice of counseling. Reviews the current status of professional training standards and licensing.

**IPC 513 Principles of School Counseling** (3) An introduction to functions and components of a comprehensive school guidance program, with practical strategies for planning, organization and implementation of such programs. Includes program evaluation, collaboration with school personnel and legal and ethical issues related to school counseling.

**IPC 521 Human Growth and Development** (3) Study of human growth and development from infancy through old age. Covers psychological, sociological, and physiological aspects of development. Examines development theories and research and their implications for counseling interventions.

**IPC 522 Personality Theories and Psychopathology** (3) A review of current personality theories and the use of these theories in the practice of counseling. Psychopathology and diagnostic skills included.

**IPC 523 Adjustment and Learning Difficulties in Children and Adolescents** (3) An understanding of the factors that affect developmental crisis, disability, psychopathology and learning difficulties in children and adolescents. Also focuses on counseling strategies in working with students who display such adjustment problems and learning difficulties.

**IPC 531 Family Counseling/Therapy** (3) Intensive study of theories of family counseling. The applied focus emphasizes counseling skills with parents with whole families in a variety of family forms, i.e., traditional, single-parent, and re-marriage families. Communication, systemic and strategic therapies are a focus.

**IPC 532 Marital Counseling/Therapy** (3) Study of theories and research and skill development in premarital, marital, divorce, and remarriage counseling.

**IPC 541 Research Methods and Program Evaluation** (3) Prepares students to understand, interpret and critically analyze research-based counseling literature. Focuses on principles and methods of designing counseling outcomes research and evaluation studies as well as methods of data collection and data analysis. Provides a basic understanding of statistical analysis and interpretation in research literature.

**IPC 542 Statistical Analysis** (3) Introduction to statistics with emphasis on various statistical concepts and data analytic tools, including normal distributions, sampling distributions, hypothesis-testing, t-tests, analysis of variance, correlation and regression and chi-square. hands-on experience with data management using computer software. Recommended for students opting to do a thesis.

**IPC 551 Counseling Theory and Practice** (3) Intensive study of the basic theories, principles, and methods of counseling.

**IPC 552 Counseling Skills Lab** (3) Experiential integration of theoretical material and counseling skills.

**IPC 553 Theories of Counseling Children and Adolescents** (3) Focuses on theories of counseling as it applies to children and adolescents and effective counseling strategies in working with this population.

**IPC 561 Group Dynamics, Process and Counseling** (3) Study of the principles of group dynamics with an exploration of the processes of group interactions. Examines types of groups and theories and techniques of group counseling. (Outside group par-

ticipation will be required).

**IPC 562 Social and Cultural Foundations of Counseling** (3) Study of the social bases of behavior with an emphasis on the influence of culture and cultural differences on the counseling process. Examines the impact of prejudice and discrimination on specific populations and the adoption of culturally sensitive strategies in working with these populations.

**IPC 563 Consultation and Outreach** (3) Study of social organizations and the impact of these organizations on individuals and vice versa. The applied focus involves organization evaluation and consultation skills as a complement to working with clients. Social organizations studied include educational, medical, religious, business, and mental health service agencies.

**IPC 564 Crisis Intervention** (3) Covers the fundamental concepts, theories, strategies and skills needed to implement effective counseling intervention related to crisis situations.

**IPC 565 Introduction to Substance Abuse Counseling** (3) This course is designed to provide an overview of the major theories of etiology, dynamics, assessment, treatment and research issues of substance abuse. Consideration for how these aspects are applied to diverse populations is addressed.

**IPC 575 Family and School Consulting** (3) Development and implementation of solution-focused strategies and skills when working with students, school personnel and families in a school setting. Implications for incorporation of Missouri Model Guidance will also be addressed.

**IPC 581 Appraisal of Individuals** (3) Introduction to psychometrics and methods of appraisal. Examines several data collection approaches including interviewing and testing. Considers factors affecting data interpretation such as age, sex, and ethnic and cultural background. Students will learn how to use and interpret a variety of tests including personality, vocational interest, achievement, group intelligence, and aptitude tests.

**IPC 582 Lifestyle and Career Development** (3) Study of major theories of career development including career choice theories and models of career decision making. Examination of the relationship between career choice and lifestyle. Introduction to career counseling techniques and sources of occupational and educational information.

**IPC 583 Analysis of the Individual** (3) Intensive study and practice in a variety of data gathering procedures in an intensive case study and preparation of comprehensive case report.

**IPC 584 Individual Intelligence Testing** (3) Review of the historical and theoretical bases of intelligence testing in addition to instruction and supervised practice in scoring, interpreting, and reporting results for Wechsler and Binet intelligence tests.

**IPC 585 Individual Diagnostic Assessment** (3) Study of assessment instruments other than measures of intelligence used in diagnosing children and adolescents.

**IPC 586 Internship in Individual Diagnostic Assessment** (3) Students work in a school or clinical setting assessing children & adolescents, participating in diagnostic teams and determining educational needs. They are supervised by a certified psychological examiner as well as a faculty member.

**IPC 590 Counseling Internship (1-6)** Students complete 600 hours of clinical practice in agency settings under the supervision group led by a faculty member. Advance approval from the Professional Counseling Faculty Advisor is required for registration.

**IPC 591 Counseling Internship (School Counselors) (3)** Students complete 300 hours of clinical practice in a mental health or school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a faculty advisor is required for registration.

**IPC 592 Elementary Internship (Field Placement) (3)** Students complete 300 clock hours in an elementary school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a Faculty Advisor is required.

**IPC 593 Secondary Internship (Field Placement) (3)** Students complete 300 clock hours in a secondary school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a Faculty Advisor is required.

**IPC 594 K-12 Internship (Field Placement) (3)** Students complete 150 clock hours in an elementary setting and 150 hours in a secondary setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a faculty advisor is required for registration.

**IPC 598 Special Topics in Counseling (1-3)** Topical issues in counseling theory, research and practice.

**IPC 599 Culminating Project/Directed Thesis (3)** Students register for thesis credits after completion of IPC 541 Research Methods and Program Evaluation. Students will receive an incomplete grade for their thesis credits until the thesis is finished and approved by a review committee.

# Faculty

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**ABBOTT, MARILYN S.** (1997)

*Dean of Sciences, and Associate Professor of Biology*  
B.A., Indiana University, Ph.D., Purdue University; Postdoctoral research, University of Wisconsin and Harvard University

**AHNE, KELLY** (1993)

*Assistant Professor of Management*  
B.A., University of Missouri at Columbia; M.B.A., Lindenwood University

**ALLEN, JAMESON N.** (2001)

*Assistant Professor of Physical Education*  
B.A. Central Methodist College; M.A. Hastings College

**AMMANN, ELIZABETH M.** (1983)

*Associate Professor of Management*  
B.S., Southern Illinois University-Carbondale; M.B.A., Southern Illinois University-Edwardsville

**ANDERSON, DARYL JACQUELINE** (1970)

*Professor of Biology*  
B.S., Western Michigan University; Ph.D., Washington University; Postdoctoral Fellow, Center for the Biology of Natural Systems

**ARNS, DAVID H.** (1999)

*Assistant Professor of Management*  
B.S., Southern Illinois University at Carbondale; M.S., Southern Illinois University at Edwardsville

**AYYAGARI, RAO** (1983)

*Professor of Biology*  
M.S., Bombay University; M.S., Ph.D., Loyola University of Chicago, Post-doctoral work at University of California-Davis

**BABBITT, DONALD R.** (1990)

*Associate Professor of Management*  
B.A., B.S., University of Missouri-Columbia;  
M.B.A., Lindenwood University; C.P.A., C.M.A.

**BARNARD, EDIE M.** (1990)

*Assistant Professor of Communications*  
B.A., Lindenwood University; M.S., Southern Illinois University-Edwardsville

**BELL, GREGORY** (1998)

*Assistant Professor of Communications*  
B.A., Missouri Valley College; M.A., Lindenwood University

**BELL, JOHN DAVID** (1992)

*Associate Professor of English*  
B.A., Central Methodist College; A.A.S., Lincoln University of Missouri; M.A., University of Missouri-Columbia; Ph.D., Tulane University

**BIGGERSTAFF, RANDY** (1997)

*Athletic Trainer and Associate Professor of Physical Education*  
B.S., University of Missouri-Columbia; M.S., Lindenwood University; A.T.C

**BILLHYMER, CURTIS** (1991)

*Associate Professor of Communications*  
B.A., University of Utah; M.A., Ph.D., Northwestern University

**BLACKBURN, WILLIAM H.** (1999)

*Associate Professor of Education*  
B.S., Murray State University; M.Ed., University of Missouri-St. Louis; Ph.D., St. Louis University

**BLOCH, ALICE** (1991)

*Associate Professor of Dance*  
B.A., University of Florida; M.A., University of California-Los Angeles; Ed.D., Temple University

**BOOKER, ANNE C.** (2000)

*Assistant Professor of Education*  
B.A., M.S., University of Tennessee

**BOYLE, RICHARD A.** (1997)

*Dean of Education and Associate Professor of Education*  
B.S., University of Arkansas; M.S. East Texas State University; Ph.D., St. Louis University

**BRASS, JOHN T.** (2000)

*Assistant Professor of Management*  
B.A., Quincy University; M.B.A., Southern Illinois University at Edwardsville, C.P.A.

**BROWN, DAVID** (2000)

*Assistant Professor of Philosophy*  
B.A. Gordon College; M.A. University of Houston

**BROYLES, TOMMY** (1995)

*Assistant Professor of Management*  
B.A., M.B.A., Lindenwood University

**BURKE, SANDRA L.** (2000)

*Assistant Professor of Arts*  
B.S., Texas Woman's University; M.B.A., M.F.A., Lindenwood University

**CANALE, ANN** (1981)

*Professor of English*  
B.A., Rosary College; M.A., John Carroll University; M.A., Ph.D., University of Massachusetts at Amherst

**CARTER, ROBERT** (1990)

*Associate Professor of Music and Director of Bands*  
B.M., Eastern Illinois University; M.M., Lewis and Clark College; candidate for D.M.A., University of Oregon; Graduate Diploma in bassoon, St. Louis Conservatory of Music

**CASTRO, MICHAEL** (1980)

*Professor of Communications*  
B.A., State University of New York at Buffalo; M.A., Ph.D., Washington University. Post-doctoral work: 1990 Fulbright Summer Seminar in Arts & Culture of India

**CERNIK, JOSEPH A.** (1990)

*Professor of Political Science*  
B.A., Adelphi University; M.A., Ph.D., New York University; M.B.A., Lindenwood University

**CERNY, GLEN** (1988)

*Associate Professor of Communications and General Manager, KCLC*  
B.S., Lindenwood University; M.A., Bowling Green State University



- CHARRON, DONNA CARD** (1989)  
*Associate Professor of Philosophy and Business*  
B.A., University of Detroit; M.A.; University of Kansas-Lawrence;  
Ph.D., Washington University
- COFFEL, DENNIS** (2001)  
*Assistant Professor of Physical Education*  
B.S., Missouri Southern State College; M.A., Northeast Missouri  
State University
- COLBURN, JUDITH P.** (1993)  
*Associate Professor of Mathematics*  
B.S., M.S., South Dakota State University
- CREER, JOHN** (1991)  
*Assistant Professor of Physical Education*  
B.A., Western Michigan University; M.S.Ed., Troy State University
- DEPPE, A. ROGER** (1993)  
*Professor of Education*  
B.S., Southern Illinois University-Carbondale; M.Ed., Saint Louis  
University; Ed.D., University of Missouri-Columbia
- DOUGHERTY, JOHN** (1994)  
*Professor of Education*  
A.A., Southwest Baptist College; B.S., Southwest Missouri State  
University; M.S. University of Missouri; Ph.D., St. Louis University
- DOYLE, LARRY M.** (1992)  
*Professor of Education*  
A.A., Hannibal LaGrange College; B.S., Northeast Missouri State  
University; M.A., Mississippi College; M.B.A., Lindenwood  
University; Ph.D., St. Louis University
- DURBIN, NANCY** (2001)  
*Assistant Professor of Foreign Language*  
B.A., University of Missouri-Columbia; M.A., Ph.D., Washington  
University
- ELLIS, ROGER** (1997)  
*Associate Professor of Management*  
B.S., University of Missouri-Rolla; J.D., University of Arkansas
- ENGLEKING, CHARLENE** (1995)  
*Associate Professor of English*  
B.A., Southwestern College; M.Ed. University of Missouri-Columbia
- EVANS, JAMES D.** (1974)  
*Dean of Faculty and Professor of Psychology*  
B.S., Geneva College; M.S., Ph.D., Iowa State University
- EZVAN, MIRA** (1984)  
*Professor of Business Administration*  
Technical University of Wroclaw, Poland; Ph.D., Southern Illinois  
University
- FEELY, JOHN** (1996)  
*Assistant Professor of Humanities*  
B.A., Lindenwood University; M.Ed., University of Missouri-  
St. Louis
- FELTY, JR., WILLIAM M.** (1991)  
*Associate Professor of Business Administration*  
A.A., B.S., M.B.A., Southeast Missouri State University; C.P.A
- FEVER, JANET** (1989)  
*Professor of Education*  
B.S., Southern Illinois University-Carbondale; M.S., Specialist,  
Education Administration, Ph.D., Southern Illinois University-  
Edwardsville
- GLADWIN, JAMES** (1999)  
*Assistant Professor of Fine and Performing Arts*  
B.A., Westminster College; Alliance for International Studies,  
Denmark; J.D., University of Arkansas; Graduate studies at  
University of Houston
- GLOVER, KYLE S.** (1998)  
*Associate Professor of English*  
B.A., Oklahoma Baptist University; M.A., Baylor University; Ph.D.,  
University of Missouri-Columbia
- GOLIK, WOJCIECH L.** (2001)  
*Associate Professor of Mathematics and Computer Science*  
M.S. Poznan University of Technology, Poznan, Poland;  
M.S., Ph.D., New Mexico State University
- GORZYNSKI, RICHARD** (2001)  
*Assistant Professor of Physical Education*  
B.S., M.A., Truman State University
- GREEN, CHRISTINA MARIE** (1999)  
*Assistant Professor of English*  
B.A., Regis University; M.A.T., Webster University;  
M.A., University of Missouri-St. Louis
- GRIESENAUER, RONALD L.** (2001)  
*Assistant Professor of Management*  
BSME, University of Missouri-Rolla; M.E. Rochester Institute of  
Technology; M.B.A., Lindenwood University
- GRIFFIN, PETER H.** (1989)  
*Professor of History*  
B.A., M.A., Ph.D., University of California-Santa Barbara
- GUFFEY, JOHN** (1997)  
*Dean of Admissions and Assistant Professor of Management*  
B.A., Benedictine College; M.A., Truman State University
- GUFFEY, SHERYL** (1995)  
*Associate Professor of Management*  
B.S.Ed., University of Missouri-Columbia; M.B.A., Fontbonne  
College
- HAEDIKE, JO ANN** (1995)  
*Assistant Professor of Communications*  
B.A. University of Missouri-Columbia, M.A., Regent University
- HAGAN, OLIVER L. (BO)** (1990)  
*Associate Professor of Business Administration*  
B.A., Baldwin-Wallace College/Drew University;  
M.S., Hankamer School of Business, Baylor University,  
Candidate for D.Mgt., Webster University
- HAMILTON, GERALD E.** (2001)  
*Assistant Professor of Mathematics*  
B.S., M.S., Washington University; M.S., University of Missouri-  
Rolla
- HAMILTON, PHILLIP F.** (1995)  
*Associate Professor of History*  
B.A., Gettysburg College; M.A., George Washington University;  
Ph.D., Washington University
- HAMMEN, PAULINE M.** (1976)  
*Assistant Professor of Management*  
B.S., M.S.V., Lindenwood University
- HAMMOND, KAY A.** (1998)  
*Assistant Professor of Management*  
B.A., M.B.A., Lindenwood University

- HARDMAN, JAMES R. (JAY)** (2000)  
Dean of Management, and Associate Professor of Management  
B.A., Duquesne University; M.H.A., Baylor University; F.A.C.H.E.
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Associate Professor of History  
A.A., Meramec Community College; B.F.A., Southern Illinois University-Edwardsville; M.F.A., University of Cincinnati
- HEIDENREICH JR., DONALD** (2000)  
Associate Professor of History.  
B.A., San Francisco State University; M.A. University of Arizona; Ph.D., University of Missouri
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Assistant Professor of Earth Science  
B.S., University of Arizona; M.S., University of Missouri-Columbia
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Assistant Professor of Biology  
B.A., B.S., University of Missouri at Kansas City; M.D., University of Kansas Medical Center
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Associate Professor of Music  
B.M.Ed., B.M., Southeast Missouri State University; Ph.D., Washington University
- HEYDER, BETTY B.** (2000)  
Associate Professor of Foreign Language  
B.A., University of Oklahoma; M.A., New York University in Spain; Ph.D., New York University, NY
- HEYN, HOLLIS CAROLYN** (1996)  
Associate Professor of English  
B.A., Lindenwood University, M.A.; Southern Illinois University, Edwardsville
- HICKENLOOPER, GEORGE L.** (1992)  
Professor of English  
B.S., Georgetown University; M.A.; Washington University; D.F.A., Yale University
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Assistant Professor of Management  
B.A., Truman State University; M.S., Lindenwood University
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Assistant Professor of Education  
B.S., University of Missouri-Rolla; M.A., University of Missouri-St. Louis
- HURST, SPENCER** (2000)  
Assistant Professor of English  
B.A., Westminster College; M.B.A., Southern Illinois University at Edwardsville; M.F.A., University of Missouri-St. Louis
- HUSS, FRANCIS C.** (1996)  
Assistant Professor of Education  
A.B., M.Ed., University of Missouri; Ph.D., St. Louis University
- ISENHOUR, TONIE J.** (1984)  
Assistant Professor of Psychology  
B.A., M.A., Lindenwood University
- JACKSON, CHANDA** (1995)  
Assistant Professor of Management  
B.S., Washington University; M.B.A., Lindenwood University
- JOHNSON, EMILIE WRIGHT** (1999)  
Associate Professor of Education  
B.S., M.S., Southwest Missouri State University; Specialist, Ph.D., Saint Louis University
- JOHNSON, KENNETH** (1996)  
Associate Professor of Education  
B.S., Central Missouri State University; M.Ed., University of Missouri at Columbia; Ph.D., Southern Illinois University at Edwardsville
- JONES, GENEVIEVE P. (TERI)** (1997)  
Associate Professor of Fashion Design  
A.A., Rend Lake College; B.A., M.S., Ph.D., Southern Illinois University at Carbondale
- JUNCKER, CARLENE N. (NIKI)** (1981)  
Associate Professor of Theatre  
B.F.A., Washington University; M.F.A., Lindenwood University
- KAMINSKI, VIRGINIA** (1996)  
Associate Professor of Education  
B.A. Webster University, M.A., Ph.D., Saint Louis University
- KAMM, JUDY K.** (1996)  
Associate Professor of Management  
B.S., M.S., University of Missouri-St. Louis
- KAPELLER, TERRY** (1993)  
Assistant Professor of Management  
B.A., Tarkio College; M.B.A., Lindenwood University
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Assistant Professor of Psychology  
B.S. Southeast Missouri State; Ed.M., University of Illinois; Ed.D., University of Illinois
- KEMPER, DANIEL W.** (1989)  
Associate Professor of Management and Director of LCIE  
B.S., M.B.A., Lindenwood University; Diploma-Funeral Services, Worsham College of Mortuary Science
- KERKSIEK, JO ELLEN** (1997)  
Associate Professor of History  
B.S., M.A., Northwest Missouri State University; Ph.D., University of Kansas
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Assistant Professor of Communications  
B.A., Lindenwood University; M.S., Miami University of Ohio
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Assistant Professor of Mathematics  
B.S., Auburn University; M.S. Western Illinois University
- KOTMEYER, RITA** (1990)  
Professor of Mathematics  
B.S., M.A., Ph.D., St. Louis University
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Assistant Professor of Communications  
B.A., M.S., Lindenwood University
- LEVI, HANS** (1980)  
Associate Professor of Art  
B.S., B.A., Washington University; M.A., San Francisco State University

- LINFORD, RODNEY M.** (2000)  
*Assistant Professor of Management*  
Defense Systems Management College; M.A., Oxford University, England; Ph.D., University of Warwick, England
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*Assistant Professor of Education*  
B.S.Ed., Lincoln University, M.A., Langston University
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*Associate Professor of Theatre*  
B.F.A., M.F.A., University of Oklahoma
- MAO, KIT** (1992)  
*Associate Professor of Chemistry*  
B.S., Chinese University of Hong Kong; M.S., University of Illinois-Urbana; Ph.D., University of Wisconsin-Madison
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*Associate Professor of Religion*  
B.S., Iowa State University; M.A., Loras College; M.Div., University of Dubuque Theological Seminary; D. Min., San Francisco Theological Seminary
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*Assistant Professor of Education*  
B.S., The University of Tennessee-Knoxville; M.S., The University of Tennessee-Martin; Ph.D., St. Louis University
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*Assistant Professor of Fine & Performing Arts*  
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*Professor of Religion*  
A.B., Princeton University; M. Div., Princeton Theological Seminary; Ph.D., Union Theological Seminary in Virginia
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B.A., Lakeland College; M.Ed., Southern Illinois University-Edwardsville
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*Assistant Professor of Retail Management*  
B.A., Northwestern University; M.B.A., Lindenwood University
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*Associate Professor of Education*  
B.S., Central Missouri State University; M.Ed., Northwest Missouri State University; Specialist, Northeast Missouri State University; Ed.D., St. Louis University
- MOOREFIELD, W. TERRY** (1997)  
*Associate Professor of Criminal Justice*  
B.S., Guilford College; M.A., Appalachian State University; A.B.D., Florida State University
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*Assistant Professor of Social Work*  
B.S., Southern Illinois University at Carbondale; M.S.W., University of Illinois at Champaign-Urbana; Post-graduate studies, University of Illinois at Chicago
- MUELLER, JULIE M.** (2000)  
*Chief Operating Officer and Assistant Professor of Management*  
R.N., Deaconess College of Nursing; B.A., Tarkio College; M.B.A., Lindenwood University
- NAJJAR, ANNETTE JULIANA** (2001)  
*Assistant Professor of Management*  
B.A. University of West Indies; B.Ed. University of Toronto; M.B.A., Millsaps College
- NICOLAI, DEBORAH** (1993)  
*Assistant Professor of Communications*  
B.A., M.A., Lindenwood University
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*Associate Professor of Counseling*  
B.A., Fontbonne College; M.Ed., Ed.D., University of Missouri-St. Louis
- OTTO, DONALD C.** (1998)  
*Associate Professor of Management*  
B.A., Westminster College; Woodrow Wilson Fellow, Washington University, M.A., Webster University
- PANAGOS, REBECCA JEAN** (1996)  
*Associate Professor of Education*  
B.A., M.A., Louisiana Tech University; Ph.D., University of Missouri-Columbia
- PARISI, JOSEPH A.** (1998)  
*Assistant Professor of Management*  
A.A., St. Louis Community College at Meramec; B.S., Missouri Valley College; M.S., Lindenwood University
- PARKER, MARSHA HOLLANDER** (1987)  
*Dean of Fine & Performing Arts and Professor of Theatre*  
B.A., M.F.A., Lindenwood University
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*Associate Professor of Counseling*  
B.A., Florida State University; M.S., Ed.D., Memphis State University
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B.S., Ohio State University; M.S., Ph.D., University of Missouri-St. Louis
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*Associate Professor of Earth Sciences*  
B.S., University of Nebraska; B.S., Maryville College; M.A., California State University; Graduate Certificate in Meteorology, University of Oklahoma
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*Assistant Professor of Education*  
B.S., M.A., Southeast Missouri State University; Ed.S., Ed.D., University of Missouri-Columbia
- REEDER, BRYAN** (1985)  
*Professor of Theatre*  
B.A., Northwestern State University; M.A., Wake Forest University; M.F.A., Lindenwood University; Professional acting training at American Academy of Dramatic Arts
- REIGHARD, RICHARD** (1987)  
*Assistant Professor of Communications*  
B.A., M.A., Lindenwood University

- REYNOLDS, ROBERT** (1999)  
Assistant Professor of Education  
B.S., University of Missouri-Columbia; M.S., University of Missouri-St. Louis; ED.D., Southern Illinois University at Edwardsville
- RUEBLING, LARRY** (1998)  
Assistant Professor of Art  
Graduate, Washington School of Art-Chicago; B.A., Angelo State University; M.F.A., Lindenwood University
- SAKAHARA, SUZANNE A.** (1978)  
Associate Professor of Foreign Language  
B.S., Fontbonne College; M.A., St. Louis University, M.A., Washington University
- SANKAR, ANITA** (1998)  
Assistant Professor of Counseling  
B.A., National University of Singapore; Diploma in Education, Institute of Education, Singapore; M.A., candidate for Ph.D., University of Iowa
- SAUM, SUZANNE E.** (1992)  
Associate Professor of Chemistry  
B.S., University of Missouri-St. Louis; M.A., Ph.D., Washington University
- SCHNEIDER, NANCY** (1999)  
Associate Professor of Education  
B.S., M.S., Specialist, Southwest Missouri State University; Ph.D., University of Missouri-Columbia
- SCHNELLMANN, ANA** (1995)  
Associate Professor of English  
B.A., The College of St. Benedict; Graduate Certificate, M.A., Ohio University; Ph.D., Saint Louis University
- SCOGGINS, ROBERT T.** (1996)  
Associate Professor of Dance and Theatre  
M.F.A., Lindenwood University
- SCRIBNER, CHRISTOPHER.** (2000)  
Assistant Professor of Psychology  
B.A., Earlham College; Ph.D., University of Tennessee
- SCUPIN, RAY** (1981)  
Professor of Sociology and Anthropology  
B.A., University of California-Los Angeles; M.A., Ph.D., University of California-Santa Barbara
- SHIELDS, ANN** (1997)  
Assistant Professor of Music  
B.A., Arkansas Tech University; M.F.A., Lindenwood University
- SMITH, EDWARD GRIFFIN** (1991)  
Professor of Philosophy  
B.A., Maryville College; Ph.B., Ph.L., Gregorian University, Rome; A.M., Ph.D., St. Louis University
- SMITH, JEFFREY** (1996)  
Associate Professor of History  
B.A., Mount Union College. M.F.A., Syracuse University. Ph.D., The University of Akron
- SNIPES, JOHN HAYWOOD** (2000)  
Assistant Professor of Management  
B.A., M.B.A., Lindenwood University
- SODA, DOMINIC** (1969)  
Professor of Mathematics  
B.S., M.S., Queen's University, Canada; M.Sc., University of Missouri-Rolla; Ph.D., Yale University
- SPELLMANN, DENNIS C.** (1989)  
President and Professor of Management  
B.A., Missouri Valley College; M.A., University of Texas-Austin; L.H.D., Missouri Valley College
- STEENBERGEN, JOSEPH R.** (1997)  
Assistant Professor of Criminal Justice  
B.A., Southeast Missouri State University; M.S., Lindenwood University
- STEIN, MICHAEL CARL** (1992)  
Professor of Sociology  
B.A., M.A., Southern Illinois University; Ph.D., University of Nebraska-Lincoln
- STEINMANN, RICK M.** (1992)  
Professor of Criminal Justice  
A.A.S., Suffolk County Community College; B.S., Brockport State College; M.S., Youngstown State University; J.D., Hamline University School of Law
- STRECKER, SHAWN** (1999)  
Dean of Information Services and Assistant Professor of Communications  
B.S., Illinois State University; M.S., University of Illinois at Champaign
- TILLINGER, ELAINE C.** (1991)  
Associate Professor of Art  
B.A., University of Missouri-St. Louis; M.A., Ph.D., St. Louis University
- TOWNSEND, MARYANN** (1995)  
Director of Academic Services, Assistant Professor of Management  
B.A., M.B.A., Lindenwood University
- TRETTER, SUE ANN** (1994)  
Associate Professor of English  
B.A. Maryville University; M.A.T., Webster University; M.A., Ph.D., St. Louis University
- ULRICH, ADAM** (1995)  
Assistant Professor of Management  
B.A., M.B.A., Lindenwood University
- VAN DYKE, CATHERINE R.** (2001)  
Associate Professor of Mathematics and Computer Science  
B.S., Towson State University; MS, Midwestern State University
- VAN WASSEHOVEN, ROSS** (2000)  
Associate Professor of Management  
B.S. University of California; MBA, University of Texas; Ph.D., Rice University
- WALSH, DONNELL** (1991)  
Associate Professor of Theatre  
B.A., University of San Francisco; M.F.A., Stanford University
- WARING, GLEN** (1999)  
Assistant Professor of Management  
B.A., Central Baptist College; B.S., Central Methodist College; M.B.A., Lindenwood University

**WARREN, JENNY O.** (1998)

*Associate Professor of Psychology*

B.A., Carson-Newman College; M.Ed., East Tennessee State University; Ph.D., University of Tennessee

**WATKINS, EDWARD D.** (1989)

*Assistant Professor of Management*

B.S. Southwest Missouri State University; M.S., Pittsburg State University

**WEITZEL, JANN RUDD** (1995)

*Dean of Humanities and Associate Professor of Education*

B.A., M.A., University of Northern Iowa, Ph.D., University of Iowa

**WESTLING, ROBERT** (2000)

*Assistant Professor of Physical Education*

B.A., University of Nebraska-Omaha; M.Ed., University of Nebraska

**WHELAN, MICHAEL** (1997)

*Assistant Professor of Communications*

B.A., Wright State University; M.S., Lindenwood University

**WIGHTMAN, BRET A.** (1999)

*Assistant Professor of English*

B.A., University of Pennsylvania; M.A., Oxford University; M.A., Temple University; A.B.D., Lehigh University

**WILLIAMS, DAVID R.** (1991)

*Dean of the University and Professor of Social Science*

A.A. Santa Monica City College; B.A., California State University-Dominguez Hills; M.A., California State University-Northridge; Ph.D., University of Southern California

**WITTER, DAVID P.** (1996)

*Assistant Professor of Physical Education*

B.S., Kansas State University, M.S.Ed., University of Kansas

**WLODARCZYK, ANDRZEJ Z.** (2000)

*Assistant Professor of Management*

Diploma in Electronics, Zespól Szkól, Poland; B.A., Jagiellonian University, Poland; M.Ed., Concordia College; Ph.D., University of Nebraska-Lincoln

**ZOLNER, BRIAN A.** (2000)

*Assistant Professor of Physical Education*

B.S., Valdosta State University; M.Ed. Lindenwood University

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Business Office..... 949-4969  
Campus Life ..... 949-4985  
Coordinator for Campus Accessibility Services ..... 949-4944  
Financial Aid ..... 949-4923  
Food Service..... 949-4928  
International Admissions..... 949-4978  
Library..... 949-4820  
LCIE ..... 916-1916  
MBA ..... 949-4836  
Public Relations ..... 949-4920  
Security ..... 949-4922 (day)  
Security ..... (314) 808-2050 or (314) 808-2091 (after 5 p.m.)  
Veterans Affairs..... 949-4914

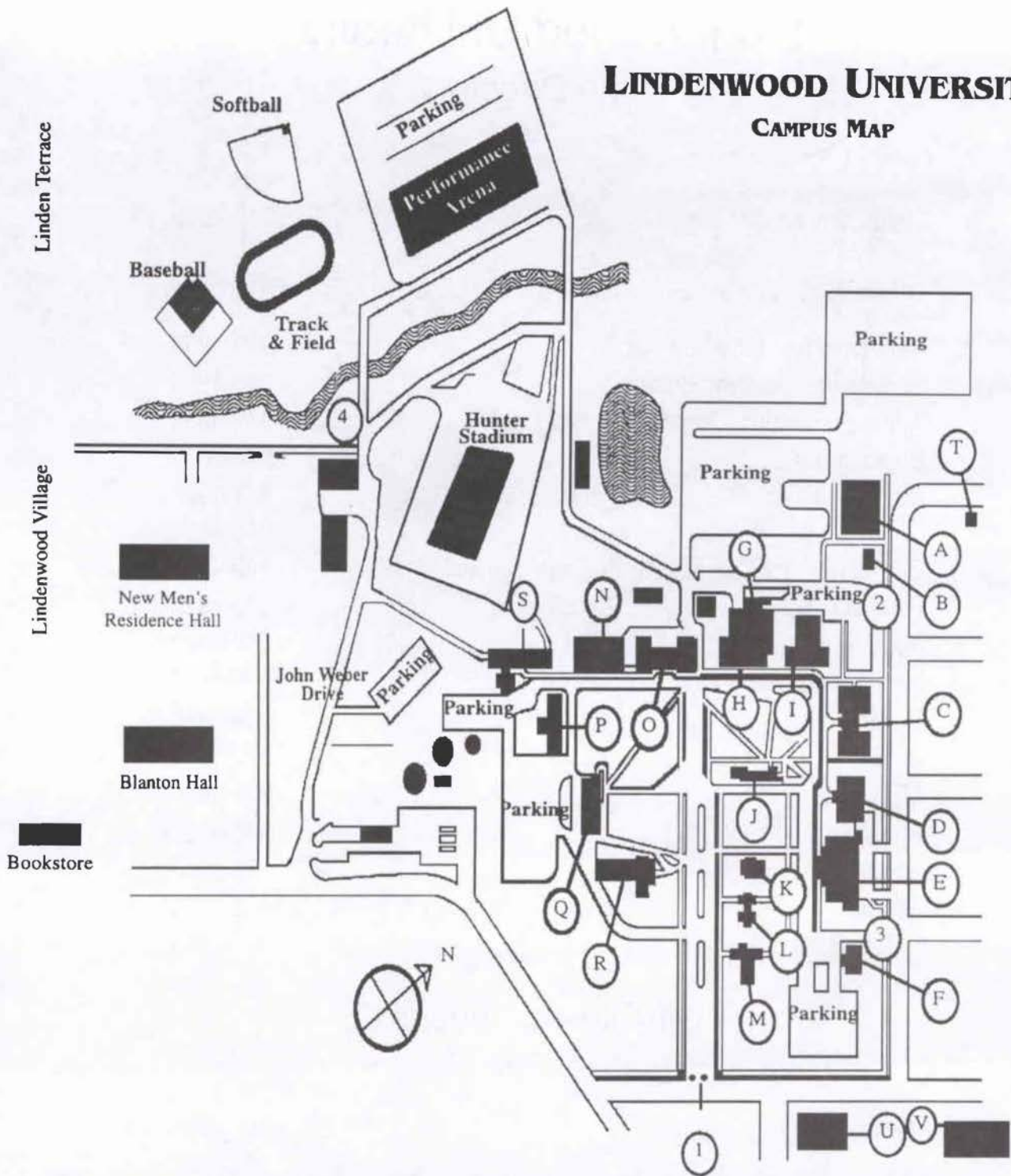
### Off-Site Campuses

O'Fallon..... 379-5800  
Westport Center..... (314) 275-2233  
Washington ..... 390-8723  
Wentzville ..... 332-0847



# LINDENWOOD UNIVERSITY

## CAMPUS MAP



### Building Key

A. Harmon Hall	G. Ayres Dining Hall	M. Memorial Arts Bldg. (MAB)	S. Parker Hall
B. Watson Lodge	H. Ayres Hall	N. Niccolls Hall	T. Gamble Hall
C. Roemer Hall	I. Butler Hall	O. Sibley Hall	U. Alumni House & Museum
D. Butler Library	J. The Gables	P. Cobbs Hall	V. Kingshighway House
E. Young Hall	K. Stumberg Hall	Q. Irwin Hall	W. Fitness Center
F. Eastlick Hall	L. President's Hall	R. McCluer Hall	X. Field House

Gate Locations:            1-King's Gate            2-Watson Gate            3-Houston Gate            4-Stadium Gate

**Lindenwood**  
*University*

209 South Kingshighway  
St. Charles, MO 63301  
(636) 949-4933  
[www.lindenwood.edu](http://www.lindenwood.edu)