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THE LINDENWOOD COLLEGES
ST. CHARLES, MISSOURI

SELF - STUDY
Spring, 1982

Preface

The North Central Association evaluation team that visited The Lindenwood Colleges in April of 1979 prepared this report. The graduate program ended the body of its report with this paragraph:

THE LINDENWOOD COLLEGES

SELF-STUDY

Notwithstanding its grave financial and organizational problems, Lindenwood--specifically its graduate faculty, students, and programs--impressed the team as a substantial, lively, and promising enterprise. The high esprit de corps among both the faculty and students was remarkable, especially in this time of general disenchantment and often despair in academe. Lindenwood has at least achieved a measure of success in its efforts to preserve the integrity of its liberal arts program. This college deserves to survive and, if it does, we believe its students and its community more effectively than ever before.

PREPARED FOR THE NORTH CENTRAL ASSOCIATION

EVALUATION

That evaluation was made as Lindenwood was moving vigorously to meet its problems, problems it shares with much of the higher educational community in the nation. We are proud and conscious of the areas of strength that the 1979 visiting team discerned in our institution. We were aware of the areas of concern they raised. In the time since that visit, we have taken these concerns seriously. The Board of Directors, the administration, and the faculty have addressed these concerns directly. Very substantial progress has been made in meeting them; not all have been totally eliminated. We are pleased with what has been done. All of these concerns are discussed in this 1981-82 Report.

Spring, 1982



We are proud of Lindenwood's past--more than 150 years of it--and confident of its future. We intend to preserve much of that past, but we are moving into new areas of service because the needs of our students and our community are changing. We look forward to this 1982 visit of the North Central visiting committee. This report is intended to present us to them and to ourselves.

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Notwithstanding its grave financial and organizational problems, Lindenwood--specifically its graduate faculty, students, and programs--impressed the team as a substantial, lively, and promising enterprise. The high esprit de corps among both the faculty and students was remarkable, especially in this time of general disenchantment and often despair in academia. But at the graduate program level, Lindenwood has at last achieved a significant measure of relevance without, it seems, violating the integrity of its liberal arts heritage. This college deserves to survive and, if it does, we think it may serve its students and its community more effectively than ever before.

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Chapter 1

Introduction

The Lindenwood Colleges are scheduled for a regular visit by a North Central Association team in the academic year 1981-82. This Self-Study is, in part, preparation for that visit. It is also a phase of a continuing process of program evaluation under the supervision of the Educational Policies Committee, the principal planning and evaluation committee of the faculty.

To prepare this Report, a Self-Study Committee was appointed by the President of the College in early Fall term, 1980. The Chairman was the former Provost (Chief Academic Officer) of the Colleges, now returned to teaching. The Committee consisted of the chairpersons of the three academic divisions, two faculty selected at large, two students selected by their student association, and several administrators of the Colleges, sitting ex officio.

The Committee formed several sub-groups to complete gathering of specific portions of the information for the Report:

1. Mission and Goals
2. Student Affairs
3. Academic Program
4. Finance and Facilities

A great many people on the campus provided information and participated in drafting and reviewing the report. Two consultants from other institutions have helped us in reviewing the materials and discussing them in visits to the campus. They are Dr. Fred Harcleroad, formerly of the California State Colleges at Hayward and American College Testing Program and now at the University of Arizona, and Dr. Karl Openshaw, of the University of Colorado at Boulder.

Lindenwood has profited from several recent experiences with North Central Association accrediting teams. It underwent a normal accrediting process in 1970, just after an action to open its enrollment to men

had been taken. That visit resulted in a normal baccalaureate accreditation without restrictions.

Lindenwood's own circumstances prompted a request to the North Central Association to make a full evaluation in 1975 to validate the granting of master's degrees and the establishment of a College for Individualized Education, a non-traditional program at both the undergraduate and master's level. That visit and the subsequent Commission action resulted in accreditation at the master's level. Since the graduate programs were just beginning at the time of the 1975 evaluation, the visiting team recommended and the Commission ordered a further, graduate-focused visit in three years.

That visit was held in 1978. The Self-Study prepared at that time necessarily emphasized the several graduate programs. The visiting team, chaired by President Sherill Clelland of Marietta College, investigated the entire program. It is difficult to separate the quality of graduate programs from that of the larger undergraduate programs in a small institution like Lindenwood.

The Clelland committee report listed a number of strengths (focusing particularly on the graduate programs):

1. The creative graduate program in the College for Individualized Education.
2. The increased service which the Colleges provide for the immediate area of St. Charles-St. Louis.
3. A good-quality Master of Business Administration Program which met an obvious community need.
4. Capable graduate students who found the programs demanding.
5. NCATE accreditation for the undergraduate teacher-education programs.
6. Increasing involvement of full-time faculty in both evening and graduate programs.
7. Considerable support for the programs by the community, by full-time faculty, by adjunct faculty, and the Board of Directors.

8. In general, cost-effective graduate programs.

The Committee also noted some areas of real concern:

1. The over-all financial situation of the Colleges was serious. The accumulated endowment had been seriously depleted by annual, sizeable deficits for a decade. The Board of Directors had tolerated these deficits with no real resolve or plan to conquer the problem.
2. From this financial situation, a number of by-products resulted:
 - a. a need to upgrade faculty and staff salaries
 - b. low faculty morale
 - c. inadequate library resources
 - d. draining of money from graduate and evening programs to subsidize the day programs. The Committee noted that the commitment of the regular faculty to graduate programs might erode if the costly day programs were cut. This is the opposite pattern of the problem at many colleges.
3. Other concerns:
 - a. Transitional administrative team at the time of the visit
 - b. Weak institutional research and data
 - c. Lack of intermediate and long-range planning
 - d. No Master of Business Administration staff at the Ph.D. level

As a result of that committee visit and the recommendations, the North Central Association Commission continued to extend full accreditation to the Lindenwood Colleges at the master's level and asked for a full visit and accreditation study after three years. It is in preparation for that visit that this Self-Study is prepared.

Since the 1978 visit, several changes have occurred. Perhaps the most visible and dramatic is in the leadership of the Colleges. At the time of the previous visit, the then President had resigned (though it had not yet been announced). During the interim between presidents, the Board of Directors made a firm resolution to solve the financial problems of the Colleges once and for all. In consequence, their choice for president fell upon a man whose background in business was extensive, though he had held university presidencies. He was clearly expected to be a managerial administrator, rather than an academic one.

That President, Robert Johns, has imposed a rigorous financial regimen on the Colleges. He initials every check, approves every purchase. He has totally replaced the personnel in the Business Office, changed the accounting and auditing systems, and instilled a new attitude toward expenditures. In spite of this stringency, faculty and staff salaries have been increased, the library has been upgraded (with almost all new staff), and faculty morale has been improved.

Most of the weaknesses noted in 1978 have been eliminated. However, the institutional research and planning functions remain weak. A new Dean of Faculty came in the fall of 1980, and other areas of administration are under new leadership as the president seeks a team in which he has confidence. The College has made an effort to respond to these areas of concern, none of which came as a surprise. It has made considerable progress.

In many ways, Lindenwood has been fortunate. It has had a flexible faculty and administration at a time when the national educational scene has witnessed a great deal of change and turmoil. Lindenwood has been able to change, both to expand its services to a larger and more varied audience, and to survive. Lindenwood is located in a suburban area that is rapidly growing. St. Charles County had the largest population increase of any county in Missouri in the

decade 1970-1980. The College has had an increasing hinterland from which to draw both students and adjunct faculty.

Lindenwood has changed its character drastically in the last twelve years. It has become a multi-purpose institution serving different groups of students.

It is the purpose of this Self-Study to characterize this changing institution-both to ourselves and to the visiting team.

The Self-Study process at Lindenwood clearly has had some side benefits for us. In the course of the preparation of this Self-Study, some continuing deficiencies came to light.

1) Lack of Institutional Data

Lindenwood has not routinely collected the kinds of information needed for effective planning. The last visiting team noticed this. In consequence, we were, in effect, making decisions intuitively or by default. For example, a very brief study was done as a part of this Self-Study preparation on the quality of our transfer students. To our astonishment, we discovered that, in the fall of 1980, 27% of our incoming transfers had transfer grade point-averages below "C". That entrance requirement has been substantially upgraded.

There are a good many other things we know about ourselves, but we continue to identify areas where more data is needed. These are retention studies, follow-up studies of graduates, and grade-inflation studies. These are now all underway.

2) Deficiencies in Student Advising

Although student advising by faculty is acceptable, we are devising a more structured program where we hope to be able to measure the effectiveness of this process. Many faculty members have done a conscientious and effective job of student advising; others have tried, but suffered from little real training or idea of how to go about it. We are taking this very seriously. The data collected in the What Works in Student Retention study seemed to be very

significant for our situation. A faculty workshop on advising was held after the end of Spring Term, 1981, and another was held before the beginning of Fall Term. The Dean of Faculty states that he will continue to stress this area of academic service.

3) Need for Additional Academic Planning

Several offices at Lindenwood make projections: Dean of Faculty, Evening College, College for Individualized Education, Business Office, The President's Office. None of this has been coordinated and drawn together in a single plan. We need a more overt planning operation, which pools the present discrete planning efforts. This too was noted in our previous North Central visit. The Self-Study efforts made us more conscious of this need. To attack the problem of planning and to assemble more information for institutional research, the President has appointed a special task-group and a part-time coordinator of planning and research (a funded position, working year-round) and has given them the job of collecting the needed data, organizing the planning we already do, initiating new planning activities where needed, and formulating a five-year master plan for the Colleges.

The most immediate and serious problem which has required immediate attention has been maintenance and rehabilitation of facilities. Much work has been done here to correct years of "deferred maintenance." Roofs, boilers, kitchen facilities, residence halls -- all have received attention. The standard of maintenance has been substantially upgraded. Government energy grants have financed some of this work. All of it forms a part of a larger, long-range effort to keep the physical facilities of the campus in first-class shape. Funds were received from the College Housing Loan Program and the Title III Energy Program to a total of almost \$1,500,000.

For Lindenwood, this particular Self-Study has been helpful in telling us about ourselves, including much that we didn't know. It has pushed us to do something about it.

Recent History

The recent history of Lindenwood has been marked by more than a decade of rapid and occasionally drastic change. In part, this change has been stimulated by necessity. Like many small colleges, Lindenwood has been buffeted by the changes in the national higher educational scene. Many of the institutional changes have thus had an adaptive quality to them. But, in great part, these changes have come from an increasing desire to serve the particular St. Charles-St. Louis area in which the Colleges live and operate.

The beginnings of change go back to 1969 and the decision to admit men into an established women's college. Lindenwood in the years before the decision was a fairly typical single-sex institution. It was never a "finishing school," because it never cultivated a high social patina, but it had some of the aura of that type of school. The decision to seek male students was motivated primarily by the increasing difficulty in finding enough women students to attend such a school. Lindenwood went co-ed in its programs. Separate student groups were maintained for some time, and different administrative structures were ended only recently, but the actual classes were co-educational as of 1969.

In the years since that initial change, others have followed fairly regularly as the college has adjusted to the changing educational needs of its area. The addition of an evening program, primarily in Business Administration, in 1972, added an older, more career-oriented student body. The success of this program clearly provided the revenue needed to keep the college operational. The history of the evening program has been marked by closer ties with the day program and the day faculty. Begun as a virtually separate program with mostly adjunct faculty, it has become a major source of our enrollment, and regular full-time faculty are increasingly used both either day and evening. Beginning with the 1980-81 academic year, full-time faculty contracts stipulated that the course load might include day or evening instruction. The offerings

have broadened and more students are seeking a variety of majors at night, though the emphasis is still on Business Administration. The evening program was substantially enlarged in 1975 with the addition of the Master of Business Administration program, which has flourished.

The focus of the Lindenwood program was broadened considerably by the addition of the College for Individualized Education. This program was designed to provide non-traditional modes of learning for adult, primarily career-oriented students. While it still provides a totally individualized approach for students who have specialized and well-defined goals, it enrolls the majority of its students into particular programs such as Counseling, Valuation Sciences, and the like for which the broad outlines of instruction and learning are already established. Like the evening program, it also has moved into a closer relationship with the regular faculty and departments, though, by its nature, it will never be as closely interconnected as the evening program. The College for Individualized Education has worked at both the undergraduate and master's level since its inception, and its reputation among educational innovators is excellent. An article describing the LCIE appeared in the Fall, 1981 edition of Continuing Higher Education, written by the former Dean and Program Director of the program.

A further area, also for an adult audience, is the graduate program in Education. This program, which offers several different emphases, serves active teachers in further education, both in degree programs and in short courses and workshops. It offers considerable strength in specialized education fields such as remedial reading and writing and the education of gifted children.

The most recent of the program additions has been undergraduate and graduate work in Theatre. This has generated an active and compelling theatre season at Lindenwood. The undergraduate program has attracted a large number of Theatre majors to Lindenwood. The graduate program is small and likely to

remain so. A new amalgamation of programs in Theatre, Music, and Dance into a comprehensive program in Performing Arts probably will add to undergraduate enrollments in that area.

These changes have, of course, altered the balance and character of our student constituency. The traditional college student group, 18 to 22 years old, with both social and educational reasons for attending college, now forms a minority of our enrollment. Residence Hall students, who once constituted the bulk of our students, now constitute a small part as Lindenwood increasingly serves an older and community-based population. The majority of our students now are adults, career-oriented, only peripherally interested in the social aspects of college life, and not strongly disposed toward many of the traditional "liberal-arts" majors of the past.

All of these changes have put some stress upon the system. The older faculty has had to make adjustments in program and their own expectations. Beginning in the very early seventies, the Colleges experienced annual deficits of considerable size that imposed limitations upon college activities and expansions. This introduced an element of uncertainty about the future in the thinking of faculty, staff, and students. There were rumors that the institution might close. In the past two years however, very real progress has been made in improving the financial security of Lindenwood. A stringent financial regimen is working, and the Chief Financial Officer now feels that we will operate with a balanced budget within a year's time. Our administrative structure is beginning to acquire a needed stability for the first time in several years.

Through all of this, the faculty and administration have successfully maintained a consistent vision of the college's mission and goals in rapidly changing circumstances. The mission and goals which follow were adopted by the faculty in the fall of 1981.

Mission and Goals

Mission Statement

The Lindenwood Colleges constitute a community of interest and endeavor committed to the goals of liberal education: to overcome intellectual and provincialism, to appreciate the role of conceptual innovation, to be aware of history, to understand the relationship of ideas to social structure, to experience the use, purpose, and results of the scientific method and thought in the pursuit of knowledge, to understand that inquiry is infused with values, and to understand the civilizing role of the humanities. We are further committed to the spirit of free and earnest inquiry, moral and intellectual honesty, the creative employment of institutional resources, and service to the larger community of which we are a part.

Lindenwood seeks to foster those modes of learning, judgment, and the creative arts which are essential to the process of self-education by which one refines one's capacity to function as a responsible and productive human being. Thus, education at Lindenwood provides for the acquisition of knowledge and skills leading to a profession, for the discovery of abiding values that inform and give purpose to human activity, and for responsiveness to the needs and interests of a world of diverse and changing cultures.

Goals:Educational Program Goals---

1. To provide a variety of academic disciplines in sufficient depth that
 - a. students will have options for study in and exposure to a wide range of knowledge
 - b. students in the various disciplines will be provided with an understanding of the discipline and the methodology by which problems in the discipline are studied

- c. graduates, if they desire, may be prepared for graduate study or equipped to continue in professional programs
 - d. students, if they so elect, may have available, on a liberal-arts base, a variety of career-oriented programs that will give some immediate entree in vocations
2. To provide opportunities for internships, which meld together theory and practice, and independent studies and tutorials, which allow students to select topics for study of particular use and interest to them.
 3. To give a broad cultural and multi-cultural dimension to the college through on-campus and off-campus programs.
 4. To provide post-graduate degree programs and non-credit opportunities in areas which meet community needs and in which the college can mount high-quality programs.
 5. To continue cooperative programs with other institutions, both in St. Louis and beyond.
 6. To maintain a commitment to experimentation in both subject matter and modes of instruction.
 7. To maintain a faculty that remains committed to teaching as its primary obligation and to ensure that the faculty is adequately supported in terms of facilities, compensation, and administration.
 8. To develop an awareness of the meaning of excellence and of the value of the pursuit of excellence in both academic and extra-curricular activities.

Student Goals---

1. To provide an environment in which students from a wide range of areas, ages, and backgrounds and goals can continue to learn in the same classes and programs.
2. To provide opportunities for college work for those individuals who fall into special categories:
 - a. those whose work schedules preclude regular classroom work or might

require programs entirely at night

- b. those who prefer non-traditional modes of instruction and learning
 - c. those whose particular interests are too specialized for ordinary programs
3. To provide academic and personal counseling services and support for students of all ages.
 4. To keep faculty-student ratio at a level that will allow for close student-teacher interaction.
 5. To provide enrichment opportunities for persons over sixty-five at little cost.
 6. To provide cultural and extra-curricular activities on and off-campus that will promote student (and faculty) growth and enrichment outside the classroom and serve the needs of the surrounding community as well.
 7. To promote active student government.

Facilities Goals--

1. To provide adequate library and other learning resources and services to support the various programs.
2. To maintain and extend physical plant facilities for academic and extra-curricular programs.

Also, the January Term has experienced two pressures:

1. Students are increasingly reluctant to take "enrichment" or extra courses. The notion that great numbers of students are thirsting for broadening experiences has given way to the practicality and career orientation of many students to press toward a goal with few diversions along the way.
2. Costs of travel have sky-rocketed past the ability of many students to afford off-campus experiences.

These twin pressures have caused January enrollments to decline in the

Undergraduate Curriculum and

Instructional Programs

Lindenwood operates on a modified version of the 4-1-4 calendar. There are two terms, Fall and Spring, each of fourteen weeks, and a four-week January Term. Full-time students take from 12-16 semester hours in each of the long terms and 3-4 semester hours in January.

The 4-1-4 calendar and concept was adopted at Lindenwood a dozen years ago as part of a general revision of calendar and curriculum. Prior to that time, the college had operated on a traditional semester plan. The original plan, which has been greatly modified by experience, was for students to take just four courses in each of the long terms and one in January. The January Term would provide specialized courses and enrichment opportunities to which both faculty and students could devote full time for the month. For example, the January Term would allow off-campus experiences, both in the United States and abroad.

In recent years, this original concept has been changed to some degree. The "course" concept has been dropped in favor of variable-credit courses described in semester hours. We found the rigid course system deprived our program of flexibility.

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2. Costs of travel have sky-rocketed past the ability of many students to afford off-campus experiences.

These twin pressures have caused January enrollments to decline in the

last several years. The faculty and administration are examining January Term's viability closely. A decision to change the calendar and eliminate January Term could come in the next year or two. Beginning in the Fall Term, 1981, however, full-time students are required to enroll in at least two January Terms.

The 4-1-4 calendar is best adapted to day-time, full-time enrollments. The increasing number of part-time and evening students has brought the concept into some question. It still has a great deal of support, however, within the faculty.

Major Fields and Divisions

In the regular day and evening programs (the College for Individualized Education will be considered separately), Lindenwood offers 20 departmentally-based majors and two interdisciplinary majors at the baccalaureate level and four majors at the associate level.

All of the academic departments at Lindenwood are grouped into three rather conventional divisions. In Arts and Humanities are the departments of Art (two majors: studio and art history), English, English as a Second Language (no major), Modern Languages (two majors: French and Spanish), Mass Communications (one major with various emphases such as radio, television, journalism), Music, Theatre Arts, Philosophy and Religion (no major). During this current academic year, the Department of Music and Theatre/Dance made a decision to draw together into a Department of Performing Arts. This decision has received the necessary approvals and is underway. This will leave intact the present majors in theatre and music (there is no Dance major) and will create a new interdisciplinary major in performing arts. Some details of this new major are given in Appendix II, since it does not yet appear in the catalog. In the Division of Science and Mathematics are the departments of Biology (with majors in biology and medical technology), Chemistry, Nursing, and Mathematics. In the Division of Social Sciences are the departments of Business Administration, Education

(majors in Elementary Education and Physical Education; secondary education students major in the subject-matter area), History, Political Science, Psychology, and Sociology.

Associate Degree programs are offered in Business, Psychology, Data Processing, and Fashion Merchandising, which is a variation of a business degree. An interdisciplinary Bachelor of Arts degree in International Studies is also offered, as well as a new interdisciplinary major in Performing Arts.

General Education Requirements

The history of general education requirements at Lindenwood mirrors that of many colleges and universities in recent years. Fifteen years ago, 58 of 120 semester hours were prescribed. In the revision of the curriculum some dozen years ago, the faculty adopted a laissez-faire attitude, laying down some broad guidance and allowing students to choose their programs with their advisors, largely unfettered by rigid requirements.

Recently, the Lindenwood faculty has moved to greater prescription. Both day and evening programs require these courses for all degrees:

1. Two courses (six semester hours) in English Composition (up from three hours before 1981-82)
2. Demonstrated proficiency in Algebra (by examination) or Math 100
3. History 100 (the Human Community)
4. Humanities 110 (art history, music, and literature)
5. The Lindenwood Colloquium (an upper-division synthesis course, to be offered first in AY 1982-1983.
6. Two P.E. activity courses (day program only)

In addition, students must complete distribution requirements in each division. These vary with the degree: from six to nine hours in each division. For the Bachelor of Arts degree, two years (12 semester hours) of a foreign language are required.

In recent years, general education requirements have occasioned more faculty debate at Lindenwood than any other issue, again echoing the general debate in American academic circles. In part, this reflects the long-standing controversy between generalists who want students to "integrate" or "synthesize" knowledge and subject-oriented people who think that students must accumulate knowledge discretely before they can begin to think about synthesis. In part, the debate also centers around "liberal arts" faculty, who see the purpose of education as the broadening and maturing of the student, and the specialists in the faculty who want more of the student's program devoted to the acquisition of useful information in the major field or for a future career. Certainly, many departments at Lindenwood insist that adequate preparation of their students for careers or graduate schools requires more time in their major subjects than the traditional 42-hour maximum which used to be the Lindenwood standard.

The general education debate at Lindenwood (and other places, of course) also has been affected by a practical consideration: courses in some traditional subject areas are not drawing enrollments as well as they did before the current career push of students. Administrations almost inevitably evaluate departmental staffing on the basis of student contact and credit hours produced. Thus, faculty members are reluctant to add a general education requirement in another department because any such requirement will, obviously, increase that department's enrollments at the expense of others. It is a matter of consequence, then, that the Lindenwood faculty did, in fact, add a three-hour requirement in English composition in this current year, and, a year ago, added the history course called The Human Community. The Lindenwood faculty has temporarily mastered that particular problem.

General Program Strengths

The academic program at Lindenwood is quite diversified for an institution of its size. The Fall Term, 1981, schedule of classes listed 340 courses and

sections available. Some of these were not taught because of low enrollment, but substantial numbers of independent study courses and tutorials were offered that do not show on the formal schedule. All in all, a faculty of generalists has created a set of departmental offerings that is extensive for a small school. The opportunities for students are broad. There are, of course, some hazards to this approach. It requires faculty to offer courses in some areas in which they are not specialists. But it provides students, at the undergraduate level, with opportunities for comprehensive coverage of subject areas. It also allows faculty members to gain broad insights and make generalizations that faculty confined to narrow subject matter limits would find difficult. Few, if any, faculty members are teaching in areas outside their training, but they do teach on a broader level than university faculty do. This is enhanced by the enrollment patterns which require relatively few multiple sections, thus widening the range of courses available.

The faculty is clearly Lindenwood's greatest academic strength. It is well-qualified for its job, enjoys its work, and gives a great deal of effort. This academic year, 52% of the full-time faculty have an appropriate terminal degree. Many of the adjunct faculty have extensive practical experience in the areas they teach as well as academic credentials. Student evaluations taken at the end of all courses indicate general student satisfaction with their instructors. In the circumstances of a relatively small institution, there is a great deal of faculty-student interaction. The largest beginning-level class at Lindenwood is still only a fraction of the size of the typical beginning-level course at a university. Thus, even freshman students are operating in a context usually smaller than the secondary schools from which they graduated.

Faculty-student ratios are deceptive since we have several, often discrete, student bodies which often do not physically mix, but by any measurement the faculty-student ratio is about 1:12. Faculty members can and do give a good deal of attention, academic counseling, and tutoring to students who need it.

This interaction is fostered by the large numbers of tutorial courses, independent studies, and internships and practica which mark the program. An exceptionally large number of students in any given term is taking portions of academic work individually. Some older, working adults who have difficult scheduling problems receive their advanced courses in this fashion.

The Lindenwood faculty believes that another element of strength in its program is its continuing commitment to a liberal-arts curriculum, even for those areas that are overtly career-oriented. In a time when so much technical or specific training becomes obsolete in so short a time, the liberal-arts approach remains viable in providing a non-obsolescent educational function to those who may need to change life directions drastically. We do not all have the same vision of the liberal arts, by any means, but there is a substantial core of agreement reflected in the mission and goals statement.

Lindenwood has been fortunate that it has been able to build strong programs in some academic areas that are particularly popular with students at the moment. Obviously, the popularity of subjects waxes and wanes from time to time. While some of the older, more traditional areas of study have declined in student interest, others have increased. Lindenwood has proportionately large numbers of students taking majors in business, both day and evening. This is part of the national trend among students. Lindenwood also has a long-standing tradition in communications, particularly broadcasting, and this program has been expanded and strengthened in recent years. By building a technical program on a liberal-arts base, an exceptionally well-qualified graduate is produced. Lindenwood graduates have done exceptionally well in this area. The theatre program has become large and strong in the last three years. A fourth area that has been built into a strong program is English as a Second Language. This program is rather different from the others in that no major is offered, and the objective is to allow students to move into other areas of study or to transfer to another

college or university. Large numbers of students, particularly from the Middle East, Asia, and Latin America, pass through this program, which usually takes about eighteen months to complete. Some remain at Lindenwood for degrees, but the majority of them are sponsored by their governments which direct them into technical fields such as engineering.

Other academic areas at Lindenwood continue to hold reasonable enrollments and have substantial numbers of majors, but the enrollments are still unbalanced. Overall, it has been fortunate for Lindenwood that it has been able to mount programs in areas that can attract large enrollments, while upholding its commitments to the liberal arts.

Another strength of our program is the campus and its facilities. With only one glaring exception, the campus is well-equipped for its function. Aside from its beauty the campus buildings provide adequate classrooms, offices, meeting rooms, laboratories, shops, and study space for a program which could be much larger than it is. If the need arose--and we believe it will--another 500-750 students could be accommodated in the facilities with only administrative attention to scheduling. The only exception to the generally good facilities is the lack of an adequate gymnasium and plans for a new facility are being drawn. A fuller description of all physical facilities is given in chapter X.

Lindenwood also is fortunate in its location. As the traditional role and clientele of the college have diminished, an expansion has occurred in other areas. Lindenwood still serves a traditional audience, 18-22 years old, in its day programs, but that component of its student body has declined in numbers and seems likely to remain small. We have, for many years, attracted a relatively large number of women during the day, either attempting to obtain degrees for various purposes or seeking enrichment.

But we serve a large number of students in evening programs, mostly employed adults, more men than women. This is a quite separate component of

our student population. Because we are located in a growing portion of the St. Louis metropolitan area, we are well placed to attract such students. A similar sample of older, employed adults is enrolled in the College for Individualized Education. The growing enrollment of nurses in the B.S.N. program would not be possible except in a metropolitan area.

Lindenwood is the only baccalaureate and master's degree institution in St. Charles County and receives a considerable transfer population from the one private junior college in the county and from the large public community colleges in St. Louis County, particularly the one at Florissant Valley in north St. Louis county. Many students who live in western St. Louis County or in St. Charles County find it more convenient to attend Lindenwood than to drive to the large public institutions such as the University of Missouri-St. Louis, even though UMSL is considerably less expensive.

As growth continues along the western edge of St. Charles County, and every indication is that it will, Lindenwood's location will continue to be valuable. We already operate an office and small classroom facility at Lake St. Louis, in the western part of the county, and that location could become a valuable satellite for the St. Charles campus.

Areas of Concern

There are, naturally, areas of concern in our academic programs. Many of these are local versions of national problems to which Lindenwood certainly has not been immune.

Perhaps the most obvious concern, one which has several ramifications, is the enrollment of full-time students in day programs. From a financial standpoint, it requires several part-time students to provide the income of a full-time student, particularly one in residence on the campus. But there are implications beyond the monetary. Traditional students provide the audience

most receptive to a great many school activities. Many older students do not or cannot participate in such activities, but they expect the campus to have them. Some older students are drawn to Lindenwood because it has a warm, attractive atmosphere in contrast to the rather sterile urban universities. But it is difficult to sustain that campus atmosphere and activity without larger numbers of young students, particularly in the residence halls.

Traditional students also provide the most interest in and market for the older core of liberal-arts areas. Without such students, enrollments become unbalanced across the departmental spectrum; this produces bulging enrollments in some areas and modest enrollments in others. It causes demand for additional staff in heavily-subscribed areas while existing staff in other areas are underutilized. It produces problems of morale in those areas not heavily enrolled. The bulk of our regular full-time faculty is represented in the more traditional areas of interest and curriculum. They have had a perception of their jobs and futures that easily can be threatened by shifts in enrollment and in the character of the college. A good proportion of instruction in some areas of the evening program, for instance, is done by adjunct faculty, who often are not known to the regular faculty and uninvolved in faculty decision-making. It would be fair to say that the faculty has accepted the newer programs, particularly those with a more overt career-orientation, from necessity rather than choice. Many faculty clearly see them as outside the norm fostered by economic necessity. Some faculty hope that such departures can be temporary, and that the college can return to its former stance at some point in the future. Whether or not that is a realistic position remains to be seen. Others on the faculty view their service to newer programs as essential to the mission of the college and accept this change with aplomb.

A related problem: in recent years, faculty have been added to staff some of these new career-oriented programs. They have an interest in their own pro-

grams. This has caused some debate over the nature and direction of the curriculum, particularly since some of these programs demand a larger proportion of students' time than older liberal-arts faculty members think necessary or healthy. This is the Lindenwood section of a national debate.

But total enrollment and its monetary return is vital to Lindenwood which realizes 69% of its operating expenses from tuition and fees. Since Lindenwood has experienced the normal difficulty in recent years recruiting traditionally-aged students, particularly students who wish to live in the residence halls, our growth has come with mostly part-time, non-resident students. Total numbers can be deceptive in that case, particularly with the production of revenue. Enrollment also is affected by inflation resulting in rising tuition and fee costs and by recent reductions in Federal and State financial aid. As our charges increase, we meet increasing "consumer resistance." There is a point at which the nearby convenience and attractiveness of Lindenwood may no longer offset the greatly reduced tuition per semester hour at public institutions. Some parts of our program feel this more immediately than others. Many Master of Business Administration students (and some undergraduate business students, as well) are subsidized by their companies, but other types of students in master's programs, school teachers, for example, are hard pressed to pay the higher tuition costs of a private institution.

Related to the enrollment situation is a second area of concern. Lindenwood is an old institution; its official date of founding is 1827. It has occupied the same campus all these years. Yet, it is not well-known in the St. Louis metropolitan area or in the wider Missouri-Illinois region, much less nationally. If it is perceived at all, it is remembered still as a "girls' school." A survey taken among business and other St. Louis metropolitan leaders a few years ago confirms this lack of perception about Lindenwood. We have sometimes said that we are the best-kept secret in the area. The metropolitan newspapers

regularly report on the activities and programs of the universities and colleges in St. Louis City and County. They seldom include Lindenwood; we are just beyond their concept of a metropolitan college. This lack of recognition hampers both recruiting and fund-raising. Efforts to reverse this situation are being made, and with some success, but it will take several years to offset decades of anonymity.

A third item of concern in our program is again a matter of national debate --the matter of standards. The faculty now perceives its students as less well-prepared for college work than those of past years. Lindenwood's newly admitted students rank slightly above the average on national tests. Those who deal with freshmen report frustration with reading, writing, and mathematics skills and the general level of knowledge of many entering students. The Lindenwood faculty has added a three-semester-hour English course to the one course already there, effective in the 1981-82 year. It has raised standards for acceptable student performance and created a sub-committee of the Educational Policies Committee to monitor academic standards throughout the institution. The declining preparation of entering students, however, is not reflected in the average grades given. Some studies are underway to determine if "grade inflation" has hit us and if so, how to counteract it.

A fourth area of concern is the library. A fuller report on this facility is given in chapter IX. In recent years, the library budget was cut to alleviate deficits. As a result, the faculty became concerned about acquisitions. The staff of the library is first-class; its level of service is high; the facility itself is attractive and serviceable. But we need a greater collection. The present administration has made a strong commitment to the library.

The impact of small library budgets has been greatly lessened for both students and faculty by the availability of good libraries in St. Louis, particularly Washington University. But this cannot take the place of readily-

available resources on campus, and Lindenwood's library is expected to grow steadily in the next several years. This is a matter of the highest priority and real progress has been and is being made.

Underlying all other concerns in our academic program is the matter of financial stability. The budget deficits experienced by the Colleges in previous years inevitably have had an impact upon the program. This was evident in stringencies in staffing, in equipment purchases, in support services--all of which have some direct impact upon the academic offerings. It has required a major effort by faculty, staff, and administration to minimize this impact. It has had a minimal effect on the quality of teaching, but there is no doubt that additional funds would enhance the program. Lindenwood, because of debt service and long-deferred maintenance of facilities, spends less of its total budget on instruction than some authorities might consider optimal. That proportion is being changed rapidly, however as the worst effects of a decade of deferred maintenance are corrected.

Having summarized our perceptions of strength and our areas of concern, it must be emphasized that Lindenwood is functioning well. The faculty continues to apply itself diligently to its work and, student evaluations and placements after graduation indicate the success of our efforts.

The following profiles of the various academic departments are drawn from the perceptions and feelings of the department members themselves.

Profiles of Academic Departments

Division of Humanities

1. Art Department

A. Faculty

Dean Eckert, Ph.D. (Iowa)

Hans Levi, M.A. (San Francisco State)

John Wehmer, M.F.A. (Illinois)

B. Strengths of the Program

1. Curricula: the department offers courses leading to a major in studio art or art history, with the possibility of teacher certification in studio art. Degrees offered: B.A., B.S., B.F.A. Photography is a possible emphasis, as well.
2. Faculty: all have appropriate degrees and substantial service at Lindenwood.
3. Facilities: the Fine Arts Building, opened in 1969, offers excellent facilities--studios, offices, lecture and classrooms, exhibitions areas.
4. Monthly exhibitions in the gallery areas during the academic year.
5. Small Class sizes
6. Support from Associates for the Fine Arts, a campus-community support group, founded in 1977, to support programs in the Fine Arts: lectures, workshops, exhibitions, dance programs, tours, social events.
7. Area resources: students have access to a wide range of art on display throughout the metropolitan area.

2. Communications Department

A. Faculty

James Wilson, M.A. (Oklahoma State)

Alan Shiller, M.A. (Purdue)

Thomas Pettit, M.S. (Kansas)

B. Strengths of the Program

1. Faculty have a strong professional experience and commitment to teaching.
2. Student involvement in communications through a "hands on" approach.

3. Strong support from alumni in communications.
4. Departmental visibility through KCLC-FM, the student-run radio station: this is the only radio station offering St. Charles news, sports, public service, weather, election coverage.
5. Community support through KCLC program underwriting
6. Internship opportunities particularly good.
7. Location in a major market area.
8. Working relationship with the local cable TV system.

3. English

A. Faculty

Howard Barnett, Ph.D. (Indiana)

Ann Canale, Ph.D. (Massachusetts)

James Feely, M.A. (Northwestern)

Jean Fields, M.A. (Ohio State)

Wanita Zumbrunnen, M.A. (Mills)

B. Strengths of the Program

1. Experienced, committed faculty

2. Diversity in course offerings and much individualized education

3. Strengths in Classical and Renaissance studies, American popular

culture, 20th-Century literature, criticism, and linguistics not

often found in a small staff.

4. English as a Second Language

A. Faculty

Edward Chance, M.A. (Hawaii)

Arlene Sueoka, M.S. (St. Louis)

Charlotte Hanselman, M.A. (St. Louis)

B. Strengths of the Program

1. Linguistically sound and appropriate course offerings

Esther Johnson, Ed.D., (Union Theological-Columbia)

2. "Academic courses" option which permits qualified intermediate and advanced-level students to take some regular academic courses along with intensive English courses and natural science
3. Well-qualified and experienced faculty

5. Foreign Languages

A. Faculty

Anthony Perrone, M.A. (Illinois)

Anne Perry, Ph.D. (Washington Univ.)

B. Strengths of the Program

1. High quality of language instruction with native speakers
2. Excellent opportunities for study abroad
3. Small classes with close faculty-student relationships
4. Willingness of language faculty to develop new programs to provide opportunities for foreign language study

6. Music

A. Faculty

Kenneth Greenlaw, D.M.A. (Southern Cal)

Groff Bittner, M.Mus. (Indiana)

Allegra Swingen, M.Mus. (Chicago Musical College)

B. Strengths of the Program

1. Quality of instruction and personal attention available to each student
2. Improved articulation with the Theatre program
3. Potential for development of further facilities
4. Reputation of the Lindenwood Madrigal Singers in St. Louis-St. Charles area

7. Religion (No major is offered in Religion)

A. Faculty

Esther Johnson, Ed.D., (Union Theological-Columbia)

B. Strengths of the Program

1. Religion courses provide background to students in many fields of the humanities, social sciences, and natural science
2. Close personal attention given to students

8. Theatre

A. Faculty

Melvin Dickerson, M.F.A. (Brandeis)

Ed Herendeen, M.F.A. (Ohio)

Niki Juncker, B.F.A. (Washington University)

Robert Peffers, Ph.D. (London)

B. Strengths of the Program:

1. Strong faculty
2. Good student retention
3. Guest Artists program which brings professional actors to join students in productions

9. Philosophy (No major is offered in Philosophy)

A. Faculty

Roger Gibson, Ph.D. (Missouri)

B. Strengths of the Program

1. Strong fundamental offerings in logic and ethics
2. Good interdisciplinary relationship with other programs

10. Library

Though the Library, of course, serves the entire campus, the Library staff functions as a department within the Humanities division. A complete report on the Library appears in Chapter IX. The professional librarians on the Library staff are full members of the faculty of The Lindenwood Colleges and carry the same responsibilities as other faculty members. They are evaluated for promotion and tenure in the same fashion, with some variations for their special functions in the Library.

Faculty Members in the Library:

Victoria M. Frowine, Assistant Professor, Head Librarian, M.S. Library Science,
(Case Western Reserve), M.A. (Pittsburgh)

Solon Chervitz, Assistant Professor, Catalogue Librarian, M.A.L.S. (Missouri)

Jane McLaughlin, Assistant Professor, Reference Librarian, M.S.L.S. (SIU-E)

David Van Mierlo, Instructor, Acquisitions Librarian, M.A.L.S. (Missouri)

John Nichols, M.A. (Virginia)

Jeanne Division of Natural Science and Mathematics

A. Strengths of the Program:

1. Biology

A. Faculty

Daryl Anderson, Ph.D. (Washington U)

Patricia Kupferer, B.S. (Purdue)

William Tietjen, Ph.D. (Ohio)

Alan Tubbs, D.A. (Northern Colorado)

B. Strengths of the Program:

1. Broad-based competency of faculty members

2. Facilities superior for a small college

3. Student interest, involvement, and loyalty

4. Excellent opportunities for biological fieldwork

2. Chemistry

A. Faculty

John Bornmann, Ph.D. (Indiana)

Moheb Seif-el-Nasr, Ph.D. (Minnesota)

B. Strengths of the Program:

1. Strong faculty who are involved in research, consulting,
forensic science

2. Excellent preparation of students for graduate work with a very
high rate acceptance to graduate and professional programs

3. Cooperative (3-2 program) with Washington University engineering school

4. Excellent laboratory space and equipment

3. Mathematics

A. Faculty

Dominic Soda, Ph.D. (Yale)

John Nichols, M.A. (Virginia)

Jeanne Huesemann, M.A. (Washington U)

B. Strengths of the Program:

1. Well-qualified, responsive faculty

2. Small classes, with real faculty-student contact

3. Good facilities: computers, math lab materials, classrooms

4. Nursing

A. Faculty

Elizabeth Krekorian, R.N., Ph.D. (St. Louis University)

Jacquelin Gnuse, M.S.N. (St. Louis University)

Berri Mitchell, M.S.N. (Missouri)

Mary Steinhoff, M.S.N. (Southern Illinois)

B. Strengths of the Program:

1. Providing a nursing program that not only affords career and educational mobility for the individual but provides needed health care practitioners to the community

2. Direct articulation with St. Mary's of O'Fallon

3. Flexible scheduling for full-time and part-time students in day and evening classes

4. Good articulation with area hospitals

Division of Social Sciences

1. Business Administration

A. Faculty

Robert King, M.A. (Purdue)

Robert Hulett, B.S. (Missouri)

Robert Johns, Ph.D. (Stanford)

John Ruyter, M.B.A. (Chicago)

B. Strengths of the Program:

1. Strong theoretical and practical backgrounds of faculty
2. Heavy student interest and enrollment
3. Excellent internship opportunities and placements
4. Thriving off-campus program

2. Education/P.E.

A. Faculty: Education

Beverly Bimes, M.A. (Lindenwood)

M. Gene Henderson, Ed.D. (Missouri)

Jeanne Donovan, Ph.D. (Peabody)

Nancy Polette, M.S. (Southern Illinois)

Dan Rocchio, Ed.D. (Missouri-St. Louis)

B. Strengths of the Program:

1. Detailed objectives for all teacher-education programs
2. An exceptional clinical experience program for one year before student teaching, followed by a full semester of student teaching
3. Special workshops--"Super Saturdays"--and other programs in early childhood, language arts, reading, children's literature, and other fields

4. Involvement of volunteer retired teachers from the community providing special instruction and interaction on a one-to-one basis
5. Good placement record--over 80-90% of our education graduates find employment
6. Recent NCATE continuing accreditation

Faculty: Physical Education

A. Joy K. Ebest, M.A. (Washington U)

B. Strengths of the Program

1. Fair variety of courses with limited staff
2. Required biology courses give majors a strong background in anatomy and physiology

3. Fashion Marketing

Though not a separate department, this program has an autonomous existence.

A. Faculty

Katy Kadar Hill, B.A. (Colorado)

B. Strengths of the Program

1. Strong professional credentials of full- and part-time faculty
2. Excellent internship opportunities for students
3. Good articulation with Fine Arts and Theatre programs

4. History

A. Faculty

James Hood, Ph.D. (Illinois)

Edward Balog, Ph.D. (Illinois)

Susan Fitzpatrick, Ph.D. (St. Louis)

Andrew Chiechirillo, Ph.D. (Missouri-St. Louis)

B. Strengths of the Program:

1. Diverse, well-distributed curriculum for a small institution with U.S., European, Russian, Asian, and Latin American areas represented
2. Well-qualified and effective faculty members
3. Opportunities for student and faculty use of major metropolitan libraries and museums
4. Designation of Lindenwood as a National Document Depository

5. International Studies

This is an interdisciplinary program, available for the first time in 1981-82. It does not yet have a track record. The program curriculum, however, is sound, and the program faculty represents a cross section of the disciplines. A senior research project is required, along with strong language training.

6. Political Science

- A. Faculty
- Delores Williams, Ph.D. (Georgetown)
- Richard Weir, Ph.D. (Georgetown), J.D. (St. Louis)

B. Strengths of the Program:

1. Professional preparation of faculty,
2. Active role in party politics on local, state, and federal level by one faculty member
3. Opportunities for Washington Semester and internships by students

7. Psychology

A. Faculty

- James Evans, Ph.D. (Iowa State)
- Andrew Chirchirillo, Ph.D. (Missouri-St. Louis)

B. Strengths of the Program:

1. Commitment of faculty to educational viability of the college, working with large enrollments
2. Teaching effectiveness of the faculty, as indicated by enrollments and evaluations
3. Practical experience of faculty members who have worked in clinical and counseling situations
4. Extensive use of field studies along with other learning experiences rare at a small institution

8. Sociology/Anthropology

A. Faculty

John Bartholomew, Th.D. (Princeton)

Raymond Scupin, Ph.D. (California-Santa Barbara)

B. Strengths of the Program:

1. Instructors have excellent preparation
2. Good credibility with community; opportunities for interns, research projects, and service to community groups
3. Placement of some graduates in highly visible settings

and older. At the undergraduate level, these students may seek a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree. Such students may follow fairly standard programs adapted to their particular interests or may design completely personal programs with the help of a Faculty Advisor.

Because most CIE programs operate at night and on weekends, the academic year is somewhat different from that of the other components of the College. It operates on three 14-week trimesters, so that students, by going three trimesters, can earn a full academic year's credit in semester hours. All students in this program are full-time students.

An entering student in this program may qualify for advanced standing in several ways:

Lindenwood College for Individualized Education Undergraduate Program

Faculty

Michael Castro, M.A. (Washington Univ.)

Kathryn Kelly, M.B.A. (Canisius)

Wendell Rivers, Ph.D. (St. Louis Univ.)

Richard Rickert, Ph.D. (North Carolina)

Arlene Taich, Ph.D. (St. Louis Univ.)

Lindenwood College for Individualized Education (CIE) was founded in the summer of 1975 as an alternative, non-traditional approach to the education of adults. Lindenwood has a long history of serving older students in its regular, day program (mostly women), and it has added the Evening Program designed for working people (predominantly men). The CIE program was a logical extension of Lindenwood's activities to serve the adult whose work schedule precluded regular classroom work, or whose interests were too specialized to be accommodated in a normal curriculum, or who was seeking a different mode of learning.

Individualized Education students are typically working adults, mostly 25 and older. At the undergraduate level, these students may seek a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree. Such students may follow fairly standard programs adapted to their particular interests or may design completely personal programs with the help of a Faculty Advisor.

Because most CIE programs operate at night and on weekends, the academic year is somewhat different from that of the other components of the College. It operates on three 14-week trimesters, so that students, by going three trimesters, can earn a full academic year's credit in semester hours. All students in this program are full-time students.

An entering student in this program may qualify for advanced standing in several ways:

1. through prior college work transferred to Lindenwood (the majority of students in this program have had some college)
2. through CLEP credit (in the normal way, which applies also to the other units of the Colleges)
3. through Critical Life Experience (college-equivalent learning that does not appear on a transcript--professional or research training, on-the-job training, or private study. These experiences must be fully documented and are examined for verification).

A maximum of 60 semester hours may be obtained with Critical Life Experience and CLEP scores. An over-all maximum of 90 semester hours may be obtained with any combination of Critical Life, CLEP, and transfer credit. This is consistent with all programs at Lindenwood which require the equivalent of one year of work at Lindenwood to obtain a Lindenwood degree.

After enrollment, an undergraduate student meets with a Faculty Advisor to design a comprehensive program of study for a degree. This plan is called a Program Overview and contains an outline of the subject matter, some of the concepts, papers, and projects that will be pursued as well as the methods of evaluation. Each term, thereafter, a specific Trimester Study Plan is worked out by the student with assistance from a faculty member, called the Faculty Sponsor. This more limited detailed plan lays out learning objectives, resources, assignments, and evaluations for the current trimester. Such a plan must, of course, carry forward the Program Overview. At the conclusion of each trimester, the student writes a trimester summary that forms a part of his/her permanent record. The Faculty Sponsor who worked with the student writes a Narrative Evaluation which becomes a portion of the student's official transcript.

The basic learning group in this program is the Cluster Group, so called to indicate its central purpose: close interaction between students and faculty gathered to study three related subjects each trimester. Each cluster contains about 8-10 students and a faculty sponsor and meets 4-5 hours per week. In the

cluster, students share their work, present papers, offer demonstrations, and discuss the subjects with each other and the Sponsor.

In some cases, CIE students meet individually with faculty sponsors in tutorial sessions which replicate the cluster concept but in a one-to-one situation.

All students are expected to devote substantial numbers of hours to study, research, and writing to meet the requirements of their clusters and tutorials. They also are expected to meet regularly with faculty advisors. Finally, once a month, all CIE students meet in a colloquium, with presentations on a specific theme by students, faculty, and outsiders.

Graduation Requirements

The requirements for a degree from the College for Individualized Education are these:

1. Satisfactory completion of all the learning objectives of the approved Program Overview.
2. Completion of the equivalent of 120 semester hours with all evaluations and summaries on file.
3. Fulfillment of the requirements for the various areas of study (outlined in the catalog).
4. Satisfactory demonstrations of competence in written and oral English.
5. Completion of a Culminating Project.
6. Completion of at least 30 semester hours at Lindenwood.
7. Appropriate recommendations for the degree.

As indicated, some areas of study have particular requirements. Some fairly standard programs, such as Business Administration, have specific subject matter requirements, while others are more individualized and have no such specific prescriptions. All programs require a Culminating Project in the final trimester, though the forms of such projects may vary.

The current Lindenwood College catalog contains details of all the programs offered in the College for Individualized Education.

Organization of the College for Individualized Education

1. Administrative Director.

The Administrator Director of the College for Individualized Education is the chief administrator of the unit, responsible under the President and the Dean of Faculty for the academic and administrative integrity of the program.

The Director also is responsible for the following tasks:

- a. supervision of faculty and administrative personnel of the unit, budget management and student accounting throughout the program.
- b. upon recommendation of a Faculty Advisor, the Director accepts undergraduate applicants into the program and recommends to the Graduate Admissions Committee the acceptance of graduate applicants. Again, upon recommendation of Faculty Advisors, the Director recommends students to the Faculty of the Lindenwood Colleges for graduation.
- c. The Director convenes meetings of the College for Individualized Education faculty and staff, or in other ways solicits their views, to review and formulate academic and administrative policies for the program which are consistent with larger institutional policies. The Director formulates administrative and academic guidelines to implement these policies, and plays a major role in the formulation of new academic programs.
- d. The Director has primary responsibility for submitting budget recommendations for the College for Individualized Education to the President.
- e. The Director serves as a primary link between the administrative services of The Lindenwood Colleges and the internal administration of the College for Individualized Education. The Director coordinates programs in the unit with the larger institutional concerns and policies. This means frequent meetings with the Dean of Faculty and department heads to reach

common goals involving curricula and standards. Many of these coordinating tasks are accomplished through the participation of the Director in the Educational Policies Committee (as ex officio member), the Council on Teacher Education, and the Graduate Admissions Committee.

f. The Director advises the Dean of Faculty and the President on institutional policy. The Director also makes recommendations on hiring, retention, and promotion of faculty members in the College for Individualized Education.

2. Program Coordinator

The Program Coordinator assists the Director in effecting quality control, providing close supervision of faculty, and ensuring excellence in academic and administrative programs and procedures.

The specific duties of the Program Coordinator include:

- a. the systematic reading and review of student files
- b. assessing, standardizing, and updating academic procedures, including the Handbook
- c. proposing improved administrative procedures
- d. assisting with the review of incoming students, particularly undergraduates
- e. serving as liaison between the College for Individualized Education and the Registrar assisting the Registrar in the preparation and evaluation of transcripts.

3. Faculty Advisors

The primary faculty of the College for Individualized Education are called Faculty Advisors. These are regular members of the faculty of the Lindenwood Colleges, hold academic rank, and are appointed according to the same criteria and procedures as other faculty members. These individuals are responsible to and work directly under the Director of the College for Individualized Education.

The Faculty Advisor serves as academic counselor, resource and administrator for about 45 students. Throughout the students' programs, the Faculty Advisor

maintains a close relationship with the students through regular meetings, participation in the academic events of the whole program, critique of work, and meetings with Faculty Sponsors. Additionally, Faculty Advisors manage the whole of the CIE program including monthly colloquia and community workshops, faculty meetings, and recruiting and supervising of Faculty Sponsors. Each Faculty Advisor carries the following specific responsibilities:

- a. orientation of incoming students and advisement about preparation of applications, program overviews, and trimester study plans with the assistance of Faculty Sponsors.
- b. in the case of graduate students, the Faculty Advisor conducts an admissions interview with each applicant and writes an evaluation to the Associate Director regarding the applicant's potential as a student in the program, and recommends or does not recommend admission.
- c. advisement of enrolled students on issues of advanced standing, critical life experience crediting, academic quality and performance, and substantive issues in the area of the Faculty Advisor's own academic expertise.
- d. work with Faculty Sponsors to assist students in fulfilling their objectives.
- e. review and critiques students' work, and sharing of all critiques with Faculty Sponsors.
- f. recommendation of credit for student work each trimester, based on Faculty Sponsor's evaluations and the academic standards of the Lindenwood Colleges.
- g. evaluation of each student's work at least once a year, based upon review of actual work, reading of the trimester summaries, and observation of the student in the instructional setting.
- h. guidance and assessment of undergraduate students in the applications for Critical Life Experience, including the assessment or verification of the documentation materials, seeking appropriate advice in the evaluation of

the quality and amount of college level learning to be credited; recommendation of credit (or not) based upon the assessment.

- i. review and evaluation of the performance of Faculty Sponsors.
- j. participation in regular and special faculty and staff meetings.
- k. participation in colloquia, seminars, workshops, and other CIE events.
- l. participation in faculty meetings and faculty committees of The Lindenwood Colleges on the St. Charles campus.
- m. assistance to the Director and Program Coordinator in the evaluation of consultants, core faculty (these are Faculty Sponsors with special responsibilities for orientation of students and for assisting Faculty Advisors in developing programs in particular areas), and Faculty Advisors.
- n. assistance to the Director and Program Coordinator in periodic reviews of the program's academic and administrative effectiveness.

4. Faculty Sponsors

Faculty Advisors work closely with specially-appointed faculty members called Faculty Sponsors who are expert in specific academic and professional areas; each enrolled student works directly with an appropriate Faculty Sponsor appointed by Faculty Advisors after approval of their academic and/or professional qualifications by the Director and by the chairperson of the corresponding department in The Lindenwood Colleges. In general, Faculty Sponsors have become closely associated with Lindenwood, and thereby assume special responsibility for the academic quality of their students' programs, as well as for the academic reputation of Lindenwood.

The Faculty Sponsor works with individual students in tutorials and/or with small groups of students in "clusters." Within the instructional setting, Faculty Sponsors initiate learning in a variety of ways: through lecture, group dialogue, presentations in various media, the coordination of students' projects, the development of community resources, etc. The Faculty Sponsor is in constant, close contact with students, meeting a minimum of once a week. In addition, the

Sponsor meets at least once per trimester with the Faculty Advisor of his/her students and writes formal evaluations of the student work for the narrative transcripts at the end of the trimester.

Holistic Health

Interaction

The two faculty groups, Faculty Advisors and Faculty Sponsors, provide a balance in working with students. The former are the primary representatives of the academic institution and its standards of quality, particularly as they are concerned with organization and adequacy of programs and research; Faculty Sponsors usually have more direct contact with the specific fields of study and/or profession; and guide the student in specific substantive areas. This combination of generalists and specialists working with the student has been highly successful in giving the student the faculty assistance needed.

An individualized program is, of course, only possible when extensive personal attention is given to help the student translate individual interests into an academic program. This requires frequent, one-on-one planning and evaluation sessions between Faculty Advisors and students, and extended weekly meetings, individually and in small groups, with Faculty Sponsors.

In Fall Term, 1980, 204 undergraduate students were enrolled in various programs in the College for Individualized Education, distributed in this fashion:

Art Education	1
Health Administration	18
Fine Arts	1
Administration	126
Undecided	3
Psychology	15
Valuation Sciences	16
Social Science	1
Dance	1

Political Science	1
English	1
VAAP	3
Holistic Health	1
Design	1
Art	1
Broadcast/Journalism	2
Communications	4
Sociology	3
Writing	1
History/archeology	1
Field Biology	1
Women's Studies	1
Undesignated	1

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In the Spring Trimester, 1981, the distribution was similar:

Art Education	1
Health Administration	17
Administration	148
Valuation Science	12
Psychology	17
Humanities	1
Political Science	1
Communications	5
Broadcast/Journalism	2
Gerontology	1
Liberal Arts	2
Administration of Justice	2

VAAP	1	1
Holistic Health	2	1
Field Biology	1	1
Writing		1
Photography	2	1
Social Work	254	3
Public Relations		1
Undecided		1

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In the Fall Trimester, 1981, this is the distribution of enrollments:

Art Education	1
Health Administration	12
Administration	182
Valuation Sciences	4
Psychology	16
Social Science	1
Social Service	1
Humanities	1
Community Design	2
Industrial Management	1
Public Relations	2
Communications	18
Gerontology	2
Administration of Justice	1
Photography	2
Liberal Arts	1
Holistic Health	1

VAAP	1
Procurement Management	2
Fine Arts	1
Human Resources	
Management	<u>2</u>

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It can be seen that the overwhelming number of students (75%) is enrolled in Administration (basically Business) and Health Administration. Except for the students in Valuation Science and Psychology, enrollments in other areas are scattered. At the time of the inception and formulation of the College for Individualized Education, it was assumed that the programs would be specialized and quite individualized. It was assumed that a great many individuals had well-defined educational goals which were unrealized because the subject-matter and departmental organization of conventional colleges and universities prevented it.

It is clear on the basis of the experience of Lindenwood's College for Individualized Education since 1975 that the attraction of such a program lies either in the time frame of the meetings or in the modes of learning used in this program, or some combination of the two. Few of the individualized programs are esoteric in subject matter. Disregarding the comparative difficulty between our conventional programs and the College for Individualized Education, the time-in-class commitment in the individualized program is clearly lower; the time of preparation outside of class is greater. But the most popular courses of study, in terms of enrollment, are those previously defined and offered by Lindenwood's day and evening program. Even within defined programs, there has been a waxing or waning of enrollment depending upon the interests, competences, and enthusiasms of particular staff members. VAAP (Voluntary Association Administration Program), for example, was the brainchild of a former Faculty Advisor and has declined since he left. There

is, of course, the possibility that the opportunities available for professional employment in administering voluntary groups have diminished, as well, in recent years. The early popularity of various therapy and counseling areas was generated largely by Faculty Advisors who have since left the staff. There is evidently some truth that the staff of such a program in individualized education influences the types and interests of students attracted. It would be instructive to compare our experiences here with those of other such programs around the country.

Lindenwood College for Individualized Education Programs

Here are brief descriptions of some of the most popular undergraduate programs in the College for Individualized Education.

Administration

The Bachelor of Science in Administration degree includes a minimum of four trimesters of core studies in administration. Most students are able to take some of the core studies at an advanced level because of prior study or professional experience. A graduate of the program is expected to have a) a basic knowledge of an essential core of administrative studies, and b) specialized or advanced knowledge of one or more areas as determined individually by the student.

In addition, students are expected to graduate with effective communications skills, psychology and sociology for personnel, marketing and public relations work, and knowledge of critical value issues through liberal, interdisciplinary, humanistic, and personal growth studies.

Areas of Concentration: The four trimesters of core studies in administration comprise several areas, taken as an integrated process:

I. Management Studies

Knowledge of organizational development and behavior, including psychology and sociology of organizations, and humanistic management.

II. Computational Skills

Basic statistics needed by management to analyze statistical reports; introductory skills for use in marketing research and accounting.

III. Marketing and Planning

Study of marketing concepts, determination of market segmentation, and client needs, development of product or service line and mix, uses of the decision tree for forecasting and introduction of new products and services.

IV. Managerial Accounting

Uses of budgeting, for projects and forecasting; knowledge of financing, assets and evaluation capital management.

V. Economics

Study of micro-and macro-economics, concepts of capital, investment, income, profits, monetary and fiscal policy.

VI. Business Law

Knowledge of government laws and regulations, contracts, and the legal environment of profit and non-profit sectors; labor laws and regulations.

VII. Personnel Management

Understanding personnel supervision, selection and training, staffing systems, interviewing and testing, labor-management relations, job satisfaction; women and minorities in business.

Culminating Project

Students taking a degree in administration may write their culminating project in one of three ways:

1. they may write sections of the culminating project during each of the four trimesters; students selecting this option generally have in mind a project covering all or many of the major fields of administration under study during the four trimesters.

2. they may write four discrete papers, one in each trimester.
3. they may write the culminating project in the last trimester of their program; this is the most conventional way of doing the project; it may focus on one aspect of particular interest to the student or range widely over several aspects.

Health Administration

The undergraduate program in Health Administration comprises four trimesters of study in core areas, undertaken after the normal liberal arts requirements have been met. The goal of the undergraduate program is to provide a theoretical orientation to the health care delivery system in the United States and to analyze that system in relation to health care internationally and historically.

Core Area Competencies

There are six core area competencies, of which the first three are required of all students in the program. One or more additional areas then are elected from the remaining topics.

- A. The Social, Political, and Economic Foundations of the Medical Care System: organization and management of medical care facilities and agencies.
- B. Health Care Research: introduction to inferential statistics, research methodology, and systems analysis.
- C. Organization of Health Care Systems and Facilities: consideration of economic and ideological factors in the formulation of health services.
- D. Holistic Health Studies: alternative care systems; self-help movement
- E. Multi-Institutional Health Care Systems: care research in social gerontology



F. Legal and Ethical Issues in Health Care

consumer rights vs. provider responsibilities

Voluntary Association Administration Program (VAAP)

At the undergraduate level, students in the VAAP program need a minimum of four trimesters of core study, as follows:

I. First Trimester

Three areas of study:

- A. Organizational Theory and Management studies
- B. Human Resources Management
- C. Voluntary Organization: Dynamics of Membership and Management

II. Second Trimester

Two areas of study:

- A. Financial Aspects of Non-Profit Management
- B. Communications and Program Development

III. Third Trimester

Three areas of study:

- A. Political Process: Voluntary and Non-Profit Organizations as Change Agents
- B. Role of Voluntary Action in a Democracy
- C. Issues in Voluntarism

IV. Fourth Trimester

Three areas of study:

- A. Computational Skills
- B. Managerial Accounting
- C. Marketing

Within this four trimester sequence, undergraduates must complete a culminating project. It may consist of material developed over two, three, or more trimesters, or of material developed only during the fourth trimester. Students may



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elect to add a fifth trimester to their program which may be devoted to researching and completing a culminating project.

Clearly, there are many other areas that have been and are being pursued in the context of the College for Individualized Education. These are the most popular options in the experience of the program.

Thus we have a survey of the various undergraduate programs available at the Lindenwood Colleges. They comprise three major parts: a day program with a fair adult component, an evening program with a large adult component, and the College for Individualized Education, entirely adult. It is interesting, in summary, to note that the overwhelming numbers of students in all three programs are pursuing the same goal, a degree in some sort of business.

Brief descriptions of these graduate programs follow.

Chapter IV

Graduate Programs at Lindenwood

Introduction

Though primarily and historically an undergraduate liberal arts college, Lindenwood has created several increasingly important masters'-level programs. These programs now enroll about 30% of our head-count enrollment and somewhat more than that of our FTE.

Lindenwood is the only four-year institution in St. Charles County; it is also the only senior institution on the growing western edge of the metropolitan area, and the only master's level institution, of course, as well. It is convenient to a large area of western St. Louis County as well as the St. Charles area.

Brief descriptions of these graduate programs follow.

Thirty-six semester hours are required for the degree. No more than twelve semester hours can be transferred from another graduate program. Petitions for transfer credit are individually reviewed, and only courses with grades of "A" or "B" are accepted. No undergraduate work in business is credited in the M.B.A. program, but up to six hours of practicum credit may be awarded for well-documented and relevant business experience.

Core Requirements

An eighteen-semester hour core of courses must be completed by all M.B.A. candidates:

- MBA 512 Management Information Systems
- MBA 530 Financial Concepts
- MBA 540 Organization Concepts or MBA 541 Organizational Behavior
- MBA 543 Personnel Management
- MBA 550 Marketing Concepts
- MBA 515 Production Management or MBA 581 Managerial Economics

Master of Business Administration

The Master of Business Administration program is offered as part of the Evening College. It was begun in September, 1975 to provide an opportunity for practicing business administrators to understand in greater depth the functional dimensions of organizations and to use their business skills to better advantage.

The program has always been directed toward practicing professionals who occupy lower-to-middle-management positions and who want to increase their mobility. Graduate courses are offered in five primary areas: Accounting and Information Systems, Finance, Management, Marketing, and Personnel. A concentration in International Business also is available.

Since the M.B.A. program is offered only at night, it is intended to allow individuals who are employed full-time to earn a degree on a part-time basis. Most students take one or two courses per term and complete the program in two years.

Program Requirements

Thirty-six semester hours are required for the degree. No more than twelve semester hours can be transferred from another graduate program. Petitions for transfer credit are individually reviewed, and only courses with grades of "A" or "B" are accepted. No undergraduate work in business is credited in the M.B.A. program, but up to six hours of practicum credit may be awarded for well-documented and relevant business experience.

Core Requirements

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- MBA 512 Management Information Systems
- MBA 530 Financial Concepts
- MBA 540 Organization Concepts or MBA 541 Organizational Behavior
- MBA 543 Personnel Management
- MBA 550 Marketing Concepts
- MBA 515 Production Management or MBA 581 Managerial Economics

The program requires a background in accounting before a student may begin the core courses. A student found to be deficient in accounting preparation is required to complete MBA 510, Financial Accounting Concepts. This credit is not applied to the degree requirements.

Following the completion of these core courses, the student may elect a concentration in one of the five primary subject areas or International Business, to complete the thirty-six hour total requirement. It also is possible to select a wide range of courses from several areas to satisfy a particular need.

Accounting and Information Systems

MBA 502 Data Processing

MBA 510 Financial Accounting Concepts

MBA 511 Managerial Accounting

MBA 512 Management Information Systems [core course]

MBA 513 Quantitative Methods

MBA 515 Production Management

MBA 518 Corporate Tax Planning

Finance

MBA 530 Financial Concepts [core course]

MBA 531 Financial Policy

MBA 532 Managerial Finance

MBA 533 Investment Management

Management

MBA 515 Production Management [core course]

MBA 581 Managerial Economics [core course]

MBA 540 Organization Concepts

MBA 541 Organization Behavior

MBA 545 Business Policies and Strategies

53 the classroom contributions of the

Marketing

MBA 550 Marketing Concepts [core course]

MBA 551 Marketing Policies

MBA 552 Consumer Behavior

MBA 553 Marketing Management

Personnel

MBA 543 Personnel Management and Labor Relations [core course]

International Business

The courses offered in the Graduate Certificate Program in International Business are also available as a concentration for the MBA. The section on this Graduate Certificate gives further details.

General Provisions

To remain in good standing, an average grade of "B" is required. Any student who falls below the "B" average is placed on probation and needs to consult with his/her advisor. Failure to remove the probationary status within one semester is cause for suspension from the program. A grade of "D" is not acceptable for credit and may be cause for dismissal from the program.

A master's thesis may be counted for six semester hours in the M.B.A. program with the approval of the Department of Business Administration.

Admission to the Program

Admission to the program is selective and is based upon the applicant's potential to benefit from graduate level study. This is determined by the applicant's professional experience, undergraduate academic performance, and the department faculty's prediction that the student will benefit from the program, and the program will benefit from the classroom contributions of the

candidate. Students may submit scores from the Graduate Management Admission Test, but they are not required to do so. Applicants must submit an official transcript of their undergraduate record and a resume of professional experience. An admissions interview is then conducted.

Many students are sponsored by their companies for all or part of their tuition. There is no way to assess this totally because students are not required to report the source of their finances. It is estimated, however, that about 3/4 of the M.B.A. students receive some assistance. A declining number still receive some veteran's benefits.

Spring 1977	7	98	166
Summer 1977	4	65	69
Fall 1977	11	130	227
Spring 1978	11	141	234
Summer 1978	5	81	83
Fall 1978	12	177	329
Spring 1979	13	167	235
Summer 1979	6	59	64
Fall 1979	13	183	268
Spring 1980	15	197	285
Summer 1980	6	79	81
Fall 1980	13	198	280
Spring 1981	13	149	213
Summer 1981	3	69	71
Fall 1981	12	209	286

Enrollments and Numbers of M.B.A. courses offered:

Term	Courses	Students	Class Seats
Fall 1975	3	27	45
Spring 1976	4	56	75
Summer 1976	2	20	22
Fall 1976	5	72	116
Spring 1977	7	98	166
Summer 1977	4	65	69
Fall 1977	11	130	227
Areas of Concern:			
Spring 1978	11	141	234
Summer 1978	5	81	83
Fall 1978	12	177	329
Spring 1979	13	167	235
Summer 1979	6	59	64
Fall 1979	13	183	268
Spring 1980	15	197	285
Summer 1980	6	79	81
Fall 1980	13	198	280
Spring 1981	13	149	213
Summer 1981	3	69	71
Fall 1981	12	209	286

Strengths of the M.B.A. Program

We perceive the strengths of our MBA program to be these:

1. Classes have generally been small so that students may make contributions to class discussions from their own experiences.
2. In addition to regular faculty, the Colleges have been able to attract well-qualified adjunct faculty who are practicing professionals in their fields of instruction.
3. Professors in these courses encourage questions, conferences, and personal interaction.
4. The level of enrollment indicates that the program meets a clear need in the community.

Areas of Concern:

There are some areas of concern:

1. Although the quality of instruction is high, it is difficult to recruit and retain Ph.D.'s on the faculty in business. This is a national problem, not just a Lindenwood concern.
2. The admissions requirements are fairly flexible and are under review.
3. Library holdings in business continue to grow steadily each year, but additional materials are needed to add greater support to the MBA program.

Master of Science in Administration

The Master of Science in Administration is closely related to the M.B.A. program, but it is intended for students in administrative positions in government, education, law enforcement, health-care facilities and related fields rather than business.

Admission

Students seeking admission to the program must possess a bachelor's degree from an accredited institution but no particular baccalaureate major is required. Judgments on admission are made on the same basis as for the M.B.A. program.

Course of Study

Ten courses are required in this program:

- M.S.A. 511 Accounting Analysis for Administrators
- M.S.A. 530 Financial Analysis for Administrators
- M.S.A. 502 Administrative Utilization of Computer Systems
- M.S.A. 550 Management of Promotional and Marketing Activities
- M.S.A. 545 Administrative Policy Formation and Decision-Making
- M.S.A. 546 Behavioral Science for Administrators
- M.S.A. 541 Organizational Development
- M.S.A. 515 Systems Management
- M.S.A. 587 Institutional Ethics and Corporate Social Responsibility
- M.S.A. 543 Personnel Management and Labor Relations

The remaining six hours must be taken in electives in the areas of Organization and Management and Human Behavior, or may be completed through the writing of a master's thesis.

This gives a total program requirement of 36 semester hours. As in all Lindenwood graduate programs, an average grade of "B" must be maintained to remain in good standing.

This program also may articulate into the M.B.A. program as an area of specialization.

At present, this program is offered only at Lindenwood's Downtown St. Louis Center in the Mansion House.

Graduate Certificate Program in International Business

The St. Louis area is home for a number of large multi-national corporations

and financial institutions with substantial international interests. No unified program of study in international business has existed in any area business program. A number of prominent business figures participated in the planning of this certificate program, including the President of the St. Louis Council on World Affairs, the World Trade Manager of the St. Louis Regional Commerce and Growth Association, and the Director of the United States Department of Commerce regional office in St. Louis.

This program is intended to instruct business personnel in the special problems, prospects, and operations of the international business milieu. It consists of six required courses, or eighteen semester hours:

International Business and Cross-Cultural Communications

International Marketing

International Management

International Finance

International Business Environment Analysis

International Planning and Implementation

In addition, students are encouraged to acquire a foreign language proficiency. These certificate courses may be applied to the M.B.A. program, if students apply to and are accepted into that curriculum. This program is new and has no track record as yet.

The Master of Fine Arts in Theatre

Lindenwood began offering graduate courses in Theatre in the summer of 1978. The M.F.A. program was developed during 1977 to begin in the fall of 1978. The purpose of the program is to allow advanced students who undertake graduate study to work with professionals in an intern-like situation. Complementing this work is study in dramatic literature, history, and playwriting. The student completes three years of graduate study for the M.F.A.

The degree offered is the Master of Fine Arts. Emphasis may be in acting, directing, theatre production and design, children's theatre, or theatre administration.

Admission

Applicants for admission to the degree program must:

1. complete the procedures for admission to The Lindenwood Colleges
2. hold a bachelor's degree with background training and/or professional experience roughly comparable to that of an undergraduate theatre major at the Lindenwood Colleges
3. submit a dossier of biographical information and theatrical experience
4. audition or interview, where possible, with members of the Lindenwood Colleges Department of Theatre Arts.

General Degree Requirements

The general degree requirements are these:

1. a residency period normally of two years at The Lindenwood Colleges
2. successful completion of an oral examination taken at the beginning
3. completion of a final thesis project; normally this consists of directing, designing, playing a principal role in a major production, or offering a one-person show, and providing evidence of research, analysis, and judgment which formed part of the production process, and which will remain on record with the Department of Theatre Arts; the master's project may count for two courses, a total of six semester hours.

The M.F.A. and M.A. in Theatre are also offered through The College for Individualized Education. Programs are designed on an individualized, full-time basis. Candidates may hold full-time positions in other theatres or other types of work while pursuing their studies. Degree emphasis may be in acting, directing, theatre administration, theatre production and design, children's theatre, theatre history and criticism, playwriting, and puppet theatre. Admissions requirements are similar to those for the resident programs.

The Department of Theatre Arts and the Department of Education offer jointly the Master of Arts in Education with a theatre concentration. Primarily for preparation for teaching, this program combines a professional approach to theatre instruction and program development with the study of educational theory and resources. The program of study consists of thirty graduate semester hours. The prescribed courses include three in Education (Analysis of Teaching and Learning Behavior, Conceptualization of Education, and Educational Research, for a total of nine semester hours), six courses in theatre (Theatre Arts 511, 515, 520, 540, 542, and one elective for a total eighteen semester hours), and a Master's Project in Theatre Education (three semester hours).

Strengths of the MFA Program

1. the cooperative teaching effort between the departmental faculty of Theatre Arts and English. This arrangement makes it possible to have six full-time resident faculty in the M.F.A. program
2. the availability of adjunct faculty from local professional theatre groups
3. the professional component of the overall theatre program; there are usually one or two professionals (actors, directors, designers) in residence contributing to various aspects of the theatre program.

Areas of Concern

1. continuation of the professional component of the theatre department; without guest professionals during the academic year, graduate students would have insufficient intern opportunities for a well-rounded course of study.
2. lack of a summer internship program in professional theatre.

Graduate Programs in Education

Four different models of graduate programs in education are available at The Lindenwood Colleges. Models I, II, III are available through the regular, course-oriented plans offered by the Department of Education. Model IV is offered through the College for Individualized Education.

The graduate education programs (Models I, II, III) emerged as a joint effort of The Lindenwood Colleges faculty and public and private school educators. Regional needs helped to shape this program and will continue to do so. Twenty-four public and private school educators and ten Lindenwood faculty members and administrators worked together as a planning group to propose ideas for the program and to survey community needs. More than 450 classroom teachers in surrounding school districts responded to a survey which helped to define philosophical perspectives, educational practices, and program ideas. In addition, the planning group reviewed teacher education programs offered by other colleges and universities and studied the guidelines of the American Council on Graduate Education.

The program attempts to meet directly the needs of practicing educators in this area. Approaches include a one-to-one relationship with an experienced and highly trained educator, a continuing problem-solving relationship with teaching peers, and the opportunity to self-prescribe courses.

Because of the desire of educators to improve in-service and graduate teacher education, Lindenwood has developed several alternatives by which the practicing educator may complete the master's degree. The four models constitute a continuum of perspective from one emphasizing distributive requirements to one emphasizing a learner-developed program.

Brief Description of the Models

Model I: One can complete a Master of Science degree in elementary or secondary education. This program is traditional in nature. Upon satisfactory completion

of required courses, the candidate may receive the master's degree and, if necessary, seek initial or extended certification in the State of Missouri.

Model II: Participants in this program must have had teaching experience or be presently teaching. The program includes several required "core courses", and the remainder of the program is built upon a needs assessment of the individual participant. This program leads to a Master of Arts in Education. In this model, a person can obtain initial or extended certification or initial certification in Missouri.

Model III: This master's degree program is for students with highly specialized needs. An example would be a teacher who works with mentally handicapped children and wants specialized study in this area. This candidate, as a part-time student, would take the core courses prescribed for Model II, but would spend a considerable portion of his/her time in a one-on-one tutorial with an expert in the specialized field of study. A student who works full-time in this program can complete a Master of Arts in Education degree in one full calendar year. In this model, a student may obtain initial or extended certification in Missouri.

Model IV: This model takes a minimum of four trimesters and leads to a Master of Arts in Education. The format is learner-developed and consists of small dialogue groups, tutorials, independent study, and applied learning. All students in this program are full-time educators in a setting which can be used as a laboratory for observation and implementation of learning strategies. No certifications of any kind can be obtained through participation in Model IV.

Models I, II, and III may be pursued on a full-time or part-time basis.

Model IV is only for full-time employed persons working full-time toward a degree.

Objectives of Graduate Teacher Education

The graduate student in education at The Lindenwood Colleges will be exposed to experiences that will enable him/her:

1. to study, think about, discuss, and write about, contemporary education problems from various perspectives. [Models I, II, III. In Model IV, all objectives are dependent upon the student's program overview.]
2. to analyze his/her own teaching behavior and alter it as the need to do so is made evident. [Models I, II, III]
3. to study curriculum theory and design curricula pertinent to the needs of the learners with whom the teacher is working. [Model I]
4. to understand, analyze, and design educational research that would be applicable to the setting of the elementary/secondary practicing professional. [Models I, II, III]
5. to understand the basis for administration in elementary/secondary schools, the roles of various administrators, school boards, and the relationship of the teacher's role to these. [Model I]
6. to design, develop, and complete a project that will be of use in his/her particular educational environment. [Models II, III]
7. to design, develop and present to peers a project or paper in his/her area of expertise, i.e., a thesis in some area of research, a curriculum model for a particular area, teaching materials, etc. [Model I]
8. to grow to understand the value of professional discussion with colleagues concerning everyday issues confronting individual educators. [Models I, II, III]
9. to prescribe and/or design courses, independent studies or tutorials in education or specific content areas that will enable the practicing educator to meet professional goals. [Models I, II, III]
10. to be, at the end of his/her program, an informed decision-maker, capable of self-evaluation and evaluation of the educational process. [Models I, II, III]

Here are fuller descriptions of the various degree alternatives:

Students in the Master of Science in Education: Model I courses in areas of
The Master of Science in Education degree [Model I] is an advanced degree
for educators in either elementary or secondary schools. The program is traditional
in nature with required courses and some elective choices.

Requirements for Admission

Those admitted to this program need:

1. B.S. or B.A. degree from an accredited institution
2. 2.5 grade-point-average from undergraduate school (on a 4.0 basis).

Those with lower undergraduate averages may be admitted on probationary
status, which can be removed after three courses have been completed
with a "B" average or better.

Requirements of the Program

Students must complete:

1. At least thirty graduate hours in courses approved by the student's
advisor, with a minimum of 3.00 G.P.A. in all graduate work.

2. Completion of work in three areas

a. core courses:

these may be referred to as entry courses; there are four such

courses (12 semester hours):

- 1) Analysis of Teaching and Learning Behavior
- 2) Curriculum Analysis and Design (Elementary or Secondary)
- 3) Conceptualization of Education
- 4) Organization and Structure of the Contemporary School

b. cognate courses:

this component consists of four courses (12 semester hours) in an
academic area agreed upon by student and advisor; student needs and

interests are considered in the program plan to meet this area
requirement.

Students in elementary education may elect to take the courses in areas of reading, special education, mathematics, language arts, children's literature, science, social studies, early childhood education. Other possibilities exist. Any courses brought in by transfer will be placed in the cognate area.

Secondary education students may elect to take their four courses in a selected academic discipline of The Lindenwood Colleges. All four courses may be taken in the same area. Courses brought in by transfer will be placed in the cognate area.

Such cognate course work may take the form of a regular course meeting on a regular basis, independent study, co-numbered (graduate/undergraduate) courses, mini-graduate courses, and graduate field experiences.

c. closure courses:

the final two courses (6 semester hours) may be seen as "exit courses."

Students will take

- 1) Educational Research
- 2) Master's Seminar

Master of Arts in Education: Model II

The Master of Arts in Education degree (Model II) is an advanced degree for either elementary or secondary teachers. Programs are designed to provide graduate experiences through a selection of core courses and self-prescribed courses. Model II is less traditional than Model I, allowing the graduate student, working with an advisor, to design or self-prescribe over half the program. Students may participate on a full-time or part-time basis.

Qualities Expected of a Student in Model II

The assumptions of Model II are that the student

1. is continually willing to evaluate himself/herself as professional educator and see himself-herself as learner and facilitator of learning for others;

2. is self-motivated to work toward improvement in his/her performance as an educator.

Further, candidates must be willing to participate in the process underlying Model II. This means they must

1. be able to present a recommendation from an immediate superior before entering the graduate program that will indicate to the student and the advisor the strengths and weaknesses of the candidate as a teacher and professional colleague. Such recommendation(s) will be used to aid in the individual's needs assessment process so that there is continuity between past performance, present program design, and future capabilities in education.
2. have access to an educational setting where they can be observed teaching and facilitating learning for others.
3. be willing to work closely with an advisor and tutor in designing courses, field experiences, and individualized study based on assessed individual needs.
4. be willing to use video tape as a device to aid evaluation and self-improvement.

Requirements for Admission

To be admitted to Model II, candidates must

1. be presently involved in an educational setting, have worked within one during the last three years, or be planning to return to education should the opportunity arise
2. have a B.S. or B.A. degree from an accredited institution
3. have had a 2.5 G.P.A. (on a 4.0 scale) or better in prior work. A student lacking this G.P.A. may be admitted on probationary status which will be removed after three courses at a level of "B" or better.
4. be fully certified to teach or willing to meet certification requirements as a part of the master's degree or in addition to it.

The Program

Several assumptions underlie this program:

1. the elementary or secondary teacher brings to his/her program a set of experiences and a framework of knowledge that can benefit other professionals and upon which he must build future professional growth.
2. the educator who is responsible for analyzing, prescribing, and evaluating learning experiences for others should have the opportunity to analyze, prescribe, and evaluate such experiences for himself.
3. the tutorial process is a dynamic one in which the student moves from directed to non-directed learning.
4. certain needs are basic to the continuing development of the professional educator.

Based on these assumptions, the program consists of tutorials, core courses, elective courses, and self-prescribed courses. The tutorial relationship process is designed to provide continuity for the program and to match student and program needs. The core and closing courses provide a format for testing student and educational needs within a wider context of thought and for learning new skills to cope with present and future needs. The self-prescribed courses provide for student recognition of his/her needs as a practitioner.

Requirements of the Program

The program requires the following:

1. Students must complete thirty hours approved by the students' tutors. Students must maintain a 3.0 G.P.A. in all graduate work.
2. These thirty hours are distributed as follows:
 - a. core courses: These are entry courses. There are two such required courses (six credit hours):
 - 1) Analysis of Teaching and Learning Behavior
 - 2) Conceptualization of Education
 - b. self-prescribed courses: This component consists of six courses (18 semester hours) in an academic area agreed upon by the student

and advisor. Student needs and interests are considered in the development of the program plan to meet this area requirement.

- c. Students in elementary education may elect to take the courses in areas such as reading, special education, mathematics, language arts, children's literature, science, social studies, early childhood education. Other areas may be chosen. Courses brought in by transfer will be placed in the self-prescribed area.

Secondary education students may elect to complete their six courses in a selected academic area of The Lindenwood Colleges. All six courses may be taken in one area. Courses brought in by transfer will be placed in the self-prescribed area.

Courses in the self-prescribed area may take the form of traditional courses, independent studies, co-numbered (graduate/undergraduate) courses, mini-graduate courses and graduate field experiences.

- c. closure courses: The final two courses (six semester hours) are "exit courses." The student will take

- 1) Educational Research
- 2) Master's Project

Master of Arts in Education: Model III

There is only one difference between Model II, just described, and Model III. In Model III, courses must be taken in one content area only, i.e, English, History, Learning Disabilities, etc. In Model II, the Self-Prescribed Courses may be divided among several content areas. In Model III, the graduate student may obtain some degree of specialization at the graduate level.

Trimester II

Master of Arts in Education: Model IV (College for Individualized Education) *Though the programs of the College for Individualized Education are described in the next section, this program in education is given here to follow the other options.

There are two graduate education options that may be pursued in the College for Individualized Education as Model IV. Both are based upon the normal program of tutorials and cluster groups. Both options are four trimester programs (1 1/3 year) leading to the Master of Arts degree. They are intended for experienced teachers who want to improve their classroom effectiveness or develop skills in areas such as curriculum planning.

This pattern for a master's degree in education is built upon the concept of individualized studies. Though students may meet weekly in small groups, they conduct their work according to their own identified needs and interests. It is assumed that any teacher seeking a master's degree in a subject area at the secondary level will do a component of work in that area. Such work may involve a tutorial relationship with a Lindenwood faculty member in that student's area.

No certification of any kind may be obtained through participation in this model.

Option I: The Individualized Approach (Full-time)

This approach requires four trimester of study. Each trimester yields 9 semester hours credit.

Trimester I
Student concentrates on issues of philosophy, psychology, educational theory, and social-political theory as they contribute to the student's understanding of teaching. At the end of the trimester, the student submits a "position paper" which formulates the student's personal educational philosophy and goals.

Trimester II
The student chooses one of two possible concentrations: the educational

environment and teaching methods, or curriculum development. Students analyze their own teaching styles and classroom plans. Then, each student devises a personal plan emphasizing the improvement of curriculum or teaching methods.

Trimester III

The third trimester focuses on two concerns: 1) student meets in a weekly tutorial in his/her substantive area (either a subject area, for secondary teachers, or an area of concentration, such as reading or mathematics, for elementary teachers). 2) student gains knowledge of research methods and formulates a plan for a "culminating project" that will be approved by the end of the third trimester and carried out in the fourth. Projects must involve educational research and have an immediate application to the student's teaching work. Project derives from the personal plan for improving teaching methods and styles which is produced in the second trimester.

Trimester IV

The student carries out the research project, applies the results, and writes it up as a Culminating Project. Thus, the fourth trimester consists of "beneficial research" which directly contributes to the professional experience of the teacher and his/her colleagues.

Option II: Special Individual Program (Full-Time)

Those people who have very specialized needs in graduate study in education, e.g., specialized research concerns, teaching the disabled, outdoor education, parenting education, adult education, etc., may pursue their degree through the Special Individual Approach. Through a totally individualized program in the College for Individualized Education, the student works in tutorials, independent studies, and/or a research apprenticeship, to attain goals.

The student's entire program is mapped out in the "Program Overview," a document designed by the student with the assistance of a Faculty Advisor.

The student then pursues his/her study on a trimester format, generally in a one-to-one tutorial with some specialist in the student's field. The student

remains enrolled for the number of trimesters it takes to complete the work outlined in the Program Overview and to complete the Culminating Project.

The student must be enrolled for a minimum of four trimesters. This program assumes an interface between work and study. Applicants should have had professional training and experience and should be teaching presently, though exceptional cases may be considered. Applicants must have completed the baccalaureate degree and have had at least two years of prior teaching experience.

Applicants then submit a detailed Program Overview which identifies goals and skills to be learned, and identifies the ways they will be learned and incorporated into a program of study. The Overview must also specify the Culminating Project. This overview is reviewed and approved by the Graduate Admissions Committee of The Lindenwood Colleges.

Strengths of the Graduate Education Program

We perceive the following as strengths of the graduate education program:

1. Flexible alternatives are offered in the four models to meet the needs of graduate students seeking further study.
2. A Graduate Advisory Board and involvement with the St. Louis Metropolitan Teacher Center provide valuable information regarding the needs of educators, appropriate in-service programs, and graduate programming.
3. Lindenwood brings nationally known authors and consultants (e.g., Joan Fassler, David Melton, Berneice Rabe) to provide seminars and workshops for practicing educators. These programs are frequently offered for graduate credit and provide an additional perspective to graduate study at Lindenwood.
4. Students are instructed and tutored by regular, full-time faculty members.

Areas of Concern:

These areas provide us with concern:

1. As in undergraduate education programs, graduate education programs suffer from a lack of consistent recruiting.

2. Tuition and fees of graduate education programs are rising faster than the ability and willingness of teachers to pay them. There is, obviously, a large cost differential between Lindenwood and state-supported institutions. Teachers are seldom directly reimbursed for graduate study.

3. The graduate program also needs additional instructional resources-- library materials, periodicals, curriculum materials.

Enrollments in Graduate Education Programs: Spring, 1981

Model I	24
Model II	98
Model III	29
Model IV	<u>1</u>
	152

Not all of these students are actively taking classes at any one time, but all of them are pursuing degree programs.

In the Fall Semester, 1981, 148 students are active in Models I, II and III, and 4 in Model IV.

Model I	23
Model II	99
Model III	26

In a Model IV of quite exceptional cases, non-baccalaureate applicants have been admitted after demonstration of knowledge and competence equivalent to the baccalaureate.

The transition to fairly standard programs which we noticed in the discussion of the undergraduate program also has occurred at the graduate level in the College for Individualized Education. When the program began, it was assumed that programs would be entirely individualized and would proceed on a

Graduate Programs in the College for Individualized Education

The general format of the graduate programs in the College for Individualized Education is similar to that of the undergraduate programs already discussed. The prospective student writes a Program Overview, giving a fairly complete picture of his/her intentions for the entire graduate program. This overview lists objectives, outlines activities on a trimester-by-trimester basis, and suggests practicum experiences and the character of the Culminating Project. This Program Overview is normally completed during the first trimester of enrollment. To allow time for this process, a student receives graduate status for one trimester upon application; full admission follows satisfactory completion of the Program Overview.

The application is reviewed by Faculty Advisors and Faculty Sponsors and the Director. It then goes to the appropriate department chairman for endorsement before action by the Graduate Admissions Committee. This six-member committee consists of senior staff members, all of whom hold the doctorate; their decision upon an application is final.

Programs vary in length depending on the prior preparation and the expectations of the student. The minimum time to complete any graduate program in the College for Individualized Education is one year, but most programs require from four to six trimesters. A student who has deficiencies stemming from a lack of appropriate undergraduate preparation must extend the program to a length necessary to correct the deficiency.

In a handful of quite exceptional cases, non-baccalaureate applicants have been admitted after demonstration of knowledge and competence equivalent to the baccalaureate.

The transition to fairly standard programs which we noticed in the discussion of the undergraduate program also has occurred at the graduate level in the College for Individualized Education. When the program began, it was assumed that programs would be entirely individualized and would proceed on a

one-to-one basis. It also was assumed that the subject matter would be extra-ordinary, something not routinely available in graduate programs either at Lindenwood, or other area universities.

The entirely individualized program involving extraordinary subject matter can and does occur. In such a program, the first trimester is foundation work, the second allows the student to specialize in the area of particular concern. In the third he/she carries out an experiment or makes an intervention in an institutional setting, such as a school, hospital, or social service agency. In the fourth trimester, the student prepares the Culminating Project, a major undertaking equivalent to a conventional master's thesis. If the project is not primarily a written exercise, it must be accompanied by a written analytical component.

Increasingly, however, students have requested study programs which are at least partially standardized but use the cluster group learning format. These programs can be and are adapted to each student's particular needs, but they are less individualized than those using the tutorial format exclusively.

Because a variety of programs has been conceived by The Lindenwood staff, it is possible to describe some of them.

Master of Arts in Counseling Psychology

Currently the most popular of all the options in The College for Individualized Education in terms of enrollment, this program offers a degree in counseling psychology with an emphasis in one of four areas of specialization:

III a. Industrial-Managerial Psychology

b. Clinical Counseling Psychology/Child Psychology/Adolescent Psychology

c. Educational Psychology of Human Learning/Behavior Management

d. Psychometrics and Research Methodology Measurements/Psychometrics/

This program requires a minimum of six trimesters, generally consisting of five trimesters of course study and one in which the Culminating Project is

prepared. The program might include one trimester of field work. In no case may fewer than four trimesters of course work be taken.

IV. The topics included in the various areas of specialization follow. In each case, topics A, B, C, and D are required, and two or more electives from the others may be chosen.

- I. Industrial-Managerial Psychology
 - A. Industrial Psychology/Social Psychology/Sociology
 - B. Psychology of Management
 - C. Personnel Appraisal/Vocational Testing
 - D. Organizational Behavior/Industrial and Labor Relations
 - E. Behavioral Science Systems/Management as a Behavioral Science
 - F. Principles of Personnel Guidance/Career Development/Principles of Training
 - G. Human Engineering/Principles of Systems Analysis
- II. Clinical Psychology
 - A. Psychopathology and Mental Health
 - B. Advanced Personality and Developmental Theory
 - C. Treatment Modalities/Brief Therapies/Principles of Group Therapy
 - D. Comparative Counseling and Psychotherapeutic Skills
 - E. Clinical Assessment/Projective Test of Personality
 - F. Crisis Intervention
 - G. Advanced Personality Assessment and Research
- III. Educational Psychology
 - A. Developmental Psychology/Child Psychology/Adolescent Psychology
 - B. Behavioral Analysis of Human Learning/Behavior Management
 - C. Interpretation of Educational Test and Measurements/Psychometrics/Individual Intelligence Testing
 - D. Counseling Methodology in the Schools/Counseling Theory
 - E. Psychology of Exceptional Children

F. Learning Disabilities/Behavior Disorders/Introduction to Mental Retardation

IV. Psychometrics and Research Methodology

A. Elementary Psychological Statistics

B. Psychological Tests and Measurements

C. Basic Research Methodology and Design/Psychological Scaling

D. Advanced Statistics and Experimental Design/Quantitative Methods

E. Basic Computer Programming for the Behavioral Sciences

F. Multivariate Analysis and Research

Master of Arts in Art Therapy

The program in Art Therapy is a six-trimester program which conforms to the educational guidelines of the American Art Therapy Association. Students working toward the master's degree can present their work to the Standards Committee of the Association at the time of application for registration in the Art Therapy program.

Core Area Competencies

The basic content areas for the six trimesters are

I. Developmental Psychology (Child and Adolescent)/Psychopathology

II. Personality Theory/Therapeutic Techniques/Research Design

III. Survey of Art Therapy Approaches/Stages of Artistic Development/Media as a Therapeutic Variable

IV. Art Therapy for Sensory Disability/Art Therapy for Developmental Disability/Diagnostic Uses of Art

V. Art Therapy with Children/Art Therapy with Adults/Art Psychotherapy

VI. Art Therapy for the Art Therapist/Culminating Project

A practicum experience of six hundred hours is distributed through trimesters IV, V, VI.

Master of Science Program in Health Administration

This program on inter-organizational functions of health care facilities and health-related organizations. Since many students seeking this degree are already active in the field, each program is designed to allow students to demonstrate prior competencies and move ahead to new areas, if possible.

This program requires a minimum of five trimesters of study and an administrative residency of 400 hours. Students electing a five-trimester program are required to complete a major research effort, the Culminating Project. Students choosing a six-trimester option are asked to complete a large critical research paper on the basis of the content studied in the additional trimester of work.

Core Area Competencies

In the core areas, competency must be demonstrated in areas A through D by all candidates. In addition, each student selects one or more of the areas E through J to complete his/her program.

- A. The Social, Political, and Economic Foundations of the Medical Care System/
Citizen Advocacy Processes/Organization and Management of Medical Care
Facilities and Agencies
- B. Medical Care Financing: Budgeting and Accounting Procedures; Use of
Budgeting and Accounting as a Management Tool/Community Health Planning
- C. Management Psychology for Health Service Personnel/Labor Relations and
Contract Management
- D. Legal and Ethical Aspects of Medical Care
- E. Multi-Institutional Health Care Systems/Social Gerontology as a Case Study
- F. Alternative Health Care Systems/Holistic Health/Self-help and Self-care
- G. Advanced Systems Analysis/Research Methodology/Data Retrieval Systems
- H. Long-term Care/Planning, Organization, Administration
- I. Mental Health Care Planning, Organization, Relationship to the Community

and Other Resources

J. Health Care Marketing: Demographic Techniques, Consumer Analysis, Community-Planning, Insurance. Residency in Health Care (3 credit hours)

The emphasis in the graduate program is on educating effective managers. To achieve this, all graduate students must fulfill an administrative residency of 400 hours in a health organization. All residencies must be approved by the faculty with a contract drawn indicating student and faculty expectations of the placement. During the residency, students are asked to examine a particular management problem and discuss its resolution in a written assessment of the placement.

Culminating Project (Fifth Trimester)

The project is intended to be a major original research undertaking which must be of practical, discernable benefit to the community and/or to the accumulation of knowledge in health care administration. Though the student registers for the Culminating Project in the fifth trimester, planning and data accumulation usually begin before that time. All projects must be approved by the project committee, and acceptance of the finished project by the faculty is a prerequisite to graduation.

Course Work Option (Fifth and Sixth Trimesters)

Students who want to pursue a major area of concentration in a particular aspect of health care administration may choose to take two additional trimesters of course work in major area electives. While students exercising this option do not complete a Culminating Project, they still must complete a major critical analysis of the material provided in one or both of the additional courses. This analytical project is in addition to the normal written requirements for the courses.

Master of Arts in Gerontology

The graduate program in gerontology offers the following areas of concentration:

- I. An integral approach to aging, including the social, psychological, and physical dimensions and their interconnections.
- II. The organization of community and governmental resources for provision of services to the elderly.
- III. Specializations:
 - A. Long-term health-care planning and administration
 - B. Holistic health
 - C. Comparative counseling techniques and psychotherapeutic skills
 - D. Research methods and statistics
 - E. Legal issues and advocacy in aging
- IV. Culminating Project and Practicum Placement

This is a four-trimester program. Students may use the fourth trimester for a Culminating Project or for an extended core of concentration with a large critical analysis of the material provided in the course specialty, similar to the process in the Health Care Administration program just described.

Valuation Science

This program offers professional higher education to appraisers in all fields. Those receiving the degree must meet the requirements of the American Society of Appraisers as well as the program requirements of the Lindenwood College for Individualized Education.

To enter the graduate program, the prospective student must have an accredited baccalaureate degree and experience in appraisal or a related field such as marketing, real estate, accounting, or management. This program requires a minimum of four trimesters, with three of them spent in course study and one preparing a Culminating Project.

Core Area Competencies

The three trimesters concerned with course work survey the following areas:

I. Interdisciplinary Value Theory: Motivation and Value Behavior

- 1) Theory of Value
- 2) Applied Value Theory and Contemporary Issues
- 3) Foundations of Interdisciplinary Knowledge [philosophy necessary to integrating various disciplines and skills into appraisal theory and practice]
- 4) Motivation and Economic Behavior
- 5) Values in the Profession of Appraisal

II. Organizational and Economic Behavior

- 1) Psychology, Behavior, and Management of Organizations
- 2) Comparative Economic Systems
- 3) Finance and Financial Analysis

III. The Appraisal Process

- 1) Business and Administrative Law
- 2) Information Systems and their Uses
- 3) Appraisal Skills and Processes
- 4) Appraisal Specialization, e.g., business, real estate, fine art, personal property, etc.

Culminating Project

In the fourth trimester, students prepare a project that will draw upon the previous studies, emphasizing on a practical application to their field(s).

Voluntary Association Administration Program

This program is directed at those who are already managers of voluntary organizations or who are considering work in the field as a new career. Such organizations typically are devoted to social and human services, religious institutions, community and political development, cultural and educational affairs.

This is ordinarily a four-trimester program leading to a Master of Arts degree. The first three trimesters consist of course work and the fourth is devoted to the study of an individual topic and a Culminating Project, the usual pattern for the College for Individualized Education.

Core Area Competencies

The core area competencies considered in the three trimesters of course work are these:

- I. (A) Organizational Theory and Management Studies
- (B) Human Resources Management
- (C) The Voluntary Organization: Dynamics of Membership and Management
- II. (A) Financial Aspects of Non-Profit Management
- (B) Communications and Program Development
- III. (A) Political Process: Voluntary and Non-Profit Organizations as Change Agents
- (B) Role of Voluntary Action in a Democracy
- (C) Issues in Voluntarism

This program has four primary objectives:

1. To develop administrative competencies in voluntary, non-profit enterprises.
2. To broaden the knowledge of students about voluntary organizations, their dynamics, functions, and membership.
3. To develop students' economic and political knowledge about the issues and processes of voluntary action.
4. To develop in students an understanding of the values of voluntarism and the significance of the voluntary sector in our society.

Master's Degrees in Business

Master's level business programs may be pursued in The College for Individualized Education in four areas. Most are four-trimester programs, though one requires five.

The four areas, with the core area competencies involved in each are these:

Marketing

- First Trimester: Statistics/Principles of Marketing/Marketing Management
- Second Trimester: Promotion, Advertising, Personal Selling, Public Relations and Publicity
- Third Trimester: Product Planning and Development/Market Research
- Fourth Trimester: Distribution Systems, Pricing and Consumer Behavior

Accounting

- First Trimester: Financial Accounting Concepts/Managerial Accounting Concepts/Accounting Theory or Income Determination/Concepts of Income
- Second Trimester: Economics of the Firm (Microeconomics)/National Income, Employment, and Price Level (Macroeconomics)/Accounting and Society
- Third Trimester: International Accounting/Problems in Industrial Accounting/Accounting Systems for Management Control
- Fourth Trimester: Federal Income Tax
- Fifth Trimester: Accounting Research and Reports/Statistics/Auditing

Finance

- First Trimester: Managerial Accounting/Macroeconomic theory/Quantitative Methods in Finance
- Second Trimester: Concepts in Finance: working capital management, capital budgeting, cost of capital financial statement analysis, security valuation, long-term financing, capital markets institutions.
- Third Semester: Emphasis in Area(s) of Speciality:
Investment Management/Management of Financial Institutions/
International Finance/Acquisitions, Divestments, and Recapitalizations/
Governmental Finance, Financial Management in the Not-For-Profit Organization/Security Analysis/Financial Theory/Money and Banking
- Fourth Trimester: Culminating Project

Management

First Trimester: Management Concepts/Economic Theory/Statistics

Second Trimester: Personnel Management/Behavioral Management/Labor

Relations/Advanced Management Concepts

Third Trimester: Operations Research/Quantitative Methods

Fourth Trimester: Culminating Project

There are further business specialties that can be pursued in The College for Individualized Education, such as Transportation Management or Procurement/Acquisitions Management. These possible specialties follow the normal pattern of degree programs in The College for Individualized Education.

In addition to these clearly defined programs, other graduate student interests in The College for Individualized Education cover a variety of subject areas, fulfilling the original design of the program, to enable students to pursue individual objectives.

Enrollments in The College for Individualized Education

In Fall Trimester, 1980/1981, graduate students were distributed through the various programs as follows:

Health Administration	18
Counseling Psychology	13
Art Therapy	12
Political Science	1
Education Administration	5
Art Education	1
Valuation Science Instruction	8
VAAP Education	6
English	1
Holistic Health Management	2
Management	1
Studio Art	1

Gerontology	3
Theatrical Scene Design	1
Marketing	1
Foreign Language Instruction	1
Fine Arts	2
Theatre	1
Administration	5
Accounting	1
Procurement Management	2
History	<u>1</u>
	87
	1

The Spring 1981 Trimester saw 93 graduate students enrolled in The College for Individualized Education as follows:

Counseling Psychology	19
Design (Art, Architecture)	1
Art Therapy	8
Management	4
Valuation Science	8
VAAP	3
Holistic Health	1
Health Administration	17
Studio Art	1
Foreign Language Instruction	1
Art Education	1
Photography	1
Procurement Management	2
Gerontology	4
Art History	2

Administration	7
Scene Design	1
English	1
Education	1
Marketing	2
Finance	2
Educational Administration	1
Textiles	1
Theatre	1
Communications	1
Accounting	1
Political Science	1

The Fall Trimester, 1981, enrollments are distributed as follows:

Art	2
Art Therapy	4
Accounting	3
Administration	8
Communications	2
Biomedical Communications	1
Education	4
ESL	1
English	2
Counseling Psychology	21
Industrial Psychology	4
Finance	5
Management	9
Marketing	1
Health Administration	17

Gerontology

Chapter 4

VAAP

Public Service Outreach

Valuation Science

5

Public Administration

1

Photography

1

Political Science

1

Procurement Management

2

Painting

1

Printmaking

1

Printing

1

Social Studies

1

Through our on-campus programs

102

In our academic programs on the St. Charles campus, we have made a conscientious effort to serve many different kinds of people and to offer the types of programs they need. For years, Lindenwood has been attractive to older adults who wish to obtain and/or complete a college education. The day-time programs have attracted more women than men over the years, but the reverse is true in the evening programs. Long before it became a national trend, Lindenwood was seeking and enrolling older students. These students, whether or not seeking degrees, have never been segregated into special programs or classes. They have been integrated into our regular programs and classes. They prefer that; we prefer that; and they perform, for the most part, on a superior level. We regularly hold meetings to acquaint prospective older students with the advantages and opportunities for returning to school; we have done so for more than twenty years.

In addition, the Evening College provides degree programs for those who want course-oriented, part-time tracks, but whose schedules preclude day-time classes. Some week-end classes, also are offered in this program.

For those whose schedules preclude regular classroom work or whose preferences are for non-traditional instruction, the programs and options of the College for

Public Service Outreach

Lindenwood feels very keenly an obligation to public service even though it is a private institution. This springs partly from the historic role of community service by educational institutions and partly from a sense of community and regional loyalty. In the past decade, Lindenwood has increasingly drawn its students and its support from the immediate region. As we have identified more closely with St. Charles and St. Louis, so our commitment to the area has grown.

This effort to serve our community and the larger metropolitan area is expressed in several ways.

I. Through our on-campus programs

In our academic programs on the St. Charles campus, we have made a conscientious effort to serve many different kinds of people and to offer the types of programs they need. For years, Lindenwood has been attractive to older adults who wish to obtain and/or complete a college education. The day-time programs have attracted more women than men over the years, but the reverse is true in the evening programs. Long before it became a national trend, Lindenwood was seeking and enrolling older students. These students, whether or not seeking degrees, have never been segregated into special programs or classes. They have been integrated into our regular programs and classes. They prefer that; we prefer that; and they perform, for the most part, on a superior level. We regularly hold meetings to acquaint prospective older students with the advantages of and opportunities for returning to school; we have done so for more than twenty years.

In addition, the Evening College provides degree programs for those who want course-oriented, part-time tracks, but whose schedules preclude day-time classes. Some week-end classes, also are offered in this program.

For those whose schedules preclude regular classroom work or whose preferences are for non-traditional instruction, the programs and options of the College for

Individualized Education are provided. These learning sessions are held at night and on weekends to accommodate such students. This program provides full-time opportunities to seek degrees.

Lindenwood has made a major effort to meet the needs of area public school teachers for advanced degrees. The Education Department offers regular classes and workshops for area teachers throughout the year. The chapter on Graduate Education describes the programs available, but this, too, represents an effort to be of real service to our area. Many "Super Saturday" conferences and more extensive programs in late afternoons or in the summer accommodate the needs of area educators.

Lindenwood seeks, within its programs, to meet the needs of present and prospective students of all ages in our area, as well as young students from around the country.

II. Through an extension of our programs off the campus

Lindenwood has also made an effort to take its programs off the campus to locations convenient for other students. The College for Individualized Education has always maintained an office with some classroom space in the city or county of St. Louis for students who are not close to St. Charles. At present, that office is in the Clayton area of St. Louis County.

Lindenwood also offers on-site courses in two programs:

- 1) Undergraduate and graduate courses in Business have been offered at the General Motors plant in St. Louis at Monsanto, and at the Bussmann Fuse Company.
- 2) General Education and Nursing courses are given at several area hospitals for groups of students.

In addition, courses are offered at two other locations on a regular basis:

- 1) The Mansion House Center in downtown St. Louis where M.S.A., M.B.A., and International Business courses are offered for those working in the downtown area.

- 2) The Lake St. Louis Center, in western St. Charles County, where both credit and non-credit courses are offered.

III. Through non-credit offerings

Through a program called "Leisure Learning," Lindenwood provides opportunities for non-credit learning experiences for those not seeking degrees or more extensive programs. This effort is now more than three years old. Courses such as interior design and renovation, basic photography, holistic health, algebra brush-up, speed reading, gourmet cooking, bass fishing, Hatha yoga, secretarial management are given over variable time frames. The Leisure Learning Program offers a children's film series each year.

These programs provide entertainment and personal enrichment, develop hobbies, skills, and sometimes to test the ability to go back to school. There are no entrance requirements, and the fees are relatively modest.

The Lindenwood theatre department frequently casts area residents, both adults and children, in its productions and it offers a youth theatre workshop for area youngsters. The Lindenwood theatre program is the only such outlet in St. Charles County.

IV. Through the use of our facilities

A great many groups make use of our facilities for conferences of many sorts, athletic activities for children, the St. Louis Football Cardinals, the Berlitz School of Languages meet on campus. Groups such as the St. Charles Branch of the American Association of University Women use rooms on campus for their meetings and programs. Some area high schools play football and soccer on our field, and it is used sometimes for area championships.

Lindenwood is an integral part of the St. Charles-St. Louis community. Our faculty and staff are active in many civic and cultural groups. Both individually and collectively, we try to be good neighbors.

Faculty selection at Human Resources: Faculty

The full-time instructional staff of The Lindenwood Colleges is well-qualified for its work. In the 1980-81 academic year, 46% held terminal degrees (Ph.D., Ed.D, M.F.A.), an additional 50% held master's degrees (M.A., M.S., M.B.A.), while the remainder (two people) held bachelor's degrees but had professional experiences that fitted them for their particular positions. During the current, 1981-82 academic year, the comparable figures are 52% with terminal degrees, 45% with master's degrees, and 3% with bachelors degrees.

All faculty members are active in areas for which their training qualifies them. Obviously, in a small liberal-arts college, faculty members teach a wider range of courses than would be common in a university, but all areas are still within normal competencies. No one has been re-assigned to a radically different area because of enrollment shifts, with one possible exception:

One member of the faculty has re-trained herself over a period of time and shifted her emphasis in teaching. When she came to Lindenwood originally, she had a specialty in religious education and had been on the faculty of a seminary. She came here to prepare individuals to become religious education professionals in parish work. That program was phased out a number of years ago (together with a national trend transferring such training to graduate programs). The faculty member in question has retrained herself to teach courses in comparative religion as well as courses on aspects of the Bible which she taught before. This retraining has been effected with additional course work as well as field work, e.g., a summer in India.

One other member on the faculty is preparing for a major shift of this kind. One Professor of foreign languages recently completed a graduate program in international business and expects to combine these two professional interests.

A considerable number of people normally will see each applicant and make some recommendation to the President. While the actual hiring is the

Faculty Recruitment and Selection

Faculty selection at Lindenwood begins with departments and the Dean of Faculty. For a replacement or a new position, the department chairman and the Dean of the Faculty propose recruitment of a faculty person. The Dean consults the Faculty Council which has a voice in establishing priorities for positions to be filled. The Dean then consults the President of the Colleges who has, of course, the budgetary authority to authorize recruitment.

Authorized positions are then advertised (usually nationally; usually in the Chronicle of Higher Education and perhaps the appropriate specialized journal or newsletter). The Dean then appoints a small committee consisting of the department chairman and perhaps two other closely affected people to serve as a screening committee to review applications as they are received. This committee, in consultation with the Dean, makes decisions about the particular applicants who are to be invited to campus for interviews. Usually three applicants are initially selected.

Interviews bring the applicants into contact with the Screening Committee, the academic department offering the position, the Dean, the President, and members of the Faculty Council and students. After the various applicants have been interviewed, the Screening Committee and the Faculty Council make their reports to the Dean. Either the applicants are rated in some sort of order of choice or a determination is made to seek further interviews. The Faculty Council's role in this process is advisory, but the Dean invariably seeks their advice.

Assuming that the first series of interviews has produced one or more satisfactory candidates, it is the Dean's function to negotiate with the candidate to produce an agreement. Contracts are issued and signed by the President.

In a small faculty, the Dean clearly has a role in such selection, as does the President. A considerable number of people normally will see each applicant and make some recommendation to the Dean. While the actual hiring is the

prerogative of the administration, faculty selection calls for a considerable involvement by faculty, staff, and students.

Faculty Evaluation

All faculty at Lindenwood are evaluated regularly. Faculty members distribute student evaluation forms at the end of each term in each class (an example of such a form is included in appendix I). The forms from each class are then collected by a student and taken to the office of the Dean of Faculty. After the course is concluded and the grades given, the evaluations are returned to the Department Chairmen and then to the faculty members so that student reactions to the classes can be considered. The individual faculty member may make whatever use he/she wishes of the evaluations but often consults with the department chairmen about them. The chairman uses the evaluations when making recommendations concerning retention, promotion, merit raises, and the granting of tenure.

In addition to this regular student evaluation of classes and instructors, there is an annual performance review by peers. Faculty members are asked to submit to the Dean of Faculty an annual report evaluating one's own professional activities and achievements and institutional services. In cases involving promotion, retention, and tenure, a considerable effort is made to obtain peer recommendations as well as the student evaluations.

Travel, Sabbaticals, Research Funds

In recent years, funds available for faculty travel have been small. Nevertheless, enough funding has existed to defray at least a portion of the travel costs for those wishing to attend one professional meeting a year or to otherwise improve their professional preparation. Those presenting papers have had all expenses defrayed. These funds are administered by the Dean of Faculty. The level of funding for these purposes rose 50% in the academic year 1981-82 over the previous year.

Sabbatical leaves may be requested by those with six years of full-time

service. Those making the application indicate in a letter to the Dean of Faculty their plans for the leave. The Dean and the President make the final decision about granting sabbaticals. They are guided by the merit of the proposal, by the needs of the department and students, and the availability of funds to cover courses, if necessary, during the leave period. Usually three or four faculty members are on sabbatical in any given year. Faculty members may receive full pay for a long term and the January Term, or half-pay for a full academic year. Obviously, nearly everyone elects the half-year, full-pay option. A report must be made to the Dean of Faculty upon return concerning the results and accomplishments of the leave period.

Leaves of absences without pay are available at the option of the Dean and the President, and at least one member of the faculty has regularly requested and received such leaves. They are not common, however, since most members of the faculty cannot afford to do it. One other member of the faculty had such a leave a short time ago while, in effect, testing a different career option. She did not then return to Lindenwood.

Promotion and Tenure Policies

The faculty has adopted a set of criteria by which faculty members are evaluated for reappointment, promotion, and tenure. These criteria are these:

I. Teaching and Professional Effectiveness

A. Meeting classes regularly and promptly

B. Demonstration of a positive attitude toward students

C. Intellectual integrity

D. Intellectual competence

E. Clarity of presentation

F. Continuing effort to keep abreast of new knowledge in higher education generally and in one's field(s) of specialization

G. Willingness to incorporate new ideas and techniques into one's teaching.

II. Professional Service

- A. Active participation in faculty and administrative affairs, such as
 - 1. student recruitment
 - 2. service on faculty committees
 - 3. curricular development
- B. Performance in advisement and counseling of students
- C. Cooperation with other faculty and administrative personnel in the advancement of the mission of the college
- D. Leadership and initiative in faculty affairs
- E. Assistance in the development of extramural funding for institutional enhancement
- F. Institutional service to the community

III. Professional Development

- A. Demonstration of professional ethics
- B. Professional honors, achievements, additional academic degrees
- C. Research, publications, productions, performances, exhibitions
- D. Consultative roles outside the institution
- E. Membership and offices in professional organizations
- F. Attendance at professional meetings
- G. Development of new areas of expertise

Probationary Periods for Tenure

New faculty beginning service at Lindenwood have a probationary period not to exceed six years of full-time service. For a faculty member with at least three years of full-time service at another institution, the period may not exceed five years. The minimum probationary period is one year, regardless of prior service.

A faculty member may, in extraordinary circumstances, request that tenure

review be delayed by a year. The faculty member must state this desire in writing and waive any claims to de facto tenure.

Tenure Review

Tenure reviews are conducted by a sub-committee of the Faculty Council which solicits material from students and colleagues. The sub-committee makes a recommendation to the Faculty Council which then adopts a formal position and reports this to the Dean. The Dean reports his own position on the tenure case. If Faculty Council and the Dean of Faculty disagree in a given case, the Faculty Constitution and By-Laws contain a procedure for resolving the disagreement. Final action is taken by the President under the authority of the Board of Directors and with recorded approval of the Board.

Academic Freedom and Responsibility

The Faculty Constitution contains specific provisions covering faculty members' freedom in the classroom to discuss their subjects. The responsibilities which go with this freedom also are recognized, and both freedom and responsibilities are those commonly accepted throughout the academic community.

No instances come to mind of efforts by anyone inside or outside the institution to restrict academic freedom or of anyone alleging that his or her freedom has been abused or restricted. There have been no controversies on this matter at all.

Work Assignments and Working Conditions

The teaching load of faculty members at Lindenwood is determined by contract. The standard teaching load in the current contract is 27 semester hours per academic year. In normal three-hour units, this represents nine courses a year, four each in fall and spring and one course in January Term. Many faculty members fall into this category, but there are a number of exceptions. Some courses, obviously, are in four or five semester-hour units, others one or two; some faculty give studio and laboratory courses; some private lessons. All of these add flexibility and

complexity to the teaching load. Some faculty members are given reduced loads for other reasons; for example, several faculty members serve as freshman advisors, and their teaching responsibilities are reduced by three courses per year. It is possible to re-distribute courses taught during the year into other patterns by agreement between faculty members and the Dean of Faculty.

Almost all faculty members have private offices with individual telephones. The exceptions occur in the College for Individualized Education and in Nursing, where larger combination offices are used. The College maintains a word-processing center where faculty work--typing, mimeographing, dittoing, and the like--may be done. Four departments, Education, Business, Theatre, and Nursing have individual secretaries, the others do not. Several departments continually request such help, but such requests have not been included in the budget in recent years.

The individual work spaces assigned to faculty members are adequate; many are outstanding. Most are air-conditioned.

Salary and Fringe Benefits

Lindenwood does not have a salary scale with precise steps for years of service. Instead, there is a fairly broad range based on rank but with considerable overlap at the top and bottom of the rank ranges. Salaries are determined by the Administration under the Board of Directors' authority. There is no organized negotiation prior to the contract, though some individuals do negotiate either before or after contracts are issued. Salary raises averaging 8% have been given in the past two years, but raises are not automatically given each year, and there were two years prior to the current administration when no salary adjustments were made at all. We normally fall into the "C" range on the A.A.U.P. scale as reported nationally.

The Faculty fringe benefits are the result of several years of accumulation. They include the following:

1. Free undergraduate tuition for children or spouses at Lindenwood.

2. Up to \$1000.00 a year in tuition charges per child for children attending other colleges or universities.
3. One-half the cost of the employee's health insurance.
4. College-paid disability insurance.
5. A small, college-paid insurance policy on each employee.
6. Normal social-security benefits.
7. Specified sick leave and personal and professional leave days each year.
8. College contribution to retirement annuity program.
9. College-paid workperson's compensation.
10. College-paid unemployment compensation.

Students who intend to be full-time or part-time, resident or non-resident, in the day program enter through the services of the Admissions Office.

Other prospective students who seek admission to the Evening College ordinarily contact that office directly. The staff in that office will take care of the admissions process for such students. The requirements and application forms are the same as for the day program, but the site of application is usually different.

Adults who are prospective students in the Lindenwood College for Individualized Education (LCIE) are handled by a branch of the Admissions Office concerned specifically with entry into the LCIE. Such students are identified through advertising, word-of-mouth referrals, and contacts with adult groups. Again, the requirements and application process are the same as for all Lindenwood students.

Chapter VII

Human Resources: Students

Admissions

The admissions process at Lindenwood encompasses three different entry paths. The Admissions Office itself is primarily concerned with the recruitment of conventional, daytime students. That office maintains a staff of representatives who seek students both in the St. Louis metropolitan area and nationally. Some of them are based in St. Charles, while others live and work in the field. These representatives visit high schools regularly. The college also receives names of prospective students from testing services, posters, advertisements, alumni, and field representatives contact these prospective students. Students who intend to be full-time or part-time, resident or non-resident, in the day program enter through the services of the Admissions Office.

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	Grade-Point Average
Part-time, both first-time and transfer students	2.442
Full-time, both first-time and transfer students	2.662

Fall 1980 Admissions Data

For those students, primarily day program admissions, who took either of the national testing banks:

American College Testing Service

	Average Score	High School GPA
Part-time, both first-time and transfer students	n/a	2.113
Full-time, both first-time and transfer students	17.6	2.719

Scholastic Aptitude Test

Part-time, both first-time and transfer	Verbal: 463.5 Math : 477.0	2.715
Full-time, both first-time and transfer students	Verbal: 408.1 Math : 508.8	2.590

Those who entered in Fall, 1980, without national scores:

	Average GPA	Mean Rank-in-Class
Part-time, both first-time and transfer students	2.33	46th %ile
Full-time, both first-time and transfer students	2.544	52nd %ile

Fall 1981 Admissions Data

American College Testing Service

	Average Score	High School GPA
Part-time, both first-time and transfer students	23.5	2.825
Full-time, both first-time and transfer students	18.3	2.833

Scholastic Aptitude Test

Part-time, both first-time and transfer students	Average Score Verbal: 410 Math : 460	High School RIC 2.969
Full-time, both first-time and transfer students	Verbal: 371.1 419.5	2.242

Those who entered Fall, 1981, without national scores:

	Grade-Point Average
Part-time, both first-time and transfer students	2.442
Full-time, both first-time and transfer students	2.662

Lindenwood is an academic community marked by exceptionally close student-faculty relationships. Almost without exception, the classes are small. Even our "large" general education classes are far smaller than similar classes in public institutions. Students and faculty usually know each other fairly well. After a student chooses a major, he or she normally will have a number of classes within that department. Since the departments are small, this means that this student, like most students, will have several classes with each instructor in the major department. One of those same departmental instructors is likely to be the academic advisor as well. In addition, a great many students have at least a portion of their work in tutorials and independent studies, where the relationship with the instructor is necessarily close.

Lindenwood is an institution whose student body has grown in numbers in recent years, but it has grown in complexity as well. The total enrollment at Lindenwood is hidden from most people, since the different elements of the student body attend at different times and sometimes in different places. The entire student body is never assembled at any one time or any one place. It is possible to identify some of these fairly discrete parts of the student body, but these parts frequently do not have much contact with each other.

1. The traditional component

These students fit the traditional idea of college students. They are of the appropriate age, 18-22. They reflect the common characteristics of such students across the nation. Lindenwood has administered the fall survey of the American Council on Education for a number of years. Our beginning, full-time students consistently have fallen into the national norms for such groups, changing as the national scene has changed. The great majority of these students are now commuters, while a relatively small number lives on campus in the residence halls. These are the students who are most interested in extracur-

ricular activities such as student government, newspaper and magazine production, dances, film series, and the like.

One of the problems of the campus in recent years has been the declining number of such traditional students, particularly those who wish to live in the residence halls. The declining number of such students has changed the atmosphere of the campus in large degree, and this has an impact upon some of the traditional curricular areas, such as English and History. The whole panoply of students' activities is jeopardized when the numbers available for such activity are so limited. Commuting students have a life outside the campus and often have part-time jobs as well. There is no question that this is a source of concern for Lindenwood in recent years, and future recruiting efforts will emphasize the recovery of residential students.

2. The Day-time Continuing Education Student

This group, overwhelmingly women, represents a fairly strong tradition at Lindenwood. It is composed of women who are older than the traditional student, who either dropped out of college in earlier years to marry or work or who never attended college before. Now, for a variety of reasons, such women wish to return to or begin college. Some of them need to do so to prepare themselves for a career; others may already have careers or have no interest in such a goal, but they do want a college degree. For some with careers, the college degree is a matter of obtaining credentials for professional advancement. This student category is of obvious importance nationally in college and university enrollments. At Lindenwood, this kind of student has been a recognized part of the student body for at least twenty years. At one time, we had a Dean of Continuing Education to serve this group. No special classes have ever been held; the group has never been segregated in any way. But it has been and is a self-conscious group. An organization has been created by these students, mostly social but partly for mutual support, which meets once a week. One of the faculty advisors deals particularly with them because their scheduling problems

may be more complex than those of younger students. They frequently demonstrate high motivation and aptitude for college work. Several of them graduate with honors each year.

In an interesting way, some of them in recent years have been active in student affairs. The senior activities honor society, Linden Scroll, always has two or three such members, and sometimes they serve as leaders of that group.

The College has workshop sessions once or twice a year to which adult women who are thinking of beginning or returning to college are invited. There they are given curriculum information, financial-aid data, and some peer advice that supports their interests and allays fears. Many of them exhibit initial diffidence about their abilities, but most of them become good students if they enroll.

3. The Community-College Component

Since St. Charles County is not included in a junior or community college district, Lindenwood attracts some students who would attend a community college if one were more handy. Such students tend to be more interested in fairly finite goals--learning accounting or how to program a computer--than they are in "going to college". Such students often do not desire a degree as such. In Fashion Marketing, Data Processing, and Business, we have associate degrees and certificate programs designed for such a market. There has been no effort made to identify such students within our student body by name or even number, but they are undoubtedly present. Their numbers declined in the fall of 1981, however, as Lindenwood's academic standards were raised and tuition rose significantly above that of the Junior College District in St. Louis County.

4. The Evening College Component

Here the student body is older, mostly male, mostly employed in business, mostly interested in studying business. They form both an undergraduate and M.B.A. student group. They are usually well-motivated within narrow limits, and many of them are quite good students. They have rather definite goals; they pay by the course, and, consequently, they want their money's worth. They respond

to good instruction and are impatient with and vocal about poor instruction. Their numbers continue to increase, and they have come to be the financial backbone of the institution.

5. The English-as-a-Second-Language Group

Present on campus at any one time are 100-150 international students, many of them from the Middle East and North Africa, studying English as a Second Language. The Middle Eastern group has in 1981-82 been joined by a significant component from Malaysia and Latin America. Most of them are sponsored and supported by their governments. They intend, most of them, to pursue technical careers, and remain at Lindenwood only for the English training, ordinarily 12-18 months. Some who experience difficulties remain longer. Some few, studying business or political science, or pre-engineering enter degree programs. Those beyond the elementary level in their ESL training may take one or two regular courses in addition to their language study. Thus, many Lindenwood courses have international students enrolled in them. Indeed, many mathematics and science courses are predominately international in make-up. But a scattering of these students moves into many areas, providing both a challenge and an opportunity to other instructors.

Some echoes of friction occasionally surface between the ESL group and some American students. The ESL students are a very visible group on campus. Many live in the residence halls (more than 50% of the residence hall population is international students). They tend to cluster together in the student center. Some students (and at least a few faculty members) fear that conventional American students are discouraged from coming to Lindenwood by their presence, but this cannot be proved. There is no way to establish the fact or the extent of resentment among students or faculty toward their presence. In any event, these students are all full-time, full-pay students, and their presence is welcomed by many students and faculty who enjoy the cosmopolitan atmosphere they bring.

6. The Graduate Teacher Component

Many area school teachers are engaged in master's programs at Lindenwood. Except in the summer, few are full-time. Many of the graduate-level education courses are held in the late afternoon to accommodate school schedules. This group of students is not often visible, and it may diminish in size because of rising tuition costs, which limit our drawing power to school teachers who are not prepared to pay high tuition rates for graduate work.

7. The College for Individualized Education Group

Some 360 students are enrolled in the College for Individualized Education. Cluster-group meetings are scheduled for evenings and weekends. Some students meet at the offices in Clayton rather than the St. Charles campus. Again, this is an important, and growing, component of our student body, but it is almost totally self-contained and not very visible on campus. There is a provision in the LCIE system that allows students in the program to take one course in the regular programs as part of their individualized program. But constraints of time prevent most students from doing so. Thus, this program is also very discrete from the rest of the student body. Many CIE students visit the main campus only two or three times a year.

8. The Mansion House Group

Almost 100 of Lindenwood's students are enrolled in the graduate programs offered at the Mansion House complex in downtown St. Louis. The Director of the Evening Program and the Dean of Faculty interview them at the Mansion House prior to their admission to the program.

9. Miscellaneous Groups

There are various groups that do not fit into any of the previous categories. Non-credit courses are offered on the St. Charles campus as well as at facilities at Lake St. Louis, some twenty-five miles west of the campus. Some undergraduate and graduate courses are offered on-site at the General Motors

plant in St. Louis and at other corporate sites. Some nursing and support courses are offered at area hospitals.

Thus, for a small college, the Lindenwood student body is heterogeneous. It ranges widely in age, background, and academic interest. All students enrolled in degree programs are bound by common academic standards and general education requirements. No component of the Lindenwood Colleges offers a degree that cannot be recognized or validated by the other components.

Break-Down of Fall 1981 Enrollment

Residents

Returning	68
New	108
	<u>176</u>

Non-Resident Full-Time

Returning (West St. Charles County satellite campus)	232
New	108
	<u>340</u>

Part-Time Day

Returning	46
New	28
	<u>74</u>

Part-Time Combination

Returning	31
New	5
	<u>36</u>

Part-Time Evening

Returning	221
New	192
	<u>413</u>

Master of Business Administration

Returning	162
New	47
	<u>209</u>

Master of Science in Administration (Mansion House)

Returning	66
New	26
	<u>92</u>

Bussmann (On-Site Course)

Returning	8
New	2
	<u>10</u>

General Motors (On-Site Course)

Returning	5
New	0
	<u>5</u>

Master of Fine Arts

Returning	2
New	3
	<u>5</u>

Master of Education

Returning	34
New	7
	<u>41</u>

Lake St. Louis (Western St. Charles County satellite campus)

Returning	32
New	15
	<u>47</u>

Lindenwood College for Individualized Education

Graduate		Undergraduate	
Returning	57	Returning	140
New	59	New	112
	<u>106</u>		<u>252</u>

Off-Campus Nursing Program (St. Luke's West, Christian Northeast, Deaconess, Normandy)

Returning	37
New	33
	<u>70</u>

Total Number of Enrolled Students: 1926, enrolled for 15,389 credit hours, an average of 7.98.

This compares with the Fall 1980 enrollment of 1969, enrolled for 15,522 credit hours, an average of 7.87.

Student Life and Activities

The Dean of Students supervises all aspects of student life and activities: housing, food service, career planning and placement, health services, security, and student government.

At present, there are three residence halls in use at Lindenwood, with a fourth under renovation. Each residence hall has an adult head resident and student resident assistants. Each has its own active internal organization. Irwin Hall houses both men and women students (27 during Fall Term); McCluer has only women residents (58 during Fall Term), and Parker Hall has both men and women students (89 during Fall Term). Sibley Hall, the oldest residence hall on campus, is undergoing renovation and is scheduled to return to service in the spring or fall of 1982.

The student body is represented by the Student Organizational Association which carries on the normal functions of student government. These activities are of greatest interest to the resident students. The various committees and commissions of the Student Organizational Association are advised by the Dean Students.

There are a number of active student groups, such as the Lectures and Concerts Committee, the Film Board, the Psychology Interest Group, the International Club, the Business Club, the Christian Fellowship, and the Continuing Education Organization. Students publish a newspaper and a literary magazine.

The Dean of Students has immediate access to the President of the College and meets with him 12-15 times a month. All faculty meetings are attended by at least one student services representative, and constant access to faculty is maintained through individual contacts and committee participation.

The Office of the Dean of Students maintains a resource bank of qualified professionals to provide medical care and counseling beyond the services available on campus. Students with acute problems are evaluated initially on campus and are then referred to outside resources, if needed.

Student groups meet regularly--student government committees, budget committees, food committee, and the residence hall committees. Student activities provide cultural and extra-curricular activities on and off-campus. Films, lectures, concerts, trips, intramurals, and social events are administered by the Student Activities Director and funded through an activities budget. These activities are initiated by student boards with faculty advisors.

Inter-Collegiate Athletics

Lindenwood is an active member of the National Association of Intercollegiate Athletics. Student athletes must adhere to all rules and regulations of the association concerning academic and social activities.

Inter-collegiate athletic programs are sponsored in these sports:

Women

Soccer
Volleyball
Tennis
Basketball
Softball

Men

Soccer
Tennis
Basketball
Baseball
Golf

Less than 1% of the Lindenwood operating budget is spent on inter-collegiate athletics. Scholarship aid to athletes meets the same need criteria as other student scholarship aid.

Student athletes are widely scattered in terms of academic majors. There is certainly no emphasis on physical education as a major.

Inter-collegiate athletic activity at Lindenwood began only after the admission of men students in 1969. It is a new effort, and it is still carried on at a modest level. This past season, however, both the men's and women's soccer teams posted excellent records.

Health Services

For several years, prior to Fall 1980, health services at Lindenwood were maintained at a minimal level; most students were referred to private physicians for treatment.

In September 1980, a Registered Nurse--a Nurse Practitioner/Clinician--with a master's degree in Community Health and experience in the development and implementation of ambulatory health care services was brought in on a half-time basis as Director of Health Services. She was charged with planning, developing, and implementing a more comprehensive program of health care for the students and staff at Lindenwood.

A small building was renovated and is now the Campus Health Center with an examination room, counseling/education room, laboratory, screening area, reception area, and office space.

Since Fall Term, 1980, services available have steadily increased and student use has correspondingly increased. From September 10, 1981 to November 30, 1981, there were 622 service contacts for health care reasons.

The following services are available at no charge to residence hall students and full-time undergraduate students:

1. Evaluation of health problems [with physician referral as appropriate]
2. Treatment of minor health problems [illness, accident]
3. First Aid
4. Monitoring of chronic health problems
5. Laboratory testing and screening
6. Health examinations
7. Health counseling and education
8. Blood pressure, TB screening
9. Immunizations and allergy injections
10. Well woman examinations
11. Weight control and nutrition counseling

A local physician in private practice is retained as Medical Consultant. He is available for any needed service. Specialists are available, if needed.

The Nursing Department uses the Health Center for learning experiences of

related to health assessment, teaching, promotion, and screening. The athletic department obtains physical examinations there.

Career Planning and Placement

As a part of the Office of the Dean of Students, the Career Planning and Placement service was established to assist students in making viable career plans. This office is staffed by one full-time career counselor and a part-time secretary, who report to the Dean of Students.

The following services are provided for students:

Interest Tests

Internship/Cooperative Education opportunities

Student Workshops

Career/Life Planning course in the January Term (one semester hour credit)

Campus recruitment opportunities

Career planning and placement service is intended to help the student in preparing for a useful, productive life. The program has the following components:

1. Self-exploration, which includes values clarification, interests tests, needs assessment, and goal-setting
2. Exploring the world of work (phase One), which includes identification of occupations compatible with the results of the interests and skills
3. Exploring the world of work (phase Two) which includes visiting persons on job site locations, utilizing internship opportunities, cooperative education placement, and personal interviews to explore career options.
4. Exploring the world of work (phase Three) includes attendance at resume writing and interviewing skills workshop, participating in campus recruiting program, and developing job search techniques.
5. Implementation of job-hunting Plan, which enables students to target employment opportunities, make use of an established network system of

advisory council and alumni contacts, and follow through on employment leads.

Career planning begins with freshmen students, Workshops are designed to meet the needs of the student; career counseling works closely with the student's faculty advisor to ensure consistency of direction.

Career counseling is included in Faculty Advising Workshops. The career counselor meets with faculty within the departments on a regular basis.

In 1981, graduates were placed:

KXOK radio, St. Louis

WTSO radio, Madison, Wisconsin

RCA, St. Louis

General Motors

Ralston Purina

Southwestern Bell

The Limited

Burger Chef

Monsanto

McDonnell Douglas

Emerson Electric Company

Brown Shoe Company

Citicorp

7-Up

Famous Barr

A variety of school districts in the greater St. Louis area.

Security

Lindenwood maintains a trained, bonded security force. It provides protection for institutional property as well as protection for the lives and possessions of students.

Officers regularly tour the campus, open and close doors, turn off and on equipment or machinery as needed, read and report gauges and temperatures, and report unusual or unsafe conditions.

The security service is primarily concerned with the safety and welfare of residence hall students. Regular fire and disaster drills are held to ensure familiarity during emergency conditions.

In addition, security people escort visitors, convey money to and from the banks, issue parking permits, take students to hospitals, and deliver messages. All officers are thoroughly checked, trained, and licensed by the City of St. Charles.

An incoming student at Lindenwood obviously falls into one of two categories: a beginning student or a transfer. Normally, a beginning student would be assigned for advising purposes, to one of a specially chosen group of freshman advisors. These are faculty members who have been selected because they like advising and are good at it. They are given relief from three courses during the year to assume this responsibility. They explore life goals with incoming students and translate these into curriculum and course choices. For students who are still unsure of goals, they provide advice that gives these students a chance to experience a variety of disciplines and still keep their options open for later choices. Normally, these students would remain with this initial advisor until a definite choice of major is made or confirmed, and then the student would be assigned an advisor in that major field. This transfer would normally come toward the end of the sophomore year.

In some few cases, students have a very definite prior choice already made and need to go to a departmental advisor immediately upon entry. Examples of such students would be theatre students or music students. Some science students would fall into this category as well.

For the transfer student, the process is a little different. Most transfer students are coming from community colleges or other institutions to continue study toward a major already begun. Such students have their prior programs evaluated by the Registrar, who translates their transfer credit into the Lindenwood program. These students are then assigned to an advisor in the appropriate major field. It sometimes happens that transfer students also need consultation about future plans. This can be provided by the career counselor, by the Dean of Faculty (who often talks with incoming students), or by the faculty advisor. This must precede an actual registration.

Almost all full-time faculty members at Lindenwood have advisees. The numbers vary, of course, because some fields are so much more popular at present than others.

There is another category of advising. A great many adult evening college students have well-defined goals before they come. They do not want the broad consultation appropriate for a younger student. They are not worried about what to do "when they grow up". Their programs are most often outlined in the Evening College office by staff assistants, by-passing the regular faculty advising route.

Lindenwood takes academic advising seriously, not only because it is closely linked to student retention, but because most students need to be counseled about their individual needs and options as they prepare for careers. Two advising workshops for faculty have been held in the past nine months and closer attention is being paid by the Dean of Faculty to the proper assignment of students to advisors.

The new President has applied fiscal controls of great rigor and personally oversees all expenditures. The results have been good. The operation for 1980-81 was much improved over recent years, and the 1981-82 fiscal year will be the first one in many years to approach a balance between revenues and over expenditures. No further withdrawal from capital endowment is occurring, and borrowing, except possibly to smooth cash flow, will no longer be necessary. The summer of 1981 required no borrowing to meet payroll and other obligations.

Another casualty of the long financial crisis was timely maintenance. "Deferred maintenance" is, of course, a euphemism for no maintenance, and severe physical problems accumulated. The worst problems have now been corrected, and substantial funding for further renovation has been obtained from the College Housing Program.

Nevertheless, debt service and physical maintenance continue to consume a higher proportion of institutional funds than anyone at Lindenwood likes.

The regular day-to-day and yearly financial mechanisms of Lindenwood are now on a systematic basis. A budget is formulated, using a fairly wide level of participation. This budget is constructed after extensive review

Financial Resources and Business Office Operations

For a number of years, Lindenwood has operated with an annual deficit. These accumulated deficits have been sustained through the expenditure of quasi-endowment funds (that is, funds donated to the college that were not restricted) and borrowing. The total of such deficits over a period of a decade severely depleted the available capital assets of the College, produced an annual cash-flow crisis each summer, and jeopardized our credit position. It caused considerable speculation about the future of the institution, both inside and outside. To that extent, it probably affected recruiting at some level. The new President of the College, appointed in the summer of 1979, was charged by the Board of Directors with stabilizing the economic situation of Lindenwood.

The new President has applied fiscal controls of great rigor and personally oversees all expenditures. The results have been good. The operation for 1980-81 was much improved over recent years, and the 1981-82 fiscal year will be the first one in many years to approach a balance between revenues and expenditures. No further withdrawal from capital endowment is occurring, and borrowing, except possibly to smooth cash flow, will no longer be necessary. The summer of 1981 required no borrowing to meet payroll and other obligations. Another casualty of the long financial crisis was timely maintenance. "Deferred maintenance" is, of course, a euphemism for no maintenance, and severe physical problems accumulated. The worst problems have now been corrected, and substantial funding for further renovation has been obtained from the College Housing Program. Nevertheless, debt service and physical maintenance continue to consume a higher proportion of institutional funds than anyone at Lindenwood likes. The regular day-to-day and yearly financial mechanisms of Lindenwood are now on a systematic basis. A budget is formulated, using a fairly wide level of participation. This budget is constructed after extensive review

beginning with the academic and non-academic departments, deans, and directors. The preliminary budgets submitted by these units are reviewed in a session with the President and the Chief Business Officer. Such preliminary budgets are then formulated by the Chief Business Officer, approved by the President, and then submitted for approval to the Board of Directors. The operation of the budget is monitored by the Chief Business Officer and the President, as well as all responsible chairpersons, directors, deans, and unit heads. Colleges Detailed monthly analyses are issued by the Computer Center to department heads. The budget and its administration is reviewed at each quarterly meeting of the Board of Directors.

A regular yearly audit is conducted by an outside firm of Certified Public Accountants, who furnish both a balance sheet and a management letter.

The financial stringencies of recent years did not prevent Lindenwood from carrying out its educational mission, though they produced some selective cuts. For example, at the end of the 1980-81 academic year, Lindenwood discontinued a program in horsemanship that had existed for many years. Declining enrollments, rising costs, and projected deficits dictated the end of the program. But, no such cuts have occurred in basic academic programs. Clearly, financial restrictions have deprived instructional staff of some resources that would have been helpful in enhancing programs, but Lindenwood has avoided cuts that would cripple essential programs and services. It has maintained a full liberal-arts program.

The Colleges continue to monitor finances carefully. Reserves are currently not being set aside, since all resources are needed to fund current operations, cover debt services, and continue the correction of accumulated maintenance problems. But tuition income, endowment income, gifts, and auxiliary income (from conferences, and contract residential arrangements, as well as residence hall and food service operations) appear now to be sufficient to meet current needs. Capital construction is being financed through low-cost government loans. These sources all seem to be reasonably stable.

A ten-year projection for the period 1980-1990 has been developed to provide for academic needs, building alterations, and the restoration of endowment funds. This projection provides the basis for the current development effort. The development program targets three areas: alumni, government, and the corporate/foundation support areas. Staff members are assigned to each area. The development plan itself was formulated by the Director of Financial Resources within guidelines prepared by the President of the Colleges and the Board of Directors.

At the present time, the endowment has a book value of \$3,621,355. In 1970, the book value was \$5,825,424, and in 1975 \$4,912,646. The reductions occurred primarily by the use of non-restricted funds to cover operating deficits and construction costs. The current (1981-82) budget as approved by the Board is balanced. The 1980-81 budget was presented as balanced, but unusual difficulties, mostly in physical plant maintenance, threw it into deficit. The deficit, however, is much smaller than in recent years, amounting to \$268,000 at the final audit. This includes fund adjustments accumulated in prior years.

The business operations of the Colleges have been made substantially more efficient in the past two years. Guidelines of the National Association of College and University Business Officers have been put in place. The staff of the Business Office has been almost totally changed and enlarged in the past two years. A new Chief Business Officer has been brought in. A much higher standard of speed and accuracy in accounting and reporting has been demanded and achieved. In addition, the Computer Center, which supports the Business Office operation, has been upgraded with a new Director. It now operates at a substantially higher level than in past years.

The Colleges have adopted a much stricter policy toward student accounts receivable, so that a steadier cash flow is attained and less default is experienced. In addition, members of the Board of Directors are assisting in efforts

to restructure some of the debt into a tax-exempt situation to reduce annual interest costs. The Board has adopted an investment policy which calls for maximizing income as the first priority and protection of the purchasing power of the endowment as a secondary goal. The Board has insisted that no further invasion of capital occur for any purpose. All new monies received will be administered within those guidelines.

At the present time, we are operating within a balanced budget that reflects acceptable levels of funding for instructional support, student services, and other areas of the Colleges. The very real financial crisis that threatened to destroy the Colleges several years ago has been alleviated; the institution is now approaching stability. The long-term viability of The Lindenwood Colleges is no longer in doubt.

Alterations to the Dining Room; remodeling of Ayres Hall, Memorial Arts Building, Cobbs Hall, Nicrolls Hall; improvements to campus, Butler Library, landscaping and maintenance.

Total: \$1,870,000.00

Additions to Current Endowment funds:

1. Endowing faculty chairs and establishing distinguished professorships
2. Endowing lectures, concerts, conferences, educational programs

Total: \$5,000,000.00

Goal for Decade: \$10,000,000.00

Decade Growth Program

The Board of Directors has approved a ten-year development project, designed to raise \$10,000,000.00 by 1990. These funds are to be secured for the following purposes:

Additions to current academic funds to provide income for:

1. Increasing faculty salaries and securing additional faculty
2. Library support, audio-visual equipment, instructional computers
3. Providing additional student scholarships
4. Continuing operational needs and contingencies

Total: \$3,130,000.00

Alterations and other improvements:

Alterations to the Dining Room; remodeling of Ayres Hall, Memorial Arts Building, Cobbs Hall, Niccolls Hall; improvements to campus, Butler Library, landscaping and maintenance.

Total: \$1,870,000.00

Additions to Current Endowment funds:

1. Endowing faculty chairs and establishing distinguished professorships
2. Endowing lectures, concerts, conferences, educational programs

Total: \$5,000,000.00

Goal for Decade: \$10,000,000.00

Lindenwood Colleges in the next ten years:

1. Curricular offerings must be expanded. Additional courses in the sciences and the world's languages and cultures are needed. We need to strengthen the liberal arts programs presently in the curriculum.

Phase I of this Decade Growth program began in 1980. It is designed to secure a portion of the decade goal:

Phase I Academic Goals:

Faculty Development and Support	\$ 400,000.00
Student Aid (institutional)	300,000.00
Academic Support (including library)	200,000.00
Contingent Needs	<u>100,000.00</u>
Total Academic Needs	\$1,000,000.00

Phase I Physical Plant Development Goals:

Buildings and Grounds	\$ 350,000.00
Renovations to Buildings	<u>870,000.00</u>
Total Facility Needs	\$1,200,000.00

Phase I Endowment Needs:

Endowed Professorship	\$ 900,000.00
Endowed Student Fund	200,000.00
Endowed Library Fund	280,000.00
Endowed Departmental Program	200,000.00
Endowed Name Fund	<u>200,000.00</u>
Total Endowment Needs	\$1,780,000.00

This Decade Growth Program is intended to meet some finite needs of the Lindenwood Colleges in the next ten years:

1. Curricular offerings must be expanded. Additional courses in the sciences and the world's languages and cultures are needed. We need to strengthen the liberal arts programs presently in the curriculum.

2. An enriched program of lectures, concerts, and conferences is needed to supplement formal instruction and deepen the cultural life of the College.

3. New methods of instruction must be introduced. Audio-visual equipment can greatly facilitate instruction in some areas. More responsibility must be placed on the student for his or her own learning. These trends will call for greater library resources as well as improved facilities in classrooms and laboratories.

4. Additional faculty members will be needed to teach courses not now offered and to add sections to existing courses as enrollments increase. Changes in teaching methods and growing knowledge mean additional graduate study and time for research and preparation on the part of existing faculty members. To attract and hold outstanding teachers, endowed chairs for distinguished professors are needed.

5. Renovation of Niccolls Hall, Ayres Hall, and the redecoration of other buildings and campus facilities are required for an improved educational program.

The Library's Self-Study will concentrate on the eight major functions. As of December 31, 1981, the Phase I portion of the Decade Growth Program has raised \$1,527,502.64 of the \$4,000,000.00 interim goal.

I.	OBJECTIVES	
II.	COLLECTIONS	
III.	ORGANIZATION OF MATERIALS	
IV.	STAFF	
V.	DELIVERY OF SERVICE	
VI.	FACILITIES	
VII.	ADMINISTRATION	
VIII.	BUDGET	121

Chapter IX

Facilities: Butler Library

The Butler Library has made significant progress in improving its collections and services for all students, particularly graduate students, since the Evaluation Team of the North Central Association of Colleges and Schools submitted its report in April, 1979, and identified the Library's holdings as inadequate to support the graduate programs. The overall size of the library collections has been increased; reference and instructional services have been improved; reciprocal borrowing programs with nearby university libraries have been strengthened; student use of the Library has increased; and the accessibility of all Library collections has been expanded. These improvements have occurred as a result of the administration's concern for the quality of library services for Lindenwood's students and its commitment to increase funds for Library personnel and materials. The present Library faculty and staff have accepted the administration's challenge to improve Library services for all members of the diverse Lindenwood community.

The Library's Self-Study will concentrate on the eight major functions and components of a college library's organization and services as identified by the Association of College and Research Libraries (ACRL):

- I. OBJECTIVES
- II. COLLECTIONS
- III. ORGANIZATION OF MATERIALS
- IV. STAFF
- V. DELIVERY OF SERVICE
- VI. FACILITIES
- VII. ADMINISTRATION
- VIII. BUDGET

The ACRL has determined standards for college libraries which correspond to these eight areas and which are endorsed by most academic librarians as reasonable guidelines for measuring the effectiveness of college libraries at institutions granting bachelors and masters degrees. A discussion of Butler Library's ability to meet these standards will be included in these eight sections where applicable.

I. OBJECTIVES

The chief objective of Butler Library is to provide adequate books, non-print materials, and library services to support and enrich Lindenwood's educational programs. The Library serves as the major source, outside of the classroom, providing students with many of the resources they need to achieve the goals of a liberal education as described in Lindenwood's Mission Statement. Faculty encourage frequent use of the Library beyond the specific assignments they give, and, therefore, recognize the inherent teaching function of the college library and college librarians.

II. COLLECTIONS

Butler Library contains 111,800 volumes of books, periodicals, government documents, audio-visual materials and microforms. In addition, the Library subscribes to 650 periodicals annually and houses a collection of 24,000 Art slides, a pamphlet file of current information, annual reports of business corporations, and a collection of Career Materials. These 111,800 volumes represent a substantial increase in the size of Butler Library's collections in the past two years. New books have been added (purchases and gifts); the periodicals collection has undergone extensive reorganization; previous cataloging backlogs of materials have been eliminated; and materials which had

remained on storage shelves or in boxes have been reviewed and added to the Library when appropriate. The Reference Collection has been updated by purchasing the latest volumes of essential works, and bibliographic tools such as indexes and abstracts have been brought up to date if they were incomplete or outdated. Librarians have worked closely with faculty in all subject areas to identify new materials needed for student use.

Every book, periodical, or other item in Butler Library was hand counted in the fall of 1981 to arrive at an accurate total of the Library's collections using Association of College and Research Libraries (ACRL) and Higher Education General information Survey (HEGIS) guidelines for counting library volumes. The total volume figure of 111,800 represents 83,306 books, 10,625 periodical volumes, 15,000 government documents, and 2,869 audio-visual items.

The ACRL table below measures Butler Library's holdings against the standard formula for college libraries:

1. St. Louis Regional Library Network (SLRN)

FORMULA A 62 academic, public, school, and special libraries within a 30 mile radius of St. Charles; Members include: Washington University,

The formula for calculating the number of relevant print volumes (or microform volume-equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

1. Basic Collection	85,000
2. Allowance for FTE Faculty Member - 100 vols. x 81.	8,100
3. Allowance for FTE Student - 15 vols. x 1232.	18,480
4. Allowance per Undergraduate Major - 350 vols. x 21	7,350
5. Allowance per Master's Field - 6,000 vols. x 3	18,000
Recommended Total	136,930

Butler Library's total volume count as of 8/31/81 is 111,800 supplying 82% of ACRL's recommended total for a grade of B.

Although the table above serves as a general guideline for the size of an adequate college library collection and individual circumstances must always be taken into account, its results do confirm that Butler Library can supply the majority of materials needed for Lindenwood's undergraduate and graduate programs. Quality rather than quantity is the overriding principle in collection development, however, so it is important for Butler Library to continue to add new materials in all areas annually as well as to weed outdated materials. The Library's present annual volume growth rate is closer to 4% than ACRIL's recommended rate of at least 5%.

An essential dimension in Butler Library's goal to provide all students with adequate resources is its cooperative memberships and arrangements with other academic, public, and special libraries on a local, regional, and national level. Lindenwood students and faculty have access to these library collections in the following ways:

1. St. Louis Regional Library Network (SLRLN)
2. 62 academic, public, school, and special libraries within a 30 mile radius of St. Charles; Members include: Washington University, St. Louis University, St. Louis Public Library, St. Charles City-County Library, St. Louis Art Museum Library, Monsanto Corporation, Missouri Botanical Garden.

4. Missouri Union List of Serial Publications (MULSP)

Total Resources: 11,000,000 volumes

Total Resources: 39,710 periodical titles

INFO-PASS Program: Students and faculty obtain borrower's permits

library loan activity from Lindenwood librarians for one-time use at

5. Online Computer Lib any SLRLN library.

2,400 member libraries (over 60% are academic libraries)

Statistics: 79 INFO-PASSES were issued in the twenty month period

ending in mid-November, 1981

2. Higher Education Center of St. Louis (HEC)

15 academic libraries within a 35 mile radius of St. Charles; Members include: Washington University, St. Louis University, University of Missouri-St. Louis, Southern Illinois University at Edwardsville, Webster College, Maryville College.

Total Resources: 6,000,000 volumes

Reciprocal Borrowing - Faculty: All fulltime Lindenwood faculty have full borrowing privileges at all HEC libraries.

Statistics: 19 courtesy cards issued to Lindenwood faculty
1979-1981

(Statistics not available from other libraries)

3. University of Missouri at St. Louis (UMSL)

Located 10 miles from St. Charles

Total Resources: 600,000 volumes (est.)

Student Borrowing: 400 special permits were issued to Lindenwood students in 1980/81.

4. Missouri Union List of Serial Publications (MULSP)

Statewide, cooperative listing of periodicals in 52 libraries

Total Resources: 39,710 periodical titles

MULSP provides holdings information for later on-site use of inter-library loan activity.

5. Online Computer Library Center, Inc. (OCLC)

2,400 member libraries (over 60% are academic libraries)

Contains bibliographic records and locations for 8,000,000 items

Besides being Lindenwood's principal source of cataloging informa-

tion and catalog cards, OCLC is used to verify locations for books requested by students and faculty for interlibrary loan. If these titles are held by OCLC libraries, Butler Library requests loan of these materials.

Statistics: 1980/81 - 306 interlibrary loan transactions for Lindenwood students and faculty

Sept.-Nov., 1981 - 85 interlibrary loan transactions

In addition to the availability of the collections described above, some Lindenwood students, usually those enrolled in the College for Individualized Education or the MBA program, also have complete access to the corporate libraries at the institutions where they are employed (Examples: Monsanto and McDonnell Douglas) and are able to do research at these locations on a regular basis.

St. Louis is an area rich in library resources and strong in its commitment to the shared use of these materials. Lindenwood librarians are active participants in all of the cooperative library organizations described above and serve on committees on a regular basis to promote and improve reciprocal borrowing among these libraries. The combination of Butler Library's resources and those of neighboring libraries is an outstanding one for Lindenwood students and faculty.

IV. STAFF

III. ORGANIZATION OF MATERIALS

The materials in Butler Library are organized according to nationally approved classification systems: Library of Congress, Dewey Decimal, and Superintendent of Documents. All books added to the Library since 1976 have been classified according to Library of Congress. Lindenwood has been a member of the computerized bibliographic organization - Online Computer Library

Center, Inc. (OCLC) - since that time and is able to obtain cataloging information and catalog cards for 95% of its materials through this service. All items cataloged prior to 1976 are classified according to the Dewey Decimal system. These materials will eventually be reclassified into the Library of Congress classification so that all books will be cataloged and classified more consistently and uniformly. The Director of Financial Resources has recently submitted a proposal to a foundation for funding this reclassification project which could be completed in two years. The Superintendent of Documents classification is used to organize and shelve the 15,000 volume Government Documents collection.

All materials in Butler Library are available in open stack areas and are accessible through the card catalog and conveniently located lists of special materials. The much-used periodicals collection contains an area of slanted shelves to display the most recent issues that have been received. All back issues are located nearby in alphabetical order. Guides describing the layout of the Library and the use of the Library of Congress and Dewey classification systems are located throughout the Library to enable users to find materials quickly and easily. In addition, every collection in the Library has been shifted and reshelfed in the last eighteen months in order to improve the overall physical arrangement of Library materials for users.

IV. STAFF

Butler Library has a well-qualified, dedicated staff of seven fulltime people: four professional librarians, an audio-visual services coordinator, a circulation supervisor, and a secretary to the Head Librarian. Approximately eighteen Work-Study students supplement the support staff of the Library and work a total of 150-160 hours per week.

Each librarian holds a graduate degree from an American Library Association

accredited program and the audio-visual services coordinator has earned an undergraduate degree in communications. Each librarian has full faculty rank and the Library faculty functions as an academic department within the Humanities Division. Staffing for Butler Library follows the general ACRL guideline of having librarians comprise 25-35% of the total FTE library staff including student assistants. An additional ACRL formula for determining the number of librarians required by a college library is as follows:

FORMULA B

The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000

1 librarian.....Lindenwood FTE 1,232 = 2½

For each 100,000 volumes, or fraction thereof, in the collection

1 librarian.....111,800 volumes = 2

For each 5,000 volumes, or fraction thereof, added per year

1 librarian.....4,000 = 1

Recommended Total 5½

Butler Library's staff of 4 librarians meets 73% of the recommended total for a grade of C. (55-74% = C and 75-99% = B)

Although this ACRL standard would rate our librarian staffing at the high "C" level, there are extenuating circumstances which brighten this conclusion. We really must view our OCLC computer terminal as the equivalent of another full-time librarian due to the invaluable and essential services it provides us daily. Lindenwood is also fortunate to have an exceptionally productive group of librarians and staff members who accomplish a great deal more than their numbers might otherwise indicate.

V. DELIVERY OF SERVICES

Lindenwood librarians offer individualized and specialized reference services to students due to the size of the Colleges and the Library's commitment to provide a strong instructional support program. This commitment is reflected in an accurate, accessible card catalog, logically arranged library collections, seventy hours per week of reference service, and the availability of library instruction for all courses offered by the Colleges. The goal of this program is to enable each student to develop the necessary skills to do research in a college library in an effective and efficient manner.

Librarians have worked closely with the English Department to develop specific library instruction sessions for all students enrolled in the basic composition courses, English 101 and 102. Students in these courses are required to meet with librarians in small group sessions to learn the fundamentals of library research. This experience is the foundation for future library instruction sessions for Nursing, Business, Biology, Journalism, Art, Theatre, and Education courses. In these sessions students learn about materials available in Butler Library as well as in other area libraries. Librarians participate in the regularly scheduled Study Skills Workshops designed for students in the College for Individualized Education (CIE). CIE students are encouraged to contact librarians for telephone reference service when, due to their working schedules, they are unable to come to the St. Charles campus. Individual sessions with CIE students working on special projects are also scheduled as needed. The Library staff is developing a resource handbook for MBA students as an outreach effort to increase their use of the Library and its services.

An expanded Library service which will be in full use within the next few months is on-line subject database searching for students and faculty through the Library's membership in Bibliographic Retrieval Services (BRS). The

College has purchased a data terminal for the Library which will permit convenient access to the sixty-two BRS databases covering the fields of business, life and physical sciences, and social sciences. These search capabilities will be of special value to graduate students, faculty, and upper-division students.

Some general service improvements which Butler Library has made in the last two years are:

1. purchase of a new photocopy machine and microfilm reader-printer;
2. installation of a 24-hour book return located outside the Library;
3. extension of Library hours to 83 hours per week;
4. creation of a well-equipped Listening Room for student use;
5. establishment of a Career Materials center in the Library;
6. location of a Mathematics Department Apple computer in the Library for student convenience;
7. relocation of the Art Department's Slide Collection to the Library for improved access.

The Audio-Visual Department is probably the most striking example of improved Library services in the last two years. Prior to the hiring of our audio-visual services coordinator, all instructional equipment and services were provided by the Maintenance Department. This inconvenient arrangement resulted in minimal use of the service. The audio-visual services coordinator, however, has inventoried and repaired all present equipment and replaced items where necessary. He has been instrumental in promoting the increased use of videotaping services in all areas of the instructional program. Faculty can rely on him for dependable, professional advice and service in all aspects of instructional media support. Future improvements in the Audio-Visual Department will include the completion of an audio-visual workshop and the refurbishment of the language laboratory.

VI. FACILITIES

Butler Library has very satisfactory physical facilities for all of the Library materials and services it provides. The building meets all ACRL guidelines for study area space and book processing and office space and qualifies for an A rating (100%). There is also sufficient room for further growth of Library collections as well as increases in the size of the student body. The building is airconditioned and heated year-round both for the comfort of students and the preservation of Library materials. The Library's Cardy Reading Room is one of the most handsome and popular areas on campus. Students assemble there regularly for informal study sessions and social visits.

VII. ADMINISTRATION

SUMMARY

The Head Librarian's administrative role at Lindenwood is clearly defined in writing and in practice according to ACRL guidelines. In the capacity of administrator and faculty member the Head Librarian reports directly to the President and the Dean of Faculty. The responsibilities and authority of the Head Librarian are stated in a letter of appointment and in the Faculty Handbook. The Head Librarian serves as an ex officio member of the Academic Resources Committee, a faculty advisory committee which provides input on student and faculty perceptions of library service, and the Educational Policies Committee, an advisory committee on educational programs and policies.

Administration within Butler Library is also clearly conceived. Each area and position of the Library is responsible for specific activities and responsibilities in the delivery of library services to the College Community. The Head Librarian actively seeks positive, cooperative relations with administrators and faculty in all Lindenwood departments and programs as well with librarians in St. Louis and St. Charles libraries.

VIII. BUDGET

Facilities: Physical Plant

Lindenwood's Head Librarian is responsible for preparing, defending, and administering the Library's budget and overseeing internal accounting procedures for these funds. In addition, the Head Librarian has the authority to apportion funds and initiate expenditures within the Library budget with the approval of the President. purposes have been advanced in recent years, but nothing yet has ACRL guidelines recommend that a college library's budget not fall below six percent of the institution's total educational and general expenditures. Although there have been significant increases in the Library's budget for books, periodicals, and personnel in the last two years, overall Library expenditures have accounted for three to four percent of such expenditures.

The major buildings and their uses:

Roesner Hall

SUMMARY

Roesner is the largest building on campus and once contained virtually all the The librarians and staff of Butler Library are firmly committed to meeting the research needs of all Lindenwood students and faculty. The present and future development of our collections, services, and cooperative library arrangements are essential to our efforts to attain this goal. We are pleased with our recent progress but challenged by the future demands we will encounter.

The bulk of the non-science, non-fine arts classes are held in this building.

The main floor of Roesner also contains the Jelkyl Center for the Performing Arts. Originally an auditorium, this facility was reconstructed as a small theatre and performance center through a gift from Ross A. Jelkyl. It seats 455 people and has a thrust stage. It is used most extensively by the Theatre Department, though some other performances are given there by the Music Department and some College functions, such as Honors Day, are held there.

Fine Arts Building

The newest building on campus, the Fine Arts Building provides faculty

Facilities: Physical Plant

For most purposes, the facilities of The Lindenwood Colleges are excellent. The campus contains about 140 acres. The front 70 acres are in use, and the other, the "back campus," contains farm land at the present time. Various schemes to use the "farm" portion of the campus property for some revenue-producing purposes have been advanced in recent years, but nothing yet has come of them. Given the space available on the front campus and the enrollment projections for the next generation or so, Lindenwood probably will not need the back campus for instructional purposes. With proper scheduling, another five hundred students could be accommodated in existing classroom facilities, and the residence halls are not full to capacity.

The major buildings and their uses:

Roemer Hall

Roemer is the largest building on campus and once contained virtually all the activities of the institution. It houses the bulk of the administrative offices on its main floor. The lower level contains workspaces and offices for the Theatre Department, a post-office, security, personnel, word processing and printing-duplicating facilities, and a student lounge. The upper two floors contain offices and classrooms including the administrative offices of the LCIE. The bulk of the non-science, non-fine arts classes are held in this building.

The main floor of Roemer also contains the Jelkyl Center for the Performing Arts. Originally an auditorium, this facility was reconstructed as a small theatre and performance center through a gift from Ross A. Jelkyl. It seats 455 people and has a thrust stage. It is used most extensively by the Theatre Department, though some other performances are given there by the Music Department and some College functions, such as Honors Day, are held there.

Fine Arts Building

The newest building on campus, the Fine Arts Building provides faculty

offices and studios for theatre, music, painting, drawing, sculpture, ceramics, and photography. It also contains a dance studio, a 100-seat auditorium, two other classrooms, and two exhibition areas for art exhibits. It is a modern, air-conditioned facility.

Young Science Hall

Young Hall provides modern office and laboratory spaces for biology, chemistry, physics, mathematics, and nursing, as well as offices and classroom spaces for the History Department. It has two darkrooms, a large lecture hall, a much-used lounge, and a greenhouse. The Computer Center is currently located in this building, but there are plans to move it to Roemer. The basic facilities in this new, air-conditioned building are excellent. For a small college, Young provides extremely well-equipped teaching spaces for science.

Roemer Memorial Arts Building

This building dates from the late thirties. It contains the offices and studios of the campus radio station and some offices for faculty in Communications. It has lounges used for small music recitals and other functions, and a large, multi-purpose room used for recitals, theatre rehearsals, conventions, and special classes.

Stumberg Hall

Stumberg is a large, old, former residence in the center of the campus which has served several purposes through the years. At present, it houses the offices of the Education Department and the facilities of the Campus Pre-School.

Butler Library

Butler Library is an attractive building, greatly enlarged some dozen years ago. It provides stack and study spaces, in both open tables and carrels on three floors. It is air-conditioned. A fuller report on the facilities available in the Library is included in Chapter IX. Butler Library is not yet full to capacity. It was designed originally to house 150,000 volumes, but that

was before the microfiche and microfilm revolution.

Butler Hall

Originally a residence hall, Butler now contains some administrative offices (Admissions, Financial Aid, Alumni, Development) and offices for a number of faculty members. On the second floor is the English Lounge, provided by an alumna, which is used for informal gatherings and poetry readings. A small gymnasium is built as an annex to Butler, and there is a small, indoor pool, but it is not currently in use. The President has presented to the Board of Directors a proposal for a new Physical Education Facility and preliminary plans to obtain funding for it now are being laid.

The Lindenwood Chapel

This large building is owned jointly by Lindenwood and the St. Charles Presbyterian Church. A reading clinic operated by the Education Department is located there but it is otherwise little used by the Colleges.

Lindenwood Stadium

The stadium contains a large, artificial-turf field, suitable for either football or soccer. Built to accommodate the summer practices of the St. Louis Football Cardinals, it is used by Lindenwood for soccer and field hockey. It is used by some neighboring high schools for football and soccer games, and it is rented for tournaments and other special competition.

The Gables

This building is a composite structure formed by building a large central area which connected two existing structures. It now houses the campus bookstore in the central portion, the Health Service, and the International Student Center, which is the headquarters of the English as a Second Language Program.

Niccolls Hall

Originally a residence hall, Niccolls is being reconstructed to serve as a new student center and guest hotel. It is scheduled to be finished and in service by early 1982.

Cobbs Hall

This is a conference center area, containing meeting rooms and guest rooms. It was originally a residence hall and could revert to that use with little or no alterations. Campus guests are still accommodated there, as are some contract students from the Berlitz Language Program, which rents classroom and residence hall space from the College.

Irwin Hall

Irwin is a co-ed residence hall. It has a capacity of 83 students. Substantial renovation is scheduled for Irwin this year.

McCluer Hall

McCluer is a women's residence hall, a modern, air-conditioned facility. It has a capacity of 92 students.

Parker Hall

Parker also is a large, air-conditioned residence hall. It has a capacity of 126 students, and houses both men and women students.

Sibley Hall

Sibley is the most historic building on campus. Once it was the entire facility. The center portion was dedicated in 1860 and two wings were added in the 1880s. It has a small chapel still in use for recitals. It is designed as a women's residence hall. It has been closed for internal reconstruction and renovation, and is scheduled to return to service in early 1982. It is listed on the National Register of Historic Places.

Ayres Hall

Except for the Dining Room annex at the back, Ayres Hall is not in service. It used to serve as a women's residence hall and then as a men's hall. Its future is not yet decided.

In addition to the campus buildings named here, there are various maintenance structures. The major one is a former stable that became available when Lindenwood discontinued its riding program in the spring of 1981.

There are, of course, playing fields and tennis courts, as well as a small, outdoor swimming pool behind Cobbs Hall.

The Colleges also rent three off-campus facilities:

1. The College for Individualized Education has an office and classroom space in the Clayton area of St. Louis County for students in the City and County areas who are not close to St. Charles. It frequently happens that students in this program may come to the St. Charles campus only for graduation and sometimes for colloquia.
2. The Lake St. Louis Center about 20 miles west of the St. Charles campus, contains classroom and office space in an office building. It serves as the site for a satellite program, both for credit courses and for non-credit Leisure Learning programs. This area is in a period of rapid growth; a new General Motors plant is being built across the highway from this center. It may well be a major area for college activity in the years to come.
3. The Mansion House Center, in downtown St. Louis, contains classroom spaces for the Master of Science in Administration program and the Certificate Program in International Business. It will be possible to work toward the M.B.A. degree at the Mansion House Center beginning in the Fall of 1981.

From the standpoint of physical facilities, Lindenwood is fortunate.

Classroom space is ample and could accommodate many more students than we have presently or in prospect. We have adequate laboratory spaces for the sciences; good studio spaces for the arts. The major deficiency in physical space available is the gymnasium. The small gymnasium that we have is under-sized and inadequate for most purposes. Our basketball team can practice there, but games must be played off-campus. We badly need a gymnasium-field house facility. Plans for such a facility have been drawn, and efforts to secure funding are underway.

More than space, our concern is equipment. Much of the science laboratory equipment was new when the building was opened in 1966, but little equipment has been purchased since then. A good deal of the Language Laboratory equipment is obsolete. The campus radio station uses mostly used and donated equipment. The area of equipment is of more concern than physical space which is usually adequate to ample. Most departments see equipment and teaching materials as priorities in their future plans.

The official seal, the name Lindenwood Female College is never used. Most of the public and most of the faculty and employees are unaware that there is such a title. The Board of Directors is self-perpetuating; it recently voted to increase its membership from 15 to 21.

The Board, in the usual way, sets board policies, particularly of a financial sort and leaves the administration of the College on a day-to-day basis to the President of the College. A president is selected by the Board after a search by a committee of board members and faculty. That committee normally submits one final candidate to the Board of Directors for approval or rejection.

The President has the ultimate administrative authority. He exercises this authority through those members of the administration who report directly to him: the Dean of Faculty, Dean of Students, Chief Business Officer and some others. He consults and directs any member of the administrative staff, if he chooses. At the present time, in addition to the Dean of Faculty, the Coordinator of the Evening Program and the Director of the College for Individualized Education also report to the President, even though they also have close collateral responsibilities to the Dean of Faculty. In practice, there is a close relationship among most of the administrative people in a small institution such as Lindenwood, and little friction normally occurs.

The chief impact of the President upon the institution is, of course, financial. He is responsible in the ultimate sense to the Board of Directors for the financial well-being of the institution.

Control of the academic program is vested in the Faculty. It retains the

The Dynamics of the Institution

Governance and Decision-Making

An independent Board of Directors owns and operates the Lindenwood Colleges. Under the terms of the original charter, now amended, the official name of the institution is Lindenwood Female College, doing-business-as The Lindenwood Colleges. Aside from the official seal, the name Lindenwood Female College is never used. Most of the public and most of the faculty and employees are unaware that there is such a title. The Board of Directors is self-perpetuating; it recently voted to increase its membership from 15 to 21.

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ultimate decisions in academic matters: graduation requirements, degree requirements, general education requirements, course and program approval. It certifies students to the Board of Directors for graduation and recommends candidates for honorary degrees. This decision-making power on academic matters is tempered by the budgetary powers of the president. For example, if the faculty approved or considered approving a new degree program, it would remain the province of the president to consider the budget impact that the new program would have on the institution. He could, of course, refuse to fund such a program. In practice, such considerations would enter into prior discussions, so that programs which the institution might not be able to afford would not serve as a cause for actual confrontation between faculty and president. The same process is involved in eliminating programs. The faculty can do so for academic reasons. The President can do so for budgetary reasons. Horsemanship was dropped by the President and the Board in Spring, 1981.

Again, in practice, the faculty delegates much of its control over the academic program to the Departments and Divisions and to the Educational Policies Committee. Under that delegation, departments fix their own requirements for majors within broad limits set down by the faculty.

New courses, new programs, and revisions of existing courses and programs may originate in the departments, with individual faculty members or with the Dean of Faculty. Ideas emanating from the Dean of Faculty are developed in conjunction with departmental faculty. Departmental approval is not difficult in such small departments. From the department, the proposal is sent to the appropriate division for approval. That meeting would form the first serious discussion of a new course or new program outside the department. If the division accepts the proposal, it goes to the Educational Policies Committee for debate and decision. This consideration by the Educational Policies Committee is normally the most searching it will receive. If the proposal does not concern a general education requirement, the decision of the Educational

Policies Committee is, in effect, final. It will be reported to the faculty by its minutes and by the Chairperson of the E.P.C. at the next full faculty meeting. Any member of the faculty may ask for full faculty debate on the matter, to reverse a decision of the Educational Policies Committee, either favorable or unfavorable, but in practice this almost never happens. If the proposal concerns an entire new program or degree or a general education requirement, full faculty approval would be needed. All graduate programs move through this chain of approval as well.

There is one variation to this pattern. If the proposal for new courses or programs concerns Education Department courses or requirements, graduate or undergraduate, it goes from the Education Department to the Teacher Education Council and then to the Social Science Division and on up the line. The Social Science Division could consider a proposal that had been rejected by the Teacher Education Council, but in practice it would be most unlikely to do so.

Outside the departmental structure, proposals for new programs may originate with Lindenwood College for Individualized Education Faculty Advisors or Faculty Sponsors. If appropriate to one or more divisions, this proposal would then go in the normal way to division, to E.P.C., and to faculty, if needed. Since there are no individual courses in the College for Individualized Education, part of the process would not apply. But no program can be adopted in the College for Individualized Education without the normal process of academic approval described above.

The Educational Policies Committee also serves as an academic planning group and considers topics such as standards and grading policies. It creates sub-committees to deal with such topics.

The Faculty also has a number of other committees to deal with specific matters, such as Lectures and Concerts, Academic Resources, Graduate Admissions and so on. Thus, committee service, as in most institutions, is an important opportunity/responsibility for faculty members.

In matters affecting a broad range of faculty concerns--salaries, fringe benefits, renewals of contracts, tenure decisions, priorities of departmental expansion--The Faculty Council represents the faculty in dealing with the administration. This group of ten members is selected by the faculty, partly at large, partly by divisions. It deals with the administration, primarily through the Dean of Faculty. It participates in the interview process for all new members of the faculty, consults with the Dean of Faculty over proposed additions to the faculty, makes recommendations on faculty retentions, promotions, and tenures before such decisions are made by the Dean of Faculty and the President. It serves as a general faculty welfare committee.

The outline of the governance process at The Lindenwood Colleges is contained in a Faculty Constitution. A large-scale revision of that document was completed, under the aegis of faculty council, in the spring of 1981. That revision was submitted to the Board of Directors for its concurrence. The Board is expected to take action on the document at its Spring, 1982 meeting.

Much of the decision-making in an institution like Lindenwood is not done in formal committee or faculty settings. It is accomplished by consensus in informal ways.

There is, also, another dimension. Much of the decision-making involves interpretation of college regulations. The Registrar must evaluate the transcripts of incoming transfer students to translate them to Lindenwood patterns. In so doing, he must apply a multitude of faculty regulations in the light of his own judgment. The Dean of Faculty must make hundreds of individual decisions about student requests. He, too, must be guided by faculty regulations as contained in the Catalog. But he is also guided by precedent and common sense and equity.

It would be fair to say that the majority of decisions in a small institution such as Lindenwood are made by discussion and consensus. We do not often have formal debates and votes, though we frequently have lengthy discussions in faculty meetings and committee meetings before this consensus can be reached.

Administrative Organization:

The administrative hierarchy at The Lindenwood Colleges is fairly simple. The President of the Colleges has over-all administrative authority and responsibility. He maintains a constant overview of all operations and is particularly concerned with the business and financial aspects.

Six administrators report directly and exclusively to the President and three others do so jointly.

The six who report to him directly:

1. The Dean of Faculty

The Dean of Faculty is the primary academic administrator and responsible to the President for the efficient and effective operation of the teaching programs of the institution. He oversees the faculty in its organization and the office of the Registrar.

2. The Dean of Students

The Dean of Students is concerned with a considerable array of activities relating to student life: student government and activities, operation of the residence halls and the food service, the health service, placement and counseling, admissions, security, and athletics.

3. The Chief Business Officer

The Chief Business Officer is responsible for all financial activities of the Colleges, collecting and disbursing funds, accounting and reporting. He administers the insurance programs of the College for students and employees and supervises the personnel office, post office, and duplicating.

4. The Superintendent of Services

The Superintendent of Services is responsible for physical plant operations: maintenance both inside and outside, repairs, and purchasing.

5. The Director of Financial Resources

This office is responsible for fund-raising and capital development. The Director seeks government and private funds, supervises the work of the

Alumni Office, and oversees financial aid administration. *the Dean of Students.*

6. Director of Continuing Education *Many individuals may by-pass strict*

Miss This office deals with several areas: Conferences and Short Non-credit Courses *cast* the Lake St. Louis satellite operation, and public information. The Con- *tion,* *just* ference operation seeks to find helpful and profitable ways for outside *ry* groups to use our facilities. For example, the Berlitz organization uses *of* classrooms, dining facilities, and residence hall areas for its own groups *sell* on a contract basis.

In addition to these six officers, who report directly and exclusively to the President, there are three others who report both to the President and the Dean of Faculty or the Dean of Students.

1. Director of Evening Programs

The Coordinator of the Evening College uses both full-time and adjunct faculty. All adjunct faculty are screened by the appropriate departments and by the Dean of Faculty who is responsible for the total academic schedule. There must be a close coordination between the Dean and the Coordinator. At the same time, the Evening Program is a considerable income-center and of great concern to the President. Therefore, there is a joint responsibility for the Evening Program between the President and the Dean of Faculty.

2. Director of the College for Individualized Education

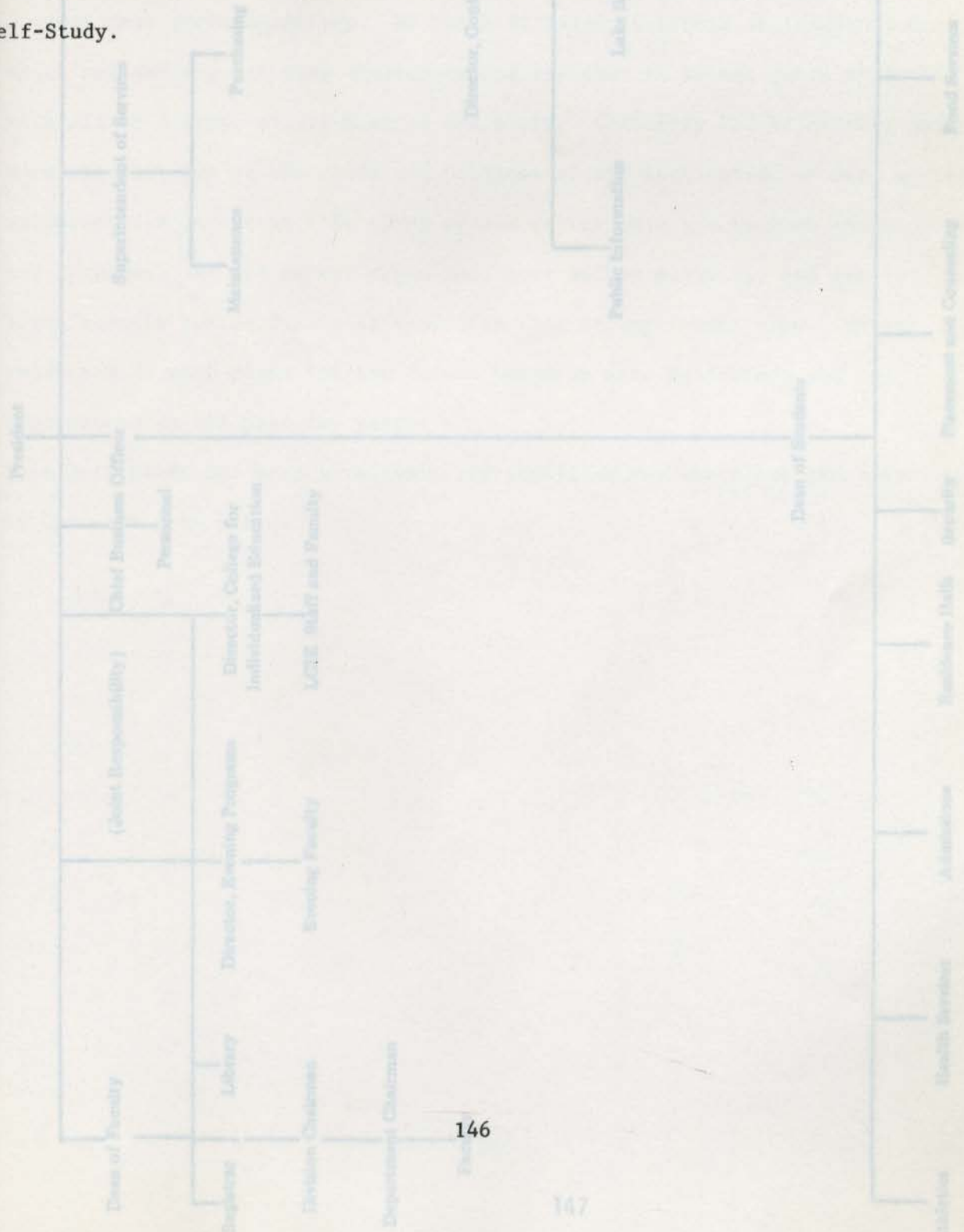
This program is rather more autonomous than the Evening Program, but it still must function cooperatively since faculty approvals and program approvals in this unit must pass through the normal faculty channels.

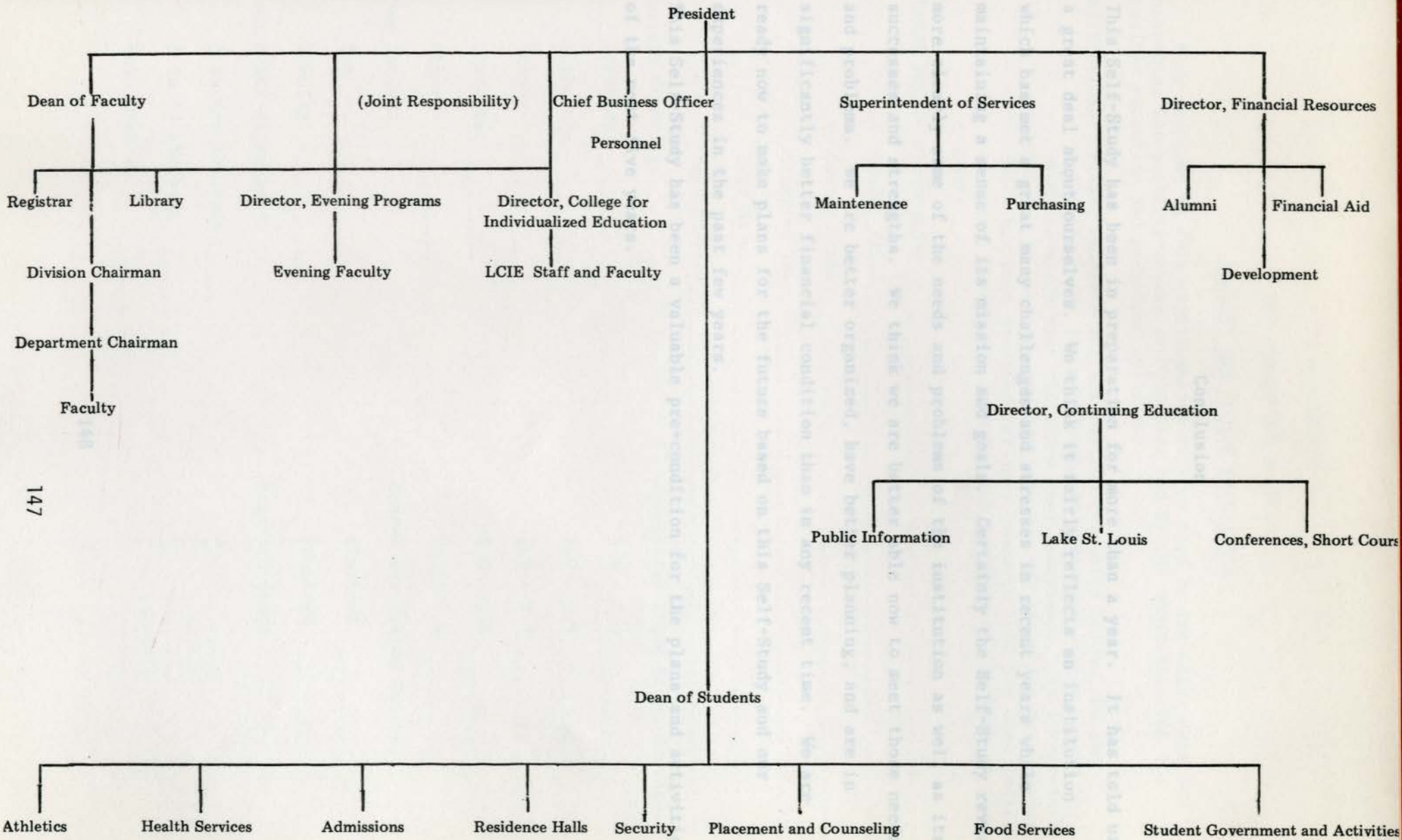
3. Director of Admissions

The Director of Admissions is primarily responsible for recruiting full-time, day-time students. The Director supervises a staff of representatives who work in the St. Louis area and selected national areas. Recruiting for other components of The Lindenwood Colleges is done by those units directly, such as Evening College or the College for Individualized Education.

This, too, is jointly administered by the President and the Dean of Students.

Lindenwood is a small institution. Many individuals may by-pass strict hierarchical protocol and go "right to the top." The President will see anyone, custodian or professor or secretary and frequently does. This implies no friction, just the traditional informality of a small college. It often makes a mockery of any carefully-drawn organization chart, including the one given in this Self-Study.





Appendix I

THE LINDENWOOD COLLEGES

FACULTY AND COURSE EVALUATION

Conclusion

Your response to this questionnaire will be used by the department and instructor for possible course reevaluation and by the administration for possible retention and promotion decisions.

This Self-Study has been in preparation for more than a year. It has told us a great deal about ourselves. We think it fairly reflects an institution which has met a great many challenges and stresses in recent years while maintaining a sense of its mission and goals. Certainly the Self-Study revealed more clearly some of the needs and problems of the institution as well as its successes and strengths. We think we are better able now to meet those needs and problems. We are better organized, have better planning, and are in significantly better financial condition than in any recent time. We are ready now to make plans for the future based on this Self-Study and our experiences in the past few years.

This Self-Study has been a valuable pre-condition for the plans and activities of the next five years.

Freshman _____	Cumulative Grade Point Average: 3.5 - 4.0 _____
Sophomore _____	3.0 - 3.4 _____
Junior _____	2.5 - 2.9 _____
Graduate _____	2.0 - 2.4 _____
Other _____	Below 2.0 _____
Time Period: _____	Reason for Taking Course: _____
Day _____	Elective _____
Evening _____	Required _____
Your Class Attendance: _____	Expected Grade: _____
5 or few absences _____	A _____
5 to 10 absences _____	B _____
More than 10 _____	C _____
	D _____
	F _____

Appendix I

THE LINDENWOOD COLLEGES

FACULTY AND COURSE EVALUATION

Your response to this questionnaire will be used by the department and instructor for possible course reevaluation and by the administration for possible retention and promotion decisions.

INSTRUCTIONS: Please complete the information requested below. On the following pages for each numbered statement please circle the response which best expresses your assessment. It is extremely helpful to have any explanations you can offer for your choices. Space has been provided for your comments. If you need additional space, number the response and continue on the back of the page.

PLEASE PRINT: Instructor _____
 Course Title _____
 Course Number _____
 Semester Year _____
 Your Major _____
 Your Advisor _____

College Standing:

Cumulative Grade Point Average:

Freshman _____	3.5 - 4.0 _____
Sophomore _____	3.0 - 3.4 _____
Junior _____	2.5 - 2.9 _____
Graduate _____	2.0 - 2.4 _____
Other _____	Below 2.0 _____

Time Period:

Reason for Taking Course:

Day _____	Elective _____
Evening _____	Required _____

Your Class Attendance:

Expected Grade:

5 or few absences _____	A _____
5 to 10 absences _____	B _____
More than 10 _____	C _____
	D _____
	F _____

Part 1

1. The instructor met class promptly and regularly:
Comment:
 - a. Always
 - b. Most of the time
 - c. Occasionally
 - d. Rarely

2. The instructor was well prepared for class meetings:
Comment:
 - a. Always
 - b. Most of the time
 - c. Occasionally
 - d. Rarely

3. The instructor was willing to give help outside of class time.
Comment:
 - a. Always
 - b. Most of the time
 - c. Seldom
 - d. Never
 - e. Does not apply

4. Criteria and methods for evaluation of student performance were:
Comment:
 - a. Quite clear
 - b. Fairly clear
 - c. Only somewhat clear
 - d. Confusing

5. The instructor's knowledge of the subject matter was:
Comment:
 - a. Very good
 - b. Adequate for the course
 - c. A bit shaky
 - d. Poor

6. The instructor communicated:
Comment:
 - a. In a clear well-organized manner
 - b. In a generally clear, organized manner
 - c. In a somewhat confusing manner
 - d. In a thoroughly confusing manner

7. The instructor seemed genuinely concerned for student understanding of the material:
Comment:
 - a. Always
 - b. Most of the time
 - c. Occasionally
 - d. Rarely

8. The instructor's attitude toward students may best be described as one of:
Comment:
 - a. Genuine interest
 - b. Interest
 - c. Minimal interest
 - d. No interest

9. I would rate this course by the instructor as:
Comment:
 - a. Superior
 - b. Above average
 - c. Average
 - d. Below average

10. Overall I would rate this instructor as:
Comment:
 - a. Superior
 - b. Above average
 - c. Average
 - d. Below Average

11. The instructor made the objectives of the course:
Comment:
 - a. Quite clear
 - b. Fairly clear
 - c. Only somewhat clear
 - d. Confusing

Part II

12. The instructor's enthusiasm for the subject was:
Comment:
13. The instructor stimulated my intellectual curiosity and encouraged me to think for myself:
Comment:
14. Students in the course felt free to ask questions, express opinions, engage in discussion:
Comment:
15. The instructor was able to stimulate student interest in this and related subjects:
Comment:
16. In terms of level of difficulty, I found this course:
Comment:
17. In terms of the pace of the course, I'd advise the instructor to:
Comment:
18. In my opinion, the readings and other teaching materials were:
Comment:
19. I think the instructor's evaluation of student performance was:
Comment:
20. Compared to other courses, the time I spent on this course was:
Comment:
21. If the professional or personal interests of the instructor (other than teaching) were communicated to you through the course, were they:
Comment:
- a. Very high
 - b. High
 - c. Minimal
 - d. Non-existent
- a. Most of the time
 - b. Occasionally
 - c. Rarely
 - d. Never
- a. Most of the time
 - b. Occasionally
 - c. Rarely
 - d. Never
- a. Greatly
 - b. To some degree
 - c. Very little
 - d. Not at all
- a. Easier than most
 - b. Just right
 - c. Rather difficult
 - d. Impossible
- a. Go much faster
 - b. Step it up a bit
 - c. Keep this pace
 - d. Slow down
- a. Very good
 - b. Good
 - c. Satisfactory
 - d. Unsatisfactory
- a. Consistently fair
 - b. Usually fair
 - c. Sometimes unfair
 - d. Unfair
- a. Excessive
 - b. Average
 - c. Less than average
 - d. Minimal
- a. Extremely relevant
 - b. Helpful
 - c. Interesting
 - d. A waste of class time
 - e. Does not apply

Additional questions by the instructor and/or space for additional comments can be made on the back of this page.

Appendix II

Performing Arts Major

The Performing Arts Major is designed for students who wish to develop a broad academic and performance base in the various performing arts. There are significant similarities among the various arts as well as subtle differences. A concrete exposure to each of the arts will allow students to make career choices and develop advanced training from an informed perspective.

Each student pursuing a performing arts major will complete 27 semester hours in a common arts curriculum during the first two years of study. The specific required courses are these:

Introduction to the Performing Arts	3
Introduction to Dance	3
Introduction to Music Theory	3
Theory and Composition of Dance	3
Script Analysis	3
Acting I	3
Applied class in music (piano or voice)	3
History of Performing Arts I	3
History of Performing Arts II	3
	<hr/>
	27

With the help of an advisor, each upper class student will develop an advanced specialization in one or more of the performance areas. Each such program will be tailored to the needs of the student. It is assumed that the specialization will constitute between 25 and 35 semester hours in advanced courses as well as the appropriate extracurricular involvement. Though it will be possible for the student to designate a Bachelor of Science degree, the department recommends the Bachelor of Arts as a more appropriate preparation for this major. Each student will have a Junior and Senior evaluation administered by a committee of three faculty from the department who will assist the student in developing career goals and will assess individual abilities.

Appendix III

Members of the Lindenwood Steering Committee to Prepare
the North Central Self-Study

C. Edward Balog, History Department, Social Science Division
Chairman

Kenneth Greenlaw, Performing Arts Department, Humanities
Division, Chairman

Dominic Soda, Mathematics Department, Science/Mathematics
Division, Chairman

Daryl Anderson, Biology Department

Dean Eckert, Art Department

Aaron Miller, Dean of Faculty

Jerry Montag, Registrar

Larry Elam, Chief Financial Officer

Arlene Taich, LCIE

Sarah Fulton, Director of Admissions

Larry Joseph, Dean of Students

James F. Hood, History Department

