



# **LINDENWOOD COLLEGE**

**GRADUATE CATALOG  
1993 - 94**

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# Academic Programs

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## Graduate Degrees

### **Lindenwood College for Individualized Education (LCIE)**

Master of Arts, Gerontology  
Master of Arts, Professional Counseling  
Master of Business Administration (MBA)  
Master of Science (*business specialty area*)  
Master of Science in Corporate Communication  
Master of Science in Health Management  
Master of Science in Human Resource Management  
Master of Science in Human Service Agency Management  
Master of Science in Mass Communication  
Master of Valuation Sciences (*Appraisal*)

### **Semester Schedule**

Master of Arts, Administration of Education  
Master of Arts, Art  
Master of Arts, Education  
Master of Arts, Theatre  
Master of Fine Arts, Theatre

### **Quarter Schedule**

Master of Business Administration (MBA)  
Master of Science (*business specialty area*)

### **Trimester Schedule**

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

## Undergraduate Degrees

*Bachelor of Arts Degrees*

### **Lindenwood College for Individualized Education (LCIE)**

Business Administration  
Corporate Communication  
Gerontology  
Health Management  
Human Resource Management  
Mass Communication  
Valuation Sciences (*Appraisal*)

## Semester Schedule

Accounting  
Art History  
Biology  
Business Administration  
Chemistry  
Computer Science  
Corporate Communication  
Criminal Justice  
Early Childhood Education  
Early Childhood Special Education  
Elementary Education  
English  
Finance  
French  
History  
Human Service Agency Management  
Management Information Systems  
Marketing  
Mass Communication  
Mathematics  
Medical Technology  
Music  
Performing Arts  
Physical Education  
Political Science  
Psychology  
Public Administration  
Retail Marketing  
Secondary Education (*major in subject specialty*)  
Sociology  
Spanish  
Studio Art (*Bachelor of Fine Arts*)  
Theatre  
Writing

## Modified Accelerated Program (MAP) Schedule

*Bachelor of Arts Degrees*  
Business Administration  
Computer Science  
Criminal Justice  
Psychology  
(*some courses are offered on semester schedule*)

***Lindenwood College***  
***1993-94***  
***Graduate Catalog***

This catalog contains a description of the graduate programs offered in the traditional and Lindenwood College for Individualized Education (LCIE) formats. Separate catalogs are devoted to the description of undergraduate semester programs and the MAP/LCIE programs. All statements in this publication concerning policies, program requirements, fees and other matters are subject to change without notice. The statements in this catalog are for informational purposes only and should not be viewed as the basis of a contract between a student and the College.

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

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

Lindenwood College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the Missouri Department of Elementary and Secondary Schools, and by the National Council for the Accreditation of Teacher

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

## **Degree Programs**

Lindenwood College offers academic programs leading to the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees at the undergraduate level. At the graduate level, the College offers coursework leading to the Master of Science, Master of Arts, Master of Business Administration, Master of Fine Arts, and Master of Science in Valuation. Interdisciplinary majors and minors are available in international studies and human resource management. In all divisions individualized degrees may be developed on a contract basis for interdisciplinary specialties. The major areas of concentration and the format in which each degree is offered are listed under Academic Programs on page 4 of this catalog.

## **The Mission of Lindenwood**

The following mission statement of Lindenwood College was affirmed by the Board of Directors on February 17, 1987.

Lindenwood College is an independent, liberal arts college with a conventional relationship with the Presbyterian Church. It is committed to the values inherent in the Judeo-Christian tradition and believes in the importance of a value-oriented education for all of its students.

The College offers a wide range of undergraduate majors, both in the disciplines of the traditional liberal arts and sciences and in career-oriented areas. Its distinctive and flexible educational programs, offered in both traditional and innovative formats, are designed to meet the individual needs of a diverse student body which includes both traditional and non-traditional students. The College also offers a number of graduate programs which are intended to meet the needs of working adults in the St. Louis metropolitan area.

Lindenwood College, founded in 1827, has a distinguished tradition as a residential college and its alumni have strong ties with their alma mater. The College appreciates the support of her graduates and seeks to foster and preserve the spirit of the campus experience through alumni activities. Today, the College continues to offer a strong residential life program in the belief that the residential experience can contribute

significantly to the academic and personal development of its students.

The College affirms its commitment to the principles of a liberal arts education and to the development of the whole person. To these ends, we seek to

...introduce students to the abiding values, knowledge, skills, and issues that shaped great cultures and civilizations and, in this context, to nurture the process whereby an individual acquires useful guidelines for determining responsible decisions and actions;

...encourage students to develop the capacities for examining, evaluating, and understanding themselves and others, as well as their relationship with their environment;

...encourage an understanding of the intellectual disciplines and creative endeavors that have served humanity throughout history;

...provide a variety of educational experiences through which students acquire information and abilities relevant to their chosen area of life-work;

...develop within students a critical awareness of the impact of scientific, technological, economic, literary, political, artistic, and social-scientific developments;

...promote respect of persons for each other, understanding of divergent views, ethical and intellectual integrity, empathy, a concern for justice and an appreciation of life-enhancing activity;

...prepare individuals for continuing their self-education and for engaging in rewarding work and service;

...foster responsiveness to social issues and concerns which face the local, national and world communities; and

...encourage the work-service experience as part of the learning process and as a valuable dimension to a liberal arts education.

As a community encompassing students, faculty, administrators, staff, alumni and friends of Lindenwood College, we are dedicated to a spirit of open and earnest inquiry and of dialogue among disciplines to academic freedom and to personal responsibility and to high academic standards and the pursuit of excellence.

We are a community marked by collegiality, a genuine concern for one another and a desire to be of service to the larger community of which we are a part.

## Historic Lindenwood

Founded in 1827, Lindenwood College is one of the oldest institutions of higher learning in the United States and the second oldest west of the Mississippi River.

Its founders, Major George C. and Mary Easton Sibley, began a liberal arts school for young women, which has served as a nucleus around which other programs have clustered for over 160 years. The original College for women was expanded in 1968 to include men.

Today, Lindenwood offers a full complement of co-educational experiences, serving both full and part-time students of all ages, with a wide variety of educational programs leading to baccalaureate and master's degrees.

Lindenwood College offers more than 45 undergraduate and graduate degree programs, including communications, business, education, theatre, art, criminal justice, and computer science to name a few. This academic year, Lindenwood College will serve more than 4,000 full-time and part-time students. One thousand of these students will live on the beautifully wooded campus in St. Charles.

## Off-Campus Centers

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

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

In addition to off-campus facilities in St. Louis and St. Louis County, the College provides on-site instruction at a number of businesses in the metropolitan area.

## Conferences

The College offers a variety of services and accommodations to community groups, religious organizations, businesses and trade and professional organizations on campus and at our off-campus sites.

Many conferences, workshops, meetings and community events are held each year at the various Lindenwood facilities.

## Graduate Admissions

The standards of admission to Lindenwood College are selective, yet flexible. We do expect our applicants to have a sound undergraduate academic background, and we carefully examine each applicant's record to determine the student's potential for success at Lindenwood.

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

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

## Selection Criteria

Candidates applying to Lindenwood Graduate Programs will be evaluated individually by the Director of Admissions, as well as the Dean of the specific discipline, or the designated faculty advisor within that discipline.

## Application Procedures

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

1. A completed and signed application form with the \$25.00 application fee (non-refundable). Checks or money orders should be made payable to Lindenwood College.
2. Official transcript from school granting the undergraduate degree, as well as official transcript(s) from any graduate school(s) attended.
3. LCIE students must provide an autobiographical statement or essay. Students in other programs must provide a resume. LCIE students in Business Administration may substitute a resume for the autobiographical statement.
4. Two letters of recommendation are required. Various departments such as Fine and Performing Arts may have additional requirements, i.e., a

portfolio or an audition.

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

## International Students

All International Students are required to submit the following:

1. A completed and signed International Student Application.
2. A \$25.00 (non-refundable) application fee. Checks or money orders should be made payable to Lindenwood College.
3. Proof of English language proficiency as evidenced by one of the following: a) A TOEFL score of at least 550; b) successful completion of a secondary or college level course of study in which English is the language of instruction, or c) other evidence of English language proficiency.
4. Official transcripts, or a notarized copy of transcripts, from all colleges or universities attended. All transcripts MUST be accompanied by an English translation. Transcripts should be sent directly to Lindenwood from your previous school(s). Other proof of academic work may be accepted when original transcripts are not available.
5. An autobiographical statement or essay.
6. Two letters of recommendation (optional).
7. A Statement of Personal Finances or an affidavit of support attesting to the student's or sponsor's ability and commitment to pay tuition, fees, and living expenses for one year. Either statement must indicate the exact amount available for support. The amount should be equal to or greater than the tuition and living expenses for one academic year. Either statement must be accompanied by a certified bank letter.
8. An enrollment deposit (as described below) and advance payment of tuition, room and board fees for the first term.

All the steps in the Application Procedures must be completed before Lindenwood will issue an I-20 form. At this time, the I-20 is the only form Lindenwood College is authorized to issue

to International Students.

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

## Student Expenses

### 1993-94 Academic Year

Graduate Tuition	\$200/credit hour
	\$1,800/9 hour cluster
Room Charge	\$1,150/semester
Board Charge	\$1,150/semester

*Note: Quarter schedule room and board charges are prorated to \$940 per quarter each.*

Res. Student Activity Fee	\$40/term
Residential Telephone Fee	\$40/term
Lab Fees (in specified courses)	\$55/course
Studio Fees (general)	\$60/course
(ceramics)	\$70/course
Applied Music Fee	\$125/half-hour
(for individual lessons in piano, voice, orchestral instruments and organ; one semester hour credit.)	

Applied Music Fee	\$250/hour
(for individual lessons in piano, voice, orchestral instruments and organ; two semester hours credit.)	

Late Registration Fee	\$25
Promissory Note Origination Fee	\$25
Late Payment Fee	\$25
Culminating Project Extension Fee	\$25
Graduation/Diploma Fee	\$125

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

## Enrollment Deposit

Resident students are expected to pay a \$150 non-refundable fee to reserve their rooms. After the semester charges have been paid, the room reservation fee becomes a refundable room damage deposit.

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

When students have been accepted for admission, students, parents and/or guardians accept all the conditions of payment as well as all the regulations of the College. In making the initial payment

of \$150 the student and his parent or guardian acknowledge these terms and signify acceptance of these obligations. No promise or contract that differs from these terms shall bind the College unless it has been signed by the Chief Operating Officer of Lindenwood College. The College reserves the right to increase or reduce fees each year according to changes in fiscal conditions. If a student withdraws prior to the beginning of a term, all payments except the initial \$150 non-refundable room reservation deposit will be refunded.

## Payment Options

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

**Deferred Payment Plan (DPP):** The DPP offers the option for students to pay their tuition in installments. It is available to students and/or their parents. There is an origination fee that must be paid when the agreement is executed. The fee is based on the amount of the unpaid balance. Interest charges will accrue if the payments are delinquent. The DPP may be not be used in conjunction with the Corporate Promissory Note.

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

## Delinquent Accounts

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

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

Students with delinquent accounts can expect the following:

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

## Withdrawal & Refund

Students wishing to withdraw from Lindenwood College should contact both the Registrar's Office, and the Office of Financial Aid. New students should first contact their admissions counselor. In order to receive the proper refund, any notification of withdrawal or cancellation and requests for refund should be made in writing. Students should submit a "Notice of Withdrawal Form" to the Registrar's Office. Calculations of refunds or tuition adjustment shall be based on the student's last date of attendance.

The refund of all charges for students receiving Title IV aid while attending Lindenwood College for the first time, who withdraw within the first 60 percent of the term, shall be the larger of either the pro rata refund calculation (as defined by the Higher Education Amendments of 1992) or the calculation described below.

The following policy is effective for all students enrolled, except those described above. If a student withdraws prior to the beginning of a term, all payments except the initial \$150 non-refundable room reservation deposit will be refunded.

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

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

The Quarter and MAP tuition refund schedule is as follows:

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

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

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

## Appeals

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

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

## Refund Distribution of Financial Aid

After the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the Secretary of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined: (1) Outstanding balances on FFEL Program Loans; (2) Outstanding balances on Federal Direct Loans; (3) Outstanding balances on Federal Perkins Loans; (4) Federal Pell Grant awards; (5) Federal SEOG Awards; (6) Awards under the FWS program; (7) other Title IV student assistance; and (8) the student.

No Title IV program may receive a portion of the Federal refund amount if that program was not part of the student's original package.

## Cash Disbursements

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

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

# Financial Assistance

Financial aid is available to all qualified students. Financial need may be met through a combination of state, federal and institutional aid.

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

What the student is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood College uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all Title IV and institutional assistance. Lindenwood does not require students to fill out supplementary fee-based forms to determine eligibility for institutional financial aid. All students wishing to receive Title IV aid must submit a valid set of Student Aid Reports which result from the processing of the FAFSA.

Financial need is calculated as the difference between the cost of attendance and the expected family contribution from the student and his/her parent(s). Financial aid is an award from grant, loan, and/or work funds which will help meet this need.

## Older Student & Institutional Grants

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

## Student Employment

Most full-time resident students are able to defray a portion of their College costs by participating in the Lindenwood College "Work and Learn" Program on campus. Generally, compensation which would otherwise be provided for this work is

instead credited against the student's account. Assistantships may also be available for resident and commuter students.

# Types of Federal Financial Aid

## Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent upon the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily a student will work 10 hours per week while attending school. Wages are \$5.00 per hour.

## Federal Perkins Loans

This is a federal loan to students at an interest rate of 5 percent repayable nine months after graduation, after termination of an academic program, or after enrolling for fewer than 6 credit hours during a semester. Students may borrow up to \$3,000 per year to an aggregate maximum of \$15,000 as an undergraduate, and \$5,000 per year to an aggregate maximum of \$30,000 as a graduate student.

Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. This loan is administered by Lindenwood College and does not require a separate application other than the FAFSA.

## Federal Family Education Loan Programs (FFELP)

### Subsidized Federal Stafford Loan

The Federal government guarantees loans from \$2,625 to \$5,500 for eligible undergraduates and up to \$8,500 for eligible graduate students per academic year. These loans are made by private lending institutions, and interest is subsidized by the federal government.

### Eligible Stafford Borrower Limits:

#### Undergraduate Study

1st year of study	\$2,625/academic yr.
2nd year of study	\$3,500/academic yr.
3rd, 4th and 5th year of study	\$5,500/academic yr.
Cumulative Limit	\$23,000



**Graduate Study** \$8,500/academic yr.  
**Cumulative Limit** \$65,500  
*(including undergraduate study)*

The loan limits are for loans to cover periods of enrollment beginning on or after July 1, 1993.

For borrowers who have no outstanding loans as of October 1, 1992, the interest rate on a Stafford Loan is variable, and is tied to the 91-day T-bill plus 3.1 percent, not to exceed 9 percent. Borrowers with outstanding balances will reborrow at the same rate as the prior loan, but may be eligible for interest rebates. These loans qualify for federal interest subsidy while the borrower is in school at least half-time.

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

A student can obtain an application form for the Federal Stafford Loan from the Lindenwood College Financial Aid Office.

### **Unsubsidized Federal Stafford Loan**

Students who meet the eligibility requirements under Section 484 of the Higher Education Amendments and who do not qualify for interest subsidies under the FFELP Stafford Loan program may borrow under the Unsubsidized Stafford Loan program. Similar to the Federal Subsidized Stafford Loan program, the Unsubsidized Stafford Loan is available to all eligible students, and students must complete a valid need analysis. Unsubsidized Stafford Loans are not need based, however, and interest accruing on the loan is not subsidized (or paid) by the Federal government while the student is in school. Students must therefore pay the interest payments while in school. There is a 6.5 percent processing fee deducted from the amount of the student loan. Addendum forms necessary to apply for the Unsubsidized Stafford Loan, as well as the Stafford Loan forms themselves are available in the Financial Aid Office.

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

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

### **Supplemental Loans for Students (SLS)**

Supplemental loans to students provide for a maximum of \$4,000 for the first two years of study and \$5,000 per year for third or more year students, with an aggregate loan limit of \$23,000, and up to \$10,000 a year for graduate students. Graduate and professional students or independent undergraduate students are eligible to borrow under this program. Loans made under the SLS are not eligible for interest subsidy. Repayment is to begin within 60 days after disbursement, except if the borrower is entitled, and requests, to defer principle or interest (contact your lender).

The variable interest rate for any calendar year will be equal to the bond equivalent rate of a 52-week Treasury Bill auctioned at the final auction prior to June 1 of that year, plus 3.1 percent, not to exceed 11 percent for SLS loans and 10 percent for FPLUS loans.

### **Loan Limits**

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

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

### **Veterans' Benefits**

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

Wives and children of disabled veterans are also eligible for assistance.

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

See also "Veteran's Benefits" in Undergraduate Academic Procedures section for additional guidelines.

### **Vocational Rehabilitation**

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

### **Satisfactory Progress**

Students wishing to apply for and receive Title IV assistance must meet specific academic progress requirements in order to maintain Title IV financial aid eligibility. Satisfactory academic progress requires that a student must accumulate a minimum number of credit hours over a maximum number of enrollment periods, and a minimum cumulative grade point average for each period of attendance. The minimum cumulative Grade Point Average (GPA) is listed under "Scholarship Standards" below and in the graduate catalog.

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

### **Full-time Students**

**Undergraduate College**  
*Academic Years Completed*  
 1 2 3 4 5 6  
 Earned Credit Hours:  
 16 34 54 75 96 120

**Graduate College**  
*Academic Years Completed*  
 1 2 3 4  
 Earned Credit Hours  
 12 27 39 48

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

For a student to be eligible for Title IV Aid at Lindenwood College, the student must have academic standing at the point in the program that is consistent with Lindenwood College's requirements for graduation as listed under "Scholarship Standards" below. Before each payment period, the student's academic record will be checked for satisfactory academic progress based on the most recent determination. In general, satisfactory progress for full-time students requires that for each two semesters (which constitutes one academic year, summer being optional) of enrollment, 16 credit hours must be earned the first year, a total

of 34 by the end of the second year, and so on according to the above chart for full-time undergraduate students and 12 hours the first year and so on for full-time graduate students. Part-time students must successfully complete at least 50 percent of their credit hours attempted and have academic standing at that point in the program that is consistent with Lindenwood College's requirements for graduation. Failure to maintain minimum academic progress will result in a student being ineligible to receive Title IV financial assistance, following a financial aid probationary period, except as follows: If a student fails to meet the minimum requirements as stated at the end of the second academic year, the student will be placed on Financial Aid Suspension.

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

Except at the end of the student's second year, if a student fails to meet the minimum requirements as stated, the student will be placed on financial aid probation for the next succeeding academic year of enrollment. If at the end of the probationary academic year of enrollment, the student does not meet the minimum requirements, the student will be placed on financial aid suspension and will not be eligible for financial aid reinstatement until the minimum cumulative requirements of the policy are attained. Withdrawal from the college has no effect on the student's satisfactory progress upon re-entering.

### **Appeal**

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

In order to appeal a decision, the student must submit a written application to the Dean of Admissions and Financial Aid, including any evidence which would substantiate the appeal.

The case will be evaluated by the Appeals Committee. The Committee will advise the student of its decision within 10

working days following the date the appeal is received.

## **Graduate Academic Procedures**

### **Academic Honesty**

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

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

### **Academic Load**

<i>Graduate Students:</i>	
9 semester hours	full time
5-8 semester hours	half time
1-4 semester hours	less than half time

Course extensions (including Culminating Project Extensions and Thesis Extensions) are not considered as "hours enrolled" for purposes of this policy and are therefore less than half time.

### **Auditing**

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

### **Attendance**

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

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

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

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

### **Calendar**

Lindenwood College uses different calendars for different programs of the College. Fall semester begins just before Labor Day and ends before Christmas. Spring semester begins in January and ends in early May. (1) Programs in Professional Counseling and School Counseling are offered on a trimester basis. (2) All LCIE programs, the MBA program, and the MS (business specialty areas) are offered on a quarter calendar. (3) All MAP programs are offered on a semester calendar, with each semester containing two eight-week terms, and an additional (optional) eight-week summer term. (4) All other programs are offered on a semester calendar. All academic credit is given in semester hours.

### **Dismissal**

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

## Graduate Grading System

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

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

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

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

### Withdrawals

1. The deadline for withdrawals shall be a date for each term as set annually on the Academic Calendar.

2. Students must complete a withdrawal form and secure the instructor's, advisor's, and Dean of the College's signature for approval;

- a) students who are permitted to withdraw from a course before the deadline will receive a grade of "W" which indicates an official withdrawal.

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

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

### Unauthorized Withdrawal

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

### No Grade

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

Cumulative records are maintained for each student on individual transcripts.

Lindenwood College operates under the 4.0 grading system. An "A" carries 4 quality points; a "B," 3 quality points; a "C," 2 quality points; a "D," 1 quality point. A grade of "F" carries no quality points, and no credit. Thus, a course worth 3 semester hours in which a student earned an "A" would merit 12 quality points. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted. Only grades earned at Lindenwood are used in computing the grade point average.

### Grievance Procedure

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

grade was given.

### Re-admission

In all cases in which students have attended Lindenwood College but have withdrawn voluntarily for one academic year or more, an application must be made to the Dean of Admissions and Financial Aid. Re-admission may be granted if the student presents clear evidence of ability and motivation to continue successful college work. Any student who has left the college for one academic year or more must be re-admitted under the catalog in effect at the time of re-admission. All current requirements must then be met.

### Change In Degree Program

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

### Second Degrees

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

### Degree Time Limit

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

### Graduate Thesis/Culminating Project Extensions

Registrations for extensions on graduate thesis/culminating projects must be completed by the student each succeeding term after the initial enrollment for their thesis/culminating project. The fee charged will be \$25.00 for each extension.

If the student fails to register for a term, they will no longer be considered a degree candidate. Should they wish to resume their thesis/culminating project, they must pay the full tuition rate when they re-enroll.

## Scholarship Standards

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

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

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

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

## Transcripts

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

A fee of \$5.00 is charged for each transcript requested.

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

A request for a transcript should be made either on a transcript request form or by letter to the Registrar's Office, including name, Social Security Number,

date of attendance, and current address. Normal processing time for transcripts is 3-4 days.

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

## Transfer Credits From Another College

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request official transcripts be sent directly to Lindenwood College's Office of Graduate Admissions by the school(s) previously attended.

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

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

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

## Veterans' Benefits

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

1. The College will notify the V.A. of all terminations, interruptions, or any change in semester-hour load within 30 days. This may change the benefits available to the student.

2. The student accepts the responsibility of notifying the Registrar, the V.A. Coordinator at the College, and his/her advisor immediately in case of withdrawal from any course.

3. The student accepts the responsibility of notifying his/her instructors of any expected absence from class. A student may be withdrawn by the College for any excessive absences.

4. The Veterans Administration will be informed that progress is no longer satisfactory with the accumulation of 12 or more hours of "F" grades.

5. LCIE students receiving benefits through the Veterans Administration must comply with the College's general policies regarding withdrawal, attendance, and satisfactory progress.

For additional information, see also "Veteran's Benefits" in the Financial Aid Section of this catalog.

## Out of Classroom Life

The fabric of a learning community weaves itself whole. To bridge formal and out-of-classroom learning, the offices and staff of the Dean of Students—often in collaboration with the Lindenwood Student Government—promote programs, services, and diverse opportunities for personal growth and development.

Lindenwood College currently serves over 4,000 students in more than 45 undergraduate and graduate degree programs. Resident students live on a small, wooded, highly attractive campus within a large metro area that offers almost unlimited cultural, recreational, entertainment and service opportunities.

## Lindenwood Student Government

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

## **Residence Halls**

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

## **Athletics**

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

Intramural sports offer exercise and competition to all students in the community. Intercollegiate baseball, basketball, cross country, football, golf, soccer, softball, tennis, track, volleyball, wrestling, and various club sports are offered for full-time students.

Lindenwood is a member of the Men's and Women's Divisions of the National Association of Intercollegiate Athletics (NAIA).

For those involved in team sports and others interested in personal fitness, the college has a Fieldhouse and Fitness Center with extensive weight training equipment. In addition, the college provides indoor and outdoor pools, baseball and softball fields and two practice fields for soccer, football and other sports. Hunter Stadium, with a seating capacity of 5,000, is the only artificially-surfaced football/soccer stadium in the St. Charles area. The Lindenwood Athletic Complex, located approximately two miles from campus, hosts men's and women's basketball and women's volleyball.

## **Religious Life**

Lindenwood College enjoys a rich, long standing relationship with the Presbyterian Church (USA). The College was founded by Presbyterian pioneers Mary and George Sibley. Since its founding, Lindenwood has been blessed with many distinguished Presbyterians who have given leadership in the administration, faculty and student body. In 1987, the College affirmed its church-related character through a covenant with the Synod of Mid-America. This covenant encourages the development of a rich and varied religious life at Lindenwood.

The College fosters an ecumenical spirit which celebrates the wide range of religious traditions represented on a campus. Worship services are led on campus by a Roman Catholic priest and the College Chaplain, an ordained Presbyterian minister. Students wishing to worship off-campus can find religious services of all major faiths within walking distance. Presbyterian students are welcome at the St. Charles Presbyterian Church located adjacent to the campus. The College Chaplain chairs the Religious Life Council, an officially recognized student organization which promotes diverse religious expression and plans a variety of community events.

## **KCLC-FM 89.1**

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

# 1993-94 Academic Calendar

## Fall Semester 1993

Faculty Workshops/NCA Planning/ Self-Study Process	August 23-27
Registration	August 28
New Student Orientation	August 29
Classes Begin	August 30
Activity Day--Labor Day	September 6
Last day to register, add class, or choose an audit	September 10
Last day to withdraw with a "W"	September 10
Deadline to apply for December graduation	October 8
Deadline for making up "INC" grades from Spring 1993	October 12
Midterm grades due	October 22
Thanksgiving Holiday-No Classes	November 25-27
Last Day of Classes	December 13
Final Exams	December 14, 15, 16, 17, 18
Final Grades Due, 12:00 Noon	December 28

## Fall I Term (MAP) 1993

Deadline for registering without a late fee	August 27
MAP Opening Session	August 28
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Midterm grades due	September 29
Deadline for making up "INC" grades	October 8
Deadline for application for December graduation	October 8
Last Day of Classes	October 22
Final Grades Due, 12:00 Noon	October 27

## Fall II Term (MAP) 1993

Deadline to register without a late fee	October 22
MAP Opening Session	October 23
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Midterm grades due	November 23
Thanksgiving Holiday	November 25-26
Deadline for making up "INC" grades from previous term	December 3
Last Day of Classes	December 17
Final Grades Due, 12:00 Noon	December 22

## Fall Quarter 1993

Deadline to register without a late fee	October 1
LCIE Opening Session	October 2
Saturday Art classes begin	October 2
MBA classes begin	October 4
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Deadline to apply for December graduation	October 8
Midterm grades due	November 12
Deadline for making up "INC" from previous term	November 12
Thanksgiving Holiday-No Classes	November 25-26
Quarter Ends	December 17
Final Grades Due, 12:00 Noon	December 22

## Spring Semester 1994

Faculty Workshop & Planning	January 5-7
Registration/Orientation	January 9
Classes Begin	January 10
Last day to register, add a class, or choose an audit	January 21
Last day to withdraw with a "W"	January 21
North Central Association Accreditation Visit	February 7-9
Deadline to apply for May graduation	February 11
Activity Day	February 15
Deadline for making up "INC" grade from Fall 1993	February 23
Midterm grades due	March 4
Spring Break	March 7-11
Easter Break	April 1-3
Last Day of Classes	May 6
Final Exams	May 9, 10, 11, 12, 13
Final Grades Due, 12:00 Noon	May 17
Baccalaureate	May 20
Commencement	May 21

## Spring I Term (MAP) 1994

Deadline to register without a late fee	January 7
MAP Opening Session	January 8
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
North Central Association Accreditation Visit	February 7-9
Deadline for application for May graduation	February 11
Midterm grades due	February 15
Deadline for making up "INC" grade from previous term	February 25
Last Day of Classes	March 4
Final Grades Due, 4:00 pm	March 9

## Spring II Term (MAP) 1994

Deadline to register without a late fee	March 11
MAP Opening Session	March 12
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Midterm grades due	April 20
Deadline for making up "INC" grades from previous term	April 29
Deadline to apply for June 30 graduation (for those not participating in May ceremony)	May 1
Last Day of Classes	May 13
Final Grades Due, 4:00 pm	May 17

## Winter Quarter 1994

Deadline to register without a late fee	January 7
LCIE Opening Session	January 8
MBA Classes begin	January 10
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
North Central Association Accreditation Visit	February 7-9
Deadline to apply for May graduation	February 11
Midterm grades due	February 18
Deadline for making up "INC" grades from previous quarter	February 18
Quarter Ends	March 25
Final Grades Due, 12:00 Noon	March 30

### Spring Quarter 1994

Deadline to register without a late fee	April 8
LCIE Opening Session	April 9
MBA Classes begin	April 11
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Deadline to apply for June 30 graduation (for those not participating in May ceremony)	May 1
Midterm grades due	May 13
Deadline for making up "INC" grade from previous quarter	May 13
Memorial Day-No Classes	May 30
Quarter Ends	June 24
Final Grades Due, 12:00 Noon	June 29

### Summer Quarter 1994

Deadline to register without a late fee	July 8
LCIE Opening Session	July 9
MBA Classes begin	July 11
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Deadline to apply for September 30 graduation	August 12
Deadline for making up "INC" grades from previous quarter	August 19
Midterm grades due	August 19
Quarter Ends	September 23
Final Grades Due, 12:00 Noon	September 28

### Summer Sessions 1994--Tentative (14 weeks available)

#### Summer Term MAP 1994

Deadline to register without a late fee	June 3
MAP Opening Session	June 4
Last day to register, add, or withdraw from a class with a "W," or choose an audit,	Before the Second Class Meeting
Midterm grades due	July 1
Holiday Break	July 4-8
Deadline for making up "INC" grades from previous term	July 15
Last Day of Classes	August 5
Final Grades Due, 12:00 Noon	August 10
Deadline to apply for September 30 graduation	August 12

## TRIMESTER SCHEDULE

### Fall Trimester 1993

Deadline to register without a late fee	August 27
Opening Weekend Session	August 28
Last day to register, add a class, or choose an audit	September 10
Last day to withdraw with a "W"	September 10
Deadline to apply for December graduation	October 8
Deadline for making up "INC" from previous term	October 8
Midterm grades due	October 26
Thanksgiving Holiday	November 25-26
Classes End	December 17
Final Grades Due, 12:00 Noon	December 22

### Spring Trimester 1994

Deadline to register without a late fee	January 7
Opening Weekend Session	January 8
Last day to register, add a class, or choose an audit	January 21
Last day to withdraw with a "W"	January 21
North Central Association Accreditation Visit	February 7-9
Deadline to apply for May graduation	February 11
Last day to make up "INC" grade from previous term	February 18
Midterm grades due	March 4
Last Day of Classes	April 29
Final Grades Due, 12:00 Noon	May 4

### Summer Trimester 1994

Deadline to register without a late fee	May 6
Deadline to apply for September 30 graduation	May 6
Opening Session	May 7
Last day to register, add a class, or choose an audit	May 20
Last day to withdraw with a "W"	May 20
Deadline for making up "INC" from previous term	June 24
Midterm grades due	July 8
Last Day of Classes	August 19
Final Grades Due, 12:00 Noon	August 24

# ***Academic Course Offerings***



# Semester Schedule Graduate Programs

## Graduate Program in Art: M.A. (some courses available on Quarter Schedule)

### Program Description

The Department of Art offers the Master of Arts degree in Studio Art with concentrations in the areas of ceramics, design, drawing, painting and photography.

Graduate offerings in Studio Art and Art History also fulfill program requirements for graduate degrees in Education and Valuation Sciences.

### Admission Requirements to the Program

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

### Degree Requirements

1. Completion of 36 hours of graduate courses in art, distributed as follows:

- 21 hours Studio Art area (or areas) of concentration;
- 6 hours Studio Art courses outside of the area of concentration;
- 6 hours Course in Art History or art criticism;
- 3 hours Exhibit and thesis project.

2. Satisfactory completion of an oral review of the graduate exhibit and thesis conducted by the thesis committee of three faculty members of the Art faculty.

3. Completion of graduate studies with a minimum grade point average of 3.0.

4. 24 hours of credit must be earned in regularly scheduled classes.

5. No more than 9 hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 36 hours.

### Courses of Study

**ART 500 Research Methods in Art (3)** A survey of art research methods. Students will learn how to research an artist, a style, an art movement, within architecture, painting and sculpture. Emphasis will be placed on research and writing. Students will also learn how to compose a catalog *raisonne* on an artist and they will learn how to research a work using auction records, journals, periodicals and other sources. In addition, students will develop their own portfolio.

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

**ART 505 Painting (3)** Advanced painting in acrylic, oil, watercolor, or mixed media. Assigned problems in composition and color. Research problems directed to the needs and interests of the students. Repeatable for credit. Lab fee.

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

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

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

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

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

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

**ART 555 Pre-Colombian Art (3)** A study of the arts and artifacts of Indian cultures of the United States Southwest, Mexico, and Central and South America.

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

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

**ART 559 American Art I (3)** A study of American painting, sculpture and architecture from the Colonial period to the Gilded Age (1870's) with an emphasis on European influences and the development of indigenous styles.

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

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

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

**ART 563 Women Artists (3)** A survey of women artists from the medieval period to the present.

**ART 568 Medieval Art (3)** A survey of European art and the architecture from the Early Christian era to 1300.

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

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

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

**ART 591, 592, 593 Independent Study (1-3)** Independent study in Studio Art and Art History. A program of study is formulated with an advisor outlining the research tools and procedures to be followed and stipulating the methods of evaluation. Presentation of the final project in terms of a research paper and/or preparation of works for exhibition.

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

## **Graduate Programs in Performing Arts: M.A., M.F.A.**

### **Program Description**

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

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

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

production.

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

## **Master of Arts**

### **Program Description**

This program consists of the successful completion of 30 graduate semester hours and can be completed in three full-time semesters. The course of study cannot be extended beyond five years. Students are required to take 15 hours of prescribed study which include:

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

The additional 15 hours should be developed in consultation with a graduate advisor and constitute a specialization in a Performing Arts related discipline. A thesis is not required but students may opt to fulfill a 6 hour thesis project.

## **Master of Fine Arts**

### **Program Description**

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

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

- TA 525 Research Methods in Theatre (3)
- TA 565 Professional Internship (3-9)
- 3 hours in Theatre History
- 3 hours in Dramatic Literature
- 18 hours in the speciality
- TA 600 Master's Project (6)
- 18-24 hours of electives

## Courses of Study

**TA 500 Theatre Practicum (1)** Practical work in a theatre related area.

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

**TA 505, 506 Performance Practicum (3) (3)**

**TA 507 Stage Voice (3)** Stage voice deals with learning to relax and expand the actor's voice potential. A series of relaxation and vocal exercises will be used to help strengthen the voice. The student will study the mechanics of the voice and how it works, as well as how to safely use the voice. Phonetics, Shakespeare, and scansion are studied in the class.

**TA 508 Stage Combat (3)** Combat mime is the study of martial movement and illusionistic pantomime. Prerequisite: TA 106 and consent of instructor.

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

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

**TA 511, 512, 513, 514 Graduate Directing Studio I, II, III, IV (3) (3) (3) (3)** Application of theories and styles of directing for various kinds of plays. Presentation of short plays in the studio theatre. Evaluation of directing skills and methods of individual growth.

**TA 515 Director/Designer Seminar (3)** In-depth exploration of the relationship of the director and designer in production; uses both theoretical projects and actual studio productions for study. Prerequisite: TA 511 or TA 551.

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

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

**TA 532 Special Studies in Theatre History (3)** Prerequisite: Consent of Instructor.

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

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

**TA 535 Modern Drama (3)** Study of the developments in western theatre and drama from the origins of modern drama to the present.

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

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

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

**TA 538 Epic and Tragedy (3)** Readings in classical Greek literature, examining the differences between the genres of epic and tragedy and the changes in philosophical, political and economic conditions which are reflected in the literature. Readings from Homer, Aeschylus, Sophocles, and Euripides; selections from Plato and Aristotle concerning poetry and its role in society.

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

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

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

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

**TA 565 Professional Internship (3-9)** Join a professional theatre in a performance position of acting, directing, stage management, technical theatre or theatre management. Prerequisite: acceptance into company and consent of instructor.

**TA 593 Independent Study. (3)** Investigation of specific theories, artists, techniques, or literary periods in theatre history as related to the student's special interest area. Topic developed by the student. May be repeated for a maximum of 12 hours.

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

## **Graduate Programs In Education\***

### **Program Description**

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

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

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

## **Advanced Program Certification Areas--**

Counselor K-12 \*  
School Psychological Examiner\*  
Special Reading  
Educational Administration  
(Elementary & Secondary)\*  
Special Education

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

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

1. A baccalaureate degree from an accredited college with a minimum grade point average of a 3.0 on a 4.0 scale.
2. Recommendation by an immediate Education supervisor. This may be one of the letters of recommendation required for admission to the graduate program.
3. Approval of the Dean of the Education Division.

## **Application Procedures**

1. Complete the application procedures required for admission to the College.
2. Complete a Program Overview with the assistance of an Education Division Advisor.
3. Approval of the Dean of the Education Division.

## **Requirements for the Program**

1. Graduate students must complete 30 or 33 semester hours of graduate courses with a GPA of 3.0 or higher. The 30 hour program includes a thesis - The Master's Project. No thesis is required for the 33 hour program. The Master's in Educational Administration is a 36 hour program.
2. Graduate degrees are to be completed within five calendar years from the date of matriculation in the program. (Matriculation is the date of the first day of the first term in which the student begins the graduate program.) Students requiring longer than five years must file a petition for policy exemption. Students will be expected to meet the degree

requirements in effect at the time of the petition.

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

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

5. Graduate students are required to participate in an Exit Assessment. This will consist of a project presentation to members of the Education Department faculty.

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

## **Transfer & Workshop Credit**

1. Graduate students may transfer no more than nine (9) graduate semester hours of credit to Lindenwood from other institutions.
2. All transfer graduate credit must be from an accredited graduate institution and must meet the approval of the Dean of the Education Division and the Registrar.
3. All transfer credits must carry a letter grade of "B" or higher. An official transcript must be provided for verification.
4. "Pass-Fail" or "Credit" courses will require the approval of the Education Dean in order to be accepted in transfer.
5. All transfer and workshop graduate credit must be relevant to the student's proposed program and should have been completed within the last 7 years.
6. Once admitted, the student must obtain prior permission from the Education Dean and the Registrar in order to apply credit from any other college or university toward the degree. Prior Approval forms are available in the Registrar's Office for this purpose.

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

## **Core Courses**

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

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

Students who have not successfully completed a course in the Education of the Exceptional Child will be required to include the course in the graduate program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Graduate Teacher Education Goals**

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

1. to read critically in the areas of contemporary education problems, curriculum, and educational research.

2. to analyze and discuss educational issues and write about them in accepted academic formats.

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

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

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

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

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

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

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

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

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

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

## **Educational Administration**

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

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

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

## Graduate Administrator Education Goals

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

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

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

## Courses of Study

### Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDU 526 Practicum: Remediation of Reading Difficulties (2)** This course allows students to apply appropriate remedial techniques using commercial and teacher-made materials in teaching students previously diagnosed with reading abilities. Lesson plans, preliminary remediation reports, progress reports, and a final evaluation of the remediation program are required. Lab fee. Prerequisite: EDU 522 or equivalent.

**EDU 528 Integrating Thinking Skills in Instruction (3)** This course teaches approaches to integrating deliberate thinking -- critical, creative, whole-brained thinking and problem solving -- through the disciplines K-12. An in-depth examination of major thinking models will be undertaken including ASCD's Dimensions of Learning, DeBono's CORT Thinking Program, Covington and Merrill's Productive Thinking Models, Philosophy for Children, Feuerstein's Instrumental Enrichment Program, Taylor's Multiple Talents, Osborne's Problem Solving Approach and others.

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

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

**EDU 532 Reading Practicum (1-3)** This course assigns students to work with regular classroom teachers or specialists for 30 hours for each hour of academic credit. Students will observe, assist, and instruct students in reading under the supervision of a teacher and/or the College supervisor. Students will keep a detailed log of all activities. Prerequisite: Students

must be taking or have taken a reading methods course.

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

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

**EDU 541 Education of the Exceptional Child (3)** This course allows the student to develop an understanding of the unique characteristics, strengths and challenges of children classified as exceptional. An historical and legal overview of the field of special education will be presented as well as current trends, issues and best practices for educating children with exceptionalities in the 1990's. Students will understand the competencies necessary to effectively teach, communicate and live with individuals with exceptionalities in educational and natural environments. This course will focus on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

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

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

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

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

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

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

encountered during The practicum will be waived for teachers who can verify a minimum of two (2) years in a state approved gifted program.

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

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

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

**EDU 560 Sign Language (3)** This course is designed specifically for education and human service majors who are interested in working with individuals who are deaf and/or use manual communication modes. Students will be introduced and given extensive practical experience in the use of the American Sign Language (ASL) and manually coded English systems. This course will examine historical and contemporary social, political and educational issues and viewpoints in the field of hearing loss and deafness. Students will demonstrate confidence with the use of assistive technology and in its application to overcoming communication barriers in the classroom, home and community. Deafness will be explored as it relates to family and multicultural diversity.

**EDU 561-568 Graduate Seminar on Teaching Strategies (1-3)** This course is to update practicing teachers in educational research, theory, strategies and techniques which will provide added expertise to the schools. This may be taken more than once for credit.

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

**EDU 582 Children's Literature In The Whole Language Program (3)** This course will take an in-depth look at the origins and philosophy of the Whole Language movement including the work of Holdaway, Cambourne, Calkins, Butler, Goodman and others. Emphasis in the course will be that of translating the philosophy into classroom procedures which are compatible and to assist practicing professionals in integrating children's literature throughout all the disciplines. The course will also update professionals on the best of the newest literature in the field.

**EDU 589 Understanding the Middle School/Junior High School Student (3)** This course will examine the special characteristics of the pre-adolescent and early adolescent; the physical, cognitive, and social needs specific to this age group; and ways in which the school can meet these needs.

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



**EDU 600 Master's Project (3)** This course requires the student to be responsible for the preparation of a final project as required for the course and graduation. The project must be a specific application of gathering, analysis, evaluation, and reconceptualization of ideas which have been stressed throughout the program. The topic of the project may focus on a particular problem which the participant faces in his/her individual situation as a educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test, and evaluate a curriculum plan within an educational environment. Other paths include analysis of a teaching project for the candidate to observe, record, and analyze various patterns of teaching behavior, or a research project in which a particular research technique is applied to an educational problem. Prerequisite: EDU 570.

### **Special Education**

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

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

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

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

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

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

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

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

### **Educational Administration**

**EDA 505 Foundations of Education Administration (3)** This course will enable the student to develop an understanding for the role of the administrator in education. Topics include

federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

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

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

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

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

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

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

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

**EDA 599 Field Experience (3)** This course will provide an opportunity for the student to closely study the area of administration through observation of a school administrator. Each student will spend at least 3 hours each week observing a total of 4 elementary principals or assistant principals, or will interview principals and survey research in order to create a program for an area of administration. This course is the culminating course for the program and is offered as needed on an individual basis.

# Quarter Calendar Graduate Programs

## Graduate Programs in Business Administration: M.B.A., M.S.

### Master Of Business Administration-M.B.A.

#### Program Description

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

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

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

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

## Requirements for the Master of Business Administration

### General

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

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

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

### Application for Graduation

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

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

## Master Of Business Administration With Concentration

### Concentration In Accounting

#### Program Description

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

### Degree Requirements

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

## Concentration in Finance

### Program Description

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

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

## **Degree Requirements**

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

## **Concentration in Management**

### **Program Description**

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

## **Degree Requirements**

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

## **Concentration in Marketing**

### **Program Description**

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

## **Degree Requirements**

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

## **Concentration in Management Information Systems**

### **Program Description**

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

## **Degree Requirements**

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

## **Concentration in International Business**

### **Program Description**

The graduate curriculum in International Business offers advanced training in the nature, theory, and central problems of U.S. businesses and agencies dealing in international trade situations. The program stresses preparing the student to grasp the complexities in international business of utilizing U.S. practices in accounting,

finance, management, marketing, and law in various foreign situations.

## **Degree Requirements**

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

## **Certificate Program for International Business**

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

## **The Certificate Requirements**

The requirements for the Certificate program will consist of:

1. A minimum of eighteen (18) credit hours which include the following components:

A. Two (2) core course prerequisite (6) (MBA 570 International Business Operations and MBA 571 International Risk and Politics).

B. A culminating 3 credit hour research project under the supervision of a faculty member (MBA 579 International Business Topics, Directed Studies).

C. Nine (9) hours elective credit from the International curricula.

2. Foreign Language:

A. A proficiency is desirable in one foreign language. This could be obtained by completion of a graduate language course or two years of undergraduate foreign language.

B. The foreign language is strongly recommended, not required, for the Certificate program.

# **Master of Science -M.S. in Specialized Fields (Accounting, MIS, Finance, Management, Marketing, and International Business)**

## **Program Description**

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

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

## **Degree Requirements**

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

2. Student shall complete a minimum of 36 hours in courses, determined in conjunction with the faculty advisor, in the field of specialization and related core requirement.

3. The student shall be required, by course completion and thesis, to demonstrate an ability to undertake research in the field of specialization. This requirement may require training in research methodology, statistical procedures, computer analysis and programming. This requirement can be partially or fully demonstrated in the completion of a thesis/project as the final culminating experience. The thesis/project requirement will be 3-9 credit hours of credit toward the required 36 hours.

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

## **Courses of Study**

### **Accounting**

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

**MBA 511 Managerial Accounting (3 hours)** The development and use of accounting information for decision-making purposes. The course will emphasize the development of financial information for management's use in the decision-making process. Topics will include internal reporting techniques, cost-volume-profit analysis, relevant cost, capital budgeting and management planning and control. Prerequisite: MBA 510 or equivalent.

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

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

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

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

**MBA 516 Individual Tax Planning (3)** Concepts of Federal and Missouri State income taxes as applicable to individual income taxes. Details of planning and reporting individual income taxes. Prerequisite: MBA 511 or equivalent.

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

**MBA 518 Corporate Tax Planning (3)** Concepts of Federal and Missouri State income taxes as applicable to corporate income taxes. Details of planning and reporting corporate income taxes. Prerequisite: MBA 510 or equivalent.

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

**MBA 592 Financial Statement Analysis (3)** Examination of the primary financial statements as an aid to decision-making by lending officers, investors, credit analysts/managers, and business managers. User objectives, analytical tools and techniques as well as qualitative judgments are emphasized. Prerequisites of MBA 511 and MBA 531.

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

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

## **Management Information Systems**

**MBA 521 Management Information Systems (3)** Comprehensive coverage of the use of information systems within organizations today. Topics discussed include strategic uses of information technology, organizational aspects of MIS, technology concepts, system building practices, and management of information systems and technology resources. Cases emphasizing managerial skills as well as microcomputer skills in using spreadsheet and database software are assigned to reinforce course concepts.

**MBA 522 Information Systems Programming (3)** Use of structured programming techniques in COBOL with an emphasis on business-oriented applications. Topics covered include processing on nonsequential files, table processing and editing strategies. Prerequisite: MBA 521 or equivalent.

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

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

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

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

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

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

### **Financial Management**

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

**MBA 531 Financial Policy (3)** This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long-term financing, money and capital market institutions. Prerequisite: MBA 530 or equivalent.

**MBA 532 Managerial Finance (3)** Evaluation of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision making are covered in depth. Prerequisite: MBA 531 or equivalent.

**MBA 533 Investment Management (3)** Principles of portfolio management, specifically to include risk and security analysis. Types of securities are related to investment policies and goals. Prerequisite: MBA 531 or equivalent.

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

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

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

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

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

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

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

### **Management**

**MBA 540 Management Concepts (3)** This course presents theory, research, and their applications that provide the cornerstone for the study of managing within organizations. The functions of management, human behavioral studies, and leadership styles are examined.

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

**MBA 542 Managerial Ethics (3)** This course is a stakeholder approach to examining the impacts of various environments on modern organizational decision-making, especially the ethical. Issues include business-government, business-employee, business-consumer, business-community, and business-stockholder relationships. Prerequisite: MBA 541 or equivalent.

**MBA 543 Personnel Management and Labor Relations (3)** This course covers the scope of business and industrial personnel services with an analytical appraisal of politics in labor relations and personnel administration. Prerequisite: MBA 541 or equivalent.

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

### **MBA 546 Managerial Problem Solving**

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

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

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

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

**MBA 565 Entrepreneurship & Growth** (3) Present the characteristics associated with an entrepreneur in a larger corporate organization, identify the forms or modes of corporate venturing, present the critical success factors and the obstacles associated with corporate venturing. The course will also evaluate existing growth

model, recognizing that growth is a controllable factor, and present a growth model of new venture development. Prerequisite: MBA 541 or equivalent.

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

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

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

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

## **Marketing**

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

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

**MBA 552 Marketing Information and Research** (3) A study of the various sources of information essential to effective marketing decision making. Topics include a review of methodologies to secure marketing information, evaluation of primary and secondary sources of information and data, survey

research techniques, development of research instruments, data collection and analysis and presentation of research findings. Students will design and conduct a formal marketing research project. Prerequisite: MBA 551 or equivalent.

**MBA 553 Promotional Management and Strategy** (3) A study of the various promotion systems available to the marketing manager. An analysis of print advertising, electronic advertising, promotions, collateral materials, catalogue development, direct response systems, couponing, etc. Also, budgeting and controlling marketing communications functions with the sales department and other areas of the firm will be discussed. Prerequisite: MBA 551 or equivalent.

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

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

**MBA 556 Industrial Marketing** (3) A study of the unique aspects of developing, implementing, and monitoring marketing programs in the industrial or business-to-business marketplace. Case histories and case analysis will be used for market analysis of industrial markets. The industrial marketing department, its functions and its relations with other

functions and areas of the firm such as sales, manufacturing, product development, distribution, finance and accounting are explored in this course. Prerequisite: MBA 551 or equivalent.

**MBA 557 Consumer Marketing (3)** The concepts of "The Consumer" and "Consumer Market Behavior" are explored through an integration of the theories of consumer behavior originating within the social sciences. The emphasis of this course is on the application of the understanding of the consumer to the strategic marketing planning process. Cases are typically used to explore various aspects of consumer marketing. Prerequisite: MBA 551 or equivalent.

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

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

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

## **International Business**

**MBA 570 International Business Operations (3)** An introductory course for the International Business program, providing a historical perspective on patterns of trade between and within demographic regions and examining recent shifts in traditional markets and the forces that have led to them. Current world-wide interests in strategic resources will be examined in this context. Analysis of import/export opportunities, problems, and constraints also is provided, particularly from the American business point of view.

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

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

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

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

**MBA 576 International Business and Cross Cultural Communications (3)** One of two introductory courses for the International Business Program. Provides an overview of the international business milieu with specific reference to relations between home and host countries,

demographic and geopolitical patterns and problems, the need of international entrepreneurs and constraints of other people. Prerequisite: MBA 570 or permission of the dean.

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

**MBA 578 International Business Law (3)** The process of adjudication across national boundaries relating to transactional business activities. The legal interrelationship between countries, individuals and business organizations. Specific areas covered include taxation, antitrust and restrictions, trade practices legislation. Tariffs, quotas, and other trade obstacles, along with expropriation and confiscation, product liability and civil and criminal penalties will be discussed in detail along with U.S. laws, Foreign Corrupt Practices Act (F.C.P.A.), state and local laws. Special attention will be given to patents, trademarks, trade names, copyrights and trade secrets in the international market and the agencies enforcing these areas. Prerequisite: MBA 570 or permission of the dean.

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



tariff analysis, the economies of lesser developed countries and multinational companies. Prerequisite: MBA 595 or permission of the dean.

**MBA 579 International Business Topics/ Directed Studies (3-6).**

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

### **600 Level Course**

**MBA 601 Business Policies & Strategies**

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

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

## **Special Topic Courses**

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

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

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

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

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

**MBA 579 Special Topics In International (3-6)**

The courses are designed for students who desire, or are required to explore advanced areas of study, or undertake special problem analysis, within a concentration.

Such courses are open to students who have completed core and/or advanced course requirements. The subject area will normally cover a specific issue, problem, or current topic and will demonstrate the student's scholarly research abilities and techniques. In some instances, the topic may require primarily substantial reading with appropriate inference, assessment and conclusions.

Permission to register and approval of topic must be obtained from appropriate faculty person and the dean prior to registration.

# Lindenwood College for Individualized Education (LCIE) Graduate Programs

## Program Description

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

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

## Graduate Programs in LCIE

- Master of Arts in Gerontology
- Master of Business Administration (MBA)
- Master of Science in Administration (MSA- business speciality area)
- Master of Arts in Professional Counseling
- Master of Arts in Professional & School Counseling
- Master of Arts in Elementary or Secondary School Counseling
- School Psychological Examiners Certificate
- Master of Science in Corporate Communication
- Master of Science in Mass Communication
- Master of Science in Health Management
- Master of Science in Human Resource Management
- Master of Science in Human Service Agency Management
- Master of Science in Valuation (Appraisal)

## Admission and Program Overview

Admission to a graduate degree program in LCIE is granted to students who have grade point averages of 3.0 or better (on a

4.0 scale), and whose Program Overviews have been approved. Students who do not meet that grade point or other admissions standard will be given individual consideration.

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

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

Students may make alterations to their Overviews by submitting a written amendment to their Faculty Advisors. If the change involves only a minor adjustment of the original plan, the amendment can simply be filed along with the student's original proposal. All changes must be approved by the Faculty Advisor.

### Program Requirements

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

To receive the Master's degree from LCIE all students must meet the following requirements:

1. Completion of at least 27 semester hours (3 quarters) as an enrolled student at Lindenwood with a grade point average of at least 3.0.
2. Completion of the objectives set forth in the Program Overview.
3. Demonstration of graduate level writing and speaking as evaluated by the Faculty Advisor and Faculty Sponsor each term.
4. Completion of all practicum, apprenticeship, and residency requirements connected with the degree program, as specified by the Program Overview.
5. Participation in at least one colloquium per term of study.
6. Satisfactory completion of a culminating project.

### Culminating Project

For graduate students, the culminating project is a significant and original accomplishment. It must demonstrate that students have mastered the conceptual and methodological skills outlined in the Program Overview.

The project may be in the form of a written thesis or a creative work, including the use of a wide variety of media. If the project is not a written thesis, it must contain substantial written analytical documentation and demonstrate appropriate research methods. Graduate culminating projects require the guidance and approval of a committee consisting of at least three faculty members and /or resource specialists. The student must successfully defend the culminating project at a meeting of committee members for it to be approved.

### The Colloquium

The interdisciplinary nature of all studies in the liberal arts institution is the heart of the programs offered through the LCIE format. For that reason, all students in the LCIE model are required to participate in at least one colloquial experience during each term of enrollment. Each term the faculty of

Lindenwood College present workshops, seminars, and creative expositions to fulfill the colloquium requirement for all LCIE students. In addition, LCIE faculty advisors compile a list of other such events available in the community. Students are encouraged to seek other colloquial opportunities that, with the approval of their faculty advisor, will fulfill this requirement. At the end of each term, students submit a short critique and evaluation of the colloquium in which they participated.

## **Graduate Programs in Business Administration: MBA, MSA**

### **Program Description**

Two graduate programs in Administration are offered:

1. The Master of Business Administration (MBA), a general degree;
2. The Master of Sciences in Administration (MSA), a specialized degree.

## **Master of Business Administration (MBA)**

The MBA program is designed to educate people in advanced administrative and managerial capacities. The clustered learning format of the College for Individualized Education is ideally suited to the manager. In weekly seminars, three related subject areas are combined in one interdisciplinary unit of nine semester hours. This synthesis and the small class size provide a unique atmosphere for full time study. Lindenwood College is a member of the American Assembly of Collegiate Schools of Business.

The degree program is five quarters in length (42 Semester hours).

### **Core Curriculum:**

#### **Cluster I Accounting Management and Management Information Systems Cluster**

- IBA 510 Financial Accounting Concepts (3)  
IBA 511 Managerial Accounting (3)  
IBA 521 Management Information Systems (3)

#### **Cluster II Human Resource Management and Organizational Structure and Design Cluster**

- IBA 540 Organizational Concepts (3)  
IBA 541 Organizational Development (3)  
IBA 543 Personnel Management and Labor Relations (3)

#### **Cluster III Foundations of Marketing Function and Marketing Management Cluster**

- IBA 550 Marketing Concepts (3)  
IBA 551 Marketing Strategy & Management (3)  
IBA 589 Ethical Issues in Marketing (3)

#### **Cluster IV Foundations of Finance and Financial Management Cluster**

- IBA 530 Financial Concepts (3)  
IBA 531 Financial Policy (3)  
IBA 532 Managerial Finance (3)

#### **Cluster V Research Methods and Culminating Project**

- IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (3)

### **Courses of Study**

#### **Accounting Management /Management Information Systems**

IBA 510 Financial Accounting Concepts (3) This course treats generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

IBA 511 Managerial Accounting (3) Admission to this course requires a basic understanding of general accounting concepts. The focus of the course is the internal use of accounting data by managers for planning and control purposes.

IBA 521 Management Information Systems (3) Exploration of computer resources, concepts and applications commonly available to managers, examination of managerial and technical skills and responsibilities required to use information systems. Emphasis is given to the system concept as an integrating approach to visualizing and describing existing management activities with particular attention to data and information.

### **Management**

IBA 540 Management and Administrative Theory (3) This course presents theory, research, and their applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies and leadership styles are examined.

IBA 541 Organizational Development (3) An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and processes of, and behavior within, organizations in order to better understand the management process.

IBA 543 Personnel Management and Labor Relations (3) This course covers the scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

### **Marketing**

IBA 550 Marketing Concepts (3) A study of the principles of marketing activities to plan, promote, and distribute goods and services to the consumer and the industrial market.

IBA 551 Marketing Strategy and Management (3) An analysis of the dynamics of developing a marketing program: establishing a strategy model for entry, maintenance/survival, proliferation/segmentation, exit and re-entry of products and service. Developing the marketing plan for the organization, budgeting, interfacing with other areas of the organization.

IBA 589 Ethical Issues in Marketing (3) This course examines the role of ethics in marketing, providing a framework for managing ethical issues. Ethics applicable to the 4-Ps of marketing will be discussed. Special emphasis will be given to advertising, positioning and product policy.

### **Financial Management**

IBA 530 Financial Concepts (3) This course deals with managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, long-term financing.

**IBA 531 Financial Policy (3)** This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long term financing, money and capital marketing institutions.

**IBA 532 Managerial Finance (3)** Evaluation of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision making are covered in depth.

### **Research Methodology/ Culminating Project**

**IBA 593 Research Methods and Design (3)** A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings. A review of the various sources of information essential to managing the administrative function.

**ICU 599 Culminating Project/Directed Thesis (3)** Demonstration of ability to carry out and write a major research effort.

## **Master of Science in Administration (MSA)**

The Master of Science in Administration (MSA) program is designed to meet the needs of students who may wish to specialize in one of several major areas such as Marketing, Finance, or Management. Specialization within each of these major areas is possible on an individualized basis and may be designed in consultation with one or more Faculty Advisors. Following are recommended interdisciplinary cluster units of nine semester hours for each of the three major areas based on an evaluation of the desires of the corporate sector. However the MSA program may be individualized with courses chosen from other LCIE graduate programs. This places responsibility on the student to identify and study subject areas of interest.

## **MSA - Marketing Emphasis**

### **Cluster I**

IBA 550 Marketing Concepts (3)  
IBA 551 Marketing Strategy & Management (3)  
IBA 589 Ethical Issues in Marketing (3)

### **Cluster II**

IMC 550 Principles of Advertising (3)  
IMC 589 Principles of Public Relations (3)  
IMC 590 Promotion Management (3)

### **Cluster III**

IBA 555 Product Management and Product Development (3)  
ISA 552 Marketing Segmentation Research (3)  
ISA 553 Product Positioning Strategy/Marketing Plan (3)

### **Cluster IV**

IBA 530 Financial Concepts (3)  
IBA 531 Financial Policy (3)  
IBA 532 Managerial Finance (3)

### **Cluster V Research Methods and Culminating Project**

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (3)

## **MSA-Finance Emphasis**

### **Cluster I**

IBA 510 Financial Accounting Concepts (3)  
IBA 511 Managerial Accounting (3)  
IBA 521 Management Information Systems (3)

### **Cluster II**

IBA 530 Financial Concepts (3)  
IBA 531 Financial Policy (3)  
IBA 532 Managerial Finance (3)

### **Cluster III**

IVS 540 Investment Strategy (3)  
IVS 541 Advanced Interdisciplinary Study (3)  
IVS 542 Financial Analysis (3)

### **Cluster IV**

IMC 563 Computer Based Information Systems (3)  
IMC 564 Computer Systems Analysis (3)  
IMC 505 Desktop Publishing In The Workplace (3)

### **Cluster V**

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (3)

## **MSA - Management Emphasis**

### **Cluster I**

IBA 540 Management and Administrative Theory (3)  
IBA 541 Organizational Development (3)  
IBA 543 Personnel Management and Labor Relations (3)

### **Cluster II**

IMC 560 Organizational Communications Theory (3)  
IMC 561 Communications Process Analysis (3)  
IMC 562 Practical Applications of Communications Processes (3)

### **Cluster III**

IOD 577 Organizational Assessment (3)  
IOD 579 Training, Design, Evaluation & Facilitation. (3)  
IOD 580 Selected Reading-Specific Topic Seminar. (3)

### **Cluster IV**

IBA 530 Financial Concepts (3)  
IBA 531 Financial Policy (3)  
IBA 532 Managerial Finance (3)

### **Cluster V**

IBA 593 Research Methods & Design (3)  
ICU 599 Culminating Project/Directed Thesis (3)

These are recommended programs which are designed to give the student a thorough foundation in the respective major areas. However, as noted above, for students with particular career goals, courses from other disciplines may be taken with the consent of the LCIE Business Administration Department Chair.

## **Courses of Study**

### **Marketing Emphasis**

**IBA 550 Marketing Concepts (3)** See IBA 550 in Master of Business Administration section of the catalog.

**IBA 551 Marketing Strategy & Management Strategy (3)** see IBA 551 in Master of Business Administration section of the catalog.

**IBA 589 Ethical Issues in Marketing (3)** see IBA 589 in Master of Business Administration section of the catalog.

**IMC 550 Principles of Advertising (3)** Advertising practices, techniques, and strategies, including copywriting, media, and marketing plans, advertising distribution, and budgeting. Case studies of advertising problems, and interfacing with other corporate areas.

**IMC 589 Principles of Public Relations (3)** Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning, and promotion's use in development. Case studies, coordination with other corporate areas, and budgeting strategies.

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

**ISA 552 Marketing Segmentation Research (3)** A specialized study of one large and critical area in marketing research. Focus is on the basis for segmenting consumer and industrial markets, and the sources and types of information essential to managing the marketing and product development functions. Quantifications of data into meaningful profiles so as to guide the marketing effort.

**ISA 553 Product Positioning Strategy and the Marketing Plan (3)** A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

**IBA 530 Financial Concepts (3)** see IBA 530 in Master of Business Administration section of the catalog.

**IBA 531 Financial Policy (3)** see IBA 531 in Master of Business Administration section of the catalog.

**IBA 532 Managerial Finance (3)** see IBA 532 in Master of Business Administration section of the catalog.

### **MSA-Finance Emphasis**

**IBA 510 Financial Accounting Concepts (3)** see IBA 510 in Master of Business Administration section of the catalog.

**IBA 511 Managerial Accounting (3)** see IBA in Master of Business Administration section of the catalog.

**IBA 521 Management Information Systems (3)** see IBA 521 in Master of Business Administration section of the catalog.

**IBA 530 Financial Concepts (3)** see IBA 531 in Master of Business Administration section of the catalog.

**IBA 531 Financial Policy (3)** see IBA 531 in Master of Business Administration section of the catalog.

**IBA 532 Managerial Finance (3)** see IBA 532 in Master of Business Administration section of the catalog.

**IVS 540 Investment Strategy (3)** see IBA 540 in Master of Business Administration section of the catalog.

**IVS 542 Financial Analysis (3)** see IVS 542 in Master of Business Administration section of the catalog.

**IMC 505 Desktop Publishing In The Workplace (3)** see IMC 505 in Communications section of the catalog.

**IMC 563 Computer Based Information Systems (3)** see IMC 563 in Master of Business Administration section of the catalog.

**IMC 564 Computer System Analysis (3)** see IMC 564 in Master of Business Administration section of the catalog.

**IMC 565 Database Management (3)** see IMC 565 in Master of Business Administration section of the catalog.

### **MSA - Management Emphasis**

**IBA 540 Management and Administrative Theory (3)** see IBA 540 in Master of Business Administration section of the catalog.

**IBA 541 Organizational Development (3)** see IBA 541 in Master of Business Administration section of the catalog.

**IBA 543 Personnel Management and Labor Relations (3)** see IBA 543 in Master of Business Administration section of the catalog.

### **IBA 544 Total Quality Management (3)**

This course will explore the historical development of the quality movement within organizations, view management's role in creating a quality culture, examine cultural change tools such as the use of teams, benchmarking and cycle time reduction, look at the current quality drivers such as CP2, ISO 9000 and the Malcolm Baldrige National Quality Award.

**IBA 545 Quality and Statistical Tools for Continuous Improvement (3)** This course will focus on the quality and statistical tools used to implement a process of continuous improvement within the organization. Quality tools such as process mapping, nominal group techniques, and the like will be discussed. Statistical tools such as trend charts, control charts, tally sheets, scatter diagrams, histograms, and pareto charts will be explored.

**IBA 546 Organizational Change (3)** This course will explore the political, social and structural nature of organizations and how to change them. Organizational change models, tools and techniques are examined. Contemporary organizational change efforts will be analyzed using change models.

**IMC 560 Organizational Communication Theory (3)** see IMC 560 in Master of Science in the Corporate Communication section of the catalog.

**IMC 561 Communications Process Analysis (3)** see IMC 561 in the Master of Science in Corporate Communication section of the catalog.

**IMC 562 Practical Application of Communication Processes (3)** see IMC 562 in Master of Business Administration section of the catalog.

**IOD 577 Organizational Assessment (3)** Students focus on the diagnostic procedure within an organization. Four basic steps are used: organizational analysis, quality of work life analysis, technical system analysis, and environmental analysis.

**IOD 579 Training, Design, Evaluation & Facilitation (3)** see IOD 579 in the Master of Science in the Human Resource Management section of the catalog.

**IOD 580 Selected Reading-Specific Topic Seminar (3)** see IOD 580 in the Master of Science in Human Resource Management section of the catalog.

**IBA 530 Financial Concepts (3)** see IBA 530 in Master of Business Administration section of the catalog.

**IBA 531 Financial Policy (3)** see IBA 531 in Master of Business Administration section of the catalog.

**IBA 532 Managerial Finance (3)** see IBA 532 in Master of Business Administration section of the catalog.

## **Graduate Programs in Communications: M.S.**

### **Program Description**

The Master's Program in Communications offers a great deal of flexibility in planning and design. The Master's student in Communications pursues either a Corporate and Industrial Communication or Mass Communication degree, depending upon which area the majority of the student's studies are focused. Each degree is typically a 42 hour credit hour program, 4 terms of 9 credit hour cluster courses and 6 credit hours of Graduate Culminating Project. Clusters are selected from a wide range of Communications coursework. Students have a further option of including, with Faculty Advisor approval, one cluster from either the Human Resource Management or Business Graduate programs within the framework of a Communications Master's program.

Each cluster is limited in size to approximately 12 students, allowing for close contact with faculty members and individualization of study to best meet each student's need within the parameters of the course. Each cluster meets one evening a week for 4-4 1/2 hours and integrates related areas of study which, in more traditional formats, are taught separately. Evaluation is based on projects in which oral and written communications skills are developed.

The Culminating Project is roughly equivalent to a Master's Thesis. Its topic is initiated by the student and subject to the approval of the Faculty Advisor, who serves as its supervisor. The project represents the student's independent research and application of knowledge in an area of interest. Some projects by LCIE students have been applied to professional settings, where they have made an impact (e.g. promotional plans, training manuals,

video productions).

The Master's Program in Communications accepts no more than 9 graduate credits in transfer.

## **Corporate & Industrial Communication**

Students draw from the following courses, and from the Graduate Clusters in Business and Human Resource Management.

### **Fundamentals of Organizational Communication**

IMC 562 Practical Applications of Communication Processes  
IMC 561 Communication Process Analysis  
IMC 560 Organizational Communication Theory.

### **Information Technologies**

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

### **Marketing and Promotion**

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

### **Public Relations, Advertising and Promotions**

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

### **Visual Communications**

IMC 531 Design & Visual Communication  
IMC 532 Color Theory & Application  
IMC 533 Twentieth Century Art Application

### **Corporate Journalism**

IMC 503 Written Communication in Business  
IMC 546 Newsletter  
IMC 548 Journalistic Writing

### **Culminating Project**

ICU 599 Culminating Project (3-6)

## **Mass Communication**

Students draw from the following clusters:

### **Media Management**

IMC 527 Media Management  
IMC 529 Media Critical Skills  
IMC 516 Persuasion

### **Basic Video Production**

IMC 554 Television Production  
IMC 558 Writing for Television  
IMC 559 Pre- and Post- Production

### **Advanced Video Production**

IMC 574 Advanced Video Production  
IMC 576 Advanced Video Direction  
IMC 577 Advanced Video Editing

### **Radio Production**

IMC 597 Special Projects III  
IMC 569 Broadcast Operations  
IMC 578 Seminar in Broadcast Communication

### **Creative Writing**

IMC 511 Creative Writing Lab  
IMC 512 The Art of Fiction  
IMC 513 The Art of Poetry

### **Documentary Expression**

IMC 572 Documentary Film and Video  
IMC 573 Photojournalism  
IMC 575 Documentary Journalism

### **Corporate Journalism**

IMC 503 Written Communication in Business  
IMC 546 Newsletter  
IMC 548 Journalistic Writing

### **Visual Communications**

IMC 531 Design & Visual Communication  
IMC 532 Color Theory & Application  
IMC 533 Twentieth Century Art Application

### **Culminating Project**

ICU 599 Culminating Project (3-6)

## **Courses of Study**

**IMC 503 Written Communication in Business (3)** The study and practice of effective business writing. Topics will include writing memorandums, position papers, reports, situational letters, resumes, writing for various publics.

**IMC 505 Desktop Publishing in the Workplace (3)** Using desktop publishing tools, students will design projects that meet personal and professional goals. The *Pagemaker* page layout program is used.

**IMC 511 Creative Writing Lab (3)** Development of creative writing techniques through writing exercises and projects. Students select an emphasis in poetry, fiction, or feature writing. Workshop format with a process approach.

**IMC 512 The Art of Fiction (3)** Readings in short fiction by major authors with special attention to character, theme and style. Introduces aesthetic concepts and strategies ranging from realistic to abstract modes.

**IMC 513 The Art of Poetry (3)** Readings in poetry ranging from tribal times to the present. Views of poetry's connection to human spirituality, to societies and to the individual.

**IMC 516 Persuasion (3)** Exploration of the ways in which people try to influence others, with attention to changing attitudes, beliefs, values and behavior.

**IMC 527 Media Management (3)** Exploration of the skills necessary to manage and organize media organizations.

**IMC 529 Media: Critical Skills (3)** Designed to provide supervision in technical skills in journalism, electronic media production, and oral and written presentation.

**IMC 531 Design and Visual Communication (3)** Theory and examination of design as a mode for clear and effective communication. Emphasis is on understanding the importance of design in a total communication process.

**IMC 532 Color Theory and Applications (3)** Exploration of the use of color in the process of creating effective communication pieces. A study of various media in which color has a significant impact on the message conveyed.

**IMC 533 Twentieth Century Art Applications (3)** An examination of new technology and new art forms used in modern design for business applications. Computer graphics and mass produced art for use in print and video will be discussed.

**IMC 544 Corporate Newswriting and Editing (3)** The nature of news, journalistic content and style, basic editing criteria and practices. Problem solving in editing.

**IMC 545 Information Systems Projects (3)** This course is designed to acquaint the student with the gathering and displaying of information from various sources: e.g. dial-up databases, desktop office presentations, teleconferencing, and in-house video training. Students develop projects in business communications.

**IMC 546 Newsletter (3)** Design, layout, and editing techniques for the small newsletter, particularly related to corporate, in-house trade, special interest journals. The role of the newsletter is examined, along with the relationship of role to format and style.

**IMC 548 Journalistic Writing (3)** The study of journalistic content and style in both news and feature writing. Basic editing criteria and language usage. Problem solving in editing.

**IMC 550 Principles of Advertising (3)** Advertising practices, techniques, and strategies, including copywriting, media and marketing plans, advertising distribution and budgeting. Case studies of advertising problems and interfacing with other corporate areas.

**ISA 552 Marketing Segmentation Research (3)** A specialized study of one large and critical area in marketing research. Focus is on the basis for segmenting consumer and industrial markets, and the sources and types of information essential to managing the marketing and product development functions. Quantifications of data into meaningful profiles so as to guide the marketing effort.

**ISA 553 Product Positioning Strategy and the Marketing Plan (3)** A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

**IMC 554 Television Production (3)** Hands-on television experience in directing, writing, camera work and various studio and production techniques. Student develops one or more projects from brainstorming through writing production stages.

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

**IMC 558 Writing for Television (3)** A study and experience in appropriate techniques and layout for writing copy for use in televised advertisement, news, and feature presentations. Attention to the art of connecting words and actions for effective communication in commercial television and for industrial/training efforts.

**IMC 559 Pre- and Post- Production (3)** Demonstration and experience in setting up lighting, set arrangements, and camera positions for effective video production. Demonstration of video switching, audio adjustments, postproduction assembly and insert editing for both live and prerecorded video production.

**IMC 560 Organizational Communication Theory (3)** Study of major communication theories as they apply to organizational applications.

**IMC 561 Communication Process Analysis (3)** Communication structures and styles within organizations are analyzed, including "systems" of internal and external communications flow. Special attention to problems of specialization and departmentalization.

**IMC 562 Practical Applications of Communication Processes (3)** Case studies of problems and issues in communication systems within organizational frameworks.

**IMC 563 Computer Based Information Systems (3)** This course explores CBIS and illustrates how various phases of information gathering and reporting inter-relate. Current trends in the field and significant issues such as computer and data security are also discussed.

**IMC 569 Broadcast Operations (3)** An examination of the structural organization of radio and television stations in the United States. Various divisions and

departments of broadcast operations will be studied. Special attention to programming, promotions, audience research and broadcast management techniques.

**IMC 572 Documentary Film & Video**

(3) Defines documentary from its beginnings and traces its development in subject, techniques, and impacts on American and European societies. Samples of silent and sound film as well as recent video documentaries representing different approaches to subjects will be viewed throughout the course. Applied analytical techniques and visual communication theories.

**IMC 573 Photojournalism**

(3) The history of photojournalism from its inception in the 19th century to the present. Features the study of important developments, techniques and styles in the field from magazines to newspapers and the individual photographers responsible for those developments. Special project.

**IMC 574 Advanced Video Production**

(3) Use of camera, lighting, writing, casting and other preproduction activities in the production of a taped video documentary or feature.

**IMC 575 Documentary Journalism**

(3) Traces the development of documentary and investigative journalism from its origins to the present with concentration on various styles, methods, and subject matter of recent documentary books including informational journalism, propaganda, and new journalism.

**IMC 576 Advanced Video Direction**

(3) Concentration on the position and responsibilities of the director in commercial and industrial/training video productions. Student will serve as director in the creation of an original taped feature project.

**IMC 577 Advanced Video Editing**

(3) Direction and experience in the use of editing, assembly and insert, as well as switching and audio mixing and other postproduction video techniques in the creation of an original project.

**IMC 578 Seminar In Broadcast Communication**

(3) An examination of the relationship between communication theory and the evolution of the communication industry.

**IMC 589 Principles of Public Relations**

(3) Introduction to the field of public relations, including attention to internal and external publics, media relations and practices, event planning, financial report and ethics.

**IMC 590 Promotion Management**

(3) Promotional Concepts and practices, including integration of varied elements, strategic scheduling and planning and promotion's use in development. Case studies, coordination with other corporate areas, and budgeting strategies.

**IMC 593 Media Internship**

**IMC 594 Communication Internship**

**IMC 595 Special Projects I**

(3) Individually designed studies in communication.

**IMC 596 Special Projects II**

(3) Individually designed studies in communication.

**IMC 597 Special Projects III**

(3) Individually designed studies in communication.

**IBA 593 Research Methods & Design**

(3) See IBA 593 in the Master of Business Administration section of the catalog.

**ICU 599 Culminating Project**

(3-6) Individually designed project in communication that involves independent research and application and integration of major concepts and skills.

## **Graduate Program in Gerontology: M.A.**

### **Program Description**

The College for Individualized Education has provided education for the understanding of the human aging process and the problems associated with being elderly in the United States since 1980. Students interested in understanding aging, in providing service to older individuals, in effecting social change for the benefit of the elderly or in conducting gerontological research are served by Lindenwood's graduate programs in Gerontology. In 1984, a graduate certificate program was added to meet the needs of those who seek

a specialty in Gerontology, but who have completed other graduate degree programs.

There are no typical graduates of the Lindenwood Institute for Intergenerational Studies. Alumni serve as directors of retirement housing complexes, managers of multi-service senior centers, nursing home administrators, gerontopharmacologists, researchers, founders of home health agencies, and in a range of other careers dedicated to serving older Americans. Programs of study, therefore, are individualized to provide areas of concentration toward a variety of career paths. Many students elect to take a practicum or residency in a particular agency to develop practical knowledge in an area of service to the elderly. The general aim of the programs in Gerontology is to provide a solid foundation in the theories and research in Gerontology and then to allow each student to specialize in a particular area of interest.

The Master of Arts in Gerontology is a 36 semester hour program with an area of concentration; and a thesis project for the final 3-9 semester hour component.

## **Graduate Certificate in Gerontology**

The Graduate Certificate in Gerontology is a 27 semester hour program which is identical to the Master of Arts program except a thesis is not required.

### **Core Curriculum:**

#### **Aspects of Aging**

- IGE 511 Sociology of Aging (3)
- IGE 512 Psychological Aspects of Aging (3)
- IGE 513 Physical Aspects of Aging (3)

#### **Resources, Policy and Service Provision**

- IGE 520 Community Organization and Resource Allocation(3)
- IGE 521 Social Policy in Gerontology (3)
- IGE 522 Service Provision to the Elderly (3)

#### **Specialized Study**

- Specialized in Student's area of interest (9)

#### **Practicum and Culminating Project**

- IGE 500 Practicum in Gerontology (1-6)
- ICU 599 Culminating Project (3-9)



## **Courses of Study**

**IGE 500 Practicum in Gerontology (1-6)**  
Students are placed in setting from a variety of gerontological services. Typically a practicum extends for a 14 to 28 week period.

**IGE 511 Sociology of Aging (3)** Attention is direction toward eradicating major myths and stereotypes regarding the elderly and the aging process. Emphasis is on socio-cultural theories of aging and the role of the older individual in society today. Topics include housing, transportation, health, income, retirement role change and intergenerational relationships.

**IGE 512 Psychological Aspects of Aging (3)** This course discusses psychological theories of aging. Various behavioral functions in late life are examined including intelligence, memory and personality development. The major functional and organic psychopathologies are discussed.

**IGE 513 Physical Aspects of Aging (3)** This course examines the biological and physiological changes associated with the aging process. Both normal and pathological changes are discussed. Special attention is directed toward correcting stereotyped notions regarding the aging process. Students investigate and critique several biological theories of aging.

**IGE 520 Community Organization and Resource Allocation (3)** The application of community organization concepts and techniques of administration to the planning organization, financing and management of social services, health services, informal education and volunteer generated programs for older adults. This course explores operations of health, housing, social and nutrition programs in light of economic and political restraints.

**IGE 521 Social Policy in Gerontology (3)** This course focuses on the political forces that shape official policies toward aging in America at all levels of government, with emphasis on federal policies. Through the use of selected examples, the course examines the impact of political vested interests in shaping the enactment and implementation of legislation for the elderly. Topics include: retirement income, housing subsidies, age discrimination, the Older Americans Act and state and local programs.

**IGE 522 Service Provision to the Elderly (3)** This course focuses on specific programs that are designed to provide psycho-social and health services to the elderly. Programs under review include those already in existence and potential variations that might be proposed. Designed to aid human services practitioners, managers, and policy makers in understanding basic objectives, approaches, and options in the most effective means of delivering services to the elderly.

**IGE 540 Multidisciplinary Assessment in Long-Term Care (3)** Presents an overview of specific assessment and evaluative instruments and techniques related to measuring problems, needs, strengths and changes of older adults in long term care settings.

**IGE 541 Counseling Older Adults (3)** Combines information about the specific mental health needs of older adults in long term care settings with training in basic interactive helping skills.

**IGE 542 Group Work in Long-Term Care (3)** Focuses on basic principles of group dynamics and information about aging as it applies to group work. Students are introduced to skills and specific techniques required to facilitate groups with older adults in institutional and community based settings.

**IGE 593 Special Topics in Gerontology (3-9)**

**ICU 599 Culminating Project (3-9)** Thesis studies may be analytical or demonstration projects. Topics and methods are selected with Faculty Advisor approval.

## **Graduate Program in Health Management: M.S.**

### **Program Description**

The LCIE Master of Science in Health Management is designed for practicing professionals in the health and human service professions. Curriculum content is based upon recommendations of the Accrediting Commission on Education for Health Service Administration.

The program requires 42 semester hours including the culminating project/thesis.

The culminating project is a planning, program development, or research assignment(thesis) undertaken by the student for his/her own employer or a client at an organization affiliated with the health management program.

Students take three required clusters with a choice of a specialty area for the fourth cluster. The culminating project/thesis typically follows the last cluster, which includes a research and design course.

## **Core Curriculum**

### **Cluster I Management Foundation Cluster**

IHM 502 Management in Health Care (3)  
IHM 540 Organizational Concepts (3)  
IHM 501 Issues in Health Care Ethics (3)

### **Cluster II Foundations of Financial Management**

IBA 510 Financial Accounting Concepts (3)  
IBA 511 Managerial Accounting (3)  
IBA 521 Management Information Systems (3)

### **Cluster III Marketing Strategies Cluster**

IBA 550 Marketing Concepts (3)  
IBA 551 Marketing Strategy and Management (3)  
IBA 589 Ethical Issues in Marketing (3)

### **Cluster IV**

Choice of one specialty area. May be selected from graduate clusters offered in major areas of Business Administration, Communications, Gerontology, or Human Resource Management. (See those sections of the catalog for appropriate selections).

### **Cluster V**

IBA 593 Research Methods and Design (3)  
ICU 599 Culminating Project (3)

## **Courses of Study**

**IHM 500 Health Care Practicum (1-6)**

**IHM 501 Issues in Health Care Ethics (3)** An introduction to selective issues of social and biomedical ethics in health care. Issues of social ethics include allocation of scarce resources, equity in the provision of health care, and professional accountability. Issues of biomedical ethics include death and dying, abortion rights, the right to life, organ transplantation, and genetic engineering.

**IHM 502 Management in Health Care**  
(3) Study of health care organizations, existing health care system and skills required in management positions.

**IBA 510 Financial Accounting Concepts**  
(3) This course treats generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

**IBA 511 Managerial Accounting** (3)  
Admission to this course requires a basic understanding of general accounting concepts. The focus of the course is the internal use of accounting data by managers for planning and control purposes.

**IBA 521 Management Information Systems** (3) Exploration of computer resources, concepts and applications commonly available to managers, examination of managerial and technical skills and responsibilities required to use information systems. Emphasis is given to the system concept as an integrating approach to visualizing and describing existing management activities with particular attention to data and information.

**IHM 540 Organizational Concepts** (3)  
Theory, research, and their applications provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, and leadership styles are examined.

**IBA 550 Marketing Concepts** (3) A study of the principles of marketing activities to plan, price, promote and distribute goods and services to the consumer and the industrial market.

**IBA 551 Marketing Strategy and Management** (3) An analysis of the dynamics of developing a marketing program: establishing a strategy model for entry, maintenance /survival, proliferation/segmentation, exit and re-entry of products and service. Developing the marketing plan for the organization, budgeting, interfacing with the other areas of the organization.

**IHM 572 The History and Future of Health Promotion/Wellness** (3) An introduction to health and wellness, examining topics such as personality, stress, physiology, mind/body intersection, relaxation, biofeedback training and other behavioral techniques. Health and wellness are viewed as complex processes

resulting from biological, psychological and social systems.

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

**IHM 574 Administration of Health Promotion/Wellness Programs** (3) A study of the present status of the work site environment as it interacts with health promotion/wellness. Focus of the course will be program administration and development.

**IHM 575 Special Topics In the Health Promotion/Wellness Area** (1-3, may be repeated three times) Advanced work jointly planned by the faculty advisor and student in any of the various disciplines of health management/health promotion/wellness. The course provides students with a structured study in the selected topic area and permits advanced application of prior coursework. Course may be repeated with different area of concentration.

**IBA 589 Ethical Issues In Marketing** (3)  
See description in LCIE MBA section of this catalog.

**IBA 593 Research Methods and Design** (3) A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Data analysis and presentation of research findings.

**ICU 599 Culminating Project** (3)  
Demonstration of ability to carry out and write a major research effort.

## **Graduate Program in Human Service Agency Management: M.S.**

### **Program Description**

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

In cooperation with the American Humanics Foundation, Lindenwood offers an area of concentration in Youth Service Administration as part of the graduate program in Human Service Agency Management. Students selecting the Youth Services concentration will be involved with academic and experiential opportunities to develop the skills necessary for careers in such agencies as the Boy Scouts, Girl Scouts, Camp Fire, 4-H, Y.M.C.A., Y.W.C.A., and others.

The program requires 45 semester hours.

### **Core Curriculum:**

(recommended sequence)  
(Required of all majors)

#### **Foundations of Organizational Management**

IAM 540 Organizational Concepts  
IAM 542 Human Service Agency Management  
IAM 543 Volunteer Management

#### **Foundations of Financial Management**

IBA 510 Financial Accounting Concepts  
IBA 511 Managerial Accounting  
IBA 521 Management Information Systems

#### **Marketing and Promotion Management**

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

**Internship and Culminating Project**  
IAM 598 Human Service Agency  
Internship  
ICU 599 Culminating Project  
Area of Specialization (9)

Students will select a cluster of courses in this term which is targeted toward their intended interest in the field of Human Service Agency Management. The following clusters are representative of particular areas of focus yet are not the only concentrations available. Individualized focus areas are also available through consultation with the Provost.

**Youth Services (American Humanics) Focus**

IAM 560 Child and Adolescent Development  
IAM 561 Social Policy and Provision of Service to Youth  
IAM 562 Youth Service Agency Program Design

**Gerontological Service Focus**

IGE 520 Community Organization and Resource Allocation  
IGE 521 Social Policy in Gerontology  
IGE 522 Service Provision to the Elderly

**Health Promotion/Wellness Focus**

IHM 572 The History and Future of Health Promotion/Wellness  
IHM 573 Health Promotion In The Workplace  
IHM 574 Administration of Health Promotion/Wellness Programs

**Fundraising/Development Focus**

IAM 571 History of Philanthropy in the U.S.  
IAM 572 Development Prospect Management  
IAM 573 Development Campaign Organization

**Courses of Study**

IBA 510 Financial Accounting Concepts (3) See IBA 510 in Master of Business Administration section of the catalog.

IBA 511 Managerial Accounting (3) See IBA 511 in Master of Business Administration section of the catalog.

IBA 521 Management Information Systems (3) See IBA 521 in Master of Business Administration section of the catalog.

IGE 520 Community Organization and Resource Allocation (3) See IGE in Master of Arts-Gerontology section of the catalog.

IGE 521 Social Policy in Gerontology (3) See IGE 521 in Master of Arts-Gerontology section of the catalog.

IAM 540 Organizational Concepts (3) Cross-listed with IHM 540; see Master of Science in Health Management section of the catalog.

IAM 542 Human Service Agency Management (3) Investigation of the structure and processes of, and behavior within, not-for-profit organizations as a function of the management process.

IAM 543 Volunteer Management (3) Recruitment, training, retention and motivation of a volunteer personnel pool for effective agency functioning.

IAM 560 Child and Adolescent Development (3) Human physical, psychological and social development with the focus on individuals from the age of 5 to 18.

IAM 561 Social Policy and Provision of Service to Youth (3) An analysis of social problems and legislation effecting programs designed for youth.

IAM 562 Youth Service Agency Program Design (3) An introduction to program design for the youth service professional with attention to marketability, training, staffing, and evaluation issues.

IAM 571 History of Philanthropy in the United States (3) An analysis of charity and philanthropy as American institutions. Focus on social, historical and other factors which motivate individual, corporate and foundation giving.

IAM 572 Development of Prospect Management (3) A study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors.

IAM 573 Development Campaign Organization (3) Analysis of marketing, promotion, planning and evaluation necessary for an effective fundraising campaign.

IHM 572 The History and Future of Health Promotion/Wellness (3) A study of the wellness movement, its present status including strengths and weakness, and its future direction.

IHM 573 Current Health Issues (3) A comprehensive review and examination of the major current health issues. Focus on how these issues relate to Health Promotion Programs.

IHM 574 Administration of Health Promotion/Wellness Programs (3) A study of the status of the worksite environment as it interfaces with Health Promotion/Wellness programs. Focus on program planning, analysis of organizational structure, design and introduction of the program.

IMC 550 Principles of Advertising (3) See IMC 550 in the Master of Science-Communication section of the catalog.

IMC 589 Principles of Public Relations (3) See IMC 589 in the Master of Science-Communication section of the catalog.

IMC 590 Promotion Management (3) See IMC 590 in the Master of Science-Communication section of the catalog.

IHM 598 Human Service Agency Internship (3)

ICU 599 Culminating Project (6) A graduate thesis which may be analytical or a demonstration project. Topics are selected in collaboration with student's advisor.

## **Graduate Program in Human Resource Management: M.S.**

### **Program Description**

This program provides professional development for students interested in becoming serious practitioners in the field of Human Resource Management. For newer trainers, it provides the key to professional, credible work in the human resource area. Professionals already in the field can expand their knowledge with activities, techniques and instruments to update and reinforce learning and enhance awareness of difficult concepts.

The program requires 42 semester hours including the culminating project/thesis.

## **Core Curriculum**

### **Cluster I**

IBA 540 Management and Administrative Theory

IBA 541 Organizational Development

IBA 543 Personnel Management & Labor Relations

### **Cluster II**

IOD 557 Employee Supervision

IOD 558 Legal Issues for Human Resource Management

IOD 559 Performance

Management/Performance Appraisal Systems

### **Cluster III**

IOD 577 Organizational Assessment

IOD 579 Training, Design, Evaluation & Facilitation

IOD 580 Selected Readings

### **Cluster IV**

IOD 590 Strategies for Human Resource Management

IOD 591 Issues in Employee Selection & Retention

IOD 592 Employee Benefits & Compensation

### **Cluster V**

IBA 593 Research Methods & Design (3)

ICU 599 Culminating Project (3)

## **Courses of Study**

**IBA 540 Management and Administrative Theory (3)** This course presents theory, research, and their applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies and leadership styles are examined.

**IBA 541 Organizational Development (3)** An analysis of primary factors affecting behavior and relations in organizations. Particular emphasis is given to examining the structure and processes of, and behavior within, organizations in order to better understand the management process.

**IBA 543 Personnel Management and Labor Relations (3)** This course covers the scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

**IOD 557 Employee Supervision (3)** This course examines the industrial environment and the role of the supervisor. It is directed toward the enhancement of

managerial skills and includes a survey of current psychological literature on the subject of leadership.

**IOD 558 Legal Issues for Human Resource Management (3)** This course examines the various laws relating to the employer/employee relationship. Special emphasis will be placed on topics such as equal employment opportunity, affirmative action, grievance handling, hiring and termination, training, questions of equity, labor relations, and other issues associated with the management of human resources.

**IOD 559 Performance Management Performance Appraisal Systems (3)** Performance appraisal is mandated by the Civil Service Reform Act. This course examines its basic elements, including goal setting, writing behavioral objectives, individual and organizational performance measurement, coaching and counseling, and productivity improvement among both unionized and non-unionized employees. Specific emphasis will be reward systems and methods of positive discipline.

**IOD 577 Organizational Assessment (3)** This course will examine the process of organizational change from a systems perspective. Students will focus on techniques for organizational diagnosis including: organizational analysis, quality of work life analysis, technical system analysis, and environmental analysis.

**IOD 579 Training Design, Evaluation and Facilitation (3)** This course will develop students' skills as trainers and their understanding of the basic theories. Students will diagnose their own needs and skills for learning; explore their training style and its effectiveness; develop their design skill; examine various training evaluation designs; and gain a better understanding of the philosophy and ethics of adult and laboratory education.

**IOD 580 Selected Readings (3)** Selected issues and methods in human resource management will be reviewed, critically examined and discussed.

**IOD 590 Strategies for Human Resource Management (3)** A study of personnel management from an upper management perspective. Areas of discussion include: human resources planning, strategic development of human resources, and staffing for the long-range benefit of the organization.

**IOD 591 Issues in Employee Selection and Retention (3)** Covers phases of the selection and placement process. Includes the interview as a multistage process, cognitive structures brought to the selection task by applicants and interviewers and means of improving the interview as an effective selection and recruiting technique. Also concerns designing and conduct of employee reviews.

**IOD 592 Employee Benefits and Compensation (3)** A study of the conceptual frameworks that serve to guide the design of strategic reward systems. Other areas of coverage include employee benefits systems, pay discrimination, and compensation administration.

**IBA 593 Research Methods and Design (3)** A study and review of the various methodologies for securing management information. Evaluating primary and secondary sources of data. Survey techniques and construction of research instruments. Presentation of research findings. A review of the various sources of information essential to managing the administrative function.

**ICU 599 Culminating Project/Directed Thesis (3)** Demonstration of the ability to carry out and write a major research effort.

## **Graduate Programs in Professional and School Counseling: M.A.**

### **Program Description**

The various programs leading to a Master of Arts in Professional and School Counseling are designed to prepare master's level counseling practitioners. They provide students with a broad base of psychological knowledge and theory, and integrate these with extensive training and practice in use of counseling skills with individuals, groups, couples, and families. Graduates of the programs are qualified to work in a variety of mental health and/or school settings. Qualified graduates interested in further training are well equipped to pursue doctoral studies at other institutions.

The programs are intensive and comprehensive, requiring 48-60 semester hours of course work, education courses,

when applicable, and applied experience. Students who take classes year-round can complete most course work in eight terms. Additional time is required for education courses, when applicable, and to complete practicum and thesis requirements. Students interested in special topics may wish to extend their programs by taking elective courses.

Students in the Professional Counseling program must obtain a minimum of 600 hours of supervised practicum experience. Practicum placements may be arranged with a variety of mental health agencies in the direct delivery of counseling services to clients. Practicum students receive one-to-one supervision from qualified professionals at their field sites, and they also participate in a group supervision seminar conducted by a faculty member of the Professional Counseling program.

Students in the School Counseling program must complete a practicum in a school setting. These students receive one-to-one supervision from a certified counselor at their school site as well as group supervision from a faculty member.

Each student is required to do a culminating thesis project. The thesis must make a contribution to knowledge in the field through conducting and evaluating counseling research and/or evolving creative approaches to solving problems in the field.

Students are expected to take 6 hours in the Counseling Sequence per term. Classes are taught concurrently one evening per week to help students meet this requirement.

## **Master of Arts in Professional Counseling**

The 48 hour program listed below is designed to meet the academic requirements for licensure as a Professional Counselor as set forth by the State of Missouri.

### **Core Curriculum:** (Required of all majors)

IPC 511 Foundations of Professional and School Counseling

IPC 512 Professional Ethics and Issues

IPC 521 Human Growth and Development

IPC 522 Personality Theories

IPC 531 Family Counseling/Therapy I

IPC 532 Marital Counseling/Therapy

IPC 551 Counseling Theory and Practice I

IPC 552 Counseling Theory and Practice II

IPC 561 Group Dynamics, Process and Counseling

IPC 562 Social & Cultural Foundations of Counseling

IPC 581 Appraisal of Individuals

IPC 582 Lifestyle and Career Development

IPC 590 Practicum in Counseling

IPC 541 Research Methods and Statistics

IPC 599 Culminating Project/Directed Thesis

### **Practicum Requirement:**

600 hours of supervised practicum experience.

### **Thesis Requirement:**

An original project that demonstrates competence in designing, conducting, and evaluating quantitative, qualitative and/or philosophical/theoretical counseling research.

## **Master of Arts in Professional Counseling and School Counseling**

The 60-hour program listed below is designed for those students who elect a combined program in Professional Counseling (Professional Counselor Licensure Requirements as set forth by the State of Missouri) and School Counseling. This option is available only to those students who meet requirements for Elementary and Secondary School Counseling set forth below:

1. A valid Missouri teaching certificate (elementary or secondary) as required to teach in the public schools in Missouri.

2. A minimum of two years of approved teaching experience.

3. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.

4. One year of accumulated paid employment (other than teaching or counseling).

5. Recommendation for certification from the designated official of a college or university approved to train elementary and secondary school counselors by the Missouri Department of Elementary and Secondary Education.

The program of study at Lindenwood required for recommendation for certification in School Counseling and that meets Professional Counselor Licensure requirements is the following:

IPC 511 Foundations of Professional and School Counseling

IPC 512 Ethics and Professional Issues

IPC 521 Human Growth and Development

IPC 522 Personality Theories

IPC 575 Family and School Counseling

IPC 532 Marital Counseling /Therapy

IPC 582 Lifestyle and Career Development

IPC 581 Appraisal of Individuals (Group Testing)

IPC 551 Counseling Theory and Practice I

IPC 561 Group Dynamics, Process and Counseling

IPC 583 Analysis of the Individual

IPC 591 Practicum in Counseling I (Laboratory)

IPC 541 Research Methods and Statistics

IPC 599 Culminating Projected/Directed Thesis

IPC 595 Practicum in Counseling II (School Field Site)

IPC 562 Social and Cultural Foundations of Counseling

IPC 590 Practicum in Counseling III (Agency/Hospital Field Site)

Courses to be taken individually through the Division of Education:

EDU/PSY 524 Assessment of Intellectual Skills (Wechsler/Binet)

EDU 584 Advanced Educational Psychology

SED 528 Methods of Teaching Children with Learning Disabilities

Students who desire the School Psychological Examiner's Certificate must take the following courses in addition to the above curriculum:

IPC 585 Individual Diagnostic Assessment

IPC 586 Practicum in Diagnostic Assessment

**Thesis Requirement:**

An original project that demonstrates competence in designing, conducting, and evaluation quantitative and/or philosophical/theoretical counseling and/or school counseling research.

**Master of Arts in Elementary or Secondary School Counseling**

Students electing this degree program option must meet the following requirements:

1. A valid Missouri teaching certificate (elementary or secondary) as required to teach in public schools in Missouri.
2. A minimum of two years of approved teaching experience.
3. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.
4. One year of accumulated paid employment (other than teaching or counseling).
5. Recommendation for certification from the designated official of a college or university approved to train elementary and secondary school counselors by the Missouri Department of Elementary and Secondary School Education.

The 48-hour program at Lindenwood College required for recommendation for certification is the following:

IPC 511 Foundations of Professional and School Counseling

IPC 512 Ethics and Professional Issues

IPC 521 Human Growth and Development

IPC 582 Lifestyle and Career Development

IPC 581 Appraisal of Individuals (Group Testing)

IPC 551 Counseling Theory and Practice I

IPC 561 Group Dynamics, Process and Counseling

IPC 583 Analysis of the Individual

IPC 590 Practicum in Counseling I (Laboratory)

IPC 541 Research Methods and Statistics

IPC 599 Culminating Projected/Directed Thesis

IPC 591 Practicum in Counseling II (School Field Site)

IPC 562 Social and Cultural Foundations of Counseling

Courses to be taken individually through the Division of Education:

EDU/PSY 524 Assessment of Intellectual Skills (Wechsler/Binet)

EDU 511 Advanced Educational Psychology

SED 528 Methods of Teaching Children with Learning Disabilities

Students who desire the School Psychological Examiner's Certificate must take the following courses in addition to the above curriculum:

IPC 585 Individual Diagnostic Assessment

IPC 586 Practicum in Diagnostic Assessment

For students who desire to be recommended for both Elementary and Secondary School Certification, an additional practicum in an elementary or secondary school is required.

Students who desire to be recommended for School Psychological Examiner's Certificate must take the following courses in addition to the standard School Counseling Program set forth above.

IPC 522 Personality Theories (3)

IPC 521 Human Growth & Development  
or

IPC 536 Child and Adolescent Psychology (3)

IPC 585 Individual Diagnostic Assessment

IPC 586 Practicum in Diagnostic Assessment

**Thesis Requirement:**

An original project that demonstrated competence in designing, conducting, and evaluation quantitative and/or philosophical/theoretical counseling and/or school counseling research.

**School Psychological Examiner's Certificate**

\*Students electing this certification option must meet the following requirements:

1. Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one of the following areas:

- a. Psychology
- b. Educational Psychology
- c. Guidance and Counseling
- d. Education

2. A valid Missouri teaching certificate (elementary or secondary) as required to teach in public schools in Missouri.

3. Recommendation for certification from the designated official of a college or university approved to train elementary and secondary school counselors by the Missouri Department of Elementary and Secondary School Education.

4. A minimum of two years of approved teaching experience.

5. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.

6. A minimum of 24 semester hours of professional preparation at the graduate level with competence demonstrated in all areas listed to the satisfaction of a college or university meeting approval of the Missouri Department of Elementary and Secondary Education.

EDU 511 Advanced Educational Psychology (3)

IPC 521 Human Growth and Development (3) or

IPC 535 Child and Adolescent Psychology (3)

IPC 522 Personality Theories (3)

IPC 541 Research Methods and Statistics (3)

IPC 581 Appraisal of Individuals (Group Testing) (3)

IPC 584 Individual Intelligence Testing (Wechsler/Binet) (3)

or

EDU/PSY 524 Assessment of Intellectual Skills (Wechsler/Binet) (3)

IPC 585 Individual Diagnostic Assessment (3)

IPC 586 Practicum in Diagnostic Assessment (3)

Total Credits: 24

Students who earned their master's degree in Psychology, Education, Educational Psychology or Guidance and Counseling at an approved college or university other than Lindenwood College and who desire the Lindenwood Certification Official to recommend them for certification as a School Psychological Examiner must take a minimum of 15 semester hours of graduate course work at Lindenwood College. This work must include:

IBC 585 Individual Diagnostic Assessment (3)

IPC 586 Practicum in Diagnostic Assessment (3)

Additional courses listed here will be taught individually or in cluster format and may be taken to fulfill requirements set forth by various professional associations. Consult with your faculty advisor.

### **Courses of Study**

**IPC 511 Foundations of Professional and School Counseling (3)** An introduction to the field of counseling, services, tools and challenges of the professional counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, and counselor self-awareness and use of self and client self-awareness.

**IPC 512 Ethics and Professional Issues (3)** Study of professional organizations and codes of ethics. Examines professional

identity issues in the mental health field and explores current political, legal, and ethical issues affecting the practice of counseling. Reviews the current status of professional training standards and licensing.

**IPC 551, 552 Counseling Theory and Practice I, II (3) (3)** Intensive study of the basic theories, principles, and methods of counseling. Involves experiential integration of theoretical material with different approaches to counseling.

**IPC 521 Human Growth and Development (3)** Study of human growth and development from infancy through old age. Covers psychological, sociological, and physiological aspects of development. Examines development theories and research and their implications for counseling interventions.

**IPC 522 Personality Theories (3)** A review of current personality theories and the use of these theories in the practice of counseling. Psychopathology and diagnostic skills included.

**IPC 531 Family Counseling/Therapy I (3)** Intensive study of theories of family counseling. The applied focus emphasizes counseling skills with parents with whole families in a variety of family forms, i.e., traditional, single-parent, and re-marriage families. Communication, systemic and strategic therapies are a focus.

**IPC 532 Marital Counseling/Therapy (3)** Study of theories and research and skill development in premarital, marital, divorce, and remarriage counseling.

**IPC 535 Child and Adolescent Psychology (3)** A survey of the theoretical foundations of child and adolescent psychology: psychoanalytic theories, social learning theories, cognitive-developmental theories, and comparative ecological theories.

**IPC 541 Research Methods and Statistics (3)** Principles and methods of designing psychological research. Hypothesis stating, experimental design options, data analysis, and interpretation. Prepares students to design research and to analyze research literature. Introduction to the statistical analysis of psychological research and the evaluation and application of findings.

**IPC 561 Group Dynamics, Process and Counseling (3)** Study of the principles of group dynamics with an exploration of the

processes of group interactions. Examines types of groups and theories and techniques of group counseling.

**IPC 562 Social and Cultural Foundations of Counseling (3)** Study of the social bases of behavior with an emphasis on the influence of culture and cultural differences in counseling. Examines the impact of social, cultural, economic, political, racial, religious and sexual factors on human behavior and the counseling process. Explores a broad range of topics including attraction, affiliation, conformity, aggression, prejudice, sexism, processes of social change, ethnic groups, urban and rural societies, changing roles of men and women, different life patterns, gerontology and the use of leisure time.

**IPC 563 Consultation and Outreach (3)** Study of social organizations and the impact of these organizations on individuals and vice versa. The applied focus involves organization evaluation and consultation skills as a complement to working with clients. Social organizations studied include educational, medical, religious, business, and mental health service agencies.

**IPC 573 Individual Intelligence Testing (3)** Review of the historical and theoretical bases of intelligence testing in addition to instruction and supervised practice in scoring, interpreting, and reporting results for individual intelligence tests.

**IPC 574 Analysis of the Individual (3)** Intensive Study and practice in a variety of data gathering procedures in an intensive case study and preparation of comprehensive case report. Test, interview, sociometric, qualitative, and observational tools will be included among the procedures studied.

**IPC 575 Family and School Consulting (3)** Study of the interface between family and school and the children who are members of both the family and the school. The skill focus will be on developing consulting procedures for working with school personnel and parents.

**IPC 581 Lifestyle and Career Development (3)** Study of major theories of career development including career choice theories and models of career decision making. Examination of the relationship between career choice and lifestyle. Introduction to career counseling techniques and sources of occupational

and educational information.

**IPC 582 Appraisal of Individuals (32)** Introduction to psychometrics and methods of appraisal. Examines several data collection approaches including interviewing and testing. Considers factors affecting data interpretation such as age, sex, and ethnic and cultural background. Students will learn how to use and interpret a variety of tests including personality, vocational interest, achievement, group intelligence, and aptitude tests.

**IPC 585 Individual Diagnostic Assessment (3)** Study of assessment instruments other than measures of intelligence used in diagnosing children and adolescents.

**IPC 586 Practicum in Individual Diagnostic Assessment (3)** Students work in a school or clinical setting assessing children & adolescents, participating in diagnostic teams and determining educational needs. They are supervised by a certified psychological examiner as well as a faculty member.

**IPC 589 Seminar in the Theory and Practice of a Counseling Modality (3-9)** Each seminar focuses on one mode of psychotherapy and provides an in-depth examination of its theory and practice.

**IPC 590 Practicum in Professional Counseling (1-6)** Students engage in clinical practice in agency settings under the supervision group led by a faculty member. Advanced approval from the Professional Counseling Faculty Advisor is required for registration.

**IPC 591 Practicum in School Counseling (1-6)** Students work in a school setting under the supervision of a certified counselor as well as a faculty member. Advanced approval from a Faculty Advisor is required for registration.

**IPC 598 Special Topics in Counseling (1-3)** Topical issues in counseling theory, research and practice.

**ICU 599 Culminating Project/Directed Thesis (3)** Students register for thesis credits concurrently with IPC 541 Research Methods/Statistics. While taking this cluster of course work, they design their thesis proposal. After completion of three clusters, they work on implementing their proposal at their own pace. They receive an incomplete grade for their

thesis credits until their thesis is finished and as approved by a review committee.

In addition to the above courses, the Counseling Program offers a number of graduate credit seminars on a variety of special topics. These seminars are not only of interest to our graduate students but also are available to mental health professionals in the community. The seminars currently being offered include:

**IPC 501 Therapeutic Interventions and Strategies I (1)** Introductory seminar

**IPC 502 (1) Therapeutic Interventions and Strategies II** Advanced seminar.

**IPC 503 Management Development Utilizing the MBTI-TDI (1)**

**IPC 504 Team Building Utilizing the MBTI-TDI (1)**

**IPC 505 Understanding Self and Others Utilizing the MBTI-TDI (1)**

**IPC 506 Care for the Caregiver (1)**

**IPC 507 Beginning a Peer Helping Program (1)**

**IPC 508 Advanced Seminar: Application of Peer Helping Skills (1)**

## **Graduate Program in Valuation: M.S.**

### **Program Description**

The Lindenwood College for Individualized Education program in Valuation Science meets the vital needs of the appraisal profession. It provides a broad and specialized theoretical education as well as skills for valuation and appraisal. Students in the program come from many fields: real estate, business, personal property, antiques and fine arts, art history, archaeology, museums, banking, government, engineering, and marketing research. Students without appraisal experience complete internships in the field.

These are the objectives of the Valuation Sciences program:

1. Interdisciplinary knowledge of special principles, procedures and methodology.
2. Knowledge of motivation and valuing, consumer and investor behavior.

3. Knowledge of contemporary global social-economic value influences.

4. Knowledge of economics, business law and other topics relating to appraisal.

5. Interdisciplinary knowledge and skills in income financial and investment analysis.

The Master of Science in Valuation program requires 39 semester hours of credit.

### **The International Valuation Sciences Institute (IVSI)**

Each summer Lindenwood College, in cooperation with the American Society of Appraisers, offers the International Valuation Sciences Institute. Professional appraisers come from all over the world for two weeks of resident study. For most participants, degree completion takes three summers. Applicants must have prior appraisal experience.

The Institute serves the higher education needs of the appraisal industry. It offers the Master of Science in Valuation and fosters research and publications plus meeting current needs in the field of appraisal:

1. Effective higher education available to all appraisers, especially in the U.S., in all appraisal disciplines.

2. Sponsorship and coordination of advanced research and publication in all fields of appraisal education, especially, in Valuation Sciences, consumer/investor behavior, value theory and influences.

3. Identification and planning for educational needs in appraisal through multi-disciplinary seminars on appraisal education, principles and methods.

The Institute offers the Master's degree in Valuation for appraisers. The program is fully supported by the American Society of Appraisers and members of other appraisal organizations, many of whom serve as Faculty. Graduates play a major role in the profession internationally. The Institute does not offer certification in appraisal.

A particular strength of academic work at the Institute is its emphasis on communication skills. All students do work in written and oral communication for research, report writing and expert witness testimony.



## Membership

Membership in the Institute is open to anyone seeking educational and research resources in appraisal/valuation. Members draw on the services of the Institute, in resources and publications, and serve the development of the profession with their financial support.

The Institute works cooperatively with other appraisal societies and institutes, with appraisal/accounting corporations, with museums, and with major auction houses, to enhance the educational and public standing of the appraisal profession.

## Core Curriculum:

(Required of all majors:)

### Cluster I

IVS 500 Appraisal Principles and Practice  
IVS 509 Value Influences and Analysis  
IVS 592 Uniform Appraisal Standards & Market Analysis

### Cluster II

IBA 510 Financial Accounting Concepts  
IBA 511 Managerial Accounting  
IBA 521 Management Information Systems

### Cluster III

IBA 530 Financial Concepts  
IBA 531 Financial Policy  
IBA 532 Managerial Finance

### Cluster IV

IVS 580 Appraisal Documentation  
IMC 562 Practical Applications of Communications Process—Expert Testimony

### Cluster V

IBA 593 Research Methods  
ICU 599 Culminating Project

## Courses of Study

**IVS 500 Appraisal Principles and Practice (3)** Interdisciplinary study of the foundations of value theory, appraisal principles, and procedures; value concepts and history, theory of ownership and property, purposes and methods of valuation. Applications to real estate and personal property. Appraisal ethics.

**IVS 509 Value Influences and Analysis (3)** Identification and analysis of forces influencing appraised values; social, political, environmental, economic. Sample topics: global economics, regional and national economic analysis, environmental problems, consumer-investor behavior, consumer rights, equal opportunity, government regulation, public policy.

**IBA 510 Financial Accounting Concepts (3)** Covers generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

**IBA 511 Managerial Accounting (3)** The focus of the course is on the internal use of accounting data by managers for planning and control purposes.

**IBA 521 Management Information Systems (3)** Exploration of computer resources, concepts and applications commonly available to managers, examination of managerial and technical skills and responsibilities required to use information systems. Emphasis is given to the systems concept as an integrating approach to visualizing and describing existing management activities with particular attention to data and information.

**IBA 530 Financial Concepts (3)** This course deals with the managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, long-term financing.

**IBA 531 Financial Policy (3)** This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long-term financing, money and capital market institutions.

**IBA 532 Managerial Finance (3)** Evaluation of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision-making are covered in depth.

**IVS 540 Investment Strategies (3)** Study of efficient markets, investment options, risk and decision making, investment and portfolio analysis. Applications in stocks, bonds, real estate, fine arts, etc.

**IVS 541 Advanced Interdisciplinary Study (3)** Specialized applications of appraisal and valuation methods to stocks, bonds, real estate, fine arts, antiques, etc. Case studies.

**IVS 542 Financial Analysis (3)** Uses of financial ratios and techniques for investment analysis and comparisons. Applications and case studies in stocks and real estate, corporate analysis.

**IMC 562 Practical Applications of the Communications Process—Expert Testimony (3)** Case studies of problems and issues in communications systems relating to the process of expert witness testimony. Instruction or preparation and oral presentation technique in preparation for legal depositions in field of professional expertise.

**IVS 580 Appraisal Documentation (3)** Analysis and reconciliation of data and valuation conclusions: components and reports; ethics and documentation; alternate forms of reporting; communication skills; expert witness.

**IVS 586 Advanced Review (3)** Advanced work in student's specialization, with review of topics involved in professional examinations: e.g., ethics, principles and definitions, description and analysis of properties, methods, capitalization, financial and statistical analysis, report writing, law and taxation, expert witness testimony.

**IVS 592 Uniform Appraisal Standards & Market Analysis (3)** This study of professional standards of appraisal procedure and reporting, based on the Uniform Standards of Professional Appraisal Practice (the Appraisal Foundation). Topics include the 10 standards on real estate appraisal, review appraisal, real estate analysis, mass appraisal, personal property appraisal, and business appraisal and appraisal reporting. Applications and case studies.

**IVS 593 Special Topics in Valuation (3)** This course seeks to enable a student to pursue individualized specialty areas in valuation sciences under the aegis of expert tutelage. (Repeatable twice).

**IBA 593 Research Methods & Design (3)** A study and review of the various methodologies in securing management information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings.

**ICU 599 Culminating Project/Directed Thesis (3)** Demonstration of ability to carry out and write a major research effort.

## **Principles of Valuation- American Society of Appraisers**

The American Society of Appraisers and Lindenwood College of St. Charles, Missouri collaborate in a program which makes available one semester hour of undergraduate or graduate college credit per course to persons who successfully complete individual Principles of Valuation courses and subsequently request such credit. In addition, Lindenwood College hosts an International Valuation Sciences Institute which affords appraisers the opportunity to obtain baccalaureate or master's degrees in valuation sciences. The sixteen Principles of Valuation courses described here provide instruction and examination across four major appraisal disciplines: business valuation, machinery & equipment valuation, personal property valuation, and real property valuation.

## **Undergraduate/ Graduate**

### **Personal Property**

IVS 411, 421, 431, 451/IVS 511, 521, 531, 551

### **Business Valuation**

IVS 414, 424, 434, 454/IVS 514, 524, 534, 554

### **Real Estate**

IVS 415, 425, 435, 455/IVS 515, 525, 535, 555

### **Machinery and Equipment**

IVS 416, 426, 436, 456/IVS 516, 526, 536, 556

**IVS 411/511 Introduction to Personal Property Appraising (1)** Theory of value and value concepts; history of appraisal; identification and valuation of personal property; methodologies and date analysis; appraisal functions.

**IVS 414/514 Introduction to Business Valuation (1)** Overview of business valuation profession; theory and techniques for analysis and valuation of small closely held businesses; data collection sources and techniques; economic and industry analysis; financial statement analysis, ratio analysis; asset-based valuation techniques; government regulation and business valuation; report formats.

**IVS 415/515 Introduction to Real Property Valuation (1)** Principles and methodology of valuation; the appraisal process; application to residential appraisal; land valuation; adjustments; depreciation; research methods; form appraisals; report writing; ethics and standards.

**IVS 416/516 Introduction to Machinery and Equipment Appraising (1)** Valuation theory and approaches to value; value definitions with M&E applications; purposes and objectives of appraisals; M&E appraisal terminology for industrial plant and equipment; preparation and organization of the appraisal; identification and classification of machinery and equipment; function and purposes of M&E description; depreciation; field inspection techniques and field safety; uses of indices in appraising M&E: basic pricing practice.

**IVS 421/521 Research and Analysis in Appraising Personal Property (1)** Development of data sources; market economics, statistics and analysis; identification and authentication; primary and secondary sources; research organization; condition; damage, restoration, conservation; bibliographies and libraries.

**IVS 424/524 Business Valuation Methodology (1)** Specific methods for valuation of closely-held companies; comparable publicly held companies; discounted cash flow analysis; capitalization of dividends; discounted future earnings; price-earning ratios; excess earnings; price to debt-free cash flow ratios; price to book ratios.

**IVS 425/525 Income Property Valuation Methods (1)** Present worth concepts; terminology; property classifications; income and expense analysis; capitalization rates and techniques; comparable adjustment grids; residual analysis techniques; interest; six functions of the dollar; IRV formula; cash equivalency; land valuation; discounted cash flow analysis; depreciation and cost approach; research methods; measurement and inspection techniques.

**IVS 426/526 Machinery and Equipment Appraisal Methods (1)** Focus on the cost approach in M&E appraising; industrial plant case study; concepts of value in M&E appraising; reproduction and replacement cost, fair market value in use, liquidation; development and use of indices.

**IVS 431/531 Personal Property Appraisal Report Writing (1)** Appraisal reports; components and formats; methods of preparation; written communication skills; IRS appraisals; case study materials.

**IVS 434/534 Business Valuation Case Study (1)** Case studies; engagement letter; information request; research and data gathering; field interviews; financial analysis; selecting valuation approaches; developing valuation conclusions; narrative report.

**IVS 435/535 Analysis and Valuation of Income-Producing Property (1)** Case study applications of concepts and methods for income analysis; terminology; capitalization techniques; property types; investment analysis; discounted cash flow analysis; mortgage equity analysis; Ellwood formula; marketability; feasibility; leasing; research methods; narrative report writing.

**IVS 436/536 Case Study Applications of Machinery and Equipment Appraisal Methods (1)** Appraisal of operating entities; industry-specific applications of M&E methods; exponential pricing techniques; cost estimating techniques; obsolescence; functional, economic, technological; use of research/data in valuation opinions; case studies; commercial aircraft, process plants, oil terminals, offshore platforms.

**IVS 451/551 Personal Property Appraisers in Practice, Standards and Obligations (1)** Professional identity of the appraiser; appraisal business management; the legal community; legal precedents; appraiser as expert witness; standards of professional appraisal practice.

**IVS 454/554 Business Valuation: Selected Advanced Topics (1)** Special case studies; theory and components of capitalization; CAPM, Gordon and other models; selecting rates; comparable sales approach; adjustments to public comparables; ESOP valuations, Department of Labor guidelines; tax valuations; estate planning techniques; preferred stock valuations; valuations for dissenter purposes; minority interest discounts; marketability discounts; control premiums; writing the narrative report.

**IVS 455/555 Real Property Valuation: Selected Advanced Applications (1)** Special uses of real property valuation methodology; expert witness; condemnation appraisals; tax appeal procedures; partitions, bankruptcies, litigation; land valuation; single-purposes and special-use properties; case studies; research methods; report writing.

**IVS 456/556 Advanced M & E Valuation Techniques and Appraisal Standards (1)** Advanced applications of cost approach; reproduction and replacement costs; components of cost estimates; trending; cost-capacity relationships; present value calculations; analysis of plant operations: capacity, operating costs; obsolescence and measures of obsolescence; Uniform Standards of Professional Appraisal Practice.

**IVS 461/561 Residential Contents (1)** Appraisal principles and methods for appraising residential contents, research techniques, presentation techniques, library, appraisal practice.

**IVS 462/562 Fine and Decorative Arts (1)** Advanced research techniques; assessing scholarly and statistical information utilizing research and examination tools; certifying provenance; review of case law; recognizing frauds and forgeries.

**IVS 469/569 Master Gemologist Appraiser (1)** Valuation principles and approaches, descriptions, market research and analysis, case study, record keeping, report writing, standards, liability, subject properties.

+ This new program or program change has recently been adopted by the College and submitted to the Coordinating Board for Higher Education and the Department of Elementary and Secondary Education for review.

***Lindenwood College***  
***Directory***

# Administration of the College

## Office of the President

**Dennis Spellmann, L.H.D.**  
President of the College

**Nancy Matheny, M.B.A.**  
Director of Operations

**Ed Watkins, M.S.**  
Director of Community &  
Innovative Programs

**Judy Shanahan**  
Executive Administrative Assistant

**Marsha Hollander Parker, M.F.A.**  
Executive Director of Alumni Relations

**Jeanne M. Malpiedi Hampson, B.A.**  
Director of Public Relations

**Barry Freese, B.A.**  
Director of Development

**Richard Kestner, M.S.**  
Assistant Director for  
Athletic Development

## Academic Administration

**Arlene Taich, Ph.D.**  
Provost and Dean of the Accelerated  
Programs Division

**S. K. Liu, Ph.D.**  
Dean of Division of Natural Science  
and Mathematics

**James D. Evans, Ph.D.**  
Dean of Division of Social Sciences

**Oliver Hagan, M.S.**  
Dean of Division of Management

**Larry Doyle, Ph.D.**  
Dean of Division of Education

**James Wilson, M.A.**  
Dean of Division of Humanities

**Marsha Hollander Parker, M.F.A.**  
Dean of Division of Fine and  
Performing Arts

**Pauline Hammen, B.S.**  
Counselor, Lindenwood College for  
Individualized Education

**Marilyn Leach**  
Counselor, Business Administration

## Academic Services

**David R. Williams, Ph.D.**  
Dean of the College

**Jeanne P. Murabito, M.A.**  
Registrar

**Penny Myers Bryant, B.S.**  
Assistant Registrar

**Janice Czapl, M.L.S.**  
Head Librarian

**Jean Taylor, M.A.L.S.**  
Reference Librarian

**Stephen Crotz, M.Ed.**  
Athletic Director

## Student Services

**Sheryl Guffey, M.B.A.**  
Director of Campus Life

**John Creer, M.S.Ed.**  
Dean of Campus Life

**Michael M. Mason, D. Min.**  
Chaplain

**Bob Hebrank, B.S.**  
Director of Student Activities,  
Volleyball Coach

**Brian Watkins, B.S.**  
Director of Talent Accomplishment  
Program, Advising

**Jean Schell**  
Campus Life Operations Manager

## Admissions/Financial Aid

**John Guffey, M.A.**  
Dean of Admissions/Financial Aid

**Lise Keller, B.A.**  
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**Jerry Bladdick, M.S.**  
Director of Graduate & Adult  
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Associate Director of Admissions

**Pam Williams, M.B.A.**  
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Financial Aid Officer

**Mary Kay Hoffman, A.S.**  
Financial Aid Officer  
Veteran's Administration Coordinator

**Elisabeth Ziegenfuss, B.A.**  
Administrative Assistant, Financial Aid

## Business Office

**David Kandel, C.P.A.**  
Chief Financial Officer, Controller

**Linda Mueller, B.S.**  
Business Office Manager

**Joyce Townsend**  
Personnel Officer

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**Dan Taylor**  
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Bookstore Manager, Purchasing Agent

**Glen Cerny, M.A.**  
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**Russell Hunt**  
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**MAO, KIT**

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Licence D'Enseignement, Ecole Normale de Musique de Paris; B.M., Webster University; M.M., Southern Illinois University-Carbondale; Ph.D., Washington University (1989)

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**MATHENY, NANCY**

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