

# Lindenwood College

## GRADUATE CATALOG

### 1992-93

#### Graduate Programs

##### Semester Calendar

Master of Arts in Administration of Education  
(Elementary)  
Master of Arts in Art  
Master of Arts in Education  
Master of Arts in Theatre  
Master of Fine Arts in Theatre

##### Quarter Calendar

Master of Arts in Art  
Master of Business Administration (MBA)  
Master of Science (MS-Business Specialty Area)

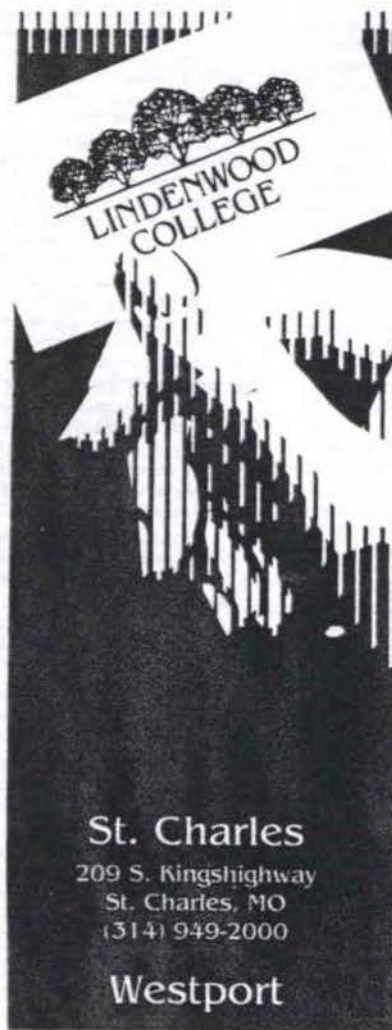
##### Lindenwood College for Individualized Education (LCIE)

Master of Arts in Gerontology  
Master of Business Administration (MBA)  
Master of Science (Business Specialty Area)  
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)

##### Trimester Calendar

##### Center for Professional and School Counseling

Master of Arts in Professional Counseling  
Master of Arts in School Counseling  
(Elementary and/or Secondary)  
Master of Arts in Professional and School Counseling  
School Psychological Examiner Certificate



#### Undergraduate Programs

##### MAP Schedule

Business Administration  
Computer Science  
Criminal Justice  
Psychology  
(some courses are offered on semester schedule)

##### 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  
French  
History  
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



## Introduction

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 and 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, 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 Valuation Sciences. 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 on the first page 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 covenantal 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 college-age 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 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 Estor 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 1969 to include men.

Lindenwood's day program is fully integrated offering co-educational experiences and serving both full- and part-time students with a variety of liberal arts offerings leading to baccalaureate and master's degrees.

In 1972 the Evening College was formed offering a full range of courses and instruction at both the undergraduate and graduate levels to those students such as working adults who cannot attend day classes. The Evening College has been expanded in recent years to serve students at various sites in the metropolitan St. Louis area as well as at the main campus in St. Charles.

Following the formation of the Evening College, the Lindenwood College for Individualized Education (LCIE) was created in 1975 to offer individually-designed programs of study at the undergraduate levels. Cited as a "model program" in the United States, LCIE provides students with full-time undergraduate and graduate instruction through participation in cluster groups, workshops, colloquia and supervised internships. Today, these varied programs form the cluster of educational endeavors that is Lindenwood College—an historic institution currently serving over 3,000 students.

## 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.

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.

## Selection Criteria

Candidates applying to Lindenwood's Graduate Programs will be evaluated individually by the Dean 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 (non-refundable) application fee. Checks or money orders should be made payable to "Lindenwood College." In cases of financial hardship, the fee may be postponed until enrollment.
2. Official transcript from school granting the undergraduate degree, as well as official transcripts 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 TOEFL score of at least 550; or, successful completion of a secondary

or college level course of study in which English is the language of instruction; or, other evidence of English language proficiency.

4. Official 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 a Statement of Personal Finances and Assurance attesting to the student's or sponsor's ability to pay for 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.

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 requirement will only be granted under exceptional circumstances. Written requests for a waiver of this requirement should be addressed to the Dean of Admissions and Financial Aid.

## Student Expenses

### 1992-93 Academic Year

Graduate tuition	\$195 per credit hour
Room charges	\$1100 per semester
Board charges	\$1100 per semester

## Additional Charges

Additional charges, when applicable include:

- Studio Fees: \$70
- Applied Music Fee: \$125/half-hour (1 hour credit)
- Applied Music Fee: \$250/hour (2 hours credit)
- (Applied Music Fees include lessons in piano, voice, orchestral instruments and organ.)
- Graduation Fee: \$120

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 applications should be submitted to the Financial Aid Office prior to the beginning of each term.

## Older Student Grant/Scholarship

Lindenwood offers a 50% scholarship to all persons age 55 and over. This reduction applies to the tuition-for-credit classes and does not apply to courses that are taken for audit. Any other grants may first replace the Lindenwood College scholarship.

## Audit Courses

Graduate courses, other than studio courses and LCIE clusters, are available to audit at a rate of 50% tuition per credit hour.

## 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.

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.

## Payment Options

**Corporate Promissory Note:** The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. There is a \$25 origination fee for the promissory note except in those cases where the company pays the College directly. In those cases, the fee is waived. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. Interest charges will accrue after this date.

**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 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.



## Academic Load

### Graduate Students

7 semester hours	full time
4-6 semester hours	half time
1-3 semester hours	less than half time

### Culminating Project and Thesis Project Extensions

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.

## Graduate Grading System

Graduates may earn grades of A, B, C, F, P, W, 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."

### Auditing

A student may register in any lecture course as an auditor. Students are not permitted to audit skill courses such as art studio or photography courses involving extensive supervision by an instructor. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. The audit fee is 50% of the regular tuition for a course.

## 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 chairperson/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.

## 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 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).

## Readmission

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. Readmission 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 full year or more must be readmitted under the catalog in effect at the time of readmission. 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.

## 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 \$3.00 is charged for each transcript request.

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. Include name, date of attendance, social security number, maiden name (if applicable) 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.

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 VA, 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 VA of all terminations, interruptions or any change in semester-hour load within thirty days. This may change the benefits available to the student.
2. The student accepts the responsibility of

notifying the Registrar, the VA 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 "Veterans Benefits" in the Financial Assistance 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 3,000 students in 53 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. Head Residents provide support to students on a day-to-day basis. Student married housing may be available.

### **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.

### **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, volleyball, basketball, cross country, track, football, soccer, softball, wrestling, golf, 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 recently completed field house with extensive weight training equipment. In addition, the college provides indoor and outdoor pools, a softball field 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.

# 1992-93 Academic Calendar

## Fall Semester 1992

Faculty Workshop & Planning  
 Faculty Workshop: NCA Planning/Self-Study Process  
 Registration  
 New Student Orientation  
 Classes Begin  
 Activity Day--Labor Day  
 Last day to register, add a class, or choose an audit  
 Last day to drop with a "W"  
 Deadline to apply for December graduation  
 Deadline for making up "INC" grades from Spring 1992  
 Midterm grades due  
 Thanksgiving Holiday--No Classes  
 Last Day of Classes  
 Final Exams  
 Final Grades Due: 12:00 Noon

## Fall I Term (MAP)

Deadline to register without a late fee  
 MAP Opening Session  
 Last day to register, add a class, or choose an audit  
 Last day to drop with a "W"  
 Midterm grades due  
 Deadline for making up "INC" grades  
 Deadline for application for December graduation  
 Last Day of Classes  
 Final Grades Due: 12:00 Noon

## Fall II Term (MAP)

Deadline to register without a late fee  
 MAP Opening Session  
 Last day to register, add a class, or choose an audit  
 Midterm grades due  
 Thanksgiving Holiday  
 Deadline for making up "INC" grades from previous term  
 Last Day of Classes  
 Final Grades Due: 12:00 Noon

## Fall Quarter 1992

Deadline to register without a late fee  
 LCIE Opening Session  
 Saturday Art classes begin  
 MBA classes begin  
 Last day to register, add a class, or choose an audit  
 Deadline to apply for December graduation  
 Last day to withdraw with a "W"  
 Midterm grades due  
 Deadline for making up "INC" from previous term  
 Thanksgiving Holiday--No Classes  
 Quarter Ends  
 Final Grades Due: 12:00 Noon

## Spring Semester 1993

Faculty Workshop & Planning  
 Registration/Orientation  
 Classes Begin  
 Last day to register, add a class, or choose an audit  
 Activity Day  
 Deadline to apply for May graduation  
 Last day to drop with a "W"  
 Deadline for making up "INC" grade from Fall 1992  
 Midterm grades due  
 Spring Break  
 Easter Break  
 Last Day of Classes  
 Final Exams  
 Final Grades Due: 12:00 Noon  
 Baccalaureate  
 Commencement

## Spring I Term (MAP)

Deadline to register without a late fee  
 MAP Opening Session  
 Last day to register, add a class or choose an audit  
 Last day to drop with a "W"  
 Deadline for application for May graduation  
 Midterm grades due  
 Deadline for making up "INC" grade from previous term  
 Last Day of Classes  
 Final Grades Due: 12:00 pm

## Spring II Term (MAP)

Deadline to register without a late fee  
 MAP Opening Session  
 Last day to register, add a class, or choose an audit  
 Last day to drop with a "W"  
 Midterm grades due  
 Deadline for making up "INC" grades from previous term  
 Deadline to apply for June 30 graduation  
 (for those not participating in May ceremony)  
 Last Day of Classes  
 Final Grades Due: 12:00 pm

August 19-21  
 August 24-28  
 August 29  
 August 30  
 August 31  
 September 7  
 September 11  
 October 9  
 October 9  
 October 12  
 October 22  
 November 26-27  
 December 15  
 December 16, 17, 18, 21, 22  
 December 28

August 27  
 August 29  
 September 4  
 September 18  
 September 28  
 October 9  
 October 9  
 October 23  
 October 26

October 22  
 October 24  
 October 30  
 November 23  
 November 26-27  
 December 4  
 December 18  
 December 21

October 1  
 October 3  
 October 3  
 October 5  
 October 9  
 October 9  
 October 30  
 November 13  
 November 13  
 November 26-27  
 December 4  
 December 19  
 December 23

January 6-8  
 January 11  
 January 12  
 January 19  
 February 16  
 February 12  
 February 23  
 February 23  
 March 5  
 March 15-19  
 April 9-11  
 May 11  
 May 12, 13, 14, 17, 18  
 May 20  
 May 21  
 May 22

January 14  
 January 16  
 January 22  
 February 5  
 February 12  
 February 15  
 February 26  
 March 12  
 March 15

March 18  
 March 30  
 March 26  
 April 9  
 April 19  
 April 30  
 May 1  
 May 14  
 May 17

## Winter Quarter 1993

Deadline to register without a late fee  
 LCIE Opening Session  
 MBA Classes begin  
 Last day to register, add a class, or choose an audit  
 Last day to drop with a "W"  
 Deadline to apply for May graduation  
 Midterm grades due  
 Deadline for making up "INC" grades from previous quarter  
 Quarter Ends  
 Final Grades Due: 12:00 Noon

## Spring Quarter 1993

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

## Summer Quarter 1993

Deadline to register without a late fee  
 LCIE Opening Session  
 MBA Classes begin  
 Last day to register, add a class, or choose an audit  
 Last day to withdraw with a "W"  
 Deadline to apply for September 30 graduation  
 Memorial Day--No Classes  
 Midterm grades due  
 Quarter Ends  
 Final Grades Due: 12:00 Noon

## Summer Sessions 1993--Tentative (14 weeks available)

### Summer Term MAP 1993

Deadline to register without a late fee  
 LCIE Opening Session  
 Last day to register, add a class, or choose an audit  
 Last day to withdraw with a "W"  
 Midterm grades due  
 Deadline for making up "INC" grades from previous term  
 Last Day of Classes  
 Final Grades Due: 12:00 Noon

### Fall Trimester 1992

Deadline to register without a late fee  
 Opening Weekend Session  
 Last day to register, add/drop a class, or choose an audit  
 Deadline to apply for December graduation  
 Deadline for making up "INC" from previous term  
 Last day to drop with a "W"  
 Midterm grades due  
 Thanksgiving Holiday  
 Classes End  
 Final Grades Due: 12:00 Noon

### Spring Trimester 1993

Deadline to register without a late fee  
 Opening Weekend Session  
 Last day to register, add/drop a class, or choose an audit  
 Deadline to apply for May graduation  
 Last day to withdraw with a "W"  
 Last day to make up "INC" grade from previous term  
 Midterm grades due  
 Last Day of Classes  
 Final Grades Due: 12:00 Noon

### Summer Trimester 1993

Deadline to register without a late fee  
 Opening Session  
 Last day to register, add/drop a class, or choose an audit  
 Deadline to apply for September 30 graduation  
 Opening Session  
 Last day to register, add/drop a class, or choose an audit  
 Deadline for making up "INC" from previous term  
 Last day to withdraw with a "W"  
 Midterm grades due  
 Last Day of Classes  
 Final Grades Due: 12:00 Noon

January  
 January  
 January 11  
 January 17  
 January 17  
 February 7  
 February 12  
 February 19  
 February 19  
 March 2  
 March 7

April  
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 April 9  
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 May 1  
 May 1  
 May 1  
 June 1  
 June 2

July  
 July 11  
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 July 12  
 July 16  
 August 6  
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June 2  
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 July 16  
 July 16  
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August 27  
 August 29  
 September 4  
 October 4  
 October 4  
 October 1  
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 November 26-27  
 December 12  
 December 19

January  
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 January 15  
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 February 12  
 February 19  
 February 19  
 February 19  
 March 2  
 May 1  
 May 5

May 1  
 May 1  
 May 1  
 May 2  
 June 2  
 June 2  
 July 1  
 August 2  
 August 25



# 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 for the Program

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 the studio area 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

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.
1. 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.
  2. Completion of graduate studies with a minimum grade point average of 3.0.
  3. 24 hours of credit must be earned in regularly scheduled classes.
  4. 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 raisonné 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 securing 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 (1870s) 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 1870s 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 (1)**  
Prerequisite: Consent of Instructor.

**TA 533 Shakespeare and English Drama to 1600 (1)**  
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 Program In Education\* : M.A.

### Program Description

Lindenwood's graduate degree in Education meets 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 courses for one's self.

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.

### Certification

**Advanced Program Areas--Counselor K-12** (accreditation term, 4/92-97); **School Psychological Examiner** (4/92-97); **Special Reading** (4/92-97); and **Administration of Education, Elementary** + (7/92-4/97).

### Graduate Teacher Education Goals

#### Models I, II, III

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.

\* For more information about the graduate program in School Counseling, consult the Center for Professional and School Counseling section of this catalog.

### Application Procedures

See "Admissions" section for general information in addition to the following. Before being considered for admission to the program a student's file must include a Program Plan.

The student should meet with an advisor in the Education Department to complete a program plan. On the form will be listed any courses accepted in transfer as well as the courses selected as electives. The advisor and student formally endorse the student's

program; any changes made thereafter should be made with the advisor's consent.

### 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 supervisor (such as principal, superintendent, etc.). This may be one of the letters of recommendation required for admission to the graduate program.
3. Recommendation by the director of Graduate Programs in Education.

### Completion of the Program

1. The student will meet with the advisor for a formal program review after 12 graduate hours are completed.
2. The student 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.
3. Effective Fall 1988, 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 of exemption. Students will be expected to meet the degree requirements in effect at the time of the petition.
4. Graduate students who have not had a course in Education or Psychology of the Exceptional Child will be required to take the course.
5. Effective Fall 1988, all 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 mean that the graduate student is dropped from candidacy for the degree.
6. Graduate students admitted after March, 1990, are required to participate in an Exit Assessment. This will consist of a group meeting with members of the Education Department faculty at which each graduate candidate will:
  - a) Complete a self-evaluation assessing how he/she has met the goals of the program.
  - b) Submit one paper/project completed during the program that he/she thinks best demonstrates significant learning. (This paper will be kept on file in the Department for three years.) Master's project students will submit the Master's Project which will be kept permanently in the Library. All will summarize for their colleagues the insights and data contained in the paper.
  - c) Complete a written, individual, unsigned, evaluation of the Master's Program at Lindenwood.

7. 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.
8. All programs lead to a Master's of Arts degree in Education.

### Policies Regarding Transfer & Workshop Credits

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 faculty advisor and the Registrar.
3. All transfer credits must carry a letter grade of "B" or higher. An official transcript must be received for verification.
4. No "Pass-Fail" or "Credit" grades will be accepted in transfer.
5. For students admitted after March, 1990, an accepted graduate credit must be relevant to the student's proposed program and must have been completed within the last 7 years.
6. Once admitted, the student must obtain prior permission from his/her advisor and the Education Dean 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.

### Model I

Model I is an advanced degree 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 large number of undergraduate courses that will not apply toward the Master's degree. An evaluation of each student's program will be done by a member of the Education Department who will make specific recommendations of courses needed in order for the student to begin courses on the Master's level.

Normally the student will be required to complete the following courses or their equivalent prior to enrolling in graduate level courses in Education: a) Human Development, b) Classroom Teaching and Management. (These courses should precede enrollment in Analysis of Teaching and Learning.) Student Teaching may be taken as a graduate internship but is always beyond the 30/33 required hours of the Master's degree.

The student must complete the four courses required of all graduate students in Education in Models II and III:

- Conceptualization of Education
- Analysis of Teaching and Learning Behavior
- Educational Research
- Master's Project or Curriculum Analysis & Design

In addition, the following courses must be completed by those in Model I:\*\*

- Curriculum Analysis & Design
- Advanced Educational Psychology
- Education of the Exceptional Child
- A graduate level reading course (either Analysis and Correction of Reading Disabilities, or Reading in the Content Areas)
- Two Electives

\*\* If any of these courses have been taken at the undergraduate level, additional electives may be taken to complete the 30 or 33 hours.

Students who already hold a teaching certificate may choose to complete Model I if this program meets their particular needs. Model I is also appropriate for individuals whose undergraduate preparation is in areas other than Education, such as nursing instruction.

### Model II

Model II is an advanced degree for educators who have had experience in either elementary or secondary schools. In this Model, a student may obtain extended certification in areas such as Reading, an area of Special Education, Early Childhood Education, or Gifted Education.

In Model II, the self-prescribed or elective courses may be from several different areas. 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 may be viewed as less "traditional" than Model I, allowing the graduate student, in accord with a faculty advisor, to design or self-prescribe a portion of the program according to individual needs.

To be admitted to Model II, the candidate must

1. meet all stated admissions requirements
2. hold a valid teaching certificate
3. be presently involved in an educational setting or have worked within one in the last three years.

The program usually consists of four, but sometimes five, required courses

- Conceptualization of Education
  - Analysis of Teaching and Learning Behavior
  - Educational Research
  - Master's Project or Curriculum Analysis & Design
  - Education of the Exceptional Child\*
- \*unless previously completed

The remaining credit hours will be chosen by the student in consultation with the advisor from existing graduate courses, workshops or self-prescribed courses.

### Model III

The one difference between Model II and Model III is that the electives or self-prescribed courses in Model III must be taken in one content area, for example, art, theatre, special education, etc. Model III enables graduate students to secure some degree of specialization in the graduate program.

## 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)** A course 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)** In this course the student learns how to examine contemporary educational problems by studying them from the perspectives of history, philosophy, sociology, and psychology.

**EDU 511 Issues in Educational Psychology (3)** In this course the student examines 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 A 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 at least 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) An exploration of the resources of the community and methods of incorporating them into the preschool 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) 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) A study of principles basic to the preschool environment designed to meet the needs of the developing child. Cognitive, physical, social, emotional, and creative development are investigated and observed in the preschool setting. Curriculum and materials appropriate for early education will be emphasized, as will the planning and executing activities for the preschool 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) The student participants in 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) Non-projective, educationally relevant tests will be considered with respect to 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) Students apply appropriate remedial techniques using commercial and teacher-made materials in teaching students previously diagnosed with reading ability. 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) 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 530 Whole Brain Teaching/Learning: A Survey of Learning Styles** (3) 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 Gardner'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) Students will be assigned 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) The primary purpose of this course is to provide students involved in teaching with an introduction to the effective use of computers within the classroom.

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

**EDU 541 Education of the Exceptional Child** (3) In this course the student: 1. develops an understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional; 2. develops an understanding of the needs of exceptional children and the instructional planning employed to meet those needs; 3. develops an understanding of the emotional handicaps upon an individual; 4. gains an interest in the welfare of the handicapped individual and recognizes society's responsibility to help individuals realize their full potential; 5. gains actual experience with exceptional children and with those professionals who work directly with such individuals.

**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 gifted students. General counseling techniques will be studied as they apply to working with gifted students. 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 board in psycho-social development; and the potential of the gifted to achieve.

**EDU 545 Health, Nutrition & Safety of the Young Child** (3) This course focuses upon personal hygiene, eating habits, nutritional requirements, physical fitness, safety precautions, and first aid techniques and emergency procedures. Graduate students will be expected to engage in specific research related to health, nutrition, and safety of the young child not covered in class lectures and discussions.

**EDU 547 Adolescent Literature** (3) History and development of literature suitable for the secondary school (junior and senior high). Evaluation of current materials.

**EDU 549 Practicum: Gifted Education** (3) The practicum 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 gifted students. 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)** The practicum 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 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 minority cultures, and analyze the school as a product of the cultural community and as an instrument for promoting cultural understanding.

**EDU 560-568 Graduate Seminar on Teaching Strategies (1-3)** The major purpose of these seminars 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: A Practical Approach (3)** The 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 participant 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 participant'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 584 Creating Curriculum and Materials for Early Childhood Programs (4)** A course designed to familiarize students with innovative curricula and materials currently in use in art, drama, music, etc. Techniques for promoting cognitive, motor, social, and emotional development through these materials and programs are emphasized. Students will prepare and test their own materials with preschool children. Students will also become familiar with and develop adaptations to curricula for young children developmental delays. Specific techniques and planning for children with special needs will be addressed.

**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 Courses (3)** Basic to the philosophy of this program is that the educator, in order to devise learning experiences for others, should 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 conceptualizing and proposing experiences to meet individual needs as a practicing educator. These learning experiences will become the Self-Prescribed Courses whenever he/she has identified personal goals and objectives and has determined the direction for meeting these objectives.

**EDU 600 Master's Project (3)** Each participant in the course will 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. Prerequisites: EDU 570 and a proposal approved by the advisor; EDU 520 for those who undertake a curriculum project.

*Note:* For graduate courses in specific content areas, see the appropriate sections of this catalog.

### Special Education

**SED 502 Behavior Management (3)** Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and behavior therapy. The course includes evaluation of research findings on behavior modification in home, school, and clinical settings; laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons.

**SED 528 Intro and Method of Teaching Children with Learning Disabilities (4)** In this course, the student will 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 Mentally Retarded Children (4)** In this course, the student will 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. Graduate students will be expected to do a project.

**SED 531 Intro and Methods of Teaching Children with Learning Disabilities (4)** In this course, the student will 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. Graduate students will be expected to do a project.

**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)** The emphasis is on 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)** Focus of this course are 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 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 515 School Supervision** (3) This course will introduce the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the elementary 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 elementary 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) The purpose of this course is to 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 an elementary 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 elementary 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 an elementary 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.

### **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)**

### **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 591 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 (6)**



## 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-stakeholder 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 causal factors, developing and evaluating alternatives, assessing associated risks, and determining most viable choices. Both individual and small group experiences are included as well as samples from the spectrum of problem solving strategies and techniques. Students will use basic statistical tools, the structured technique of cause and effect diagramming, creative problem solving through synectics, and the more formal process skills of contemporary approaches. The practicum nature of the course results in skills which are immediately transferable to the workplace. Prerequisite: MBA 541.

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

**MBA 548 Leadership in Structured Situations (3)** Designed to develop understanding in the function and the context of the leadership role in formal organizations through the examination of leadership research and theories of leadership effectiveness. The 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).**

## 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 communication 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 making. 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.

**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 573 International Accounting Systems (3)** This course focuses on the international dimensions of accounting. The comparative practices in accounting are reviewed, foreign currency translation, financial reporting and disclosure, analyzing foreign financial statements, international credit environment, transfer pricing and international taxation. Prerequisite: MBA 511 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)**

**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.

**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.



## 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 amendment to 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.

### 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.

## 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 Relation (3)

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

- IBA 550 Marketing Concepts (3)
- IBA 551 Marketing Strategy & Management (3)
- IBA 589 Legal Aspects of Marketing Strategy (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.

**ISA 589 Legal Aspects of Marketing Strategy (3)** A study of the various legal aspects which affect marketing management including anti-trust issues and government agencies constraining strategy; patent, copyright and warranty responsibilities of producers; consumer protection; legal and regulatory issues regarding pricing policies; and areas in promotion and advertising which are regulated by agencies or governed by laws.

**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 Legal Aspects of Marketing Strategy (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)

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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.

**ISA 589 Legal Aspects of Marketing Strategy** (3) see ISA 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 541 Advanced Interdisciplinary Study** (3) see IVS 541 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.

**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) Student's focus on the diagnostic procedure within an organization. Four basic steps are used: organizational analysis, quality of work life analysis, technical systems 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 3 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 544 Corporate Newswriting And Editing

IMC 588 Editorial and Feature Writing

IMC 546 Newsletter

### **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 544 Corporate Newswriting And Editing

IMC 588 Editorial and Feature Writing

IMC 546 Newsletter

### **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 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 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 interrelate. 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 588 Editorial and Feature Writing** (3) Subjective vs. objective journalistic styles; persuasive, human interest and documentary writing strategies and techniques. Special project in journalistic writing.

**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** (3)

**IMC 594 Communication Internship** (3)

**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 directed 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 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 Legal Aspects of Marketing Strategy (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 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 Legal Aspects of Marketing Strategy** (3) A study of the various legal aspects which affect marketing management including anti-trust issues and government agencies constraining strategy; patent, copyright and warranty responsibilities of producers, consumer protection; legal and regulatory issues regarding pricing policies, and areas in promotion and advertising which are regulated by agencies or governed by laws.

**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 trainees, 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 Project/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 Project/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

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 area:

- Psychology
- Educational Psychology
- Guidance and Counseling
- 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)

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:

IPC 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 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 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.

**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 Neuro-Linguistic Programming (1)** Introductory seminar.

**IPC 502 Neuro-Linguistic Programming (1)** 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 International Valuation Sciences Institute (IVSI) at Lindenwood College serves higher education needs of the appraisal industry. It offers degrees in appraisal and fosters research and publications.

The Institute meets certain 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.

### The St. Louis Regional Program

The regional degree program is for students who live within commuting distance of St. Louis. Classes met weekly.

### 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.

### Graduate Program in Valuation

The Lindenwood College for Individualized Education program in Valuation Sciences meets the vital needs of the appraisal profession. It provides a broad and specialized theoretical education as well as skills for valuation and appraisal. Students in the program come from many fields: real estate, business, appraisal of 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 appraisal 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.

### 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



**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 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 (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 grds; 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 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 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 for review.



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# Administration of the College

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## Office of the President

*Dennis Spellmann*, L.H.D.  
President of the College

*Nancy Matheny*, M.B.A.,  
Director of Research

*Judy Shanahan*,  
Executive Administrative Assistant

*Marsha Hollander Parker*, M.F.A.,  
Executive Director of Alumni Relations

*Barry Freese*, B.A.,  
Director of Development

*Jeanne M. Malpiedi*, B.A.,  
Director of Public Relations

## Academic Administration

*Arlene Taich*, Ph.D.,  
Provost and Dean of the Accelerated Programs  
Division

*Pauline Hammen*, B.S.,  
Executive Assistant to the Provost

*Daryl Anderson*, Ph.D.,  
Dean of Division of Natural Science and  
Mathematics

*C. Edward Balog*, Ph.D.,  
Dean of Division of Social Sciences

*Oliver Hagan*, M.S.,  
Dean of Division of Management

*Gene Henderson*, Ed.D.,  
Dean of Division of Education

*James Wilson*, M.A.,  
Dean of Division of Humanities

## Academic Services

*David R. Williams*, Ph.D.  
Dean of the College

*Jeanne Murabito*, M.A.,  
Registrar

*Janice Czupla*, M.L.S.,  
Head Librarian

*Jean Taylor*, M.A.L.S.,  
Reference Librarian

*Stephen Crotz*, M.Ed.,  
Athletic Director

## Admissions/Financial Aid

*John Guffey*, M.A.,  
Dean of Admissions/Financial Aid

*Allan Muehler*, M.A.,  
Director of Graduate and Adult Professional  
Admissions

*Jerry Bladdick*, B.S.,  
Director of Undergraduate Admissions

*Jerry Driskill*, M.B.A.,  
Associate Director of Admissions

*Carol Dillon*, M.A.,  
Associate Director of Admissions

*Lise Keller*, B.A.,  
Counselor

*Laura Kassen-Hellwig*, B.S./  
Counselor

*Mark Ramey*,  
Counselor

*Michelle Krassinger*, M.Ed.,  
Counselor

*Chad Bolser*, B.A.,  
Counselor

*Tom Clark*,  
Counselor

*Pam Williams*, B.A.,  
Director of Financial Aid

*Jane Newcorn*, A.S.,  
Associate Director of Financial Aid

*Mary Kay Hoffman*,  
Veteran's Administration Coordinator  
Financial Aid Officer

*Elisabeth Adams*, B.A.,  
Administrative Asst., Financial Aid

## Student Services

*Ed Watkins*, M.S.,  
Coordinator of Campus Life/Talent Accomplishment  
Program

*John Creer*, M.S.Ed.,  
Dean of Campus Life

*Sheryl Guffey*, M.B.A.,  
Director of Student Services  
Campus Director, American Humanities

*Michael M. Mason*, D. Min.,  
Chaplain

*Art Siebels*, M.Ed.,  
Director of Student Activities, Golf Coach

*Joane Lumma*,  
Director of Housing

*Brian Watkins*, B.S.,  
Director of Talent Accomplishment Program  
Advising

## Business Office

*William Ahlers*, M.S.,  
Business Manager

*David Kandel*, C.P.A.,  
Chief Business Officer

*Joyce Townsend*,  
Payroll Clerk

## Operations

*Dan Taylor*,  
Director of Maintenance and Security

*Gene Goldstein*,  
Bookstore Manager, Purchasing Agent

*Glen Cerny*, M.A.,  
General Manager, KCLC

*Russell Hunt*,  
Director of Food Service



# Faculty

**AMMANN, ELIZABETH M.**

Assistant Professor, Business Administration  
B.S., Southern Illinois University-Edwardsville;  
M.B.A., Southern Illinois University-Carbondale  
(1983).

**ABLERS, WILLIAM**

Instructor, Management Division  
B.S., M.S., Southwest Missouri State University  
(1991).

**ANDERSON, DARYL JACQUELINE**

Dean of Math/Science and Professor of Biology  
B.S., Western Michigan University; Ph.D.,  
Washington University; Post-Doctoral Fellow, Center  
for the Biology of Natural Systems (1970).

**AUCUTT-FEVER, JANET**

Assistant Professor of Education  
B.S., Southern Illinois University-Carbondale; M.S.,  
Southern Illinois University-Edwardsville; Specialist,  
Education Administration-Southern Illinois  
University-Edwardsville; Ph.D., Southern Illinois  
University-Edwardsville (1989).

**AYYAGARI, RAO**

Professor of Biology  
M.S., Bombay University; M.S., Loyola University of  
Chicago; Ph.D., Loyola University of Chicago; Post-  
doctoral work: University of California-Davis (1983).

**BABBITT, DONALD R.**

Assistant Professor, Division of Management  
B.A., B.S., University of Missouri-Columbia; M.B.A.,  
Lindenwood (1990).

**BALOG, C. EDWARD**

Social Science Division Dean and Professor of History  
B.A., M.A., West Virginia University; Ph.D.,  
University of Illinois (1973).

**BARNARD, EDIE M.**

Assistant Professor of Communications  
B.A., Lindenwood College; M.S., Southern Illinois  
University-Edwardsville (1990).

**BELL, JOHN D.**

Visiting Professor of English  
B.A., Central Methodist College; A.A.S., Lincoln  
University of Missouri; M.A., University of Missouri-  
Columbia; Ph.D., Tulane University (1992).

**BETREL, WILLIAM M.**

Associate Professor of Biology  
B.A., M.Sc., University of Northern Colorado; Ph.D.,  
University of Alberta, Canada; Post-doctoral work:  
University of California-Los Angeles (UCLA) (1990).

**BILLHYMER, CURTIS**

Assistant Professor of Communications  
B.A., University of Utah; M.A., Ph.D., Northwestern  
University (1991).

**BITTNER, GROFF**

Professor of Music  
B.S., Indiana Central College (now Indianapolis  
University); M.M., Indiana University; Doctoral  
Work at University of Missouri-Kansas City  
(1961).

**BLADDICK, JERRY**

Instructor, Social Science Division  
B.S., Southeast Missouri State University; Candidate  
for M.A. degree, Lindenwood College (1988)

**BLOCH, ALICE**

Assistant Professor of Dance  
B.A., University of Florida; M.A., University of  
California-Los Angeles; Ed.D., Temple University  
(1991)

**BORDEAUX, JOSEPH A.**

Assistant Professor of Education  
B.A., George Williams College; M.Ed., Loyola  
College; Colloquy, Concordia University; Candidate  
for Ph.D. at St. Louis University (1991).

**CANALE, ANN**

Associate Professor of English  
B.A., Rosary College; M.A., John Carroll University;  
M.A., Ph.D., University of Massachusetts at Amherst  
(1981).

**CARTER, ROBERT**

Assistant Professor of Music and Director of Band  
B.M., Eastern Illinois University; M.M., Lewis and  
Clark College; candidate for D.M.A., University of  
Oregon; Graduate Diploma in bassoon, St. Louis  
Conservatory of Music (1990).

**CASTRO, MICHAEL**

Professor and Faculty Advisor in LCIE  
B.A., State University of New York at Buffalo; M.A.,  
Washington University; Ph.D., Washington  
University; Post-doctoral work: Fulbright Summer  
Seminar in Arts & Culture of India, 1990; (1980).

**CERNIK, JOSEPH A.**

Associate Professor of Public Administration and  
International Business  
B.A., Adelphi University; M.A., New York  
University; Ph.D., New York University; candidate for  
M.B.A. at Lindenwood College (1990).

**CERNY, GLEN**

Assistant Professor of Communications and  
General Manager, KCLC  
B.S., Lindenwood College; M.A., Bowling Green  
State University (1986)

**CHARRON, DONNA CARD**

Assistant Professor of Philosophy and Business  
B.A., University of Detroit; M.A., University of  
Kansas-Lawrence; Ph.D., Washington University  
(1989).

**COLLINS, TOMMY**

Instructor of Physical Education  
B.S., Black Hills State College; M.A., Northwestern  
State University of Louisiana

**CRADDOCK, GEORGE E.**

Associate Professor of Modern Languages  
B.A., University of North Carolina at Chapel Hill;  
M.A., Louisiana State University; Ph.D., Louisiana  
State University (1991). Post-graduate work, West  
Virginia (1992)

**CRAFTON, ROBERT E.**

Assistant Professor of English  
B.A., University of Delaware; M.A., University of  
Virginia; Ph.D., Washington University (1989).

**CREER, JOHN**

Instructor, Education Division  
B.A., Western Michigan University; M.S.Ed., Troy  
State University (1991).

**CROTZ, STEPHEN**

Athletic Director, Instructor of Physical Education,  
Women's Basketball Coach  
B.S., University of Missouri-Columbia; M.Ed.,  
University of Missouri-St. Louis (1990).

**CZAPLA, JANICE**

Head Librarian and Assistant Professor  
B.S., Southeast Missouri State University; M.L.S.,  
University of Mississippi (1982).

**DILLON, CAROL**

Instructor in LCIE  
B.A., M.A., Lindenwood College (1986).

**DONOVAN, JEANNE M.**

Professor of Education  
B.A., Fontbonne College; M.A., George Peabody  
College; Ph.D., George Peabody College (1978).

**DOYLE, LARRY M.**

Professor of Education  
A.A., Hannibal LaGrange College; B.S., Northeast  
Missouri State University; M.A., Mississippi College  
M.B.A., Lindenwood College; Ph.D., St. Louis  
University (1992)

**DRISKILL, JEFF**

Instructor, Humanities Division  
B.J., University of Missouri-Columbia; M.B.A.,  
Lindenwood College (1989).

**DRISKILL, JERRY L.**

Instructor, Management Division  
B.A., William Jewell College; M.B.A., Lindenwood  
College (1989)

**DUGAN, DAVID**

Associate Professor in LCIE  
A.B., Dartmouth College; M.A., St. Bonaventure  
University (1991).

**DUNTON, SUSAN B.**

Assistant Professor in LCIE  
B.M., Ithaca College; M.M.Ed., M.Ed., University of  
South Carolina; Ph.D., University of Connecticut  
(1991).

**ESTES, LINDA S.**

Assistant Professor of Elementary Education  
B.A., University of Louisville; M.Ed., University of  
Missouri-St. Louis; Ed.D., University of Missouri-St.  
Louis (1990).

**EVANS, JAMES D.**

Professor of Psychology  
B.S., Geneva College; M.S., Ph.D., Iowa State  
University (1974).



**EZVAN, MIRA**

*Associate Professor of Business Administration*  
 Technical University of Wroclaw, Poland; Ph.D.  
 Southern Illinois University (1984)

**FACTOR, JAMES DENNIS**

*Associate Professor of Computer Science*  
 B.A., M.S., Ph.D., St. Louis University (1990)

**FEELY, JAMES**

*Professor of English*  
 B.A., Northwestern College; M.A., Northwestern  
 University; post-graduate work, Washington  
 University (1958).

**FELTY, JR., WILLIAM M.**

*Assistant Professor of Business Administration*  
 A.A., B.S., M.B.A., Southeast Missouri State  
 University; C.P.A. (1991).

**FIELDS, N. JEAN**

*Associate Professor of English and Communications*  
 B.A., University of Charleston; M.A., Ohio State  
 University (1965).

**FLEMING, EDWARD**

*Instructor of Physical Education and Athletic Training*  
 B.S., University of Missouri-St. Louis; M.S., Indiana  
 State University (1990).

**GRENIER, CECILIA M.**

*Assistant Professor of English*  
 B.A., Mount St. Joseph Teacher's College; M.A.,  
 Villanova University; Ph.D., State University of New  
 York at Binghamton; Post-Doctoral Fellowship,  
 Illinois State University (1992).

**GRIFFIN, PETER H.**

*Assistant Professor of History*  
 B.A., M.A., Ph.D., University of California-Santa  
 Barbara (1989).

**GUFFEY, JOHN**

*Assistant Professor, Management Division*  
 B.A., Benedictine College; M.A., Northeast Missouri  
 State University (1992).

**GUFFEY, SHERYL**

*Instructor, Management Division*  
 B.S. Ed., University of Missouri-Columbia; M.B.A.,  
 Fontbonne College (1989).

**HAGAN, OLIVER L.**

*Management Division Dean and Associate Professor  
 of Business*  
 B.A., Baldwin-Wallace College/Drew University;  
 M.S., Hankamer School of Business, Baylor  
 University; currently enrolled in Doctor of  
 Management program, Webster University (1990).

**HARGATE, JON GRANT**

*Assistant Professor of Art*  
 A.A., Meramec Community College; B.F.A., Southern  
 Illinois University-Edwardsville; M.F.A., University  
 of Cincinnati. (1983)

**HENDERSON, M. GENE**

*Education Division Dean and Professor of Education*  
 B.M.E., Central Methodist College; M. Mus., Indiana  
 University; Ed. D., University of Missouri (1981).

**HICKENLOOPER, GEORGE L.**

*Associate Professor of English*  
 B.S., Georgetown University; M.A., Washington  
 University; D.F.A., Yale University (1992)

**HOOD, JAMES FREDERICK**

*Professor of History*  
 B.A., M.A., Ph.D., University of Illinois (1961)

**HOOVER, GAIL A.**

*Assistant Professor of Business Administration*  
 B.S., M.S., University of Kansas; Ph.D., Northern  
 Illinois University; C.P.A. (1992).

**JUNCKER, CARLENE N. (NIKI)**

*Associate Professor of Theatre*  
 B.F.A., Washington University; M.F.A., Lindenwood  
 College (1981).

**KEMPER, DANIEL W.**

*Assistant Professor and Faculty Advisor and Director  
 of Business Programs in LCIE*  
 B.S., M.B.A., Lindenwood College; Diploma-Funeral  
 Services, Worsham College of Mortuary Science  
 (1988).

**KIDO, ELISSA**

*Associate Professor of English*  
 B.A., Pacific Union College; M.A., California State  
 University; Ed.D., Boston University (1991).

**KOTTMAYER, RITA**

*Assistant Professor of Mathematics*  
 B.S., M.A., Ph.D., St. Louis University (1990).

**KOTTMAYER, WILLIAM K.**

*Professor in LCIE*  
 B.S., Missouri University; B.A., Maryville College;  
 M.S., Ph.D., St. Louis University (1990)

**LEHMKUHLE, CYNTHIA L. V.**

*Assistant Professor of Mathematics*  
 B.S., Wright State University; M.S., Middle Tennessee  
 State University (1989).

**LEMASTERS, BETTY J.**

*Assistant Professor in LCIE*  
 A.D.N., Belleville Junior College; B.S.N., Washington  
 University; M.S.N., University of Missouri-Columbia;  
 Ph.D., St. Louis University (1991).

**LEVI, HANS**

*Associate Professor of Art*  
 B.S., B.A., Washington University; M.A., San  
 Francisco State University (1980).

**LIU, SHIH KUNG**

*Associate Professor of Chemistry*  
 M.S., University of Portland; Ph.D., Florida State  
 University (1991).

**MALPIEDI, JEANNE M.**

*Instructor, Humanities Division*  
 B.A., Marycrest College; Candidate for M.S.,  
 Lindenwood College (1990).

**MAO, KIT**

*Associate Professor of Chemistry*  
 B.S., Chinese University of Hong Kong; M.S.,  
 University of Illinois-Urbana; Ph.D., University of  
 Wisconsin-Madison (1992).

**MARTIN, TERRY**

*Associate Professor of Music*  
 Licence D'Enseignement, Ecole Normale de Musique  
 de Paris; B.M., Webster University; M.M., Southern  
 Illinois University-Carbondale; Ph.D., Washington  
 University (1989).

**MASON, MICHAEL M.**

*Assistant Professor, Social Science Division*  
 B.S., Iowa State University; M.A., Loras College;  
 M.Div., University of Dubuque Theological Seminary;  
 D. Min., San Francisco Theological Seminary (1991).

**MATHENY, NANCY**

*Assistant Professor, Management Division*  
 M.B.A., Lindenwood College (1988).

**MAYER, RITA S.**

*Assistant Professor of Management*  
 B.A., Fontbonne College; M.S., Purdue University;  
 Ph.D., Saint Louis University (1992)

**MEYERS, ALAN G.**

*Assistant Professor of Religion*  
 A.B., Princeton University; M. Div., Princeton  
 Theological Seminary; Ph.D., Union Theological  
 Seminary in Virginia (1989).

**MURABITO, JEANNE P.**

*Instructor, Humanities Division*  
 B.A., St. Mary's College, Notre Dame; M.A., Eastern  
 Michigan University (1990).

**NICHOLS, JOHN**

*Associate Professor of Mathematics*  
 B.S., Hampden-Sydney College; M.A., University of  
 Virginia (1969).

**NICKELS, PAMELA**

*Assistant Professor in LCIE*  
 B.A., Fontbonne College; M.Ed., Ph.D., University of  
 Missouri-St. Louis (1991).

**PARKER, MARSHA HOLLANDER**

*Assistant Professor, Humanities Division*  
 B.A., M.F.A., Lindenwood College (1987).

**PATTERSON, MARILYN MILLER**

*Assistant Professor in LCIE*  
 B.A., Florida State University; M.S., Ed.D., Memphis  
 State University (1992).

**PERRONE, ANTHONY**

*Associate Professor of Modern Languages*  
 B.A., Assumption College; M.A., University of Illinois  
 (1969)

**REEDER, BRYAN**

*Assistant Professor and  
 Director of Theatre*  
 B.A., Northwestern State University; M.A., Wake  
 Forest University; M.F.A., Lindenwood College.  
 Professional acting training at American Academy of  
 Dramatic Arts (1987).

**SAKAHARA, SUZANNE A.**

*Assistant Professor of Communications*  
 B.S., Fontbonne College; M.A., St. Louis University  
 (1978).

**SAUM, SUZANNE E.**

*Assistant Professor of Chemistry*  
 B.S., University of Missouri-St. Louis; M.A., Ph.D.,  
 Washington University (1991).

**SCHALLERT, R. DALE**

*Instructor of Physical Education*  
 B.S., University of Wisconsin-Stevens Point; M.S.,  
 Winona State University (1991).

**SCHANDL, KATHLEEN M.**

Assistant Professor of Special Education  
B.S., Southeast Missouri State University; M.S.,  
Southern Illinois State University; Ph.D., Gallaudet  
University (1992)

**SCUPIN, RAY**

Professor of Sociology and Anthropology  
B.A., University of California-Los Angeles; M.A.,  
Ph.D., University of California-Santa Barbara (1981)

**SIEBELS, ARTHUR**

Instructor of Physical Education  
B.S., Southeast Missouri State University; M.Ed.,  
University of Arizona (1988)

**SMITH, EDWARD GRIFFIN**

Professor of Management  
B.A., Maryville College; Ph.B., Ph.L., Gregorian  
University, Rome; A.M., Ph.D., St. Louis University  
(1990)

**SODA, DOMINIC**

Professor of Mathematics  
B.S., M.S., Queen's University, Canada; M.Sc.,  
University of Missouri-Rolla; Ph.D., Yale University  
(1969)

**SOLOMON, EILEEN FREDMAN**

Associate Professor of Communications  
B.A., Washington University; M.S., Boston University  
(1990)

**SPELLMANN, DENNIS C.**

President and Professor, Management Division  
B.A., Missouri Valley College; M.A., University of  
Texas-Austin; L.H.D. from three colleges (1988)

**STEIN, MICHAEL CARL**

Assistant Professor of Sociology  
B.A., M.A., Southern Illinois University; Ph.D.,  
University of Nebraska-Lincoln (1992)

**STEINMANN, RICK M.**

Assistant Professor of Criminal Justice  
A.A.S., Suffolk County Community College; B.S.,  
Brookport State College; M.S., Youngstown State  
University; J.D., Hamline University School of Law,  
(1992)

**SWIFT, JAMES W.**

Associate Professor of Sociology  
B.A., Pomona College; B.D., University of Chicago;  
M.A., University of Colorado; Ph.D., Washington  
University; Post-Doctoral Study, London School of  
Economics (1984)

**TAICH, ARLENE**

Provost, Dean and Professor in Accelerated Programs  
Division  
B.S., Ohio State University; M.A., Graduate  
Certificate in Gerontology, Ph.D., St. Louis University  
(1980)

**TAYLOR, JEAN A.**

Assistant Professor and Professional Librarian  
B.A., Bradley University; M.A.L.S., Rosary College  
(1985)

**TILLINGER, ELAINE C.**

Assistant Professor of Art  
B.A., University of Missouri-St. Louis; M.A., St.  
Louis University; A.B.D., St. Louis University  
(1991)

**UTLEY-SHOOK, MARY**

Assistant Professor of Psychology  
A.A., St. Louis Community College at Meramec; B.A.,  
St. Louis University; M.A., Southern Illinois  
University at Edwardsville; Ph.D., University of  
Georgia (1990)

**IVALSH, DONNELL**

Assistant Professor of Theatre  
B.A., University of San Francisco; M.F.A., Stanford  
University (1991)

**WARD, JOHN W.**

Associate Professor of Physical Education  
B.S., M.A., Appalachian State University; D.A.,  
Middle Tennessee State University (1992)

**WARD, SUE DAVIS**

Associate Professor of Physical Education  
B.S., Gardner-Webb College; M.S., D.A., Middle  
Tennessee State University (1992)

**WATKINS, EDWARD**

Assistant Professor, Social Science Division  
B.S., Southwest Missouri State University; M.S.,  
Kansas State University (1991)

**WHITE, GARY G.**

Instructor of Physical Education and Cross  
Country/Track Coach  
B.A., M.S., Morehead State University (1989)

**WIER, RICHARD**

Associate Professor of Political Science  
B.A., Blackburn College; M.A.,  
St. Louis University; Ph.D., Georgetown University  
J.D., St. Louis University (1968)

**WILLIAMS, DAVID R.**

Dean of the College and Professor, Social Science  
Division  
A.A., Santa Monica City College; B.A., California  
State University-Dominguez Hills; M.A., California  
State University-Northridge; Ph.D., University of  
Southern California (1991)

**WILSON, JAMES**

Dean of Humanities and Associate Professor of  
Communications  
B.S., University of Wisconsin-LaCrosse; M.A.,  
Oklahoma State University (1979)

**YEVIN, G. BERNARD**

Associate Professor of Management  
B.S., M.B.A., Eastern Illinois University (1991)

**ZUMBRUNNEN, WANITA A.**

Associate Professor of English  
B.A., Coe College; M.A., Mills College; Ph.D.,  
University of Iowa (1980)



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LaGrange Area Head Start, LaGrange, IL

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St. Charles, MO

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Alumna, Lindenwood College  
St. Charles, MO

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St. Louis, MO

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General Manager, KCLC; Assistant Professor,  
Lindenwood College  
St. Charles, MO

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Director, Bell Labs  
Bridgewater, NJ

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Medical Social Service Worker, St. Joseph's Home  
Health Care  
Springfield, IL

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Director of Development, Lindenwood College  
St. Charles, MO

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Community Leader  
St. Louis, MO

### **Linda Meyer**

Community Relations Representative,  
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Assistant Registrar, Lindenwood College  
St. Charles, MO

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Financial Services Broker, Edward D. Jones  
St. Louis, MO

### **Anne Pats**

Community Leader  
St. Charles, MO

### **Elizabeth Rauch**

Community Leader  
St. Charles, MO

### **Janet Riddle**

Community Leader  
St. Louis, MO

### **Martin Sherman**

Occupational Analyst, State of Missouri  
St. Charles, MO

### **Sharon Serre Smith**

Community Leader  
St. Charles, MO

### **Carol Sloub**

Family Service Coordinator, LaGrange Area  
Head Start Program  
LaGrange, IL

### **Mauria Stauck**

Community Leader  
St. Louis, MO

### **Virginia Terry**

Supervisor of Elementary School Libraries-Retired,  
St. Charles City Schools  
St. Charles, MO

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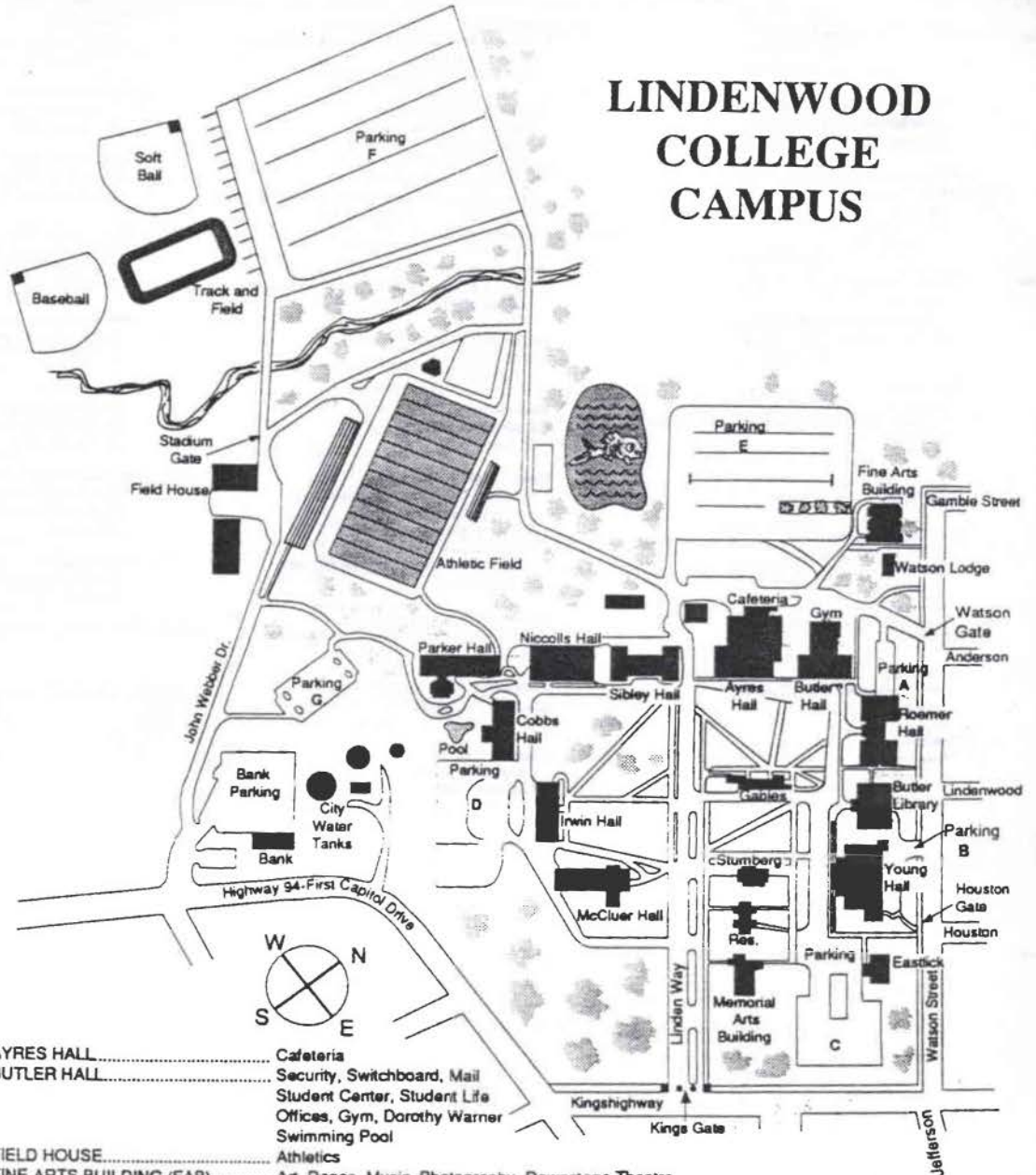
Chief Executive Officer-Retired,  
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Gilford, NH

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Carlsbad, CA



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- |                                   |  |
|-----------------------------------|--|
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| BUTLER HALL.....                  | Security, Switchboard, Mail<br>Student Center, Student Life<br>Offices, Gym, Dorothy Warner<br>Swimming Pool                   |
| FIELD HOUSE.....                  | Athletics  |
| FINE ARTS BUILDING (FAB).....     | Art, Dance, Music, Photography, Downstage Theatre  |
| GABLES.....                       | Day Admissions and English Department  |
| MEMORIAL ARTS BUILDING (MAB)..... | Business Administration, Communications, Babcock Center, KCLC, Sibley Museum   |
| RESIDENCE.....                    | President's House  |
| ROEMER HALL.....                  | Administrative Offices, Evening Admissions, LCIE Office, Jellyl Theatre, Financial Aid,<br>Business Office, Registrar's Office |
| YOUNG HALL.....                   | Natural and Mathematical Sciences, History/Political Science, Young Lounge, Young Auditorium                                   |
| RESIDENCE HALLS.....              | Ayres, Cobbs, Eastick, Irwin, McCluer, Nicolls, Parker, Sibley, Stumberg, Watson   |