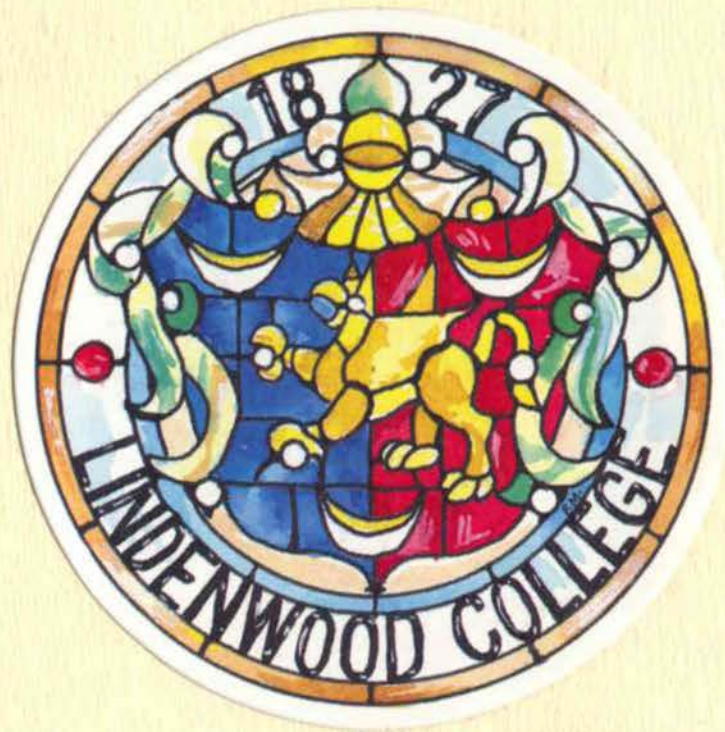
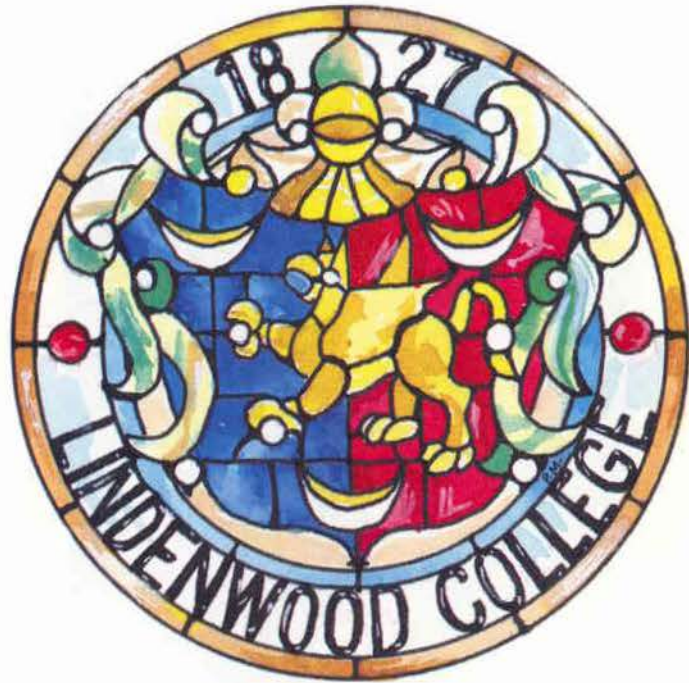


LINDENWOOD COLLEGE • ST. CHARLES, MISSOURI

LINDENWOOD COLLEGE



CATALOG



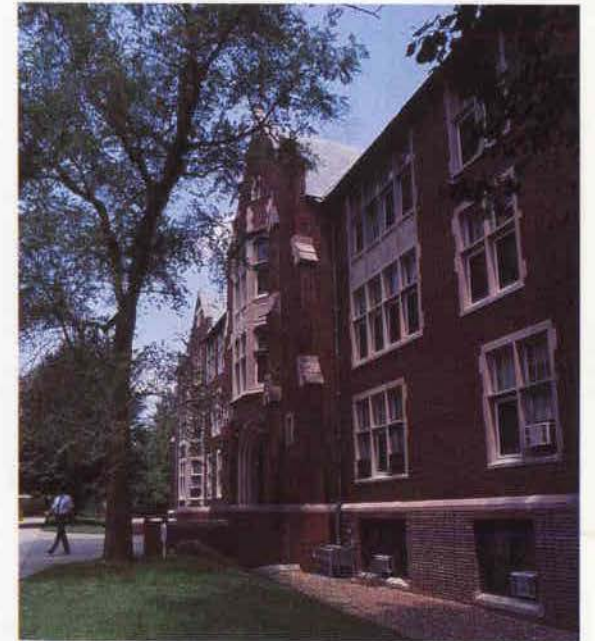
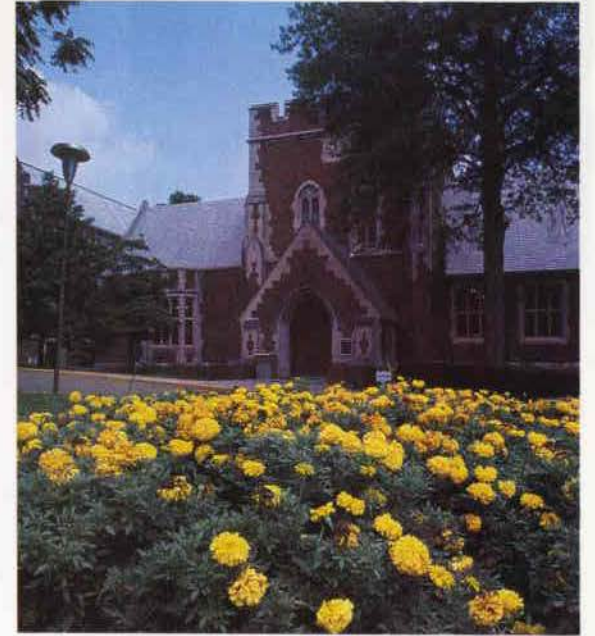
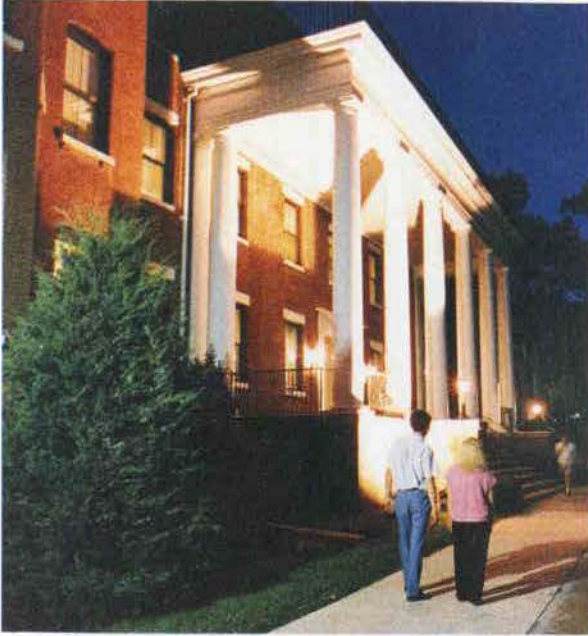
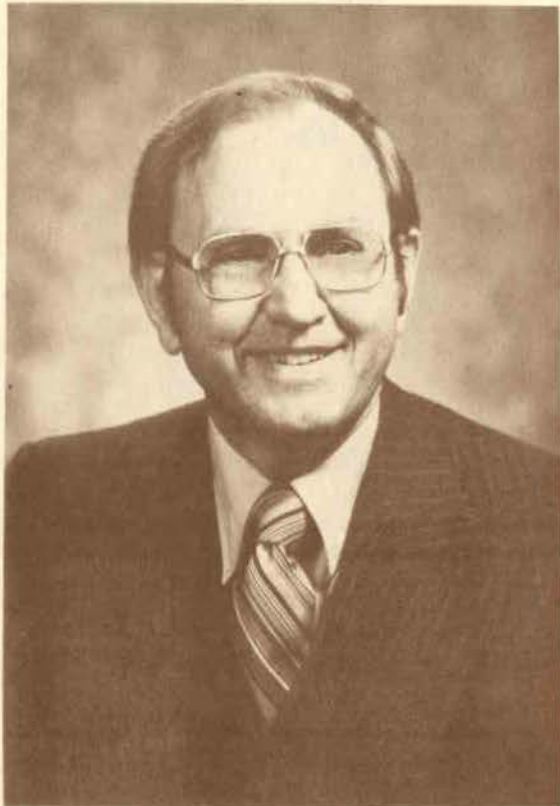


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James I. Spainhower

Dear Prospective Student,

I offer you a personal invitation to find out about the tremendous opportunities available to you at Lindenwood College.

We are pleased with your interest in our college, and please examine closely our academic program as described in this catalog. Upon reading this information, you will see that Lindenwood College offers the chance to be a person not a number.

Lindenwood provides you with small classes where you can achieve your fullest potential. It has a dedicated faculty that cares about you.

We have outstanding residential accommodations and, in fact, we are the fastest-growing residential campus in the metro St. Louis area. Our academic programs have been cited nationally for being innovative, unique and important in the quest for higher education.

We place a strong emphasis on values. We are convinced that what a person considers to be important determines to a large extent the kind of person that individual becomes.

Lindenwood is first a college, a place to learn about the many aspects of existence. But, it is more. In fact, it is the best of both worlds. Our picturesque campus is located minutes from the St. Louis metropolitan area, a place where you can find unlimited educational, cultural and recreational activities. Located near the bluffs of the Missouri River, our campus looks like a college is supposed to—ivy-covered brick buildings, shaded walkways, towering Linden trees and an environment that is conducive to learning.

If you would like more information about the opportunities available at Lindenwood College, call our Admissions Office. We will answer your specific questions about our 158-year-old institution. We would love to have you come and join us beneath the Lindens!

Sincerely,

A handwritten signature in dark ink that reads "James I. Spainhower". The signature is written in a cursive style with a large, prominent "J" and "S".

*James I. Spainhower,
President*

Lindenwood College

THE MISSION OF LINDENWOOD

The mission statement of the College, affirmed by the Board of Directors, May 24, 1983.

Lindenwood College constitutes a community of students, faculty, staff, administrators, alumni, and board committed to a liberal arts and value-oriented education. The college was established in 1827 by Mary Easton and George C. Sibley and affiliated with the Presbyterian Church in 1853. At present, it has no legal religious affiliation or requirements. However, the college recognizes its fraternal ties to the Presbyterian Church and affirms its commitment to the values inherent in the Judaeo-Christian tradition.

Lindenwood College is dedicated to the goals of a liberal arts education. In this educational community, students develop their capacities for examining, evaluating and understanding themselves, others and their relationship to their environment. They acquire information and abilities relevant to their chosen area of life-work through classroom instruction and discussion, extra-curricular presentations, seminars, and activities, and, where applicable, through direct practical experience. These processes are fostered by the intellectual disciplines and creative endeavors that have served humanity through history; they prepare individuals for continuing their self-education and for engaging in rewarding work and service.

Lindenwood also affirms the importance of a visible and recognizable value orientation. Through the liberal arts curriculum, the student comes into contact with the abiding values, knowledge, skills, and issues that have shaped great cultures and civilizations. In this context, the community of students, faculty, and administrators engages in a process of open inquiry, reflection, decision-making, dialogue and experience whereby an individual acquires useful guidelines for determining responsible decisions and actions.

Thus, Lindenwood College affirms its commitment to the development of the whole person through a liberal arts education. It fosters the responsiveness to social is-

sues which face the local, national and world communities and it encourages the work-service experience as a part of the learning process. Lindenwood College appreciates the support of her graduates and seeks to foster and preserve the spirit of the campus experience through alumni activities.

To these ends, Lindenwood is committed to
...a spirit of open and earnest inquiry and of dialogue among disciplines.

...academic freedom and personal responsibility.
...high academic standards and the pursuit of excellence.

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

...critical awareness of the impact of scientific, technological, economic, literary, political, artistic, and social-scientific developments.

...work experience to enhance the value and usefulness of liberal arts education.

...service to the larger community of which we are a part.

In an atmosphere of collegiality and community, Lindenwood fosters a unity of purpose in a diversity of perspectives. Students may vary widely in age, cultural background, work experience, and career goals. The college offers distinctive and flexible educational programs—both traditional and innovative—to meet the individual needs of this diverse student body.

HISTORIC LINDENWOOD

Founded in 1827, Lindenwood College is one of the oldest institutions of higher learning in the United States and the second oldest in the metropolitan St. Louis area.

Its founders, Maj. George C. and Mary Easton Sibley, began a liberal arts school for young women which has served as a nucleus around which other programs have clustered for nearly 160 years.

The original college for women was expanded in 1969 to include men. Lindenwood's day program is fully-inte-

grated, offering co-educational experiences and serving both full and part-time students with a variety of liberal arts offerings leading to associate, undergraduate, 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 five satellite facilities in metropolitan St. Charles and St. Louis counties 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 to both men and women at the undergraduate and graduate levels. Cited as a "model pro-



Historic Sibley Hall, listed in the National Registry of Historic Places, is silhouetted in the evening floodlights.

gram" in the United States, the LCIE provides students with full-time 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—a historic institution currently serving nearly 2,000 students in more than 55 associate, undergraduate and graduate-degree programs.

ST. CHARLES, MISSOURI

Home of the first State Capitol, St. Charles is a city of about 50,000 people that is situated in the fastest-growing area in the State of Missouri and one of the most rapidly-developing locales in the United States.

Located 10 minutes west of Lambert-St. Louis Airport, St. Charles is situated on the banks of the Missouri River at a site where Lewis and Clark began their historic journey westward.

Attracting visitors from throughout the country to its restored historical district, St. Charles has a rich and colorful history, of which Lindenwood College plays an

important part. The history of the city dates to its founding in 1769 by Louis Blanchette, a French-Canadian trapper, and his Pawnee Indian wife, Angelique.

The city was first under Spanish and then French rule for three decades before the Missouri Territory became a part of the United States through the Louisiana Purchase of 1803.

Today, the French architectural legacy is evident in the historic area of the city, an eight-block area which has been designated as one of America's Historic Districts and is listed on the National Registry of Historic Places, as is Sibley Hall on the Lindenwood College campus. In this old area of the city, many restored French homes, some of which have the characteristic galerie surrounding the second story, now are open to the public. Located in this historic area minutes from the Lindenwood College campus are museums, arts and crafts shops, restaurants, boutiques, and antique and specialty shops, all of which add to the flavor of historic St. Charles.

In addition to its historic area, St. Charles contains nearly 100 restaurants, 600 rooms in first-class accommodations and more than 75 antique, craft, art, and specialty shops.

THE CAMPUS

Situated on nearly 100 wooded acres near the banks of the Missouri River, Lindenwood College has been called "one of the most beautiful campuses in the United States," providing scenes that are reminiscent of Ivy League institutions found in the East.

With its small-class ratio and individualized approach to education, Lindenwood College provides students with a competitive edge to achieve in a beautiful campus environment. Its campus looks like a college is supposed to look—shaded, tree-lined pathways; red-brick Tudor-Gothic buildings that are covered with ivy, one being a registered historic landmark; recreational playing fields and the area's only artificial turf stadium; great residential and food-service facilities; modern instructional facilities; and a place where students are individuals, not numbers—to provide an agreeable, safe and civilized place to live and learn.

And, best of all, Lindenwood College is located minutes away from cultural, educational, entertainment, and recreational facilities in St. Louis America's "Gateway to the West." Awaiting Lindenwood students are such well-known facilities as the Municipal Opera in Forest Park, the restored Fox Theatre, Busch Stadium—the home of

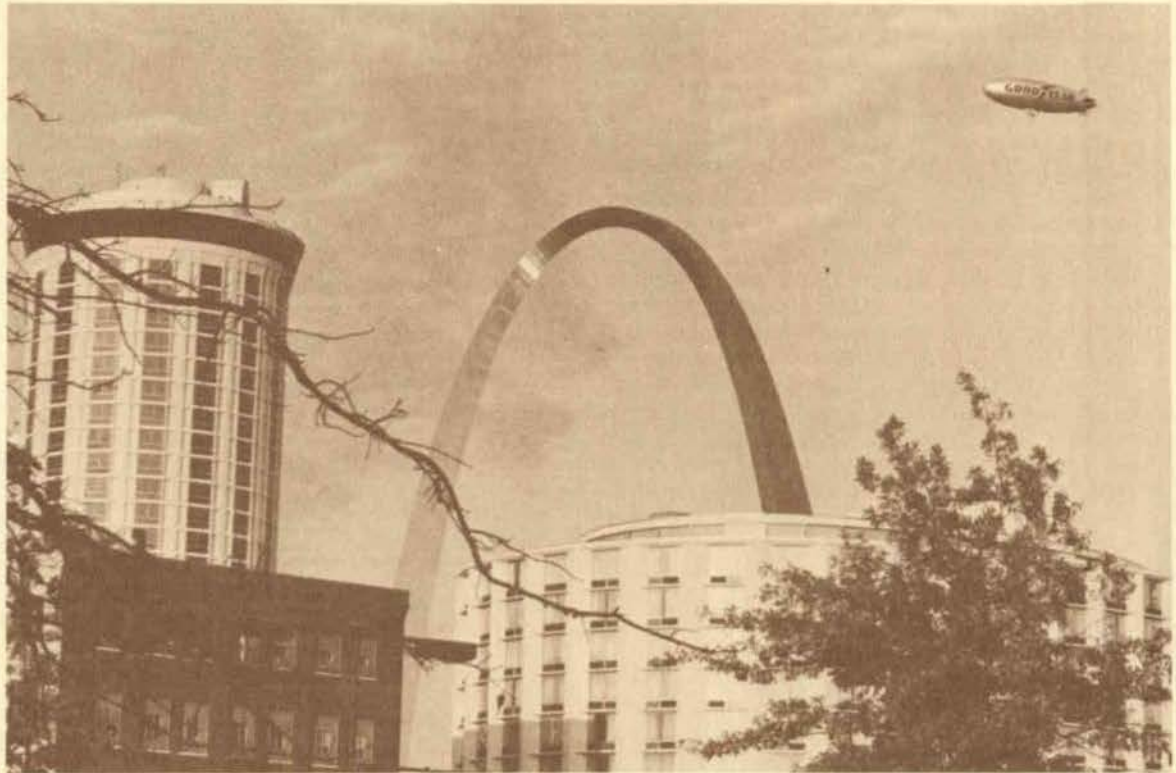


Situated on nearly 100 wooded acres near the bluffs of the Missouri River, the Lindenwood College campus has been called "one of the most beautiful in the United States," providing a scene that is reminiscent of Ivy League institutions found in the East. With its shaded pathways and ivy-covered Tudor Gothic buildings, the campus is a beautiful environment in which to enjoy and learn.

the St. Louis Football and Baseball Cardinals, the St. Louis Repertory Theatre, the St. Louis Symphony Orchestra, the St. Louis Soccer Steamers and St. Louis Hockey Blues, the famous St. Louis Zoo, Six Flags Over Mid-America Amusement Park and Mississippi River attractions, just to name a few.



Autumn on the Lindenwood College campus—a spectacle of color that inspires the photographer or artist in all who visit.



Located in one of the fastest-growing areas in the United States, Lindenwood College is minutes away from St. Louis, the country's "Gateway to the West," offering numerous cultural, educational, entertainment, and recreational facilities for students and visitors.

LINDENWOOD FACILITIES

Located on nearly 100 acres in St. Charles, Lindenwood's campus is known for its spacious tree-shaded grounds and ivy-covered Tudor Gothic buildings. The college received its name from the large old Linden trees that were here when the institution was founded in 1827, some of which still exist today.

Among major facilities are:

BUTLER MEMORIAL LIBRARY—Named in memory of Margaret Leggat Butler, this Tudor Gothic building combines traditional beauty with modern facilities. Its large, oak-beamed Cardy Reading Room contains a picturesque fireplace and large, comfortable sofas to provide students with an inviting place to relax or study.

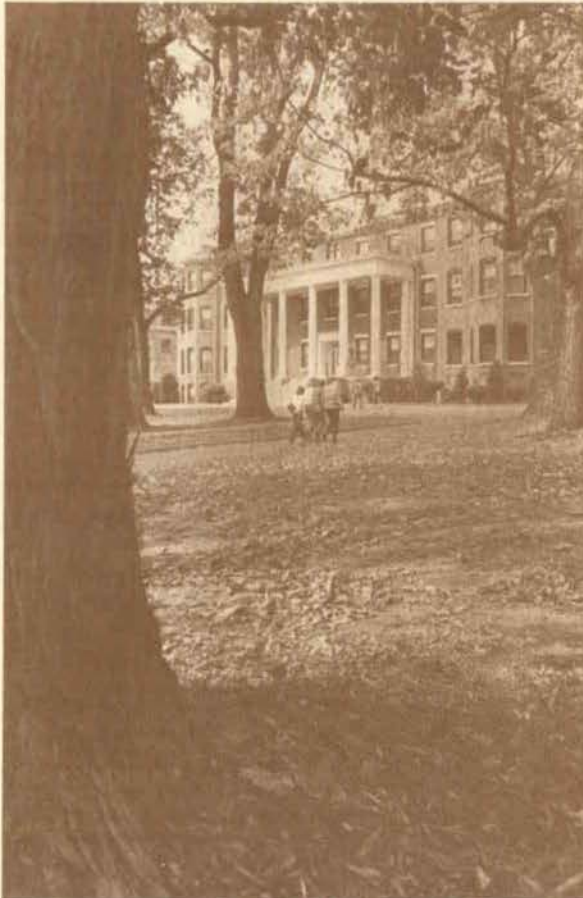
All three levels of the library contain carrels, seminar rooms, and study areas located throughout the open stacks of periodicals and books. An audio-visual department is located on the ground level of the building.

Open to the community, the library has more than 125,000 volumes, including nearly 30,000 government documents, and it subscribes to nearly 700 periodicals annually. Butler Library's memberships in the St. Louis Regional Library Network, the St. Charles County Library District, the Higher Education Center of St. Louis, and the Online Computer Library Center facilitate the borrowing and sharing of materials from virtually all types of libraries, regionally and nationally. An active library instruction program and full-time reference services provide individualized attention to all students at Lindenwood College.

ROEMER HALL—Erected in 1921, this building is named in memory of John L. Roemer, college president

from 1914-40, and his wife, Lillie P. In addition to containing the 415-seat Jelkyl Theatre for the Performing Arts, Roemer Hall provides space for staff and faculty offices, classrooms, lecture halls, the Campus Post Office, the Computer Center and administrative facilities, including the Business Office, the the College Life Office, the LCIE/Evening College Office, the Registrar's Office, the Public Relations Office and Printing Center, the President's Office, the Dean of Faculty, the Office of Conferences, and facilities for the student newspaper.

FINE ARTS BLDG.—One of the newest facilities on campus, the Fine Arts Bldg. contains modern studios, laboratories, and classrooms for the Department of Performing Arts. The Hendren Gallery provides space for



Amidst towering linden trees, the Lindenwood College campus is unique and "looks like a campus is supposed to look."

exhibits of works by students, faculty and leading artists. A recital hall and studio theatre which seats 100 is utilized for students directing art projects and recitals. Traditional classrooms are complemented by music practice rooms, acting labs, a theatre shop, and studios for ceramics, painting and print making.

YOUNG HALL OF SCIENCE—Named in memory of Howard I. Young, former chairman of the college's board of directors, this modern, air-conditioned facility was completed in 1966. It provides laboratory and classroom facilities for mathematics, biological and physical sciences, history, and political science. Lecture rooms, faculty offices, reading rooms, photography darkrooms, a large auditorium and a lounge are included in the building. A greenhouse adjacent to the structure is used by the Biology Dept. for work and research in biology and floriculture.

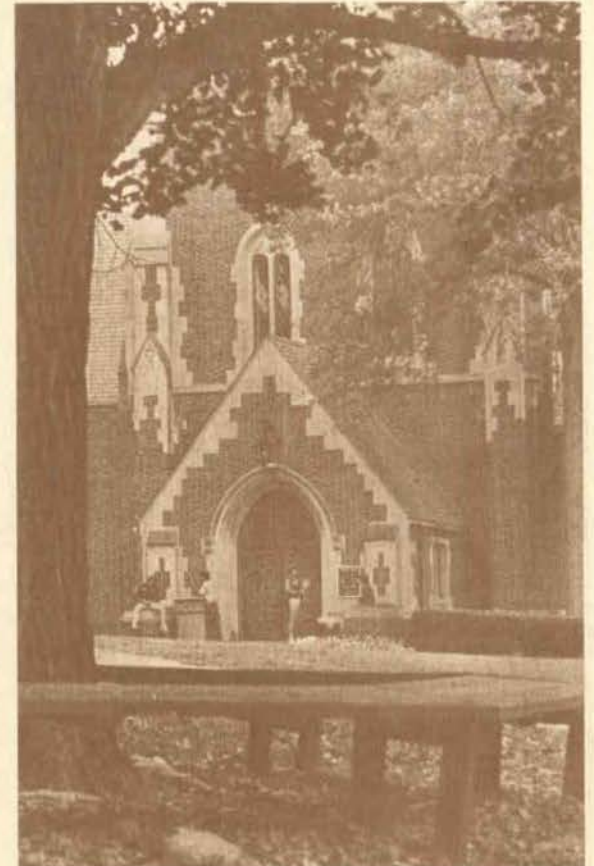
ROEMER MEMORIAL ARTS BLDG.—Named in memory of Lillie P. Roemer, the Memorial Arts Bldg. houses the studios and broadcast facilities of the college's community radio station, KCLC-FM, and Alumni Affairs and Development offices. An Elizabethan-style lounge, the Arthur S. Goodall Parlor, is named for a member of the college's board of directors, and is available for campus and community events. Also located in the structure are offices and recital rooms for Lindenwood CASA, the campus facility of the St. Louis Conservatory & School for the Arts.

BUTLER HALL—Named for one of the college's greatest benefactors, Col. James G. Butler, this facility originally was a residence hall. It now houses administrative and faculty offices, including the Admissions Office, the Financial Aid Office and the English Department. A gymnasium and athletic facilities are housed on the first floor.

LINDENWOOD COLLEGE CHAPEL—Completed in 1957, the chapel is a modern, multi-purpose facility located adjacent to campus in the St. Charles Presbyterian Church, providing service to both the college and the community.

STUMBERG HALL—Named in memory of B. Kurt Stumberg, M.D., former college physician and professor, this facility houses the Education Department and the Campus School for Gifted Children.

NICCOLLS HALL—Containing residential accommodations as well as student, staff, and faculty offices, Niccolls Hall houses the Student Center, the Lindenwood Lodge for campus visitors, recreational facilities and a snack bar, the Consolidated Advising Program Office, and the Office for Internships & Work Service.



Containing more than 125,000 volumes, Butler Library combines traditional beauty with modern facilities.

AYRES DINING HALL—Housing the Food Services, Ayres Dining Hall provides students, faculty, staff, and visitors with food and beverage services ranging from cafeteria-style meals to banquets. Private rooms, such as the Legacy Room, provide facilities for special occasions and campus events.

LINDENWOOD STADIUM—Located in a natural amphitheatre near Parker Hall, the stadium contains one of few artificial playing surfaces found in the metropolitan area. With a seating capacity of 5,000, the stadium provides facilities for area soccer and football, including home games for Lindenwood men's and women's teams. Nearby athletic facilities include an outdoor pool, a softball field, a gymnasium, an archery range, and four tennis courts.

RESIDENCE HALLS

SIBLEY HALL—The most-known building and oldest structure on campus, this facility is named in honor of Maj. George and Mary Easton Sibley, founders of Lindenwood College. Dedicated in 1860, it replaced the log cabin which was the beginning of the college. Listed in the National Registry of Historic Buildings, Sibley has been renovated and modernized in recent years. It houses Sibley Chapel, which is utilized for student recitals and classes, and Sibley Parlor, one of the most attractive rooms on campus that contains a century-old piano, which is said to be the first concert grand to be shipped to the Midwest.

IRWIN HALL—Named in memory of the Rev. Robert Irwin, college president from 1880-93, this facility is a residence hall for women, housing nearly 85 students.

MCCLUER HALL—Erected in 1961 and named in memory of President Franc L. McCluer and his wife, this modern, air-conditioned facility provides residential accommodations for 92 women.

PARKER HALL—Named in memory of Alice Parker, former professor of English literature, Parker is an air-conditioned residence hall with facilities for 128 students.

COBBS HALL—Named in memory of Thomas H. Cobbs, a prominent St. Louis attorney and member of the college's board of directors, this facility houses the Babcock Center for the Study of Modern Business and the Business Administration Department, including fashion marketing. Cobbs Hall has offices and facilities for business, including audio-visual, seminar and reading rooms. A large lounge is available for meetings, seminars, and campus events. The upper floors of the brick structure contain residence rooms.

OFF-CAMPUS CENTERS

CLAYTON CENTER—Located at 6214 Forsyth in Clayton, this satellite branch provides offices and class-

room facilities for the Lindenwood College for Individualized Education.

DOWNTOWN CENTER—Located at 330 Mansion House Center in downtown St. Louis, this center provides instructional facilities and administrative offices for working adults enrolled in undergraduate and graduate programs in the Lindenwood Evening College. This facility is climate-controlled the year around and has ample covered parking.

WESTPORT CENTER—Located at 2043 Woodlawn Parkway, Suite 102, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the Lindenwood

Evening College. Classrooms and administrative offices are housed in a newly constructed, air-conditioned facility with ample free parking.

Lindenwood College utilizes classroom space at the General Motors Assembly Division plant in Wentzville to meet the educational needs of General Motors employees.

In addition to off-campus facilities in downtown St. Louis and St. Charles and St. Louis counties, the college provides on-site instruction at a number of businesses in the metropolitan area, including courses for American Telegraph & Telephone Information Systems, Bussmann Manufacturing Co., General Motors Corp., and Deaconess Hospital.



When winter hits the Midwest, Lindenwood College students can share the warmth of wood-burning fireplaces inside residence halls or classroom facilities, or they can enjoy the beauty of a snow-covered landscape located near ice-skating rinks, ski slopes or toboggan runs.

Out-of-Classroom Life

Lindenwood College currently serves nearly 2,000 students in more than 55 associate, undergraduate and graduate degree programs. More than 300 of these students reside on campus in what has been called "the best of both worlds"—a small and secluded picturesque campus situation in a large metro area that offers almost unlimited cultural, recreational, entertainment and service facilities.

Irwin, McCluer, Parker, and Sibley residence halls provide students with modern, clean, and spacious accommodations. Many rooms are airconditioned with private baths.

Located near the residence halls is Ayres Cafeteria, which provides food and beverage services. Private rooms for special occasions or banquets are available. In addition to Ayres Cafeteria, the college operates a snack bar in the Student Center to meet the late-night needs of students. Food and drinks also are available at the Book Store, located in the middle of campus.

Athletic facilities on campus include a gymnasium with weight-lifting equipment, an outdoor pool, a softball field, an archery range and four tennis courts. The Lindenwood Stadium, a 5,000-capacity facility having the only artificial-surface field in the area, is located in a natural amphitheatre near Parker Hall, offering accommodations for football and soccer.

Within walking distance is the Lindenwood College Chapel, a modern, multi-purpose facility located in the St. Charles Presbyterian Church. Completed in 1957, it serves both the campus and the community. Churches of other denominations are located in St. Charles, minutes from the strategically-located Lindenwood campus.

All instructional facilities and classrooms as well as administrative offices are located on campus, providing easy proximity of faculty and educational operations.

Lindenwood's outstanding residential and food service facilities enhance the comradeship of living on campus and being a part of the campus community. In fact, because of the college's residential facilities, Lindenwood has increased its residential population by nearly 200 percent in the past few years, making the college the fastest-growing residential campus in the metropolitan St. Louis area!

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

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. It administers the Student Activities Fee, which funds academic, cultural, and social programs, and provides an operating budget for virtually all College clubs and organizations. (A comprehensive list, as well as more details on the Fee, are provided in the Student Handbook, distributed by the College Life Office.) Members of the LSG play a strong role in the academic and administrative decision-making process of the College through membership on various governance committees.

CONSOLIDATED ADVISING PROGRAM (CAP)

The CAP Center provides a comprehensive array of services and resources to students, alumni, faculty, and staff, with primary emphasis on career development, academic assistance, and personal growth.

Services include:

- Career planning and placement
- Academic assistance and peer tutoring

• Personal counseling

In response to Lindenwood's diverse student population, the CAP Center has the resources to meet a variety of needs: for the first-year student exploring options and objectives, for the adult learner experiencing mid-life transition and evaluating choices, or for all those seeking personal growth and enrichment.



Lindenwood students share a comradeship for the institution, just like this coed and her puppy.

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 their elected officers and members of the College Life staff, recommend and evaluate residence policy. Head Residents provide out-of-peer-group support to students on a day-to-day basis. (For more detailed information on each residence hall, see the Facilities section of this catalog.)

HONOR SOCIETIES

Lindenwood students may qualify for membership in a number of national and local honor societies.

National: Alpha Lambda Delta, freshman honorary; The Music Educators National Conference; Alpha Epsilon Rho, mass communications; Phi Sigma Tau, philosophy; Pi Delta Phi, French; Sigma Delta Pi, Spanish.

General: Mu Phi Epsilon, music; Pi Mu Epsilon, mathematics.

Local: Alpha Sigma Tau, senior scholastic; Linden Scroll, senior service; Student Artist Guild, art; Triangle, science and mathematics.

CULTURAL EVENTS

Lectures, recitals and concerts are presented each year by the music faculty, by Lindenwood student music majors, the Lindenwood Madrigal Singers, as well as by visiting artists and guest lecturers.

Discount tickets are frequently available for plays, concerts, and area cultural events through the Office of College Life. Full-time Lindenwood students may attend Lindenwood Performing Arts presentations and many other local events at little or no cost through funds provided by the Activities Fee.

HEALTH SERVICES

Students needing medical care are offered referral sources through the College Health Center. A registered nurse, who serves as Director of the Center, is on duty during the school week. Facilities and services of the St. Joseph Health Center, a comprehensive, 400-bed hospital in St. Charles approximately a mile from the campus, are available at all times to students.

ATHLETICS

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

Intramural sports such as volleyball and softball offer exercise and competition to all students in the community. Intercollegiate soccer, basketball, and women's softball 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). Athletic grants are available for men and women in soccer and basketball, in addition to academic scholarships or other forms of financial aid for which the student may qualify.



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

ALUMNI

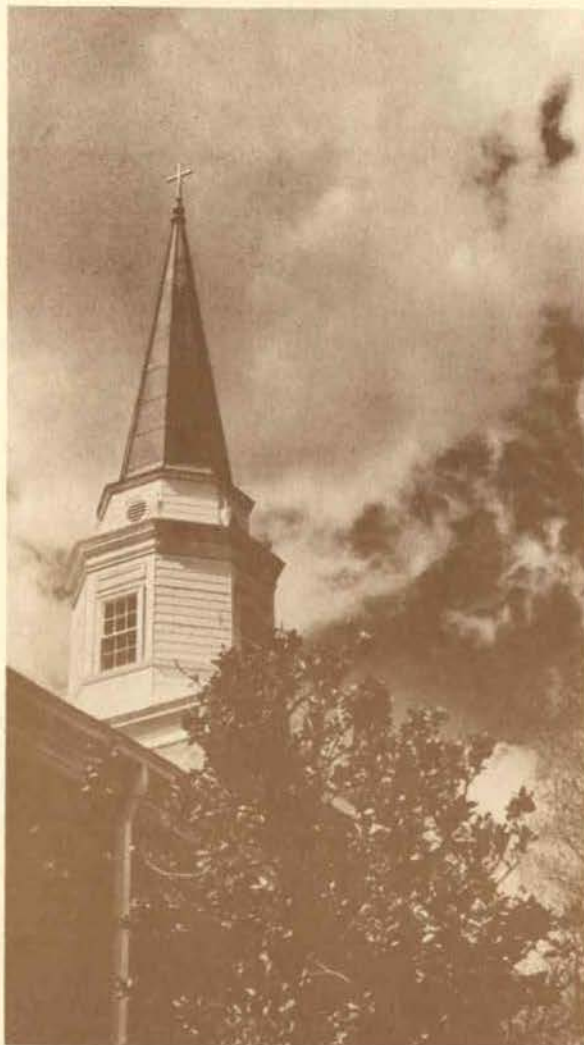
Lindenwood College has more than 10,000 alumni throughout the United States and many foreign countries, representing a wide variety of careers and personal, professional, and public accomplishments.

Alumni activities, such as the college's annual Alumni Reunion Weekend each autumn, are coordinated by the Lindenwood College Alumni Affairs Office. Alumni throughout the country are informed of college activities through a variety of printed materials, including a quarterly tabloid newspaper.

The annual Alumni Reunion Weekend attracts several hundred alumni to the St. Charles campus each fall for three days of cultural, educational, and social activities.

Through a network of volunteers, the Lindenwood Alumni Council coordinates chapter activities in key parts of the country, including southern California, St. Louis, and Kansas City, MO, in addition to a large constituency in St. Charles. Smaller groups of Lindenwood alumni are found in major parts of the United States, and frequently they host luncheons, meetings, and activities to foster liaison among college alumni and their alma mater.

Lindenwood College alumni are a vital part of the institution's development, expansion, and educational thrust as witnessed by the fact that more than 40 percent of alumni annually support the college. Alumni are represented on the college's board of directors, board of overseers, faculty, and administration, and they participate in virtually all major decisions affecting the college's development and expansion.



Houses of religious worship representing all major faiths are accessible to Lindenwood students.

RELIGIOUS LIFE

Lindenwood College, founded in 1827, and later affiliated with the Presbyterian Church, has today no legal religious affiliation nor requirements. However, in 1984, a covenantal relationship was established with the Church. Houses of worship representing all major faiths are accessible to Lindenwood students. Presbyterian, Episcopal, Methodist, Jewish, Baptist, Muslim, Lu-

theran, and Roman Catholic services are held within walking distance of the campus. A faculty-staff-student Religious Life Council, chaired by the College Chaplain, promotes diverse campus religious expression and fellowship.

DEVELOPMENT

Lindenwood College is engaged in a major funds drive called the Renaissance Campaign to secure \$10 million in pledges and contributions. With all levels of annual giving showing dramatic increases in recent years, the college is raising \$8 million for facilities development and campus expansion; \$1.4 million for student development, including \$1 million for leadership scholarship awards to deserving students; and \$500,000 for community development, including programs in basic skill development, value orientation, and work-service preparation.

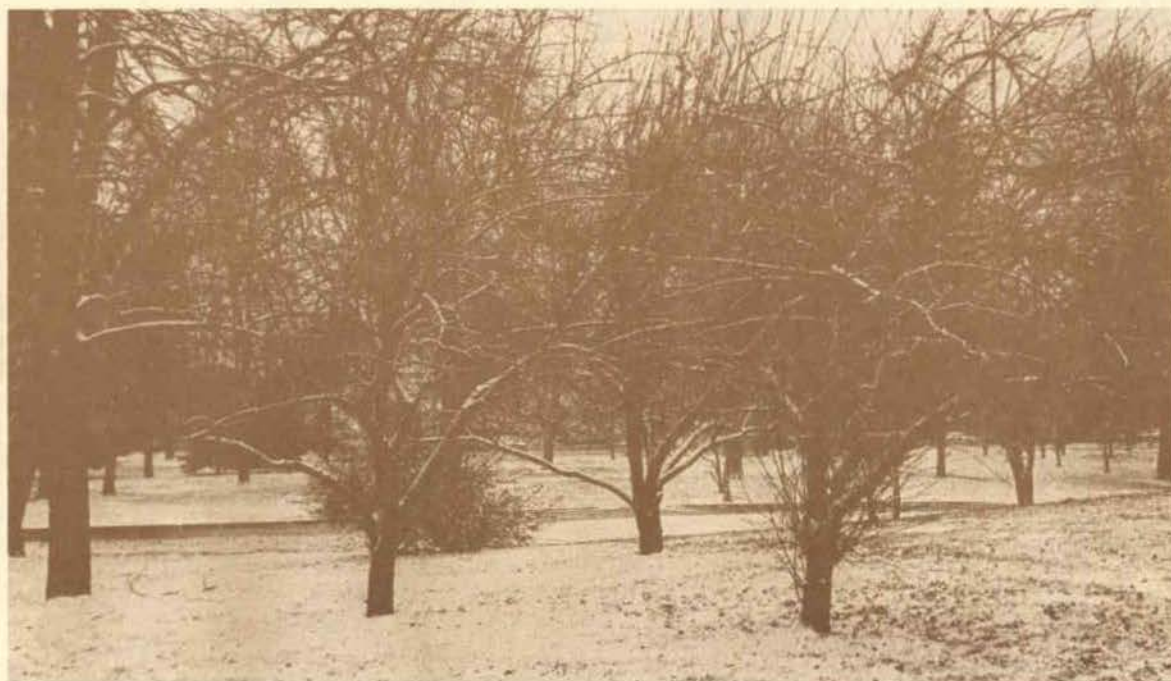
The \$8 million in facilities development includes the construction of a \$5 million multi-purpose athletic and theatre complex, to be named the Renaissance Center, and \$3 million for major renovation of facilities and historic buildings on the Lindenwood campus.

The Renaissance Campaign is the most far-reaching and ambitious fund-raising program in the college's history. It will achieve the \$10 million from faculty and staff, alumni, the St. Charles community, businesses in the metropolitan area, and from foundations and corporations. All funding will be earmarked to meet campus expansion, community needs and student demands.

CONFERENCES

Lindenwood College's instructional facilities, classrooms, meeting and conference facilities, and residential accommodations attract thousands of visitors each year as a variety of conferences, workshops, meetings, and community events are hosted at the St. Charles campus.

The college offers a variety of services and accommodations to community groups, religious organizations, businesses, and trade and professional organizations through its Office of Conferences. In addition to space accommodations, the college's range of services varies from housing individuals or groups of up to 400 persons to food services ranging from coffee and donuts to banquets.



The college was founded in 1827, and named for the numerous linden trees which were found on the tract.

Lindenwood's unique location in historic St. Charles and in the metro St. Louis area, minutes from one of the busiest airports in the country, appeals to numerous organizations and groups on an annual basis.

Many of those who utilize Lindenwood facilities want the "best of both worlds," and they can find it on the picturesque campus. In historic St. Charles, on the bluffs of the Missouri River, visitors can discover the restored business district from the early 1800s that features quaint restaurants, antique shops, art galleries, and specialty boutiques along gaslighted cobblestone streets.

And, within a short distance, is metropolitan St. Louis, the "Gateway to the West," featuring unique cultural, entertainment, recreational, and sports opportunities to visitors as well as students at Lindenwood College.

KCLC-FM

Students may participate in the operation of the campus radio station, KCLC-FM. A stereo facility, it is the principal local radio station in St. Charles County and performs a major role in community affairs. It is operated by the Communication Department.

PUBLICATIONS

A newspaper, *The Linden World*, a yearbook, *The Linden Leaves*, and a literary magazine, *The Griffin*, are published through funds appropriated by the Lindenwood Student Government.



Extra-curricular publication activities include work on the college yearbook, newspaper or literary periodical.



Although graduation marks the end of classroom experience and the beginning of career pursuit, it represents a mixture of educational friendships, endeavors, and memories that will be a part of the Lindenwood College student for the rest of his or her life.

Undergraduate Admissions

OBJECTIVES

For nearly one hundred and sixty years, Lindenwood College has been dedicated to providing a liberal education to all its students. We value the pursuit of knowledge and we believe that the liberal arts education which takes place in our College Community will provide a foundation for a lifetime.

As a student approaches entrance, he/she should understand the meaning of liberal education at Lindenwood. The following delineates the objectives we pursue:

First, our general education requirements invite students to study broadly. This core curriculum encourages the development of literacy, critical thinking, and an understanding of the interrelatedness of knowledge.

Second, the study of a major field prepares the student for the world of work. It will also provide an experience which encompasses the pleasures of disciplined learning as well as the mastery of a field of study.

Third, Lindenwood's value orientation helps students acquire useful guidelines for responsible decisions and actions. This prepares our graduates for responsible membership in today's world.

Finally, through the totality of the Lindenwood experience and community, the student should build a foundation of learning useful for a lifetime.

INFORMATION FOR APPLICANTS

Lindenwood's commitment to a liberal arts education is enhanced by the belief that the best education takes place in a supportive and individualized environment. Therefore, our admission procedures and documentation are designed to provide extensive information on the candidate. We believe thorough evaluation will assure the success of our students. We are interested in those candidates who possess strong academic and personal qualities. In the process of evaluation for admission, we hope to discover indications of capacity for development in: intellect, communication, philosophy, and leadership. The process should also indicate that the candidate possesses capability of motivation, accomplishment, in-

volvement and commitment. These qualities are, we believe, essential for the pursuit of a Lindenwood education.

Lindenwood welcomes applicants of diverse socioeconomic, ethnic, and religious background from private and public institutions in this country and the world. We expect our applicants to have a sound academic preparation for college. Our standards for admission are flexible but above average, thus ensuring a population which is diverse yet has a potential for academic excellence. In admitting those applicants whom we believe will succeed at Lindenwood, we believe that we foster the long-term quality of Lindenwood's alumni.

The Dean of Admissions welcomes correspondence from interested candidates, their parents, and school counselors.

SELECTION CRITERIA

Candidates applying to Lindenwood College will be evaluated individually by their admissions counselor and the Dean of Admissions/Undergraduate Admissions Committee. Lindenwood recommends that at least 16 units be completed in solid academic areas (one year of study in a particular subject is considered an academic unit). While no single academic preparation is required, a college preparatory curriculum is preferred. Therefore, a student's high school record should reflect the study of English for four years, two or three years each of natural science, mathematics, and social studies. The College also recommends two years of study in a foreign language as well as some study in the areas of fine or performing arts. The following variables are considered:

1. Academic record. The quality of academic achievement (indicated by the grade point average and rank in class) in the ninth through twelfth grade for college freshman applicants and college level work for transfers is the most important variable in our assessment criteria. Full admission requires a grade point average of 2.5 or better in solid academic areas. Conditional admission may be awarded to an applicant with a lower grade point average if other variables fall above our minimum acceptance level.

2. Standardized testing. Either the American College Test (ACT) of the American College Testing Program or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board is required of all freshman applicants who have recently graduated from high school. Minimum scores of 17 (ACT) or 800 (SAT) are required for full admission. Admission may be granted to applicants with lower scores if other variables fall above our minimum acceptance level. Applicants who have been out of high school for two or more years may not be required to furnish scores from standardized tests although they are recommended. Standardized test scores are required for all applicants for the major in education.

3. Recommendations. Two letters of recommendation are required for entrance to the undergraduate program. In applications where a special condition exists or where a student falls below the minimum standard, three letters of recommendation are suggested.

4. Autobiographical Statement/Essay. The college requires that all applicants submit a writing sample in the format of an autobiographical statement or essay.

5. Interview. A personal interview with a college admissions counselor is recommended for all applicants. An interview may also be required with the Academic Dean and the Dean of Admission when one or more variables in the selection criteria fall below the minimum acceptable level.

APPLICATION PROCEDURES

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

1. A completed and signed application form with the \$25.00 application fee (non-refundable). Checks or money orders should be made payable to Lindenwood College. In cases of financial hardship, the fee may be waived. This waiver may be furnished by the high school counselor or an appropriate agency official.

2. Results of either the ACT or SAT. Applications and scheduled dates for these examinations are available at

the student's high school. Lindenwood's code number is 2324 for the ACT or 6367 for the SAT.

3. Official transcripts from the last high school attended as well as from all colleges/universities. Applicants who attended but did not graduate from high school are required to submit high school transcripts and the GED certificate.

4. An autobiographical statement or essay.

5. Two letters of recommendation.

INTERNATIONAL STUDENTS

In addition to the aforementioned documents, international applicants are required to submit:

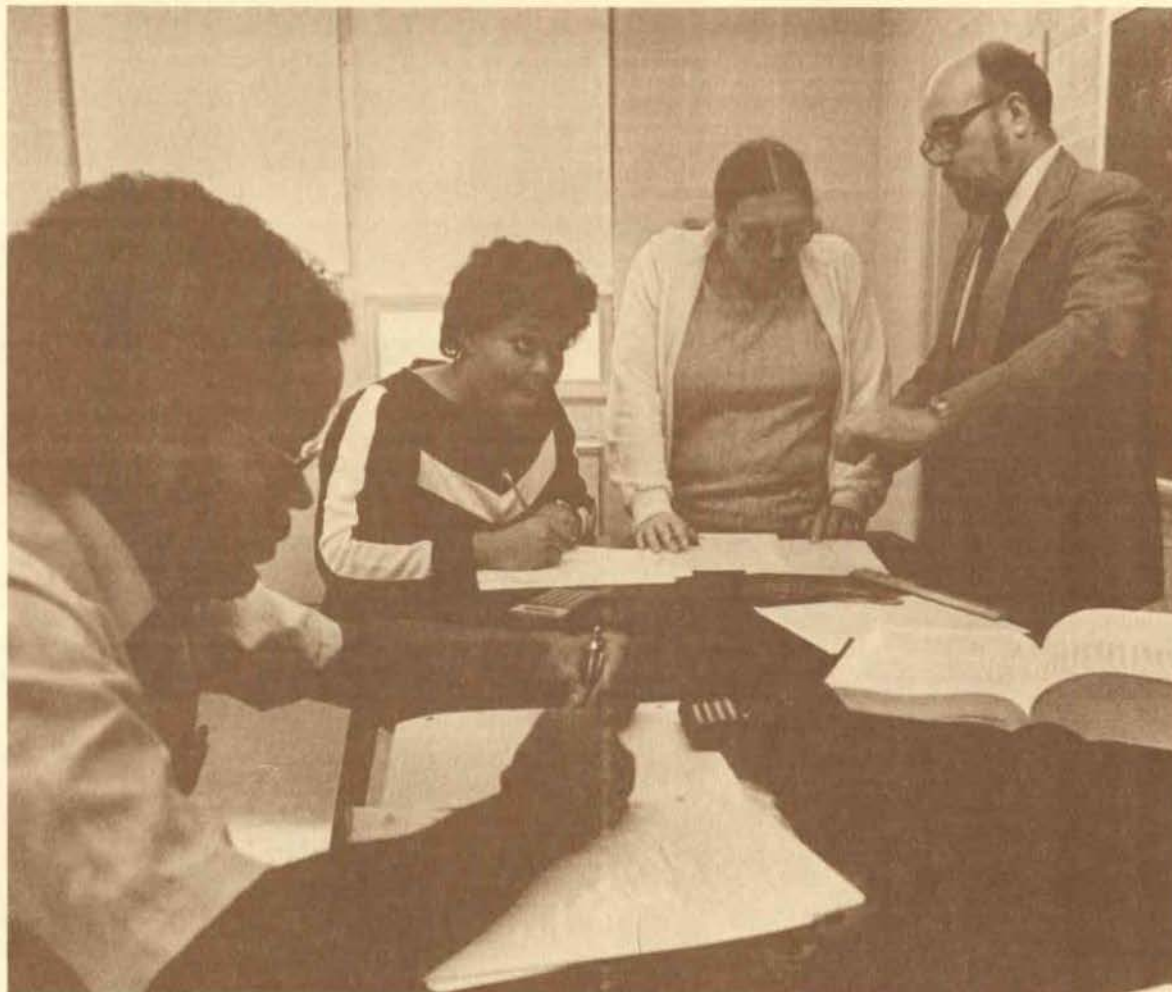
1. A letter of financial responsibility attesting to the student's or sponsor's ability to pay for tuition, fees, and living expenses for one year. The letter must state the exact amount available for support and may be a certified bank letter.

2. A TOEFL score of at least 450. Results of standardized American tests (ACT/SAT) are also recommended and when these are supplied the TOEFL requirement may be waived.

ADMISSION PROCEDURES

Applications are reviewed on a rolling basis. The applicant's completed application file is initially reviewed by his/her admission counselor. The counselor will then make a recommendation. The Dean of Admission then reviews the file and will admit all applicants who fulfill the minimum standards for admission as indicated above. When an applicant's file indicates questionable admission, the Dean of Admission will submit the file to the undergraduate admission committee who, in turn, will determine the applicant's admission status.

Full admission is offered to all applicants whose records indicate that they meet the minimum standards as indicated above for admission to the college. Condi-



With its small-class ratio and individual approach to education, Lindenwood College provides students with a competitive edge to achieve in a beautiful campus environment. Its dedicated faculty members, many experts in their respective fields, often become some of the closest friends of students.

tional admission is offered to those applicants whom the college believes will succeed under the guidance of specially trained advisors and with a course load of twelve semester hours or less for the first semester.

Applicants are notified in writing of the college's decision on admission. At that time, the applicant will be asked to signify acceptance of the admission offer. Applicants who do not accept the offer of admission are asked to notify the college in writing of their decision.

DEFERRED ADMISSION

Students may wish to defer entrance to a future term. This may be done by notifying the Office of Admission in writing. A deferred file will be kept active for one calendar year.

READMITTANCE

Students who have previously attended Lindenwood and have not been registered for one or more terms may seek readmittance by completing a simplified application for readmission. These applications are available in the Admissions Office.

APPEAL PROCEDURE

Students seeking reassessment of an admission decision should direct an appeal to the Undergraduate Admission Committee through the Dean of Admission. In this case, students would expect to provide additional documentation.



Lindenwood College represents the pursuit and achievement of educational excellence, as shown by these members of the 1985 graduating class. Those who take part in the Lindenwood experience represent virtually all walks of life, ranging from a state governor, a NASA scientist, a network producer, and even an award-winning research scientist.

Financial Resources

FINANCIAL AID POLICY OF LINDENWOOD

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

What one is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood College accepts either the Family Financial Statement (FFS) or the Financial Aid Form (FAF). These forms are available from high school counselors and the Lindenwood College financial aid office. After one completes the FFS or FAF, mail it to the processing agency as instructed. This agency, in turn, reports the results to the Lindenwood College financial aid office.

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

Who Is Eligible?

In order to receive financial aid, a student must meet each of the conditions below:

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or one who is in the United States on other than a temporary basis and is or intends to become a permanent resident.
2. The applicant must be accepted for admission to Lindenwood College. Decisions regarding financial eligibility and awards will not be made until the student has

been formally accepted for study by the Admissions Office.

3. The applicant must have demonstrated financial need according to the ACT Family Financial Statement (FFS) or the CSS Financial Aid Form (FAF) analysis procedure.

4. The applicant must be registered with the Selective Service if the applicant is a male who is at least 18 years old and born after December 31, 1959, and who is not a current member of the active armed forces.

TYPES OF FEDERAL FINANCIAL AID

Pell Grant

One's eligibility and grant amount are determined by the Pell Grant processor.

One must submit the Family Financial Statement (FFS) or the Financial Aid Form (FAF) and request that pertinent financial data be sent to the Pell Grant processing agency for determination of eligibility. The results are forwarded to the student in the form of a Student Aid Report (SAR), which must then be sent to the Lindenwood College Financial Aid Office.

Supplemental Educational Opportunity Grant (SEOG)

Eligibility for this federal grant depends upon the extent of a family's inability to pay the educational costs. It is determined by an analysis of the family's financial situation, as reported on the FFS or FAF.

College Work-Study Program (CWSP)

This program provides work opportunities for needy students. Eligibility is dependent upon the extent of one's financial need, as determined by an analysis of the FAF or FFS.

If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily, a student will work between five and ten hours per week while attending school. Wages are \$3.35 per hour.

National Direct Student Loan (NDSL)

This is a federal loan to students at an interest rate of 5% repayable six months after graduation, upon termination of an academic program, or after enrolling for fewer than six credit hours during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$30.00. An additional 10 years may be requested for low-income individuals based upon criteria developed by the Secretary of Education. This loan is administered by the Lindenwood College Financial Aid Office and does not require a separate application other than the FFS or FAF.

Guaranteed Student Loans

The Federal government guarantees loans of up to \$2500 per year made by private lending institutions to undergraduate students. As an undergraduate, one may borrow up to a maximum of \$10,000 over the college years. These loans carry an 8% simple annual interest rate, which the Federal government pays while a student is enrolled in college at least half time.

One can obtain an application form for the Guaranteed Student Loan from local participating lending institutions (bank, credit union, or savings and loan association). If a student is unable to secure such a loan locally, contact the Lindenwood Financial Aid Office about the possibility of obtaining a Guaranteed Student Loan from another source.

A student whose family income (student and parent income) is less than \$30,000 does not have to demonstrate a financial need. A student whose family income exceeds \$30,000 must demonstrate a financial need for the loan. The U.S. Secretary of Education sets standards to determine need.

Although interest charges will not begin until six months after one completes his/her studies, a 5% origination fee and a 2% insurance premium will be charged. This will be deducted from the loan principal.

Student Expenses

Lindenwood College intends that no student who can qualify for admission and who can benefit from the academic program will be prevented from attending the institution because of financial reasons. Because of this commitment, the college provides a large number of scholarships, workservice programs, and financial aid packages to make a Lindenwood College education affordable.

Currently, nearly 90 percent of all students enrolled at Lindenwood receive some form of financial aid, while 45 percent of these receive direct support from the college. In recent years, more than \$1.5 million has been provided in scholarships while another \$5 million has been earmarked in financial aid to Lindenwood students.

If students meet eligibility requirements and federal government guidelines for financial assistance, the college's Financial Aid Office will develop an individual program to meet the student's needs, making college affordable. In fact, up to \$4,800 annually can be secured by a student in scholarships for the academic year. When the college's numerous scholarships and financial aid packages are considered, the cost of an education at Lindenwood College is comparable to other colleges and universities, both private and public.

Full-time tuition for the undergraduate academic year (September through May) is \$4,950 annually for 1985-86. Full-time tuition per semester is \$2,475, while day-time per-hour tuition is \$145.

Undergraduate tuition for the Lindenwood Evening College is \$125 per credit hour.

Graduate tuition for either the Day College or the Evening College is \$160 per credit hour.

For the Lindenwood College for Individualized Education, full-time tuition for undergraduates is \$1,550 per 13-week trimester. Part-time tuition at the undergraduate level is \$155 per credit hour.

Graduate tuition in the Lindenwood College for Individualized Education is \$1,530 per 13-week trimester on a full-time basis or \$170 per credit hour on a part-time basis.

For off-campus instruction at the Lindenwood College West Port and Mansion House Centers, undergraduate tuition in the Evening College is \$125 per credit hour, while graduate tuition is \$160 per credit hour.

For residential students, room fees are \$1,200 annually for a double room, or \$600 per semester. Room fees for a single room are \$1,600 annually, or \$800 per semester. Board fees are \$1,600 annually for 19 meals per week, or \$800 per semester; or \$1,310 annually for 14 meals per week, or \$655 per semester.

All new students must pay a \$100 registration fee, and all residential students must pay a \$50 room fee. All are subject to change without notice.

ADDITIONAL CHARGES

Additional charges, when applicable, include:

Laboratory Fees:	\$30
Studio Fees:	\$60
Student Teaching Fee:	\$150
Evaluation of Experiential Learning Credit:	\$40 (per semester hour)
Experiential Learning Processing Fee:	\$150 (one-time-only charge)
Experiential Learning Credit:	\$40 (per credit hour)
Applied Music Fee	\$80 (per half-hour lesson)
(For individual lessons in piano, voice, orchestral instruments and organ; one semester hour credit)	
Applied Music Fee	\$160 (one-hour lesson)
(For individual lessons in piano, voice, orchestral instruments and organ; two semester hours of credit)	
Overload Fee:	\$110 (per semester hour)
(A charge to full-time students who take more than 18 hours during the fall or spring semesters)	
Activity Fee	\$40 (per semester)
(For full-time students only)	
Health Insurance	\$120 (annually)
(If the student is not covered by his/her own insurance)	
Residence Hall Dues	\$10 (per semester)
(Required of all room-and-board students)	

OTHER FEES

Other college fees include:

Audit fees—courses may audited for a fee of 50 percent of the regular tuition charge. There is no transcript entry

for credit or grade earned for auditing a course. When additional charges for materials or other fees apply, they are assessed in addition to the audit fee.

Parking permits—Resident students with vehicles on campus are issued an annual parking permit at no charge for on-campus parking. A fee of \$10 per permit is assessed to all others for use of campus parking permits. Vehicles without a permit or those that are parked illegally will be ticketed and/or towed at the owner's expense.

Course change—A fee of \$15 will be charged for each course change. A "course change" is defined as (1) to drop one course and add another, (2) to drop a course, or (3) to add a course after registration. There are no exceptions to these rules.

Late payment—All charges are due and payable according to a published payment schedule. Accounts not paid when they are due are subject to a late penalty of \$100.

Late registration fee—A \$25 fee is charged to students who do not register at the specified time—for continuing students, during registration; for new students, after the first week of class.

DEFERRED PAYMENT PLANS

Realizing that many parents prefer to pay for educational expenses on a monthly basis, Lindenwood participates in the National College Payment Plan, a program that combines an insured monthly savings plan with government-subsidized Guaranteed Student Loans.

The National College Payment Plan provides the student with a direct source of government-subsidized student loans. The parent's monthly payments to this plan provide the funds to meet term charges in excess of those paid by the student loans and accumulate funds which may be used to repay the student loans in full when they are due. The student's education is protected with life and disability insurance on the parent.

For further information about this plan, contact the National College Payment Plan, 55 Beacon St., Boston, MA 02108.

LINDENWOOD COLLEGE SCHOLARSHIPS

Lindenwood College offers three levels of academic scholarships that are renewable each year by (1) maintaining the required cumulative grade point average (GPA) in all courses taken for a grade and (2) by successfully completing at least 24 credit hours each academic year. Students are required to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

	GPA	ACT	SAT	AWARD
Presidential Scholarship Overseers	3.50	24	1070	up to \$1,300.00
Lindenwood Scholarship	3.25	22	940	up to \$ 800.00
Scholarship	3.0	20	870	up to \$500.00

Athletic Scholarships are available up to \$2,000.00 to students who have demonstrated abilities in athletics and meet all required academic standards.

Leadership Work Service Scholarships valued at \$1,000 are available to students who demonstrate leadership ability. He/she must be a campus resident with a minimum GPA of 2.75. This award requires a minimum of eight (8) hours work service to the College per week.

Freshman Recognition/Departmental Awards up to \$500.00 may be awarded for demonstrated academic achievement and the student must have been active in high school/college activities. This award is renewable each year based on recommendation by the student's department and a minimum 3.0 GPA.

Presbyterian Scholarships depend upon the amount of scholarship money given by the Presbyterian Synod each year. Lindenwood is able to award a few Presbyterian Church Scholarships.

National Presbyterian Scholarships are given in conjunction with The Presbyterian Church (U.S.A.) and Lindenwood College. Two (2) scholarships up to \$1,400.00 may be awarded annually. Application must be submitted to the National Presbyterian College Scholarships in New York by December 1, 1985. This Scholarship is available to FRESHMEN ONLY.

The Financial Aid Process: What Must The Student Do?

Complete the FAMILY FINANCIAL STATEMENT (FFS) writing in code No. 2324 for Lindenwood College. Give permission for the information to be sent to the Pell Grant Program as well. Send the FFS to:

ACT Student Need Analysis Services
P.O. Box 1000
Iowa City, IA 52243

Several weeks after a student mails the FFS, he/she will receive a Student Financial Aid Report (SFAR). Check it thoroughly for accuracy and report any corrections to ACT.

OR

Complete the FINANCIAL AID FORM (FAF) writing in code No. 6367 for Lindenwood College. Give permission for the information to be sent to the Pell Grant Program. Send the FAF to:

College Scholarship Service
(at the address listed in the FAF booklet, according to the student's state of residence)

After one applies for the Pell Grant (through the FFS or FAF), the Pell Grant agency will send a Student Aid Report (SAR); the student then must send this SAR to the Lindenwood College Financial Aid Office. If one is entering as a new student or seeking readmission, he/she must first be accepted for enrollment before financial aid can be awarded. The Financial Aid Office will require a COMPLETE, SIGNED copy of the parent's latest Federal Income Tax Return and a COMPLETE, SIGNED copy of the student's latest Federal Income Tax Return. Submit this and any additional information requested to the Financial Aid Office.

After the Lindenwood College Financial Aid Office has received all the above information, application material, and any other information requested to complete the financial aid application, the college sends the student an award letter detailing the financial aid package (or a denial of aid if the need analysis shows no financial need). If a student receives an award letter, he/she must signify acceptance of the award and return the letter.

Method of Payment of Financial Aid Awards

All financial aid awards, except for the GSL and CWS awards, are credited directly to a student's account at the

beginning of each semester. The GSL is issued directly to the student recipient after all charges are paid, and the CWS award is paid bi-weekly to the student recipient according to the number of hours worked in each two-week pay period.

Refund Policy

Refunds are calculated from the date of official withdrawal or leave of absence. Students who withdraw unofficially or at the request of Lindenwood College are not entitled to any refund for the current semester. A withdrawal or leave of absence is considered official when notice to the Dean of College Life and the Registrar, stating the intention of the student to discontinue the course in which he/she is registered, has been approved by both. The refund calculation schedule is outlined in the college catalog on page 18.

Once the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the Secretary of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined: (1) National Direct Student Loan (NDSL), (2) Supplemental Educational Opportunity Grant (SEOG), (3) Pell Grant, (4) Guaranteed Student Loan (GSL). Any remaining refund will be made first to the Missouri Student Grant Program and then to the Lindenwood Scholarship Program.

Satisfactory Academic Progress

The Education Amendments of 1980 state that a student shall be entitled to receive federal assistance only if "that student is maintaining satisfactory progress in the course of study(s) he/she is pursuing, according to the standards and practices of the institution..." Lindenwood College defines satisfactory academic progress in terms of grade point average (GPA).

Academic standards, i.e., grade point average, are measured by the Dean of Faculty, and students should become familiar with the definition of good standing as well as the various actions which may be taken by the Dean of Faculty if a student does not maintain good academic standing.

Students placed on academic disqualification are automatically ineligible to receive financial aid from any source. Standards of satisfactory academic progress are listed in this catalog.

STUDENT INSURANCE

All full-time students are eligible to enroll in the college's student health insurance program. The plan provides scheduled benefits with a maximum of \$7,500 per sickness or illness, as a supplement to a student's existing coverage. Certain services for testing, x-rays, medications and referrals are billable charges. Information on annual premiums, coverages and other details of the plan, including a brochure, can be obtained at the College Life Office in Roemer Hall.

REFUND POLICIES

Full-time students who withdraw completely from Lindenwood College may be entitled to a refund, but such students will not be reclassified until the end of the semester. Part-time students who withdraw from a course also may be entitled to a refund. The amount of the refund is determined by the date upon which written notification of intent to withdraw or to change the student's schedule is received in the Registrar's Office, and NOT on the date of the last class attended, unless the two dates coincide.

The following policy is effective for all students enrolled in either the Day, Evening, Graduate or Lindenwood College for Individualized Education. Refunds will be made as follows:

(a) Prior to the student's first day of scheduled class instruction following enrollment in any class, 100% refund.

(b) During the student's first week of scheduled instruction following enrollment in any class, 75% refund.

(c) During the student's second week of scheduled instruction following enrollment in any class, 50% refund.

(d) During the student's third week of scheduled instruction following enrollment in any class, 25% refund.

(e) After the student's third week of scheduled instruction following enrollment in any class, no refund.

The summer school withdrawal policy is based upon the length of the term and the policy published in the Summer Schedule of Classes.

No refund for room charges will be made for a term after a student has occupied a room. Board charges will be refunded on a pro-rata basis for students who withdraw totally. Any request for cancellation of board charges should be made with the Office of Programs & Residences.

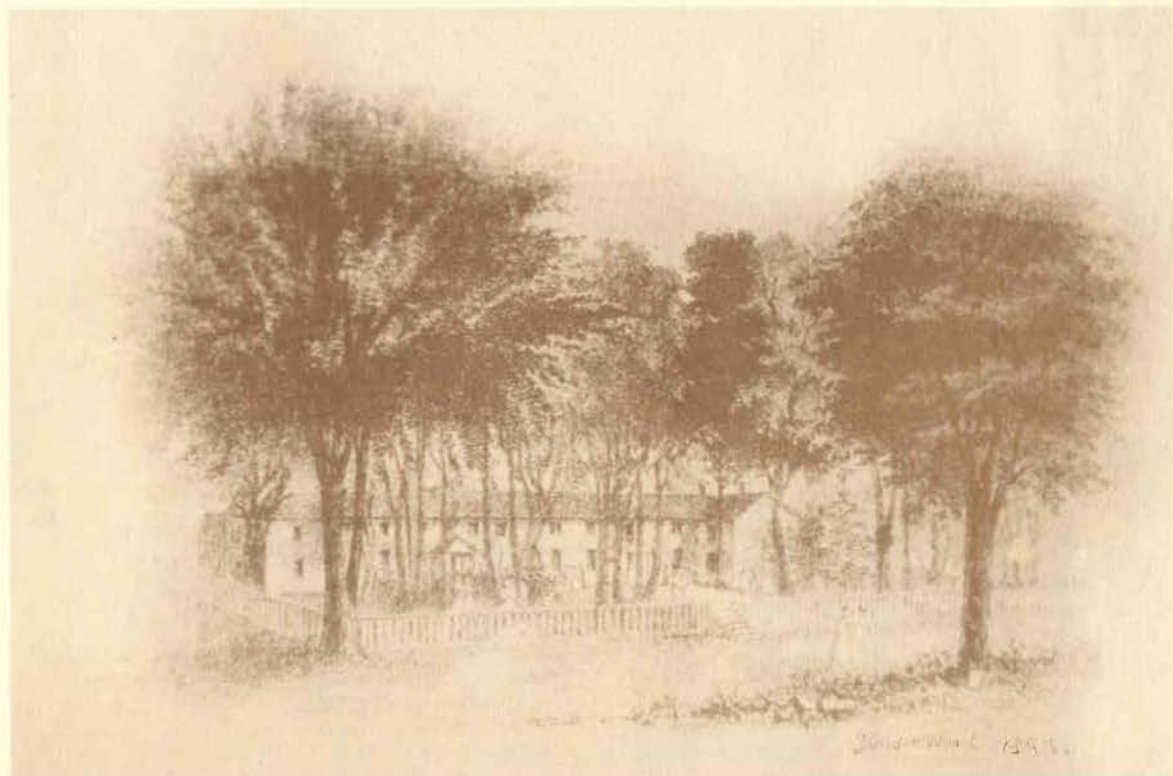
GENERAL BUSINESS

All remittances should be mailed to Lindenwood College, c/o Business Office, St. Charles, MO 63301.

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

College diplomas and transcripts will not be issued and registration for additional courses is not permitted until all Lindenwood College accounts are paid in full or satisfactory arrangements for payment have been made.

Lindenwood College is not responsible for loss due to fire, theft, or any other cause. Students who wish to insure against these risks should do so on an individual basis.



Founded in 1827, Lindenwood is one of the oldest colleges in the United States and the second oldest in the metropolitan St. Louis area. This artist's rendition shows the college, circa 1847.

Academic Procedures

Academic Honesty

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

Academic dishonesty may result in a failing grade on the piece of work in question, failure in the course, or dismissal from the College. All Lindenwood students are strongly urged to read carefully the following policy statement regarding academic honesty and the guidelines for observing it.

Policy Statement Concerning Academic Honesty

Honesty in the performance of academic assignments is essential to the mastery of a subject and to intellectual development. The responsibility for such honesty must necessarily rest with the individual student. In those instances where that responsibility is not met, however, there must be procedures to protect students who conduct themselves honorably and to preserve the integrity of the academic program. To this end, the following standards and procedures are specified.

I. Dishonesty in academic performance is defined as follows:

1. Giving or receiving aid from another student on examinations or quizzes during the examination or quiz periods.
2. Submitting the work of another person as one's own.
3. Using or possessing any test without authorization by the professor.
4. Writing a test in any place which is not specified or not agreed to by the professor.

5. Altering any examination after it has been turned in, or altering records of any sort.

6. Inventing information in any laboratory experiment without the approval of the professor.

7. Assisting a second party to any of the above.

II. The student should not only refrain from dishonesty but should avoid giving the appearance of dishonesty in classroom conduct during the examination period.

III. Plagiarism or methods of preparation not approved by the instructor must be avoided:

1. Plagiarism is defined as any misrepresentation in the use of the work of someone, especially as that misrepresentation gives the impression that the student is presenting his or her own work.

2. Plagiarism is the use of exact words, phrases, or sentences of another person's work without quotation marks and proper documentation.

3. Plagiarism is the use of faulty paraphrasing in which a student makes a composite of borrowed phrases or sentences without quotation marks and proper documentation.

4. Plagiarism is the use of opinions and ideas of others in one's own words but without acknowledgement.

5. If the student uses the services of a typist, the student bears the responsibility for any mistakes or omissions which might constitute plagiarism.

IV. Cheating is the attempt to use prohibited materials, information, or study aids in an academic exercise. To prevent charges of cheating, the following guidelines should be adhered to:

1. Professors should state in advance their policies regarding examinations and other academic exercises. If

the faculty member does not do so, students should feel free to request such information.

2. Unless the professor specifies otherwise, students taking an in-class or a take-home examination should assume that any outside assistance—for instance, from books, notes, calculators, or conversations with others—is prohibited.

3. Students may not submit substantial portions of the same academic work in more than one course without the consent of both instructors.

4. Unless the professor approves in advance, students must not allow others to conduct research or prepare any work for them. This restriction applies to work prepared by commercial term paper companies or to that available from files of past papers.

V. Violation of library regulations may also constitute academic dishonesty:

1. Reference books and periodicals are not to be removed from the library unless specific permission is granted by the librarian.

2. Current circulation procedures should be used in removing any materials from the library.

3. Books and periodicals must not be mutilated in any way.

VI. Procedures to be followed in cases of academic dishonesty:

1. Responsibility for action is primarily that of the instructor or librarian involved. Students who observe acts of dishonesty may report them to the instructor or librarian involved. If no action follows their report, the students may make an additional report to the Academic Grievance Committee as described below.

2. The instructor or librarian involved may take whatever action is considered appropriate for any single violation of academic honesty—from requiring a revised or substitute assignment through issuing a failing grade

for the piece of work, recording a failing grade for the course, or recommending dismissal from the College.

In the event failure in the course results from a violation of academic honesty, or the incident is of such severity as to warrant recommending dismissal from the College, the matter must be reviewed by the Academic Grievance Committee.

A student may request the Grievance Committee to review any punitive grading action.

3. The Academic Grievance Committee is composed of the following categories of membership: Dean of Faculty, Dean of College Life, two faculty members elected by the faculty at large, and two students elected by the Student Government.

4. The Academic Grievance Committee is charged with the overview of the regulations regarding academic honesty as well as the consideration of the individual cases. Meetings shall be held once a semester for review and on demand for individual cases.

Academic Load

A full-time student is one taking 12 or more semester hours in the day or evening program, 10 semester hours in the Lindenwood College for Individualized Education, or 6 or more in a graduate program. A part-time student in any of these programs would be enrolled for fewer than 12, 10, or 6. No more than 6 semester hours may be taken during a summer term. No more than 4 hours may be taken during a special one-month term.

120 semester hours are necessary to complete a bachelor's degree. Missouri students expecting to qualify for Missouri State Grant funds are required by the State to be enrolled in a minimum of 12 hours per semester.

A full-time student in the day program may carry a maximum of 18 hours per semester without additional charge, with the exception of fees noted for some courses.

Hours in excess of 18 during a semester are subject to an overload fee and must be approved by the appropriate academic dean.

Students are expected to register by the official registration days for each semester. Students may late-register or make changes in schedules no later than the first week of a term.

Advanced Standing

Lindenwood College subscribes to the philosophy that the academic placement function of the College includes helping students to identify their stage of educational development and to move on toward their goals at the most efficient rate possible. Advanced standing is the administrative placement of students beyond introductory

courses in a curriculum, allowing credit for work done in other institutions, or giving credit for examinations or other evidence of learning outside the college setting. Students must submit transcripts of previous academic study, results of examinations, or proof of occupational experience to be granted advanced standing.

Advanced standing may be granted to students who fall into any of these categories:

1. Those who have taken CLEP examinations. Lindenwood gives appropriate credit to students of any age who have taken any of the general examinations (except English) with a score in the 50th percentile or above, with the approval of the appropriate department. CLEP examinations are given in many locations in the St. Louis area. Information about the tests can be obtained from the Admissions Office.

2. Those who have USAFI credits. Lindenwood College awards specific course credit for acceptable scores on USAFI college-level examinations as reported on the official "Report of Educational Achievement through the United States Armed Forces Institute." Students must have the official report sent to the Registrar's Office for evaluation.

3. Those who have taken Advanced Placement courses in high schools. Specific college course credits may be given for scores of 3, 4, or 5 on the AP examinations of the College Entrance Examination Board. Students must have the official forms forwarded from Educational Testing Service to the Registrar's Office for evaluation.

4. Those who can qualify for Experiential Learning credit through work experience. A maximum of 27 hours may be given for such experience. Details of such credit may be obtained from the LCIE section of this catalog.

Credit from any of these sources awarded by Lindenwood College may be applied to all appropriate general and specific requirements for any Bachelor's degree.

(See also the section on Transfer Credit.)

Attendance

The faculty has adopted the following statement regarding class attendance:

1. It is desirable that a student attend each meeting of each course.

2. The responsibility for a student's educational program rests with the individual student. Each student must adapt to the attendance requirement for each course.

3. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning

to the student that his/her work is unsatisfactory and may report a final grade of F to the Registrar.

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

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 of 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. A student has seven days into a fall or spring semester and two days in a summer session to make a change in registration to audit a class or to take it for credit. The audit fee is 50% of the regular tuition for a course.

Calendar

Lindenwood College uses different calendars for different programs of the College. The day and evening on-campus programs are on a semester calendar. Fall Semester begins just after Labor Day and ends before Christmas. Spring Semester begins in January and ends in early May. The graduate programs in business administration, both on and off-campus, use a year-round quarter calendar. The Lindenwood College for Individualized Education uses a trimester system.

Special courses are frequently offered, either at the end of the Spring Semester or between Fall and Spring semesters, to provide an unusual opportunity for independent study or intensive on- or off-campus courses.

Change in Registration/Drop and Add

Changes in registration include dropping a course, adding a course, or transferring to a different course section. All students must complete the appropriate forms when making changes in their schedule of classes after registration. Students are responsible for initiating the drop/add procedure so that their records in the Registrar's Office will be complete and accurate.

Classification of Students

Academic progress is calculated in semester hours. To be classified as a sophomore, a student must have successfully completed at least 24 hours; to be classified as a junior, at least 54 hours; to be classified as a senior, at least 84 hours. The classification of a student is changed only at the end of a regular college semester or term.

Correspondence Work

A maximum of 6 semester hours of academic work taken through correspondence may be credited toward a degree. This work may satisfy subject requirements with prior approval by the appropriate department chairperson and the Dean of Faculty.

Course Schedule

Each student's course of study is planned in consultation with a faculty advisor or preceptor. A special period is announced each term or semester when such consultation should occur. The faculty advisor or preceptor should be consulted regularly during the semester or term to review the student's progress. The opportunity for planning an individual program makes the consultation with the faculty advisor essential so that the student may take advantage of the full resources of the College. It is, however, the student's responsibility to be aware of the academic requirements prescribed for his/her degree.

Dean's List

Immediately following the end of the Fall and Spring semesters, the Dean of Faculty announces the names of full-time students who have achieved a grade point average of 3.5 or above.

Delinquent Accounts

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

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

Students with delinquent accounts can expect the following:

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

Directory Information

Lindenwood College designates the following categories of information as "Directory Information": student's name, local and permanent address, telephone number, major field of study, participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and prior educational institutions attended.

Any student who desires that any or all of the above information not be released without his or her prior written consent must so inform the Registrar's Office before the end of the second week of classes of a regular term (by the end of the first week of classes of a summer or short term). The information listed above will become directory information or public information as of the specified time.

Dismissal

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

Double Major

See the section on "Majors."

Enrollment

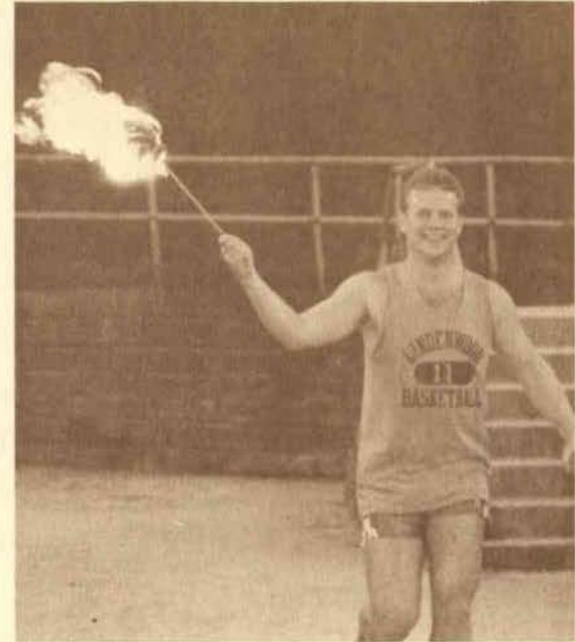
Students are admitted to classes only when they are properly registered and have paid tuition and fees. Full-time students are assessed the announced full-time tuition. Full-time students who register, with the appropriate academic dean's permission, for more than 18 hours are charged an extra fee. Part-time students are assessed tuition and fees on a semester-hour basis. Registration procedures and class schedules are published prior to the beginning of each semester. Schedules of classes can be obtained at the Registrar's Office, 113 Roemer Hall.

Final Examinations

When a final examination is included as part of a course requirement, it will be given during a final examination time schedule published by the Registrar's Office. Only in rare instances involving a clear emergency will the student be allowed to take final examination(s) at an earlier date, and approval must be granted by the Dean of Faculty.

Grading System

Students may earn grades of A, B, C, D, F, W, INC, and Audit. A mark of "A" represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking. The "B" grade is awarded for work of high quality, well above average. The grade of "C" indicates average work and satisfactory completion of course requirements. The "D" grade represents work below the average in quality. Although this grade indicates minimal



Numerous campus activities, such as the annual "Spring Fling," offer students social and recreational outlets.

capability in a subject, credit is given. An "F" grade indicates one's course work has been unsatisfactory. No credit is given. "W" indicates an official withdrawal.

An undergraduate student who has received a D or F in a course may repeat the course. Only the second grade earned will be used in the calculation of the grade point average.

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 academic 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 or quarter; 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 requests will then be sent to the Educational Policies Committee to be considered for approval.

Grade reports are issued to all students at the end of each semester or term. D and F warning notices are sent to the student, his/her advisor, and the appropriate academic dean after the midterm period. Cumulative records are maintained for each student on individual transcripts.

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

Course numbers used at Lindenwood indicate the following:

100-199 An introductory course open to all students without prerequisites.

200-299 A more specialized course normally open to all students.

300-399 Advanced courses normally having prerequisites.

391,2,3 Undergraduate independent study courses.

400-499 Senior level courses, including 400—Field Study (3 hours credit), 450—Internships (6 or more hours credit), and 499—Honors Project (6 hours credit).

500-599 Graduate courses.

Graduation Counseling

While faculty advisors and the Registrar are ready at any time to counsel seniors on requirements for the student's major as well as general degree requirements, it is the responsibility of the student to verify eligibility for graduation with both advisor and Registrar before the term in which the degree is to be completed.

Students who expect to graduate must complete an Application for Graduation by the end of the fourth week of their final semester or term. Applications for graduation may be obtained in the Registrar's Office. Applications received after the deadline may not be honored until the following semester.

A student who lacks no more than 6 semester hours to complete the 120 hours required for a degree may obtain the necessary credits at another accredited institution and return the credits to Lindenwood. Such credits may not count toward the 30 hours required in residence. Completion of course requirements under this arrangement must be completed within two calendar years.

Students who have not completed all necessary requirements for graduation by the graduation day may not participate in the graduation ceremonies.

Grievance Procedure

Students who wish to appeal a final grade should first contact the course instructor. If the matter cannot be resolved at that level, the student may appeal in writing to the appropriate department chairperson, and, if necessary, to the appropriate academic dean. An Academic Grievance Committee may be convened to hear academic grievances concerning grades and other academic matters. Information about these procedures is available in the Dean of Faculty's Office. Notice of intent to file a grievance must be made in writing to the appropriate academic dean within six weeks of the receipt of the grade. Changes under this procedure will only be made during the semester or term immediately following the semester or term in which the disputed grade was given.

High School Course Offerings

Lindenwood College offers some courses for high school students at specific off-campus locations. Students pay the required tuition and fees and receive the appropriate credit upon satisfactory completion of such courses. Additional information is available in the office of the Dean of Faculty.

Honors

In the spring of each year, Lindenwood College holds a general convocation at which special recognition is extended to those students who have served as campus leaders, have achieved departmental honors, have been named to honor societies, or whose academic achievements have been particularly outstanding during the year.

The Lindenwood faculty awards general honors to those students who have completed all degree requirements with academic distinction. Honors are based on the cumulative grade point average. Students whose cumulative grade point averages fall within the following ranges are eligible:

The student who achieves a cumulative grade point average between 3.70 and 3.85 receives the degree *cum laude*.

The student whose cumulative grade point average is between 3.86 and 3.93 receives the degree *magna cum laude*.

The student who achieves a cumulative grade point average of 3.94 or above receives the degree *summa cum laude*.

Seniors with a high record of achievement may elect to do individual work of an advanced quality in their major fields. A course designated 499 may be, upon petition to the Educational Policies Committee, expanded to a two or three term course which may lead to graduation with Departmental Honors. The project may be a research problem or a creative undertaking, such as a composition in music or in art, or an inter-disciplinary project.

To qualify for the Departmental Honors program, the student is expected to have a grade point average of 3.0 or higher. An application in writing must be made to the Chairperson of the Educational Policies Committee. The project must be two or three terms in duration and will carry three semester hours credit each term. A faculty committee is then formed to supervise the project. The project must be completed and a final report submitted by April 1 preceding the student's graduation date.

An oral examination will be given by the Committee covering the material contained in the report. Depending on the quality of the report and the results of the oral examination, the Committee may award the student's work with a grade of Honors, High Honors, or Highest Honors in the department in which the work was undertaken. The award of Honors, High Honors, or Highest Honors will be listed on the Commencement program and made a part of the student's permanent academic record.

Independent Term

Any junior or senior student in good academic standing may select two faculty members and, with their approval and assistance, write a proposal that will define an independent term of study for a semester. This program will be individually designed to meet a particular need or goal of the student. It can involve participation in classes, tutorials, and field work, on or off campus, or any combination of these. The student will be entitled to attend any class on campus during that semester with the instructor's approval.

Approval of an independent term proposal can be granted only by the appropriate academic dean after an examination of the documents and an oral discussion with the student and the sponsoring faculty.

Major/Minors

Every graduate of Lindenwood must complete a major as defined in this catalog under the department and course descriptions. A 2.0 average must be achieved in the major as well as overall. It is possible to complete a double major in two areas. Minors are encouraged, but not required. Descriptions of minors are included in the departmental descriptions.

Prerequisites

A prerequisite is a course requirement or its equivalent that must be met before a student is allowed into a course. Prerequisites may be waived on the basis of proficiency testing and/or the recommendation of an appropriate faculty member or department chairperson.

Courses must be taken in sequence according to prerequisites: courses taken out of sequence must be approved by the appropriate department chairperson.

Readmission

In all cases in which students have attended Lindenwood College but have withdrawn voluntarily or been suspended for academic or other reasons but now desire to return, an application must be made to the Admissions Office. 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 re-admitted under the catalog in effect at the time of readmission. All current requirements must then be met.

Residency

An undergraduate student not previously enrolled at Lindenwood College must complete a minimum of 30 semester hours at Lindenwood, 15 of which must be in the major as approved by the appropriate department. If a student transfers more than 90 hours to the College, the 30-hour requirement is still in effect.

Scholarship Standards

The following standards of scholarship have been established by the faculty of Lindenwood College:

1. To qualify for graduation, and to remain in good standing until that time, an undergraduate student must attain a cumulative grade point average of 2.0 (C) on a 4.0 scale. Failure to maintain this established standard will result in probation, suspension, or dismissal from the College.

2. A student will be placed on probation at the end of any semester in which he/she falls below the 2.0 standard. If at least one-half of the deficiency below 2.0 is not achieved by the end of the following semester, the student may be suspended or dismissed.

3. A student on academic probation may not receive a grade of INC.

4. Students who participate in intercollegiate athletics must maintain a cumulative grade point average of 2.0.

5. A student on probation may not enroll for more than 12 hours during the probationary period.

Second Degrees

A student who has been awarded a Lindenwood undergraduate degree and who subsequently desires a second undergraduate degree must take a minimum of 30 additional hours at Lindenwood for the second degree. More than 30 may be needed to meet the actual degree requirements.

A student who is currently enrolled and who desires two degrees at the end of a single college career must complete all requirements for both degrees and a minimum of 150 semester hours.

A student who has received 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.

Senior Citizen Tuition

Persons 62 years of age or older are assessed tuition at the rate of 50% of the regularly established rate. All other fees remain the same.

Student Responsibility

Registration at Lindenwood College means a commitment to seriousness of purpose, academic integrity, and a high standard of personal and social behavior. Students are expected to be cooperative and responsible members of the college community, to comply willingly with College regulations, and to abide by local, state, and federal laws. Full statements of policy on these matters is contained in the Student Handbook distributed by the College Life Office.

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 requested.

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

A request for a transcript should be made either on a transcript request form or by letter to the Registrar's Office. Include name, date of attendance, and current address.

Transfer Credits from Another College

Students transferring from an accredited college or university of higher education should consult with the Registrar's Office for an assessment of credits. No credit will be given for subjects with a grade lower than "C" or a grade of "Pass." Credit transferred to Lindenwood from a two-year college cannot exceed 66 semester hours of satisfactory course work or the appropriate number of credits required for an associate degree from that college. Credits earned at other institutions will be evaluated after all official documents have been received. If courses contain similar or like content and credit, they will transfer as the equivalents of this institution's courses and credits. If the content is unlike any course offered at Lindenwood but within our programmatic range of studies, elective credit may be granted. If the transfer credit is unrelated to any Lindenwood program, a maximum of 12 hours of unrelated credit may be granted. The appropriate department will determine if and how the evaluated transfer credit may be used to meet program requirements. A student at Lindenwood who plans to take courses at another college or university while pursuing a degree at Lindenwood must first obtain permission for the transfer of these courses to Lindenwood from the appropriate dean of faculty and in consultation with the student's academic advisor.

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 clock-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 Representative, 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 Veteran's Administration must comply with the college's general policies regarding withdrawal, attendance, and satisfactory progress.

Withdrawal Procedure

Students who have been properly registered in courses but desire to withdraw from any or all courses must:

1. Complete a withdrawal form in person through the Registrar's Office. Requests are not accepted by telephone.

2. Secure the instructor's and advisor's signature.

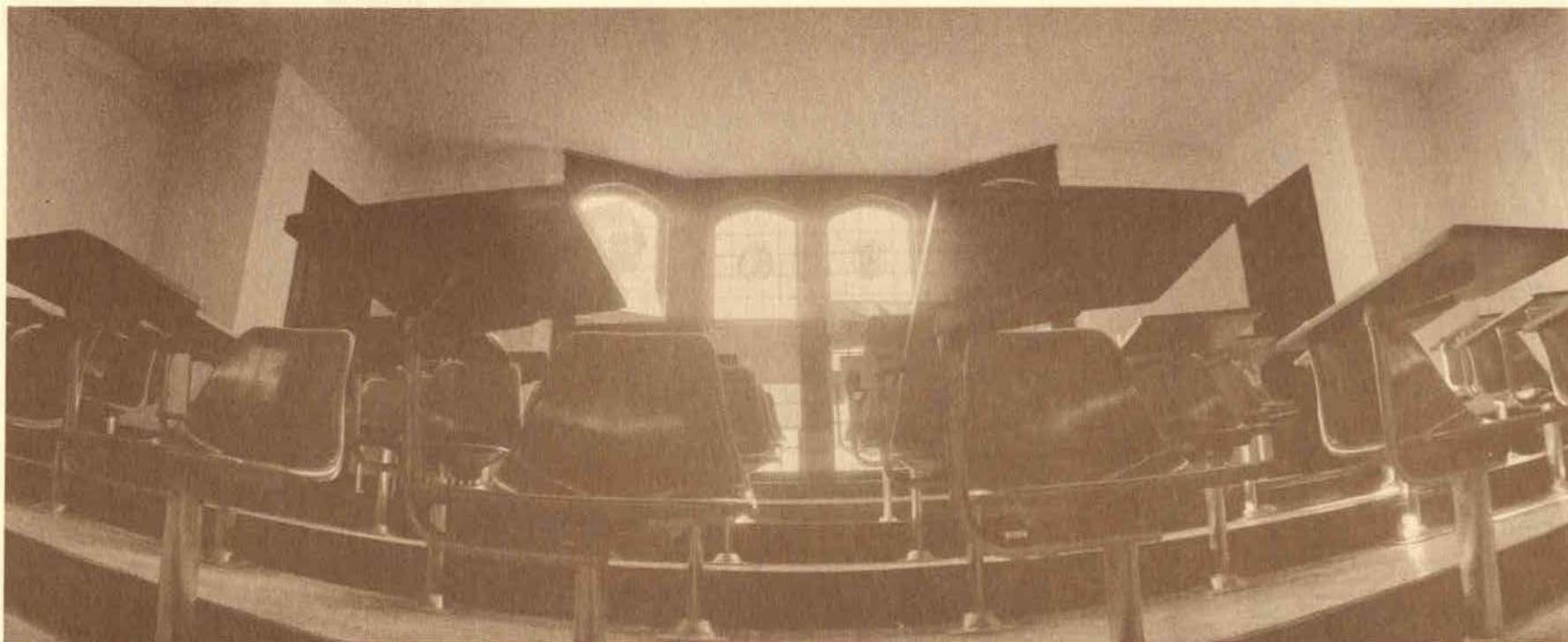
3. Complete an exit interview with a member of the Dean of College Life's office, if withdrawing from all courses.

4. Obtain all necessary signatures.

A student will have four weeks in a regular semester and two weeks in a summer term to withdraw from an individual class or classes with a grade of "W." The official last date to withdraw will be announced by the Registrar each semester.

A withdrawal after the deadline will result in a grade of "F" for the course. Failure to attend classes does not constitute official withdrawal. Such grades recorded on the transcript will count in the grade point average.

When a student withdraws, any refund resulting from a Guaranteed Student Loan will be returned to the original lender and not to the student.



Lindenwood serves nearly 2,000 students in more than 55 associate, undergraduate, and graduate degree courses at its main campus in St. Charles and at off-site centers in downtown St. Louis as well as in Clayton and Westport Plaza in St. Louis County. In addition, the college provides on-site instruction at a number of businesses in both St. Charles and St. Louis counties.

Academic Programs

Major Fields and Divisions

Lindenwood College offers academic majors leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science degrees at the undergraduate level and the Master of Arts and Master of Science degrees in Education, the Master of Business Administration degree, the Master of Science degree in Administration, and the Master of Fine Arts degree in Theatre at the graduate level. Specific degree requirements are listed in the appropriate sections of the catalog which describe the various programs. Major requirements are listed along with the courses of instruction in the sections following the description of degree requirements. In addition to the standard major, a contract degree option is available to enable students to design their own majors.

Humanities

The Division of Humanities offers majors in Art History, Studio Art, English, French, Spanish, Communications, Music, Theatre, and Performing Arts leading to the Bachelor of Arts degree. This degree requires the completion of two years of a foreign language.

A major in Studio Art, Communications, Music, Theatre, and Performing Arts also can lead to the Bachelor of Science degree.

A major in Studio Art can lead to the Bachelor of Fine Arts degree and a major in music can lead to the Bachelor of Music or Bachelor of Music Education degree.

Courses are offered regularly in Philosophy and Religion, but no majors are offered in these areas.

Natural Science and Mathematics

The Division of Natural Science and Mathematics offers majors in Biology, Chemistry, Mathematics, Computer Science, and Medical Technology. These majors may be pursued for either the Bachelor of Arts or the Bachelor of Science degree. Courses are offered regularly in Physics, but no major is available.

Social Science

The Division of Social Science offers majors in Business Administration, Elementary Education, Secondary

Education (with actual major in the subject area), History, Political Science, Psychology, Sociology, and Special Education (L.D. and E.M.R.).

These majors may be pursued for the Bachelor of Arts or the Bachelor of Science degree.

Associate in Science degrees are available in Business Administration, Fashion Marketing, Applied Psychology, and Management Information Systems.

Courses are offered in Economics, Anthropology, and Geography, but no majors are available in these areas.

Interdisciplinary Major

The Division of Social Science also offers an interdisciplinary major in the field of International Studies leading to the Bachelor of Arts degree.

Interdisciplinary Minor

The Division of Social Science offers an interdisciplinary minor in Legal Studies, which may be combined with any major. It is particularly appropriate for those contemplating law school.

BACHELOR'S DEGREE REQUIREMENTS

General Requirements

The general requirements for a bachelor's degree at Lindenwood College are as follows:

1. A minimum of 120 semester hours for graduation, at least 42 of which must be upper-division courses, numbered 300 or above.
2. Six semester hours of English Composition (ENG 101, 102).
3. Human Community (HIS 100).
4. Distributive electives.
5. Twelve semester hours in one foreign language (B.A. degree only).

Distributive Requirements

For the Bachelor of Science, Fine Arts, Music, and Music Education

Humanities: Nine semester hours, of which three must be Humanities 210. The two courses other than Humanities 210 must be in different departments. Courses which meet this requirement are marked with a (H) after their catalog description.

Social Science: Nine semester hours, in addition to History 100. No two of the Social Science courses may be in the same department. Courses which meet this requirement are marked with a (SS) after their catalog description.

Natural Science: Two courses chosen from the following courses:

BIO 101, 102 General Biology I and II

BIO 160 Field Biology

CHM 151, 152 General Chemistry I and II

PHY 151, 152 General Physics I and II

BIO 260 Marine Biology in the Subtropics, when offered, will also fulfill a Natural Science distributive requirement.

Mathematics: Two courses chosen from the following courses:

MTH 101 Concepts of Mathematics

MTH 102 College Algebra

MTH 104 Trigonometry and Elementary Functions

MTH 105 Geometry

MTH 106 Basic Statistics

MTH 171, 172 Calculus I and II

Distributive Requirements for the Bachelor of Arts Degree

Humanities: Six semester hours, of which three must be Humanities 210.

Social Science: Six semester hours, in addition to History 100, one course each from two different departments, other than History 100.

Natural Science: One course from the Natural Science courses listed above under the Bachelor of Science requirements.

Mathematics: One course from the Mathematics courses listed above under the Bachelor of Science requirements.

Foreign Language: Knowledge in depth of one foreign language, to be acquired by completion of four courses in the language. Students for whom English is a second language may use English courses above English 101 and 102 to satisfy this foreign language requirement for the Bachelor of Arts degree.

OTHER DEGREE REQUIREMENTS

Degree in Human Resources Administration

A student concentrating in Psychology may also elect to pursue the Human Resources Administration program. In addition to completing the general requirements listed above, the student with a concentration in Human Resources Administration is required to take SS 310, BA 211 and 212, PSY 100 or 101, PSY 209 or 310, PSY 300, 302, 324, 432, and a minimum of 11 hours of Psychology electives. Business requirements include BA 200, 201, 360, 350, 240, 330, 320, and 332.

The Human Resources Administration program is designed to prepare students for the growing and increasingly complex field of personnel administration. It offers the psychology student vocational preparation within a liberal arts framework.

Associate in Science Degree Requirements

The graduation requirements for the Associate in Science degree in Business Administration, Applied Psychology, Fashion Marketing, and Management Information Systems include a minimum of 66 semester hours. The general requirements for the Associate in Science degree include:

- Six hours of English Composition (ENG 101, 102)
- Humanities 210
- Distributive requirements noted with each degree

Associate in Science Degree in Business Administration

Courses taken as part of the Associate in Science degree may be applied to a bachelor's degree program. The Associate in Science degree requirements are as follows:

1. ENG 101, 102 English Composition I and II
2. HIS 100 Human Community
3. Distributive requirements:
Six semester hours in Humanities, including HUM 210

Two courses in Natural Science and Mathematics, one course from each area given above in the Bachelor of Science degree requirements.

Six semester hours in Social Science, two courses

from different departments, not including History 100.

4. Business Administration:
BA 200, 201, 211, 240, 320, 330, 350, 360
 5. Electives in Business Administration: Nine semester hours
 6. Free electives: Six semester hours
- Total requirements: 66 semester hours.

Associate in Science in Applied Psychology

This degree is designed specifically for persons interested in serving as volunteers, lay counselors, or psychiatric assistants in social service agencies. The program is not intended to qualify individuals as professional counselors, but as support personnel who can render paraprofessional services under the supervision of licensed practitioners or agency directors.

1. General Requirements
English 101, 102 English Composition I and II
History 100 Human Community
2. Distributive Requirements
Humanities: Six semester hours including Humanities 210
Social Sciences: Three semester hours exclusive of psychology
Mathematics 106
One course in Natural Science, chosen from the list given above under Bachelor of Science requirements
3. Psychology
PSY 100, 101, 201, 203, 231, 232.
Six semester hours of PSY 194, spread over two terms.
Three courses chosen from the following: PSY 200, 202, 302, 310, 324, 341.
4. Related Courses:
SOC 102, SS 310
5. Electives:
Three semester hours of electives

Associate in Science Degree in Fashion Marketing

Courses taken as part of the Associate in Science degree may be applied to the bachelor's degree requirements. The Associate in Science degree requirements are as follows:

1. General Requirements
ENG 101, 102 English Composition I and II
HIS 100 Human Community
2. Distributive Requirements
Humanities: HUM 210
Mathematics: One course chosen from the list given above under the Bachelor of Science requirements.
Natural Science: One course chosen from the list

given under the Bachelor of Science requirements.
Social Sciences: PSY 100 or 101, SOC 102

3. Fashion Marketing
BFM 171, 172, 173, 174, 176, 271, 272, 273, plus two electives in Fashion Marketing
4. Related courses
BA 211, 212, 240, 331.
Total requirement: 66 semester hours

Associate in Science Degree in Management Information Systems

All courses taken as part of the Associate in Science degree may be used as part of the Bachelor of Science degree. The requirements for the degree are as follows:

1. General Requirements
ENG 101, 102 English Composition I and II
HIS 100 Human Community
2. Distributive Requirements
Humanities: HUM 210
Mathematics: MTH 106
Social Science: BA 211, 212
3. MIS Requirements
BA 240, 241, CSC 101, 102, MTH 150, BA 340, 341, 441, 442, 443, 444.
4. Business Requirements
BA 200, 201, 330, SS 310.
Total requirements: 66 semester hours

Contract Degree

The Contract Degree Program is designed to serve students whose educational or personal objectives cannot be met through one of the standard Lindenwood programs, but for which the College can provide faculty and other resources. Supervision of the program is provided by a Review Committee comprised of the Dean of Faculty and members of the faculty.

The basic degree requirements for all bachelor's degrees are maintained. These include two courses in English Composition (ENG 101, 102), Human Community (HIS 100), Humanities 210, the appropriate distributive requirements for the degree sought, 120 semester hours for graduation, and standard grading practices.

Policies and Procedures for the Contract Degree

1. Ordinarily, a contract may be formulated no sooner than the end of the Freshman year and no later than the end of the first half of the junior year.
2. A student interested in a Contract Degree will choose an advisor from the faculty who, with the student, will develop a committee of faculty members from disciplines covered by the contract.

3. The student, the faculty advisor, and the faculty committee then will draw up the desired contract and submit it to the Review Committee, which will evaluate the contract and make recommendations concerning its adoption. Each year, prior to registration, the contract student, the advisor, and the faculty committee should meet to evaluate the progress of the contract program.

4. Upon completion of the requirements of the contract, the student's advisor and faculty committee, with the approval of the Review Committee, will indicate satisfactory completion of the contract to the Registrar, who is thereby authorized to recommend awarding the degree at the appropriate time.

5. Dissolution of the contract and arrangements to return to a standard degree program may be initiated at any time by the student or his/her faculty committee for approval by the Review Committee.

6. Formal notice of the dissolution of a contract must be sent to the Registrar by the advisor, who is then responsible for directing the student into a standard degree program.

7. Each contract must contain a statement to the effect that the student recognizes that he/she is being certified for graduation only and that he/she has chosen to shape his/her program within the limits of the resources that can be provided by the College.

Independent Study

For the advanced junior or senior student with specialized educational or research interests, independent study opportunities are available in all disciplines. A student wishing to pursue independent study for academic credit should consult with his/her advisor and the faculty member(s) who will be responsible for supervising the work to be done. A maximum of 12 semester hours of independent study credit may be applied to any bachelor's degree program. Graduate students or freshmen and sophomore students may utilize independent study on a selective basis according to the judgment of faculty advisors in consultation with the Dean of Faculty.

Cooperative Education

Cooperative Education provides the opportunity to obtain academic credit and earned income by applying classroom knowledge to a career-oriented work experience. Cooperative Education is available to students after completion of the freshman year. Students eligible for Cooperative Education must have a 2.0 grade point average and obtain the permission of their faculty sponsor. Maximum credit allowed through Cooperative Educa-

tion is 24 semester hours. Students may participate in alternate or parallel Cooperative Education placements.

Off-Campus Studies/ Field Study and Internship

Field study and internships are available in most areas of study and provide the opportunity to obtain academic credit by applying classroom knowledge to a career or other life-experience situation.

When six or more hours of credit are awarded, the experience is called an internship; less than six hours constitutes a field study.

Some students elect to enroll in field study and internship courses while also enrolled in regular on-campus courses. Other students elect to devote an entire term to an internship experience.

There is no extra charge for enrolling in a field study or internship.

Consortium Programs

Lindenwood College belongs to a consortium of colleges in Greater St. Louis. The consortium includes Fontbonne College, Maryville College, Missouri Baptist College, and Webster University. Lindenwood students may enroll in courses offered at colleges in the consortium and count those hours as part of their Lindenwood degree program. No additional tuition cost is involved.

Lindenwood/Washington University Three-Two Plan Leading to an Engineering Degree

The Three-Two Plan is a program designed to enable Lindenwood students to complete three years of study in the liberal arts and then take a two-year intensive course at Sever Institute of Technology of the School of Engineering and Applied Science at Washington University. At the end of the full course of study, the student will receive a B.A. or B.S. degree from Lindenwood and a B.S. in Engineering from Washington University.

During the three-year liberal arts phase of the program, the student may elect a major in any discipline as long as the following minimum requirements are met for entry into the engineering program:

1. a minimum grade average of B- (courses with grade below C will not transfer)
2. Calculus through differential equations
3. one year of Calculus-based physics
4. one year of chemistry with laboratory

5. one course in computer programming (waived for electrical engineering)

6. at least six courses in humanities and social sciences, with three of those courses being in a single field

7. for entry into chemical engineering, a one-year course in organic chemistry would have to be included.

Lindenwood students should be aware that admission to Sever Institute of Washington University cannot be guaranteed.

Options for the student during the two-year engineering phase include concentrations in (1) Applied Mathematics and Computer Science, (2) Chemical Engineering, (3) Civil Engineering, (4) Electrical Engineering, (5) Mechanical Engineering.

Lindenwood/George Warren Brown School of Social Work Three-Two Plan

Lindenwood College and the George Warren Brown School of Social Work at Washington University have a three-two arrangement by which qualified candidates may complete the baccalaureate degree at Lindenwood and the Master of Social Work degree at George Warren Brown in five years, rather than the normal six years. In order to accomplish this:

1. the student must complete all general education and departmental requirements for the Lindenwood degree in the first three years. Only electives may remain in the program at the time of entering the Master of Social Work program.

2. the student must have an outstanding academic record and must apply for admission to George Warren Brown School of Social Work prior to completion of the junior year.

3. Lindenwood will certify to George Warren Brown that the student has fulfilled all specific degree requirements and that the student will be eligible to graduate from Lindenwood on successful completion of the first year's work at the George Warren Brown School.

4. George Warren Brown will certify the successful completion of that first year's work to Lindenwood, and the student will be eligible to graduate from Lindenwood while continuing to be a student at the School of Social Work for an additional year.

Junior Year Abroad

Lindenwood College requires that all foreign study for which degree credit is given must contribute to the student's academic program. The student has two options:

1. An established program supervised by an American college or university with credits transferred back to Lindenwood.

2. Independent study, either under the direction of a member of the Lindenwood faculty or under foreign instruction recognized by the sponsoring member of the Lindenwood faculty, for which papers, examinations, or other acceptable indications of achievement are submitted to establish credits.

Either option must be approved by the department at Lindenwood that will recommend credit.

To be eligible for a foreign study program, the student must (1) have junior standing, except in unusual cases, (2) have a grade point average of 3.0 or higher, (3) have facility in the spoken language of the country to which he or she is going, (4) satisfy the committee approving the program that he or she has the maturity and self-reliance needed, and (5) have a definite educational objective acceptable to the chairperson of the department that will recommend credit.

Applications for study abroad must be filed with the chairperson of the appropriate department by February 1 of the year preceding the proposed program. Final approval of the program and the credit to be granted after completion of the study rests with the Dean of Faculty who acts on the recommendation of the department chairperson.

All responsibility for travel, finances, application for admission to a foreign institution where applicable, and other necessary arrangements rests with the student.

Washington Semester Program

Lindenwood is one of a limited number of liberal arts colleges invited by American University in Washington, D.C., to take part in its Washington Semester Program, in which students spend a semester in the nation's capital studying and observing the national government in action and meeting with major policy-makers and other persons prominent in national and international affairs.

The appointment is restricted to students in their junior year. Selection is based on demonstrated abilities in scholarship and leadership. Costs of the program are borne by the student.

Students should apply to the Washington Semester advisor in their sophomore year.

Deaconess Hospital College of Nursing

Lindenwood College has an affiliation with Deaconess College of Nursing in St. Louis, whereby Deaconess students are admitted to Lindenwood and take their non-nursing courses with Lindenwood faculty at Deaconess. Lindenwood students who might wish to pursue a career in nursing may apply to Deaconess College of Nursing.

PRE-PROFESSIONAL PREPARATION AT LINDENWOOD

Preparation For The Study Of Law

In advising those students who plan to enter law school, Lindenwood is guided by the Statement of Prelegal Education of the Association of American Law Schools. The Association recommends no specific major or courses but stresses the importance of basic skills and insights considered essential for the successful lawyer. Such skills include the sensitive use of the English language, a critical understanding of human institutions and the values with which the law deals, and the development of the powers of thinking, reasoning, and analysis.

The development of these capacities is not peculiar to any one subject area. Students planning to enter law school may major in any of several different fields, but the development of these fundamental skills should be borne in mind.

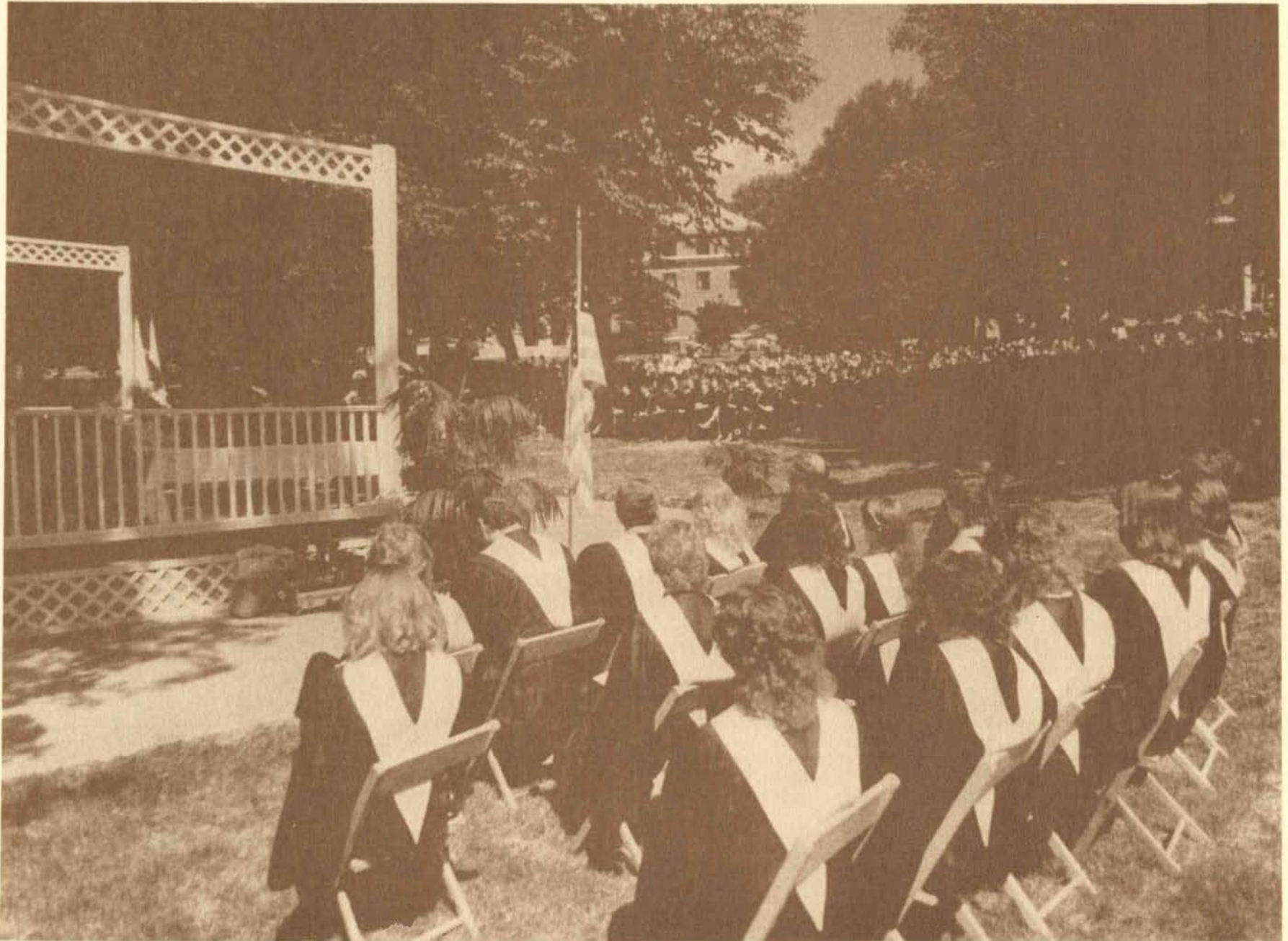
Students indicating an interest in a pre-law curriculum will plan a program with a faculty advisor in the light of individual needs and goals.

Pre-Medical, Dental, Veterinary Medicine, Optometry, Osteopathy

Although a student planning a career in medicine, dentistry, optometry, osteopathy, or veterinary medicine may select a major in the sciences, it is not necessary to do so. A student should select a major in which he or she is sincerely interested. The Pre-Medical advisor will indicate the courses in science and mathematics which are required for entrance into the professional schools.

Most professional schools recommend the following science and mathematics courses: one year of general chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and mathematics through calculus. Some medical schools suggest, in addition, that students complete a course in anatomy, embryology, or genetics.

By working closely with the Pre-Med advisor, the student can be assured of completing the necessary prerequisites for admission to the professional schools. The Pre-Med advisor will assist the student with the application process for admission to a professional school. Obviously, Lindenwood cannot guarantee that any student will be admitted, though Lindenwood students have had good success through the years.



Each spring, hundreds of friends and families of Lindenwood College students converge at the picturesque St. Charles campus to take part in annual commencement. Often held outside beneath the foliage and in front of the steps of historic Sibley Hall, the ceremonies mark the completion of educational achievement for Lindenwood students.

Academic Departments

ANTHROPOLOGY

—See Sociology/Anthropology

ART

The Art Department offers majors in Art History, Studio Art, Art Education, and a Dual Concentration in Fashion Art and Fashion Marketing done in conjunction with the Business Department/Fashion Marketing.

Art History

Faculty: Eckert (Chairperson), Levi, Wehmer

Facilities and Activities

Seminar and lecture rooms for Art History are located in the Fine Arts Building. An extensive collection of slides provides illustrations for art history lectures. Resources for studying historical and contemporary examples of art in the metropolitan area are the St. Louis Art Museum, Steinberg Gallery of Washington University, commercial art galleries, and galleries of other educational institutions. Monthly exhibitions are held in the Harry D. Hendren and Lounge Galleries of the Fine Arts Building.

Career Opportunities

The student with a major in Art History may follow a career in teaching, museum work (curatorship, education, and administration), commercial art gallery management, preservation and conservation work, art journalism and criticism, art consulting, and government agencies relating to the arts.

Requirements for the Major in Art History

The major in Art History is offered within the Bachelor of Arts degree program. Twenty-seven semester hours of art history and nine semester hours in studio art are minimum requirements for the major. Two years of a foreign language are required as part of the Bachelor of Arts degree program.

Requirements for the Minor in Art History

A minor in Art History requires fifteen semester hours of elective credit in Art History, and six semester hours of elective credit in Studio Art.

Courses of Study

In addition to the courses listed below, the student may include independent study, field study, and internships as part of the major program of study.

ART 225 History of Photography (3) A history of the technological and aesthetic developments in photography from 1839 to the present day. Photography will be considered in the context of major movements in the visual arts during the 19th and 20th centuries. (H)

ART 245 Art and Culture of Egypt (3) A study of the art and architecture of the Old, Middle, and New Kingdoms in relationship to Egyptian culture. (H)

ART 254 Nineteenth-Century Art (3) Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in 19th century European and American art. (H)

ART 255 Pre-Columbian Art (3) The study of the arts and artifacts of Indian cultures of the United States Southwest, Mexico, Central, and South America. (H)

ART 257 Greek and Roman Art (3) A study of Aegean, Greek, and Roman Art. (H)

ART 261 Twentieth-Century Art I (3) A study of the "isms" which define the styles of European and American art in the early twentieth century. (H)

ART 262 Twentieth-Century Art II (3) A study of the reaction to and the interaction of the dominant styles of the 20th century from 1930 to the present with particular reference to the role of art in American culture and society. (H)

ART 264 Art and Culture of Japan (3) A study of the arts and literature of Japan in relation to the broad aspects of

the aesthetic traditions which have enriched Japanese culture. (H)

ART 356 Baroque Art (3) A study of the national and international aspects of Baroque and Rococo styles in European art. Prerequisite: Humanities 210 (H)

ART 359 American Art I (3) A study of American art from colonial times to 1820 with emphasis on European influences and the development of indigenous styles. Prerequisite: Humanities 210 (H)

ART 360 American Art II (3) A study of American art from 1820 to 1900. Prerequisite: Humanities 210. (H)

ART 368 Christian Art (3) A study of the arts of the Christian world from 300 to 1300 in relation to the cultures in which they have flourished. Early Christian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic styles are studied. Prerequisite: Humanities 210 (H)

ART 371 History of Drawing and the Graphic Arts (3) A study of the visual concepts, techniques, and processes which have brought about the development of varied aesthetic traditions in drawing and the graphic arts. Prerequisite: Humanities 210. (H)

ART 380 Renaissance Art I (3) The art of Italy and Northern Europe from 1300 to 1450 in relation to late Medieval and Renaissance cultures. Prerequisite: Humanities 210. (H)

ART 382 Renaissance Art II (3) The art of Italy and Northern Europe from 1450 to 1600 with consideration of the emerging High Renaissance and Mannerist styles. Prerequisite: Humanities 210. (H)

Studio Art

Faculty: Eckert (Chairperson), Levi, Wehmer, adjunct faculty

Facilities and Activities

Studios for each of the major areas of art are located in

the Fine Arts Building. Individual lockers are available for the storage of art supplies. The Fine Arts Building also houses lecture and seminar rooms, an auditorium, and the Harry D. Hendren and Lounge Galleries. Students are invited to join the Associates of the Fine Arts, a campus and community organization which promotes a variety of activities related to the arts.

Career Opportunities

Students with a major in Studio Art follow careers in independent creative work, art education, photography, illustration, advertising design, product and industrial design, and a variety of businesses which require the knowledge and skills of the artist or designer. Graduates may also pursue advanced study in a variety of art areas in preparation for specialized vocations within the arts.

Requirements for the Major in Studio Art

The student who wishes to major in Studio Art may elect a program leading to the Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree. The student, in consultation with an advisor, plans a major program which will fulfill the area requirements in art and which will develop an emphasis of study in one or more of the studio areas.

B.A. and B.S. Degrees

The major in Studio Art for these degrees requires a minimum of twenty-seven hours in Studio Art and nine hours in Art History. The specific requirements are these:

Introductory core: Nine semester hours: ART 106, 208, 236

Drawing: Three semester hours

Painting/Printmaking: Three semester hours

Three-dimensional area (Ceramics, Sculpture, Fibers, Dance, Design, Stained Glass): Three semester hours

Studio Art electives: Nine to twenty-four hours in which an area of emphasis should be developed.

Art History: Nine to fifteen hours

B.F.A. Degree

The B.F.A. degree, the professional degree in Studio Art, requires a minimum of fifty-four hours and permits a maximum of sixty-six hours in studio courses. Fifteen hours in Art History are required for the degree.

Introductory core: ART 106, 208, 236

Photography: Three hours at a level appropriate to the student's experience

Drawing core: Nine hours

Painting/Printmaking core: Twelve hours, three in painting, three in printmaking, and six additional hours in either area

Three-dimensional core (Ceramics, Sculpture, Fibers, Dance, Stained Glass, Design): Twelve semester hours
Studio art electives: Nine to twenty-one semester hours
Art History: Fifteen hours

The Studio Art faculty reserves the right to retain a copy of prints done under its instruction. Works of student art in other media may be reserved by the faculty for a period of two years following a student's graduation.

Requirements for the Minor

A minor in Studio Art consists of twenty-one hours including the following courses: ART 106, 208 or 236, 330, three semester hours each in two-dimensional and three-dimensional art, and six hours in Art History.

Requirements for a Minor in Photography

The minor in Photography includes the following courses: ART 181, 208, 381, six hours in courses in advanced photography, three hours in a two-dimensional art, and ART 225 or another course in the history of Art.

Art Education

A program in Art Education is offered for the student preparing to teach art in primary and secondary schools. This program may lead to the B.A., B.S., or B.F.A. degree. The completion of art requirements for the appropriate degree and the fulfillment of required courses in Education, including Student Teaching, leads to certification to teach Art from Kindergarten through grade 12.



Lindenwood stresses hands-on experiences in its course format in addition to a strong emphasis on the value of work experience to enhance the usefulness of a liberal arts education. The college offers distinctive and flexible programs to meet the individual needs of students.

Dual Concentration in Fashion Marketing and Fashion Art

In conjunction with the Fashion Marketing program, the Art Department offers a joint curriculum combining fashion marketing with studio art in which the emphasis is placed on fashion illustration and fashion photography. A complete description of the requirements of the dual concentration may be found in the section on Fashion Marketing.

Courses of Study

In addition to the offerings in Studio Art listed below, the student may include independent study, field study, and an internship as part of the major program of study.

Art Studio courses numbered above 200 may be repeated one or more times. Art Studio courses are not open for auditing.

ART 106 Introduction to Design (3) An introductory course in the theory and practice of applying the fundamental elements and principles of composition to design problems. Lab fee.

ART 181 Beginning Still Photography (3) Study of photographic imagery and processes, including camera techniques and darkroom procedures. Emphasis on the creative use of photography. A 35MM SLR camera is desirable. Lab fee.

ART 200 Introduction to Painting (3) An introductory course to painting in varied media. Problems in composition, rendering of forms, color, and the techniques of painting. The course is directed toward the non-art major who wishes to attain basic skills in painting. Lab fee.

ART 208 Color Theory and Design (3) A study of the properties of color and the optical effects in perception. The application of color theory through design problems using color papers, pigments, and other media.

ART 217 Advertising Art (3) Design problems in layout, typography, and illustration are presented for solutions in relation to the theory and techniques of advertising design. Lab fee.

ART 218 Fashion Illustration (3) The application of varied drawing techniques and materials to the illustration of fashion figures for advertisements, catalogs, and other communications media. Previous course work in figure drawing is strongly recommended. Lab fee.

ART 219 Fashion Photography (3) The application of photographic concepts and techniques to the visual presentation of fashion figures in an appropriate environment. Problems relating to effective lighting, composition, developing, and printing for fashion photography will be explored. Previous work in photography is strongly recommended. Lab fee.

ART 230 Introduction to Drawing (3) An introductory course to drawing in varied media. Problems in rendering objects, perspective, and spatial relationships, and drawing of the figure are presented. Varied media and techniques of drawing are introduced. The course is directed toward the non-art major who wishes to attain basic skills in drawing. Lab fee.

ART 234 Fibers: Structural (3) Form and color will be explored by means of basic fiber techniques such as weaving, knotting, and basketry. The emphasis will be on gaining skill in designing and making low relief and three-dimensional objects with various types of fiber. Products of exploration may be belts, bags, baskets, tapestries, and fiber sculptures. Lab fee.

ART 235 Fibers: Textile Surface Design (3) Surface, color, and design will be explored under such techniques as embroidery, printing, quilting, and dyeing on woven and non-woven surfaces. Emphasis will be placed on gaining basic skills and designing for specific uses such as wearables and window coverings. Lab fee.

ART 236 Three-Dimensional Design (3) An exploration of three-dimensional space and design. Problems in the additive and subtractive processes will be concerned with open and closed space, mass, and volume. Basic fabrication skills are taught. Lab fee.

ART 237 Visual Communication for Business (3) A study of the role of visual design in achieving desired goals in the promotion, marketing, and retailing of products and services. The aesthetics, techniques, and media of design will be considered in relationship to advertising, packaging, display, and the creation of corporate images.

ART 240 Introduction to Ceramics (3) An introductory investigation of clay as a medium for creating functional and sculptural forms. Techniques are taught in wheel throwing, hand building, glazing, and kiln-firing. The student becomes familiar with historical and contemporary ceramics through lectures, exhibits, and visual aids. Studio fee.

ART 300 Painting (3) Painting in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: ART 106, 208, or consent of instructor. Lab fee.

ART 311 Printmaking—Intaglio (3) Printing with metal plates using the techniques of etching and engraving. Prerequisite: ART 330. Lab fee.

ART 313 Printmaking—Relief (3) Basic techniques in woodblock and linoleum block printing in black and white or color on a variety of papers and surfaces. Some experimentation with found-object printing, embossing, and batik also are included. Prerequisite: ART 300. Lab fee.

ART 314 Printmaking—Silk Screen (3) This course concentrates on the technique of silk screen printing as related to commercial art and the fine arts. All of the materials and techniques used in silk screen printing will be explored including photographic silk screen. The aesthetic properties of the silk screen print constitute the focus of the course. Prerequisite: ART 330. Lab fee.

ART 320 Sculpture (3) Sculpture in various media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: ART 236 and 330 or consent of instructor. Lab fee.

ART 330 Drawing (3) Drawing in all media with instruction and criticism appropriate to need and level of the individual student. Lab fee.

ART 333 Stained Glass: Techniques and Tradition (3) A course stressing the techniques of making stained glass pieces: windows, lamp-shades, and decorative articles. The history of colored glass and its application are briefly considered with field trips to studios and public buildings for first-hand study of the techniques and effects. Costs of materials will be the responsibility of the student. Prerequisite: any studio art course.

ART 340 Ceramics (3) Studio experience creating with clay as a three-dimensional medium. Class projects are both functional and sculptural in nature allowing the student to perfect skills in wheel throwing, hand building, and kiln-firing. The student broadens an understanding of ceramics through guest workshops, lectures, field trips, and visual aids. Prerequisites: ART 106 and 236. Studio fee.

ART 381 Intermediate Still Photography (3) Creative experimentation in photography through studio and field assignments. Craft control through fuller understanding of exposure and development is emphasized. An introduction to color printing is included. Prerequisite: ART 181. Lab fee.

ART 385 Topics in Photography (3) Directed individual creativity or research in photography or photographically-derived image making. Prerequisite: ART 381. Lab fee.

BIOLOGY

Faculty: Anderson (Chairperson), Ayyagari, Cady, Grundhauseer, Tietjen

Facilities, Activities, Career Opportunities for Biology Major

Traditional and experimental courses in Botany, Cell Biology, Ecology, and Zoology are offered with emphasis in Molecular and Cellular Biology, Comparative and Organismic Biology, Ecology and Field Biology, Animal Behavior, and Plant Growth and Development (including plant tissue culture). The faculty shares its professional experience with students in traditional classrooms, laboratories, and field settings as well as in non-traditional, individualized independent studies.

Lindenwood has access to a 1,000-acre nature preserve located about 50 miles from the campus in the Cuivre River area. Ecological and systematic studies of terrestrial and fresh water habitats are made possible by this outdoor laboratory and at nearby state-managed properties.

Qualified students compete for entrance into internship programs and independent study opportunities in area hospitals, plant nurseries, local industries, the Missouri Botanical Garden, and with naturalists at state parks. Field studies in career-oriented activities and in outdoor facilities provide students with an opportunity to pursue a wide range of individualized activities. Biology students may choose to combine their interests in the life sciences with other programs within the liberal arts setting. For example, by combining Biology with programs in English, Art, Photography, or Communications, students can learn to communicate science-related events through writing, scientific illustration, or mass media.

Modern laboratories, equipment, greenhouse, and computer facilities are available for instruction and individual research.

B.A. and B.S. degree programs are available. Student research and independent study opportunities are provided to enable the student to study an area of particular interest. Students planning to enter graduate school are encouraged to enroll in the B.A. degree program and should also take two semesters of Physics.

Graduates of the Biology program may choose to teach, to pursue graduate studies in the life sciences, to enter medical, chiropractic, or optometry schools, to work in corporate or medical laboratories, or in field studies for government agencies. In general, training and discipline in scientific thinking prepares a student to compete successfully in many jobs in and out of Biology. For example, many of our graduates are hired as science majors into management positions in business.

Requirements for the Major in Biology

The Biology Department, with support from other campus departments, offers two majors to Lindenwood students. One major is a strong, traditional, modern Biology major with a liberal arts approach designed to meet the needs of individual students through the areas of expertise of a diverse, broadly trained faculty. The second major (described below) is in Medical Technology, a program structured according to the requirements of NAACLS and taught by various Lindenwood departments and hospital affiliates in the St. Louis Metropolitan area.

Biology Major

The requirements for the Biology major are as follows:

1. Minimum Biology Courses

BIO 101 General Biology I

BIO 102 General Biology II

Biology electives including three hours selected from each of the four curriculum areas: The curriculum areas are given in the courses of study.

Total: 42 hours

2. Eight courses from the above requirements must include laboratory or field work.

3. Three courses, totaling 12 hours or more, must be taken from 300-400 level courses. These would satisfy part of the Biology elective requirements.

4. A maximum of 45 hours in Biology may be applied to the 120 hours required for graduation.

5. In addition to the above courses, a further 27 hours of study are required within the Division of Natural Science and Mathematics, but outside the Biology Department, including:



Traditional and experimental courses in botany, cell biology, ecology, and zoology are offered in the Biology Dept.

CHM 361 Organic Chemistry I

CHM 362 Organic Chemistry II

MTH 171 Calculus I

MTH 106 Basic Statistics

MTH 150 Introduction to Computing

or

CSC 101 Computer Science I

or

demonstrated proficiency

Requirements for the Biology Minor

Students majoring in other disciplines may minor in Biology by completing 20-24 hours of Biology course work. Five areas of concentration are possible:

1. Botany
2. Ecology/Environmental Biology
3. General Biology
4. Molecular Biology
5. Zoology

Students considering one of these options should contact a member of the Biology Department to determine a plan of study best suited to the student's needs.

Courses of Study

BIO 100 Principles of Biology (4) The lecture and laboratory in this course examine biological concepts on the organization levels of cells, organisms, and populations, with emphasis on chemistry, energetics, physiology, genetics, evolution, and ecology. Not recommended for Biology majors. Lab fee.

BIO 101, 102 General Biology I, II (4) (4) Integrated courses which explore basic concepts in the life sciences including structures, functions, and adaptations of the human species, animals, and plants. Special emphasis is placed on the unifying principles in Biology, including molecular, cellular, organismic, ecological, and evolutionary aspects. Lab work will be included. BIO 101 is a prerequisite for BIO 102. Lab fee.

BIO 106 Modern Topics in Biology (1) Topics of current interest in biological research to be discussed by both students and faculty. Various areas of Biology will be selected on a rotational basis. Prerequisite: any 100 level Biology course or consent of instructor.

BIO 280 Introduction to Medical Technology (2) A course designed to introduce students to the laboratory procedures and subject matter of the medical technology program. Taught at St. John's Mercy Hospital. Prerequisites: BIO 101, 102. Lab fee.

BIO 390 Seminar Topics in Biology (3) Special topics selected from various areas of biological investigation either of recent or historical origin. Topics differ from year to year. Prerequisites: BIO 101, 102.

BIO 400 Field Study (1-5)

BIO 401 Research Methods in Biology (3) A practical guide to scientific research with emphasis on principles,

techniques, and procedures. Includes the choice and statement of the research problems, experimental design, sampling and analysis techniques, scientific illustration, and methods of reporting on the results of research. Prerequisites: Junior or Senior standing, or 32 hours in Natural Science and Mathematics. Lab fee.

BIO 450 Internship (6 or more)

Curriculum Area I: Molecular and Cellular Biology

BIO 204 Cell Biology (3) Concepts of cellular and subcellular organization and function are examined, stressing the relationships between cell structure and the dynamics of cells. Prerequisites: BIO 101, 102.

BIO 208 Genetics (5) A study of classical and modern genetics, including principles of Mendelian inheritance, mutagenesis, the genetic code, gene interactions, and population genetics. The laboratory will consist of experiments with *Drosophila*, *Neurospora*, *E. coli*, and bacterial viruses as well as some plant material. This course is recommended for Medical Technology students. Prerequisites: BIO 101, 102, or consent of instructor. Lab fee.

BIO 213 Immunology (2) A lecture and laboratory course introducing concepts and technology in immunology. Prerequisites: CHM 151, BIO 204. Lab fee.

BIO 315 Plant Molecular Biology (2) A course for advanced students covering methods for gene manipulation, the organization, structure, and expression of genes in higher plants, and genetic interactions between plants, bacteria, and viruses. Prerequisites: BIO 208, 316, 335. Lab fee.

BIO 316 Biochemistry (5) A lecture and laboratory study of the structure and functions of the various chemical constituents of living matter. Prerequisite: CHM 362 or consent of instructor.

BIO 317 Molecular Biology (4) A course which deals with the fundamental roles of nucleic acids and proteins. The molecular basis of the genetic code and gene expression will be examined with special emphasis on current recombinant DNA and RNA technology. Laboratory experiments will focus on plasmid vector systems and bacterial genes to provide basic experience in molecular cloning. Prerequisites: BIO 208, 316. Lab fee.

Curriculum Area II: Organismic Biology

BIO 221 Nutrition (2) A study of the principles of nutrition and relationships between nutrition and health. Prerequisites: BIO 101 or BIO 227, 228.

BIO 224 Animal Behavior (5) Physiology, ecology, and evolutionary aspects of animal behavior are explored. Special emphasis is placed on innate (genetically programmed) behavior rather than learned behavior. Topics include the evolution and ecology of human behavior. The laboratory is open lab, and students are expected to perform a series of behavioral experiments. Prerequisite: a lower level course in Biology or consent of instructor. Lab fee.

BIO 227 Human Anatomy and Physiology I (4) A study of the structure and function of human organ systems. Emphasis is on the integumentary, skeletal-muscular, nervous, sensory, and circulatory systems. Laboratory exercises include dissection, neuromuscular physiology, and sensory physiology. Lab fee.

BIO 228 Human Anatomy and Physiology II (4) A study of the structure and function of human organ systems. Emphasis is on the respiratory and endocrine systems, energy acquisition and metabolism, homeostasis, renal functioning and reproduction. Laboratory exercises include topics from each of the above units. Lab fee.

BIO 234 Plant Biology (5) Lecture and laboratory course examining concepts in cell biology, energy transformations, genetics, evolution, ecology, anatomy, reproduction and taxonomy characteristics of plants. Lab fee.

BIO 327 Vertebrate Anatomy and Physiology I (5) A study of the structure and function of vertebrate organ systems with special reference to humans. Emphasis is on basic organization and structure, covering support and movement as well as the nervous and sensory systems. Laboratory exercises include dissection, neuromuscular physiology, and sensory physiology. Prerequisite: BIO 102. Lab fee.

BIO 328 Vertebrate Anatomy and Physiology II (5) A study of the structure and function of vertebrate organ systems with special reference to humans. Emphasis is on the endocrine system, energy acquisition and metabolism, body fluid regulation, and reproduction. Laboratory exercises include dissection, metabolism, homeostasis, circulatory function, and reproduction. Prerequisite: BIO 327 or consent of instructor. Lab fee.

BIO 329 Advanced Physiology (3) Physiological principles of normal body function are examined. Special emphasis is placed on pathophysiology and the relationship to homeostatic mechanisms operating at all levels from chemical events to organ system functions. Prerequisites: BIO 227, 228, CHM 140.

BIO 330 Developmental Biology (3) This course will examine the general principles of developmental biology. The course includes concepts about the onset of development, molecular and cellular phenomena of development, cell and tissue interactions, and morphogenesis. Prerequisite: Any 200 level course in Biology. Lab fee.

BIO 334 Plant Growth and Development (5) Studies of growth and development in lower and higher plants are conducted in lecture and laboratory. Topics such as differential growth, apical dominance, tissue differentiation, induction of dormancy, flowering, and senescence are studied. Prerequisite: BIO 234. Lab fee.

BIO 335 Experiments in Plant Tissue Culture (2) A procedural and historical examination of the use of plant cell and tissue culture under controlled laboratory conditions to study differentiation, organogenesis, and clonal proliferation of horticultural and agricultural plants. Prerequisites: BIO 204, 334, CHM 151. Lab fee.

Curriculum Area III: Comparative Biology

BIO 146 Mushrooms and Slime Molds (1) Trips to local woodlands and streams will be combined with laboratory exercises to examine the rich diversity of Missouri saprophytes. Although this course will not specifically emphasize edibles, some attention will be directed towards recognition of interesting, edible, useful, poisonous, and harmful members of these groups. Lab fee.

BIO 245 Identification and Taxonomy of the Local Flora (3) A survey of the flora of St. Charles and surrounding counties with an emphasis on flowering plant taxonomy. Course includes field trips, lecture, and laboratory experience. Lab fee.

BIO 246 Insect Biology (5) A taxonomic survey of the major insect groups and their relatives. In addition, the physiology, behavior and ecology, life histories, and control of those species which are pests of man, his crops, and his animals are studied. Major emphasis is placed on medically important arthropods; collection, preservation, and population sampling techniques are introduced

as well as experiments concerned with parasitism, habitat selection, life histories, and the effects of insecticides. Prerequisites: BIO 101, 102. Lab fee.

BIO 247 Recreational Horticulture (3) A course in selection, propagation, and cultivation of plants. The course is generally conducted in the controlled environment of the Greenhouse. Course includes lecture and laboratory activities. Lab fee.

BIO 249 Field Ornithology (3) An introduction to the science (and pastime) of birdwatching and bird study. Aspects of ecology, reproduction, behavior, flight, navigation, migration, and conservation are presented. Local field trips will emphasize the identification of bird species, their songs, nests, and eggs. One credit may be used as a lab credit toward the major. Lab fee.

BIO 253 Microbiology (5) A course relating the major principles in biology to the microbial world. Primary emphasis is on the bacteria, with consideration of the algae, fungi, protozoa, viruses, and other microorganisms. Prerequisites: BIO 101, 102. Lab fee.

BIO 255 Survey of Plants (5) A lecture and laboratory survey of the plant kingdom emphasizing gross structure, reproduction, and evolutionary relationships of representative forms. Prerequisites: BIO 101, 102. Lab fee.

BIO 258 Parasitology (2) An introductory lecture and laboratory course on members of the animal kingdom living in and on the human body with aspects of medical significance. Includes the study of vectors, reservoirs, hosts, and factors of an ecologic and epidemiologic nature associated with disease transmission and prevention. Prerequisites: BIO 101, 102. Lab fee.

BIO 342 Comparative Physiology (3) Adaptive physiological strategies of animals are compared. Diversity of approaches to oxygen transport, acquisition, and utilization of food, ion and water balance, excretion of waste production, reproduction, and temperature regulation are examined. Prerequisites: BIO 327, 328, CHM 151, 152, or permission of instructor.

BIO 343 Invertebrate Zoology (5) A lecture and laboratory study of invertebrate animal groups with the exception of the insects. Emphasis is placed on the ecology, behavior, physiology, and phylogenetic relationships of the taxa. Prerequisites: BIO 101, 102. Lab fee.

BIO 351 Field Studies in Taxonomy (3-5) Studies on a taxon of student's choice will be conducted on the Cuivre River property. Work will include collection, identification, and preservation techniques. Prerequisites: BIO 101, 102, and one 200-level taxonomy class. Lab fee.

BIO 354 Fungi and Protists (4) Form, behavior, taxonomy, development, and associations of representative forms of the Kingdoms Fungi and Protists will be examined in lecture and laboratory. Prerequisites: BIO 204, 208. Lab fee.

BIO 357 Aquatic Algae of the Region (3) Collection, identification, and classification of local algae with special emphasis on field and laboratory studies. Prerequisites: BIO 204, 234. Lab fee.

Curriculum Area IV: Environmental Biology

BIO 160 Field Biology (3) A course which introduces students to local flora and fauna, emphasizing the interrelationships of organism and niche. Prerequisite: BIO 101. Lab fee.

BIO 260 Marine Biology in the Subtropics (3) A general study of marine plants and animals with emphasis on the ecology of coral reefs. Studies of protected and exposed reefs as well as visits to lagoons and salt ponds are included. Prerequisites: BIO 101, consent of instructor.

BIO 262 Environmental Biology (3) A course designed for analysis of current environmental problems. Basic ecological principles are studied as the background for examining problems as they relate to man in the ecosphere. Prerequisite: BIO 102.

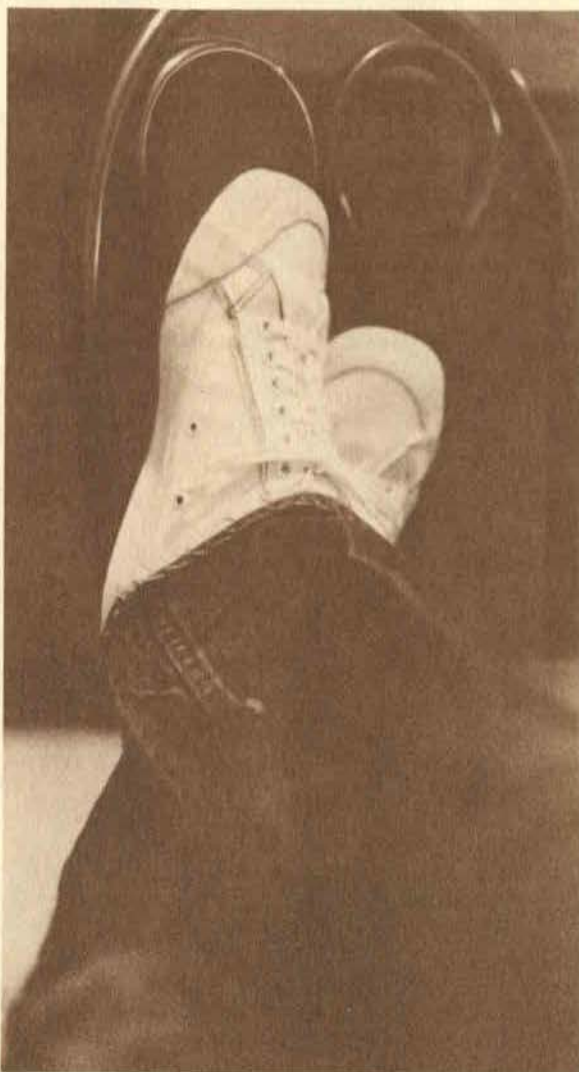
BIO 265 Ecology (5) A study of the interrelationships of animals, plants, and their environments. Field trips are taken to local ponds, marshes, streams, woods, and reserves to observe living communities. Prerequisites: BIO 101, 102. Lab fee.

BIO 364 Evolution (3) A course of readings and discussion of the major evolutionary theories from Lamarck and Darwin to the Modern Synthesis. Current research in evolution will be considered. Prerequisites: BIO 101, 102.

The Medical Technology Major

Facilities and Activities

The Lindenwood Biology Department has good facilities and activities which prepare students for internship competition. Qualified students, although not guaranteed placement, may be assured that they can compete well with students from other programs.



Restful feet, symbolic of the end of the day of testing during "Final Exam Week."

Career Opportunities

Certified Medical Technologists find employment available in hospitals, clinics, private industry, blood banks, and in medical equipment sales.

Requirements for the Major

A degree in Medical Technology qualifies the student to take the registry examination to become a certified Medical Technologist. The requirements for a bachelor's degree in Medical Technology include completion of a three-year liberal arts program and one year of internship training in a NAACLS accredited School of Medical Technology. Entrance into the internship program is competitive.

In addition to the internship year, Medical Technology students are required to take Biology 101 and 102, two terms of Anatomy and Physiology, one term each of Microbiology, Genetics, Immunology, Parasitology, General Chemistry I and II, Organic Chemistry I, Organic Chemistry II and/or Biochemistry, and College Algebra. Other supportive courses are strongly recommended and will be selected in advisement during the student's career. Medical Technology students frequently pursue a double major in Biology in the context of either a B.S. or B.A. liberal arts program.

Courses of Study for the Medical Technology Internship Year

These courses are taken during the fourth year of the Medical Technology degree program and must be taken at an NAACLS accredited program. Variations in credit hours indicated after each entry are due to specific program variations at the internship institutions.

MTC 301 Clinical Chemistry (8-12) Aspects of the clinical biochemistry of body fluid constituents are examined using analytical and theoretical approaches. Techniques learned are manual and instrumental.

MTC 302 Coagulation (1-2) Principles and techniques used in the study of coagulation are examined in lecture and laboratory.

MTC 303 Clinical Education (1-4) Topics such as in-service education and educator techniques in the instructional process are discussed. Objectives, learning activities, and evaluative measures are examined.

MTC 304 Hematology (3-6) Study of normal cellular elements of blood and bone marrow including cell life histories and morphologies; abnormalities in life histories and morphologies are analyzed quantitatively and qualitatively; hemostasis and hemorrhagic disorders also are covered.

MTC 305 Immunoematology (3-5) Blood group systems and immune response are studied with an emphasis on genetics, incidence, serologic reactions, and rate types, as well as blood-bank methodology. Administrative and legal aspects of blood banking are studied.

MTC 306 Immunology-Serology (2-3) Antibody production, antigen-antibody interactions and techniques in serological testing of various disease states are studied.

MTC 307 Clinical Laboratory Management (1) Principles and philosophy of effective management including function, organization, staffing, and direction are investigated.

MTC 308 Clinical Microbiology (7-10) A comprehensive study of micro-organisms and their relationship to disease. The isolation and identification of pathogens, agglutination reactions, and microbial susceptibility testing are included.

MTC 309 Urinalysis (1-3) A study of renal structure and function, the physical and chemical properties of urine, and correlation of these with clinical disease. Gastric and fecal analysis also is included.

MTC 310 Special Topics in Medical Technology (1-3) Principles and techniques in special topics such as nuclear medicine and histology are studied as necessary to the internship year program.

BUSINESS ADMINISTRATION

Faculty: Prell (Chairperson), Hulett, Ezvan, Ammann, Moore

Career Opportunities

The Business Administration programs at Lindenwood College offer the undergraduate student an opportunity to:

1. develop the knowledge of theory and techniques of management to prepare the student for professional careers in business and/or in the management of non-business organizations.

2. gain both a general orientation to business and to develop a field of specialized training. Business majors pursue a general program completing a series of courses defined as the "core." Upon completion of the "core," the student may choose to develop further skills in one of the following areas: (a) accounting, (b) economics, (c) finance, (d) management, (e) marketing, (f) management information systems, (g) fashion marketing. (See the section in the catalog under "Fashion Marketing" to explore this last option.)

3. provide motivation for lifelong study and learning as well as a foundation upon which a student can build higher degrees.

Admission and Transfer into the Business Program

The Bachelor of Science or Bachelor of Arts degree with a major in Business Administration is an upper-division program. Students intending to earn a degree in Business Administration should complete the General Education requirements for the desired degree in their freshman and sophomore years. No business courses should be taken in those first two years except those numbered in the 200 series.

Students who have earned an associate degree in business or other areas at another institution will be required to complete the same requirements for a degree as four-year Lindenwood students. Students attending a two-year college who intend to transfer to Lindenwood should focus their course selections on those courses that are equal to or mostly equivalent to Lindenwood's general requirements. The Business Department recommends the following courses for students electing to attend two-year institutions for later transfer to Lindenwood's bachelor's program in Business Administration:

(a) English Composition 6 hours

(b) Mathematics 6 hours

The mathematics courses should be of the same level as those required for a bachelor's degree at Lindenwood. One of them should be an introduction to statistics.

(c) Natural Science Two courses

Courses should be chosen that will meet the natural science requirement outlined in the degree requirements of this catalog.

(d) Social Sciences 9 hours

Social Science courses should be from three different areas.

(e) Business Courses: Accounting

MIS

Economics

Advisement and Counseling

The Business Department offers advising and counseling to assist students in scheduling their courses to meet program requirements.

Degree Requirements

To obtain a bachelor's degree in Business Administration the student shall:

1. Meet the general education requirements of Lindenwood College. The business student should consider the following recommendations regarding the general education courses chosen:

a. Sociology, History, and Psychology are excellent areas of preparation for business courses in management, marketing, and international business.

b. in the Mathematics area, students should consider Mathematics 106, Basic Statistics, for one course.

c. in general, business students should consider selecting elective hours to build and/or increase their ability to communicate effectively. Courses in effective writing, speech, mass communications will add to preparation for a business career.

d. while students should seriously study the use of elective hours to prepare themselves as professional managers, the NEED and VALUE of courses that enlarge knowledge of the world, the United States, the arts, the humanities, and the sciences, cannot be overestimated.

Core Business Requirements

The required core business courses are these:

1. Accounting

BA 200 Principles of Accounting

BA 201 Accounting Principles and Standards

2. Management Information Systems

BA 240 Introduction to Data Processing

3. Finance

BA 320 Principles of Finance

4. Management

BA 330 Principles of Management

5. Marketing

BA 350 Principles of Marketing

6. Business Law

BA 360 Business Law I

7. Economics

BA 211 Principles of Political Economy (Micro)

BA 212 Principles of Political Economy (Macro)

8. Statistical Procedures

SS 310 Social Science Statistics

9. Management Policy (Senior Course)

BA 430 Management Policy

This list of core courses totals 33 hours required toward graduation.

It is strongly recommended that business students should complete these required core courses as soon as possible after completing the College general education requirements and prior to taking business electives. The only exception is BA 430, a senior course designed to be taken at the end of the undergraduate program.

Additional Business Requirements

A Business Administration major is required to take 12 hours of business electives in advanced business courses (those numbered in the 300s and 400s). Students may use these elective hours to specialize in particular fields. For instance: (1) select accounting courses to specialize in accounting and prepare for the CPA examination, (2) continue in Management Information Systems to specialize in business computer information systems, and (3) prepare for other careers in management, marketing, advertising and business communications.

Additional elective courses are available which can be employed to broaden knowledge in many vital areas.

Those expecting to continue their education in a graduate school should be aware that an overall GPA of 2.5 is considered minimum and 3.0 is generally expected for graduate admission.

All students intending to major or minor in Business programs must be counseled by the Business Administration Department prior to the junior year. Transfer students should consult with the department as soon as admitted to Lindenwood.

Courses of Study

Accounting

BA 200 Principles of Accounting (3) A basic study of the financial aspects of asset resources including their nature, valuation, sources, and uses in operations analyses within the accounting information processing system and cycle, and income and financial position measurements and reporting. Prerequisite: College Algebra or equivalent.

BA 201 Accounting Principles and Standards (3) A basic study of accounting principles applies to corporations and partnerships; financial statement analyses and fund flows; and an introduction to the managerial uses of accounting. Prerequisite: BA 200.

BA 300 Intermediate Financial Accounting Theory and Practice I (3) The development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions. Problems of balance-sheet valuations and their impact upon income statements; effects of judgment and opinion on the "fairness" of statement presentations. Prerequisite: BA 201.

BA 301 Intermediate Financial Accounting Theory and Practice II (3) Continuation of BA 300. Prerequisite: BA 300

BA 400 Auditing (3) Theory and Application of generally accepted auditing standards and procedures used by independent public accountants. Responsibilities and ethics of the CPA as well as practical problems are examined. Prerequisite: BA 301.

BA 401 Principles of Income Taxation (3) Study of the Federal Income Tax laws as they affect individuals, partnerships, corporations, estates, and trusts, in determination of the taxable income for computing the tax liability due. Prerequisite: BA 201.

BA 402 Introduction to Cost Accounting (3) Concepts of cost determination, reporting, and control applied to manufacturing operations. Emphasis is placed on job order and process cost accounting systems. Prerequisite: BA 201.

BA 403 Managerial Accounting (3) Course is designed to provide students not concentrating in accounting with an understanding of utilization of internal accounting data for management planning and decision making. Prerequisite: BA 201.

BA 404 Advanced Accounting (3) Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates, and trusts. Prerequisite: BA 301.

BA 409 Directed Studies in Accounting (1-6) Prerequisite: permission of instructor.

Economics

BA 210 Survey of the Principles of Political Economics (3) A one-semester survey of the major economic issues of the day and an introduction to the principles used in the analyses of these problems. The basic economic problem of how scarce resources should be used to meet human needs will be the central theme of the course. This course serves as an introduction to Political Economy for non-business majors. (SS)

BA 211 Principles of Political Economy—Micro (3) The scope and method of economics. The market economy, demand, supply, and the price system. Market structures, distribution of income, current problems that can be investigated by micro-economic analysis. Prerequisite: sophomore standing. (SS)

BA 212 Principles of Political Economy—Macro (3) National income measurement and determination; consumption, investment, and saving; the cyclical nature of economic activity; role of money and financial institutions; economic growth; international economic relations. Prerequisite: BA 211 and sophomore standing.

BA 311 Managerial Economics (3) This course is designed to demonstrate the broad applicability of economic analysis to provide a framework for private and public decision-making. Topics will include demand estimation, production theory, cost theory, market structure, and government regulation of business. Prerequisites: BA 212, SS 310.

BA 312 Business Conditions Analysis and Forecasting (3) A detailed study of the factors which affect the level of national income and the techniques of forecasting them. The emphasis will be on interpreting changes in the aggregate economy and their impact upon various sectors, industries, and firms. Prerequisites: BA 212, SS 310.

BA 314 American Economic History (3) Economic life and institutions in the United States from colonial days. Economic growth, state and private authority in relation

to economic activity, monetary and banking history, trade and commerce, industrial development, labor problems, transportation, land and agricultural policy. Identical with History 314. Prerequisites: One course in U.S. history and Economics 210 or 212.

BA 315 Multinational Corporations and Economic Development (3) This course will examine the major theories of economic development as they apply to different societies around the world. The role of the multinational corporation in promoting economic development will be assessed. Identical with ANT 317. Prerequisite: BA 210 or 212.

BA 410 Labor Economics and Industrial Relations (3) A study of the labor force employment, wages, hours, and industrial conflict. Unions, collective bargaining, and the labor laws will be given important consideration. Prerequisite: BA 210 or 212.

BA 412 Money and Banking (3) The nature and functions of money and banks. The development of the American banking system, the organization and functions of the Federal Reserve System, and monetary policy and theory. Prerequisite: BA 210 or 212.

BA 413 International Economics (3) An exploration of the economic, financial, political, and cultural framework in which international business is conducted as well as the global strategies of the multinational firm. Prerequisite: BA 210 or 212.

BA 414 Comparative Economic Systems and Development (3) An analysis and evaluation of capitalism, socialism, and communism both historically and functionally with an emphasis on the role of economic development in each form of economic system. An integration of the theory and economic systems and development and a critical examination of current economic development, policies, and programs. Prerequisite: BA 210 or 212.

BA 415 History of Economic Thought (3) An inquiry into the development of economic ideas and the environment of the men connected with them. Prerequisite: BA 210 or 212.

BA 419 Directed Studies in Economics (1-6) Prerequisite: permission of instructor.

Finance

BA 320 Principles of Finance (3) The fundamentals of financial management which includes planning, budgeting, and control; also external sources and methods of capital acquisition. A study of the evolution, functions, and practices of the many financial intermediaries with which the firm must interface. Prerequisites: BA 201, BA 212, SS 310.

BA 321 Financial Management (3) A case study approach to the problems of finance including special topics such as international finance, small business finance, the timing of financial policy, and optimum capital structure. Prerequisite: BA 320.

BA 322 Financial Markets and Institutions (3) A study of the markets and institutions that participate in the finance function of the U.S. and international capital and money markets. The impact of regulation and the unique role of finance in influencing aggregate economic activity will be examined. Prerequisite: BA 200, 210, or 212.

BA 420 Investments (3) Presentations of the investment field in theory and practice. A survey and analysis of particular types of investment securities and vehicles—public stock companies, private stock companies, bonds, various types of securities, real estate, various government and private financial paper. A survey of the bases for investment decisions and the management of investment portfolios. Prerequisite: BA 200, 210 or 212.

BA 421 Problems in Corporate Finance (3) Application of principles of finance to specific cases. Development of analytical ability and fuller comprehension of the nature of financial problems as encountered in business and industry. Prerequisite: BA 320.

BA 429 Directed Studies in Finance (1-6)

Management

BA 330 Principles of Management (3) Development of the understanding of organizations and of the decision-making skills required in management positions. Examination of the various concepts of management and the basic functions of management—planning, organizing, motivating, and controlling. The planning of goals, changes, progression of people, and the managerial value systems will be investigated.

BA 331 Organizational Behavior and Human Resource Management (3) Development of knowledge and skill in the application of behavioral science theories and concepts to organizational processes and problems. Emphasis is on intrapersonal, interpersonal, small group, intergroup, managerial, and whole organizational issues and problems.

BA 332 Management of Personnel Systems (3) Designed to provide basic understanding of the field of industrial relations including personnel management and labor relations. Labor relations deals with those activities impacting on employees as members of a collective bargaining unit as they relate to management goals. Personnel management is concerned with those activities related to individuals and their employment and employers.

BA 430 Management Policy (3) Development and understanding of the top management view of organizations. Understanding the formulation and scope of general policy to direct the activities of the organization. Methods of determining objectives, developing plans to achieve objectives, measurement of results, reappraisal of objectives, and ability to react to evolving situations.

BA 431 Production Management (3) The techniques, methodology, and tools used in assisting production decision-making. Basic concepts in management science and operations research. Optimization problems, transportation problems, inventory production and problems, and linear programming will be discussed. Prerequisites: BA 300 and completion of all-college mathematics requirement, including SS 310.

BA 432 Management and Society (3) Defining the position of business enterprises to the general value of society. Discussion of public policy and the role of managing an enterprise. The responsibility of the public and the government to provide an atmosphere for the operation of business and the responsibility of management of enterprise to provide for the common good; the business enterprise as a good neighbor at the local and national level.

BA 439 Directed Studies in Management (1-6)

Management Information Systems

BA 240 Introduction to Data Processing (3) This course covers the need for data processing, basic design features of computers, historic development of computers, major

components of computer systems, and the impact of computers on business management. The concept of programming and structured design methodology is explained and simple programming techniques in BASIC are presented.

BA 241 Computer Programming Logic (3) A study in methods of problem solving used in designing computer-based application programs, including system flowcharting, application program flowcharting, and structured techniques. Prerequisite: BA 240.

BA 340 Cobol Programming I (3) Computer programming for business applications in structured COBOL. Applications using sequential file techniques are written, compiled, and executed on the computer. Prerequisite: BA 241.

BA 341 Cobol Programming II (3) Advanced computer programming for business applications in structured COBOL. Applications using multiple input files are written, compiled, and executed on the computer. Prerequisite: BA 340.

BA 440 Quantitative Methods (3) Introduction to quantitative approaches to solving management problems. Emphasizes recognition of management problems that can be cast in the form of models. Also covers some commonly used methodologies used in business for estimating the demand for the output of the organization. Prerequisites: MTH 106 and MTH 171 or equivalent.

BA 441 File and Data Base Management (3) This course introduces the concepts and techniques of structuring data on secondary storage devices. File processing techniques, including sorting and retrieval of random and sequential records are presented. The concepts of database organization and design are discussed, and experience with a database management system is provided.

BA 442 Introduction to Information Systems (3) Explores various types of applications that are part of an information system. Emphasizes the interactive nature of the system analysis and design process. Presents the concept of the System Development Life Cycle. Prerequisite: BA 441.

BA 443 Systems Analysis and Design (3) This course focuses on the systems analysis and design process. Through an analysis of cases the phases of Systems Development Life Cycle are discussed in detail. Topics co-

vered include file and data base organization and design, computer system evaluation and selection, and project management. Prerequisites: BA 441, 442.

BA 444 Data Communication Systems and Networks (3) This course familiarizes the student with the concepts and terminology of data communications, network design, and distributed information systems. Prerequisite: BA 341.

BA 445 Information Systems Projects (3) This course is designed to provide the student with experience in analyzing, designing, implementing, and evaluating information systems. Involves definition of a management systems problem in a local firm, analysis of problem, and design of a new or modified system to resolve the problem. Prerequisites: BA 443 and 444.

BA 449 Directed Study in Management Information Systems (1-6)

Marketing

BA 350 Principles of Marketing (3) Defining the marketing function to provide an understanding of the Macro and Micro view of presenting goods and services to the users. The Macro marketing view will encompass an interdisciplinary approach to the analysis of economic functions in which an organization offers its goods and services. The Micro marketing view will analyze the organization's preparation, goals, methods in presenting its goods and services in the market place. Emphasis is on the student gaining a working knowledge of the vocabulary, principles, and theory of marketing.

BA 351 Marketing Information Source and Research (3) An introduction to the various sources of data and information employed in planning and operating a marketing and sales program. Defining markets in terms of potential customers and geographic areas is examined. Consumer behavior and preferences, data collection systems and industrial data are reviewed. Methods of market and marketing research are developed. Prerequisite: BA 350. Recommended: SS 310.

BA 352 Sales Policy and Management (3) An examination of the organization and the sales effort and of functions of salesmen and sales managers (including all echelons from the general marketing managers to the territory salesmen). Problem areas such as sales department organization, recruitment and training, motivation, super-

vision, and goal setting are reviewed. Prerequisite: BA 350.

BA 451 Consumer Behavior (3) An analysis of consumer motivation, buying behavior, market participation, legal constraints, consumerism, etc. A survey of explanatory theories of consumer market behavior and producer reactions and problems. Developing methods of anticipation of consumer needs and wants, and research on consumer issues. Prerequisites: BA 350, 351.

BA 452 Principles of Public Relations (3) A study of the theoretical and practical concepts of the purposes and functions of public relations. Primary emphasis will be placed on evaluation of public opinion, selection of media and message, and the organizational and environmental aspects of public relations. Prerequisite: BA 350 or consent of instructor.

BA 453 Marketing Management and Planning (3) Development of the ability to identify, organize, and manage the marketing function in the organization. Analyze the interfaces of marketing as a function of the organization with the other functional areas of the organization. Identify marketing problems, investigate alternative solutions, and render decisions as a member of the marketing management team. Prerequisites: BA 350, 351, and three additional courses in marketing.

BA 454 Advertising and Promotion Policy (3) The marketing function of communicating with the various publics the organization must address in presenting its goods and services is examined. The strategy, planning, research, and execution of marketing communications are analyzed. The problems of operating in the multifaceted American society are reviewed. Prerequisite: BA 350.

BA 459 Directed Studies in Marketing (1-6)

Business Law

BA 360 Business Law I (3) An introduction to the sources of law and the judicial function, contracts, agency, employment, partnerships, and corporations.

BA 361 Business Law II (3) Federal regulation of business, including insurance, sales, commercial papers, real and personal property, secured transactions, debtors' and creditors' rights. Prerequisite: BA 360.



Fashion marketing students have the opportunity to take a class that meets in one of the major fashion centers, such as New York City.

FASHION MARKETING

Faculty: Moore (Director), Ammann

The Fashion Marketing Program offers students the opportunity to prepare for careers with retail and wholesale organizations in buying, merchandising, fashion coordination, advertising, publicity, sales, or marketing. A key part of the preparation includes an industry work-study internship during the third semester of study, or junior year.

A student may choose one of three ways to complete the Fashion Marketing Program:

1. As a candidate for a two-year Associate in Science Degree;

2. As a candidate for a Bachelor of Science or Bachelor of Arts Degree in Business Administration (Fashion Marketing Concentration);

3. As a candidate for a Bachelor of Science or Bachelor of Arts Degree with a dual concentration in Fashion Marketing and Fashion Art.

Courses taken as a part of the Associate in Science program may be applied to the Bachelor's Degree programs. The faculty advisor will assist in planning a program which will include the required Fashion Marketing curriculum.

Academic Standards: A student must maintain a C average to continue in the program. A student who receives a grade lower than C in any course in the Fashion Marketing core must repeat that course and receive a grade of C or better.

Business Commitment to the Program

The program director maintains active contact with retail and wholesale businesses. Industry experience is recommended for all Fashion Marketing majors. The program director often assists students in obtaining part-time employment in positions relating to their major areas of interest. Although employment is not guaranteed, jobs generally are available in the St. Louis metropolitan retail community. Conditional and probationary students are not eligible for this assistance in part-time job placement by the program director. Often these part-time jobs work into internships. Every effort is made by the program director to mold the internships to the students' specific areas of interest in retailing or fashion.

Executives from the fashion retail community will give special lectures and conduct seminars, which are occasionally mandatory for the students. These include workshops in conveying a professional business image and marketing yourself.

Requirements for the Associate in Science Degree in Fashion Marketing

General: ENG 101, ENG 102, and HIS 100

Distributional: HUM 210, 3 semester credit hours in Natural Science, 3 semester credit hours in Mathematics, SOC 102, and either PSY 100 or PSY 101.

Fashion Marketing: BFM 171, BFM 172, BFM 173, BFM 174, BFM 176, BFM 271, BFM 272, BFM 273, plus 2 electives in Fashion Marketing.

Related Courses: BA 211, BA 212, BA 240, and BA 331
Total Requirements: 66 semester credit hours.

Requirements for the Bachelor of Science Degree in Business Administration with a concentration in Fashion Marketing

All general and distributive requirements as set forth in this catalogue for a total of 39 semester credit hours.

Business and related courses: BA 200, BA 201, BA 240, BA 320, BA 330, BA 331, BA 350, BA 360, BA 211, BA 212, SS 310, SC 123, for a total of 36 semester credit hours.

All Fashion Marketing courses as required for the Associate in Science Degree in Fashion Marketing for a total of 30 semester credit hours

Free Electives for a total of 15 semester credit hours.

Requirements for the Bachelor of Science Degree in Fashion Marketing and Fashion Art

All general and distributive requirements as set forth in this catalogue.

All Fashion Marketing courses as required for the Associate in Science Degree in Fashion Marketing less one Fashion Marketing elective for a total of 27 semester credit hours.

Art Courses: ART 106, ART 181, ART 208, ART 218, ART 219, ART 236, ART 300, ART 330 (6), ART 381, and one elective in Art History for a total of 33 semester credit hours.

Business Courses: BA 240, and BA 331 for a total of 6 semester credit hours.

Free Electives for a total of 15 semester credit hours.

Requirements for a Bachelor of Arts Degree in either Business Administration or Fashion Marketing/Fashion Art include a minimum of 4 courses in one language, one Natural Science, and one Mathematics.

Course Descriptions:

BFM 171 Introduction to Fashion Marketing (3) Studies the types of enterprises, operations and interrelations that are involved in the fashion business. The course focuses on the development and trends of the major sectors of the marketing of fashion.

BFM 172 Consumer Behavior in Fashion (3) Explores consumer behavior and how it relates to the marketing of fashion, covering the application of motivating influences, as well as consumer branding and fashion adoption.

BFM 173 Textiles (3) Identifies the importance of textile products for various end uses. Analyzes the properties

and interrelationships of fibers, yarns, fabric constructions, and processing.

BFM 174 Merchandise Planning and Control (3) Covers the concepts, calculations, and strategies necessary to successful merchandising, including retail method of inventory, operating statements, techniques of planning seasonal purchases, figuring markups, turnover, open-to-buy, markdowns, as well as terms of sale. Prerequisite: BFM 171 or permission of the instructor.

BFM 175 Non-Apparel Fashion Marketing (3) A course to familiarize students with aspects of product knowledge important to the merchandising of non-apparel fashion accessories and home furnishings.

BFM 176 History of Fashion (3) Explores dress in the historical periods from biblical to the third quarter of the twentieth century; the relationship of dress to its era and other art forms; developments leading to the modern fashion industry.

BFM 271 Fashion Merchandising: Principles and Techniques (3) Analyzes the buying function and the differences in buyers' responsibilities in various types of merchandising organizations; studies the methods used by merchandisers of fashion goods in determining what assortments to buy and which resources to select. Prerequisite: BFM 171 and BFM 174.

BFM 272 Survey of Retail Operations (3) Explores the operational functions as related to running of retail firms, including store management, construction, personnel; explores career opportunities in these areas. To be taken the same semester as BFM 273, if possible.

BFM 273 Work/Study Internship (3) An opportunity to apply first-hand the skills that the student has developed in the classroom. The student will be exposed to all phases of merchandising during his/her work/study experience. Internships will be a minimum of six weeks long. Prerequisite: BFM 171, BFM 172, BFM 173, BFM 174.

BFM 274 Survey of National and/or International Markets (3) Students will have an opportunity to enroll in a class which will meet in one of the major fashion centers of the United States. This trip will include visits of manufacturers, retail stores, and buying offices. The trip also will give the student insight into the cultural and social institutions that influence fashion by visiting muse-

ums and attending the theatre. Prerequisite: Sophomore standing or permission of instructor.

BFM 275 Retail Sales Promotion and Advertising (3) Principles and methods of advertising and promoting fashion merchandise. Students analyze advertisements, displays, publicity, and other promotional practices of leading retail and wholesale firms.

BFM 276 Fashion Planning and Coordination (3) Students prepare and present fashion information through clinics, shows, and written communiques. The students learn how to research, analyze, and forecast fashion trends.

BFM 277 Color Theory (3) See ART 208

BFM 278 Fashion Illustration (3) See ART 218

BFM 279 Display Principles and Techniques (3) Introduction to modern display techniques, equipment, and materials. Basics of design and decoration for window and interior displays in department and specialty stores.

BFM 377 Fashion Photography (3) See ART 219

BFM 379 Special Topics in Fashion Marketing (3)



Children at Lindenwood's Campus School learn about computers during a visit to the college's Computer Science Dept.

CHEMISTRY

Faculty: Bornmann (Chairperson), Seif El-Nasr

Career Opportunities

The Chemistry Department prepares students for a chemistry career in industry, government, academic institutions, and medical labs. Chemistry graduates are prepared for graduate studies in chemistry and related fields. Pre-professional programs such as pre-medical, pre-dental, pre-engineering, and pre-optometry are offered. Students interested in a pre-professional program should work closely with their advisor to plan course selections.

Requirements for the Chemistry Major

A major in chemistry requires the completion of at least 34 credit hours including at least one course of organic, inorganic, analytical, and physical chemistry; two courses in mathematics (including MTH 172); and at least one physics course. Students considering the possibility of graduate school should include CHM 472.

Qualified students are urged to compete for Honors Research Participation Programs at Argonne, Brookhaven, and Oak Ridge National Laboratories and at Barnes Hospital during summer terms.

Requirements for the Chemistry Minor

A minor in chemistry can be obtained by the completion of at least five courses from the following list: CHM 151, 152, 341, 342, 361, 362, 471, and 472.

Course of Study

CHM 140 Introductory Chemistry (4) An introductory course which surveys in one term the basic concepts of chemistry. Topics covered include atomic structure, bonding, reactions, solution chemistry, equilibria, and organic compounds. Laboratory work is included. Lab fee. This course does not count toward a chemistry major.

CHM 151 General Chemistry I (4) A systematic treatment of the principles of chemistry. Topics include atomic structure, electronic structure, chemical bonding, classification of the elements, physical behavior of gases, and solution chemistry. Laboratory work is included. Lab fee.

CHM 152 General Chemistry II (4) A continuation of CHM 151. Topics include energy, thermodynamics, kinetics, equilibria, electrochemical reactions, and basic organic chemistry. Laboratory work is included. Lab fee. Prerequisite: CHM 151.

CHM 200 Pharmacology (2) This course deals with the use of drugs in the management of medical disorders and clinical situations, presenting information about modern medications in a manner relevant to the needs of nurses. Course topics include drug standards and legislation, pharmaceutical preparation of drugs, administration of medicines, autonomic, cardio-vascular, central nervous system, and psychotropic drugs, drug abuse, anesthetic agents, respiratory system drugs, histamines/and anti-histamines, fluids-electrolytes and nutrients, diuretics, antimicrobial agents, chemotherapeutics, antiseptics, serums and vaccines, sex hormones, enzymes, and toxicology. No lab. Prerequisites: BIO 227, 228, and CHM 140.

CHM 230 Industrial Chemistry (3) An examination of the principles of chemistry as applied to the manufacture of large quantities of chemicals. Topics will include material balance, heat and energy balance, materials transport, and the roles of a chemist in industry. No lab. Prerequisite: CHM 152.

CHM 341 Inorganic Chemistry (3) The chemistry of non-transitional elements including non-metals and noble gases, emphasizing the periodic character of properties of these elements and the relationship between various physical and structural properties with the type of chemical bonding employed by the various elemental groups. No lab. Prerequisite: CHM 152.

CHM 342 Inorganic Chemistry of Transition Elements (3) The chemistry of transition metals, emphasizing the unusual bonding properties, stereochemistry, and relationship to reactivity. The study includes organometallics, catalysis, and biologically important coordination compounds. No lab. Prerequisite: CHM 152.

CHM 343 Coordination Chemistry (2) A laboratory course covering modern coordination chemistry. The central theme is inorganic coordination chemistry, with emphasis on a variety of common analytical instrumental techniques which are fundamental in the characterization of inorganic compounds. Prerequisites: CHM 152 and consent of the instructor. Lab fee.

CHM 351 Analytical Chemistry (5) The study of different quantitative analytical techniques such as gravimetric, volumetric, and chromatographic methods of analysis. Laboratory work is included. Lab fee. Prerequisite: CHM 152.

COMPUTER SCIENCE

—See Mathematics/Computer Science

ECONOMICS

—See Business Administration

COMMUNICATIONS

Faculty: Wilson (Chairperson), Fields, Hamill, Sakahara, Shiller

The Department of Communications offers majors in Mass Communication and in Corporate and Industrial Communication. A minor in Speech Communication is also offered.

Students who major in Mass Communication may choose a General Mass Communication emphasis or may specialize in either Radio-Television, Journalism, or Public Relations.

The Corporate and Industrial Communication major is designed to prepare students for careers in industry or with companies which incorporate media departments within traditional business. The major reflects an increasingly diverse business environment in which information technology is combined with communications and business skills.

Facilities

KCLC-FM is a stereo facility located on the campus and operated by the Communications Department. It is a hands on, student operated station. KCLC simulates a commercial radio operation and has a listening audience of approximately 60,000. It is the principal radio station in St. Charles County and also serves the greater St. Louis Metropolitan area. KCLC-AM is a carrier current station, heard only on the campus, that serves as a training facility for Communications majors prior to on-air work at KCLC-FM.

CHM 352 Instrumental Analysis (5) The study of instrumental methods of chemical analysis including spectroscopy, electrochemistry, radiochemical and thermal analysis as well as separation techniques. Emphasis is upon principles of the techniques and their applications rather than black box approaches. Laboratory work is included. Lab fee. Prerequisite: CHM 152.

CHM 361 Organic Chemistry I (4) A systematic study of the nomenclature, structures, properties, and reactions of organic compounds with emphasis upon the principles by which chemists predict the properties and reactions of organic compounds. Laboratory work is included. Lab fee. Prerequisite: CHM 152.

CHM 362 Organic Chemistry II (4) A continuation of CHM 361. The principles of chemical behavior are applied to many types of organic compounds, including those of biological significance. Laboratory work is included. Lab fee. Prerequisite: CHM 361.

CHM 363 Biochemistry (4) A study of the structure and function of the various chemical constituents of living matter. Laboratory work is included. Lab fee. Prerequisites: CHM 362 and BIO 104.

CHM 381T Thermodynamics (3) A study of thermodynamics which emphasizes the concepts of equilibria, energy, and entropy and includes the first, second and third laws of thermodynamics with an introduction to the statistical approach to chemical energetics. No lab. Prerequisites: CHM 152 and MTH 172.

CHM 382T Chemical Equilibria (3) A study of chemical systems in equilibrium and the use of equilibrium constants of several types in calculating the extent to which reactions occur. Prerequisites: CHM 152 and consent of the instructor.

CHM 383T Spectroscopy and Molecular Structure (3) An examination of physical and chemical principles involved in the various types of spectroscopy and the use of spectroscopy to determine the structure of molecules. Emphasis is given to nuclear magnetic resonance and infrared absorption spectroscopy, but ultraviolet absorption and mass spectroscopy also are considered. No lab. Prerequisite: CHM 362.

CHM 385T Chemical Dynamics (3) A study of both the empirical and the theoretical treatment of chemical reaction rates and the mechanisms that can be devised from

them, plus specific treatment of gaseous and atomic reactions, reactions in solution, and very rapid reactions. No lab. Prerequisites: CHM 152, MTH 172, and the consent of the instructor.

CHM 471 Physical Chemistry I (4) A theoretical and mathematical study of chemical properties and the methods of predicting physical and chemical changes. The principles of thermodynamics are emphasized. Laboratory work is included. Lab fee. Prerequisites: CHM 361, 352, and PHY 304 (or PHY 152 with MTH 172).

CHM 472 Physical Chemistry II (4) A continuation of CHM 471 with emphasis upon chemical kinetics and quantum chemistry as means of explaining and predicting chemical behavior. Laboratory work is included. Lab fee. Prerequisite: CHM 471.

Note: The letter T following the course number indicates a tutorial course which is usually offered when requested by the student.



The Chemistry Dept. prepares students for a career in industry, government, academic institutions, and medical labs.



The college's community radio station, KCLC-FM, provides unlimited learning experience for broadcast students.

New color television equipment and studios are scheduled for installation in the Fall of 1985.

Communications students also use the photographic darkroom facilities of the Art Department located in Young Hall.

Department Philosophy

Career training in both Mass Communication and Corporate and Industrial Communication demands a strong liberal arts background. Communications study is basically vocational training; the real content of communications is the liberal arts-Social Science, Humanities, Natural Sciences and Mathematics. The complex communications industry of the future demands men and women who combine superior communications skills with a solid educational background. Only they will be capable of assuming key positions within the industry. Above all, this fusion of skills and education will enable them to adapt to the rapidly changing technology of communications. Therefore, majors must work closely with faculty advisors to plan a rich educational program that will serve them well in the years to come.

Career Opportunities

The Mass Communication Major and the Corporate and Industrial Communication Major are intended to provide a solid background in communication, so that the student may enter one of the fields in the communications industry or continue on to graduate-level study. The student is encouraged to enter an internship program during the junior or senior year in order to acquire on-

the-job experience with a professional communications organization.

Some of the specific career opportunities available include: news reporter, disc jockey, staff announcer, continuity writer, TV producer or director, broadcast traffic manager, editor, public relations director, advertising copywriter, photographer, in-house and institutional publisher, free-lance writer, advertising sales representative, television production assistant, broadcast engineer, information specialist, organization communication specialist, media manager.

Mass Communications Major

Degree Requirements:

In addition to the general college requirements, the Mass Communication major must complete the following core courses:

- MC 100 Introduction to Mass Communication (3)
- SC 240 Interviewing (1)
- MC 242 Basic Reporting (3)
- MC 252 Radio Production (3)
- MC 301 Applied Mass Communication: Radio/Television/Public Relations (1)
- ENG 312 Writing for Electronic Media (3)
- MC 344 Broadcast Newswriting (3)
- MC 354 Video Production (3)
- MC 401 Mass Communication Law (3)
- MC 405 Ethics and the Media (3)
- BA 454 Advertising and Promotion Policy (3)
- MC 460 Mass Communication Seminar (2)

Beyond the basic core courses, the student must complete an additional 12 to 15 hours of Mass Communication course work selected from the mass communication course listings.

Students may create a general Mass Communication program or elect to specialize within a communication field. The programs are as follows:

1. Core course work listed above.
2. 12 to 15 hours of Mass Communications electives.

Radio-Television:

1. Core course work listed above.
2. 12 to 15 hours of course work selected from courses listed below:

- MC 300 Mass Communication Workshop (1-3)
- MC 301 Applied Mass Communication (1-3)
- MC 352 Advanced Radio Production (3)
- MC 356 Advanced Video Production (3)
- MC 360 Broadcast Operations (3)
- MC 372 Film and Broadcast Documentary (3)
- MC 450 Mass Communication Internship

Journalism:

1. Core course work listed above.
2. 12-15 hours of course work selected from courses listed below:

- ART 181 Beginning Still Photography (3)
- ENG 211 Writer's Workshop (3)
- MC 300 Mass Communication Workshop (1-3)
- MC 301 Applied Mass Communication (1-3)
- MC 347 Organized Newsletter (3)
- MC 349 Production and Layout (3)
- MC 342 Advanced Reporting and Editing (3)
- ART 381 Intermediate Still Photography (3)
- MC 450 Mass Communications Internship

Public Relations:

1. Core course work listed above.
2. 12-15 hours of course work selected from courses listed below:

- MC 300 Mass Communications Workshop (1-3)
- MC 301 Applied Mass Communication (1-3)
- BA 452 Principles of Public Relations (3)
- MC 347 Organizational Newsletter (3)
- MC 349 Production and Layout (3)
- MC 352 Advanced Reporting and Editing (3)
- ART 181 Beginning Still Photography (3)
- SC 222 Business and Professional Speaking (3)
- SC 326 Persuasion (3)
- BA 441 Information Systems (3)
- BA 350 Principles of Marketing (3)
- MC 450 Mass Communication Internship

Corporate Industrial Communication Major

In addition to the general college requirements, the Corporate and Industrial Communication Major must complete the following core courses:

- MC 100 Introduction to Mass Communication (3)
- BA 200 Accounting (3)
- SC 222 Business and Professional Speaking (3)
- BA 240 Introduction to Data Processing (3)
- MC 242 Basic Reporting (3)
- ENG 312 Writing for Electronic Media (3)
- SC 313 Group Dynamics (3)
- MC 322 Media Presentations (3)
- MC 347 Organizational Newsletter (3)
- SC 420 Organizational Communication (3)
- BA 452 Principles of Public Relations (3)
- BA 454 Advertising and Promotion Policy (3)

Beyond the basic core courses, the student must complete an additional 12 to 15 hours of course work selected from courses listed below:

- SC 240 Interviewing (1)
- MC 252 Radio Production (3)
- SC 326 Persuasion (3)
- BA 331 Organizational Behavior and Human Resource Management (3)
- MC 349 Production and Layout (3)
- BA 350 Principles of Marketing (3)
- MC 354 Video Production (3)
- BA 442 Introduction to Information Systems (3)
- MC 450 Mass Communication Internship (1-6)
- BA 453 Marketing Management and Planning (3)

Corporate and Industrial Communications majors may not take a double major in either Business Administration or Mass Communication, nor minor in Speech Communication.

Mass Communication Courses

MC 100 Introduction to Mass Communication (3) A survey of the mass communication field. A general description of the mass media, their role in society, how they work together, and their effect on society. Emphasis on newspapers, magazines, photography, film, radio, television, public relations, advertising, and industrial communication.

MC 242 Basic Reporting (3) The role of the reporter in communicating public intelligence. Laboratory work in basic news gathering, reporting, and writing techniques. Prerequisites: ENG 102 and MC 100

MC 252 Radio Production (3) An introduction to basic radio station operations. Analysis of programs and audiences in American broadcasting. Directed experiences in organization, writing, production, direction, and performance of basic radio programs. Prerequisite: MC 100 or concurrent registration. Lab fee.

MC 270 History of Film: 1894-1980 (3) Concentrated study of film from the pioneering efforts of Edison, Griffith, and Eisenstein through Charlie Chaplin and Buster Keaton to the recent films of Hitchcock, Bergman, and Fellini. Emphasis is placed on the art and graphic history of film as well as its place in mass media. Lab fee. (H)

MC 300 Mass Communication Workshop (1-3) A focused examination of the specialized skills required in a field of mass communication. Prerequisite: consent of instructor. Lab fees will vary.

MC 301 Applied Mass Communication (1) Staff assignments to campus-related media. Assignments may include: KCLC-FM (radio), cable television, and public relations. Prerequisite: consent of instructor.

MC 322 Media Presentations (3) An in-depth course in producing and presenting non-broadcast multi-media presentations. Emphasis will be placed on audio, video, slide and other forms of electronic communication delivery for business and industry. (This course does not count toward the mass communication major). Prerequisite: SC 222 or permission of the instructor. Lab fee.

MC 342 Advanced Reporting and Editing (3) Gathering information and writing news, background, and interpretive stories. Analysis of legal, social, and moral responsibilities of the reporter. Prerequisite: MC 242.

MC 344 Broadcast Newswriting (3) A laboratory course in the preparation and presentation of newscasts and special news programs. Consideration of reporting, interviewing, documentaries, and special events. Prerequisite: MC 242

MC 347 Organizational Newsletters (3) An examination of formalized communications within business organizations. Study of house organs and external publications. Students will participate in the development and publication of a newsletter. Prerequisite: consent of instructor. Lab fee

MC 348 School Publications (3) A course designed to prepare secondary education instructors for advising school publications. The course focuses upon student newspapers, magazines, and yearbooks. Discussion includes the problems of staffing, developing annual budgets, gathering, writing, editing information and dealing with administrators. (This course is intended for those certified in secondary education. This course does not count toward the mass communication major.) Lab fee.

MC 349 Production and Layout (3) Production editing, design and layout of publications. Emphasis on magazine design and its influence on other publications, such as newspapers, company magazines and newsletters,

brochures, folders, yearbooks, and books. Prerequisite: MC 242. Lab fee.

MC 352 Advanced Radio Production (3) Students carry out advanced assignments in radio production and direction. Preparation, production, and evaluation of various radio programs which may include news, discussion, interviews, music, documentaries, entertainment, commercial and special events. Prerequisite: MC 242 and MC 344. Lab fee.

MC 354 Video Production (3) Theory and practice of video production techniques. An examination of basic program types, equipment operation, staff organization, studio production problems. Prerequisite: MC 252. Lab fee.

MC 356 Advanced Video Production (3) Students carry out advanced creative problems in video production and direction. Preparation, production, and evaluation of various programs which may include news, discussion, educational, interview, entertainment, documentary, commercial, and special event programs. Prerequisites: ENG 312, MC 344 and MC 354. Lab fee.

MC 360 Broadcast Operations. (3) An examination of the structural organization of radio and television stations in the United States. Various divisions and departments of broadcast station operations will be studied. Special attention will be placed on programming, promotion, audience research, and broadcast management techniques. Prerequisites: MC 100, MC 252; Suggested prerequisites: MC 301, MC 354

MC 370 Magazine Writing (3) Writing popular non-fiction articles for magazines with emphasis on targeting and selling articles to publications. Prerequisite: Permission of the instructor.

MC 372 Film and Broadcast Documentaries (3) Historical, political, and social origins of film and television documentaries. Approach will be theoretical and practical with emphasis on contemporary television documentaries. Lab fee

MC 401 Mass Communication Law (3) The study of laws which affect and regulate the mass media. Includes a study of constitutional, statutory, and administrative laws. Prerequisite: Completion of 12 credits in mass communication and senior standing.

MC 405 Ethics and the Media (3) An examination of the mass media as a dynamic institution in our society. Consideration of the historic, economic, cultural, political, technological, and philosophical settings within which the media operate. Prerequisites: Completion of 12 credits in mass communication and senior standing.

MC 460 Mass Communication Seminar (2) An examination of the relationship between mass communication theory and the evolution in the communication industry. Students will develop a major paper as well as explore career opportunities in the field of Mass Communication. Prerequisite: Senior standing and the completion of a minimum of 15 hours of communications courses.

MC 450 Internship in Mass Communication (1-6) Supervised work experience for the advanced student which requires the application of communication principles, skills, and strategies in business or professional communications organizations. Prerequisites: junior or senior standing and consent of departmental internship committee.

Speech

Speech courses are offered within the Department of Communications to serve the needs and interests of students of Lindenwood College. No major is offered. A minor in Speech Communication is offered.

Requirements for the Minor: SC 121, SC 213, SC 222, SC 228, SC 240, SC 322, SC 323, SC 326, SC 420, total of 19 semester hours.

Speech Communication Courses

SC 113 Fundamentals of Speech (3) This course will introduce the diverse areas of speech communication: The nature of human communication, interpersonal communication, public speaking, and small group communication. Emphasis will be placed on the crucial importance of speech as an agent of social control.

SC 121 Voice and Diction (3) Study and application of the principles and techniques of proper diction, vocal support, voice placement, and word usage.

SC 213 Interpersonal Communication (3) An introductory study of the dimensions of speech communication. The course will examine the oral communication process in interpersonal contexts, such as one-to-one relationships and small group interaction.

SC 222 Business and Professional Speaking (3) The principles of public speaking are applied to specific types of oral reports, manuscript preparation and reading, and the techniques of speaking before business and professional groups.

SC 226 Argumentation and Debate (3) The study of the argumentation process and its usage in daily communications, advertising, politics, and speech writing. Debate includes selection and development of material for presentation in the formal debate. Formal debate techniques are examined as well as procedures for organizing and coaching debate teams.

SC 227 Oral Interpretation (3) A study of the history, purpose, and theories of oral interpretation of prose, poetry, and drama. Laboratory work in selecting, cutting, arranging, and presenting oral interpretation projects.

SC 228 Nonverbal Communication (3) An examination of human communication through gesture, physical movement, vocal inflection, physical appearance, space relationships and kinetic analysis.

SC 229 Intercultural Communication (3) This course examines the significant problems that are caused by various cultures assigning different meanings to time, space, values, and social levels of discourse. An understanding of these cultural differences is a prerequisite for cooperation among peoples and nations, now so essential. Emphasis will be placed on improving interpersonal effectiveness.

SC 240 Interviewing (1) Practice in the organization and execution of an interview. Topics includes an examination of the parts of an interview: creating rapport, exchanging information, and closing the interview. Various types of interviews will be discussed.

SC 313 Group Dynamics (3) This course examines the ways one communicates in small group settings. It provides an investigation of theories of group discussion, problem-solving and decision-making techniques, leadership styles, and the functional roles of group members. The purpose of the course is to improve the individual capacity to be an effective group participant. The course consists of lectures, exercises, research, performance evaluation, and analysis. The student will be asked to work within a small group to solve a problem and implement a decision.

SC 322 Advanced Public Speaking (3) This course is designed to strengthen the public speaking skills gained in other courses. The student will present various speeches aimed at sharpening his/her organization and delivery style. Emphasis is given to longer and more diversified speeches: policy statements, keynote address, speech to entertain, emotional arousal, and eulogy. Theories of rhetorical analysis and speech criticism also are discussed. Prerequisite: SC 222 or another Public Speaking course.

SC 323 Advanced Interpersonal Communication (3) Substantive continuation of the topics discussed in Interpersonal Communication. Modern communication theories are traced through current literature and research. Topics include language, communication apprehension, transactional analysis, conflict, and intimate communication. Prerequisite: SC 123

SC 326 Persuasion (3) This course explores the ways in which people try to influence the behavior of others. It is specifically concerned with persuasion through communication: deliberate attempts people make to change the attitudes, beliefs, values, and action of those around us. Theories of persuasion and the Toulmin Method will be discussed. The student will learn to structure persuasive messages and appeals in interpersonal, small group, organizational, and mass media settings. Prerequisite: SC 213 or SC 222

SC 420 Organizational Communication (3) An examination of the dynamic communication process within a business organization. Application of the basic principles of communication within the flow of the organizational structure. Emphasis on detecting communication breakdowns within the organization which lead to inefficient communication and ineffective management technique. Prerequisite: SC 113, 213 or consent of the instructor.

EDUCATION

Faculty: Henderson (Chairperson), Donovan, Denney, Polette.

The Undergraduate Program

Lindenwood College is accredited by the National Council for Accreditation of Teacher Education (NCATE). Successful completion of the Lindenwood College approved teacher education program qualifies the student for the recommendation that a teaching certificate be issued by the Missouri Department of Elementary and Secondary Education.

A student who is planning to teach should seek an Education Department advisor so that all requirements for teacher certification can be properly planned and scheduled.

Admission to the Teacher Education Program is determined by the Council on Teacher Education. The Council, broadly representative of teacher education at the College, considers applications after the student has completed the course Orientation to Education. Grade point averages, test scores, basic skills competency, and other evidence will be considered by the Council in determining admission. An ACT or SAT test is required for consideration.

The college degree or diploma does not serve as a license to teach. Each state issues its own teaching certificates, based on its own requirements. Upon successful completion of the planned degree program, each student applies for certification to teach in Missouri. The student who wishes certification in other states should seek advice from the Certification Specialist in the Education Department concerning requirements in other states.

Students may prepare themselves for elementary, middle school, special education, secondary, or K-12 teacher certification in programs supervised by the Education Department. The student interested in elementary education may pursue the Bachelor of Arts degree with a major in a specific department or may pursue a Bachelor of Science degree with a major in elementary education. The special education student will complete work to be certified in special education, K-12, and elementary education, 1-8. Students interested in teaching their major subject at the secondary level or under the K-12 program (Art, Music, Modern Languages) should plan a major in their subject field, completing the requirements for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music Education, or the Bachelor of Fine Arts degree,

including the specific course requirements for secondary certification.

Those interested in the Middle School or Preschool-Grade 3 certificates will earn an Elementary (1-8) certificate as well. Students interested in special education will note that the program leads to certification in elementary education (grades 1-8) and an area of special education (K-12). The areas of specialization in special education are (1) Learning Disabilities, (2) Behavior Disorders, (3) Mentally Handicapped, and (4) Visually Impaired. Because these programs are demanding, one must carefully plan and sequence the courses in order to graduate in four years. This means working with an advisor in the Education Department as soon as the decision to teach is made.

Evening College Teacher Preparation Program

Through the Evening College, a student may obtain a Bachelor of Science or a Bachelor of Arts degree which includes a program in teacher certification in Missouri.

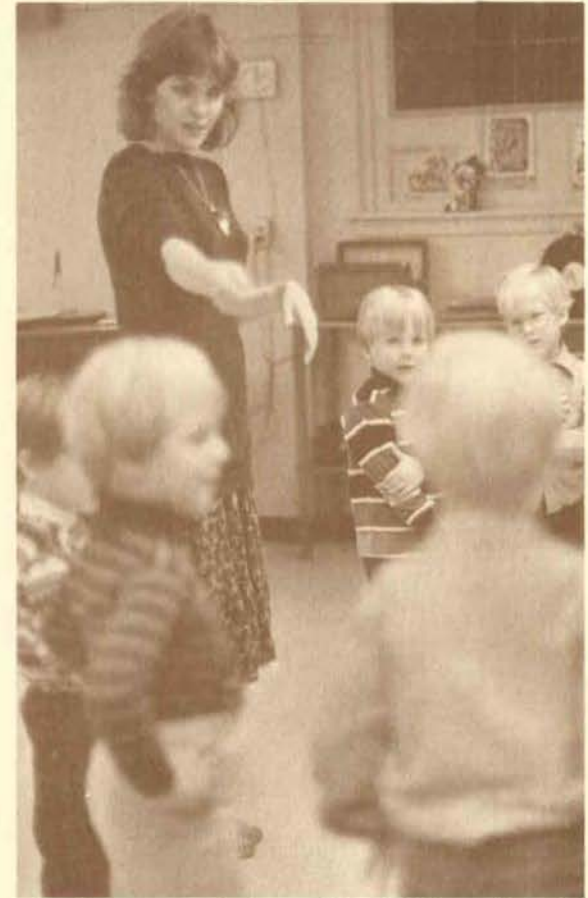
All professional courses, except student teaching, needed for initial certification in the areas mentioned above will be offered in the evening on a rotating basis. This program is specifically designed to meet the needs of the working adult. In particular, it will meet the needs of individuals with previous experience in an educational setting, such as teacher aides, substitute teachers, teachers with temporary certification, and teachers in private schools. Careful planning is required to assure that students are aware of Evening College offerings in the proper sequences.

Special Certification Programs in Library Supervision, K-12

Supplementary to the standard certification areas, course work is available to permit students to obtain credit in required areas (cataloging, selection and acquisition, reference, administration, internship and adolescent or children's literature) and some optional areas (AV materials) to earn K-12 certification in Library Supervision. A minimum of 18 hours is needed. Missouri Certification in Elementary or a secondary standard area of certification is required.

Transfer Students

All transfer students who intend to be candidates for certification must contact the Education Department for appropriate counseling no later than the first week of the term in which they enroll. An Education Department faculty member will be assigned to help students register for the appropriate education courses.



The college operates the Campus School which provides training opportunities for those majoring in education.

Teacher Education Courses

EDU 110 Orientation to Educational Experiences (2) A general introduction to the area of education and schooling. All students planning to teach are required to take this course before or in conjunction with their first education course(s). Classroom observation is required.

EDU 200 History and Philosophy of Education (3) A comprehensive study of the historical structure and philosophy of American education, its roots in the past, its relationship to other present educational systems, and its possible future directions.

EDU 201 Psychology of Adolescence (3) A study of physical, intellectual, emotional, and social development during adolescence. Research studies given special attention include the study of the development of a sense of personal identity, changing roles in family, school, and community, and problems of adjustment, delinquency and drug abuse. A prior course in psychology is desirable. Identical with PSY 201.

EDU 206 Human Development (3) Study of the factors influencing the child's perceptual, motor, intellectual, language, social, and personality development from birth to maturity. Students will have the opportunity to study the behavior of children in Lindenwood's Preschool or in other community programs. Identical with PSY 206.

EDU 209 Practicum: Analysis and Correction of Reading Disabilities (2) Students in elementary education will enroll concurrently in this course and EDU 309. Students will apply the testing and remediation techniques taught in EDU 309 in a school setting, working with a regular classroom teacher and remedial reading teacher, who will be responsible for observing and working with students throughout the semester. An initial diagnostic report, lesson plans, and progress reports will be required for each student tutored. Prerequisite: EDU 305 or 307.

EDU 218 Principles of Early Childhood 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 areas investigated and observed in the preschool setting. Curriculum and materials appropriate for early education will be emphasized, as are planning and executing activities for the preschool child.

EDU 222 Practicum in Classroom Teaching (1) This practicum requires that the student spend at least 30 hours in an elementary or secondary school classroom. Students who have direct work experience in a school setting may have this requirement waived upon submitting the necessary documentation.

EDU 239 Library Administration (3) General administrative procedures used in administration of school library organization, staffing, operations, budget, and physical plant.

EDU 240 Integration of Audio Visual Materials in Instruction (3) For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audiovisual technology.

EDU 242 Cataloging and Classification (3) Simple cataloging problems following standard practices. Classification according to the Dewey Decimal and Library of Congress Classification System.

EDU 243 Reference and Bibliography (3) Study of the books useful in school reference sections: encyclopedias, dictionaries, general reference books, and simple bibliographies.

EDU 244 Selection and Acquisition of Library Materials (3) Principles of selecting books and periodicals for the school library. Use of guides, bibliographies, purchasing methods, sources of supplies, purchasing records.

EDU 246 Children's Literature: History and Development (3) History and development of literature suitable for elementary school and high school students. Evaluation of current materials.

EDU 247 Adolescent Literature (2-3) History and development of literature suitable for the secondary school (junior and senior high). Evaluation of current materials.

EDU 274 Physical Education in Elementary Schools (2) Organizational and instructional aspects of planning a sequential K-8 program of physical education, emphasizing fundamental motor skill development, rhythms, games, and sports.

EDU 299 Developing Learning Packages (2) A course to help teachers develop their ideas and put them into usable form as learning packages. Each participant will develop a learning package to teach a specific skill or concept that can be used by students in an independent study situation.

EDU 300 (4) 301 (5) Strategies and Tactics for Secondary Teaching (9) A study of theories of learning and human development and their influence on current classroom practices. Opportunities are given to practice a variety of teaching techniques. Classroom observations and practice are an integral part of the course. Prerequisites: Junior standing and ED 110 or concurrent registration.

EDU 303 (4) 304 (5) Strategies and Tactics for Elementary Teaching (9) A course designed to provide an integrated view of teaching, learning, and social behavior in the elementary school setting. The study of child psychology and educational psychology contributes to a more comprehensive understanding of learning as a process for developing desirable behavior in children within the school community. Classroom observations are an integral part of the course. Prerequisites: Sophomore standing and EDU 110 or concurrent registration.

EDU 305 Elementary Reading Methods (3) A comprehensive study of the skills required for reading development, such as word attack and perception, vocabulary, and comprehension. A variety of reading methodologies, materials, and evaluation items will be presented and used with readers in the school setting. Prerequisite: EDU 303 or EDU 322 or consent of instructor.

EDU 306 Language Arts (3) A comprehensive study of listening, grammar, speaking, and writing skills as they are integrated into the modern language-reading program. Various methods and appropriate materials are explored. Prerequisite: EDU 303 or consent of the instructor.

EDU 307 Teaching Reading in the Content Areas (3) The course is designed to provide prospective 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. Prerequisite: The student must have completed or be currently enrolled in EDU 300 or 322 or receive consent of instructor.

EDU 308 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. Prerequisites: EDU 218, EDU 303, EDU 322 or consent of instructor.

EDU 309 Analysis and Correction of Reading Disabilities (3) This course is designed to teach students 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. Prerequisite: EDU 305 or EDU 307.

EDU 310 Music in Elementary Schools (2) A general preparation for the teacher in the elementary classroom. A study of the principles, procedures, and objectives of school music. Prerequisite: EDU 303 or EDU 322 or consent of instructor.

EDU 311 Art in Elementary Schools (2) Designed for either the classroom teacher who may be responsible for an art program or for the art teacher in the elementary school. Studio work and lecture on creative expression and techniques. Prerequisite: EDU 303 or EDU 322 or consent of instructor.

EDU 312 Mathematics in Elementary Schools (3) A modern approach to the teaching of mathematics is offered for the student preparing to teach in elementary schools. Prerequisites: Fulfillment of college Math requirements, EDU 303 or EDU 322 or consent of instructor.

EDU 313 Social Studies Methods (3) This course includes the theoretical and practical aspects of the elementary social studies curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Prerequisite: EDU 303 or EDU 322 or consent of instructor.

EDU 314 Utilizing Parent and Community Resources (3) An exploration of the resources of the community and methods of incorporating them into the pre-school 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. Prerequisite: EDU 218 or consent of instructor.

EDU 316 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 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. Prerequisite: Junior standing.

EDU 318 Educational Psychology (3) A study of learning theories and their application to classroom learning. Emphasis is placed on knowledge of testing instruments, procedures, and interpretation, techniques for evaluating student progress, and diagnosing and prescribing for individual need. Prerequisite: Prior Psychology course or consent of instructor.

EDU 319 Elementary Science Methods (3) A course designed to explore various methods, materials, strategies, and processes used in elementary science programs. Students will be expected to develop and teach several science lessons in school settings. Prerequisite: EDU 303, EDU 322 or consent of the instructor.

EDU 322 Classroom Teaching and Management (3) Techniques and procedures applicable to effective teaching, planning for instruction, practicing specific micro-teaching skills, techniques of classroom management and discipline. Prerequisite: EDU 206 or consent of instructor.

EDU 323 Methods of Teaching Elementary School Music (3) A study of the various approaches to music education in the elementary schools. For music education majors. Prerequisite: EDU 300 or EDU 322 or consent of instructor.

EDU 325 Perceptual Motor Development (3) This course examines the complex relationship between sensory perception and the development of gross and fine motor skills. The student will analyze and evaluate the 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. Prerequisite: EDU 303, EDU 218 or its equivalent.

EDU 330-338 Methods of Teaching a Major Subject (4, 2 general/2 specific) Problems of teaching the major subject in secondary schools. New materials and methods are examined, implemented, and evaluated. Prerequisite: at least one semester of Secondary Strategies or its

equivalent. This course is offered in the second term of each academic year. Subjects available are

330 Science	335 Social Studies
311 Mathematics	336 Business Education
332 Modern Languages	337 Speech & Theater
333 Art	338 Music
334 English	

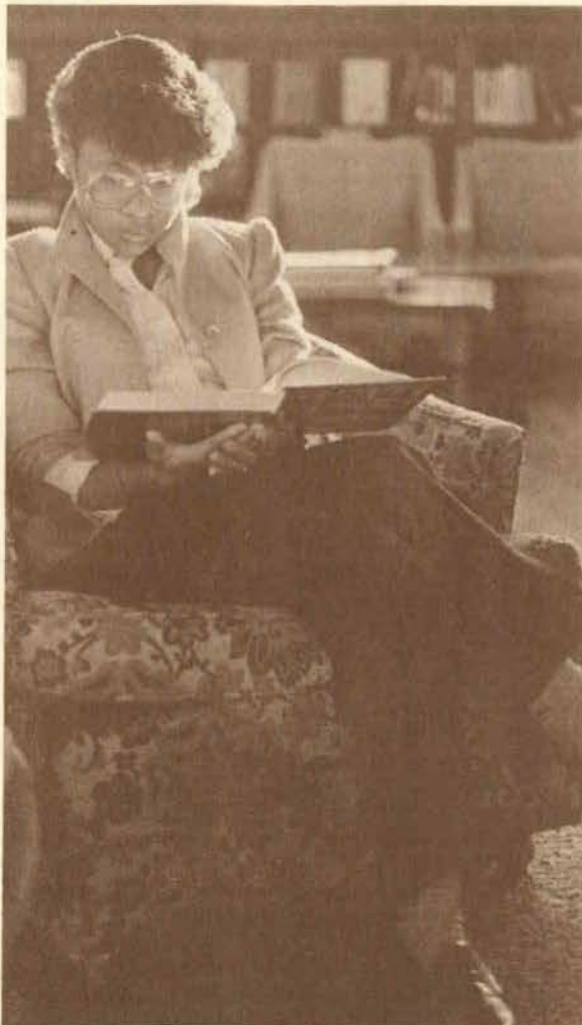
EDU 339 Reading Methods For Early Childhood Education (2-3) An advanced course in reading methods with an emphasis on early childhood education. The course will emphasize the language experience approach, individualized instruction, divergent and elaborative thinking, and integrating reading into the entire curriculum. Activities will include a review of theory and practice, the development of a curriculum plan for reading in early childhood education, and follow-up activities for testing model lessons in a classroom situation. Prerequisite: EDU 305.

EDU 341 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 these 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. Prerequisite: EDU 300 or EDU 303, or consent of instructor.

EDU 345 Health, Nutrition, & Safety of the Young Child (3) This course focuses upon personal hygiene, eating habits, nutritional requirements, physical fitness, safety precautions, first aid techniques, and emergency procedures. Prerequisite: EDU 303 or its equivalent.

EDU 351 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. Prerequisite: EDU 303, EDU 218 or its equivalent.

EDU 359 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 heritage and attitudes.



Butler Library has comfortable sofas and a wood-burning fireplace, offering an inviting place to study or relax.

EDU 380 Pre-Student Teaching Practicum (1-3) This course is designed to offer the education student experience in elementary and secondary schools or other educational environments. Evaluations will be made by the college consultant and the cooperating teacher. Prerequisite: EDU 300 or EDU 303 or consent of instructor.

EDU 384 Creating Curriculum and Materials for Early Childhood Programs (3) 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. Prerequisite: EDU 300, EDU 218, or consent of instructor.

EDU 389 The Junior High/Middle School (3) In this course the student will study the learner involved in the junior high/middle school, the curriculum, various scheduling practices, and selected building designs planned for this age group. Prerequisite: EDU 300 or EDU 303 or consent of instructor.

EDU 410/411 Student Teaching (8-10) A course consisting of observation, individual conferences, supervised teaching in an elementary and/or secondary school, and a weekly student-teaching seminar. This practicum is designed to be the culminating experience in one's teacher preparation program; thus students should have completed all or most of the courses necessary for the degree and certification prior to this course. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Course registration must be approved by the Council on Teacher Education. The student teacher's total academic load is limited to one course in addition to student teaching. Students seeking K-12 certification must teach at both the elementary and secondary levels. Special education students will teach in a regular classroom and a special education classroom. Students must also participate in a September Experience prior to the official start of the student-teaching semester. A student-teaching fee is required. Please see the Undergraduate Guide for further detail. (Student Teaching Fee)

Special Education

SED 203 Abnormal Psychology (3) A survey of the major classes of behavior disorders. Emphasis is given to under-

standing symptoms, the complex interaction of factors related to disordered behavior, and various approaches to correction of behavior problems. Identical with PSY 203.

SED 302 Behavior Modification (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. Prerequisite: PSY 100 or consent of instructor. Identical with PSY 302.

SED 324 Psychological Testing (4) A study of theory of mental measurement and the principles of reliability, validity, and standardization as they are applied to the construction, interpretation, and use of educational and psychological tests. Tests of achievement, aptitude, intelligence, interest, and personality will be studied also as illustrations of the problems of measurement and the variety of solutions to those problems. Ethics of test use will be given special consideration. Each student will complete a term project in constructing, validating, and norming a test. Prerequisites: two prior courses in psychology. Identical with PSY 324.

SED 325 Psychological Testing (4) The same course as PSY 324; however, the term project will involve learning to administer, score, and interpret one of the most frequently used tests of individual abilities—WISC or Stanford Binet. Prerequisite: prior course in psychology.

SED 328 Methods of Teaching Children with Learning Disabilities. (3) 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. Prerequisites: EDU 341 and SED 335.

SED 329 Methods of Teaching Mentally Retarded Children (3) 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. Prerequisites: EDU 341, SED/PSY 302.

SED 331 Methods of Teaching Behaviorally Disordered Children (3) Methods and materials needed in teaching the behaviorally disordered learner will be studied. Both

commercial and teacher-developed materials are examined. Practicum work is an expected part of this course. Prerequisites: EDU 341, SED/PSY 302.

SED 333 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. Prerequisite: EDU 341.

SED 335 Principles of EMR/LD (3) In this course the student will examine the theories, classification systems, assessment techniques, and remediation programs related to the education of the Educable Mentally Retarded and the Learning Disabled. The course also enables students to consider the commonalities and differences in principles in these two fields of special education. Prerequisite: EDU 341.

SED 336 Perception: Development and Learning (3) A study of the nature and development of sensory and perceptual processes most closely related to vision and audition. Both research reviews and field experience will be used to consider the changes in understanding complex stimuli which occur with maturity and experience. Specific consideration will be given to the causes and effects of abnormal perceptual development. Each student will work individually with a child experiencing perceptual dysfunction. Identical with PSY 336. Prerequisite: EDU 341.

SED 337 Special Education Counseling (3) A course which attempts to combine the traditional psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families, and their teachers. Prerequisites: EDU 341, one additional Special Education course, and SED/PSY 203.

SED 352 Braille—Reading and Writing (2) Transcribing and sight reading standard English braille. An introduction to braille mathematical notation and other formats.

SED 353 Anatomy and Physiology of the Eye (2) The structure, function, and possible pathologies of the eye. Social, vocational, and educational implications of visual problems. Skills in communicating with medical and rehabilitation specialists regarding implications of individual visual problems.

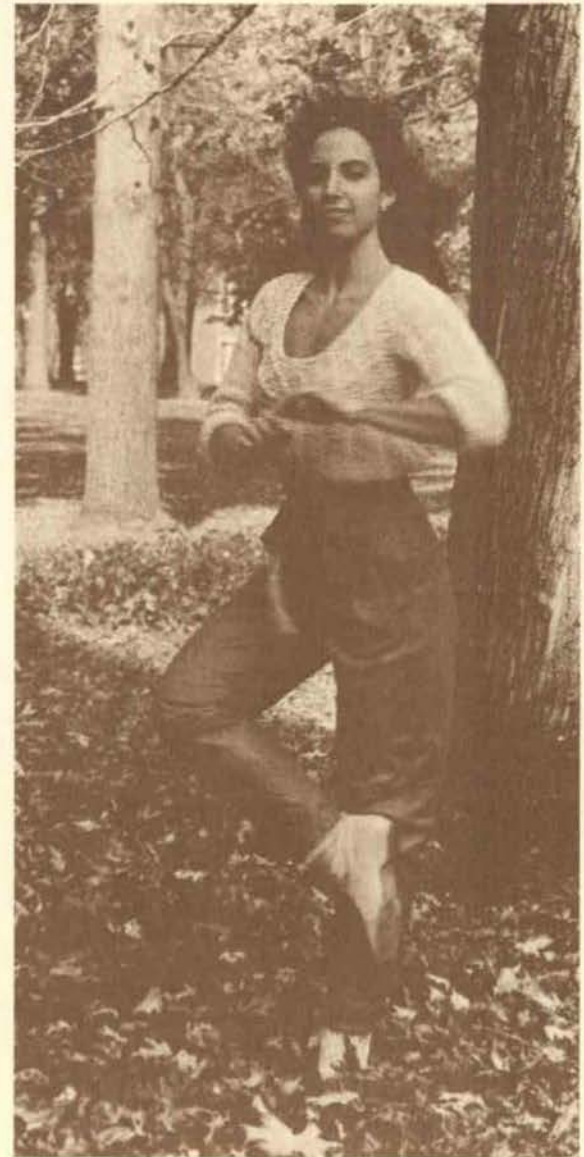
SED 354 Orientation and Mobility for Visually Impaired Children (2) This course is designed to provide practical information to those persons involved in the growth and development of visually handicapped individuals. Emphasis on (1) the historical development of formalized orientation and mobility, (2) physical and mental factors of orientation and mobility, and (3) practical experience learning basic pre-cane skills (i.e., sighted guide, self-protection, and familiarization).

SED 355 Methods and Materials for Teaching the Visually Impaired. (2) Introduction to the literature, history, principles, programs, practices, and problems in the field. Administrative, curricular, and methodological adaptations for various educational programs. The education of children with visual impairments and other accompanying disabilities is studied.

SED 356 Conservation and Use of Limited Vision (2) This course covers the principles of visual perception development, implications of visual field losses, introduction to optics, optical and non-optical low visual aids, low vision simulation experience and activities. Prerequisites: SED 355 or consent of instructor.

SED 357 Remediation in Elementary Math (3) Foci 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 structures; (3) the teacher's sensitivity and willingness to adapt instruction to experiential needs of students. Prerequisites: fulfillment of college math requirements, EDU 303 or EDU 322, and EDU 312.

SED 358 Advanced Braille: Methods and Materials for Teaching Braille (2) A review of the research related to braille, including exploration of current methods and materials for braille instruction and testing at various age levels, and design of teacher-made materials. A Practicum with blind students is included. All braille skills will be reviewed. Prerequisite: SED 352.



Concentration areas in music, dance, and theatre are available to students majoring in performing arts.

ENGLISH

Faculty: Canale (Chairperson), Feely, Fields, Sakahara, Schwab, Zumbrunnen

English Department courses are an integral part of the liberal arts curriculum—the core of all undergraduate degrees at Lindenwood. The objectives are to increase students' understanding of themselves, to develop their communications skills, to expand their cultural awareness, and to provide the subject matter base for a variety of career choices. As part of the liberal arts program, such studies are important to a student's ability to adapt to a constantly changing world.

Career Opportunities

An English major gives students the critical communication and cultural knowledge basic to success in all professions—a sound preparation for the "information society." English is the basic study for professional writers of all kinds, including technical writers and magazine writers. It provides the knowledge for entry into industrial writing, the publishing industry, public relations, advertising, and journalism. Combined with a professional major in Business, Communication, Computer Science, or Psychology, English is the ideal minor or double major for those who seek management positions in business, the health industry, or the new communication industries, all of which demand superior reading, writing, and thinking skills. Combined with an Education major, an emphasis in English prepares students for teacher certification in the public schools. It is a potential background for law, research, library science, and the ministry.

Activities

Student activities include the Griffin Society, an organization open to all students who are interested in literature and creative expression. The Griffin magazine is a publication of the Griffin Society and provides opportunities for students to gain practical experience in editing and publishing in addition to opportunities to publish their own work. Visiting writers, readings of student work, and field trips are also part of the activity of the Griffin Society and the English Department.

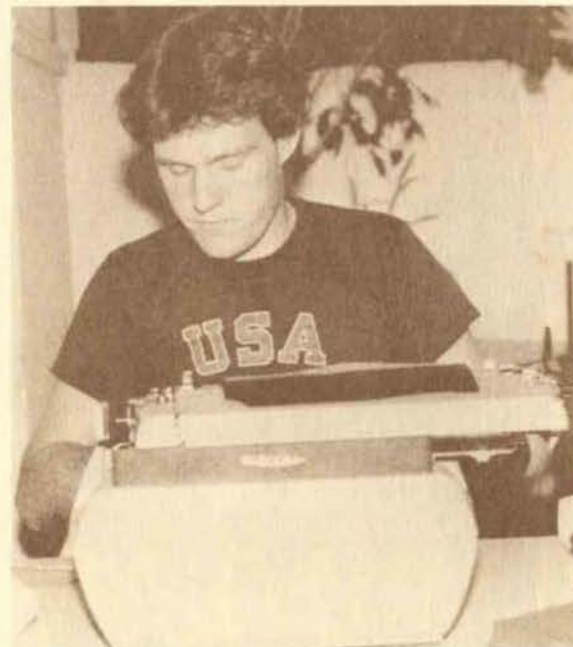
The Spahmer Award for creative writing is presented each spring to the student or students whose work in poetry, fiction, drama, or the essay is judged the best for that year. The contest is open to all full-time students

above the freshman class level. Richard C. Spahmer, formerly dramatic critic for the St. Louis Globe-Democrat established the fund for this award by bequest in 1946.

The English Department Colloquies are informal get-togethers with faculty and students from departments throughout the college. Speakers from different fields offer brief presentations on related topics. These are followed by discussion. The meetings occur through the school year and are designed to encourage an open exchange of ideas.

Requirements for the Major

Thirty to 36 semester hours in English exclusive of ENG 101 and 102 are required for a major in English. For students who wish to include English in a double major, the minimum semester hour requirement may be lowered to 24. Semester hours beyond the maximum of 36 are accepted if the student takes more than the 120 hours required for graduation. To assure a strong foundation in the English language and literature and in the critical approaches to literature, the following courses, or their equivalents, must be included in the selections for the major: ENG 204 (History of the English Language), ENG 205 and 206 (English Literature to 1660 and from



Communications students taking reporting courses have the opportunity to write for the student newspaper.

1660 to 1900), ENG 333 or 334 (Shakespeare to 1600 or from 1600 to 1642), and ENG 354 (Criticism). Beyond these requirements, courses should be selected in accordance with the student's individual objectives. Faculty advisors will assist in directing the student's program. The English Department offers only a Bachelor of Arts degree.

Requirements for Designated Minors

The English Department has prepared English minors which may be used to strengthen undergraduate majors in various fields. An English minor broadens students' cultural awareness and improves analytical and communication skills, enhancing opportunities for acceptance into the job market and graduate study. The Department also offers a minor in Comparative Literature. The minor is comprised of 18 to 21 hours in English beyond ENG 101 and 102. The advice of a member of the English faculty in planning the minor is recommended. The Department suggests the following variations of the English minor.

The General Minor

ENG 204 History of English Language
 ENG 231 American Literature
 ENG 207 World Literature
 ENG 205 or 206 English Literature Survey
 or
 ENG 333 or 334 Shakespeare I or II
 Electives from the following (6-9 hours)
 ENG 207 World Literature
 ENG 350 Myth and Civilization
 ENG 356 Epic and Tragedy
 Electives

The Minor with a Major in Business

ENG 204 History of English Language
 ENG 231 American Literature
 ENG 211 Writer's Workshop
 ENG 207 World Literature
 or
 ENG 378 Literature for Developing Countries
 ENG 334 Shakespeare II
 Electives (3-6 hours)

The Minor with a Major in Sociology

ENG 204 History of English Language
 ENG 232 American Writer/American Scene
 ENG 333 or 334 Shakespeare I or II
 ENG 350 Myth and Civilization
 ENG 372 Modern Grammar
 Electives (3-6 hours)

The Minor with a Major in Art History
 ENG 204 History of English Language
 ENG 333 Shakespeare I
 ENG 339 The Bible as Literature
 ENG 350 Myth and Civilization
 ENG 354 Criticism
 Electives (3-6 hours)

The Minor with a Major in Mass Communication
 ENG 204 History of English Language
 ENG 231 American Literature
 ENG 333 or 334 Shakespeare I or II
 ENG 372 Modern Grammar
 Electives from the following (6-9 hours)
 ENG 207 World Literature
 ENG 302 Bibliography and Methods
 ENG 316 Comedy
 ENG 350 Myth and Civilization
 ENG 356 Epic and Tragedy
 ENG 378 Literature of Developing Countries
 Other courses with consent of English advisor

Course of Study

ENG 101 English Composition I (3) An intensive review of the English language and its use in college-level writing, including the mechanics of written discourse, sentence structure, paragraph development, and essay organization. Selections from expository and imaginative literature will be discussed as models for the effective use of language and as sources for composition topics.

ENG 102 English Composition II (3) Continuation of ENG 101 with special attention to the development of a mature style and to the research, mechanics, and writing of a documented paper. Three sections with different emphasis are available as follows:

English Composition II-A: In addition to the general content indicated above, students will study the process and discipline of written composition from the point of view of modern as well as traditional rhetoric. While open to all students, the course is designed to be especially useful to those going into teacher training or into any graduate program, including law and the ministry.

English Composition II-B: In addition to the general content indicated above, students may follow their creative interests in writing fiction, drama, or poetry for a major part of their writing requirement in the course. The research paper will be an inquiry into some aspect of

imaginative literature. Permission of the instructor is required for admission.

English Composition II-C: In addition to the general content indicated above, the writing assignments will be related to the subject areas anticipated in college study and the focus will be on developing clear, direct style in expository prose.

ENG 204 History of the English Language (3) Required for the English major and for Teacher Education students certifying in English. Introduction to the study of the English language. The phonology, history, and grammar of English are studied in the context of cultural, social, and political history with attention also to current linguistic theory. (H)

ENG 205 English Literature to 1660 (3) Required for the English major. A study of English poetry and prose from the Anglo-Saxon period through the Age of Milton. Selected representative readings are studied in terms of the cultural changes and literary conventions which constitute English literary history. (H)

ENG 206 English Literature 1660 to 1900 (3) Required for the English major. A continuation of English 205 covering the Restoration, Augustan and Late Eighteenth Century, Romantic and Victorian periods of English literary history. The works of major writers are studied in terms of each writer's own critical statements or in terms of the particular school or movement to which the works belong. (H)

ENG 207 World Literature (3) Literary works which reflect the development of our civilization and continue to influence our understanding of the present. A selection of major works from different nations will be studied in terms of the philosophical, political, and economic aspects of the time. Readings will include selections from authors who have influenced the development of literature and the understanding of society, such as Sappho, Homer, Plato, Petrarch, Dante, Cervantes, Madame de Lafayette, Goethe, Kafka, Sartre, Beckett. (H)

ENG 211 Writer's Workshop (3) A studio course in writing. Students who wish to pursue individual creative interests or who wish to work toward some kind of professional writing career will meet with an instructor who will serve as critic and as moderator for general discussion on the effectiveness of student work. Students may repeat the workshop, but the repetitions must be under different instructors. Prerequisite: ENG 101, 102.

ENG 231 American Literature (3) A study of American writing from the colonial frontier to 1890. Emphasis will be on the struggle of New World writers to develop distinctive American themes and characters arising from the conquest of a virgin continent. (H)

ENG 232 The American Writer and The American Scene (3) A study of two or more American writers within the context of the social and political period in which they lived. (H)

ENG 271 The Detective Novel (3) The relationships between the "criminal" and the "victim," the detective and the criminal, the pursuer and the pursued. In the readings, students will study the concept of "criminality" as it is considered by societal norms, treating characters such as Dostoevsky's Raskolnikov and Porfiry, E. A. Poe's Dupin, Agatha Christie's Hercule Poirot, Friedrich Durrenmatt's Inspector Barlach, George Simenon's Inspector Maigret, and John le Carre's George Smiley. (H)

ENG 275 Science Fiction (3) A study of international science fiction novels, short stories, and films as critiques of modern society and signposts of the future. (H)

ENG 291, 292, 293 Independent Study (1, 2, or 3 hours) A program of study in literature, linguistics, or criticism designed by the student under the direction of a member of the English faculty. Prerequisite: Sophomore standing or above.

ENG 302 Bibliography and Methods or Research (3) Introduces students to library reference material as well as to the skills of finding information regarding topics of individual interest and general knowledge. This will involve the use of various reference materials such as periodical indices, concordances, lexicons, specialized dictionaries, and national bibliographic catalogues. During the course, students should complete a bibliography in a selected area of their interest. Prerequisite: ENG 101, 102.

ENG 310 Twentieth Century Novel (3) The novel in the twentieth century with an emphasis on American and British works. Consideration will be given to treatment of contemporary problems against a background of modern thought. (H)

ENG 312 Writing for Electronic Media (3) A studio course in the techniques and forms of script writing for all types of electronic media. Prerequisite: ENG 101, 102.

ENG 316 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 pleasure 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. (H)

ENG 327 The English Novel (3) A study of selected novels from the eighteenth century to the early twentieth century with attention to the development of the novel as a literary form and to its importance in the culture of its historical period. Also included is an account of the fore-runners of the novel in the narrative tradition since the Homeric era. (H)

ENG 328 Literature and the Art of Love (3) A study of the idea of love as creativity in literature from Ovid to the present. The course includes writings in translation from Medieval French and Arabic, as well as works from each period of English literature. (H)

ENG 333 Shakespeare and English Drama to 1600 (3) Either this course or ENG 334 is required for the English major. A study of English drama before 1600, with emphasis on the principal comedies and historical plays of William Shakespeare. (H)

ENG 334 Shakespeare and English Drama 1600-1642 (3) Either this course or ENG 333 is required for the English major. A thorough study of the major tragedies and tragi-comedies of Shakespeare, together with selected plays by other Tudor and Stuart dramatists. (H)

ENG 337 Chaucer (3) A study of Chaucer's major poems, in the context of medieval philosophy, art and literature, with emphasis on *The Canterbury Tales*. (H)

ENG 339 The Bible as Literature (3) A study of the Bible as literature and of its adaptation into English literature of the seventeenth century. Included will be works of Donne, Herbert, Milton, and Bunyan. (H)

ENG 340 Folklore and Fables: The Telling of Tales (3) A cross-cultural course dealing with the art of storytelling and with the role of the storyteller in society. Readings will include parables and fairy tales, selections from epics, selected tales from 1001 Arabian Nights, from Boccaccio and Chaucer, and from Lewis Carroll's *Alice's Adventures Underground*. (H)

ENG 350 Myth and Civilization (3) An introduction to the myths that have been understood as origins of western civilization and culture. Readings will include tales of creation and myths concerning the origins of organized society. The readings provide information and understanding about the functioning of myth as it survives in the present. (H)

ENG 351 Twentieth Century Poetry (3) Poetry from 1900 to the present, principally English and American but with selections in translations from other cultures. Readings include poetry representing the growing importance of women and other writers who have not previously been in the mainstream of poetic tradition. (H)

ENG 354 Criticism (3) The major texts in criticism from the Greeks through the Moderns. Students will have an opportunity to individualize their study through projects applying critical theory to different art forms: literature, music, film, photography, painting, sculpture, and theatre. Prerequisite: Six hours of literature or permission of instructor. (H)

ENG 356 Epic and Tragedy: the Hero and the City (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. (H)

ENG 372 Modern Grammar (3) Required for Teacher Education Students certifying in English and recommended for students in Elementary Education. An intensive study of the nature and structure of the English language with emphasis on recent developments in linguistic analysis, but with coverage also of traditional grammar. Prerequisites: ENG 101, 102.

ENG 374 Mark Twain and the Mississippi River (3) The history and the folklore of the Mississippi River and its influence on the works of Missourian Mark Twain. Readings will include Missouri Folklore, *Life on the Mississippi*, *Huckleberry Finn*, and the *Autobiography of Mark Twain*. (H)

ENG 375 American Lives: Autobiography (3) A study of autobiographical literature written by a broad spectrum of Americans. The philosophies, values, defeats, triumphs and destinies of the writers as Americans will be considered. (H)

ENG 376 Popular Culture (3) A study of the history of popular tastes in literature, art, and the electronic mass media, with emphasis on methods of analyzing their popular appeal. Readings will include the dime novel adventures of Buffalo Bill, Davy Crockett, and Horatio Alger, as well as such best sellers as *Little Women* and *Gone With The Wind*. Popular film and situation television comedy will also be explored. (H)

ENG 378 Literature of Developing Countries (3) Contemporary literature of developing countries in Asia, Africa, Central and South America. The literature will be a focal point for revealing third-world values, problems, and assertions of identity. (H)

ENG 379 Russian Authors (3) An in-depth study of one or two major Russian authors: Dostoyevsky, Tolstoy, Chekhov, Solzhenitsyn. The course may also be structured around a literary trend or political ideology, such as the Symbolist Movement or the Soviet Period. (H)

ENG 381 Short Fiction (3) A study of short fiction as an enduring form of literature. Selections of American and/or world literature will be used to discuss the development, structure, and style of short fiction. (H)

ENG/HUM 389 Classicism and its English Romantic Tradition (3) An off-campus, special term course. A study of ancient Greek art, architecture, and literature in terms of the idea of the classical, and of the adaptation of that idea in the form and content of selected works by such English writers as Chaucer, Milton, Pope, Arnold, and Joyce. Involves travel in Greece with stays of some length at Heraklion, Nauplion, Olympia, Delphi, and Athens. (H)

ENG/HUM 390 The Discarded Universe (3) An off-campus, special term course. A study of Medieval and Renaissance art, architecture, and literature as they reflect and synthesize the pre-Copernican views common to all knowledge in those periods. The principal objective of the course is to obtain a sensibly accurate historical perspective for the understanding and appreciation of Medieval and Renaissance art, literature and music. The class will travel together, with stays of some length in Paris, Venice, Ravenna, Florence, and Rome. (H)

ENG 391, 392, 393 Independent Study (1, 2, or 3 hours) A program of study in literature, linguistics, or criticism designed by the student under the direction of a member of the English faculty. Prerequisite: Junior Standing or above.

English as a Second Language

Faculty: Sakahara (International Student Coordinator)

International students are warmly welcomed at Lindenwood, where they play an active role in academic and social life. They bring an important global perspective to the campus and in turn, fully share in the American campus experience. Students participate in activities of the International Club, such as dinners, visits with American families, and field trips to St. Louis and other cities.

Course Scheduling and Placement

All International Students, regardless of their TOEFL scores, must undergo additional testing on campus to assure appropriate placement. Internationals may take a full academic load if they have achieved a 500 TOEFL. Students with TOEFL scores between 450-500 must take the advanced ESL Workshop. Qualified advanced students may also take selected academic courses concurrently with ESL with permission from the International Student Coordinator and the Dean of Faculty.

ESL 393 Advanced English Workshop

To improve skills of International students who are taking a partial academic load. Students use actual academic course materials and attend faculty lectures. Skills in reading, expository writing, lecture note-making and test-taking are emphasized. Also included are oral presentations with video-taping and Business English with practice in writing case studies.

ESL 394 More extensive study for Internationals who require additional second language training. Includes research, writing, and documentation of a research paper.

EVENING COLLEGE

See "Evening Division" following "Academic Departments"

FASHION MARKETING

See "Business Administration"

FOREIGN LANGUAGES

Faculty: Perrone (Chairperson), Pion

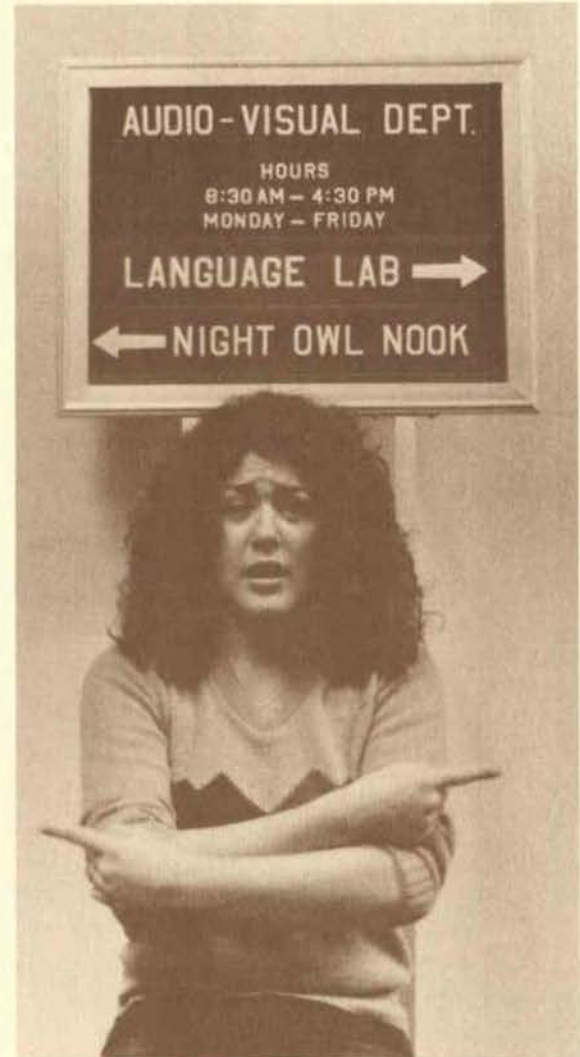
Career Opportunities

Students planning to teach foreign languages or to serve as translator or interpreter are advised to pursue graduate work in the language.

Opportunities for a variety of careers exist for the undergraduate student who combines a foreign language major with a major in another field. Some of these careers or occupations include: positions in international business or commerce, technical and engineering positions overseas, banking and financial positions abroad and at home, secretarial and clerical positions overseas and in the United States, civil service positions (the Federal Government is the largest employer of individuals with foreign language skills, both in the United States and abroad), film, publishing, science, health services, social work, social sciences, religious occupations, travel and tourism, hotels and motels, transportation industries, art, music, and the legal profession.

Facilities and Activities

The department has at its disposal language laboratory facilities, supplementary audiovisual equipment for instructional aid, and adequate library holdings to sustain a major. Extracurricular activities include a Modern Language Club, cultural excursions in the St. Louis area, and chapters of Pi Delta Phi and Sigma Delta Pi, national honorary societies in French and Spanish.



Through the camera lens, humor can be apparent, as shown in this photo taken in the Audiovisual Dept.

French or Spanish:

Requirements for the Major

1. A minimum of 24 credit hours beyond the intermediate level, or equivalent.
2. At least 3 credit hours in Conversation and Composition.
3. At least 3 credit hours in the culture and civilization of the country or countries where the language is spoken.
4. At least 18 credit hours in literature given in the foreign language.
5. A modern language major who intends to engage in graduate work or to teach a foreign language may take up to 12 hours in another Foreign Language in addition to the above courses.
6. The department strongly recommends some formal study in a country where the foreign language is spoken, preferably for a year, but at least one term.

Requirements for the Minor

The Foreign Language Minor in French and Spanish is designed to complement any major field of specialization offered by Lindenwood. It provides the student with the acquisition of a language skill beyond the basic level, as well as deeper understanding and knowledge of the culture and literature of France, Spain, and Hispanic America. With close cooperation between the student's Major Department and the Foreign Languages Department, the student will be advised in developing a program that is compatible with his or her major field of concentration.

The Foreign Language Minor consists of at least 24 semester hours, or 12 hours beyond the Intermediate level, including courses in Conversation and Composition, Culture, and Civilization, and Advanced Literature courses in French and Spanish.

Students can place out of the Elementary and Intermediate level language courses if proficiency can be demonstrated by taking college-level language proficiency exams administered by the Foreign Language Department.

Courses of Study

French:

FLF 101 Elementary French I. (Fall Term Only) (3) Oral inductive approach but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. (H)

FLF 102 Elementary French II (Spring Term Only) (3) Oral inductive approach, but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. Prerequisite: FLF 101 (H)

FLF 201 Intermediate French I (Fall Term Only) (3) Reading of modern French prose, review of syntax, and continued practice in oral expression. Further development of all four language skills. Prerequisite: FLF 102 or proficiency exam. (H)

FLF 202 Intermediate French II (Spring Term Only) (3) Reading of modern French prose, review of syntax, and continued practice in oral expression. Further development of all four language skills. Prerequisite: FLF 201 (H)

FLF 211, 212 French Conversation and Composition (3) (3) Systematic grammar review and vocabulary building with readings, oral reports, and written composition on topics of current interest. Prerequisite: FLF 202 (H)

FLF 235 History of French Civilization (3) A survey of the social, cultural, and political history of France from the Middle Ages to the present with emphasis on the major intellectual and artistic contribution of France to the Western World. Prerequisite: FLF 202 (H)

FLF 351 Masterpieces of French Literature I (3) Reading of selected works of prose, poetry, and drama from the nineteenth century to the present. Prerequisite: FLF 211 (H)

FLF 352 Masterpieces of French Literature II (3) Reading of selected works of prose, poetry, and drama from the Middle Ages through the eighteenth century. Prerequisite: FLF 211 (H)

FLF 370 Seminar on Selected Authors and Genres of French Literature. (3) A concentrated study and analysis of a genre and its representative authors, their major works and influence. The content of the course varies and will present in rotation different periods of French Literature. It may be repeated for credit. Prerequisite: FLF 211 (H)

German:

FLG 101 Elementary German I (Fall Term Only) (3) An introduction to the fundamentals of the language and a mastery of the basic principles with emphasis on speaking and reading comprehension. (H)

FLG 102 Elementary German II (Spring Term Only) (3) An introduction to the fundamentals of the language and a mastery of the basic principles with emphasis on speaking and reading comprehension. Prerequisite: FLG 101 (H)

FLG 201 Intermediate German I (Fall Term Only) (3) A review of grammar and a study of linguistic, phonetic, and syntactical problems through reading and discussion of modern German prose. Prerequisite: FLG 102 (H)

FLG 202 Intermediate German II (Spring Term Only) (3) A review of grammar and study of linguistic, phonetic, and syntactical problems through reading and discussion of modern German prose. Prerequisite: FLG 201 (H)

FLG 211 German Conversation and Composition (3) Further development in oral comprehension and oral expression through reading and analysis of cultural and literary materials. Exercise in syntax and elements of style. Techniques of group discussion, formal and informal oral and written presentation. Prerequisite: FLG 202 (H)

Italian:

FLI 101 Elementary Italian I (Fall Term Only) (3) A beginning course taught by the audio-lingual method, while developing simultaneously the four language skills: listening, speaking, reading, and writing.

FLI 102 Elementary Italian II (Spring Term Only) (3) A beginning course taught by the audio-lingual method, while developing simultaneously the four language skills: listening, speaking, reading, and writing. Prerequisite: FLI 101

FLI 201 Intermediate Italian I (Fall Term Only) (3) An intensive review course, designed to give the student a command of basic grammatical structures, to increase vocabulary and fluency through reading and through oral and written analysis of short literary and cultural selections. Prerequisite: FLI 102

FLI 202 Intermediate Italian II (Spring Term Only) (3) An intensive review course, designed to give the student a command of basic grammatical structures, to increase vocabulary and fluency through reading and through oral and written analysis of short literary and cultural selections. Prerequisite: FLI 201

Spanish:

FLS 101 Elementary Spanish I (Fall Term Only) (3) A beginning course in Spanish taught by the audio-lingual method, but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. Integrated laboratory experience. (H)

FLS 102 Elementary Spanish II (Spring Term Only) (3) A beginning course in Spanish taught by the audio-lingual method, but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. Integrated laboratory experience. Prerequisite: FLS 101 (H)

FLS 102 Intermediate Spanish I (Fall Term Only) (3) An intensive review course, designed to give the student a command of basic grammatical structures, to increase vocabulary and fluency through reading and through oral and written analysis of short literary and cultural selections. Prerequisite: FLS 102 (H)

FLS 202 Intermediate Spanish II (Spring Term Only) (3) An intensive review course, designed to give the student a command of basic grammatical structures, to increase vocabulary and fluency through reading and through oral and written analysis of short literary and cultural selections. Prerequisite: FLS 201 (H)

FLS 211,212 Spanish Conversation and Composition (3) (3) Further development in aural comprehension and oral expression through reading and analysis of cultural and literary materials. Exercise in syntax and elements of style. Techniques of group discussion, formal and informal oral and written presentations. Prerequisite: FLS 202 (H)

FLS 235 Spanish Culture and Civilization (3) A study of historical, cultural and folkloric sources of the life and customs of the Spanish peoples. Emphasis on the social, economic, and intellectual life of Spain today. Prerequisite: FLS 202 (H)

FLS 236 Latin American Culture and Civilization (3) A study of historical, cultural, and folkloric sources of the life and customs of the Latin American peoples. Emphasis on the social, economic and intellectual life of Latin America today. Prerequisite: FLS 202 (H)

FLS 241 Spain: A Cultural Experience. (May Term in Spain) This course is designed to offer the student the op-

portunity to experience and learn first hand about the many aspects of Spanish life, history, culture and institutions. Numerous places of historical, cultural and social importance in Madrid, Toledo, Aranjuez, Segovia, Valley of the Fallen, Escorial, Avila, Salamanca, Zaragoza, Barcelona, Valencia, Granada, Malaga, Sevilla, Cordoba, etc. will be extensively visited and their significance will be intensively studied and discussed. (H)

FLS 301 Introduction to Spanish Literature I (3) An introductory study and analysis of selections of the most important literary works of Spanish literature from the Middle Ages to the Golden Age. Prerequisite: FLS 211 (H)

FLS 302 Introduction to Spanish Literature II (3) An introductory study and analysis of selections of the most important literary works of Spanish literature from the Romantic Age to the Present. Prerequisite: FLS 211 (H)

FLS 367 Introduction to Spanish-American Literature I (3) An introductory study and analysis of selections of the most important literary works of Spanish-American literature from the Pre-Columbian period to the nationalist movement. Prerequisite: FLS 211 (H)

FLS 368 Introduction to Spanish-American Literature II (3) An introductory study and analysis of selections of the most important literary works of Spanish-American literature from the Romantic period to the present. Prerequisite: FLS 211 (H)

FLS 370 Seminar on Selected Authors and Genres of Spanish and Spanish-American Literatures. (3) A concentrated study and analysis of a literary genre and its representative authors, their major works and influence. The content of the course varies and will present in rotation different periods of Spanish and Spanish-American literatures. It may be repeated for credit. Prerequisite: FLS 211 (H)

GEOGRAPHY

This course in Geography is administered by the History Department.

GEO 201 World Regional Geography (3) A survey of the major areas of the world divided along political boundaries, with emphasis on the impact of the physical environment on man. In particular, the course stresses the problems of population, food supply, resources, and economic disparities among nations. (SS)

**HISTORY/
POLITICAL SCIENCE**

Faculty: Balog (Chairperson), Hood, Fitzpatrick, Wier

Career Opportunities

Majors in History or Political Science offer a wide liberal arts background that will be useful in careers in business or the helping professions. Both offer opportunities to enter graduate or professional schools. Either or both together make a particularly appropriate background for students interested in law or diplomacy or in business careers with corporations that have overseas interests.

History:**Requirements for the Major**

The requirements for a major in History are 30 to 42 hours in the Department of History including a minimum of 9 hours in American History and 9 hours in European History, History 100 and History 105 or 106. Requirements also include 6 to 12 hours in the Social Science division, including BA 210 and PS 155. Students who are contemplating graduate work in History are urged to take Social Science Statistics.

The history major may be used toward either a B.S. or B.A. degree. The department urges students who intend to do graduate work in history to take the B.A. option. The B.S. in history will be useful to those who wish to enter careers in teaching, though here, too, the B.A. option is appropriate.

Requirements for the Minor

The requirements for a Minor in History are 18 to 21 hours, including History 100 and History 105 or 106.

Courses of Study

HIS 100 A History of the Human Community (3) (3) A study of the growth of traditional societies around the world and their recent transformation by the urban, industrial revolution. The first half-term focuses on the evolution of the major world civilizations and their differences and similarities. The second half-term deals with the impact of the urban and industrial revolutions on these civilizations and their reactions to the modern world.

HIS 105, 106 United States History (3) (3) A two-term survey of American history. The first term begins its examination with the colonial origins of the United States and concludes with the Civil War. The second term traces the development of the United States from reunification to its present status as a world power. Both terms stress political, economic, and social foundations of American development. (SS)

HIS 111, 112 History of Russia (3) (3) Two-semester survey of Russian history from the 9th century to the present. The first semester examines early attempts to consolidate, culminating in the absolutism of Peter the Great and the development of Imperial Russia through Catherine the Great. The second semester begins with the reign of Alexander I and concentrates on the major political, economic, and diplomatic developments of the 19th century, the Revolution of 1917, and the growth of the Soviet State. (SS)

HIS 201, 202 History of England (3) (3) Development of the English state and society. The first semester examines the growth of the English state, and monarchy through the Civil War of the 17th century. The second semester examines the growth of modern England since 1700, particularly dealing with urban, industrial change, and the impact of England on the world through commerce and empire. (SS)

HIS 204 The Westward Movement (3) A one-semester survey of the significance of the West in American national development. The course begins with the study of the colonial frontiers and concludes with the closing of the national frontier in the 1890's. (SS)

HIS 205, 206 History and Culture of Asia (3) (3) A two-semester survey course focusing on South, East, and Southeast Asia. The first semester will explore the prehistory, languages, history, and culture of South Asia and

China up to the modern period. The second semester will focus on the prehistory, languages, history, and culture of Japan and Southeast Asia. (SS)

HIS 211 The Second World War (3) An analysis of the origins and course of the Second World War: the period of appeasement, and coming of the war in Europe, the problems of the wartime alliance, and the campaigns in Europe. Some attention is also given to the war in the Pacific. (SS)

HIS 223 The Ancient World (3) The growth of the early civilizations of the Near East and the Mediterranean, and the Celtic and Germanic cultures in Europe, down to the 4th century. (SS)

HIS 224 Europe in the Middle Ages (3) Europe from the decline of Rome to the Renaissance. The course examines the interweaving of classical, Christian, and Germanic elements to form Western Civilization with all its characteristic cultural, economic, and social forms. (SS)

HIS 251 America as a World Power (3) Study of the emergence of the United States as a major power in the world from the Spanish American War to the present. The course examines the motives behind America's entrance on the diplomatic scene, participation in world-wide conflict, and eventual assumption of world leadership. (SS)

HIS 255 The South in American History (3) Study of the colonial beginnings and expansion of southern life. Major themes are the growth of slavery, establishment of a staple agriculture, the "southern way of life", agrarian politics, relations with other sections, and industrial growth. (SS)

HIS 310 The Era of the Civil War and Reconstruction (3) An examination of the sectional conflict from the end of the Mexican War in 1848 to the end of Reconstruction in 1877. Political, military, and social developments are emphasized including the long-range impact of the disruption of the Union. Prerequisite: HIS 105

HIS 314 American Economic History (3) Economic life and institutions in the United States from colonial days. Economic growth, state and private authority in relation to economic activity, monetary and banking history, trade and commerce, industrial development, labor problems, transportation, land and agricultural policy. Prerequisite: one course in U.S. history or economics.

HIS 315, 316 American Thought and Culture (3) (3) A two-semester survey of the intellectual development of the United States from colony to present. The first semester considers the major themes of early America, their origins, and how they were shaped by the new American environment. The second semester begins with the Civil War and analyzes the major religious, scientific, and literary developments and their impact on American ideas and institutions. Prerequisite: HIS 105 or 106 or consent of instructor

HIS 320 Recent United States (3) The development of the United States from the Great Depression of the 1930's to the present. The course examines the problems of world leadership, changing political alignments, shifting social patterns, emerging minorities, and the concept of the welfare state. Prerequisite: HIS 106.

HIS 325 Europe during the Renaissance and Reformation (3) The transition period of Europe from Medieval to Modern times from 1300 to 1648. The course will explore the development of urban and national structures, the rise of large-scale capitalistic enterprise, changing social institutions, and the religious revolution of the 16th century.

HIS 331 Classic Europe: The Old Regime (3) Europe in the 17th and 18th centuries: the development of classic social, economic, and religious institutions, the development of national monarchies, mercantilism, and the Enlightenment. Prerequisite: HIS 100.

HIS 332 French Revolution and Napoleon (3) Europe in the age of the French Revolution and Napoleon, 1700-1815. The focus is on the causes and course of the French Revolution and the Napoleonic period, but the history of Europe outside France is also considered. Prerequisite: HIS 100.

HIS 333 Europe 1815-1914 (3) Europe under the impact of social, industrial, urban, and political change from 1815 to the First World War. Prerequisite: HIS 100.

HIS 334 Europe 1914-1945 (3) European history through two World Wars. Topics will include: World War I, the Treaty of Versailles, the rise of Fascism, changing economic and social patterns, and World War II. Prerequisite: HIS 100.

HIS 335 Europe Since 1945 (3) An examination of Europe since World War II. Topics will include the begin-

ning of the Cold War, Europe in the nuclear age, and the end of colonial empires, and the general decline of European dominance. Prerequisite: HIS 100.

HIS 350 Victorian England (3) Consideration of English life in the middle and later 19th century. Topics will include parliamentary reform, the impact on English society of the industrial revolution, the religious and social climate of "Victorianism", imperialism, and popular taste. Prerequisite: HIS 202.

HIS 362 Economic History of Modern Europe (3) The economic development of Europe from the industrial revolution to the present. The course covers the mechanization of industry and agriculture, the growth of large-scale business and labor organizations, trade patterns, and the economic impact of the world wars and the depression. Prerequisite: HIS 100 or GEO 201.

Political Science:

Requirements for the Major

The requirements for both B.A. and B.S. degrees with a major in Political Science include 30-42 hours in Political Science and 6 to 9 hours in other Social Science departments approved by the History/Political Science Department. The major must include two courses in Comparative Politics, and two courses in Political Theory. For the B.S. degree, Social Science Statistics is required.

Requirements for the Minor

The requirements for a minor in Political Science are 18-21 hours, including American National Government (PS 155), a minimum of 3 hours in Comparative Government, 3 hours in Political Theory, and at least 9 hours of electives.

Courses of Study

PS 155 American National Government (3) A survey of the structures, principles, and decision-making processes of the institutions of American national government, with selected studies of particular policy areas. (SS)

PS 206 American State and Local Politics (3) An examination of the sources, structures, and expressions of political power at the sub-national level in the United States; the effectiveness of state and city governments as policy-making units; major problems posed by urban and suburban development; various approaches to studies of community political leadership. (SS)

PS 211, 212 Comparative Politics (3) (3) Survey and analysis of selected European, Soviet, and East European political systems. The first semester ordinarily examines the institutions, decision-making structures, and selected areas of policy implementation of Great Britain, France, and West Germany. The second semester examines the Soviet Union and selected East European political systems. (SS)

PS 221 Classical Political Theory (3) Analysis of political philosophers and theorists from Plato to St. Thomas Aquinas and their effect upon Western political theory and thought. (SS)

PS 222 Modern Political Theory (3) Analysis of major political philosophers and theorists from the Renaissance to the 19th century. Survey includes Machiavelli, Luther, Hobbes, theorists of the English Civil War, Locke, Rousseau, Hegel, and Mill. (SS)

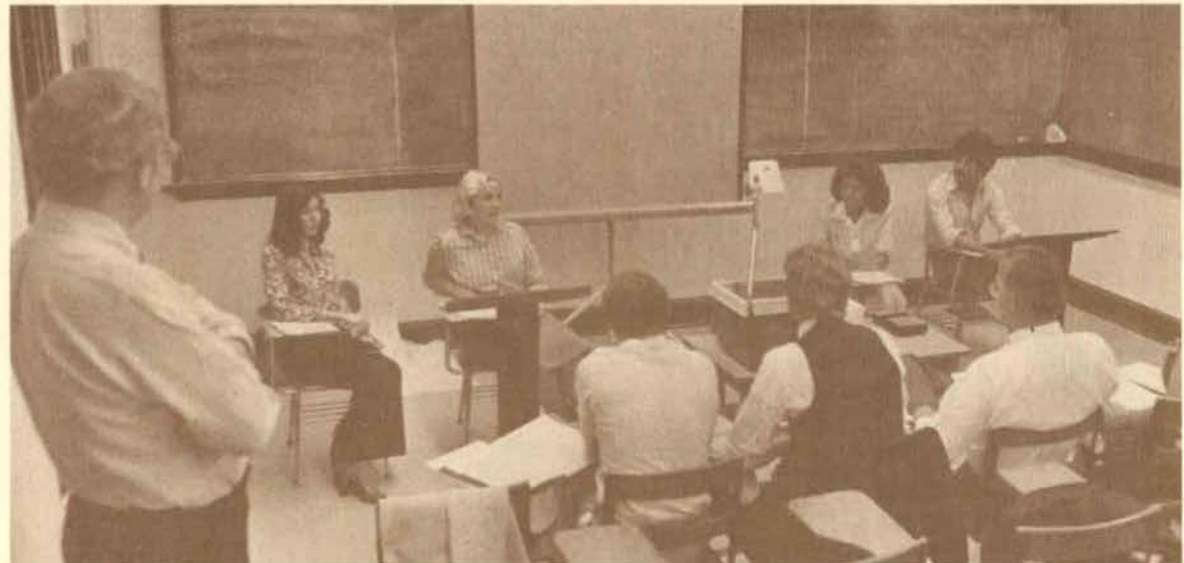
PS 225 Political Policy (3) An examination of selected case studies and issue areas analyzing the structures, processes, and consequences of policy making by public institutions and organizations. Focus on state, national, or legal decision-making bodies will be at the option of the instructor. (SS)

PS 250 International Relations (3) Examination of major topics in contemporary international politics and institutions. Survey and analysis of the 19th and 20th century alliance systems; U.S. and U.S.S.R. foreign policies; the structures and policies of major international organizations such as the United Nations, European Economic Community, and survey of Third World, North-South relations. (SS)

PS 260 Politics of Developing Areas (3) A survey of nation states of Africa and Latin America; the roles played by traditional and emerging elites, the military, and mass party movements in modernizing the political systems. (SS)

PS 282 Twentieth-Century Political Ideologies (3) Study of ideologies which have had major political impact on the 20th century, such as Communism, Fascism, Nazism, and Democracy. (SS)

PS 296 Topics in Political Science (3) Content to be specified in each offering. Generally for current affairs or special problems. (SS)



Through Lindenwood College's small-class ratio, students have the opportunity to excel individually and collectively. With an average class size of 12 students, the college provides unlimited potential for students to assume leadership capabilities in a variety of academic pursuits.

PS 300 The American Presidency (3) Analysis of the development of the institution, powers, and functions of the Presidency in the American political and electoral process. Prerequisite: PS 155 or consent of instructor.

PS 305 Constitutional Law (3) The development of the American constitution through analysis of major Supreme Court cases. Prerequisite: PS 155 or consent of instructor.

PS 325 Congress and Policy-Making (3) Organization, procedures, and structures of decision-making in the United States Congress, including extra-Congressional influences on policy-making; Examination of the various techniques of legislative analysis. Prerequisite: PS 155 or consent of instructor.

PS 330 Marxism (3) An introduction to the political thought of Marx and a survey of Marxist-Leninist theory and selected post World War II neo-marxists. Prerequisite: consent of instructor.

PS 335 Political Parties, Public Opinion, and Voting Behavior (3) Organization, functions, and development of American political parties; activities and influence of interest groups on party structure and policies; analysis of major concepts of opinion formation, voter motivation, and behavior. Prerequisite: PS 155 or consent of instructor.

HUMANITIES

Although there is no Humanities major, these courses are offered as part of the Humanities Division curriculum.

HUM 210 Introduction to the Humanities (3) A chronological survey of the creative and intellectual expressions of world cultures from ancient to modern times. The course includes readings from literature, lectures and discussions on the visual arts and music, viewing and listening periods, and lectures and discussions on the ideas of the various cultures being studied. Art, English, and Music Faculty.

HUM/ENG 389 Classicism and its English Romantic Tradition (3) An off-campus course. A study of ancient Greek art, architecture, and literature in terms of the idea of the classical, and of the adaptation of that idea in the form and content of selected works by such English

writers as Chaucer, Milton, Pope, Arnold, and Joyce. Involves travel in Greece with stays of some length at Heraklion, Nauplion, Plympos, Delphi, and Athens.

HUM/ENG 390 The Discarded Universe (3) An off-campus course. A study of Medieval and Renaissance art and architecture as they reflect and synthesize the pre-Copernican views common to all knowledge in those periods. The principal objective of the course is to obtain a sensibly accurate historical perspective for the understanding and appreciation of Medieval and Renaissance art, literature, and music. The class will travel together, with stays of some length in London, Paris, Venice, Ravenna, Florence, and Rome.

INTERNATIONAL STUDIES

Faculty: Eckert, Hood, King, Perrone, Rickert, Wier

The purpose of this baccalaureate degree program is to provide students who have a strong interest in international affairs with a coherent program of study that will prepare them for advanced study and career opportunities in the field. Career opportunities include work with U.S. foreign service agencies, international organizations, and businesses with large international sections.

Requirements for the Major: The major in International Studies includes the completion of all general education and graduation requirements. Some of these requirements may be met with courses which make up the major. In addition, the major includes a minimum of 12 credit hours in a foreign language and the following core courses:

- BA 212 Macroeconomics (3)
- BA 414 Comparative Economic Systems (3)
- GEO 201 World Regional Geography (3)
- PSC 250 International Relations (3)
- REL 200 World Religions (3)
- SOC 112 Cultural Anthropology (3)
- INT 400 Senior Tutorial (3)

The Senior Tutorial will involve specialized research by each student in a chosen subject of interest in international affairs. The student will be required to write a major paper for review and evaluation by selected members of the program faculty. Regular consultation between the student and his/her principal advisor is to take place throughout the tutorial.

In addition to the foreign language requirement and the 21 semester hours of core courses, the student taking the major in International Studies is required to complete a minimum of 12 semester hours of elective course work within the subject-area from a broad list of approved courses in Business, History, Literature, Political Science and other subjects.

Students taking the major in International Studies are encouraged to consider spending a portion of their junior year of study in a foreign country related to their respective interests. A large variety of program opportunities is available through other institutions of higher education, and Lindenwood traditionally offers several courses abroad during special terms. Student internships with public and private organizations that have an international operations component also may be available.

LEGAL STUDIES

Faculty: Graber, Wier

Legal Studies is an interdisciplinary minor which can form a backdrop for majors in many areas, particularly Business, Communications, Political Science, or Sociology. It is not intended to serve as a particular preparation for law school. This program can strengthen the student's grasp of his/her major subject area and better prepare a student for the work place or graduate school.

The minor consists of a core requirement of three courses (9 hours), a second tier of courses from which two courses (6 hours) should be selected, and a third tier from which another two courses (6 hours) should come.

Core Courses: (9 hours required)

- PHL 260 Philosophy of Law
- PSC 306 Supreme Court
- SOC 230 Sociology of Law

Second Tier: At least two courses from the following:

- PSC 221 and 222 Classical/Modern Political Theory
- PSC 296 Topics in Political Science: Civil Liberties
- PSC 305 Constitutional Law
- PSC 325 Congress and Policy-Making
- SOC 322 Deviance and Social-Control

Third Tier: at least two courses from the following:

- BA 360 Business Law I
- BA 361 Business Law II
- MC 401 Mass Communications Law
- SOC 340 Topics in Sociology: Women and the Law; Consumer Law

LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

See page 76

MATHEMATICS AND COMPUTER SCIENCE

Faculty: Soda (Chairperson), Huesemann, Nichols, Dooley (Coordinator of Computer Science)

Two majors are offered in this department, one in Mathematics and the other in Computer Science.

Career Opportunities

A major in Mathematics offers career opportunities in teaching and in actuarial science, as well as comprising a solid, liberal arts background to careers in business or the helping professions. It serves as a desirable background for positions in computer programming and systems analysis.

Mathematics

Requirements for the Major

The requirements for a major in Mathematics include the following courses: Calculus I, II, III, (MTH 171, 172, 303); Intermediate Statistics (MTH 206), Computer Science I (CSC 101) Differential Equations (MTH 301); Linear Algebra (MTH 315); and three Mathematics electives numbered above 300.

Requirements for a Minor

The requirements for a minor in Mathematics are Calculus I, II, (MTH 171, 172), Intermediate Statistics (MTH 206), Computer Science I (CSC 101) and two Mathematics electives numbered above 200.

Mathematics Course Descriptions

MTH 101 Concepts of Mathematics (3) An introduction to mathematical ideas, including sets, logic, numeration systems, rational numbers, real numbers, mathematical systems, and geometry.

MTH 102 College Algebra (3) A first course in college algebra including the following topics: real and complex numbers, equations and inequalities, relations and functions, the theory of equations, exponential, and logarithmic functions. Prerequisite: High School Algebra

MTH 104 Trigonometry and Elementary Functions (3) The basic elements of trigonometry and trigonometric functions will be extended. Prerequisite: MTH 102

MTH 105 Basic Geometry (3) An introduction to the Euclidean geometry of the plane including logic, basic incidence geometry, the concept of congruence, transformations, the properties of lines and circles.

MTH 106 Basic Statistics (3) An introduction to the theory and application of statistics, including probability, descriptive statistics, random variables, and expected values.

MTH 150 Introduction to Computing (3) An introduction to computing and computer programming in BASIC. Topics include problem solving, algorithm development, elementary data structures.

MTH 171, 172 Calculus I, II (5) (5) A first study of functions on the real number system. Differentiation and integration are developed and used to study rational, trigonometric, and exponential functions.

MTH 206 Intermediate Statistics (3) A second course in statistics including applications of chi-square, analysis of variance, linear regression, polynomial regression, multilinear regression, time series analysis, and non-parametric statistics. This course is intended for non-mathematics majors. Recommended: MTH 106 or equivalent.

MTH 256 Introduction to Numbers Theory (3) The basic number theory of the rational integers is discussed including unique factorization, diophantine equations, linear congruences, divisibility, perfect numbers, quadratic congruences, and reciprocity.

MTH 301 Differential Equations (3) A course in ordinary differential equations including first-order equations, linear differential equations, the Laplace Transform, and series solution. Prerequisite: MTH 172 or the equivalent.

MTH 303 Calculus III (5) The study of functions of several variables carried out mainly in 2 and 3 dimensional

space. Topics in the differential and integral calculus of these functions is studied including partial derivatives, potential functions, line integrals, multiple integration, and Taylor's Formula. Prerequisite: MTH 172 or the equivalent.

MTH 305, 306 Analysis I, II (3) (3) An intensive study of functions of one and several variables including the following: normed vector spaces and their topology, series, one variable integration and its applications, calculus in vector spaces, ordinary differential equations, multiple integration. Prerequisite: MTH 303 or 315 or equivalent.

MTH 315 Linear Algebra (3) A study of the basic aspects of finite dimensional real vector spaces and linear mappings between them. This includes the following: Vector spaces, linear maps, matrices, determinants, bilinear mappings and forms, diagonalisation of certain classes of matrices, relations to geometry. Prerequisite: MTH 172 or equivalent.

MTH 321 Discrete Mathematics (5) A first course in applied algebra including sets, relations, functions, induction, partially ordered sets, Boolean algebra, switching circuits, finite state machines, formal languages, groups, semi-groups, monoids, modular arithmetic, Euclidean algorithm. Prerequisite: CSC 101 or equivalent.

MTH 330 Geometry (3) Euclidean and Non-Euclidean geometry. Prerequisite: MTH 315 or permission of instructor.

MTH 341 Probability (3) A first course in the theory of probability including combinatorial, analysis, probability spaces, conditional probability, stochastic independence, Bayes' theorem, random variables, distribution, the law of large numbers, and the central limit theorem. Prerequisite: MTH 172 or equivalent.

MTH 342 Mathematical Statistics (3) An introduction to the theory and applications of mathematical statistics including the following subjects: sampling, discrete and continuous distributions, hypothesis testing, and regression analysis. Prerequisite: MTH 172 or equivalent.

MTH 351 Numerical Analysis (3) This course treats the solution of linear and non-linear equations, numerical integration, numerical differentiation, the theory of approximation, and the numerical solution of differential equations. Prerequisite: MTH 303 and 315 or equivalent.

Computer Science

Career Opportunities

A Computer Science Major is an obvious choice in the "Information Society" of the future. Opportunities will open up in teaching, in programming, in systems analysis, and in data processing. Careers may be found in industry, in business, in health care, in government, and in non-profit organizations.

Requirements for the Major

A major in Computer Science requires 24 semester hours in computer science and 13 semester hours in related mathematics courses. The program follows the Association for Computing Machinery (ACM) Curriculum '78 Guidelines for Undergraduate Programs in Computer Science. Specifically, the courses required are CSC 101, CSC 102, CSC 303, CSC 304, CSC 305, CSC 406, CSC 407, CSC 408, and MTH 171, MTH 206 and MTH 321.

Requirements for the Minor

The minor in Computer Science requires 18 semester hours of computer science including CSC 101, CSC 102, CSC 303, CSC 304, CSC 305 and at least one 400 level computer science course. This minor will be a useful complement to a wide variety of majors—including biology, chemistry, mathematics, business administration, English, art and communication arts.

Facilities

The Computer Science Program has a dedicated Digital Equipment Corporation PDP-11/44 minicomputer, running the UNIX(tm) operating system. All the upper level computer science courses are taught using the PDP-11. In addition, Computer Science students have access to the college's four Apple II microcomputers, and a DEC VAX-11/750 running the VMS operating system. Students in the Computer Science I and II courses use the Waterloo Pascal Interpreter on the VAX.

Computer Science Course Descriptions

CSC 101 Computer Science I (3) This course introduces the fundamental ideas of Computer Science, including computer organization, data storage, programming as a problem solving methodology, and methods of algorithm development. The high-level programming language Pascal is taught and used to design, code, debug

and document programs using the elements of good programming style. Prerequisite: MTH 150 or equivalent.

CSC 102 Computer Science II (3) This course continues the analysis of problems and the development of algorithms started in Computer Science I. The course introduces topics such as recursion, internal sorting and searching, fundamental string processing, simple data structures, and programmer teams for the development and debugging of large programs. Prerequisite: CSC 101.

CSC 303 Computer Systems (3) An introduction to the fundamental concepts of computer systems, computer architecture, and assembly language programming. The course includes topics in computer organization and structure, machine language, computer arithmetic, assembly language, addressing techniques, macros, program segmentation and linkage, and the assembly and linking process. The assembly language used is either the PDP-11 or the VAX Macro-11 language. Prerequisite: CSC 102

CSC 304 Computer Organization (3) This course provides a detailed examination of computer architecture. Topics include logic design, processor control, microprogramming, the memory hierarchy, input/output organizations, arithmetic, and computer communications. Machines studied include the DEC PDP-11, VAX-11, IBM 370 Series, Hewlett Packard HP3000, Intel 8086, and the Motorola 68000. Prerequisite: CSC 303

CSC 305 File Processing and Data Base Design (3) This course introduces the concepts and techniques of structuring data on secondary storage devices, file processing techniques, including sorting and retrieval of random and sequential records, database organization and design, using the hierarchical and relational models, and provides experience with a database management system. Prerequisite: CSC 102.

CSC 406 Operating Systems (3) This course covers the theory and practice of modern operating system design. Topics include process scheduling and management, memory management techniques, file systems, virtual memory, I/O and secondary storage scheduling, deadlocks, concurrency, and distributed systems. Operating systems studied include UNIX and VAX/VMS. Prerequisites: CSC 303 and CSC 304.

CSC 407 Data Structures and Algorithm Analysis (3) This course continues and deepens the study of data structures and algorithms begun in the Computer Science I and II courses. Topics include basic data structures, lists, queues, stacks, and generalized lists, and complex data structures, graphs, trees, record, and files. Algorithms are developed and analyzed to perform sorting, searching, union, and to find operations on the data structures, time and space requirements are analyzed and complexity theory is introduced. Prerequisites: CSC 303 and MTH 321.

CSC 408 Programming Languages (3) This course introduces programming language constructs and compiler design. Topics include language definition, syntactic definition, semantic definition languages, data types and structures, control structures and data flow, interpretive languages, lexical analysis and parsing. Prerequisites: CSC 303 and MTH 321.

MEDICAL TECHNOLOGY

See "Biology"

NATURAL SCIENCES

Natural Science courses are offered as interdisciplinary courses in the Natural Science and Mathematics Division. No major is offered.

Courses of Study

SCI 101, 102 Introduction to Science (4) (4) An interdisciplinary course which looks at everyday situations and develops from them some of the principles of biology, chemistry, mathematics, physical education, and physics. Some of the topics include respiration, gases, motion, and heredity. Staffed by the faculty of the Division of Natural Sciences and Mathematics.

SCI 160 Microcomputers in the Laboratory (3) This course provides the background necessary for the non-computer scientist/teacher to incorporate microcomputers into the laboratory setting. To accomplish this, each participant builds and learns to program a microcomputer. This computer remains the property of the student. Hands-on experience in connecting apparatus to the computer is provided. Applications include data logging, timing, process control, automated data collection, image transfer to the computer, and analog to digital conversion. Prerequisite: consent of instructor. Lab fee includes the cost of the computer.

SCI 205 Theories of the Universe (3) A survey of man's view of the universe from early Greek to Ptolemaic, Copernican, Keplerian, Newtonian, and Einsteinian theories.

SCI 210 Scientific Terminology (2) A course designed for students in pre-medicine, pre-dentistry, nursing, and the allied scientific fields to give a command of scientific vocabulary through the study of prefixes, suffixes, and root words derived from Latin and Greek.

SCI 212 History of Science (3) Science viewed as a series of peaceful interludes punctuated by intellectually violent revolutions—in which one conceptual world view is replaced by another.

COURSES OFFERED AT DEACONESS COLLEGE OF NURSING

Course Descriptions

NR 101 Health Promotion in Nursing (2) This course provides the foundation of professional nursing practice by presenting the conceptual framework of adaptation and the philosophy upon which it is based. Didactic content includes development theories, therapeutic communication techniques, the teaching-learning process, the change process, and basic principles of pharmacology and nutrition. The nursing process is introduced as a method of providing professional nursing care. Lecture, small group discussion, and independent learning experience are utilized.

NR 102 Health Promotion in Nursing (2) Nursing skills and underlying principles that ensure safety and assist the client to attain and/or maintain health and comfort are presented. The physiological dimensions of oxygenation, metabolism, fluid and electrolytes, body defenses, and mobility are introduced through the skills. The nursing process is utilized in the implementation of nursing care. Interpersonal relationships and utilization of psychomotor skills are enhanced through practice in the classroom laboratory, nursing homes, and hospital setting. Pre- or co-requisite: NR 101.

NR 201 Alterations in Adult Health (8) Course content focuses on promotion of adaptation in clients experiencing alterations related to the physiological (fluid and electrolytes, body defenses, and oxygenation), psychosocial and spiritual dimensions of man. The role of the beginning professional nurse is introduced as the student cares for clients experiencing altered states of health. The student has the opportunity to develop assessment skills utilizing the nursing process as a basis for clinical decision-making. The teaching-learning process, process recordings, and application of psychomotor skills are included. Prerequisites: NR 101 and 102.

NR 202 Alterations in Adult Health (5) This course focuses on nursing care to promote adaptation in clients experiencing altered states of health in the areas of mobility, metabolism, and body defenses. The student examines the professional nursing role as a member of a multidisciplinary team. The nursing process will continue to be utilized as the basis for nursing care. Hospital settings, nursing homes, and ambulatory care facilities are the clinical settings utilized. Prerequisite: NR 201.

NR 203 Mental Health Nursing (5) Emphasis in this course is on the dynamics of human behavior related to the individual's ability to function in society. Alterations in the psychosocial dimension of self concept, role function, and interdependence are examined. Clinical experiences provide the opportunity to utilize therapeutic communication techniques and the nursing process in assisting individuals to develop and maintain adaptive behavior patterns for optimal mental health. Prerequisite: NR 201.

NR 301 Family Health: Maternal-Newborn (5) Current approaches to family-centered maternity care are the focus of this course. The roles of the nurse, the family, and the community in providing maternal and family health care during the childbearing cycle are emphasized. Alter-

ations in the normal physiologic and psychosocial processes related to the ante, intra and postpartum periods are explored in the hospital and the community setting. The nursing process is utilized in applying theoretical knowledge to clinical experience. Prerequisite: NR 201, 202, 203.

NR 302 Family Health: Children (5) Family-centered care of children is the focus of the course. Emphasis is placed upon the nurse's role in fostering normal growth and development and assisting the family to maintain or reestablish an environment in which each member functions to optimum is provided. The nursing process is utilized to integrate theory into practice in hospital and community settings. Prerequisites: 201, 202, 203.

NR 303 Advanced Alterations in Adult Health (5) Advanced nursing theory in the physiological dimensions of oxygenation, fluid and electrolytes, metabolism, and mobility is presented in this course. Students will have the opportunity to integrate nursing knowledge in the care of clients requiring complex nursing interventions. The professional nursing role as a member of a multidisciplinary team will be continued for comprehensive client care. Clinical experience occurs in the critical care areas and specialized nursing units. Prerequisites: NR 201, 202, 203.

NR 305 Nursing: The Professional Role (3) This course facilitates the transition from student to graduate nurse. Emphasis is placed upon exploration and analysis of current issues and problems in professional nursing. Clinical experiences provide an opportunity to expand upon leadership principles in a variety of nursing delivery systems. Students work closely with professional staff who serve as role models and assist the students in their own learning goals. Prerequisites: All previous nursing courses.

NR 401 Community Health Nursing (6) The focus of this course is primary health maintenance and prevention of illness. Principles of public health sciences are investigated. Clinical experience includes application of concepts and theories of community health nursing and public health in a variety of health care settings. The clinical focus is the integration of this information into developing the role of the professional nurse in the community. Nursing care of individuals, families and populations at risk will be provided to enhance the state of wellness. Pre- or co-requisites: Senior level in nursing and MTH 106.

NR 402 Research in Nursing (3) This course introduces the student to methods of research, to nursing research and its contributions as an adaptive process in the constantly changing environment. Students design a research study and write a research proposal. Nursing research studies are critiqued to enhance the ability of the student to analyze research findings in the literature. Pre- or co-requisite: Senior level in nursing and MTH 106.

NR 403 Leadership and Management in Health Care Delivery (6) This course relates organizational theory, management concepts, the decision-making process, and leadership theory in various health care situations and settings. The focus includes problem-solving using the group approach to accomplish planned change. Application of acquired skills, theories, and concepts for nursing practice are concentrated in the areas of patient care and management. The clinical focus is the synthesis of knowledge in developing the leadership role of the professional nurse in a variety of health care settings. Pre- or co-requisite: NR 402.

NR 404 Professional Issues in Nursing (2) This course provides critical analysis of political, social, and educational forces affecting nursing and its impact on health care. Philosophical, legal, and ethical issues and concerns are studied in relation to nursing practice. The focus is on broadening concepts of the professional nurse's role and responsibility in present and future health care delivery systems. Prerequisite: Senior level in nursing.

NR 405 Elective Study in Nursing (1-3) Elective. An independent study project allowing the student opportunity to investigate an area of interest through an individually planned experience. Under the guidance of a faculty member, the scientific approach to an area of health promotion or maintenance is utilized. Prerequisite: Approval of instructor.

NR 407 Spiritual Care: The Nurse's Role (2-3) Utilizing the nursing process, spiritual health versus spiritual illness will form the basis of the course. Understanding of the nurse's role in spiritual care is influenced by one's personal value system based upon individual beliefs about the nature of God and man from the perspective of a common humanity regardless of race, creed, or culture. Resources available for supporting spiritual wellness and meeting spiritual needs of clients and nurses will be explored through individual exercises and small group activities. Prerequisite: Approval of instructor.

PERFORMING ARTS

Faculty: Longworth (Acting Chairperson), Bittner, Fleming, Juncker

In creating a Department of Performing Arts, Lindenwood College acknowledges the unique similarities among the fields of Music, Dance, and Theatre. All three areas demand similar talents and require comparable personal discipline. They share a common cultural heritage and have the same historic roots. Perhaps most importantly, each places creative expression with an audience at the center of this artistic expression.

For students, this combination of activities under one department has many advantages. A vast array of classroom and performance experiences is easily accessible with a minimum of scheduling conflicts. Exposure to a diversity of activities allows students to discover their own special abilities. Individualized major programs can be created which afford a wide variety of specializations. The Lindenwood performing arts graduate inevitably will have that critical advantage which so often spells the difference between professional success and failure.

Though the program is new and incorporates many innovative ideas, it embodies some old-fashioned attitudes about performance training. Students must have numerous performance experiences, and production schedules are created to afford everyone an opportunity to partici-



Proper makeup application is essential to theatrical productions, which are offered annually by the Performing Arts Dept. Theatre studies at the college are supported by practical work as part of an annual main stage series of productions that have received wide acceptance from the community.

pate. Students also need constant critical feedback from master teachers, and the program has a studio class structure which facilitates this close contact. Finally, students learn best in an environment in which mutual respect, concern for the individual, and high performance standards are necessary values; Lindenwood's Performing Arts Department has created a community atmosphere which fosters these qualities.

Such a combined department is rare in higher education and the Performing Arts Major is unique in the St. Louis area, offering an orientation and performance opportunity which will be of maximum service to the arts-inclined student.

The Department offers traditional majors in Music and Theatre as well as the interdisciplinary major in Performing Arts.

Facilities and Opportunities

Lindenwood College maintains a recently renovated 400-seat theatre in the Jelkyl Center for the Performing Arts. Studio rehearsal rooms and secondary performance areas exist in the modern Fine Arts Building, which also houses faculty offices and classrooms.

Technical facilities include a design studio, fully-equipped scenery and costume shops, and acting and directing studios. A large air-conditioned dance studio is located in the Fine Arts Building. Music practice facilities include 15 Steinway grand pianos, 15 Yamaha upright pianos, and a pipe organ. A music library is located in Butler library.

Music studies at Lindenwood are reinforced by many extra-curricular activities including a popular Madrigal Dinner at Christmas, choral performances with the Women's Ensemble, and student and faculty recitals. The music program is greatly enhanced by the presence on campus of CASA (the St. Louis Conservatory and School of the Arts). Lindenwood students are able to study with conservatory-level teachers and participate in small ensembles and an orchestra conducted by CASA faculty.

Theatre studies at Lindenwood are supported by practical work in three production programs. The Performing Arts Department offers a main stage series of productions annually. Selections may include musicals, drama classics, and plays for children. A series of studio productions is offered each year; included are directing class projects, original student-written plays, and independent projects designed by theatre and dance students.

Internships in Music and Theatre are available for work in professional Music and Theatre organizations in

the St. Louis area. Currently, internships are available at the following organizations:

St. Louis Symphony
St. Louis Philharmonic
CASA
Municipal Opera
Little Theatre in Sullivan, Illinois
Lyceum Theatre in Arrow Rock, Missouri

Declaration of Major

Students should declare their majors in the various performing arts areas early in their college careers. For those receiving Performing Arts scholarships, this declaration must occur during the first semester of their first year under scholarship. This is generally in the freshman year. Other students are encouraged to declare majors by the end of their first year of active participation in the department.

The Department reserves the right to reject any student from consideration as a major at the end of each academic year. Each student will have an oral departmental evaluation in which the faculty will have an opportunity to review the student's work for the year and make recommendations for future growth.

Co-Curricular Requirements

Since the performing arts require group participation and individual commitment on the part of all individuals, several co-curricular requirements have been introduced by the faculty. Such requirements include participation in auditions and crew activities for productions. Full details of these requirements are available from the Chairperson of the Department.

Music

Requirements for Degrees in Music

Bachelor of Music (78 hours)
Introduction to Music Literature (3)
Theoretical Foundations of Music (8)
Advanced Studies in Music Theory (8)
Form and Analysis (3)
Orchestration/Arranging (3)
Counterpoint (6)
Music History I and II (6)
Applied Music (19) Major Instrument (16)
Minor Instrument (3) (Must be piano if major instrument is not piano or organ)
Piano Pedagogy/Literature (6) (Piano major)
Voice Pedagogy/Literature (6) (Voice major)

Ensembles (8)
Junior Recital (1)
Senior Recital (1)
Music Electives (6)

Bachelor of Music Education (68 hours)

Introduction to Music Literature (3)
Theoretical Foundations of Music (8)
Advanced Studies in Music Theory (8)
Form and Analysis (3)
Orchestration/Arranging (3)
Music History I and II (6)
Applied Music (18) Major Instrument (12)
Minor Instrument (6) (Must be piano if major instrument is not piano or organ)
Introduction to Conducting (2)
Advanced Conducting and Rehearsal Techniques (Instrumental or vocal)
Instrumental Techniques (4)
Ensembles (8)
Music Electives (3)

Bachelor of Arts (46-56 hours)

Introduction to Music Literature (3) (Should be taken during first semester of study)
Fundamentals of Music Theory (3) (May be waived by examination)
Theoretical Foundations of Music Theory (8)
Advanced Studies in Music Theory (8)
Form and Analysis (3)
Counterpoint (3)
Music History I and II (6)
Applied Music (Major Instrument) (6)
Ensembles (8)
Music Electives (6-16)

Theatre

Requirements for Theatre Major

Specific requirements for either the B.A. or B.S. degree follow:

Basic Requirements:
TA 100 Theatre Practicum (4)
TA 101 Acting I (3)
TA 106 Stage Movement I (3)
TA 111, 112 Introduction to Technical Theatre (6)
TA 109 Script Analysis (3)
TA 206 Directing I (3)
PA 201, 202 History of Performing Arts (6)
TA 216 Stage Make-up (3)

Upper-Class Specializations:

Acting/Directing
 TA 102 Acting II (3)
 TA 306 Directing II (3)
 TA 201 Acting Studio I (3)
 TA 202 Acting Studio II (3)
 TA 108 Voice and Diction-Actor (3)
 TA 416 Introduction to Arts Management (3)
 Theatre Electives (6)

Technical/Design

TA 209 Costume Design (3)
 TA 207 Set Design (3)
 TA 208 Lighting Design (3)
 TA 407 Scenic Design Studio (3)
 TA 408 Lighting Design Studio (3)
 TA 409 Costume Design Studio (3)
 Electives (9)

Related Requirements: All Theatre majors must take related courses outside the major:

Dramatic Literature (6)
 Music (6)
 Dance (6)
 Art (3)

Performing Arts

The Performing Arts Major is designed for students who wish to develop a broad academic and performance base in the various performing arts. The Department assumes that the incoming student has experience in one or more of the art forms and wishes to extend his/her artistic identity before considering advanced specialization. There are significant similarities among the various arts as well as subtle differences. A concrete exposure to each of the arts will allow students to make career choices and develop advanced training from an informed, critical perspective. A solid grounding in the theory and aesthetics of music, dance, and theatre will give students a marked advantage in career placement and access to advanced training programs in which personal breadth and flexibility are attractive and rare.

Requirements for the Performing Arts Major:

Requirements for a Performing Arts Major include 27 hours in a common arts curriculum during the first two years of study. The specific courses required are these:

PA 100 Introduction to the Performing Arts (3)
 TA 140 Introduction to Dance (3)
 TA 250 Theory and Composition of Dance (3)

PA 130 Introduction to Music Theory (3)
 TA 109 Script Analysis (3)
 TA 101 Acting I (3) Applied Class in Music (piano or voice) (3)
 PA 201 History of Performing Arts (3) Prerequisites: (PA 100 and PA 130)
 PA 202 History of Performing Arts II (3)

Upper-class specialization requirements will constitute between 25 and 35 hours in advanced courses as well as appropriate extracurricular involvement. Though it will be possible for the student to designate a Bachelor of Science degree, the Department generally recommends the Bachelor of Arts Degree as the more appropriate preparation for the Performing Arts major. Each student will have a junior and senior evaluation administered by a committee of three faculty members from the department who will assist the student in developing career goals and who will assess individual abilities.

For the Bachelor of Fine Arts degree: (58 hours)

4 hours—Theatre Practicum
 6 hours—Acting I and II
 6 hours—Introduction to Technical Production
 3 hours—Make-up
 3 hours—Script Analysis
 6 hours—Directing I and II
 6 hours—Performing Arts History
 12 hours—Studio Performance
 3 hours—Dramatic Literature
 3 hours—Voice
 6 hours—Dance or movement

B.F.A. candidates must fulfill all general requirements for the B.A. degree.

Course Descriptions:**Music**

MUS 100 Music Practicum (1)

MUS 101, 201, 301, 401 Piano (1 or 2) Private Lessons

MUS 102, 202, 302, 402 Organ (1 or 2) Private Lessons

MUS 103, 203, 303, 403 Voice (1 or 2) Private Lessons

MUS 105 Instrumental Techniques: String (1) The teaching of violin, viola, cello, and bass in the classroom.

MUS 106 Instrumental Techniques: Woodwinds (1) The teaching of the clarinet, flute, oboe, saxophone, and bassoon in the classroom.

MUS 107 Instrumental Techniques: Brass (1) The teaching of the trumpet, trombone, and horn in the classroom.

MUS 108 Instrumental Techniques: Percussion (1) The teaching of percussion instruments in the classroom.

MUS 110 Women's Ensemble (2) Open to all students with permission of Instructor.

MUS 111 Lindenwood Chamber Singers (1, 2 or 3) Open to all students by audition.

MUS 112 Instrumental Music Ensembles (1) Open to all students by audition.

MUS 114 Piano for Beginners I (3) A course for the student without any previous background in music to study the basic principles and concepts of reading music, rhythm, scales, and chord structure as well as the necessary techniques for performing.

MUS 115 Piano for Beginners II (3) A course designed to follow Music 114 or for the student who has had some previous background in music to study the basic principles and concepts of music at a more advanced level as well as the form, style, and performance of easier compositions by well-known composers. Prerequisite: MUS 114 or consent of the instructor.

MUS 120 Acoustics and the Sound of Music (3) An examination of the science of acoustics as applied to musical sound, i.e., the physiological reception of sound, the acoustical properties of environment, and the acoustical behavior of musical instruments. No prior knowledge of physics will be required; however, some background in music will be helpful. (H)

MUS 131 Theoretical Foundations of Music (4) With Lab. Further development of skills of harmony, sight singing, and ear training. Prerequisite: PA 130 or equivalent proficiency.

MUS 132 Theoretical Foundations of Music II (4) With Lab. Prerequisite MUS 131.

MUS 140 Voice for Beginners (3) Basic principles and techniques of voice production including breathing, phonation, resonance, and diction. Members of the class will perform vocal exercises, solo song repertoire, and small ensemble pieces (duets, trios, quartets, etc.) and study fundamentals of music notation in a manner designed to

improve and develop their sight-reading skills and musicianship.

MUS 165 Introduction to Music Literature (3) This course is designed to introduce students to major forms, masterworks, and composers of Western art music. The approach will be by genre (i.e., symphony, opera, concerto, etc.) with specific attention to the major works in each rather than a chronological survey, and although a certain amount of elementary stylistic and formal analysis will be involved, the emphasis will be on listening skills. The one-semester course will help to prepare them for more advanced work in Form and Analysis and Music History classes. (H)

MUS 200 Piano Pedagogy (3) A course designed for the student interested in maintaining a private studio. Study of pedagogical techniques, graded literature and materials, and other problems related to the teaching or private lesson in piano.

MUS 201 History of Music I (3) Traces the development of Music in the culture of the Western World from 1000 B.C. to approximately 1750 A.D. (H)

MUS 202 History of Music II (3) Follows the development of Music in the culture of the Western World from 1750 A.D. to the modern era. (H)

MUS 231, 232 Advanced Music Theory I, II with lab (4) (4) Principles of musical composition, approached from the basis of both theoretical and historical development. Further work in harmony, sight-singing, and ear training. Prerequisites: MUS 131, MUS 132 (H)

MUS 250 Introduction to the Opera (3) Designed for the serious listener rather than the performer, this introductory course assumes no previous musical training, but will proceed, in non-technical language, through lectures, reading, and guided listening, to introduce the student to representative operatic masterpieces from the Baroque, Classical, Romantic, and Modern periods. (H)

MUS 260 The History of Jazz (3) A study of jazz from its early folk song origins in the 19th century, through the forties, to the free jazz of Ornette Coleman, John Coltrane, and Miles Davis. Recordings are used to help the student hear stylistic differences and the musical developments which grew out of this fluid art form. No previous music experience is required. (H)

MUS 300 Piano Pedagogy Workshop (1) Practical application of techniques studied in MUS 200 (Piano Pedagogy) under supervision of the Music Department. Prerequisite: MUS 200 and concurrent enrollment in MUS 331 or 401.

MUS 305 Junior Recital (1)

MUS 320T, 321T Piano Literature (3) (3) A study of the complete solo piano compositions of major composers from the Baroque period to the present. Standard works chosen from the concert repertoire receive an analytical



A recent graduate takes time to relax during Alumni Reunion Weekend, an annual fall event attracting alumni from throughout the country. Numbering more than 10,000, alumni are a vital part of the institution's development, expansion and educational thrust as witnessed by the fact that more than 40 percent support the college on an annual basis.

and stylistic study. Use of the keyboard and extensive listening assignments are integral to the course. Prerequisite: Consent of instructor.

MUS 340T Vocal Pedagogy (3)

MUS 350 Form and Analysis (3)

MUS 360 Orchestration/Arranging (3)

MUS 383 Introduction to Conducting (2) Score reading, conducting techniques, rehearsal procedures, organizational procedures.

MUS 384 Conducting Studio (2) Prerequisite: MUS 383

MUS 390, 391 Counterpoint I: 16th Century, Counterpoint II: 18th Century (3) (3)

MUS 405 Senior Recital (1)

Performing Arts

PA 100 Introduction to the Performing Arts (3) This course is a basic introduction to the various forms of Performing Arts—dance, music, and theatre. The class deals with the investigation of “what is a performing art?” and its inherent value. Various structures are studied in analyzing their similarities and differences. Lab work entails attendance at two performances of each of the art forms. (H)

PA 130 Introduction to Music Theory. (3) Fundamentals of harmony, sight-singing, and dictation.

PA 201 History Of Performing Arts I (3) (H)

PA 202 History Of Performing Arts II (3) (H)

PA 417 Marketing and the Arts (3) This course applies to marketing theory in the arts. Special emphasis will be placed on art consumers, product management, marketing strategy, marketing research, pricing policy and marketing control. Using core studies students will observe and evaluate six marketing campaigns evaluating the various strategies employed. Special emphasis will be placed on the identification and uniqueness of art consumers. Each student will undertake a research project to develop a profile of a specific arts patronage. Pricing and product adjustment will be considered in light of the statistical information developed from the research.

PA 418 Financial Theory in the Arts (3) This course will consider budget development, income and expense estimations, personnel, budget control, accounting and management theory. Decision making will be the center focus of this class. The financial research necessary to prepare accurate need assessments, the preparation of budgets, the control and utilization of resources and the methodology for operating within the market place will be surveyed in this class. Organizational structure as it affects personnel and decision making will also be analyzed. It is assumed that students have a background in accounting and basic financial theory. The case study approach will be used as students consider and evaluate specific operating procedures in a local arts organization.

PA 149 Fund Raising in the Arts (3) This course will investigate the various methods of capital development. Special consideration will be given to private foundations, corporate development, and public financing. A bulk of Performing Arts organizations are classified as non-profit and therefore the subject of public and private funding plays a more significant role than in the normal business activity. Though the development of earned income will be a subject for consideration, private foundations and public granting institutions will be the focus of the course. Students will learn how to write a proposal. The correct methods of contacting and soliciting foundation support will be studied. Students will learn to use the Foundation Directory, the Federal Register and Commerce Business Weekly as tools to foundation research. The case study approach will be followed in this course with students analyzing existing grant proposals and writing proposals of their own.

PA 420 Arts and the Law (3) This course will survey the various legal aspects of the arts. Copyrights, labor law, tax law and contracts and torts will be analyzed. Special projects related to copyrights, trademarks and contracts will prepare students to operate effectively within the legal arts environment. Practical information on correct legal procedures will be presented. Students will be given a variety of resources to contact to obtain more expert legal information. A case study approach to the subject will be used as various local lawyers present guest lectures related to various legal interpretations of arts related to the law.

Theatre

TA 100 Theatre Practicum (1) Practical work on stage productions. Open to all students. May be repeated.

TA 101 Acting I (3) Designed to teach basic skills to the beginning actor, the course explores the techniques of concentration, relaxation, nonverbal communication, and improvisation. The course is designed for both theatre majors and non-majors.

TA 102 Acting II (3) Designed to be a scene-study class for the beginning actor, the course explores the techniques for character analysis as described by Stanislavski. Students perform selected scenes from plays especially chosen to give them the necessary skills for building a character and creating a role for the stage.

TA 106 Stage Movement I (3) Basic non-verbal and physical explorations related to the development of the actor's body as a psychologically and physically responsive instrument. Areas to be covered include: body awareness skills, relaxation techniques, impulse work, spontaneous movement improvisation games to clarify finding objectives and playing actions, and the introduction of weight, time, and space elements in beginning characterization. Classwork will be occasionally videotaped to enhance student growth.

TA 107 Stage Combat (3) Combat mime is the study of martial movement and illusionistic pantomime. Prerequisite: TA 106 and consent of instructor.

TA 111, 112 Introduction to Technical Theatre I, II (3) (3) An introduction to the total technical spectrum of the theatre, from the construction of scenery to scene painting, stage lighting mechanics, and the construction of costumes. Topics range from scarf joints to color theory, drafting techniques, and darts and French seams.

TA 117, 118 Appreciation of Theatre I, II (3) (3) Understanding forms of drama, basic acting techniques, the relationship of performer to audience, technical theatre, and how to view a play. Primarily an observation and discussion course for persons interested in learning about theatre, rather than participating in it. (H)

TA 140 Beginning Dance I (3) An introduction course in the theory and practice of ballet, modern dance, and jazz. Exercises for the development of dance skills, movement awareness, and control.

TA 141 Beginning Dance II (3) Prerequisite: TA 140 or consent of instructor.

TA 160 Theatre History I (3) Follows the development of Theatre in the culture of the Western World from 1000 B.C. to the Restoration.

TA 161 Theatre History II (3) Follows the development of Theatre in the culture of the Western World from Restoration times to the modern era.

TA 201 Studio I (3) Designed to be an advanced scene study class, the course explores the techniques of characters from the plays of Chekhov and Ibsen.

TA 202, 303, 304, 405, 406 Studio II, III, IV, V, VI (3) (3) (3) (3) Advanced scene study classes and acting styles. Exploration of the styles of Shakespeare, Moliere, and contemporary playwrights. Prerequisite: TA 201 and consent of instructor.

TA 203 Audition Studio (3) This studio class is designed to acquaint students with finding audition pieces and preparing them, cold readings, musical auditions, resumes and photos, as well as discussions helping students determine how to market themselves and other business of getting a job.

TA 204 Stage Voice (3) This course deals with learning to relax and expanding the actor's voice potential. A series of relaxation and vocal exercises is used to help strengthen the voice. The student will study the mechanics of the voice and how it works, as well as safe use of the voice. Phonetics, Shakespeare, and Scansion are studied in the class. This approach to voice is geared toward the actor's needs and problems. Prerequisite: TA 102 and consent of the instructor.

TA 205 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. The approach is necessary for persons working in any of the artistic roles in the theatre. (H)

TA 206, 306 Directing, Advanced Directing (3) (3) A study of the theory of directing and practical application by staging a short piece, followed by the staging of a complete work of at least thirty minutes. Prerequisite: TA 109.

TA 207 Set Design (3) An introduction to the process of set design, from research and thumbnail sketches to color elevations and property sketches. Two (or more) designs shall be completed in a thorough, step-by-step procedure.

TA 208 Lighting Design (3) An introduction to the mechanics of stage lighting, from ohms to SCR's, and a thorough examination of lighting design, from lighting plot and dimmer list to a rough copy of cues and levels.

TA 209 Costume Design (3) Study and practice of basic skills for the construction and fitting of stage costumes. Introduction to purchasing, drafting, cutting, basic design concepts, and pattern making.

TA 210 Stage Management (3) A course exploring the professional and educational requirements of the Stage Manager. The course will include practical application on the mainstage and studio as well as professional guest lecturers.

TA 216 Stage Make-up (3) Study and practice in the art of theatrical makeups. Progress from straight to character makeup techniques.

TA 217 History of Costume (3) Course traces the styles of human dress in world culture from the Biblical era to the mid-20th Century. (H)

TA 230 Observational Internship (3) Observe local theatre operation in the areas of Theatre Management, Stage Management, and Technical Theatre. Prerequisite: Acceptance in to company and consent of the instructor.

TA 232 Special Studies in Theatre History (3) Prerequisite: consent of instructor. (H)

TA 236 Survey of Dramatic Literature (3) This course is designed to develop a firm foundation in dramatic literature. (H)

TA 240, 241 Intermediate Dance II, III (3) (3) Intermediate dance exercises: modern, jazz, and ballet. A comprehensive and eclectic workshop. Prerequisite: consent of instructor.

TA 250 Theory & 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: TA 240, and consent of instructor.

TA 293 American Musical Theatre (3) A study of the development of the genre of Musical Theatre. This course traces the origins of Musical Theatre from its roots in music hall entertainment, vaudeville, and melodrama. The course uses musical scores, video tapes, and film adaptations to explore current musical theatre entertainment. (H)

TA 310 Advanced Stage Costuming (3) Advanced technical course in costume construction. Students learn the advanced techniques of pattern drafting, draping, millinery, and other construction skills. Prerequisite: TA 209

TA 316 Advanced Stage Makeup (3) Study of advanced stage makeup procedures involving the use of three-dimensional techniques and the construction of wigs and hairpieces. Prerequisite: TA 216.

TA 340, 440 Dance Studio I, II (3) (3) A studio class for students interested in developing advanced skills in ballet, modern, or jazz dance. Emphasis will be placed on developing personal artistic growth. Prerequisites: TA 240 and consent of instructor.

TA 342 Graduate Directing for the Undergraduate (3) Prerequisite TA 306 and consent of instructor.

TA 406 Advanced Acting Problems (3) This course is especially designed to explore special areas of acting techniques, to include the variety of methods described by both European and American masters. Prerequisite: TA 201

TA 407 Scene Design Studio (3) A studio course for the student interested in a career in scene design. Designs shall be chosen and completed with an emphasis placed on portfolio and personal artistic growth. The business of making a living as a professional scene designer, from contacts and contracts to the union, is an underlying theme of the course. Prerequisite: TA 207. May be repeated.

TA 408 Lighting Design Studio (3) A studio course for the student interested in a career in lighting design. Designs shall be chosen to build individual portfolios and to challenge one's knowledge of lighting. Prerequisite: TA 208. May be repeated.

TA 409 Costume Design Studio (3) A studio course for students interested in a career in costuming. Designs shall be chosen to build individual portfolios and to challenge

the advanced student's knowledge of costuming and design. Prerequisite: TA 310. May be repeated.

TA 416 Introduction to Arts Management (3) This survey course will introduce the various technical areas for which an Arts Manager is responsible. Specific attention will be given to accounting, public relations, personnel, marketing, and fund raising. Prerequisites: Junior standing or consent of instructor.

TA 418 American Theatre History (3) Follows the development of American Theatre from its roots in the 18th Century to modern times. Special attention is given to the cultural background of each period. Prerequisites: PA 202. (H)

TA 419 British Theatre History (3) Follows the development of British Theatre History from the creation of the Patent System in 1661 through its abolition in 1912. Special attention is given to the cultural background of each period. The British Tutorial method of study will be employed. Prerequisite: PA 202 (H)

TA 430 Advanced Internship (3 or 9) The student works at a local theatre in the area of Theatre Management, Stage Management or Technical Theatre. Prerequisites: Acceptance into the company, consent of instructor, and TA 230.

PHILOSOPHY AND RELIGION

Courses in Philosophy and Religion are offered in the Humanities Division. No major is offered in either subject.

PHL 100 Introduction to Philosophy (3) This course is designed to introduce the student to the activity of philosophy by studying the ways in which a number of important philosophical schools have attempted to answer such major questions as proofs of the existence of God, the challenges of science and materialism to free-will, the basis for human knowledge, and the justification of moral beliefs. (H)

PHL 101 Great Thinkers in the History of Philosophy (3) A study of several major philosophers each from a different historical epoch; e.g., Classical Greece, the Middle Ages, the Enlightenment, etc. A good understanding of the continuity of the philosophical enterprise and its perennial problems should emerge as well as some of the distinctive methods and assumptions which are characteristic of different historical epochs. (H)

PHL 200 Aesthetics (3) A survey of the Philosophies behind various approaches to such expressive media as music, painting, sculpture, film, poetry, and prose is combined with the study of some special problems in classical and current determinants of aesthetic values. (H)

PHL 202 Logic (3) This course offers study of the principles and techniques of analytical and logical thought and expression. The methods of inductive and deductive reasoning are examined as a foundation for exactness in thinking and precision in the use of terms and propositions. The investigation is pursued along both theoretical and practical lines with emphasis on development of problem-solving skills. (H)

PHL 204 Contemporary Ethical Issues (3) The nature of ethical argumentation as it pertains to a number of critical social and philosophical issues comprises this course. Such issues as capital punishment, abortion, and euthanasia are examined, not for the purpose of "taking a stance", but for the purpose of acquainting students with the various bases for argumentation over the issues and developing student capacities for philosophical analysis and discourse. (H)

PHL 210 Medical Ethics (3) Modern medicine has given rise to deeply complex moral issues, including the physician-patient relation, confidentiality, informed consent and coercion, killing and letting die, abortion, birth defects, the right to health care, and allocation of scarce medical resources. This course investigates these issues by analyzing relevant essays written by philosophers, physicians, psychologists, psychiatrists, lawyers, and theologians.

PHL 250 American Philosophy (3) A survey of American Philosophy. The course will emphasize the development of pragmatism and naturalism from C.S. Peirce to the present. The contributions of Emerson and Thoreau to American thought will also be studied. A major goal of the course is to deepen our understanding of our culture

by studying the men who shaped a uniquely American view of man's place in the world. (H)

PHL 260 Philosophy of Law (3) An examination of the major positions taken with respect to issues in the Philosophy of Law. Some of the questions which the philosophy of law attempts to answer are: "What is a legal system?", "Do we have a moral obligation to obey the law and if so why?", "What, if anything, justifies punishing violators of the law?", "Should morality be legislated?" (H)

REL 200 World Religions (3) The purpose of this course is to familiarize the student with the great religious systems of the world. Specific attention is given to Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and to the fundamental distinction between esoteric and exoteric religious orientations and modes of expression. (H)

REL 202 Religion in America (3) This course provides an overview of the history and development of the major religious traditions in the United States, beginning with the Puritans and concluding with contemporary religious movements. Included are the beliefs, programs, and organizations of the major Protestant denominations, the Roman Catholic Church, and Judaism, along with ethno-religious groupings, ecumenical movements, and church-state relations. (H)

PHYSICS

Courses in Physics are offered in the Natural Science and Mathematics Division. No Physics major is offered.

PHY 120 Acoustics and the Sound of Music (3) An examination of the science of acoustics as applied to musical sound: the physiological reception of sound, the acoustical properties of environment, and the acoustical behavior of musical instruments. No prior knowledge of physics will be required; some background in music is helpful.

PHY 140 Light and Color (2) A description of the physical nature of light, color, color vision, and geometric optics with limited use of mathematics. This course is intended for the non-science students such as those interested in art, photography, stage lighting, television, fashion design, and psychology.

PHY 151, 152 Introductory Physics I, II (4, 4) An examination of the fundamental principles of mechanics, heat, sound, light, electricity, and magnetism, using algebra and the applications of these principles to the world about us. Includes a two-hour laboratory. Lab fee.

PHY 301, 302 General Physics I, II (4, 4) By the application of calculus to the definitions, the fundamental principles of physics are simplified. Topics covered in this course include mechanics, heat, sound, electricity, magnetism, light, and nuclear physics. Includes a two-hour laboratory. Lab fee. Prerequisite or concurrent registration: MTH 171 or equivalent.

POLITICAL SCIENCE

See "History/Political Science"

PSYCHOLOGY

Faculty: Evans (Chairperson), McMahon

Careers in Psychology

Surveys and job-availability studies indicate that the Bachelor's degree in Psychology represents one of the most flexible preparations for the job market. Many mental-health related and research-oriented positions are

available to the holder of the B.S. or B.A. degree in Psychology. However, majors are encouraged to consider alternatives in business and industry as well. Persons interested in personnel management careers should take the Human Resources Administration emphasis within the Psychology major (see below)

Students who pursue graduate study and complete the Master of Science or Doctor of Philosophy degree will have access to higher salaries and greater professional advancement. In all states, a person must have the master's or doctor's degree to be licensed for private practice as a psychologist.

Department Activities

All Lindenwood students interested in Psychology are invited to join the student-run Psychology Interest Group. This organization, which meets at least once a month, serves to supplement classroom learning and promote interaction and discussion among students, faculty, and guest speakers. In addition to sponsoring talks by mental-health professionals from the community, the group presents films on psychological topics, conducts field trips, and holds an end-of-year party.

Psychology

Requirements for the Major

The B.A. and B.S. Degrees are available in Psychology for both day and evening students. (An Associate of Arts in Applied Psychology also is offered in the Evening College. See Lindenwood Evening College.) The requirements for a major include 33 to 42 semester hours in Psychology and 6 to 12 hours in other departments of the Social Science Division. The courses required for Psychology majors include: SS 310, PSY 100, PSY 300, and PSY 432, and any two courses from the following list: PSY 234, PSY 330, PSY 324, PSY 332, PSY 335.

It is also recommended that students who plan to pursue graduate study in psychology take as many additional courses from this list as their schedules permit. Graduate-school-bound students should discuss their plans with their faculty advisor no later than the second semester of the junior year.

Human Resources Management

The Human Resources Administration program is designed to prepare students for the growing and increasingly complex field of personnel management. It offers the psychology major a specifically vocational preparation within a liberal arts framework.



Lindenwood students vary in age, background, experience, and goals, but share a love for the institution.

Requirements for the Major:

In addition to completing Lindenwood's all-college requirements, the student with a concentration in Human Resources Administration is required to take: SS 310, BA 211, BA 212, PSY 100 or 101, PSY 209 or 310, PSY 300, PSY 302, PSY 324, PSY 432, and a minimum of 11 credit hours in psychology electives. Business requirements include: BA 200, BA 201, BA 360, BA 350, BA 240, BA 330, BA 320, BA 332.

Courses of Study:

PSY 100 Principles of Psychology (3) An introduction to behavioral science, focusing on the study of perceptual, learning, and motivational processes. The student will explore basic psychological concepts, methods, and findings leading to an understanding of human behavior. (SS)

PSY 101 Interactive Psychology (3) An introductory study of the reciprocal relationships between personality and society. The emphasis is on understanding the dynamics of the interaction among personality dispositions, social behavior, and social-cultural influences. Group activities and demonstrations provide student-generated data to test and to expand the student's understanding of text materials. (SS)

PSY 200 Human Development: Childhood (3) Study of the factors influencing the child's perceptual, motor, intellectual, language, social, and personality development from birth to maturity. Students may have the opportunity to study the behavior of children in Lindenwood's Preschool or in other community child programs. (SS)

PSY 200 Human Development: Life Span (3) Study of the factors influencing the human being's perceptual, motor, intellectual, language, social, and personality development from birth to death. Psychological and social-psychological theories of human development are evaluated in the context of developmental research findings. (SS)

PSY 201 Psychology of Adolescence (2) A study of physical, intellectual, emotional, and social development during the period of adolescence. Research studies are given special attention in studying the development of a sense of personal identity, changing roles in family, school, and community, and problems of adjustment, delinquency, and drug abuse. (SS)

PSY 202 Psychology of Aging (3) This course focuses on the aging person. Development processes involving sensory, perceptual, intellectual, and personality changes from young adulthood through old age provide the framework for understanding the process of aging. The area of study includes the role of the older person in the family and society as well as issues related to economics, leisure, retirement, and death. (SS)

PSY 203 Abnormal Psychology (3) A survey of the major classes of behavior disorders. Emphasis is given to understanding symptoms, the complex interaction of factors related to disordered behavior, and various approaches to correction of behavior problems. (SS)

PSY 209 Conflict Management (2) An experiential approach to skill development in the following areas: managing conflict in the work situation, group problem-solving strategies, overcoming resistance to change, force-field analysis of conflict, open communication techniques, and participant management. This course is particularly appropriate for students interested in careers in business and personnel management. Not available to students who have taken PSY 310. (SS)

PSY 231 Creative Problem Solving (2) An intensive experience designed to develop an understanding of the processes of problem-solving and creativity. Students will be directly involved in activities through which they can explore and expand their own creativity in solving everyday problems encountered in management, decision-making, working, and living. (A previous course in psychology is recommended).

PSY 232 Interviewing (1) Basic concepts of interviewing, including planning, questioning, listening, reflecting,

selling, rating, hypothesis testing, and decision-making. Students will participate in interviewing simulation and read selected background material on research finding. (A previous course in psychology is recommended).

PSY 234 Explorations in Social Psychology (3) Study of theories of and research into the individual's interrelationships with other people and with his/her social groups. Topics include social motivation, socialization, personal perception, liking and attraction, conformity, persuasion, attitude formation and change, prejudice, and mob and crowd behavior. (SS)

PSY 262 Death and Dying (1) An exploration of the physical, emotional, psychological, and social ramifications of the process of dying. Included are considerations of socially prescribed attitudes and ritual, existential crises, and case studies of the death experience. Students will review and discuss current psychological theories and research on dying. (SS)

PSY 265 Human Sexuality (3) Survey of theories of and research into psychological aspects of human sexual behavior. Topics include: sex differences in the development of sexuality, psychological factors in sexual behavior, sexual behavior in cross-cultural perspective, sexual behavior in special populations, aberrant sexual patterns, and current sexual trends in America. (SS)

PSY 300 Research Methods in Psychology and the Social Sciences (4) A course in the techniques of behavior observation and analysis in which students learn to design and conduct research in the social sciences, to analyze the data meaningfully, and to present their findings to others. Equal emphasis is given to survey, correlational, and experimental methods. Prerequisite: SS 310

PSY 301 Theories of Personality (3) The major theories of personality are studied along with the research on which the theories are based. Students will undertake independent projects exploring aspects of personality theories. Prerequisites: PSY 100 or 101

PSY 302 Behavior Modification (2) Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and 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. Prerequisites: PSY 100 or permission of instructor.

PSY 310 Managerial Psychology (3) Survey of the principles of psychology as related to management and supervision of people in an industrial environment. Includes small group dynamics, leadership, motivation, counseling, and assessment. Some relevant case studies are discussed, and games and simulations are used to explore principles. Prerequisites: PSY 100 or 101. Not available to students who have taken PSY 209.

PSY 324 Psychological Testing (4) A study of theory of mental measurement and the principles of reliability, validity, and standardization as they are applied to the construction, interpretation, and use of educational and psychological tests. Tests of achievement, aptitude, intelligence, interest and personality will be studied as illustrations of the problems of measurement and the variety of solutions to those problems. Ethics of test use will be given special consideration. Each student will complete a term project in constructing, validating, and norming a test. Prerequisites: Two prior courses in psychology.

PSY 324 Psychological Testing-B (4) The same course as PSY 324; however, the term project will involve learning to administer, score, and interpret one of the most frequently used tests of individual abilities: WISC, or Stanford Binet. Prerequisites: Two prior courses in education and psychology.

PSY 330 Psychology of Learning (3) Study of how old behaviors are changed and new behaviors are acquired as a result of experience. Attention is also given to theories and empirical findings in the field of human memory. Students will carry out an experiment in learning or memory. Prerequisite: PSY 100.

PSY 332 The Psychology of Motivation (3) An analysis of the major theories of motivation, the data on which they are based, and the methods used to generate the data. Experiments in motivation will be carried out. Prerequisites: PSY 100 or 101.

PSY 335 Topics in Biopsychology (2) Study of biological aspects of behavior, including neurophysiology, motivation, and memory. Prerequisite: PSY 100 or BIO 100.

PSY 340 Altered States of Consciousness (1) Research will be done in the area of hypnosis, meditation, and bio-feedback. The students will work in small groups to complete both a review of current literature and an empirical study. A discussion seminar format is employed to evalu-

ate the literature, and students will prepare research reports. Prerequisite: PSY 100.

PSY 341 Counseling and Psychotherapy (3) An introduction to the theories, principles, and techniques of counseling and psychotherapy. Prerequisite: PSY 203 or 301.

PSY 432 Advanced General Psychology (3) Students survey the history of psychology and analyze recent developments in various fields of psychology in historical perspective. Each student will conduct a thorough literature review of a general topic and write the equivalent of one chapter of an introductory psychology textbook. Also, professional issues and ethics will be covered. Prerequisite: PSY 100 and Junior standing.

Field Studies: Advanced students are given an opportunity to explore applications of psychology in field study experiences. Field studies require prior mastery of psychological concepts related to the designated situation and thus must be approved by the department chairperson before registration.

PSY 400 Field Study in Applied Psychology (Credit Variable) Supervised work experience for the advanced student which requires the application of psychological principles, research skills, and problem-solving strategies to businesses and community agencies. Recommended for students with Human Resources Management focus. Prerequisites: PSY 300, Junior standing, and approval of the chairperson.

PSY 401 Field Study in Experimental Psychology (Credit Variable) Opportunity for the advanced student to work in a professional laboratory situation and to take responsibility for development and execution of a substantial behavioral research project. Prerequisites: PSY 300, Junior standing, and approval of chairperson.

PSY 401 Field Study in Child Development (Credit Variable) Opportunity for the advanced student to actively participate under qualified supervision in a psychological program for normal or exceptional children. Prerequisite: PSY 300, Junior standing, and approval of chairperson.

PSY 403 Field Study in Interpersonal Behavior (Credit Variable) Supervised work experience for the advanced student in the psychology department of a mental health agency, emphasizing the objectives and procedures required in establishing a helping relationship with persons

who have behavior problems. Prerequisites: PSY 300, Junior standing, and approval of chairperson.

Graduate Studies:

PSY 524 Assessment of Intellectual Skills (3) Nonprojective 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.

Social Science

Students in a wide variety of disciplines are required or encouraged to take an interdisciplinary course in Social Science Statistics.

SS 310 Social Science Statistics (3) This course presumes a knowledge of basic mathematical operations. Emphasis is placed on the application of descriptive and inferential statistics to research problems and data sets characteristically encountered in the social sciences. Topics included are point and interval estimation of population parameters, correlational techniques for all scales of measurement, and parametric and nonparametric hypotheses-testing measurement, and parametric and nonparametric hypotheses-testing techniques. Prerequisite: MTH 106 or permission of the instructor.

SOCIOLOGY/ ANTHROPOLOGY

Faculty: Graber (Chairperson), Scupin

Career Opportunities

A major or minor in Sociology/Anthropology provides the student with a broad liberal arts and sciences experience. In addition, it is an excellent preparation for entry into one of the helping professions: law, teaching, social work, health care, corrections, counseling, or work in developing Third World countries.

Requirements for the Major

Both the B.A. and B.S. degrees are offered in Sociology/Anthropology. A student shall take a minimum of 27 hours and a maximum of 42 hours within the department, including SOC 102, ANT 112, SOC 320, and SOC

325. SS 310 is required for all students taking the B.S. degree and is strongly recommended for all majors. Students also should include at least three hours of independent study within their work in Sociology/Anthropology and should select several courses from Economics, History, Political Science, and Psychology.

Requirements for the Minor

A minor requires a minimum of 18 hours. For a minor in Sociology, the student shall take SOC 102, 215, 320, and three hours of independent study. For a minor in Anthropology, the following courses are required: ANT 112, 122, SOC 320, and three hours of independent study.

For either minor, the additional courses to total 18 hours should be chosen in consultation with department faculty.

Courses of Study

SOC 102 Basic Concepts in Sociology (3) Consideration and analysis of basic sociological concepts and propositions with attention to the methods and contributions of sociology to understanding social relationships and the processes of society. (SS)

ANT 112 Cultural Anthropology (3) Analytical concepts appropriate to the understanding of human cultures will be developed and be applied in depth to selected societies. (SS)

ANT 122 Human Origins and Early Civilizations (3) A study of human evolution, primates, hominid fossils, and race. Emphasis is given to both biological and cultural evolution. (SS)

ANT 205, 206 History and Cultures of Asia (3) (3) A two-term survey course focusing on South, East, and Southeast Asia. The first semester explores the prehistory, languages, history, and culture of South Asia and China up to the modern period. The second semester focuses on the prehistory, languages, history, and culture of Japan and Southeast Asia. (SS)

ANT 210 North American Indians (3) An examination of the origin, traditional culture, and current situation of the Native American. Some attention is given to the history of Indian/White relations. (SS)

SOC 103 Individual in Society (3) Analysis of relationships between social structure and personality; language

and the development of symbols, socialization and the development of the social self; social roles, motivation and the effects of society upon the individual's social functioning. (SS)

SOC 214 The Family (3) An exploration of the interpersonal dynamics of family life, the variation in family structure and function in different social classes and cultures. (SS)

SOC 215 Major Institutions in American Society (3) An examination of the current situation in our social institutions—education, economy, government, religion, and social services (including medicine and welfare)—emphasizing their interaction with each other, their common bureaucratic problems, and the balance between professionalism and voluntary efforts. (SS)

SOC 230 The Sociology of Law (3) Study of the legal system as a sub-unit of society. The effect of law on social change; the impact of societal attitudes and trends on the making of law in such areas as civil rights, abortion, use of controlled substances, and other areas of current legal change. The societal roles of legal actors: lawyer, police, judges, juries. (SS)

ANT 234 Islamic Societies and Modernization (3) An introduction to Islamic societies of the Near East, South, and Southeast Asia. The course will focus on the Islamic religious, political, economic, and social traditions. Both historical and contemporary trends in the Islamic world will be analyzed. (SS)

SOC 240 The Sociology of Sex Roles (3) Female and male are biological categories; femininity and masculinity are socially-defined roles. Cross-cultural variations in sex-role definitions; evolving historical trends; societal pressures to conformity; role of innovation; interaction between changing sex roles, and the genesis of social movements; ethnic, class, and life-cycle differences. (SS)

SOC 245 World Population Trends (3) An introduction to issues regarding population trends throughout the world. Methods of population research and the results of such research will be introduced. Variables which influence population change will be examined. Consequences of population changes on social institutions will be investigated. (SS)

ANT 317 Futurism and Social Change (3) An examination of global demographic, technological, economic, so-

cial, political, religious, and ideological tendencies and their consequences for future trends. (SS)

SOC 318 Race and Ethnicity (3) An examination of the fundamental causes of inequality and stratification. Selected issues in contemporary American society, including class, race, and ethnicity. The evaluation of various strategies for altering patterns of inequality. Prerequisite: SOC 102 or ANT 112.

SOC 320 Social Thought and Theory (3) Survey introduction to the history of sociological theory and social thought. Emphasis on selected European and early American theorists who have had a strong impact on contemporary sociology. Prerequisite: SOC 102 or ANT 112.

SOC 322 Deviance and Social Control (3) Deviance is defined as behavior which violates social norms. Its social creation, functions, designation, and organization are studied, as well as its regulation and control by society. Prerequisite: SOC 102 or ANT 112.

ANT 324 Religion and Culture (3) Anthropological approaches to the study of religion, religious beliefs, and practices of selected non-Western and Western cultures. Prerequisite: ANT 112 or SOC 102 or REL 200 or consent of instructor.

SOC 325 Introduction to Social Research Methods (3) A basic course introducing current research techniques, methodological approaches, and the analysis of data. Students participate in designing and conducting research. Prerequisite: SOC 102 or ANT 112, MTH 106.

ANT 322 Language and Culture (3) An exploration of the relationship between language and culture. Special areas to be emphasized include: comparisons of communications systems, historical linguistics, theories of origins, linguistic change, and the functions of language in the speech community. Prerequisite: prior work in either Anthropology or Foreign Language.

SOC 340/ANT 342 Current Topics in Sociology or Anthropology (3) This course will deal with a specialized aspect, topic, or region in Sociology or Anthropology. Each topic is announced and a course description provided at the time of registration. Prerequisite: SOC 102 or ANT 112 or consent of instructor.

ANT 335 Multinational Corporations and Economic De-

velopment (3) An examination of the major theories of economic development (Rostow, Hirschmann, Frank, et al) as they apply to different societies around the world. The role of the multinational corporation in promoting economic development or growth will be assessed. Prerequisite: BA 210, 212, or consent of instructor. (Identical with BA 315)

SOC 400 Internship (6 or more) Practical experience working with a social service agency; may be arranged on an individual basis.



Lindenwood has one of the fastest-growing residential populations among institutions in the metro area.

Evening College

Lindenwood College has served the St. Louis metropolitan area since 1827, changing as the needs of students have changed. The Lindenwood Evening College was established in 1972 to meet the request for part-time education for those unable to attend classes during the day. In 1975, the Lindenwood College for Individualized Education (LCIE) was created to provide an accelerated program of study which enables students to make progress toward an undergraduate or graduate degree without relinquishing career and family obligations. Together, the Evening College and the Lindenwood College for Individualized Education comprise the Evening Division.

Since its inception, the Evening Division has maintained a deep commitment to meet the intellectual and professional needs of adult learners. Our purpose continues to be to provide high-quality professional and personal competence. Using methods based in adult learning theory, the Lindenwood Evening College and the College for Individualized Education provide students with the techniques of scholarly inquiry. Through varied curricula and excellent teaching designed to meet a full range of adult student needs, the Lindenwood Evening Divisions realize their mission within the College community.

Faculty

The faculty of the Evening Division includes members of the full-time faculty of the College and adjunct faculty who teach courses in their professional fields of practice. The faculty represents a rich blend of academic achievement and practical experience which is reflected in the curriculum and classroom discourse. The full-time faculty are noted for their excellence in teaching and scholarly activity and a commitment to serve the educational needs of the adult student.

The adjunct faculty of the Evening Divisions reflect the wealth of professional talent and expertise in a large metropolitan area such as St. Louis. They are, for the most part, currently practicing their professions and are able to bring to the classroom real experiences and examples which make abstractions and theory come alive. The list of adjunct instructors includes high-level corporate executives, counseling and health-practice specialists, and community service, government, and religious leaders.

Facilities

All of the undergraduate and graduate programs of the Evening Divisions are available on the main campus in St. Charles. The Lindenwood College for Individualized Education has a second major campus located in the Clayton area of St. Louis county. In addition, LCIE programs are offered at six corporate satellite sites of AT&T. Beyond the main campus, Evening College programs are offered in west St. Louis county at Westport and in downtown St. Louis at Mansion House Center. In addition, the Evening College offers corporate on-site programs for General Motors and Bussmann Corporation.

The specific programs and special options of the two evening division programs are described below. In addition to the Evening College and LCIE through which degree programs are offered, the Evening Division also provides non-credit programs. Through these programs, often offered in conjunction with specific professional associations and licensing agencies, it is possible to earn Continuing Education Units (CEUs). Details regarding non-credit programs are available in the Evening College/LCIE office, 108 Roemer Hall.

Evening College

The Lindenwood Evening College provides the opportunity for part-time education leading to the Associate, Bachelor, and Master degrees. Classes are offered in the evenings and on Saturdays. Programs offered through the Evening College include:

Undergraduate Degrees:

- Associate in Science in Business
- Associate in Science in Management Information Systems
- Associate in Arts in Psychology
- Bachelor of Science in Business Administration
- Bachelor of Science in Psychology
- Bachelor of Science in Education
- Bachelor of Science in Communications

Graduate Degrees:

- Master of Business Administration
- Master of Science in Education
- Master of Science in Administration
- Graduate Certificate in International Business

Advanced Standing

Undergraduates may receive as much as three years (90 semester hours) in advanced standing credit. Such credit may derive from a combination of previous college course work, standardized proficiency examinations and/or college-equivalent Experiential Learning credits. Advanced standing for college work transferred from other institutions is granted only for courses taken at regionally-accredited colleges or universities in which a grade of "C" or better was earned (2.0 or a 4.0 scale). Lindenwood also accepts both the College Level Examination Program (CLEP) and DANTES scores for general examinations (with the exception of English Composition) and for specific area tests with the approval of the Dean of the Evening College.

In addition, adult students already enrolled in the Evening College or LCIE may gain advanced standing through satisfactory documentation of Experiential Learning. The Experiential Learning program awards credit for college-level knowledge acquired outside the traditional classroom. Lindenwood recognizes the value of knowledge gained through life experiences such as employment, military training, civic participation, and any other kind of human activity which lends itself to learning through experience. To obtain Experiential Learning credit, a portfolio or proper certification is required to document learning experiences. The process of preparing documentation of experiential learning is described in the section on the Lindenwood College for Individualized Education below.

Degree programs and credit requirements for the Evening College follow the same guidelines as those set for traditional day programs. Therefore, details for course requirements and content for majors within the Evening College may be found by referring to the departmental sections of this catalog.

The College for Individualized Education

The Lindenwood College for Individualized Education (LCIE) is an accelerated program which specializes in fulfilling the educational needs of adults. Many adults who might not pursue higher education in a traditional setting find LCIE's educational philosophy and flexible program an ideal learning environment in which to earn a degree or to pursue studies appropriate to personal learning goals. Emphasis is placed upon using community and academic resources to acquire both practical and theoretical knowledge.

LCIE degree requirements embody the essentials for professional preparation. It is the College's responsibility to provide the basic framework. We recognize, however, that adult learners come to LCIE programs with a wealth of experience and skills; they often have specific needs and demonstrate a variety of learning styles. Within courses designed to meet established academic criteria, LCIE provides significant flexibility. This approach permits students to take considerable responsibility for the design of their degree program.

Upon entry each student is assigned an advisor to help with program design. The student-advisor link remains critical throughout a student's career at Lindenwood and often extends beyond graduation. The LCIE learning experience involves selecting among many educational options and drawing upon a variety of options. When students have completed their LCIE education, they find they have acquired skills in planning, organizing, and communicating, and an understanding of the use of resources—tools they can use in a continuing process of self education long after they leave LCIE.

History

LCIE was established in 1975 by Lindenwood College. Committed to excellence, LCIE has acquired a national reputation for its successful approach to nontraditional education. It has been continuously accredited by the North Central Association of Colleges and Schools

which cited LCIE as a model for other adult programs throughout the country.

The Students

LCIE enrolls approximately 400 students most of whom are employed full time. Many students are seeking degrees to continue their professional advancement or to make significant career changes through the acquisition of new skills. LCIE graduates constitute a strong network of people in leadership positions throughout the greater St. Louis metropolitan area.

The Faculty

LCIE has a core faculty of professional educators whose responsibilities include program development, teaching, advising, and evaluating learning. This core faculty is complemented by approximately fifty professionals practicing in a variety of fields who serve LCIE students as instructors, consultants, and evaluators. Their knowledge and expertise provides one of LCIE's richest resources.

The Cluster

Central to the theory and practice of adult education is the ideal of the synthesis of knowledge. LCIE seeks to achieve this through the construction of the cluster, in which two or three related subject areas are integrated into one seminar. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline.

Cluster groups are comprised of a faculty member and approximately eight students who meet weekly during an evening or weekend, for four to five hours. These cluster group meetings provide a collegial environment in which students present their work and share their learning. One objective of this format is the development of students'

analytical and communication skills. Therefore, emphasis is placed upon written and oral presentation rather than upon exams and quizzes.

Full-Time Accelerated Pace

The academic year at the Lindenwood College for Individualized Education consists of three fourteen-week terms, or trimesters. The LCIE student enrolls in one cluster per trimester earning ten credit hours on the undergraduate level or nine credit hours on the graduate level.

New students may be admitted at the beginning of each trimester, and they may pursue a full-time academic program by attending all three trimesters during the year. In this manner, students make rapid progress toward degree completion while still fulfilling professional and personal responsibilities.

Individualized Study

LCIE is committed to the idea that people learn more effectively when their experience and goals converge. To this end, the College actively fosters the participation of students in the planning of their educational program.

The College for Individualized Education provides the opportunity to construct a curriculum that is responsive to each student's needs. Students are also expected to individualize their cluster group work through directed independent research.

Upon enrolling in LCIE, each student is assigned a Faculty Advisor who helps the student plan and coordinate a program of study from entry through degree completion. In addition to assisting students in the design of their programs of study, the Faculty Advisor acts as a mentor, provides a source of continuity to students' ongoing academic experience, and evaluates the overall quality of their work. In regularly scheduled conferences the Faculty Advisor monitors student progress by reviewing course work and by providing feedback on projects.

UNDERGRADUATE PROGRAMS

All undergraduate students at Lindenwood College for Individualized Education are expected to develop their abilities to write, to read, and to speak clearly, correctly, and effectively, and to acquire mathematical, technical, or other skills that may be essential to their particular program of study. Students should develop their analytical skills and their ability to evaluate and to apply what they learn to practical and concrete situations.

Undergraduate programs offered to students by the Lindenwood College for Individualized Education include:

Administration	Human Resource Management
Communications	Photography
Gerontology	Psychology
Health Administration	Valuation Sciences

In addition, with LCIE, programs may be created to meet special interests. Past examples include Administration of Justice, Hospice Care, Humanities, Social Sciences, Public Relations, and Public Administration. Typically, each undergraduate degree program requires at least four trimesters of study in the student's major area of concentration.

Advanced Standing

Undergraduates may receive as much as three years (90 semester hours) of advanced standing credit from a combination of previous college course work, standardized college-level proficiency examinations, and/or college-equivalent Experiential Learning credits. Advanced standing for academic work completed at other institutions is granted only for courses taken at accredited colleges and universities in which the grade of C or better was earned. Lindenwood also accepts both College Level Examination Program (CLEP) and DANTES scores for general examinations (with the exception of English Composition) and for specific area tests with the approval of the LCIE Program Coordinator.

Credit for Learning from Life and Work Experience

Adult students already enrolled at Lindenwood may gain advanced standing through satisfactory documenta-

tion of Experiential Learning. The Experiential Learning program awards credit for college-level knowledge acquired outside the traditional classroom. Lindenwood recognizes that many adults, prior to entering college, have acquired knowledge equivalent to that found in a college curriculum. This knowledge may have been obtained through employment, the military, community participation, or any kind of human activity which lends itself to learning through experience. To obtain credit toward graduation, a portfolio or proper certification is required to demonstrate that the student has had college-level learning experiences.

Experiential Learning Credit Process

Lindenwood considers experience such as career-oriented skills and knowledge acquired on the job, par-



A student finds a quiet place to study in one of the college's many picturesque parlors.

ticipation in business seminars, experience in community affairs, self-developed training in particular fields, or non-credit college courses with academic content, as part of the many possibilities for Experiential Learning credit. Credit is not granted for non-college level learning or routine tasks, outdated or forgotten knowledge, or private experience. Limits for credit are also imposed on the acquisition of certain technical skills and specialties. In addition, credit is not given for learning that duplicates a college course already taken.

Students may request a maximum of twenty-seven (27) hours of credit through the Experiential Learning program. Amounts vary according to the time spent in particular activities and the nature of the learning experience. In their majors, students may satisfy some requirements through Experiential Learning credit. However, at least twenty (20) semester hours of course work toward the major must be taken at Lindenwood College. Lindenwood College cannot guarantee how any other college might interpret transfer credit from the Experiential Learning Credit program.

A student wishing to participate in the Experiential Learning program must register in the LCIE office for a series of workshops and meetings and pay a \$150 fee, to cover the assistance which may be needed in preparing the Experiential Learning portfolio. The application must be made and the portfolio begun before the student accumulates 50 semester hours of course credit. Transfer students entering with 50 semester hours of credit or more must apply for Experiential Learning credit by the end of their first trimester/semester at Lindenwood. Students wishing to receive Experiential Learning credit in their majors must apply before taking courses in their major. When the student's claim has been evaluated and credit has been awarded, a \$40 per semester hour fee is charged, which must be paid by the trimester preceding graduation.

The Portfolio

The criterion for the award of Experiential learning credit is knowledge accumulated, not time involved. Such knowledge is claimed by the preparation of a portfolio in which the student validates the experience with proof by certificate, diploma, syllabi, letters of testimony, and/or samples of work accomplished. These validations are accompanied by a substantial essay describing the knowledge gained in the learning experience.

Experiential Learning Not Requiring A Portfolio

Certain learning experiences are sufficiently standardized as not to require the preparation of a portfolio. Rather, proof of certification or proficiency can be handled directly by the LCIE Program Coordinator. Credits for these experiences may be accumulated on a limited basis in addition to portfolio claims. The following awards of credit are made upon presentation of proof of certification:

Graduates of Diploma Schools of Nursing:	30 semester hours
Completion of an accredited course of Radiologic Technology:	30 semester hours
Completion of an accredited course of Medical Laboratory Technicians:	21 semester hours
Real Estate Sale License:	3 semester hours
Real Estate Brokers License:	3 semester hours
A Certified Legal Assistant:	24 semester hours
A Certified Professional Secretary:	32 semester hours in selected business and economic areas

Military Experience: Students seeking an Experiential Learning award for military experience, formal courses in the military, or for proficiency in a military occupational specialty (MOS) must provide official military records. For military experience and formal courses, veterans should submit DD Form 214 ("Armed Forces of the United States Report of Transfer or Discharge") or a transcript of in-service training.

There are training courses offered by specific companies that are awarded credit for Experiential Learning. For a list of these companies and eligible courses, check with the LCIE Program Coordinator.

The award of credit for life experience is a well-established principle in hundreds of colleges across the country. Lindenwood College has been awarding credit for experiential learning for over a decade. Our faculty and administrators have worked to create and maintain a program that meets the needs of students and the requirements of educators. The College and the program have the approval of the North Central Association of Colleges and Secondary Schools.

Requisite Study: General Education

General Education studies form the foundation on which the more concentrated and specialized studies in

the major are based. They introduce the student to some of the key issues, concepts, and perspectives of the disciplines of humanities, social sciences, natural sciences and quantitative thought. General Education studies also are intended to help students develop their analytical, organizational, oral, writing, interpersonal, and research skills. LCIE clusters, transfer credits, or CLEP (College Level Examination Program) credit may be used to fulfill General Education requirements, which include the following:

...Ten semester hours of English language study, including oral communications. Because communication skills are crucial for success in the intensified LCIE program, the LCIE Communications Cluster is required of all students during their first trimester regardless of previous course experiences in other programs.

...The LCIE Humanities Cluster, or three courses in different disciplines within the Humanities Division (a total of 9-10 semester hours)

...The LCIE Social Science Cluster, or three courses in different disciplines within the Social Science Division (a total of 9-10 semester hours)

...The LCIE Mathematics and Statistics Cluster, or one course in college Algebra and one other college level course in Mathematics or Statistics (a total of 6-10 semester hours)

...The LCIE Natural Sciences Cluster, or two courses in the Natural Sciences (a total of 6-10 semester hours)

CORE GENERAL EDUCATION CURRICULUM

Communication Cluster

ICO 101 Written Communications (3) An intensive review of the English language and its use in college level writing, including the mechanics of written discourse, sentence structure, paragraph development, and essay organization.

ICO 102 Oral Communications (3) An examination of the ways one communicates in the small group setting; investigation of theories of group discussion, problem-solving, decision-making techniques, leadership styles, and the roles of a group member.

ICO 103 Interpersonal Communications (3) A study of the dimensions of speech communication examining the communication process in intra-personal contexts, one-to-one relationships, and small group interaction.

ICO 104 Literary Types (1) A study of English prose and poetry; work of major writers studied in terms of the particular school or movement to which they belong.

Humanities Cluster

IHU 201 Introduction to the Humanities (4) A chronological survey of the creative and intellectual expressions of world cultures from ancient to modern times.

IHU 210 Art Appreciation (3) A comparative study of selected works of art, literature and music from major intellectual traditions, East & West. The course is an introduction to basic cultural modes of thought.

IHU 212 Literature (2) Topics in literature including themes, formal problems, literary types, and special subjects, e.g. the American West, Concept of Self, View of the Universe.

IHU 293 Individualized Study in Humanities (1)

Social Science Cluster

ISS 101 Introduction to Sociology (3) An introductory study of human society, customs, institutions and ways of thinking and living which are linked to group life.

ISS 104 Introduction to Psychology (3) An introductory study of the reciprocal relationships between personality and society with emphasis on understanding the interaction among personality dispositions, social behavior and social-cultural influences.

ISS 105 Human Development (3) An exploration of the processes by which persons acquire the knowledge, skills

and attitudes that allow them to function more or less productively within the prevailing culture.

ISS 293 Individualized Study in Social Science (1)

Natural Sciences Cluster

IBI 100 Principles of Biology (4) Examination of biological concepts on the organization levels of cells, organisms, and populations.

IBI 326 Anatomy & Physiology (3) A study of the structure and function of vertebrate organ systems with special reference to humans.

IBI 341 Environmental Science (3) A study of the interrelationships of animals, plants and their environment. Basic ecological principles are studied as the background for examining problems as they relate to persons in the ecosphere.

Mathematics/Statistics Cluster

IMH 101 Mathematical Cluster (3) An introduction to mathematical ideas, including sets, logic, numeration system, rational numbers, real numbers, mathematical systems, and geometry.

IMH 306 Computer Concepts (3) An introduction to computers, applications, system design, and programming concepts.

IMH 106 Statistical Concepts (3) An introduction to the theory and application of statistics, including probability, descriptive statistics, random variables, and expected values.

IMH 293 Special Problems in Math (1)

Requisite Study: Major

Requirements vary, but at least thirty (30) semester hours in the major area of concentration are necessary, twenty (20) of which must be taken at Lindenwood College. In some majors such as Administration and Psychology, LCIE requires prescribed areas of study to be covered. In other majors requirements are more flexible, and the program of study is developed by the student in

consultation with the Faculty Advisor. Individualized studies are possible within virtually all LCIE clusters.

Graduation Requirements

In addition to completing the work necessary to qualify for a baccalaureate degree, the student must meet LCIE graduation requirements within the scope of the specific degree program designed with the help of the Faculty Advisor. The following are the overall requirements for graduation from LCIE with a baccalaureate degree:

...Completion of at least 120 semester hours.

...Demonstration of a satisfactory knowledge of English in oral and written forms, as evaluated by the Faculty Advisor and Faculty Sponsor each trimester.

...Completion and approval of the Culminating Project.

...Completion of at least thirty (30) semester hours (three trimesters) of study at Lindenwood College, of which at least twenty (20) semester hours must be in the major area of concentration.

The Culminating Project

To graduate with a baccalaureate degree from Lindenwood College, all LCIE students must complete a culminating project, which is an integral part of the Student's program, and is equivalent to an extended paper or honors thesis. Under the supervision of the Faculty Advisor, the student will design a culminating project and complete it during the last trimester of study in LCIE.

The culminating project is an opportunity for a student to synthesize his or her major areas of study and to demonstrate mastery of basic written and oral skills and concepts. The project may be a thesis, a demonstration, or a creative work. It may involve a combination of media. If the project is a film, video, computer program, etc., it must still include written analytical documentation.

BACHELOR OF SCIENCE IN ADMINISTRATION

The LCIE Administration degree educates managers of business, not-for-profit, and health service organizations. The program includes the curriculum content recommended by the American Assembly of Collegiate Schools of Business. Many students are employed in management or are making career changes. The intent of the program is to expand existing skills and to provide students with a strong liberal arts and professional business background.

All LCIE undergraduate degree programs contain core requirements in the liberal arts. This is particularly important to the manager because it provides the opportunity to develop cultural, human, and theoretical understandings essential for successful business interactions and effective community leadership.

Throughout their careers at LCIE, students gain practice in management techniques as they learn to write concise papers, make small group presentations, practice effective time management, and communicate with fellow student-professionals.

Core Curriculum (recommended sequence):

Trimester I:	IBA/IHM 330 Principles of Management	3 semester hours
	IBA/IHM 430 Management Policy	3 semester hours
	IBA/IHM 332 Management of Personnel Sys	3 semester hours
	IBA/IHM 439 Special Topics in Mgmt	1 semester hour

Trimester II:	IBA/IHM 200 Principles of Accounting	3 semester hours
	ISA/IHM 308 Managerial Accounting	semester hours
	IBA/IHM 320 Principles of Finance	3 semester hours
	IBA/IHM 429 Independent Study in Fin	1 semester hour

Trimester III:	IBA/IHM 350 Principles of Marketing	3 semester hours
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IBA/IHM 453 Marketing Mgmt & Planning	3 semester hours
IBA/IHM 431 Production Management	3 semester hours
IBA/IHM 459 Independent Study in Mkt	1 semester hour

Trimester IV:

IBA/IHM 211 Principles of Political Economy (Micro)	3 semester hours
IBA/IHM 212 Principles of Political Economy (Macro)	3 semester hours
IBA/IHM 360 Business/Health Law	3 semester hours
IBA/IHM 469 Cases in Bus/Health Law	1 semester hour

Using elective studies or focused projects within the core clusters, students may choose to create an emphasis within the administration degree in such areas as health administration, not-for-profit management, public relations, marketing, business communications, personnel management, or MIS/Data Processing. In addition to the required core courses, students may select electives in non-administration studies, communications, finance, advanced management, or marketing.

Management

IBA/IHM 330 Principles of Management (3) Development of the understanding of organizations and of the decision-making skills required in management positions. Examination of the various concepts of management and the basic functions of management-planning, organizing, motivating, and controlling. The planning of goals, changes, progression of people, and managerial value systems will be investigated.

IBA/IHM 430 Management Policy (3) Development of the understanding of the top management views of organizations. Understanding the formulation and scope of general policy to direct the activities of the organization, including methods of determining objectives, developing plans to achieve objectives, measurement of results, reappraisal of objectives, and ability to react to evolving situations

IBA/IHM 332 Management of Personnel Systems (3) Designed to provide basic understanding of the field of industrial relations including personnel management and labor relations. Labor relations deals with those activities impacting on employees as members of a collective bar-

gaining unit as they relate to management goals. Personnel management is concerned with those activities related to individuals and their employment and employers.

IBA/IHM 439 Special Topics in Management (1) An intensive study of a topic in Management.

Accounting/Finance

IBA/IHM 200 Principles of Accounting (3) A basic study of the financial aspects of asset resources including their nature, valuation, sources, and uses in operations; transaction analyses within the accounting information processing system and cycle, and income and financial position measurements and reporting.

ISA/IHM 308 Managerial Accounting (3) A course designed to provide students not concentrating in accounting with an understanding of the utilization of internal accounting data for management planning and decision making.

IBA/IHM 320 Principles of Finance (3) The fundamentals of financial management which include planning, budgeting and control, also external sources and methods of capital acquisition. A study of the evolution, functions, and practices of the many types of financial intermediaries with which the firm must interface.

IBA/IHM 429 Special Topics in Finance (1) An intensive study of a topic in Finance.

Marketing

IBA/IHM 350 Principles of Marketing (3) Defining the marketing function to provide an understanding of the macro and micro view of presenting goods and services to the users. The macro marketing view will encompass an interdisciplinary approach to the analysis of economic functions in which an organization offers its goods and services. The micro marketing view will analyze the organizations preparation, methods, and goals in presenting its goods and services in the market place. Emphasis is on the student gaining a working knowledge of the vocabulary, principles, and theory of marketing.

IBA/IHM 453 Marketing Management and Planning (3) Development of the ability to identify, organize, and manage the marketing function in the organization. Analyze the interfaces of marketing as a function of the

organization with the other functional areas of the organization. Identify marketing problems, investigate alternative solutions, and render decisions as a member of the marketing management team.

IBA/IHM 431 Production Management (3) The techniques, methodology, and tools used in assisting production decision-making. Basic concepts in management science and operations research. Optimization problems, transportation problems, inventory production and problems, and linear programming will be discussed.

IBA/IHM 459 Special Topics in Marketing (1) An intensive study of a topic in Marketing.

Economics/Business Law

IBA/IHM 211 Principles of Political Economy (Micro) (3) The scope and method of economics. The market economy, demand, supply, and the price system. Market structures, distribution of income, current problems that can be investigated by micro-economic analysis. Prerequisite: Sophomore standing.

IBA/IHM 212 Principles of Political Economy (Macro) (3) National income measurement and determination; Consumption, investment and saving; the cyclical nature of economic activity; role of money and financial institutions, economic growth; international economic relationships.

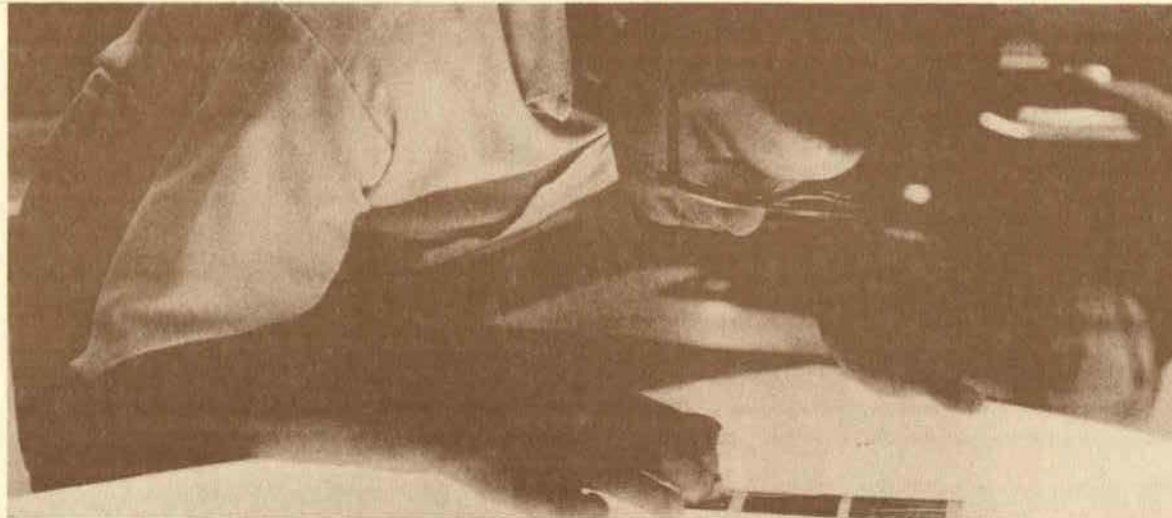
IBA/IHM 360 Business/Health Law (3) An introduction to the sources of law and the judicial function, contracts, agency, and employment, partnerships, and corporations. Federal regulations of business/health, including insurance, sales, commercial papers, real and personal property, secured transactions, debtors' and creditors' rights.

IBA/IHM 469 Cases in Business/Health Law (1) A study of the application of the business/health law to a variety of cases.

BACHELOR OF SCIENCE IN COMMUNICATIONS

Communications majors in LCIE pursue individualized degrees, choosing from a broad range of offerings that are best suited to meet their interests and needs. In the major, forty hours of credit are required (four clusters or their equivalent), including coursework designed to provide knowledge of the major social and historical trends of the communications field. In their individualized programs, students typically pursue one of four tracks of communications studies: a media track, a writing track, an organizational communication track, or a creative expression track. Specific courses are recommended for each track, for which students and their advisors plan individualized programs.

The development of oral, interpersonal, and written communication skills is stressed in every cluster. Good skills in these areas are essential to success in the communications field. Clusters are open to non-majors as well as to majors.



Students with a major in studio art may pursue careers in independent creative work, art education, photography, illustration, advertising, design, product, and industrial design, and a variety of professions which require the skill and knowledge of art, photography and design.

Typical Formats:

Media Track

Foundation Cluster 10
Plus three clusters from:
Radio Studies 6
Documentary Expression 10
Journalism 10
Video Production 10

Writing Track

Foundations Cluster 10
Plus three clusters from:
Journalism 10
PR and Advertising 10
Documentary Expression 10
Creative Writing 10
Video Production 10

Organizational Communications Track

Foundations Cluster 10
Fundamentals of Organizational Communications 10
Plus two clusters from
Journalism 10
Public Relations & Advertising 10

Documentary Expression 10
Video Production 10

Creative Expression Track

Foundations Cluster 10
Plus three clusters from:
Creative Writing 10
Journalism 10
Video Production 10
Visual Communications 10
Photography 10

Students majoring in Communications are expected to fulfill all General Education requirements, including statistics. In addition, a three-credit Evening College course in Communications Law (IMC 401) is recommended for all majors.

Core Curriculum:

Foundation Studies in Communications (required of all majors):

IMC 400 Historical Development and Trends in Communications (3) An overview of the communications field, including history, identification of the varied elements and practices that comprise that field, major trends, and current and future developments.

IMC 405 Media and Society (3) Readings and discussion of major issues involving media's impacts upon society. Includes attention to a variety of media.

IMC 406 Theories of Communications (3) Readings of work by major theorists in the communications field. Themes include image and attitude formation, and the impact of mass communications on interpersonal communication in contemporary society.

IMC 407 Individualized Study in Communications (1) Field trips to communications facilities, and individually developed projects.

Public Relations, Advertising, and Promotion

IMC 350 Principles of Advertising (3) Introduction to advertising practices, techniques, and strategies, including copywriting, media attributes and selection, media and marketing plans, advertising distribution, and budgeting.

IMC 389 Principles of Public Relations (3) Introduction to the field of public relations, including attention to internal as well as external publics, media releases, event planning, working with media, and financial reports.

IMC 390 Promotion Management (3) Introduction to promotional concepts and practices, how promotion, public relations, and advertising work together, how to develop a promotion schedule, and promotion's use in development.

IMC 392 Media (1) Media attributes and the coordinating of media plans in public relations, advertising, and promotion.

Journalism

IMC 360 History and Issues of Journalism (3) A basic study of social and historical development in print media with special attention to American and British newspaper and journals. Emphasis on the writings of important journalists, past and present, and their social impact.

IMC 361 Newswriting and Reporting (3) Concentration on newswriting and reporting techniques including the news story, editorial, investigative and feature story, and news and critical analysis. Extensive writing and news-gathering practice and analysis of various sources.

IMC 362 Newsletter (3) Features practice in make up, design, layout, and editing techniques for the small newsletter, especially structured for corporate, in-house, trade, and special interest journals. Group and individual projects encouraged.

IMC 363 Interviewing Skills (1) Training and practice in using the best features of interviewing, question formulation, note taking, and research techniques.

Documentary Expression

IMC 372 Documentary Film and Video (3) Defines documentary from its beginnings and traces its development in subject, techniques method, and impact on American and European society. Samples of both silent and sound film as well as recent video documentaries representing different approaches to subjects will be viewed throughout the course.

IMC 373 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.

IMC 374 Documentary Journalism (3) Traces and 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 375 Individualized Studies in Documentary (1) Concentrated study on one individual or group of individual documentary makers in film, photojournalism, video, or written journalism.

or

The keeping of a journal and analytic study on individual readings and viewings of recent documentaries related to class study.

Fundamentals of Organizational Communications

IMC 339 Organizational Theory (3) Study of the theories of communication in organizational settings. Emphasis will be on various theories and their use in problem solving and decision making.

IMC 338 Communication Process Analysis (3) Study of both formal and informal communication flow within the structure of organizations. Analysis and design of communication models and identification of various publics served by the organization.

IMC 337 Practical Application of Organizational Process (3) Practical application of communication theory in simulated and actual organizational settings.

IMC 336 Individualized Studies in Organizational Communications (1) Video Production

IMC 354 Television Production (3) Hands-on television experience in directing, writing, camera work, and various studio and production techniques.

IMC 355 TV Field Production (3) The study and application of remote electronic news gathering and electronic field production, as well as basic interviewing and recording techniques.

IMC 356 Post-Production Techniques (3) Demonstration of video switching and postproduction assembly and insert editing.

IMC 357 Individual Study in Video Production (1) Students research special topics in broadcast media and marketing.

Communication Process in Business

IMC 420 Business Technical Writing (3) Study and review of various forms of business exposition and proposal research and writing.

IMC 243 Interpersonal Organizational Skills (3) A study and demonstration of nonverbal and verbal communications, group interaction, interviewing techniques.

IMC 425 Business Presentation Skills (3) Student gives individual and group oral presentations.

IMC 421 Business Communications (1) Special Case Readings

Creative Writing

IMC 311 Creative Writing Lab (3) Development of creative writing techniques and skills through writing exercises and projects in both poetry and prose. Workshop format with a process approach.

IMC 312 The Art of Fiction (3) Readings in short fiction by major authors with special attention to character, theme, and style. Explores aesthetic concepts and strategies ranging from realistic to abstract modes.

IMC 313 The Art of Poetry (3) Readings in poetries representing the richness, variety, and vitality of this basic form of human expression from tribal times to the present.

IMC 314 Literary Editing & Publishing (1) Development of basic literary editing and revision skills. Overview of the world of literary publishing.

Individualized Study

Course work in the areas of PHOTOGRAPHY, VISUAL COMMUNICATIONS & DESIGN, AND RADIO STUDIES is arranged on an individualized study plan basis. The student counsels with a Faculty Advisor to develop the particular study units within the cluster.

These units typically combine historical/conceptual and studio or "hands on" orientations. Classes are usually held as tutorials or in groups of four or less. Advanced course work in many of the study areas described in the previous section is also available on an individualized study plan basis and is developed with the assistance of a Faculty Advisor.

Internship

If the schedule permits, internships are recommended and sought for students with good records in their communications course work. Internships may be in radio, television, business communications, and publishing situations. The internship can provide the student with a rich and practical learning experience to complement academic studies.

BACHELOR OF SCIENCE IN HEALTH ADMINISTRATION

The LCIE Health Administration degree prepares students for management positions in acute, ambulatory, long term, or community care organizations. The program is based upon curriculum content recommended by both the Accrediting Commission on Education for Health Services Administration and the American Assembly of Collegiate Schools of Business. The intent of the program is to expand upon existing skills and to give the student a strong liberal arts and professional business background.

The core curriculum contains four trimesters of required study. The first trimester is an introduction to the foundations of health in the United States. The remaining three trimesters are identical to those offered in the core business administration curriculum and are offered jointly with the administration faculty.

Core Curriculum (Recommended Sequence):

Trimester I:
IHM 311 Alternative Health Care Systems
3 semester hours

IHM 316 Organization & Operation of The U.S. Health Care System 3 semester hours
IHM 321 History and Development of the U.S. Health Care System 3 semester hours
IHM 292 Independent Study in Health Care 1 semester hour

Trimester II:
IBA/IHM 330 Principles of Management 3 semester hours
IBA/IHM 430 Management Policy 3 semester hours
IBA/IHM 332 Management of Personnel Systems 3 semester hours
IBA/IHM 439 Special Topics in Management 1 semester hour

Trimester III:
IBA/IHM 200 Principles of Accounting 3 semester hours
ISA/IHM 308 Managerial Accounting 3 semester hours
IBA/IHM 320 Principles of Finance 3 semester hours
IBA/IHM 429 Independent Study in Finance 1 semester hour

Trimester IV:
IBA/IHM 350 Principles of Marketing 3 semester hours
IBA/IHM 453 Marketing Management & Planning 3 semester hours
IBA/IHM 431 Production Management 3 semester hours
IBA/IHM 459 Independent Study in Marketing 1 semester hour

In order to create an academic minor within the degree students may take elective course work in non-administrative studies such as communications, psychology, or research and planning. For instance, a student interested in health promotion may want to consider IMC 389-Principles of Public Relations and IOD 370-Group Dynamics, while a student involved in organizational change may want to consider IMC 338-Communication Process Analysis and IOD 452-The Manager as Change Agent. Independent study is also possible in management information systems, health planning, and research methods.

Health Administration Foundations

IHM 360 Alternative Health Care Systems (3) An introduction to changes in the organization and provision of health care. Includes the study of health maintenance organizations, preferred provider arrangements, emergency centers, hospice, adult day and respite care, community care, and health promotion.

IHM 361 Organization and Operation of U.S. Health Care Systems (3) Study of the existing health care systems in the United States. Health care economics, organization, politics and professional preparation and services are some of the subject areas covered.

IHM 362 History and Development of the U.S. Health Care System (3) Study of the U.S. Health Care system including sociocultural, organizational and professional development.

IHM 363 Independent Study in Health Care (1) An intensive study of a topic in health care organization.

Management (See listing in LCIE BS in Administration program)

Accounting/Finance (See listing in LCIE BS in Administration program)

Marketing (See listing in LCIE BS in Administration program)

Bachelor of Science in Human and Organizational Development

LCIE's Human and Organizational Development program focuses on organizational theory and the behavior of individuals within organizations, including issues of employee productivity, motivation, and leadership. Action, analytical, and interpersonal skills are stressed. Clusters deal with both individual training and development and with planning for an organization as a whole.

Core Curriculum:

Trimester I:
IOD 350 Management and Administration Theory 3 semester hours
IOD 351 Organizational Theory 3 semester hours
IOD 352 Group Behavior in Organizations 3 semester hours

IOD 353 Readings in Organizational Behavior	1 semester hour	learning with a focus on continuing education and training. Applications of adult development theory to the design, development and evaluation of training programs.
Trimester II:		
IOD 360 Adult Development	3 semester hours	IOD 361 Staff Development (3) Staff development techniques and its role and function within an organization. Attention is given to the identification of training needs, strategies for meeting those needs, and the overall purpose of staff development within an organization.
IOD 361 Staff Development	3 semester hours	
IOD 362 Training	3 semester hours	
IOD 363 Career Development	1 semester hour	IOD 362 Training (3) Students learn theory and systemic design of curriculum and instruction for employee training programs and methods of evaluating such programs.
Trimester III:		
IOD 370 Group Dynamics	3 semester hours	IOD 363 Career Development (2) Individual factors in successful career development.
IOD 371 Conflict Resolution	3 semester hours	IOD 370 Group Dynamics (3) Study of motivation, leadership, communication, morale, intra- and inter-group dynamics, and decision making in organizations.
IOD 372 Team Building	3 semester hours	
IOD 373 Group Process	1 semester hour	IOD 371 Conflict Resolution (3) Examination of causes of conflict in human interactions; principles and techniques to diagnose conflict and to differentiate among types of conflict.
Trimester IV:		
IOD 450 Organizational Design	3 semester hours	IOD 372 Team Building (3) Development of skills in leadership, group facilitation, team building, handling group conflict and assessing group needs.
IOD 451 Systems Theory	3 semester hours	
IOD 452 Organizational Change and Development	3 semester hours	IOD 373 Group Process (1) Directed laboratory experience in group facilitation, leadership, and handling group conflict.
IOD 453 The Manager as Change Agent	1 semester hour	
IOD 350 Management and Administration Theory (3) Concerned with an understanding of managerial systems, comparative management systems, and the techniques of management and organizational effectiveness.		IOD 450 Organizational Design (3) Factors involved in designing effective organizations. Discussion of compensation methods and methods used to improve the quality of work life such as job enrichment, job restructuring, and techniques for improving morale and satisfaction.
IOD 351 Organizational Theory (3) Focus on the ability to assess and analyze the nature of organizational dysfunction and the development of strategies for change.		IOD 451 Systems Theory (3) Application of general systems theory to organizational design, behavior, and management.
IOD 352 Group Behavior in Organizations (3) Structural characteristics and dynamics which develop in work groups within organizations. Particular emphasis on understanding the factors which inhibit work within groups and organizations.		IOD 452 Organizational Change and Development (3) Dynamics and theory of planned change; application of theory to actions within students' own organization; analysis of organizational problems, strategy development and solution implementation.
IOD 353 Readings in Organizational Behavior (1)		IOD 453 The Manager as Change Agent (1) Overcoming resistance to change.
IOD 360 Adult Development (3) Adult development and		

BACHELOR OF SCIENCE IN VALUATION SCIENCES

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 have careers in 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 issues
4. Knowledge of business law and other topics relating to appraisal
5. Interdisciplinary knowledge and skills in valuation finance and investment analysis
6. Special knowledge of chosen emphasis: e.g. real estate, personal property, business valuation
7. Acceptable appraisal documentation
8. Preparation to obtain certification as an appraiser.

In the Bachelor's degree program, four trimesters of core studies are followed by the final term focused on the culminating project and preparation to take certification examinations. The program is interdisciplinary throughout; at the same time the student focuses on specializations during each term: real estate, personal property, business or the like. Students interested in personal property will study art history and a foreign language, earning a Bachelor of Arts degree.

Core Curriculum:

Trimester I: Valuation Theory and Practice
 IVS 400 Appraisal Theory and Practice
 3 semester hours

IVS 402 Socio-Economic Issues	2 semester hours	IVS 401 Personal Property Appraisal (4) Study of principles and procedures in personal property appraisal: purposes and functions, types of appraisal, identification, authentication, condition, provenance, ranking, market and income methods, the appraisal report. Applications and case studies in fine arts, antiques, decorative arts.	IVS 468 Connoisseurship and Identification (3) Role and process of the connoisseur and appraiser, identification of periods and styles, condition and preservation of art, antiques and decorative arts, ranking, collection, auctions.
IVS 492 Individualized Study in Valuation	1 semester hour		
IVS 401 Personal Property Appraisal	4 semester hours		IVS 480 Appraisal Documentation (3)
or			
IVS 405 Real Estate Appraisal	2 semester hours	IVS 405 Real Estate Appraisal (4) Study of principles and procedures in real estate appraisal: capital and financial markets, neighborhood and data analysis, highest and best use, cost, market and income methods, capitalization, the appraisal report. Applications and case studies.	IVS 492 Independent Study (1) Individualized study in appraisal and valuation, in student's specialization: e.g. real estate, personal property, business valuation.
Trimester II: Business Core			
IBA 211 Political Economy: Micro	3 semester hours		IVS 495 Undergraduate Culminating Project Final project and paper dealing with selected problem in valuation and appraisal: theory and sources of valuing, motivation, principles and methods of appraisal.
IBA 212 Political Economy: Macro	3 semester hours	IVS 402 Socio-Economic Issues (2) Study of global socio-economic issues appraisal: population, environment, food and energy problems; rights and social change; consumer behavior, motivation, decision-making and market formation; economic effects.	
IBA 360 Business Law	3 semester hours		
IBA 469 Cases in Business Law	1 semester hour		
Trimester III: Appraisal Specializations			
Real Estate and Business Track:			
IMH 106 Statistics	3 semester hours	IVS 440 Investment Strategies (3) Study of efficient markets, investment options, risk and decision-making, portfolio analysis. Applications in stocks, bonds, real estate, fine arts, etc.	
IBA 320 Principles of Finance	3 semester hours		
IBA 429 Independent Study in Finance	1 semester hour		
Business Elective	3 semester hours	IVS 441 Advanced Interdisciplinary Study (3) Specialized applications of appraisal and valuation methods to stocks, bonds, real estate, fine arts, antiques, etc. Case studies.	
or			
Personal Property Track:			
IVS 460 Material Culture: 1680-1840	3 semester hours	IVS 442 Financial Analysis (3) Uses of financial ratios and techniques for investment analysis and comparisons. Applications and case studies in stocks and real estate, corporate analysis.	
IVS 464 Craftsmanship: 1680-1840	3 semester hours		
IVS 468 Connoisseurship and Identification	3 semester hours	IVS 445 Appraisal Specializations (3) Focused studies in student's field of choice: e.g. real estate, personal property, business valuation, advanced market and income methods, identification, analysis.	
IVS 492 Independent Study	1 semester hour		
Trimester IV: Valuation Core			
IVS 440 Investment Strategies	3 semester hours		
IVS 441 Advanced Interdisciplinary Study	3 semester hours		
IVS 442 Financial Analysis	3 semester hours		
IVS 492 Independent Study	1 semester hour		
Trimester IV:			
IVS 445 Appraisal Specializations	3 semester hours	IVS 460 Material Culture: 1680-1840 (3) Interdisciplinary study of early American material culture and European antecedents: historical and archaeological methods, furniture, glass, ceramics, metals, technology, architectural history, artistic styles and design, methods of identification, condition.	
IVS 480 Appraisal Documentation	3 semester hours		
IVS 486 Advanced Review	4 semester hours		
IVS 495 Culminating Project			
IVS 400 Appraisal Theory and Practice (3) Interdisciplinary study of the foundations of value theory, appraisal principles and procedures: value concepts and history, theory of ownership and personal property. Appraisal ethics.		IVS 464 Craftsmanship: 1680-1840 (3) Study of American crafts and craftsmanship, tools and technology, economic development, organization, industrialization, European influences. Applications and case studies.	

Lindenwood Institute For Intergenerational Studies

Since 1980, the College of Individualized Education has provided education for the understanding of the human aging process and problems associated with being elderly in the United States. 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 baccalaureate in Gerontology. In 1984, a certificate program was added to meet the needs of those who seek a specialty in Gerontology, but who have completed other degree programs.

There are no typical graduates of the Lindenwood Gerontology program. Alumni serve as directors of retirement housing complexes, managers of multi-service senior centers, nursing home administrators, 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 Bachelor of Science in Gerontology includes the College-required General Education core and thirty (30) or more semester hours in gerontological studies, plus elective subjects to total one hundred and twenty (120) semester hours of credit.

Core Curriculum:

Trimester I:

IGE 311 Sociology of Aging 3 semester hours
 IGE 312 Psychological Aspects of Aging 3 semester hours
 IGE 313 Physiological Aspects of Aging 3 semester hours
 IGE 291 Indiv. Study in Gerontology 1 semester hour

Trimester II:

IGE 320 Community Organization and Resource Allocation 3 semester hours
 IGE 321 Social Policy in Gerontology 3 semester hours
 IGE 322 Service Provision to the Elderly 3 semester hours
 IGE 293 Indiv. Study in Gerontology 1 semester hour

Trimester III: Specialized Study in student's area of interest 10 semester hours

Trimester IV:

IGE 400 Practicum in Gerontology 1 to 6 semester hours

IGE 311 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 312 Psychological Aspects of Aging (3) This course discusses current 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 313 Physiological Aspects of Aging (3) This course examines the biological 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. Graduate students investigate and critique several biological theories of aging.

IGE 291 Individualized Study in Gerontology (1) Student generated projects on approved topics determined in conjunction with students and advisor.

IGE 320 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 constraints.

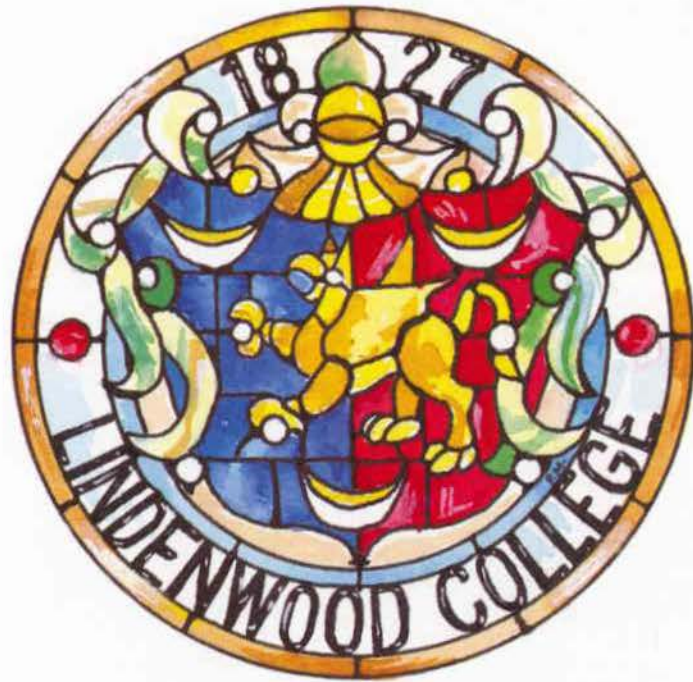
IGE 321 Social Policy in Gerontology (3) This course focuses on the political forces that shape official policies toward aging in America at all levels of government, with emphasis on federal policies. Through the use of selected examples, the course examines the impact of political-vested interests 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.

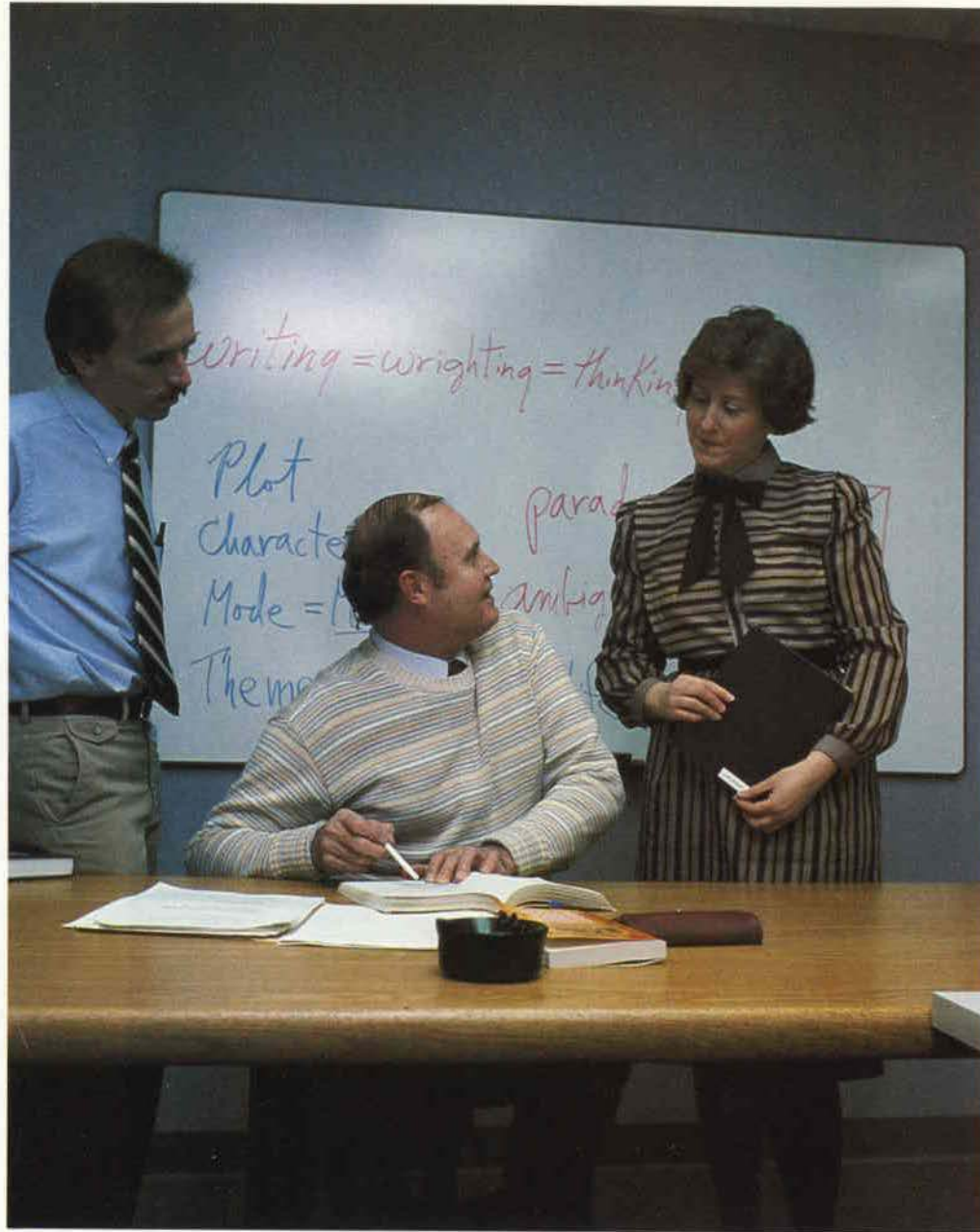
IGE 322 Service Provision to the Elderly (3) This course focuses on specific programs that are designed to provide psycho-social and health services to the elderly. Programs under review include those already in existence and potential variations that might be proposed. Designed to aid human services practitioners, managers and policy makers in understanding basic objectives, approaches, and options in the most effective means of delivering services to the elderly.

IGE 293 Individual Study in Gerontology (1-3) Student generated projects on approved topics determined in conjunction with the student's advisor.

IGE 400 Practicum in Gerontology (1-6) Students are placed in a practice setting from a variety of gerontological services. Typically a practicum extends for a 14- to 28-week period.

Trimester of Specialization (10) Allows each student to specialize in a particular area of interest.





Graduate Programs

INFORMATION FOR APPLICANTS

Lindenwood College is accredited to offer programs leading to the Master of Arts, Master of Fine Arts, Master of Business Administration, Master of Science, and Master of Valuation Science. Students may emphasize study in the following areas:

- Accounting
- Art Education
- Art Therapy
- Business Administration
- Business Planning
- Communications
- Counseling Psychology
- Education
- Financial Management
- Fine Arts
- Futurology
- Gerontology
- Health Administration
- International Business
- Management Information Systems
- Marketing
- Photography
- Theatre Arts
- Valuation Sciences/Appraisal

In addition to the above, individualized degree programs may be developed.

Graduate education at Lindenwood College is carefully monitored by the academic deans who exercise overall review and supervision of the graduate programs conducted in several departments of the College. Each department is responsible for developing graduate programs consistent with the highest standards of the respective fields.

Qualified persons are invited to apply for admission to academic programs leading to advanced degrees. The variety of intellectual opportunities and the unique challenges of this college are stated in the following section. Information on the requirements of any given major may also be found in the pages which follow in the graduate section of this catalog.

Selection Criteria

Candidates applying to Lindenwood College will be evaluated individually by the Dean of Admission, the department chair/faculty advisor for the program and the Graduate Council of Lindenwood College. Generally, the following factors are taken into consideration:

1. Preparation. A bachelor's degree which includes a thorough liberal arts foundation is required for admission to most programs. Evidence of personal/professional development, capacity for critical thinking and some knowledge of the field to be studied are also important.

2. Academic record. Lindenwood is interested in serious students who have performed well in demanding curricula. The quality of academic achievement (as demonstrated by individual course grades and cumulative grade point average) is an important factor in the decision making process during the admission review.

3. Recommendations. Three written recommendations are necessary to help us gain a more thorough understanding of the applicant. Applicants are encouraged to seek academic and professional sources for their references.



Rooted in the past but branching in the future, Lindenwood College offers a full range of courses and instruction at both the graduate and undergraduate levels to those students, such as working adults, who cannot attend daytime classes.

4. **Resume/Autobiographical Statement.** Admission requirements for all programs include requirements of evidence of professional experience. See the individual program for specifics.

5. **Interview.** A personal interview with the admissions counselor is one of the first steps in the admission process. An interview with the department chair or faculty advisor for the applicant's major is also usually required. Preliminary planning for the student's program is begun at this time.

Application Procedure

Before being considered for admission, a student's file must include:

1. A completed and signed application form with the \$25.00 application fee (non-refundable). Check or money order should be made payable to Lindenwood College.

2. Official transcripts from the degree granting undergraduate institution as well as transcripts from any post-graduate institutions.

3. An up-to-date resume or an autobiographical statement according to the requirements of the individual department.

4. Three letters of recommendation.

5. A program overview must be submitted by applicants to Lindenwood College for Individualized Education during the first trimester of attendance.

Admission Procedure

After the application and all required documents are received, the applicant's file is reviewed by the Dean of Admissions. Admission to graduate status is then approved or denied. The file is then reviewed by the appropriate academic department and approved or rejected by the department chair/advisor. Finally the department chair/advisor will submit the file to the graduate admission committee. This committee approves or rejects the applicant's admission to candidacy in the program of study. The applicant is then notified of the admission decision.

Upon admission to a graduate program a student is classified in one of three categories, full, conditional or probationary admission. Specific criteria for distinguishing between these categories are determined within each

department for its own programs. In general, these criteria are:

1. **Full admission:** Students who are considered to be fully qualified to undertake a program toward the graduate degree for which they are admitted.

2. **Conditional and probationary admission:** Students of promise who have some remedial inadequacy of qualification such as a minor deficiency in subject matter preparation or for whom there is incomplete interpretation of available records. A student who is admitted conditionally will be eligible for change to full admission when the above or other conditions been met.

Readmittance to Original Program

Any student previously enrolled in a graduate program at Lindenwood who has failed to enroll for more than one term, must apply for readmission.

The application for readmission is available in the offices of admission, registrar, or the academic deans. This must be submitted to the admission office, together with official transcripts of all work taken while not enrolled at Lindenwood. This procedure should begin at least one month prior to the day of registration for the term in which the student expects to resume graduate studies.

Readmittance With Change In Program

A student wishing to pursue a degree or program other than the one originally sought, and who has not enrolled for more than one term, should file an application for readmission and transcripts as described above. Further, the student should apply to the academic unit administering the proposed degree or program at least six weeks in advance of its registration to allow time for any additional required information to be processed.

Change in Program

Graduate students currently enrolled in a degree program but wishing to enter a different degree program should apply to the academic unit administering the proposed new program at least six weeks in advance of registration for the new term.

Housing Information

Graduate applicants may apply for housing on campus. This information is available from the College Life Department. Specific information is also indicated in the undergraduate section of the catalog.

To meet the needs of the college's growing number of working adults and full-time graduate students, housing is available to both single and married students.

For single students, residential accommodations are available in Irwin (women only) and Cobbs (men and women) halls. The monthly rental rates are \$180 for single occupancy and \$135 per person for double occupancy.

For single students, facilities are also available in the Lindenwood Lodge (men and women). The monthly rental rates are \$250 for single occupancy and \$150 per person for double occupancy.

For single or married students, two-room suites are available in Cobbs Hall. The monthly rental is \$300.

Accommodations in historic Sibley Hall may be available shortly for both men and women and married students. Information about rental rates and available accommodations will be furnished upon request.

Monthly rental rates include optional furnishings and all utilities (excluding telephone). Free parking with 24-hour security is furnished. Coin-operated laundry facilities are located in several residence halls. Kitchenettes also are located in several buildings. Meals may be taken in Ayres Cafeteria at a 10 percent discount or greater savings by participation in the college's various meal plans.

For further information and rental application procedures, contact either the Admissions Office or the Office of Programs & Residences in care of Lindenwood College.



Field study and internships are available in most areas of study at historic Lindenwood College.

Programs in Business Administration

General Information

The Department of Business Administration offers graduate study leading to either the Master of Business Administration, with or without a field of specialization, or a Master of Science degree in a specialized area. These graduate programs are designed for students with a recognized bachelor's degree in business or non-business fields, although there are occasional exceptions of this requirement. The degree curricula are based upon prerequisite preparation in designated areas of business administration. This prerequisite work may be satisfied in whole or in part by completion of appropriate courses, or by examination, after admission to the School of Business Administration but prior to enrolling in courses included in the student's graduate program. Students entering the programs with a bachelor's degree in the field of business normally will have met most of the prerequisite requirements.

Specific educational objectives for the school include the development in its graduates of proficiency in decision making including abilities to diagnose, identify, analyze and solve major problems in the professional area, student interest in research, writing and contribution to the art of management, understanding of the common functional areas in an integral approach to management, capability to communicate effectively and with credibility and sensitivity, appreciation of personal and organizational responsibility for natural, social, political and economic environments and recognition of the accountabilities of the management profession.

An important emphasis is flexibility of programming, adapting the curriculum to the needs and interests of the individual student. In this pluralistic society it is recognized that the student body has a wide variety of backgrounds and divergent educational and occupational experience. Rather than attempt to offer a totally standard exposure to ideas and training, it is believed that the graduate program should be flexible enough to allow the

student to design some of this program of study to meet his educational and occupational goals. Thus, within the limits of achieving breadth appropriate to an M.B.A. it is desired that the program of study will be relevant both to the background of training and experiences of the student and to his future goals. The M.S. degree permits greater freedom to specialize in a single field for those who desire depth in preference to the breadth of the M.B.A. Both programs of study are achieved in cooperation with a faculty adviser to whom the student presents a tentative program and with whom, during a series of conferences, the student develops a program to meet his needs.

It is the purpose of the Department of Business Administration to produce graduates of the highest calibre. The department recognizes that generally learning in higher education is a function of time among other things and that for some the process will take longer than for others. It is also recognized that students come to the department with varying backgrounds. This will often require the individualizing of instruction to remove deficiencies in a particular student's capacity to deal with business problems. This may be accomplished by the addition of courses to a student's program by the student's advisor. One of the occasions when a course may be added to a student's program is whenever a student receives a C as a grade in any course. This could indicate a weakness or deficiency which needs to be removed. The student will have the opportunity and could be expected to enroll in a content course at the appropriate level in his next semester of attendance in which a course in the area of deficiency is offered. While it is the intent to produce high calibre graduates of those who are admitted to the Department, learning is also a function of motivation, attention, and the time available for study. When there is great demand for spaces in institutions of higher learning, there is a limit to the number of times a student may attempt to demonstrate through corrective actions his ability to meet minimum standards. For this reason it is

necessary to limit the number of opportunities a student has to rectify inadequacies.

The M.B.A. degree program prepares the student to continue for careers in the management of business firms or other formally organized enterprises and centers upon knowledge, skills and techniques which are useful for 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 growth.

The M.S. degree programs in business administration are designed to prepare the student for a career as a specialist in the management of formally organized enterprises in one of the following major fields: accounting, finance, management, manpower management, marketing, management information systems, international business, etc.

In addition to being admitted by Lindenwood College, an applicant must also be accepted for admission by the Department of Business Administration before his 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 Department faculty.

MASTER OF BUSINESS ADMINISTRATION

1. 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 graduate committee and approved by the Department of Business Administration. The graduate program must include:

1. The Business core courses MBA 511, MBA 521, MBA 531, MBA 551, and MBA 545. Concept courses prepare students with no previous business courses to undertake the business core courses. There are 12 hours of concept courses in the various fields of the MBA. These courses are in addition to the basic 36-hour MBA requirement.

2. Additional graduate or approved upper division courses to meet the 36 unit minimum.

3. A thesis or comprehensive final examination (requirement may be met by MBA 545).

2. Application for Graduation

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

1. Acceptance by the Department of Business Administration and Graduate Admissions committee.

2. Establishment of the degree objective.

3. Completion of all prerequisite courses.

4. A 3.0 (B) average in all work completed as a graduate student at this College or transferred to meet degree requirements.

5. Satisfaction of the general College requirements for advancement to candidacy.

MASTER OF BUSINESS ADMINISTRATION WITH SPECIALIZATION

Concentration in Accounting

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 units beyond the bachelor's degree in approved upper division and graduate courses as established by the student's graduate committee and approved by the department chairman.

2. A minimum of 12 units 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.

3. Acceptable comprehensive final examination, experience, or thesis on an accounting topic.

Concentration in Finance

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

The Finance Program offers instruction in four areas: Financial management, insurance, investments, and real estate.

Degree Requirements

1. Completion of 36 upper division and graduate course units in business administration including the graduate business core.

2. A minimum of 12 units in finance with a minimum grade of B in each finance course beyond the core course in finance.

3. A comprehensive final examination given by the Department or a thesis approved by the department.

Concentration in Management

The prime mission of this program is to provide the student with an in-depth graduate education in management. Students completing this degree should be able with successful experience to progress readily into middle management and eventually assume top management positions in business enterprise. Management graduates also have an excellent educational background to competently fill high-level 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 units beyond the bachelor's degree in upper division and graduate courses approved by the student's department graduate committee and the department chairperson, including: completion of MBA 540 and 541 or their equivalent with minimum grade of B.

2. A minimum of 12 units in approved graduate series courses in management beyond requirements in number 1 above.

3. A comprehensive final examination given by the Department or a thesis approved by the department.

Concentration in Manpower Management

The Master of Business Administration with an option in manpower management-industrial relations has dual objectives. It prepares students for entry positions as technical specialists in personnel and industrial relations departments. It also serves as a step toward continuing graduate study in the field. The curriculum offers breadth and depth. Courses direct attention to both individual and group behavior in working organizations and to the environmental impacts of public policy. They emphasize the translation, interpretation, application, and testing of relevant theory, including contributions from the behavioral sciences. The curriculum includes analytical approaches to manager responsibilities in planning, staffing, organizing, developing manpower resources, and gaining and holding commitment with both

financial and non-financial reward systems. As preparation, the bachelor's degree with majors in business administration or social science is recommended.

Degree Requirements

1. Completion of a minimum of 36 units beyond the bachelor's degree in upper division and graduate courses approved by the student's department graduate committee and the department chairman, including special courses related to student's major cross-listed with psychology, sociology, and education.

2. A minimum of 12 units in approved graduate series courses in manpower management in addition to courses required for the general MBA.

3. A comprehensive final examination given by the Department or a thesis approved by the Department.

Concentration in Marketing

Marketing is a socially oriented discipline and considers that the basic purpose of a business enterprise, just as that of any other social institution, is to provide a use of resources to conform to existing demands and to stimulate consumption as the economy expands the ability of its productive capacity to serve an ever-increasing number and variety of human wants.

The Master of Business Administration degree with option in marketing is intended to prepare men and women for the responsibility of management in marketing—the responsibility for devising, improving, and directing the policies, strategies and techniques of marketing. The program is flexible, offering a balance between theoretical analysis and examination of established practices. It provides an opportunity for the student to explore the areas of marketing both in breadth and depth. The program is designed to permit students who have developed prior interest in marketing or in areas within marketing to delve further into their areas of interest. Areas of marketing offered include: advertising, sales management, industrial marketing, international marketing, logistics, marketing institutions, and marketing research and analysis.

The field is important vocationally both because the number of workers employed in distribution activities is large and also because the number, variety and importance of the problems and managerial responsibilities offer many opportunities for intellectually challenging positions.

Degree Requirements

1. Completion of a minimum of 36 units beyond the bachelor's degree in graduate and upper division courses approved by the student's department graduate committee and the department chairman: also, selected courses in cross-listed areas of sociology, psychology, history, etc., related to student's proposed aim.

2. A minimum of 12 units in approved graduate series courses in marketing taken at this College beyond core requirements.

3. A thesis or comprehensive final examination.

Concentration in Management Information Systems

The option in Management Information Systems curriculum prepares the student for employment as a staff specialist in management information systems of a wide variety of business enterprises and governmental institutions. Synthesis and analysis of the design, improvement, installation, and operations of integrated systems of men, materials, machines, and equipment are studies resulting in the specification, prediction and evaluation of the results to be obtained from such systems. 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 units beyond the bachelor's degree in upper division and graduate courses approved by the student's department graduate committee and the department, including: courses from cross listed areas such as Math, Computer Science, etc., as appropriate.

2. A minimum of 12 units in approved graduate series courses in management information systems beyond the core requirements.

3. A comprehensive final examination given by the department or a thesis approved by the department.

Concentration In International Business

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 with various foreign situations.

Degree Requirements

1. A minimum of 36 units beyond the bachelor's degree in approved upper division and graduate courses as established by the student's graduate committee and approved by the department chairman.

2. A minimum of 18 units in the graduate series in International Business completed at this college with a minimum grade of B in each course.

3. A comprehensive final examination given by the department or a thesis approved by the department.

MASTER OF SCIENCE IN A SPECIALIZED FIELD

The Master of Science in Business Administration requires an emphasis in a specialized field, such as, Accounting, Management Information Systems, Finance, Management, Human Resources Management, Marketing, International Business. This requires the student to plan a specific curriculum with a graduate committee. The graduate committee should consist of 3 members 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 should insure the student has a general business foundation and the student may be directed to undertake subjects to insure a limited comprehensive background. The major emphasis will be in the specialized field and a thesis/project will be required as a terminal requirement.

Degree Requirements

1. Student should complete courses as an undergraduate or graduate student equivalent to the "concept" courses required of the MBA.

2. Student shall complete a minimum of 36 hours in courses, determined in conjunction with the faculty committee, in the field of specialization or related fields.

3. The student shall be required, by course completion and/or examination, 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 terminal experience. The thesis/project requirement may be awarded 9 hours of credit toward the required 36 hours.

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

Accounting Management

MBA 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.

MBA 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. Prerequisite: 510 or equivalent.

MBA 512 Cost Accounting & Budgeting (3) Concepts of cost determination, reporting and control applied to manufacturing operations. Emphasis is placed upon job order and process cost accounting system. Also objectives and methods of preparing coordinated and flexible budgets for business planning and control purposes will be covered.

MBA 513 Advanced Accounting (3) Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates, and trusts.

MBA 514 Auditing (3) Theory and application of generally accepted auditing standards and procedures used by independent public accountants. Responsibilities and ethics of the CPA as well as practical problems are examined.

MBA 518 Corporate Tax Planning (3) A study of the practical application of federal and state tax regulations dealing with the corporate business organization. Emphasis is placed on the tax consequences of business decisions and effective tax planning.

MBA 519 Special Topics on Accounting (3) Utilizes special faculty resources to enable individuals or seminar groups to explore advanced and topical areas of accounting and information systems. A maximum of 6 hours may be earned in this Special Topics area.

NOTE: (Completion of MBA 510, 511, 512, 513, 514 and 519 (CPA Preparation) should provide basic accounting requirements to qualify for CPA examination provided other state requirements have been met in other areas.)

Management Information Systems

MBA 510 Introduction to Computer-Based Information Systems (3) This course presents the application of computer-based information systems to business functions. Role of database in information systems is emphasized. Topics include computer organization; role of operating systems in data management; data organization and accessing; database concepts, including the goals of a database management system, data independence and dependence, and database models; business applications of information systems; and systems design concepts. (formerly MBA 502)

MBA 521 Management Information Systems (3) An overview of basic terminology and the concepts of management information systems. Various types of applications that are part of an information system are explored, and attention is given to activities involved in information systems development and control. Topics include role management information systems in organizations; structure of a management information system; database management systems; data dictionary/direction system as a tool for data administration and control, evaluation and selection of data base software; models for representing systems: narrative, mathematical, graphical, tabular, and procedural; information systems development and control. (formerly MBA 512)

MBA 522 Cobol Programming (3) Computer programming for business application in structured COBOL. Applications using sequential file techniques are written, compiled, and executed on the computer. Topics include measures of the quality of structured design and programming; explanation of basic elements of COBOL to handle repetitive business problems such as I/O statements, arithmetic statements, nested IF statements, single and multiple level control breaks, table searching and sequential file updating. Prerequisite: MBA 520 or permission of instructor.

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 optimization models, integer programming problems, dynamic programming, inventory models and queuing models. Topics include classical deterministic models; linear optimization models (transportation model, capital budgeting model, blending model, portfolio model); the Simplex method; integer programming problems; selected applications; dynamic programming (recursive optimization); overview of goal programming, parametric linear programming, stochastic programming, parametric linear programming, stochastic programming and nonlinear programming; inventory models; queuing models; simulation. Prerequisite: MBA 520 or permission of instructor.

MBA 524 Systems Analysis and Design (3) The focus of the course is on the systems analysis and design process. Through an analysis of cases the phases of Systems Development Life cycle are presented in detail. Topics covered include computer system evaluation and selection, the project management. Topics: Tools used by the systems analysts; Phases of the Systems Development Life Cycle: problem definition and classification, data collection and analysis, systems planning; alternatives, feasibility study; systems cost determination; systems design: file and data base organization and design; Computer system evaluation and selection: project management and control (Gantt Charts, the Critical Path Method, Performance Evaluation and Review Technique, network models); System conversion and implementation. Prerequisite: MBA 520, 522, 523 and 521 or permission of instructor.

MBA 525 Information Systems Project (3) The areas of computer technology, and systems analysis and design are integrated to aid the student in designing large scale application or decision support systems. Topics include development of a system for a local organization (or for a hypothetical application). Permission of the instructor.

Financial Management

MBA 530 Financial Concept (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

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 530

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 530.

MBA 539 Special Topics in Finance. Utilizes special faculty resources to enable individuals or seminars groups to explore advanced and topical areas of finance. A maximum of 6 hours may be earned in this Special Topics area. (Permission of instructor)

Management

MBA 540 Organizational 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. (Not open to students with undergraduate course in Principles of Management or equivalent.)

MBA 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.

MBA 542 Socio-Political Environment of Business (3) A study of the social issues and the legal constraints facing management in the modern industrial society. An examination of regulatory function of government as it affects management decisions, public policy versus business policy, and when it is congruent to business policy. Emerging issues which relate to public issues, taxation, environmental, working environments, the corporation as a good neighbor.

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

MBA 544 Management and Business Law (3) (Formerly MBA 580) Study discussion of terminology, definitions, and principles of contract law applicable to the contractive problems in the operation of a business, including the 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 deals, and the legal aspects of businesses in difficulty.

MBA 545 Business Policies & Strategies (3) Utilizing a top management perspective, this course analyzes the practices and problems confronting the modern business organization. Through an analysis of cases, students are required to integrate a knowledge of the functional areas of business in forming solutions to complex business problems.

MBA 546 Managerial Problem Solving (3) This course explores the many faceted arena of problem solving by focusing on problem descriptions, sorting out casual factors, developing and evaluating alternatives, assessing associated risks, and determining most viable choices. Both individual and small group experiences are included as



Nearly two-thirds of those attending Lindenwood College are graduates of the Evening College or College for the Individualized Education, representing a national trend in the pursuit or continuance of higher education for the older student.

well as samples from the spectrum of problem solving strategies and techniques. Students will use basic statistical tools (brain-storming, parito diagram, etc.), 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.

MBA 547 Negotiations (Current Issues in Unionism, Collective Bargaining, and Labor Relations.) (3) (Formerly MBA 588) A study of trends and the history of the union as representative of the worker, current trends and laws directed to collective bargaining and labor relations. An analysis of the collective bargaining process as determined and changed by labor legislation.

MBA 548 Leadership in Structured Situations (3) Designed to develop understanding of 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.

MBA 549 Special Topics in Management (3) Utilizes faculty resources to enable individuals or seminar groups to explore advanced and topical areas of administration. A maximum of 6 hours may be earned in this Special Topics area.

Marketing

MBA 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. (Not open to students who have had undergraduate Marketing.)

MBA 551 Marketing Strategy and Management (3) (Formerly MBA 533) 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 services. Developing the marketing plan for the organization, budgeting, interfacing with the other areas of the organization.

MBA 552 Marketing Information and Research. (3) A study of the various sources of information essential to

managing the marketing function. A study and review of the various methodologies in securing marketing information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings.

MBA 553 Marketing Communications Management and Policy (3) A study of the various communication 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 will be discussed. Integrating the communications functions with the sales department and other areas of the firm will be discussed.

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

MBA 556 Industrial Marketing (3) A study of the unique aspects of operating a marketing program in the industrial market. Case histories will be employed. Data sources and market analysis of industrial markets. The industrial marketing department functions and relations with the sales organization. **MBA 557 Consumer Marketing (3)** (Formerly MBA 552) An integration of the theories of consumer behavior with materials originating with the social sciences. A review of consumer motivation, buying behavior, market adjustment, customer service. Cases may be employed to explore the various aspects of consumer marketing.

MBA 558 Management of the Sales Organization (3) An analysis of the organization of the selling function, staffing, training, budgeting, selection, evaluation, setting goals, competitive situation analysis, motivation. Types of organizations applicable to sales function, types of compensation, ranking of sales personnel, etc.

MBA 559 Special Topics in Marketing/Independent Study

Small Business Management

MBA 560 Small Business Management (3) An examination of principles and methods in the 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.

MBS 561 Accounting Practice for Small Business (3) Concentration of the accounting functions as unique to the small enterprise. Setting up a basic system to begin control and to prepare reporting systems for external use and for required agencies.

MBA 562 Financing for Small Business (3) Sources of capital, use of banking resources, sources of financial consul and assistance. The roles of the government (federal, state and local) in providing assistance in funding small business. Methods of financial analysis and control are also considered.

MBA 563 Small Business and the Law (3) Review of forms of business enterprise with emphasis on new businesses, private and public company structures. The federal role in governing small business operation. Rules and regulations required by government agencies at all levels from licensing, registering, etc.

MBA 565 Marketing Practices for Small Business (3) Developing and marketing plan for a small business. Forms of sales organizations and compensation, gathering marketing intelligence, defining markets, selecting distribution systems, pricing, product service, etc.

MBA 566 Personnel Management for Small Business (3) The practice and theory of organizing the human resources of a firm. Developing position definitions, manning tables, standard practices, etc. Evaluation of performance, motivation, training, etc.

MBA 567 The Government and Small Business Relations (3) The role of government in promoting and regulating business. The Small Business Administration program. Regulatory areas affecting small business. Organizations of business to represent business with government. State and local government relations.

MBA 568 Entrepreneurship (3) The role of the innovator in business. Methods of starting a business; reasons, logic and problems in starting new business. Invention and pa-

tent protection for new ideas, methods of funding interested parties to commercialize new ideas and products.

MBA 569 Special Topics/Directed Studies in Small Business (3) By permission only of the Department of Business Administration. Student may request course to undertake special problems in small business and to develop, under direction of suitable supervisor, plans for a new business or reorganizing an existing business, etc.

International Business

MBA 570 International Trade (3) (Formerly MBA 582) 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 view.

MBA 571 International Risk Analysis (3) (Formerly MBA 584) Determination and assessment of factors of risk in international business ventures form the cores of 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 law, hyperinflationary economics, nationalization of assets, revolution, war, and inconvertibility of currency. The roles of governments in heightening and reducing risks also are studied for their impact upon international business.

MBA 572 International Management (3) (Formerly MBA 544) Organizing, staffing, and managing the international enterprise constitute the core subject matter of this course. Problems for international or multinational businesses 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.

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 report-

ing and disclosure, analyzing foreign financial statements, international credit environment, transfer pricing and international taxation.

MBA 574 International Marketing (3) (Formerly MBA 544) The course examines the marketing mix and how it may or may not be standardized for national markets that comprise the international market. Choice of promotional materials, distribution channels, product positioning in terms of price and quality, and other variables that must be tailored for 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 principal mechanisms for this course.

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.

MBA 576 International Business and Cross Cultural Communications (3) (Formerly MBA 583) 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 to familiarize themselves with the common business attitudes, customs, and constraints of other people.

MBA 577 International Finance (3) (Formerly MBA 534) 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 530.

MBA 579 International Business Topics/Directed Sales.

MBA 580 Production/Systems Management (3) (Formerly MBA 515) An essentially non-mathematical coverage of project management and systems management programs, including project evaluation, goal determination, PERT/criteria path methods, matrix management, and the appropriate uses of evaluation techniques and reporting systems.

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.

MBA 582 Analysis of Business Conditions (3) (Formerly MBA 586) 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.

Graduate Education

Lindenwood's graduate programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE)

Because of the recent emphasis by educators on improving inservice and graduate teacher education, Lindenwood has developed several alternatives by which the practicing educator may complete the master's degree. The models are developed to span a continuum from one emphasizing the distributed requirements to one em-

phasizing a learner-developed program. These alternative models are listed below with a brief explanation.

(a) Model I: One can complete a Master of Science degree in elementary or secondary education. This program is traditional in nature. Upon satisfactory completion of certain required courses in education and a particular number of elective courses, one receives the M.S. in Education.

(b) Model II: Participants in this program must have

had teaching experience or be presently teaching. The program includes a portion of required "Core Courses." The remainder of the program is built upon a needs assessment of the participant as an educator. This work leads to a Master of Arts in Education.

(c) Model III: This degree program is for students with highly specialized needs who desire studies in a specific area. These teachers, should they be part-time students, take part in the Core Courses described in Model II, but spend a substantial portion of the program in one-to-one tutorials with experts in the specialized field of study.

(d) Model IV: This model takes a minimum of 4 trimesters (14 weeks each) and leads to the M.A. in Education. The format is learner-developed and consists of small dialogue groups, tutorials, independent study, and applied learning. All students in this program are full-time educators in settings which can be used as laboratories for observations and implementation.

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

Model IV is only for persons employed full-time and working full-time on their degree. Only in Models I, II, and III can certification work be taken. For details of the graduate education curriculum, consult the Guide to Graduate Programs in Education.

General Provisions

Courses offering three hours credit in Models I, II, and III typically meet once a week for three hours. Length of sessions is based on credit hours offered in the course. Independent study and tutorial courses are arranged at the convenience of the student and the tutor. Summer session courses run during the months of June and July and vary in time length based on credit hours of the courses.

Graduate students may take one or two courses each fall, spring and summer term. Should one desire to take more, special permission must be granted by the Director of Graduate Programs in Education.

Education

Course Descriptions

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 also is given to developing the ability to analyze and prescribe programs for individual learners.

EDU 507 Teaching Reading in the Content Areas (3) The course is designed to provide prospective 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. Prerequisite: The student must have completed or be currently enrolled in EDU 300 or 322 or receive consent of instructor.

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 students 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 Advanced 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 educational psychology.

EDU 512 Developing Learning Modules for Gifted (2) A course to help teachers develop learning modules based on higher-level thinking processes and stressing activities which lead the student to become a producer rather than a consumer of information. During the course, teachers develop modules based upon individual interests.

EDU 514 Utilizing Parent and Community Resources (3) An exploration of the resources of the community and methods of incorporating them into the pre-school program. Parent resources and parent-school relationships

area 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 environment and culture in language development, development of 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 518 Principles of Early Childhood 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 are planning and executing activities for the preschool child.

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 participates in related 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 study 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 (3) This course examines the complex relationship between sensory per-

ception and the development of gross and fine motor skills. The student will analyze and evaluate the research in this field, the methods and tools of assessment, materials and activities used to enhance and/or remediate the development of perceptual motor skills.

EDU 526 Practicum: Remediation of Reading Difficulties (3) Students apply appropriate remedial techniques using commercial and teacher-made materials in teaching students previously diagnosed with reading disabilities. Lesson plans, preliminary remediation reports, progress reports, and a final evaluation of the remediation program are required. Prerequisite: EDU 522 or equivalent. Lab fee.

EDU 530 Organization and Administration of Contemporary Schooling (3) Required of a Model I student, elective for other students, this course is designed to study the school system in the United States, how it is administered and organized from a local school board through the role of parents in schools. Some work with an administrator in a school setting will be required.

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 538 Reading Methods For Early Childhood Education (2-3) An advanced course in reading methods with an emphasis on early childhood education. The course will emphasize the language experience approach, individualized instruction, divergent and elaborative thinking, and integrating reading into the entire curriculum. Activities will include a review of theory and practice, the development of a curriculum plan for reading in early childhood education, and follow-up activities for testing model lessons in a classroom situation.

EDU 539 Library Administration (3) General administrative procedures used in administration of school library organization, staffing, operations, budget, and physical plant.

EDU 540 Integration of Audio Visual Materials in Instruction (3) For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audiovisual technology.

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 these 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 Cataloging and Classification (3) Simple cataloging problems following standard practices. Classification according to the Dewey Decimal and Library of Congress Classification System.

EDU 543 Reference and Bibliography (3) Study of the books useful in school reference sections: encyclopedia, dictionaries, general reference books, and simple bibliographies.

EDU 544 Selection and Acquisition of Library Materials (3) Principles of selecting books and periodicals for the school library. Use of guides, bibliographies, purchasing methods, sources of supplies, purchasing records.

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. Prerequisite: EDU 303 or its equivalent. Graduate students will be expected to engage in specific research related to the health, nutrition, and safety of the young child not covered in class lectures and discussions.

EDU 547 Adolescent Literature (2-3) History and development of literature suitable for the secondary school (junior and senior high). Evaluation of current materials.

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 may 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.



The Lindenwood faculty members represent a diverse and dedicated group, many of whom are leading experts in their respective fields.

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 settings and will be aware of the impact of recent major research studies on 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 572 Curriculum and Materials for Gifted Programs (3) This course will explore the basic premises of education for gifted children including identification, curriculum development, teaching in gifted education, and the application of theory to curriculum development and materials selection and use.

EDU 581 Critical Issues in Children's Literature (2) The purpose of this course is to examine in detail those issues in current children's literature which reflect U.S. society today: the challenges and choices implicit in writing for children; evaluation and critical discussion of controversial literature, including the areas of sexism, racism, ethnicity, politics, children's book awards, and realism involving obscenity, profanity, sex, drugs, the occult, death, and violence. This course and Adolescent Literature complement each other and each course will meet every other week (with all students meeting together the first and last weeks.) Students also have option of attending all meetings of both courses. Both courses require considerable outside reading and research.

EDU 584 Creating Curriculum and Materials for Early Childhood Programs (3) 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.

EDU 589 The Junior High/Middle School (3) In this course the student will study the learner involved in the junior high/middle school, the curriculum, various scheduling practices, and selected building designs planned for this age group.

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 such 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 them. This portion of the program could consist of the equivalency of six courses. Models I, II, III.

EDU 600 Master's Project (3) Required of Model I, II, and III students. 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 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 an educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test, and evaluate a curriculum plan within an educational environment. Other paths include analysis of a teaching project for the candidate to observe, record, and analyze various patterns of teaching behavior, or a research project in which a particular research technique is applied to an educational problem. Prerequisite: EDU 570 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 catalog copy in those areas.

Special Education

SED 502 Behavior Modification (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 setting, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. **SED 528 Methods of Teaching Children with Learning Disabilities (3)** 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 529 Methods of Teaching Mentally Retarded Children (3) 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 Methods of Teaching Behaviorally Disordered Child (3) Methods and materials needed in teaching the behaviorally disordered learner will be studied. Both commercial and teacher-developed materials are examined. Practicum work is an expected part of this course. 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 535 Principles of EMR/LD (3) In this course the student will examine the theories, classification systems, assessment techniques, and remediation programs related to the education of the Educable Mentally Retarded and the Learning Disabled. The course also enables students to consider the commonalities and differences in principles in these two fields of special education.

SED 537 Special Education Counseling (3) A course which attempts to combine the traditional psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families, and their teachers.

SED 553 Anatomy and Physiology of the Eye (2) The structure, function, and possible pathologies of the eye. Social, vocational and educational implications of visual problems. Skills in communicating with medical and rehabilitation specialists regarding implications of individual visual problems.

SED 554 Orientation and Mobility for Visually Impaired Children (2) This course is designed to provide practical information to those persons involved in the growth and development of formalized orientation and mobility, (2) physical and mental factors of orientation and mobility,

and (3) practical experience learning basic pre-cane skills (i.e., sighted guide, self-protection, and familiarization).

SED 555 Methods and Materials for Teaching the Visually Impaired (2) Introduction to the literature, history, principles, programs, practices, and problems in the field. Administrative, curricular, and methodological adaptations for various educational programs. The education of children with visual impairments and other accompanying disabilities is studied.

SED 556 Conservation and Use of Limited Vision (2) This course covers the principles of visual perception de-

velopment, implications of visual field losses, introduction to optics, optical and non-optical low visual aids, low vision stimulation experience and activities. Graduate students will be expected to examine research literature in this area beyond the regular course requirements.

SED 557 Remediation in Elementary Math (3) Foci 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 beyond the regular course requirements.

SED 558 Advanced Braille: Methods and Materials for Teaching Braille (2) A review of the search related to braille, including exploration of current methods and materials for braille instruction and testing at various age levels, and design of teacher-made materials. A practicum with blind students is included. All braille skills will be reviewed.

LCIE Graduate Programs

Within the Lindenwood College for Individualized Education (LCIE) the graduate student may choose either a structured professional program or an individually designed course of study. In either format, LCIE offers an opportunity for an adult learner to pursue a specialized Master's degree. Many LCIE graduate students are professionals or community volunteers who bring to the College a rich background of career and life experience.

All graduate students at Lindenwood College for Individualized Education 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 offered to students by the Lindenwood College for Individualized Education have included:

Administration	Education
Art Therapy	English as a
Communications	Second Language
Counseling Psychology	Finance
Creative Writing	Fine Arts
Design	Gerontology

Health Administration
History
Holistic Health
Industrial Psychology
Literature
Management
Marketing
Philosophy

Political Science
Public Administration
Sociology
Theatre
Valuation Sciences
Voluntary Association
Administration

Admission and Program Overview

The Dean of Admissions and the Graduate Council of Lindenwood College determines the admission status of each student based on the Program Overview and the grade point average. Full Status 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. Conditional status is granted to students who have grade point averages between 2.5 and 2.99, or whose Program Overviews have not been approved. Probationary status is granted to students whose grade point average is less than 2.5. A student may be on probationary status for no more than one trimester. Once admitted to full status, graduate students must maintain a grade point average of at least 3.0.

Prior to entering LCIE, 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 trimester. The Program Overview is a detailed and logical proposal that includes the student's learning objectives and trimester-by-trimester plan of the subject areas to be studied. After approval by the Faculty Advi-

sor, the Program Overview is submitted for consideration by the Graduate Council. The Council may accept the Overview as presented, suggest particular revisions, or reject it. If the initial proposal is rejected, a redesigned Overview may be submitted for consideration.

Pending completion of their Program overview and its review and approval by the Graduate Council, students are admitted to LCIE for one trimester. The Program Overview must be approved by the Council before students are permitted to enroll for additional study for the Master's degree.

After students have been fully admitted, they may make alterations to their Overview by submitting a written amendment to their Faculty Advisor. If the change involves only a minor adjustment of the original plan, the amendment can simply be filed along with the student's original proposal. If the amendment involves either an adjustment of the semester hours required for degree completion, or a major change in emphasis or degree title, it must be approved by the Graduate Council.

Program Requirements

The smallest unit for which a student may enroll is a trimester of full-time study, nine (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:

Completion of at least 27 semester hours (three trimesters) as an enrolled student at Lindenwood with a grade point average of at least 3.0.

Completion of the objectives set forth in the program overview.

Demonstration of graduate level writing and speaking skills as evaluated by the Faculty Advisor and Faculty Sponsor each trimester.

Completion of all practicum, apprenticeship, and residency requirements connected with the degree program, as specified in the program overview.

Completion and approval of the culminating project.

Culminating Project

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

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

MASTER'S PROGRAMS IN ADMINISTRATION

Two graduate programs in Administration are offered:

1. The Master of Business Administration (MBA), a generalized degree
2. The Master of Science in Administration (MSA), a specialized degree.

Master of Business Administration (MBA)

The MBA program is designed to train 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, two or three related subject areas are combined

in one interdisciplinary unit of nine semester hours. This synthesis and the small class size provide a unique atmosphere for full-time study.

The degree program is five trimesters in length (45 semester hours) Core Curriculum:

I. Accounting Management and Management Information Systems includes:

- IBA/IHM 510 Financial Accounting Concepts (3)
- IBA/IHM 511 Managerial Accounting (3)
- IBA/IHM 521 Management Info Systems (3)

II. Human Factors in Management and Organizational Structure and Design includes:

- IBA/IHM 540 Organizational Concepts (3)
- IBA/IHM 541 Organizational Development (3)
- IBA/IHM 543 Personnel Management & Labor Relations (3)

III. Foundations of Marketing Function and Marketing Management includes:

- IBA/IHM 550 Marketing Concepts (3)
- IBA/IHM 551 Marketing Development (3)
- IBA/IHM Legal Aspects of Marketing Strategy (3)

IV. Foundations of Finance and Financial Management includes:

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

V. Research Methodology and Culminating Project includes:

- IBA/IHM 593 Management Research and Information (6)

MBA Accounting Management/Management Information Systems

IBA/IHM 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/IHM 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/IHM 521 Management Information Systems (3) Exploration of computer resources, concepts and applica-

tions 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.

MBA Management

IBA/IHM 540 Organizational Concepts (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/IHM 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/IHM 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.

MBA Marketing

IBA/IHM 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. (Not open to students who have had undergraduate marketing)

IBA/IHM 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.

ISA/IHM 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 labeling laws and rulings; product quality, liability and warranty responsibilities of producers; consumer protec-

tion; legal and regulatory issues regarding pricing policies; and areas in promotion and advertising which are regulated by agencies or governed by laws.

MBA Financial Management

IBA/IHM 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.

IBA/IHM 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: IBA/IHM 530

IBA/IHM 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: IBA/IHM 530

MBA Research Methodology/Culminating Project

IBA/IHM 593 Management Research and Information (6) 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.

IBA/IHM 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: Finance, Marketing, Management, or in coordination with Health

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. The MSA Program places responsibility on the student to identify subject areas to be studied. Following are some examples of courses which might be included.

Accounting Management

IBA/IHM 518 Corporate Tax Planning (3) A study of the practical application of federal and state tax regulations dealing with the corporate business organization. Emphasis is placed on the tax consequences of business decisions and effective tax planning.

IBA/IHM 519 Special Topics in Accounting (3) Utilizes special faculty resources to enable individuals or seminar groups to explore advanced and topical areas of accounting and information systems.

Management Information Systems

IBA/IHM 520 Introduction to Computer-Based Information Systems (3) This course presents the application of computer-based information systems to business functions. Role of database in information systems is emphasized. Topics include computer organization: role of operating systems in data management; data organization and accessing; database concepts, including the goals of a database management system, data independence and dependence, and database models; business applications of information systems; and systems design concepts.

IBA/IHM 521 Management Information Systems (3) An overview of basic terminology and the concepts of management information systems. Various types of applications that are part of an information system are explored, and attention is given to activities involved in information systems development and control. Topics include role of management information systems in organizations; structure of a management information system; database management systems; data dictionary/directory system as a tool for data administration and control, evaluation and selection of data base software; models for representing systems: narrative, mathematical, graphical, tabular, and procedural; information systems development and control.

IBA/IHM 522 Cobol Programming (3) Computer programming for business application in structured Cobol. Applications using sequential file techniques are written, compiled, and executed on the computer. Topics include measure of the quality of structured design and programming; explanation of basic elements of Cobol to handle repetitive business problems such as I/O statements, arithmetic statements, nested IF statements, single and multiple level control breaks, table searching and sequential file updating.

IBA/IHM 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 optimization models, integer programming problems, dynamic programming, inventory models and queuing models. Topics include classical deterministic models; linear optimization models (transformation model, capital budgeting model, blending model, portfolio model); the Simplex method; integer programming problems; selected applications; dynamic programming (recursive optimization); overview of goal programming, parametric linear programming, stochastic programming, parametric linear programming, stochastic programming and nonlinear programming; inventory models; Queuing models; simulation.

IBA/IHM 524 Systems Analysis and Design (3) The focus of the course is on the systems analysis and design process. Through an analysis of cases the phases of systems development life cycle are presented in detail. Topics covered include computer system evaluation and selection, and project management. Topics: Tools used by the systems analysts; phases of the systems development life cycle: problem definition and classification, data collection and analysis, systems planning; alternative, feasibility study, systems cost determination; systems design: file and data base organization and design; computer system evaluation and selection: project management and control (gantt charts, the critical path method, performance evaluation and review technique, network models); system conversion and implementation.

IBA/IHM 525 Information Systems Project (3) The areas of computer technology, and systems analysis and design are integrated to aid the student in designing large scale application or decision support systems. Topics include development of a system for a local organization (or for a hypothetical application).

Financial Management

IBA/IHM 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.

IBA/IHM 539 Special Topics in Finance (3) Utilizes special faculty resources to enable individuals or seminar groups to explore advanced and topical areas of finance.

Management

IBA/IHM 542 Socio-Political Environment of Business (3) A study of the social issues and the legal constraints facing management in the modern industrial society. An examination of regulatory function of government as it affects management decisions, public policy when it is congruent to business policy. Emerging issues which relate to public issues, taxation, environmental, working environments, the corporation as a good neighbor.

IBA/IHM 544 Management and Business Law (3) Study discussion of the terminology, definitions, and principles of contract law applicable to the contractive problems in the operation of a business, including the 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 deals, and the legal aspects of businesses in difficulty.

IBA/IHM 545 Business Politics & Strategies (3) Utilizing a top management perspective, this course analyzes the practices and problems confronting the modern business organization. Through analysis of cases, students are required to integrate a knowledge of the functional areas of business in forming solutions to complex business problems.

IBA/IHM 547 Negotiations (Current Issues in Unionism, Collective Bargaining, and Labor Relations) (3) A study of trends and the history of the union as a representative of the worker, current trends and laws directed to collective bargaining and labor relations. An analysis of the collective bargaining process as determined and changed by labor legislation. Formerly MBA 588.

IBA/IHM 548 Leadership in Structured Situations (3) Designed to develop understanding of 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.

IBA/IHM 549 Special Topics in Management (3) Utilizes special faculty resources to enable individuals or seminar groups to explore advanced and topical areas of administration.

Marketing

IBA/IHM 552 Marketing Information and Research (3) A study of the various sources of information essential to managing the marketing function. A study and review of the various methodologies in securing marketing information. Evaluating primary and secondary sources of information and data. Survey techniques and construction of research instruments. Presentation of research findings.

IBA/IHM 553 Marketing Communications Management and Policy (3) A study of the various communication 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 will be discussed. Integrating the communications functions with the sales department and other areas of the firm will be discussed.

IBA/IHM 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.

IBA/IHM 556 Industrial Marketing (3) A study of the unique aspects of operating a marketing program in the

industrial market. Case histories will be employed. Data sources and market analysis of industrial markets. The industrial marketing department functions and relations with the sales organization.

IBA/IHM 557 Consumer Marketing (3) An integration of the theories of consumer behavior with materials originating with the social sciences. A review of consumer motivation, buying behavior, market adjustment, customer service. Cases may be employed to explore the various aspects of consumer marketing.

IBA/IHM 558 Management of the Sales Organization (3) An analysis of the organization of the selling function, staffing, training, budgeting, selection, evaluation, setting goals, competitive situation analysis, motivation. Types of organizations applicable to sales function, types of compensation, ranking of sales personnel, etc.

International Business

IBA 570 International Trade (3) An introductory course 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.

IBA 571 International Risk Analysis (3) Determination and assessment of factors of risk in international business ventures form the core of 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 for identifying, evaluating, and neutralizing risks related to international law, hyper-inflationary economics, nationalization of assets, revolution, war, and inconvertibility of currency. The roles of governments in heightening and reducing risks also are studied for their impact upon international business.

IBA 572 International Management (3) Organizing, staffing, and managing the international enterprise constitute the core subject matter of this course. Problems for international or multinational businesses 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.

IBA 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.

IBA 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 market. Choice of promotional materials, distribution channels, product positioning in terms of price and quality, and other variables that must be in terms of price and quality, and other variables that must be tailored for 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 serve as principal mechanisms for this course.

IBA 576 International Business and Cross Cultural Communications (3) 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 to familiarize themselves with the common business attitudes, customs, and constraints of other people.

IBA 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: IBA 530

Special Administration Subjects

IBA 580 Production/Systems Management (3) An essentially non-mathematical coverage of project management and systems management programs, including project evaluation, goal determination, PERT/criteria path methods, matrix management, and the appropriate uses of evaluation techniques and reporting systems.

IBA 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.

IBA 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.

IBA 593 Management Research and Information (6) 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.

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

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

The program is a two-year, 54-credit-hour sequence of study designed to prepare students for counseling individuals, groups, and families. It combines a solid foundation in theoretical course work with an emphasis on developing professional skills. Students build these skills

through field experiences, which are an integral part of the curriculum, and through association with practicing psychologists who make up the core of the program's faculty.

Core Curriculum (required sequence)

Trimester I:

ICP 500 Introduction to Counseling Psychology (3)
ICP 501 History and Systems of Psychology (3)
ICP 502 Ethics and Professional Issues (3)

Trimester II:

ICP 570 Developmental Psychology: Childhood (3)
ICP 571 Developmental Psychology: Adulthood (3)
ICP 572 Theories of Personality (3)

Trimester III:

ICP 585 Psychopathology: Description (3)
ICP 586 Psychopathology: Development (3)
ICP 587 Psychopathology: Diagnosis (3)

Trimester IV:

ICP 520 Counseling Theory (3)
ICP 521 Counseling Practice I (3)
ICP 522 Counseling Practice II (3)

Trimester V:

ICP 550 Introduction to Family Therapy (3)
ICP 551 Marital and Family Systems (3)
ICP 552 Concepts of Systems Change (3)

Trimester VI:

ICP 591 Modes of Inquiry (3)
ICP 592 Quantitative Analysis (3)
ICP 593 Thesis Design (3)

ICP 500 Introduction to Counseling Psychology (3) An introduction to counseling practice covering major approaches to counseling and a comparative analysis of theories of change in the counseling process.

ICP 501 History and Systems of Psychology (3) A study of the history of psychology to gain perspective on mod-

ern psychological theories, concepts, and intervention strategies.

ICP 502 Ethics and Professional Issues (3) Emphasis on current political and ethical issues through an examination of the development of professional psychology. Legislative developments affecting psychology are discussed with emphasis on the current status of professional training, licensing, and continuing education.

ICP 570 Developmental Psychology: Childhood (3) Psychological development from infancy through latency.

ICP 571 Developmental Psychology: Adulthood (3) Psychological development from adolescence through the various stages of adult life. Both segments focus on developmental theories and constructs as they contribute to an understanding of normal human development and as they guide intervention strategies.

ICP 572 Theories of Personality (3) Major approaches to the study of personality and their application to counseling practice.

ICP 585 Psychopathology: Description (3) Basic concepts and categories used in descriptions of deviant behavior and abnormal personality.

ICP 586 Psychopathology: Development (3) General causal factors are considered in the context of differing theoretical perspectives.

ICP 587 Psychopathology: Diagnosis (3) Observation and assessment of the major personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns.

ICP 520 Counseling Theory (3) Study of the basic concepts, principles, and methods of counseling.

ICP 521 Counseling Practice I (3) Provides a framework for the experiential integration of theoretical material with an emphasis on the counselor's intervention.

ICP 522 Counseling Practice II (3) Students integrate theoretical understanding with an effective counseling approach and examine their evolving counseling styles and theoretical preferences.

ICP 550 Introduction to Family Therapy (3) Study of major constructs in family therapy, identification of family structures and communication patterns, and formulation of treatment goals.

ICP 551 Marital and Family Systems (3) Treatment approaches to the dysfunctional family with emphasis on family interactions and communications, how families structure their boundaries, create their alliances, and adapt to or resist change.

ICP 552 Concepts of Systems Change (3) Theory and dynamics of family interactions and the techniques of family therapy.

ICP 591 Modes of Inquiry (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.

ICP 592 Quantitative Analysis (3) An introduction to the statistical analysis of psychological research, and the evaluation and application of findings.

ICP 593 Thesis Design (3) Focus on the planning and design of students' individual thesis projects. Consultation and guidance on all phases of the thesis process from early exploration of an area, literature search, and formulation of a specific research idea, through research design, data collection, and analysis.

Practicum settings provide the opportunity for the practical application of one's academic experience. In the Counseling Psychology program all students must accumulate a total of 600 hours of supervised practicum experience. Placement sites include community mental health centers and clinics, in-patient mental health facilities, rehabilitation programs, medical settings, and

specialized service centers. All students are expected to participate in a variety of placements so that upon graduation, they will have had experience in providing a wide range of counseling services to client populations.

In addition to on-site supervision, students participate in a small group supervision seminar at the College. This seminar is designed to enhance the practicum experience by providing a forum for presentation of case material. Emphasis is placed on case formulation and treatment planning and the understanding of ethical and professional issues in the context of field work.

MASTER OF SCIENCE IN HEALTH ADMINISTRATION

The LCIE Master of Science in Health Administration 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 Services Administration. This is a two year, six-trimester program (54 semester credit hours).

The program prepares the student in core administrative areas, providing training appropriate for management positions in ambulatory, community, long-term, and acute care organizations. Program emphases are on ambulatory, community and long-term management, research and planning and health promotion. For advanced students (students with previous preparation in administrative science), there is ample opportunity for individualizing a master's program with specialization in administration, communications, information systems, promotion and education, or research and planning.

A distinctive feature of the program is that the fifth and sixth trimesters are taken in conjunction with a keystone seminar and culminating project. The keystone seminar meets biweekly and introduces the student to significant, emerging developments in health care organization and management through site visits, guest speakers, and media presentations. The seminar also presents case studies for student review and analysis. The culminating project is a planning, program development, or research

assignment undertaken by the student for his/her own employer at an organization affiliated with the health administration program.

Residency requirements for this program are integrated into the student's employment and academic work. The residency requirement may be individualized so that the student may prepare for one of Missouri's health care licensure examinations.

Core Curriculum:

Trimester I. Foundations of United States Health Care
IHM 560 Alternative Health Care Systems (3)
IHM 561 Organization and Operations of the United States Health Care System (3)
IHM 562 History and Development of the United States Health Care System (3)

Trimester II. Human Factors in Management and Organizational Structure and Design
IHM/IBA 540 Organizational Concepts (3)
IHM/IBA 541 Organizational Development (3)
IHM/IBA 543 Personnel Management and Labor Relations (3)

Trimester III. Foundations of Finance and Financial Management
IHM/IBA 530 Financial Concepts (3)
IHM/IBA 531 Financial Policy (3)
IHM/IBA 532 Managerial Finance (3)

Trimester IV. Health Care Ethics and Law
IHM 504 Issues in Social Ethics of Health Care (3)
IHM 505 Issues in Biomedical Ethics (3)
IHM 506 Health Care Law and Legislation (3)

Trimester V. Research and Planning
IHM 565 Community Health Planning Methods (3)
IHM 566 Administrative Planning Methods (3)
IHM 567 Applied Research Design and Methods (3)

Trimester VI. Special Electives
IHM 564 Ambulatory Care (9)
IHM 565 Community Care (9)
IHM 570 Long-Term Care (9)

Foundations of the United States Health Care System

IHM 560 Alternative Health Care Systems (3) An introduction to changes in the organization and provision of health care. Includes the study of health maintenance organizations, preferred provider arrangements, emer-

gency centers, hospice, adult day and respite care, community care and health promotion.

IHM 561 Organization and Operation of the United States Health Care System (3) Study of the existing health care system in the United States. Health care economics, organization, politics and professional preparation and services are some of the subject areas covered.

IHM 562 History and Development of the United States Health Care System (3) Study of the United States health care system including Sociocultural, organizational and professional development.

Human Factors in Managements and Organizational Structure and Design.

(See listing in LCIE MBA Program)

Foundations in Finance and Financial Management.

(See listing in LCIE MBA Program)

Health Care Ethics and Law

IHM 504 Issues in Social Ethics of Health Care (3) An introduction to selective issues of social ethics in health care. The allocation of scarce resources, equity in the provision of health care, barriers to the availability and accessibility of health care, and professional accountability are some of the topics discussed.

IHM 505 Issues in Biomedical Ethics (3) An introduction to selective issues in biomedical ethics in health care such as death and dying, abortion rights, the right to life, organ transplantation, genetic engineering.

IHM 506 Health Care Law and Legislation (3) Presentation of current health care legislation, patient care issues, regulation.

Research and Planning

IHM 565 Community Health Care Planning (3) A presentation of the methods and approaches to estimating health care needs, identifying resources, and evaluating the impact of new services.

IHM 566 Administrative Planning Methods (3) Introduction to the basic methods used in strategic planning, program development, program implementation, and evaluation.

IHM 567 Applied Research Design and Methods (3) Introduction to research design and methodology, basic research methods, and research in applied settings.

Special Electives

IHM 564 Ambulatory Care (9) Examination of ambulatory medical care, its development within the U.S. health care system, present aspects, and possible future developments.

IHM 565 Community Care (9) Introduction to the structure of the human community and community organization. Readings in the provision of health and human services within the local community and in-depth analysis of selective community care options (e.g., home care, day care, hospice care, health promotion).

IHM 570 Long-Term Care (9) Introduction to Social Gerontology. An examination of long-term care, its development within the U.S. health care system, present aspects, and possible future developments.

IHH 500 Holistic Health Theory (3) Interdisciplinary theory of health and wellness of the whole person: physical-chemical, psychological, social, environmental, spiritual. Study of historical-cultural understanding of health philosophies and practices (Western, Yoga, Chinese, etc.), interpersonal communication and human potential.

IHH 510 Holistic Health Psychology (3) Study of psychologies, including humanistic and transpersonal, relevant to human potential, development and total health: Freud, Jung, Rogers, Maslow, Gestalt, Yoga, Christian, overview of relevant psychophysiology.

IHH 520 Holistic Health Practices (3) Theory and introduction to selected practices in wellness and self-care: Yoga, relaxation, breathing, uses of imagery, meditation, interpersonal communication, etc. Review of current research.

MASTER OF VALUATION SCIENCES

The College for Individualized Education degree program in Valuation Sciences meets the vital needs for the appraisal profession. It provides both a broad and specialized theoretical education as well as skills for valuation and appraisal. Students in the program have careers in 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 issues.
4. Knowledge of business law and other topics relating to appraisal.
5. Interdisciplinary knowledge and skills in valuation, finance, and investment analysis.
6. Special knowledge of chosen emphasis: e.g., real estate, personal property, business valuation.
7. Acceptable appraisal documentation.
8. Preparation to obtain certification as an appraiser.

The M.V.S. degree program is adaptable to the widely varying needs of specific students. Persons with little or no experience or knowledge in the field will complete a STRUCTURED PROGRAM of studies and internship to guarantee essential knowledge and working skills in appraisal. Such applicants should familiarize themselves with the active market in their desired fields, e.g., antiques, real estate. Appraisers and others with experience and prior appraisal studies can request INDIVIDUALIZED PROGRAMS suited to their own abilities and objectives. All students develop interdisciplinary appraisal knowledge and skills and appraisal-related business studies. They also complete specialized studies in their chosen fields of appraisal. During their first term all students review global social-economic issues bearing on appraisal. An undergraduate study of economics is a prerequisite for admission. All programs require a minimum of thirty-six (36) semester hours of study for the degree.

Students in residence, holding Bachelor's degrees, can complete this program, with thesis, in one full year.

As a capstone of their program, students complete a comprehensive culminating project. This project will demonstrate (1) an understanding of the historical, theoretical, economic, and motivational sources of valuing and appraisal; (2) knowledge of relevant business knowledge and skills; and (3) knowledge of relevant appraisal concepts, methods and skills. In addition, all students must verify that they can write an acceptable appraisal report. Professional faculty guidance is available throughout the program. Graduates of the program have contributed significantly to the appraisal profession through publication of their final projects.

Core Curriculum:

Trimester I: Valuation Theory and Practice

- IVS 500 Appraisal Theory and Practice Real Estate Track (3)
- IVS 505 Real Estate Appraisal or Personal Property Track (4)
- IVS 501 Personal Property Appraisal (4)
- IVS 502 Socio-Economic Issues (2)
- IVS 592 Independent Study: Appraisal (1)

Trimester II: Appraisal Specializations, Real Estate Track Electives

- IBA 530 Financial Concepts (3)
- IBA 531 Financial Policy (3)
- IBA 532 Managerial Finance (3)
- or
- Personal Property Emphasis:
- IVS 560 Material Culture: 1680-1840 (3)
- IVS 564 Craftsmanship: 1680-1840 (3)
- IVS 568 Connoisseurship and Identification (3)

Trimester III: Valuation Core:

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

Trimester IV: Culminating Studies:

- IVS 586 Advanced Review of Appraisal (3)
- IVS 580 Appraisal Documentation (3)
- ICU 600 Culminating Project (3)

IVS 500 Appraisal Theory and Practice (3) Interdisciplinary study of the foundations of value theory, appraisal principles, and procedure: value concepts and history,

theory of ownership and property, purposes and methods of valuation. Applications to real estate and personal property. Appraisal ethics.

IVS 501 Personal Property Appraisal (4) Study of principles and procedures in personal property appraisal: purposes and functions, types of appraisal, identification, authentication, condition, provenance, ranking, market, and income methods, and the appraisal report. Applications and case studies in fine arts, antiques, and decorative arts.

IVS 505 Real Estate Appraisal (4) Study of principles and procedures in real estate appraisal: capital and financial markets, neighborhood and data analysis, highest and best use, cost, market and income methods, capitalization, and the appraisal report. Applications and case studies.

IVS 502 Socio-Economic Issues (2) Study of global socio-economic issues affecting appraisal: population, environment, food and energy problems; rights and social change; consumer behavior, motivation, decision-making and market formation; economic effects.

IVS 540 Investment Strategies (3) Study of efficient markets, investment options, risk and decision-making, 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, Case studies.

IVS 542 Financial Analysis (3) Uses of financial ratios and techniques for investment analysis and comparisons. Applications and case studies in stocks and real estate, corporate analysis.

IVS 545 Appraisal Specializations (3) Focused studies in student's field of choice: real estate, personal property, business valuations, advanced market and income methods, identification, analysis.

IVS 560 Material Culture: 1680-1840 (3) Interdisciplinary study of early American material culture and European antecedents: historical and archaeological methods, furniture, glass, ceramics, metals, technology, architectural history, artistic styles and design, methods of identification, and condition.

IVS 564 Craftsmanship: 1680-1840 (3) Study of American crafts and craftsmanship, tools and technology, economic development, organization, industrialization, European influences. Applications and case studies.

IVS 568 Connoisseurship and Identification (3) Role and process of the connoisseur and appraiser, identification of periods and styles, condition and preservation of art, antiques and decorative arts, ranking, collection, auctions.

IVS 600 Graduate Culminating Project (3) Final project and paper dealing with selected problem in valuation and appraisal: theory, history and sources of valuing, motivation, principles and methods of appraisal, applications in real estate, personal property or business valuation.

Sample Individualized Programs:

Finance and Investment Analysis, Inflation and Valuation, Mass Appraisal Methodology, Tax Re-Assessment Policies and Procedures, Social-Economic History of Arts, Interdisciplinary Appraisal Methodologies.

MASTER'S DEGREE IN EDUCATION (MODEL IV)

The Lindenwood College for Individualized Education (LCIE) offers an accelerated program for certified, experienced elementary and secondary teachers who wish to earn the Master's degree while having maximum flexibility to design a program of study appropriate to their needs and interests. We seek individuals who have a sense of purposefulness and direction, who are clear about what they want to do. We want to encourage diversity and experimentation: in general our goal is to facilitate planned experience, reflection, and evaluation of that experience, and the consequent modification of future action.

LCIE students individualize plans of study to concentrate on a variety of areas such as: social studies curriculum design, music education, supervision, education of the gifted and talented, early childhood development, and the teaching of reading. Upon entry to the program, the student is required to produce a clearly written description of the area of desired concentration based upon his or her professional needs and prior experience.

This is used by the Faculty Advisor who helps the student plan a program which provides appropriate depth, scope, and sequence in the area of concentration.

The principal elements of each student's curriculum are:

1. a nine-semester-hour seminar taken during the first term which examines the social, political, and historical forces affecting U.S. schools.

2. two nine-semester-hour terms of focused study in the area of concentration.

3. a thesis which demonstrates the student's ability to utilize theories and concepts in her or his field of concentration by investigating and advancing them in some original fashion and applying them to practical educational situations.

MASTER OF ARTS IN GERONTOLOGY

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 affecting 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 are 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 thirty-six (36) semester hour program in an area of concentration; and a thesis project for a final nine (9) semester hour component.

The Graduate Certificate in Gerontology is a twenty-seven (27) semester hour program which is identical to the Master of Arts program in content except that a thesis is not required.

Core Curriculum:

Trimester I:	
IGE 511 Sociology of Aging	3 semester hours
IGE 512 Psychological Aspects of Aging	3 semester hours
IGE 513 Physiological Aspects of Aging	3 semester hours

Trimester II:	
IGE 520 Community Organization and Resource Allocation	3 semester hours
IGE 521 Social Policy in Gerontology	3 semester hours
IGE 522 Service Provision to the Elderly	3 semester hours

Trimester III:	
Specialized Study in Student's area of interest	9 semester hours

Trimester IV:	
IGE 400 Practicum in Gerontology	1 to 6 semester hours
ICU 600 Culminating Project	3 to 9 semester hours

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 current 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 Physiological 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 constraints.

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 400 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.

ICU 600 Culminating Project (3-9)

Graduate Studies in Performing Arts

The Performing Arts Department at Lindenwood offers the Masters 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 emphases in acting, direction, technical theatre, and arts management. The Performing Arts Department in conjunction with the department of Business Administration offers the Master of Business Administration degree with special emphasis in the Arts. All degree offerings in the department exist within the framework of the conventional programs at Lindenwood and also in the College for Individualized Education which is geared to the student with extensive field experience in performing arts.

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 pre-

pared to demonstrate their potential for success in advanced study in the 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.

Students wishing to apply should complete an application form, available through the Admissions Office at Lindenwood and submit copies of their graduate or undergraduate transcripts along with three letters of recommendation.

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

Candidates for all degrees at Lindenwood must pass comprehensive examinations in five (5) areas of Performing Arts specialization. Students will be examined in the areas of theatre history, theatre literature, and directing

theory. Students may select the other two examination areas from acting, dance, film, management, music, technical theatre, or theatre education. This series of examinations must be passed prior to a student's completion of one half of the curricular graduation requirements. Specific details of the examination process are available through the departmental office.

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 three (3) semester hours of "C" will be accepted towards graduation.

The particular curricular requirements for each of the graduate degrees are as follows:

MASTER OF ARTS

This program consists of the successful completion of thirty (30) graduate semester hours and can be completed in three (3) full-time semesters. The course of study cannot be extended over seven (7) years. Students are required to take fifteen (15) hours of prescribed courses which include:

- TA 511 Graduate Directing Studio (3)
- TA 525 Research Methods in Theatre (3)
- TA 530 History of the Performing Arts I (3)
- TA 531 History of the Performing Arts II (3)
- TA 546 Introduction of Arts Management (3)

The additional fifteen (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 six (6) hour thesis project.



Graduate students can pursue studies leading to the Master of Arts or Master of Fine Arts degree at Lindenwood.

MASTER OF FINE ARTS

This program consists of the successful completion of sixty (60) hours of graduate work. The student is required to have a specialization in acting, arts management, directing, or technical theatre. With this requirement students are expected to complete at least one-third of their curricular work in this specialization which culminates in a creative thesis. The student is also expected to fulfill a nine (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 530 History of the Performing Arts I (3)
- TA 531 History of the Performing Arts II (3)
- TA 536 Survey of Dramatic Literature (3)
- TA 546 Introduction to Arts Management (3)
- TA 565 Professional Internship (9)
- TA 600 Master's Project (6)

MASTER OF BUSINESS ADMINISTRATION

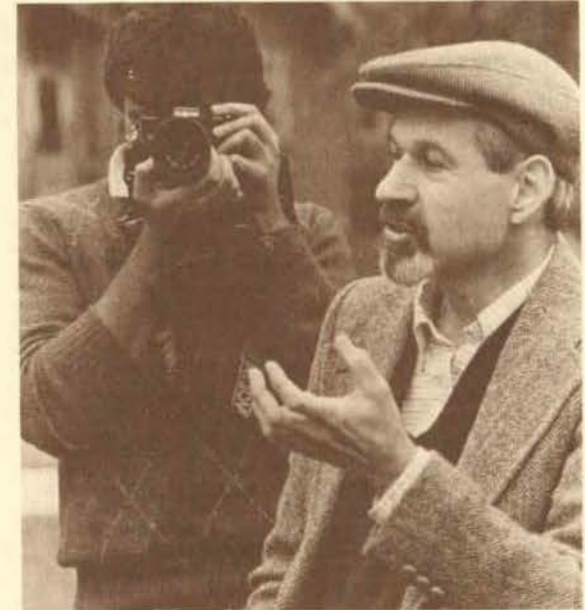
This program requires the successful completion of thirty-six (36) semester hours of course work in Business and Theatre related areas. Eighteen (18) credit hours of Business courses are required. They are:

- MBA 511 Managerial Accounting
- MBA 512 Management Information Systems
- MBA 531 Financial Policy
- MBA 541 Organizational Development
- MBA 545 Business Policy and Strategy
- MBA 551 Marketing Policy

The remaining courses should be determined with the consultation of the faculty advisor and be in the area of theatre and arts management.

Graduate Courses of Study

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



Advanced study in a variety of art areas in preparation for specialized art careers are offered at Lindenwood.

TA 501, 502, 503, 504 Graduate Acting Studio, I, II, III, and IV (3) (3) (3) (3) Application of the acting techniques of Stanislavski, Grotowski, and others to assigned scenes and the development of audition techniques are explored. Admittance to class 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 scan-sion 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 and 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 525 Introduction to Graduate Research (3) Research methods in theatre are explored. Application of procedures by presentation of a series of short papers dealing with a variety of research problems.

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

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

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

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

TA 535 Shakespearean Tragedy: A Seminar. (3) A seminar study of the different concepts of tragedy employed by Shakespeare and of their influence on his plays, especially Hamlet, Othello, and King Lear.

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 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 Greek Drama (3) Reading of representative works of Aeschylus Sophocles, and Euripides, with attention to the cultural background. Through discussion and additional readings the class will attempt to develop a concept of tragedy, using Aristotle's "Poetics" as a starting point. Selected plays of Aristophanes will round out the picture of Greek drama and provide further insight into the times.

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, and community and professional theatre are investigated.

TA 551, 552, 553, 554 Graduate Design Studio I, II, III and 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 and 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 (may be taken for up to 12 credits) Join a professional theatre in a performance position in the area of acting, directing, stage management, technical theatre, or theatre management. Prerequisite: acceptance into company and consent of instructor.

TS 566, 567, 568, 569 Stage Management Studio I, II, III and IV (3) (3) (3) (3) A course exploring the professional and educational requirements of the stage manager. The course will include practical application on the mainstage and studio as well as professional guest lecturers.

TA 571 Marketing and the Arts (3) This course applies to marketing theory in the arts. Special emphasis will be placed on art consumers, product management, market-

ing strategy, marketing research, pricing policy, and marketing control. Using case studies students will observe and evaluate six marketing campaigns evaluating the various strategies employed. Special emphasis will be placed on the identification and uniqueness of art consumers. Each student will undertake a research project to develop a profile of a specific arts patronage. Pricing and product adjustment will be considered in light of the statistical information developed from the research.

TA 572 Financial Theory in the Arts (3) This course will consider budget development, income and expense estimations, personnel, budget control, accounting, and management theory. Decision making will be the center focus of this class. The financial research necessary to prepare accurate need assessments, the preparation of budgets, the control and utilization of resources, and the methodology for operating within the market place will be surveyed in this class. Organizational structure as it affects personnel and decision making will also be analyzed.

It is assumed that students have background in accounting and basic financial theory. The case study approach will be used as students consider and evaluate specific operating procedures in a local arts organization.

TA 573 Fund Raising in the Arts (3) This course will investigate the various methods of capital development. Specific consideration will be given to private foundations, corporate development, and public financing. A bulk of Performing Arts organizations are classified as non-profit and therefore the subject of public and private funding plays a more significant role than in the normal business activity. Though the development of earned income will be a subject for consideration, private foundations and public granting institutions will be the focus of the course. Students will learn how to write a proposal. The correct methods of contacting and soliciting foundation support will be studied.

Students will learn to use the Foundation Directory, the Federal Register, and Commerce Business Weekly as tools to foundation research.

The case study approach will be followed in this course with students analyzing existing grant proposals and writing proposals of their own.

TA 574 Arts and the Law (3) This course will survey the various legal aspects of the arts. Copyrights, labor law, tax law, and contracts and torts will be analyzed. Special

projects related to copyrights, trademarks, and contracts will prepare students to operate effectively within the legal arts environment. Practical information on correct legal procedures will be presented. Students will be given a variety of resources to contact to obtain more expert legal information. A case study approach to the subject will be used as various local lawyers present guest lectures.

TA 593 Independent Study. 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.



More than a place to learn, Lindenwood is a community of persons who care about one another.

Supporting Graduate Courses

ART

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. 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 the student. Studio fee.

ART 520 Sculpture (3) Advanced work in three-dimensional media. Problems are assigned to explore new media and modes of expression as well as traditional ones. Research problems directed to the needs and interests of students. Lab fee.

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. 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. 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. Lab fee.

ART 591-2-3 Independent Study in Art (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.

HISTORY

HIS 520 The United States Since the Depression (3) An examination of the major interpretations of the significant events in United States history since the Great Depression. There are four segments: (1) Franklin Roosevelt and the New Deal; (2) Neutrality and War, 1932-45; (3) The Cold War, 1945-76, (4) Domestic issues since 1945.

PSYCHOLOGY

PSY 524 Assessment of Intellectual Skills (3) Nonprojective 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.

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Tom E. Glosier, Former County Court Judge, St. Charles.

Keith W. Hazelwood, Attorney and Partner, Hazelwood, Barklage & Barklage, P.C., St. Charles.

Larry G. Kelley, President, Commerce Bank of St. Charles, St. Charles.

Bill G. Lewis, Legislative Public Relations Manager, Continental Telephone of Missouri, Wentzville, MO.

Tanya Mallory, Alumna, Chestefield, MO.

William O. Mullins, Publisher, ST. CHARLES JOURNAL, St. Charles.

Frank E. Roeder, Vice-President of Engineering & Physical Resources, Schnuck's, Earth City, MO.

Rabbi Alvan D. Rubin, Temple Israel, St. Louis.

Boyle O. Rodes, Partner, Ellis-Rodes-Meers & Co., St. Charles.

William B. Schaefer, President, Schaefer Insurance Services, St. Charles.

E. Robin Smith, Newscaster, KMOX-TV, St. Louis.

Cordelia Stumberg, Alumna and Civic Leader, St. Charles.

Dorothy Trump, Alumna, St. Louis, MO.

Mel G. Wetter, Mayor, City of St. Charles, MO.

ADMINISTRATIVE OFFICES

OFFICE OF THE PRESIDENT

James I. Spainhower, President
Edward D. Watkins, Assistant to the President for Special Gifts.

OFFICE OF THE DEAN OF FACULTY

James F. Hood, Acting Dean of Faculty
Sally Sears, Registrar
Jan Czaplá, Head Librarian

OFFICE OF EVENING COLLEGE/LCIE

Arlene Taich, Dean of Evening College/LCIE
Robert P. Edwards, Associate Dean of Evening College

OFFICE OF THE VICE-PRESIDENT OF ADMINISTRATION

Jerry A. Rufkhar, Vice-President of Administration
Gene Goldstein, Director of Auxiliary Services
Sue Brown, Food Service Director
Bruce Edler, Physical Plant Director
Yuvonna Goodson, Manager of Post Office
Wayne Daugherty, Special Projects Coordinator
Duane France, Chief of Security
Michele Johnson, Switchboard

OFFICE OF THE VICE-PRESIDENT OF FINANCE

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Kenneth Musbach, Controller
Robert Ferry, Computer Center Director
Adranna Stapleton, Personnel and Payroll
Carol Whitman, Director of Purchasing

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Randi Kapp, Associate Dean of College Life and Director of Consolidated Advising Program
Marilyn Morris, Assistant Dean of College Life for Programs & Residences and Athletic Director
The Rev. George Wilcox, College Chaplain
Jane Henthorn, R.N., Director of Student Health Center

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Esther Fenning, Assistant Director of Alumni Activities
Lynne Landholt, Assistant Director of Development for Annual Fund

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Barry Freese, Admissions Counselor
Elizabeth Herod, Admissions Counselor
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Maggie Kracke, Admissions Counselor/Corporate Coordinator
Becky Hunt, Admissions Counselor
Susan Thomas, Admissions Counselor
Bill Wright, Admissions Counselor
Richard Yalem, Admissions Counselor

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Judith Mattingly, Assistant Director

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Marigay Sheble, Director of Work-Service

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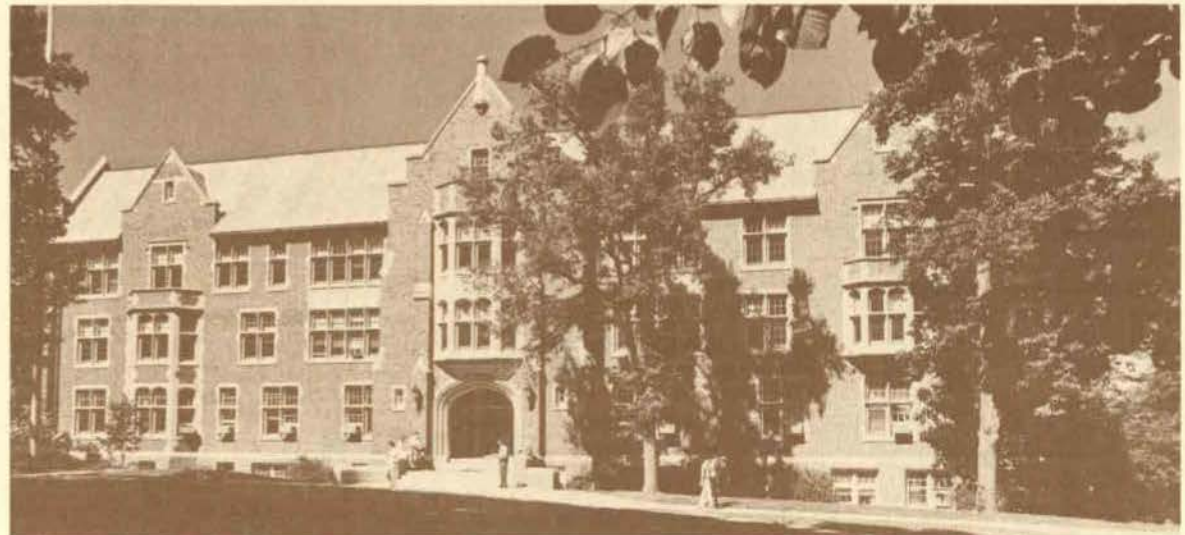
Arlene Taich, Director

OFFICE OF PUBLIC RELATIONS

Randy L. Wallick, Director of Public Relations
Christine Cordes, Manager of Printing Center

OFFICE OF RESEARCH & PLANNING

James W. Swift, Director of Research Planning



Picturesque Roemer Hall provides space for faculty and staff offices, classrooms and major administrative functions of the college, including the President's Office, Post Office, LCIE/Evening College Office, the Registrar's Office, Business Office, the Computer Center, and Dean of Faculty's Office.

FACULTY

Ammann, Elizabeth M., Assistant Professor, Business Administration and Fashion Marketing, 1983. M.B.A., Southern Illinois University—Edwardsville.

Anderson, Daryl Jacqueline, Chairman, Professor, Biology, 1970; B.S., Western Michigan University; Ph.D., Washington University; Post-doctoral fellow, Center for the Biology of Natural Systems.

Ayyaggari, Rao, Assistant Professor, Biochemistry, 1969; B.S.C., Bombay University, M.S.C. Bombay University, M.S. Loyola University, Ph.D., Loyola University.

Balog, C. Edward, Chairman, Professor, History, 1973, B.A., M.A., West Virginia; Ph.D., University of Illinois.

Bittner, Groff Stewart, Assistant Professor, Music, 1961; B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, Reah Sadowsky;

Bornmann, John A., Chairman, Professor, Chemistry, 1965; B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.

Canale, Ann, Assistant Professor, English, 1981; B.A., Rosary College; M.A., John Carroll University; M.A., University of Massachusetts; Ph.D., University of Massachusetts.

Castro, Michael, Associate Professor and Faculty Advisor, LCIE, 1980; B.A., State University of New York at Buffalo; M.A., Washington University, Ph.D., Washington University.

Chervitz, Solon, Assistant Professor, Professional Librarian, 1977; B.A., Washington University; M.A., Library Science, University of Missouri Columbia.

Czapla, Jan, Assistant Professor and Head Librarian, 1982; B.A., Southeast Missouri State University; M.L.S., University of Mississippi.

Denney, Diane, Assistant Professor, Education, Director of Reading Clinic, 1980; B.A., Harris-Stowe State College; M.A., University of Missouri St. Louis.

Donovan, Jeanne, Associate Professor, Education, 1977; B.S., Fontbonne College; M.A., Ph.D., George Peabody College for Teachers.

Dooley, John, Assistant Professor, Mathematics and Computer Science, 1984; B.A., Lindenwood College; M.S., Syracuse University; M.E.E., Rice University.

Drake, William L., Jr., Adjunct Professor of Medical Technology, 1980; B.S., M.D., Marquette University.

Eckert, W. Dean, Chairman, Professor, Art, 1968; B.A., B.F.A., M.A., Ohio State University; Ph.D., University of Iowa.

Evans, James D., Chairman, Professor, Psychology, 1974; B.S., Geneva College, M.S., Ph.D., Iowa State University.

Ezvan, Kazimiera, Assistant Professor, Business, 1984; M.S., Technical University of Wroclaw, Poland; Ph.D., Southern Illinois University.

Feely, James H., Associate Professor, English, 1958; A.B., Northwestern University; M.A., Northwestern University.

Fields, N. Jean, Associate Professor, English and Communication Arts, 1965; B.A., Morris Harvey College; MA., Ohio State University.

Fitzpatrick, Susan, Assistant Professor, History, 1979; B.A., M.A.T., Webster College; Ph.D., St. Louis University.

Fleming, Nancy, Assistant Professor, Music, 1984; B.A., Mount Holyoke College; Master of Music, Westminster Choir College; doctoral candidate, University of Illinois-Urbana.

Gavin, Mary Lois, Adjunct Professor of Medical Technology, 1973, M.Ed., Central Michigan University.

Glenn, Rebecca, Assistant Professor and Program Coordinator, LCIE, 1981; Ph.D., Washington University.

Graber, Edith, Chairman, Associate Professor, Sociology, 1982; B.A., Bethel College, Danforth Graduate Fellowship; M.R.E., Betheny Theological Seminary; M.A., University of Oklahoma; Ph.D., University of Denver.

Hamill, Amy, Assistant Professor, Communications, 1985; B.A., Auburn University; M.A., University of Georgia.

Henderson, Gene M., Chairman, Professor, Education, 1981; B.M.E., Central Methodist; M.Mus., Indiana University; Ed.D., University of Missouri.

Hood, James Frederick, Professor, History, and Dean of Faculty, 1961; B.A., M.A., Ph.D., University of Illinois.

Huesemann, Jeanne H., Associate Professor, Mathematics, 1957; A.B., Lindenwood; M.A., Mathematics, Utah State University; M.A., in Ed., Washington University.

Hulett, Robert L., Associate Professor, Business Administration 1981; B.A., B.S., University of Missouri.

Juncker, Niki, Assistant Professor, Theatre, 1981; B.F.A., Washington University.

King, Robert W., Associate Professor, Business Administration, 1976; B.A., Indiana University; M.A., Purdue University.

Kirk, Jack, Assistant Professor and Faculty Advisor, LCIE, 1984; B.S., Principia College; M.B.A., Washington University; Ph.D., University of Missouri.

Levi, Hans, Assistant Professor, Art, 1980; B.S., B.A., Washington University; M.A., San Francisco State University.

Longworth, Bruce, Assistant Professor, Performing Arts, 1984; B.A., College of Wooster; M.F.A., Indiana University.

McCartey, Michael A., Adjunct Professor of Medical Technology, 1982; A.B., M.D., Washington University.

McMahon, Judith W., Assistant Professor, Psychology, 1982; B.A., University of Missouri—St. Louis, Ph.D., Washington University.

Moore, Lynn, Assistant Professor and Director, Fashion Marketing, 1982; B.A., Northwestern University.

Nichols, John, Associate Professor, Mathematics, 1969; B.S., Hampden-Sydney College; M.A., University of Virginia.

Palermo, Judith, Adjunct Professor of Medical Technology, 1974; B.S., University of Minnesota, M.Ed., University of Florida.

Perrone, Anthony, Chairman, Assistant Professor, Modern Languages, 1969; B.A. Assumption College; M.A., University of Illinois.

Polette, Nancy, Assistant Professor, Education, 1979; B.S., Washington University; M.S., Southern Illinois University.

Prell, Arthur, E., Professor, Chairman, Business Administration, 1984; B.A., University of Redlands; M.A., Washington University; Ph.D., University of Minnesota.

Rickert, Richard, Associate Professor and Faculty Advisor, LCIE, 1975; Concordia Seminary; Ph.D., University of North Carolina.

Sakahara Arlene, Assistant Professor, English as a Second Language, 1978; B.S., Fontbonne College; M.A., St. Louis University.

Schwab, Allen M., Associate Professor, English and Dean of College Life, 1983; A.B., University of Illinois; M.A. University of Washington; Ph.D., Tufts University.

Scupin, Raymond, Assistant Professor, Anthropology, 1981; B.A., University of California, Los Angeles M.A., Ph.D., University of California, Santa Barbara.

Seif El-Nasr, Moheb, Associate Professor, Chemistry, 1979; B.S., M.S., University of Cairo, Ph.D., University of Minnesota.

Shiller, Alan, Assistant Professor, Speech, 1980; B.S., Emerson College; M.A., Purdue University.

Soda, Dominic C., Chairman, Professor, Mathematics, 1969; B.S., M.S., Queen's University (Canada); Ph.D., Yale University.

Swift, James W., Assistant Professor and Faculty Advisor in Health Administration, 1984; B.A., Pomona College; B.D., University of Chicago; M.A., University of Colorado; Ph.D., Washington University.

Taich, Arlene, Dean Evening College/LCIE, Associate Professor, Sociology 1980; B.S., Ohio State University; M.S., and Ph.D., St. Louis University.

Taylor, Jean, Instructor, Professional Librarian, 1985; B.A., Bradley University; M.A.L.S., Rosary College.

Tietjen, William, Associate Professor, Biology, 1981; B.S., Pennsylvania State University; Ph.D., Ohio State University.

Torrey, Joyce, Adjunct Professor of Medical Technology, 1972; A.B., Webster College; M.Ed., St. Louis University.

Wehmer, John H., Professor, Art, 1959; B.F.A., Washington University; M.F.A., University of Illinois.

Wier, Richard A., Assistant Professor, Political Science, 1968; B.A., Blackburn College; M.A., St. Louis University; Ph.D., Georgetown University; J.D., St. Louis University.

Wilson, James A., Assistant Professor, Communications, General Manager of Station KCLC, 1983; M.A., Oklahoma State University.

Zumbrunnen, Wanita A., Assistant Professor, English, 1980; B.A., Coe College, M.A., Mills College.

DEACONESS COLLEGE OF NURSING

(The following Deaconess College Nursing Faculty hold joint appointments at Lindenwood)

Acre, E. Margaret, Instructor, Nursing, 1976; Diploma, Deaconess Hospital School of Nursing; B.S.N., Southeast Missouri State University; M.S.N., St. Louis University.

Afshar, Patricia, Dean, 1981; B.S.N., B.S., M.S., Northeast Missouri State University.

Brockmann, Mary Ellen, Instructor, Nursing, 1981; Diploma, Barnes Hospital School of Nursing; B.S.N., M.S.N., St. Louis University.

Dwyer, Joan, Instructor, Nursing, 1981; Diploma, Deaconess Hospital School of Nursing; B.S., Lindenwood College; B.S.N., M.S.N., St. Louis University.

Erwin, Linda, Instructor, Nursing, 1984; B.S.N., Avila College, Kansas City, Mo.; M.S.N., St. Louis University.

Hauk, Dorothy, Instructor, Nursing, 1979; B.S.N., University of Kansas, Lawrence; M.S.N., Southern Illinois University, Edwardsville.

Jacobs, Patricia, Instructor, Nursing, 1971; Diploma, Deaconess Hospital School of Nursing; B.S.N., Western Reserve University; M.S.N., Washington University.

Krekorian, Elizabeth, Instructor, Nursing, 1983; Diploma, Christian Welfare Hospital School of Nursing; B.S.N., M.A., Ph.D., St. Louis University.

Lee, George, Instructor, Nursing, 1980; A.D., (Nursing), University of Evansville; B.A., Washington University; B.D., McCormick Theological Seminary; M.A., University of Wisconsin; M.S.N., Vanderbilt University; Ph.D., The Pennsylvania State University, University Park.

Lindsay, Shirley, Instructor, Nursing, 1982; B.S.N., West Virginia University School of Nursing; M.S., Boston University.

Madden, Jane, Instructor, Nursing, 1981; B.S.N., University of Missouri, Columbia; M.S.N., St. Louis University.

Modene, Kathleen, Instructor, Nursing, 1978; B.S.N., M.S.N., Southern Illinois University, Edwardsville.

Moloney, Margaret, Instructor, Nursing, 1983; B.S.N., Illinois Wesleyan University; M.S.N. St. Louis University.

O'Brian, Geraldine, Instructor, Nursing, 1983; Diploma, St. Mary's Hospital School of Nursing; B.S.N., St. Louis University; M.S.N., University of Akron.

Piles, Carole, Associate Dean, 1976; B.S.N., University of Missouri, Columbia; M.S.N., St. Louis University.

Rogahn, Su, Instructor, Nursing, 1981; Diploma, Barnes Hospital School of Nursing; B.S.N., M.S.N., St. Louis University.

Spies, Martha, Instructor, Nursing, 1983; B.S.N., M.S.N., St. Louis University.

Turner, Judith C. Instructor, Nursing, 1971; B.S.N., St. Louis University; M.A., Washington University.

Williams, Diann W., Instructor, Nursing, 1981; L.P.N., Pines Vot-Tech, Pine Bluff, Ark.; B.S.N., University of Arkansas, Pine Bluff; M.S.N., St. Louis University.

ADJUNCT INSTRUCTORS

Acuff, Charles, Business Administration; B.A., M.A., Northeast Missouri State.

Ancona, Joe, Core Faculty, Business Administration; B.S., Washington University; M.B.A., St. Louis University.

Baum, Jane, Fashion Marketing; B.F.M., Lindenwood College.

- Best, Kenneth, Business Administration; A.B., Marketing, University of Northern Colorado; M.B.A., Wichita State University.
- Binder, Paul, Audio Visual Methods; B.A. Communication, Buenvista College; M.B.A., Lindenwood College.
- Bohnert, Larry, Business Administration; B.S. Southeast Missouri State University; M.S.C., St. Louis University.
- Bolandis, Jerry, Health Administration; B.A., Southern Illinois University; M.B.A., Southern Illinois University.
- Bradley, Harry A., Psychology; M.A., St. Louis University; M.S.W., Washington University.
- Briscoe, Joseph, Business Administration; B.S., J.D., St. Louis University.
- Burnett, Marvin, Economics; B.S., M.A., University of Missouri.
- Carich, Peter, Business Administration; B.S., M.A., Southern Illinois University; Ph.D., St. Louis University.
- Carlos, Peter Vincent, Core Faculty, Communications; B.A., University of Missouri, St. Louis; M.A., Breadloaf School of English.
- Castro, Jan, Communications; B.A., University of Wisconsin; M.A., Washington University.
- Compton, Clark, Core Faculty, Administration; B.A., M.B.A., North Texas State University.
- DeLaPorte, Charles E., Management Information Systems; B.S., Northeast Missouri State; M.S., St. Louis University.
- Dent, Thomas, Business Administration; B.S., M.B.A., University of Dayton.
- Dixon, James P., Taxation Law, Accounting; B.A., Canisius College; J.D., M.B.A., St. Louis University.
- Eaton, Harold R., Business Administration; B.S., M.A., Webster College.
- Edwards, Robert P., Business Administration; B.S., Northeast Missouri State University; B.S., Tarkio College; M.S., Southern Illinois University.
- Fine, Warren H., Business Administration; B.S., Washington University; M.S., St. Louis University; C.P.A.
- Fleming, Ansley, Music; B.Mus., University of Oklahoma; M.MUS., Oklahoma City University.
- Fuller, Don, Administration; B.S., University of Arkansas; M.B.A., New York University.
- Gardiner, Gary, Psychology; B.S., M.S., Education, University of Alberta, Canada; Ph.D., Princeton University.
- Goldberg, Richard C., Human & Organizational Development; B.A., University of Wisconsin; M.S.W., Washington University; M.B.A., Lindenwood College.
- Hammerschmidt, Walter, Business Administration; B.A., Tarkio College; B.A., Columbia College; M.A., Webster College.
- Hargate, Jon Grant, Art; B.F.A., Southern Illinois University; M.F.A., University of Cincinnati.
- Harris, Edwin, Counseling Skills; B.A., University of Connecticut; M.A., University of Hartford; Ph.D., Washington University.
- Henderson, Fred, Data Processing; B.S., Florida Institute of Technology.
- Hicks, Eddie Jr., Business Administration; B.S., Syracuse University; M.A., University of Northern Colorado; M.A., Webster College.
- Hoffmann, Margo E., Mathematics; B.S., Mathematics, Lindenwood College.
- Horn, Walter, Business Administration; B.S., University of Missouri; M.B.A., Lindenwood College.
- Horvath, Jane Conzelman, Performing Arts; B.A., Elem Ed/Theatre Arts, William Wood College; M.F.A., Lindenwood College.
- Kirchberg, Earl C., Business Administration; B.A., Andrews University; M.B.A., Lindenwood College.
- Kitto, Armand, CASA; B.Mus., M.A., Ph.D., Washington University.
- Kling, Dale, Business Administration; B.S., St. Louis University; M.A., Central Michigan University.
- Kniffen, Jan, Accounting, Finance; B.S., Southern Illinois University; M.B.A., Lindenwood College.
- Kozman, Myron, Art; B.S., M.A., Illinois Institute of Technology.
- Lane, Carla, Public Relations; B.S., Washington University.
- McHugh, James, Administration; B.S., University of Missouri; M.B.A., Lindenwood College.
- Mozelewski, Ronald, Economics; B.A., M.A., Eastern Illinois University.
- Mueller, Robert, Business Administration; B.A., Cardinal Glennon College; M.A., St. Louis University; Graduate Certificate, Harvard.
- Mudd, R. Clayton, Business Administration; B.A., St. Louis University.
- Myers, Susan, Counseling Psychology; B.A., Lindenwood College; M.S., St. Louis University.
- Orme-Rogers, Charles, Psychology; B.A., Wabash College.
- Palank, Robert, Business Administration; B.S., M.S., St. Louis University.
- Palans, Lloyd, Business Administration; B.S., Tulane University; J.D., University of Missouri.
- Peterson, Terrence, Accounting; C.P.A., M.B.A., Washington University.
- Pion, Joyce Odile, French; M.A., Hollins College.
- Pressley, Joseph L., Business Administration; B.A., University of Mississippi; M.S., Navy Postgraduate School.
- Prindiville, Gary, Business Administration; B.S., Columbia College; M.A., Webster College.
- Rexroat, Paul, Sociology; A.B., M.S., University of Illinois; Ph.D., University of Illinois.
- Rollins, Luther, Jr., Health Administration; B.A., University of Chicago; M.H.A., St. Louis University.
- Rosen, Dean, Psychology; B.S., University of Iowa; Ph.D., University of Illinois.
- Ruhlman, Edward, Business Administration; B.S., M.B.A., Washington University.
- Schermerhorn, Alyce, Art; B.S., Nazareth College; M.F.A., Southern Illinois University.
- Scott, Carolyn, Core Faculty, Humanities; B.A., University of Kansas; M.A., University of Wisconsin.
- Slingerland, Harold, Business Administration; B.S., M.B.A., Southern Illinois University.
- Sommers, Conrad, Psychopathology; M.S., M.D., University of Illinois.
- Soucy, Patricia, Valuation Sciences; M.A., Lindenwood College.

Sredl, Darlene, Health Services Management; B.S.N., Loyola University; M.A., Webster College.

Stuhler, Eric, Business Law; B.S., Lindenwood College; J.D., University of Missouri.

Sullenstrup, Robert W., Management Information Systems, Mathematics; B.A., M.B.A., University of Chicago.

Swift, Wilda, Social Sciences; B.A., Pomona College; M.A., Washington University.

Tarnowski, Knut, German/Humanities; B.A., M.A., Ph.D., University of Massachusetts.

Turpin, Daniel S., Computer Science; B.A., M.S., Southern Illinois University.

Unell, Ronald, Accounting; C.P.A., B.S., University of Missouri.

Wallick, Randy L., Journalism; B.S., Kent State.

Welch, Mary, Business Administration; B.S., Southwest Missouri State; M.A., Oakland University.

Westphal, Kenneth, Business Administration; B.S., U.S. Naval Academy; M.B.A., New York University.

Zibit, Samuel, Core Faculty, Health Administration; B.S., City College, New York; M.P.H., Yale University.

Zimmerman, Hal, Education, Social Sciences; A.B., Brooklyn College; M.A., Southern Illinois University.

PAST PRESIDENTS

1827-56 Mary Easton Sibley, Cofounder, owner-administrator

1856-62 A.V.C. Schenck, A.M.

1862-65 Thomas P. Barbour, A.M.

1866-70 French Strother

1870-76 J. H. Nixon, D.D.

1876-80 Mary E. Jewell

1880-93 Robert Irwin, D.O.

1893-98 William Simms Knight, D.D.

1898-03 Mathew Howell Reaser, Ph.D.

1903-13 George Frederic Ayres, Ph.D.

1913-14 John Fenton Hendy, D.D.

1914-40 John L. Roemer, D.D., L.L.D.

1941-46 Harry Morehouse Gage, D.D., L.L.D.

1946-47 Administrative Committee

1947-66 Franc L. McCluer, Ph.D., L.L.D.

1966-73 John A. Brown, L.L.D., L.H.D., Litt.D.

1973-74 Franc L. McCluer, Ph.D., L.L.D.

1974-79 William C. Spencer, Ed.D.

1979-82 Robert Johns, Ph.D.

EMERITI

Ambler, Mary E., Associate Professor and Librarian, 1964; Librarian Emeritus, 1974. B.A., Lindenwood College; B.S. in Library Science, Columbia University; M.S., University of Chicago.

Amonas, Grazina, Associate Professor, Dance, 1954; Associate Professor Emeritus, 1980. B.A., Physical Education College; M.A., University of Vytautas the Great, Kaunas, Lithuania.

Barnett, Howard A., Alice Parker Professor of English Literature, English, 1965; Professor Emeritus, 1985. B.A., M.A., Indiana University; graduate study, University of Chicago; Ph.D., Indiana University.

Beale, Lula C., Registrar, 1952; Registrar Emeritus, 1974. A.B., Murray State College; M.A., George Peabody College for Teachers.

Boyer, Martha M., Professor, Communications Arts, 1946; Professor Emeritus, 1972. B.A., Maryville College; M.A., University of Wisconsin; graduate work, Ohio State University and Washington University; study, British Broadcasting Co., London, England.

Dahms, Gertrude I., Professor, Music, 1925; Professor Emeritus, 1965. Artist Diploma, Post-Graduate Diploma with Distinction, Cincinnati Conservatory of Music; Pupil of Tirindelli, Albert Stoessel, Robert Perutz, George Leighton and Edgar Stillman-Kelly; Violin and Theory, American Conservatory of Music.

Doherty, Thomas W., Professor, Modern Languages, 1950; Professor Emeritus, 1977. B.A., Westminster College; M.A., Middlebury College; Certificat de Prononciation Francaise, Institut de Phonetique, Paris, France; Diplome de Literature Francaise Contemporaine, Sorbonne, Paris, France; D.M.L., Middlebury College.

Grundhauser, Walter, Professor, Biological Science, 1942; Professor Emeritus, 1985. A.B., B.S., Southeast Missouri State University; Ph.D., St. Louis University.

Johnson, Esther L., Professor, Religion, 1963; Professor Emeritus, 1980. B.A., Smith College; M.A., Ed.D., Union Theological Seminary and Columbia University; post-doctoral studies in religion at Pacific School of Religion, Rutgers University and Princeton Theological Seminary.

Kanak, Arthur L., Associate Professor, Art, 1953; Associate Professor Emeritus, 1982. B.A., M.F.A. and post-graduate work, State University of Iowa.

Lichliter, Mary F., Dean of Students, Professor, 1948; Dean of Continuing Education and Career Planning, 1968; Director of

Alumnae Affairs and Placement, 1974; Dean Emeritus, 1976. A.B., Wellesley College; M.A., University of Chicago.

Purnell, Emma, Associate Professor and Director of the Business Institute, 1955; Associate Professor Emeritus, 1972. B.A., M.A., Washington University.

Rechtern, Marion D., Professor, Biological Science, 1936; Professor Emeritus, 1970. A.B., University of Wisconsin; M.S., Northwestern University; Ph.D., Cornell University.

Ross, Dorothy, Professor, Physical Education, 1946; Professor Emeritus, 1970. B.S., Central Missouri State University; M.A., Colorado State College of Education; graduate work, Indiana University.

Swingen, Allegra, Associate Professor, Music, 1946; Associate Professor Emeritus, 1984. B.Mus., M.Mus., Chicago Music College; graduate work in music history, Washington University; study with Mollie Margolies, Rudolph Ganz, Max Pirani and Gustave Dunkelberger.

Talbot, Mary, Professor, Biological Science, 1936; Professor Emeritus, 1968. B.S., Denison University; M.A., Ohio State University; Ph.D., University of Chicago; Stone Biological Laboratory; Michigan Biological Laboratory.

Toliver, Hazel M., Chairman, Professor, Classics, 1957; Professor Emeritus, 1974. B.A., M.A., University of Arkansas; Ph.D., State University of Iowa.

Credits

Representing a joint effort of faculty and staff members and academic departments, this catalog was supervised by the Catalog Committee, consisting of Chairperson Miriam King-Watts, dean of admissions; James F. Hood, Ph.D., dean of faculty; and Randy L. Wallick, public relations director.

The college crest, appearing in color near the front cover and on page 87, was drawn by Paula G. Murray, graphic artist in the Printing Center, from a lighted, stained-glass crest designed and produced by John H. Wehmer, professor of art.

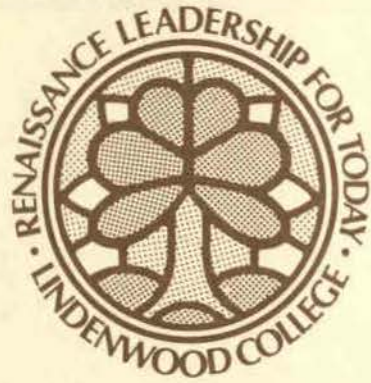
Color photography was produced by Wallick, while the color photo on page 88 was furnished by ADmore Publishing Co. of St. Louis, publishers of St. Louis Manager magazine. The photo appeared on the magazine's cover in March, 1985, concerning a unique off-site program developed for AT&T Information Systems by the Lindenwood College for Individualized Education.

Black-and-white photographs in this publication were furnished by Lindenwood students and members of the 1985 Yearbook staff, including David Hanlon, Lisa Olliges, Sam Reading, and Lisa Shook; the Lindenwood College Archives; Hans Levi, assistant professor of art; and Wallick and the Public Relations Office.

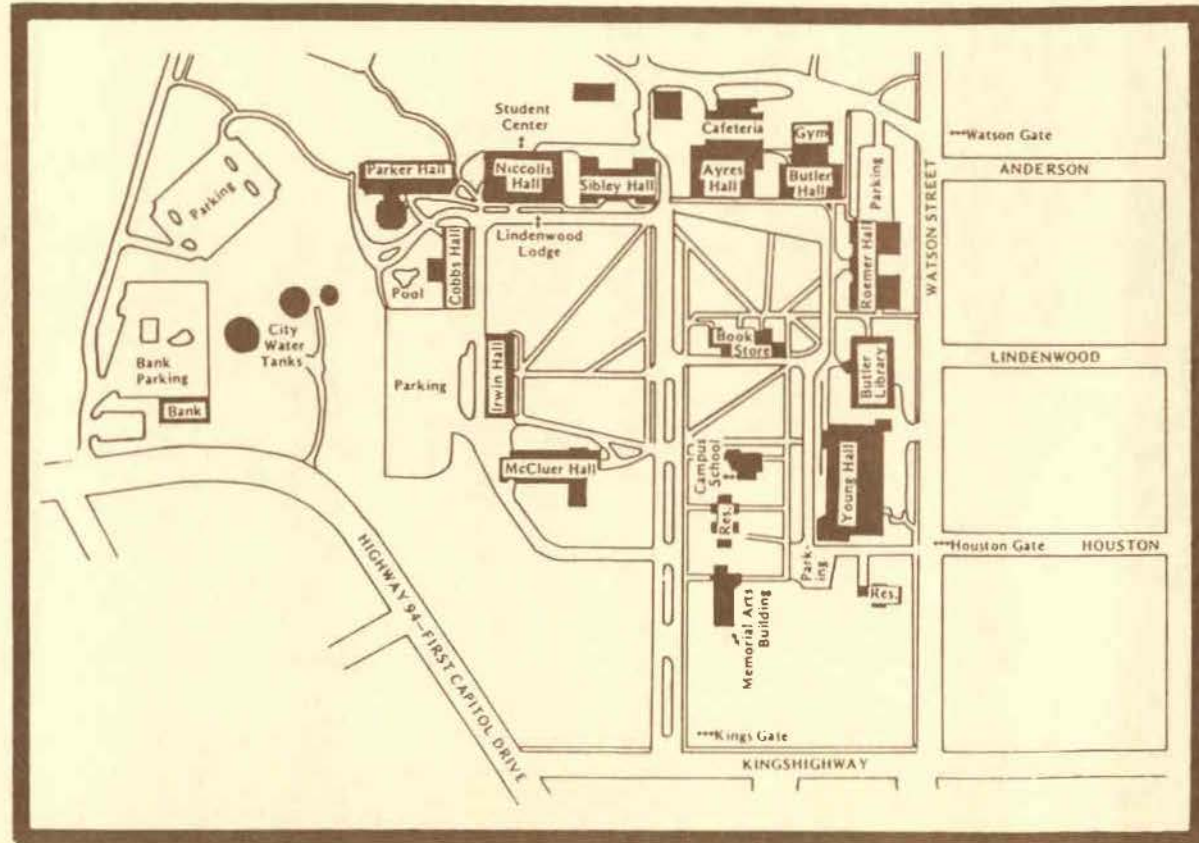
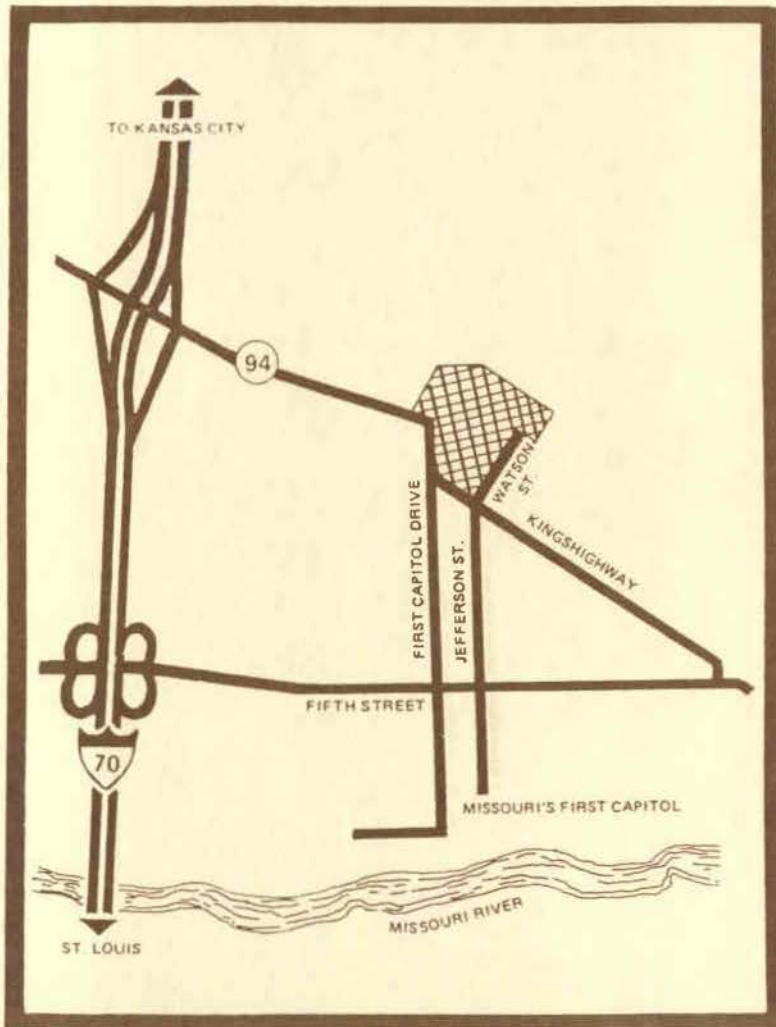


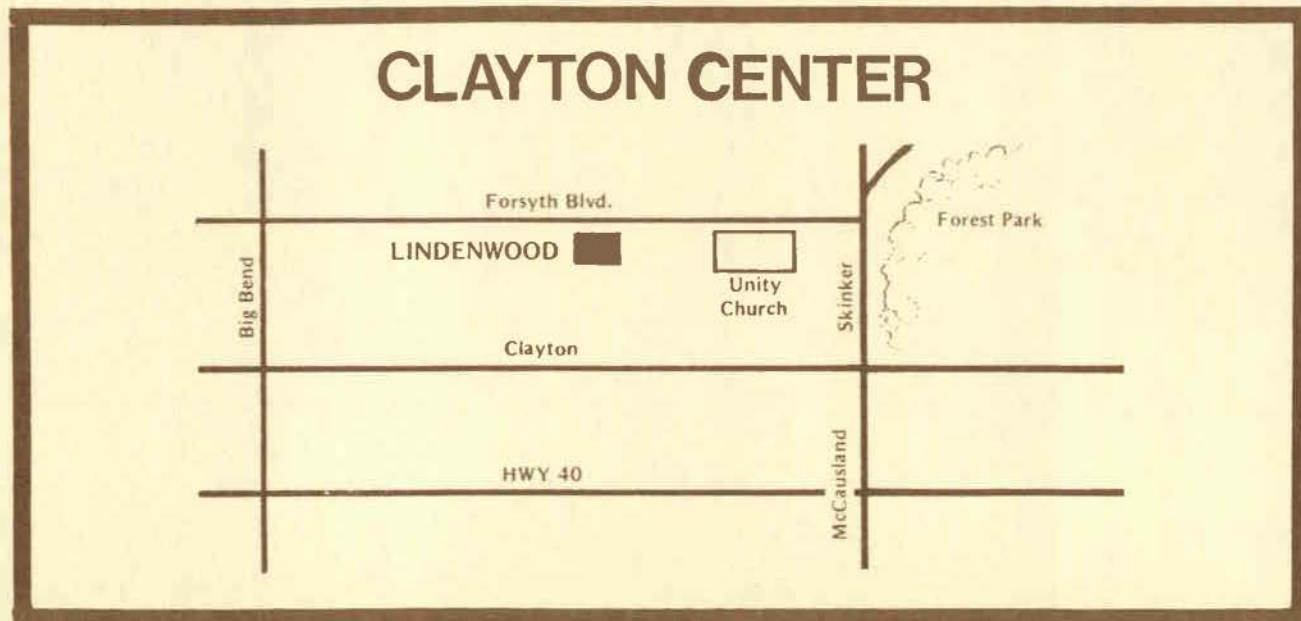
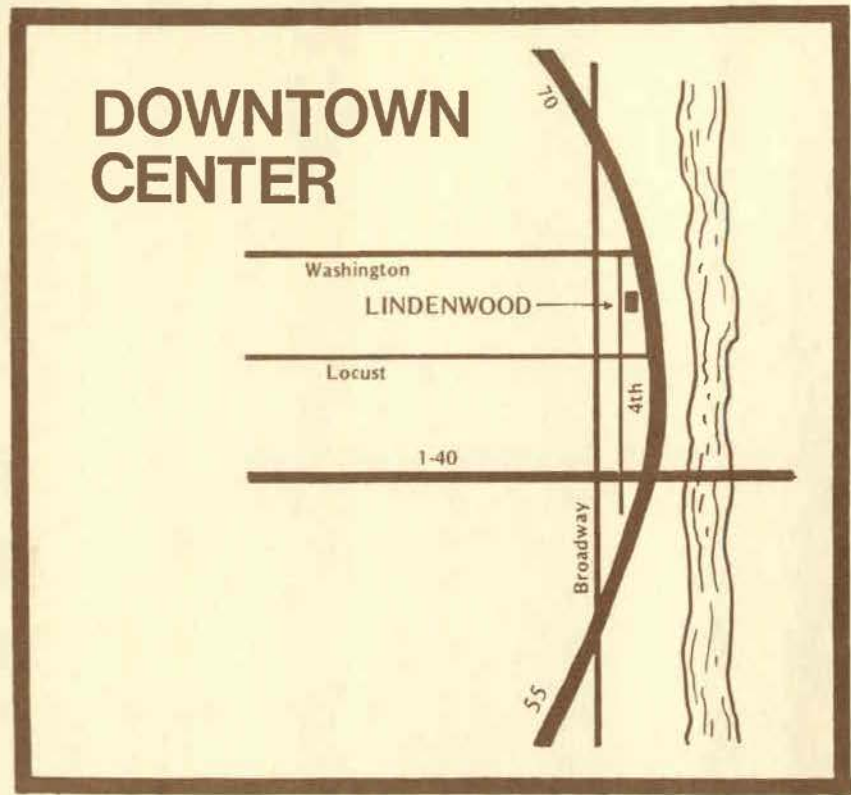
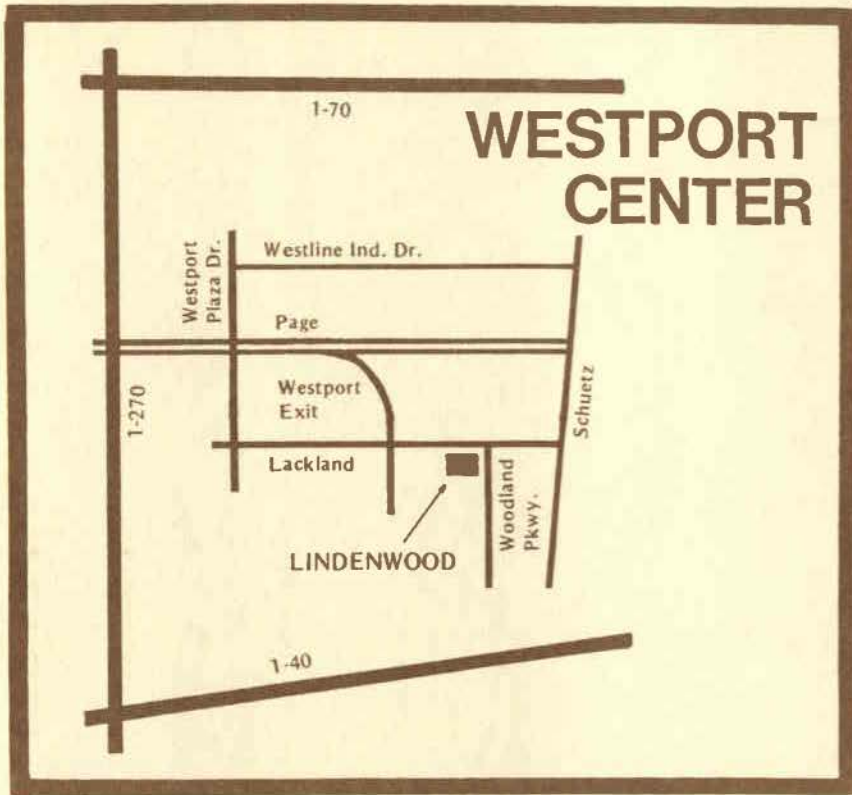
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