

Lindenwood College 1983-1985

Lindenwood College



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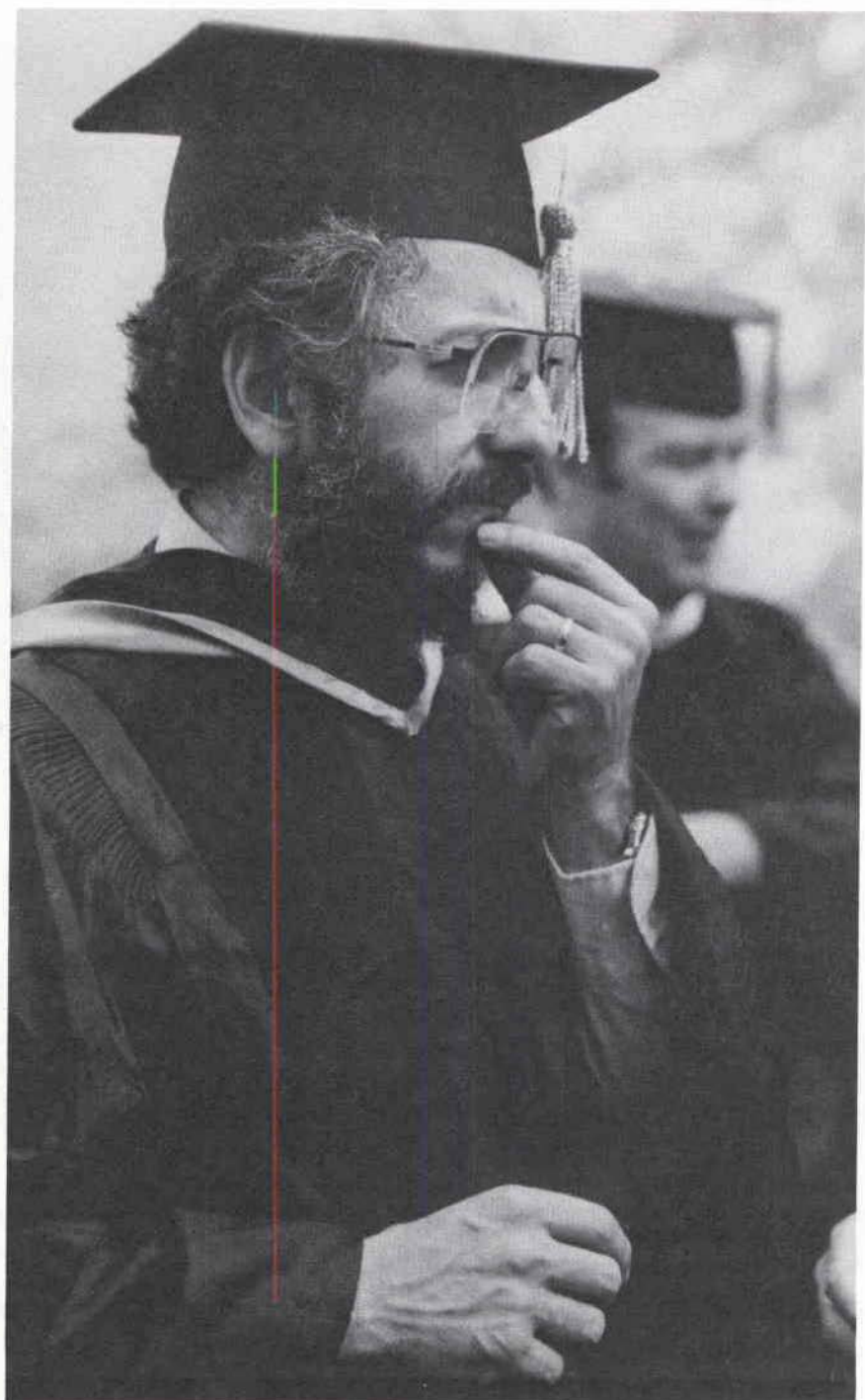
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*Jeri
College Life*

Lindenwood College

1983-1985

Lindenwood College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for the Accreditation of Teacher Education. The College is affiliated with the Association of American Colleges and The American Council on Education.



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 issues 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.

Lindenwood College

Saint Charles, Missouri 63301

Dear Prospective Student:

Lindenwood College constitutes an academic community whose purpose is the Quest for Truth in the service of all mankind.

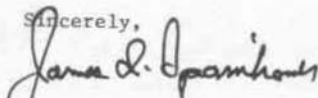
We are pleased with your interest and invite you to examine closely the academic offerings outlined in this catalog. We hope you will find what you need to help you fashion a life that adds to your personal enrichment and enables you to enrich the lives of others.

Lindenwood is first a college, a place to learn about the many aspects of existence. But Lindenwood is more, it is a community of persons who care about each other. It is a band of inquirers who have come together in response to the convictions of Lindenwood's founders that the God who made all that is or ever shall be wants His creatures to sit before life's questions and apply imaginative minds in seeking answers.

We are a college that places great stock in the importance of on-and-off-campus work experience. At Lindenwood you will have many opportunities to learn the meaning and value of work by working.

If you have specific questions about Lindenwood, we will be happy to respond to them.

Sincerely,



James I. Spainhower
President

Lindenwood Today . . .

Lindenwood has been in St. Charles since 1827, changing as the needs of students have changed. The founders, Mary Easton and George C. Sibley, began a school for young women. It served as a nucleus around which other programs have clustered.

The original college for women was expanded in 1969 to include men. Lindenwood's day program is a fully integrated co-educational experience, serving both full and part-time students with a liberal arts program. In 1974, the evening program began offering a full range of courses for those people, primarily working adults, who cannot attend day classes. It offers both bachelor's and master's degrees.

The Lindenwood College for Individualized Education, the latest program to be added, is open to men and women who wish an individually designed program of study, leading to a bachelor's or master's degree. Students in this full-time program participate in scheduled cluster groups, workshops, colloquia, and supervised internships.

These varied program form the cluster of educational endeavors that is Lindenwood today.

Affirmative Action

Lindenwood College does not discriminate in education or employment on the basis of sex, race, color, age, religion, national origin, or handicap. This policy is consistent with relevant governmental statutes and regulations, including those pursuant to Title IX of the federal Education Amendments of 1972 and Section 504 of the federal Rehabilitation Act of 1973. Students with physical or learning disabilities who may require special assistance in the pursuit of their studies should contact the Section 504 Compliance Officer through the office of the Dean of Faculty, 102 Roemer Hall, telephone (314) 946-6912, extension 206.

Grievance procedures relating to these federal statutes and regulations are available. Inquiries should be directed to the Dean of Faculty.

Lindenwood College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act assures students attending a post-secondary educational institution that they will have the right to inspect and review certain of their educational records, and, by following the guidelines provided by the College, to correct inaccurate or misleading data through formal or informal hearings. It protects rights and privacy by limiting transfer of these records without their consent, except in specific circumstances. Students also have the right to file complaints with the Family Educational Rights and Privacy Office, Department of Health, Education, and Welfare, 330 Independence Ave., S.W., Washington, D.C.

The campus of Lindenwood College is private property. Lindenwood College reserves the right to restrict or prohibit access to the campus or its buildings or other facilities to individuals or groups at its discretion.

Student Life

College life is a total experience and much learning goes on outside the classroom. The opportunity to grow in social and cultural, as well as academic areas, is available to all students who attend Lindenwood. The Office of the Dean of College Life provides activities, programs, services, and guidance on personal development for maximum utilization of growth opportunities.

Student Government

All full-time students at Lindenwood are encouraged to take advantage of the Student Organizational Association (SOA). This governing body works to provide direction for the students in campus matters ranging from activities to setting standards for campus life. Representatives play an active role in academic and administrative decision-making through membership in various committees.

Residence Halls

Each residence hall at Lindenwood enjoys its own distinctive atmosphere. Sibley Hall, a residence for women, has recently been named to the National Registry of Historic Places. Each residence hall is equipped with laundry facilities and lounges with recreational facilities. Two halls are air-conditioned.

The community spirit in each hall is created by the residents who, with the assistance of the Resident Assistants and Residential Life Coordinator, make and maintain residence hall policy. Head Residents provide support to students on a day-to-day basis. (For more detailed information on each residence hall, see the Facilities section of this catalog.)

Consolidated Advising Plan (CAP Program)

C.A.P. is a program unique to Lindenwood. Career services, Academic assistance (tutorial) and Personal development all are components of a consolidated advising plan designed to assist students of Lindenwood.

The career services component sponsors the Cooperative Education Program. Cooperative Education is designed to offer students the opportunity to gain experience in the work place while earning both academic credit and income.

Career services also offers interest testing, skills assessment, workshops, internship placement, and opportunities for students to spend a day with an employer to assess interests and career potential. All incoming freshmen are given interest tests as part of the orientation process. These tests are incorporated into each student's Life Advising File which evolves through the four years at Lindenwood into a student placement file at graduation. Placement activities of Career Services include Campus Recruitment Days for employers, establishment of permanent placement files for graduates, and part-time employment opportunities.

Academic (tutorial) services are available to all students at Lindenwood. Peer tutors, under the direction of faculty, coordinate and operate the tutorial program. Students are assisted in three major areas of academic development: tutorial, computerized instruction, and developmental skills. Special seminars are held for all students wishing to increase their basic skill proficiency.

Personal development allows each Lindenwood student to achieve maximum benefit from the college years through personal growth. Personal counseling for students is available through this service.

Athletics and Recreation

Sports for fun and for competition are a major part of students' activities at Lindenwood. Spontaneous activities such as jogging, frisbee tossing, sledding, and bicycling are enjoyed by students on an impromptu basis throughout the year. A full schedule of physical education activity courses adds opportunities in athletics and recreation.

Intramural sports such as volleyball, tennis, bowling, softball, and flag football offer exercise and competition to all students in the Lindenwood community.

Intercollegiate competition is offered for full-time men and women students at Lindenwood. Such sports as soccer, basketball, softball, baseball, and tennis bring students into contact with other area colleges.

Lindenwood is a member of the National Association of Intercollegiate Athletics (NAIA), Men's and Women's Divisions. Some athletic grants are available for men and women in some intercollegiate sports.

Honor Societies

National—Alpha Lambda Delta, freshman honorary; the Music Educators National Conference; Phi Sigma Tau, philosophy; Pi Delta Phi, French; Sigma Delta Pi, Spanish.

General—Mu Phi Epsilon, music; and Pi Mu Epsilon, mathematics.

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

Religious Life

Lindenwood College, created in the Nineteenth Century by Presbyterian educators, has today no legal religious affiliation nor requirements. However, an informal relationship is maintained with the Presbyterian Church. Houses of worship representing all major faiths are accessible to Lindenwood students. Presbyterian, Episcopal, Methodist, Baptist, Lutheran, and Catholic churches are all within walking distance of the campus. Student groups on campus offer opportunities for informal religious expression.

Health Services

Medical services are provided to students. A registered nurse is on duty during the school week and full patient-care is provided by a consulting physician. Facilities and services of St. Joseph's Hospital in St. Charles, only a few blocks from the campus, are available at all times to Lindenwood students under a special agreement between the hospital and the Colleges.

Publications

Students publish a newspaper, The Lindenwood Ledger, and a literary magazine, The Griffin, using the college press. Students also sit on the College Publication Board.

Radio Station KCLC-FM

Students may participate in the operation of the campus radio station. A 1500-watt stereo facility, KCLC-FM, is the principal local radio station in St. Charles County and performs a major role in community affairs.

Music

Several recitals and concerts are presented each year by the music faculty, by Lindenwood student music majors, and the Lindenwood Madrigal Singers, as well as by outside artists.

Tickets frequently are available for concerts of the St. Louis Symphony Orchestra.

THEATRE

Lindenwood's theatre program also serves as a campus and community resource. Auditions for all productions are open to the entire Lindenwood community, and

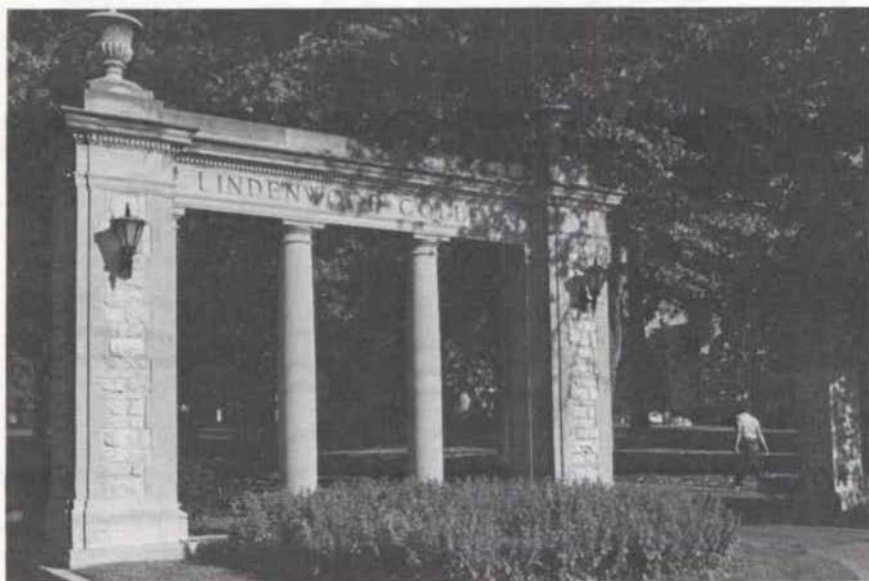
opportunities exist for student participation in technical as well as performing aspects of theatre.

OFF-CAMPUS OPPORTUNITIES

Many opportunities exist for enjoying the cultural and recreational resources of the Greater St. Louis Metropolitan area. The Lectures and Concerts Committee regularly subsidizes tickets to the symphony and dance programs from its activity funds. Within a half-hour's drive from the St. Charles Campus, students can enjoy concerts by the St. Louis Symphony Orchestra, rated as one of the top symphony orchestras in America, choreography by leading national dance companies, Broadway plays presented by the American Theatre and the Loretto-Hilton Repertory Company. Others may prefer to visit the famous St. Louis Zoo or hear light opera at the Municipal Opera in Forest Park. There are organized group trips to other parts of the United States for events of special interest.

ST. CHARLES

St. Charles, first capitol of Missouri, attracts visitors from all over the country to its restored historical area. The history of this district dates back to the founding of St. Charles in 1769 by Louis Blanchette, a French-Canadian trapper, and his Pawnee wife, Angelique. It was first under Spanish and then French rule for three decades before the Missouri Territory became part of the United States in 1824. Today the French architectural legacy in particular is evident in the old section of St. Charles, 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. Many restored French homes, some of which have the characteristic galerie surrounding the second story, are now open to the public as museums, restaurants, and crafts and antique shops.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

This Act intends to protect the privacy of parents and students with regard to access to records, release of such records, and the opportunity for a hearing to challenge such records should they be inaccurate, misleading, or inappropriate. In addition, parents and students must be informed of their rights and the procedures available to them.

A. The following records are available for inspection by students presently enrolled, former students, and alumni:*

- 1.) Academic (in Registrar's and Dean of Faculty's Offices)
- 2.) Admissions (in Admissions Office)
- 3.) Counseling and Advising (in Academic Advisor's Office)
- 4.) Disciplinary (in Dean of College Life Office)
- 5.) Financial (in Financial Aid Office)
- 6.) Placement (in Placement Office)
- 7.) Veterans (in Veterans' Office)

(*) Faculty and staff members, authorized Federal/State Officials auditing Federal/State supported education programs, accrediting organizations, and parents of a student listed as a dependent on Federal Income Tax Return may also be granted access to student records.

B. The following records may not be examined:

- 1.) Personal files of faculty and administrative personnel.
- 2.) Law Enforcement records which are separate from students' educational records and are available only to law enforcement officials.
- 3.) Medical, psychiatric, or psychological records.
- 4.) Employment records of non-student employees.
- 5.) Parents' Financial records.
- 6.) Confidential evaluations and recommendations of students placed in files prior to January 1, 1975. A student may waive the right of access to evaluations and recommendations submitted on or after January 1, 1975.

C. Procedure to Access of Records:

- 1.) A request to inspect a record shall be made in *writing* to the institutional office which maintains the record.
- 2.) Within 45 days, the office must inform the student when the record will be available.
- 3.) Every office is obligated to tell a student who has accessed his record and why, and keep a record of whoever has had access to the record.
- 4.) Students must show an I.D. before being shown their records. The examination will be supervised, confidential data as outlined above will be removed before examination. Copies of records are issued only upon payment of the established fee for duplicating copies.

D. Record Keeping:

The Academic Record is the only permanent record and is maintained in perpetuity. All other records will be expunged in accordance with the individual office policy.

E. Destruction of Records:

Folders containing educational, admissions, financial aid, medical, and other "non-permanent records" will be retained until three years after the date of graduation or the date the student would have graduated.

F. Challenges:

After reviewing a record, a student has the right to challenge the contents of the record as incorrect or inappropriate. The keeper of the record shall investigate the student's charge and, when appropriate, make the necessary corrections.

UNDERGRADUATE ADMISSIONS

Lindenwood offers admission to qualified students regardless of race, creed, sex, age, national origin, or handicap. Applicants qualify for admission by presenting evidence of academic achievement, aptitude, and personal motivation which suggests they are ready for Lindenwood's academic programs.

Applicants with physical or learning disabilities who may require special assistance in pursuit of higher education are advised to so inform the Admissions Office and to inquire about services available to them.

Applicants should present secondary school records, transcripts from other colleges or universities, if attended, recommendations from counselors or employers, and a completed application. Lindenwood accepts scores from The College Board Scholastic Aptitude Test or The American College Testing Program. Scores from these tests included on high school transcripts are acceptable. Lindenwood welcomes campus visits at any time.

Early applications are encouraged for prompt replies, and students applying for financial aid are particularly urged to apply early. Admitted students must submit a \$100 deposit which will be applied to their first-term room and board fees for full-time residents, or to tuition for full-time non-residents.

Students are accepted as freshmen or as transfers and may enroll as full-time or part-time students. Students may apply to live in a Lindenwood residence hall or may commute from their homes.

Full information about admissions and applications can be obtained by writing or calling the Admissions Office, 104 Butler Hall, Telephone (314) 946-6912, ext. 213.

It is the intention of Lindenwood College to provide a comprehensive learning experience which includes active participation in the college community. This is best achieved through residential living on campus.

Full-time freshman and sophomore students under the age of 21 whose permanent domicile is more than 35 miles from the St. Charles campus are encouraged to live in the Lindenwood residence halls.

Any questions regarding this requirement must be addressed to the Office of the Dean of College Life.

FINANCIAL AID

Any student who needs financial assistance to attend Lindenwood College may apply for Financial Aid.

It is the policy of Lindenwood College not to discriminate on the basis of race, national origin, disability, age, or sex in its educational programs, activities, and employment policies, as required by Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and Title IX of the 1972 Education Amendments. Inquiries regarding compliance may be directed to The Academic Dean (723-7152, ext. 206).

New students should apply for institutional, federal, and state aid when they apply for admission. Returning students should complete an A.C.T. Family Financial Statement and return it to the office of Financial Aid no later than March 1 of each year.

Federal and state aid must be applied-for annually. Aid from these programs does not automatically continue from one year to the next. Application is made by obtaining and completing the American College Testing Program Family Financial Statement and requesting analysis results be sent to Lindenwood College (code 2324). Missouri residents should also request aid by completing section H of the A.C.T. Family Financial Statement.

When a student applies for financial aid, the Family Financial Statement is analyzed by the American College Testing service and forwarded to the Financial Aid Office. This information about the family income and personal resources is used to determine financial "need". If eligible, the student will then be offered a combination, or "package" of grants, loans, scholarships, and work-study employment to meet the need.

BUDGET

The allowable expenses (tuition and fees, room and board, books, transportation, miscellaneous) are determined from College budgets calculated to permit students to participate fully in the normal life of Lindenwood. The budgets are reviewed annually to reflect changes in education-related costs in the entire area.

RESOURCES

Parents, spouse, and student are expected to contribute to the cost of education. In addition to the parents' contribution, as determined from the Family Financial Statement for dependent students, a student's self-help contribution is expected from his or her own earnings. Savings and other resources are also taken into consideration.

NEED

The amount remaining after resources are subtracted from the budget is called "need". This is the amount of financial aid for which a student will be eligible and which a student may be offered in a financial aid package, if enough funds are available.

Applicants for financial assistance may be eligible for aid from the following sources at Lindenwood College:

FEDERAL

PELL Grants (formerly Basic Educational Opportunity Grants) are available from the federal government for students meeting certain financial need qualifications. Such grants are made to a maximum of \$1,800 per year and do not need to be repaid. The amount of the grant is determined by a federal formula and is based upon the parent's ability to assist with the student's educational cost. The amount of the grant is not

controlled by the individual or the college.

SEOG-Supplemental Educational Opportunity Grants are available from the federal government and are administered by The Lindenwood Colleges. They are awarded to those students who meet certain financial qualifications. These grants do not need to be repaid and may range from \$200 to \$1,500.

BIA-Bureau of Indian Affairs Grants. If a student is at least one-fourth American Indian, Eskimo, or Aleut, as recognized by the tribal group served by the Bureau of Indian Affairs, he/she may apply for a BIA grant. The amount is based on financial need and availability of funds from one's area agency. Students must first submit an application for financial aid and supportive documents by the established BIA deadline. An appointment must then be made with the Financial Aid director to complete the BIA application.

NDSL-National Direct Student Loans. NSDL loans can be granted by the College in amounts up to \$1,250 per year based on validated financial need. Repayment need not begin until six months after the borrower ceases to carry a minimum of six semester hours and must be completed within ten years thereafter. For teachers who teach in designated poverty areas, up to 100 percent of repayment can be cancelled.

Payment. Beginning with a payment on the first day of the seventh month after graduation or withdrawal, a monthly payment of \$30 shall be paid on the loan, unless the total amount of the loan is higher than can be paid in ten years. In that case, the payment will be proportionately higher. There is no penalty for early repayment. An interest rate of five percent is figured on the unpaid balance.

CWS-College Work Study. Work/Study is a federal program available to those students demonstrating financial need. Work/Study students may be employed in a variety of capacities within college operations (e.g., maintenance, library, academic research).

GSL-Guaranteed Student Loans. Even if you are not eligible for other kinds of financial aid, you may apply for a Guaranteed Student Loan through a bank, credit union, or savings and loan association. The federal government will pay the annual interest while you are in school. Repayment begins six months after graduation or withdrawal from school. Applications are available in the Financial Aid office.

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

STATE

MSG-Missouri Student Grant. State grants are available for qualified Missouri students. These grants, which range up to \$1,500 per academic year, are determined by family size, financial resources, and educational cost. To be eligible, the student must demonstrate financial need through the American College Testing Program Family Financial Statement or the College Scholarship Service Financial Aid Form.

Students also must:

- be a Missouri resident and an undergraduate, having never received a baccalaureate degree;
- be a full time student, attending a fully accredited college;
- contribute a minimum of \$450 from his or her own resources toward the cost of a college education.

All of these programs set limits on the total amount of aid one can receive or number of years one can receive it. It is important to know these limits so that one can make other plans for financing that part of one's education which exceeds the limits.

To obtain further information about financial aid, request a copy of the Lindenwood College Financial Aid Bulletin from the Financial Aid Office, 118 Butler Hall, (314) 946-6912, extension 312.

SCHOLARSHIPS

PRESIDENT'S HONOR SCHOLARSHIP. Each year, Lindenwood awards on a competitive basis to a limited number of outstanding high school seniors, a President's Honor Scholarship of up to \$1,000. Students should rank in the upper 10% of their graduating class and score above average on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

Recipients of these awards are expected to become active and contributing members of the student body.

GENERAL COLLEGE SCHOLARSHIPS. Lindenwood General College Scholarships are designated for worthy students who may not meet all qualifications for the President's Honor Scholarship but nevertheless have high academic achievement and have been active in high school activities. These awards are generally stipends of \$500.

Student stipends are awarded in the Spring months. It is recommended that students applying for Lindenwood Scholarships complete their applications prior to April 15. Students are permitted to apply after this date but must realize funds are limited.

ATHLETIC SCHOLARSHIPS. Athletic Scholarships up to \$1000 are available to students who have demonstrated abilities in athletics and favorable academic records.

PRESBYTERIAN SCHOLARSHIPS. Depending on the amount of scholarship money given by the Presbyterian Synod each year, Lindenwood is able to award a few Presbyterian Church Scholarships.

All scholarship applications are to be made in writing to the Financial Aid Office. For further information contact the Financial Aid Office, 118 Butler Hall, (314) 946-6912, extension 312.



STUDENT EXPENSES

1983-84 Student Expenses

Tuition and Fees

LINDENWOOD Undergraduate Academic Year September to May: \$4,600

Tuition for Fall semester in the amount of \$2,300 for 12-18 credit hours. \$2,475

Tuition for Spring semester in the amount of \$2,300 for 12-18 credit hours.

LINDENWOOD Graduate Tuition

Tuition for graduate students is charged at the rate of \$150 per semester hour.

LINDENWOOD Evening College

Tuition for Undergraduate students is charged at the rate of \$110 per semester hour.

Tuition for Graduate students is charged at the rate of \$150 per semester hour.

LINDENWOOD College For Individualized Education

Tuition for Undergraduate students is charged at the rate of \$150 per trimester hour.

Normal load is 10 hours per trimester.

Tuition for Graduate students is charged at the rate of \$165 per trimester hour.

Normal load is 9 hours per trimester.

LINDENWOOD Part-Time Students

Part-time students are those enrolled for fewer than 12 semester hours during Fall or Spring semesters.

The charges for Part-time students are as follows:

Day (Undergraduate)	\$135 per semester hour
Evening (Undergraduate)	\$110 per semester hour
Day (Graduate)	\$150 per semester hour
Evening (Graduate)	\$150 per semester hour

ROOM AND BOARD (Per year) \$2,700-\$3,200

Lindenwood offers several types of accommodations for on-campus resident students. Room and Board charges will vary from \$2,700 per year to \$3,200 per year depending upon the accommodations. The \$2,700 charge is for occupancy of one bed in a double room not air-conditioned, and Board. The \$3,200 charge is for a single room air-conditioned, and Board. Options exist for both single and double rooms, air-conditioned, or not air-conditioned, subject to availability.

A reservation deposit of \$100 is required to reserve a room, and a contract for the entire year must be signed before occupancy. The deposit is non-refundable but will apply to the first semester's charge. Room and Board contracts are payable one-half each semester on the same dates as the tuition charges.

Lindenwood College reserves the right to change fees or tuition at the beginning of any term. No student may register for a subsequent term nor occupy a room in a residence hall until all past due bills are paid. All bills must be paid before a diploma, certificate, or transcript is issued or a degree conferred.

APPLICATION FEE

All students except those enrolling in LCIE programs will pay an application fee of

\$15. Students in LCIE programs will pay an application fee of \$25. This fee is for evaluating and processing the application for admission, the transcript of academic record, and such other data as required in support of the application. The application fee is not subject to refund, whether the applicant is accepted or rejected, and is not applied on the account.

ADDITIONAL CHARGES (when applicable)

Laboratory Fees	\$30.00
Studio Fees	\$60.00
Student Teaching Fee (paid at beginning of senior year)	\$150.00
Evaluation of Practicum Credit (per semester hour)	\$40.00
Critical Life Processing Fee (one time only)	\$150.00
Critical Life Experience Credit (per credit hour)	\$40.00
Applied Music Fee (individual lessons in piano, voice, orchestral instruments and organ per semester hour)	\$60.00
Applied Music Fee (group lessons as above per semester hour)	\$50.00
Applied Music Fee (additional charge for applied music if the instructor is a member of the St. Louis Symphony)	\$20.00
Overload Fee (charge to full-time students who take more than 18 hours during the fall or spring terms)	\$110/sem. hr.
Graduation Fee for those participating in graduation ceremonies	\$25.00
Diploma Fee for those not participating in graduation ceremonies ...	\$10.00

OTHER FEES

AUDIT FEES—Courses may be audited for a fee of 50% 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 (Dormitory) with automobiles on campus are issued parking stickers at no charge for on-campus parking. A fee of \$10 annually is assessed all others for use of campus parking lots. Automobiles without permits or illegally parked will be ticketed or towed away.

COURSE CHANGE—A fee of \$15 will be charged for each course change. A course change is defined as: (1) drop one course and add another, (2) drop a course, or (3) add a course. There are no exceptions to this charge.

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

LATE REGISTRATION FEE—\$25 for students who do not register at the specified time:

- Continuing Students - During registration
- New Students - After first day 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. This is a program which 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 Guaranteed Student Loans. The parent's monthly payments to the 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 information about the plan, write to:

NATIONAL COLLEGE PAYMENT PLAN, 53 BEACON STREET, BOSTON, MASSACHUSETTS 02108

STUDENT INSURANCE

All full-time students are entitled to use the Lindenwood Colleges' Health Service. Certain services for testing, x-rays, medications, and referrals are billable charges. Students not otherwise covered by health insurance should enroll in the student health insurance program.

The plan provides scheduled benefits with a maximum of \$7,500 per sickness or accident. The premium is \$80.00 per year (subject to change according to premium by the underwriter). Brochures and information may be obtained from the Dean of Students' Office.

WITHDRAWAL TERMS

Each student is entered for a full semester or a full academic year and is accepted with the understanding that he or she will remain for the final examinations at the end of each term. The only exception to this classification is the completion of the withdrawal process.

A student classified as full-time, taking 12 semester hours or more, at registration will not be reclassified during the term as part-time even though, through the drop-add process, he or she is enrolled for fewer than 12 semester hours. Veterans who reduce course loads must see the Veteran's Representative before making changes.

REFUND POLICY

Full-time students withdrawing completely from the College may be entitled to a refund, but students will not be reclassified during a semester. Part-time students withdrawing from a course 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 in effect for Day, Evening, Graduate, and LCIE students. Refunds will be made as follows:

- a. Prior to the student's first day of scheduled instruction following enrollment in any class: 100%
- b. During the student's first week of scheduled instruction following enrollment: 75%
- c. During the student's second week of scheduled instruction following enrollment: 50%
- d. During the student's third week of scheduled instruction following enrollment: 25%
- e. After the student's third week of scheduled instruction following enrollment: no refund

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

No refund for room charges can be made for a term after a student has occupied a room. Board charges will be refunded for a student who totally withdraws on a pro rata

basis. Any request for a cancellation of board charges for health reasons must be made through the College Health Service.

Any appeal of the refund policy must be made in writing, addressed to the Administrative Committee, and forwarded to the vice president of finance.

GENERAL BUSINESS

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

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

Diplomas and transcripts will not be issued and registration for additional courses is not permitted until all college accounts are paid in full or satisfactory arrangements for payment are made.

The 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 individually.

ACADEMIC PROCEDURES—

Calendar

Lindenwood College uses the two-semester calendar. The fall term begins late in August and ends before Christmas. The spring term begins in January and ends in May.

Special terms, usually held at the end of the academic year, provide an unusual opportunity for independent study and research both on and off campus. Courses offered in the special terms are those that are particularly adaptable to an intensive approach. No more than 4 semester hours can be taken during such a term.

The Lindenwood College for Individualized Education uses a trimester calendar. The fall term begins in September and ends in December. The winter trimester begins in January and ends in April, and the summer trimester begins in May and ends in August.

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 the associate degree at 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. 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 Dean of Faculty and in consultation with the student's academic advisor.

Residency

Any undergraduate student not previously enrolled in Lindenwood College who enters with 90 semester hours or more must complete a minimum of 30 semester hours at Lindenwood, six hours of which must be in his/her major as approved by the appropriate department, in order to receive a Lindenwood degree.

Returning to Lindenwood College

Students who have initially enrolled at Lindenwood College but have not re-enrolled for classes during the previous year will be admitted as returning students. Returning students will be required to follow the catalog in effect at the time of re-enrollment.

Student Course Load

Students carrying less than 12 semester hours of course work are considered part-time students. Students carrying 12 or more semester hours are considered full-time students.

Those students who wish to enroll for more than 18 semester hours must have the approval of their Academic Advisor and the Dean of Faculty.

One-Half Tuition for Persons 65 Years of Age or Older

Persons 65 years of age or older are assessed tuition at a rate of 50 per cent of regularly established tuition for credit courses or non-credit courses. All other applicable fees are assessed at the full rate.

Transcripts

All information in each student's personal 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 \$2.00 is charged for each transcript requested. LCIE students pay \$3.50 per transcript.

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.

Delinquent Accounts

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

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

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.

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 respective departmental chairperson and the Dean of Faculty.

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 course(s) in a curriculum, allowing college credit for subject matter and/or other appropriate training. 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 successfully complete examinations in any of the following standardized tests:

1. CLEP credits are accepted for students of all ages in each of the general examinations (except English) and may be allowed for specific subject-area tests with the approval of the appropriate departments. Students are awarded the equivalent of three hours of credit for each general examination successfully completed at the 50th percentile or above. CLEP examinations are conducted regularly at various locations in the St. Charles/St. Louis area. Information about these tests may be obtained from the Admissions Office or the Registrar's Office.
2. USAFI Credits for Advanced Standing. The Lindenwood Colleges will award specific course credit for acceptable scores on USAFI (United States Armed Forces Institute) college-level examinations as reported on the USAFI form "Official Report of Educational Achievement through the United States Armed Forces Institute," Madison, Wisconsin, 53713. Students must have the official USAFI form sent to the Registrar's Office for evaluation.
3. Advanced Placement Program for Advanced Standing. Specific college course credits will be granted for scores of 3, 4 or 5 on the Advanced Placement Examinations of the College Entrance Examination Board. Students must have official AP scores forwarded from the Educational Testing Service to The Lindenwood Colleges for inclusion in the permanent record in the Registrar's Office.

Credit by examination based on standardized test procedures and awarded by Lindenwood College may be applied to all appropriate general and specific requirements for any Bachelor's Degree.

Enrollment Procedures

Students are admitted to class only when they are properly registered and have paid tuition and fees. Students registered for 12 or more semester hours are full-time students; students taking more than 18 semester hours in a given term are charged an extra amount per semester hour in addition to the full-time tuition rate. Part-time students are assessed tuition and fees on a per-semester-hour basis. Registration procedures and class schedules are published prior to the beginning of each semester. A schedule of classes can be obtained at the Registrar's Office, Roemer Hall, Room 113.

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 are to be found in the Student Handbook published each year by the Dean of College Life.

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 to their schedule of classes after registration. Changes and refunds are effective at the time requested and approved. Students are responsible for notifying the Registrar's Office of any changes in their schedule in order to maintain an accurate record at the College.

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 Student's Office, if withdrawing from all courses.
4. Obtain all the necessary signatures.

A student will have to the end of the fourth week of a regular semester, end of the first week during short Summer Terms, and end of the second week during the long Summer Term, to withdraw from an individual class or classes with a letter grade of W.

The official last date to withdraw will be announced by the Registrar each term.

Failure to withdraw by the indicated deadline of a given term will result in receipt of the grade earned in a course. When a student withdraws, any refund resulting from a Guaranteed Student Loan will be returned to the original lender and *not* to the student.

Course Grade Appeal and Academic Grievance Procedures

Students who wish to appeal a 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 Dean of Faculty. An Academic Grievance Committee, consisting of two faculty members, two administrators, and two students, 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 Dean of Faculty within six weeks of the receipt of the grade.

Course Proficiency

Students who wish to demonstrate prior proficiency in a course subject must be in good standing with the College and cannot have previously enrolled in the course they plan to challenge. Students must have completed at least one course or be enrolled at the time they challenge courses by proficiency examination. Only credit courses may be challenged. Students may not complete introductory courses through proficiency exams if more advanced courses have already been completed.

Credit hours earned by proficiency are not considered part of the student's academic load for reports to Selective Service, Social Security, Veteran's Administration, and similar agencies. Credits earned through proficiency are not applicable toward fulfillment of Lindenwood College's residency requirements for graduation (30 semester hours) and are not computed into the grade point averages.

Application for Graduation

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

Credit

The unit of credit of Lindenwood College is based on the semester system with the academic year divided into two semesters. All credits have been established under recognized collegiate guidelines with contact hours corresponding to regulation credit hours awarded within the framework of performance criteria.

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

A grade of INC (incomplete) is given at the end of a term only for failure to complete course work because of exceptional circumstances acceptable to the instructor. An INC grade must be resolved within the first six weeks of the next full semester, or it automatically becomes an F.

Any request for an extension of time to complete an INC grade must be submitted to the Registrar no later than two weeks before the date the grade is due. Such requests then will be sent to the Educational Policies Committee to be considered for approval.

Grade Reports are issued to all students at the end of each term. D and F warning notices are sent to the student, his/her advisor, and the Dean of Faculty after midterm examinations, during the eighth week of the semester. Cumulative records are maintained for each student on individual transcripts.

Prerequisites

A prerequisite is a course requirement-or its equivalent-that must be met before a student is admitted into a course. A prerequisite may be a specific high school course, another Lindenwood College course, or demonstrated proficiency. 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.

Special Opportunities for High School Students

High school students, through special agreement with Lindenwood College,

are eligible to enroll in college credit classes on campus while still in attendance at their high schools. Students are not assessed any fees. The credits and grades are held until the student wishes to utilize them in a college setting, at which time the student pays the appropriate tuition and fees currently in effect. An official transcript then will be prepared and maintained permanently in the Registrar's Office.

High School Course Offerings

Lindenwood College offers 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 courses. Additional information is available in the Evening College Office and the Registrar's Office.

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 the fall and spring terms.

Academic Load

A full-time student is one taking 12 hours or more per semester. A part-time student is one enrolled in fewer than 12 hours per semester. No more than 6 semester hours of course work may be taken during short summer terms and no more than 9 during long summer terms. The maximum academic load during special terms is 4 hours.

120 semester hours, including required Physical Education, are necessary to complete the 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 may carry a maximum of 18 hours per semester during the normal academic year without additional charge, with the exception of fees as stated for specific courses and laboratory courses.

Hours in excess of 18 during the 15-week term are subject to an overload fee and must be approved by the Dean of Faculty.

The student is expected to register on the official registration day(s) for each term or at designated pre-registration times.

Students can register or make program changes in their schedule no later than the first week of any given semester; after that time, it will be determined by the instructor, who has the final prerogative to determine if the student can enter the class at this late date.

Arrangement of Course Schedule

The course of study is planned in consultation with the student's faculty advisor, usually during the pre-registration periods. The faculty advisor should be consulted during each term to review the student's program, progress, and subsequent plans. The opportunity which the student is given in planning an individualized academic program makes regular consultation with a faculty advisor essential. Regular consultation will help ensure that the student takes full advantage of the resources of the College. It is the student's responsibility to be aware of the academic requirements appropriate for his/her degree.

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 program of study for a regular term. This program will be individually designed to meet a particular goal or need of the student. It can involve participation in classes, tutorials, and field work, on or off campus, or a combination of these. The student will be entitled to attend any class on campus during that term with the instructor's approval.

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

Attendance

The faculty has adopted the following statement of policy regarding the student's class attendance:

1. It is desirable that the student attend each meeting of each course.
2. The responsibility for a student's educational program rests with the individual. Every student must adapt to the attendance requirements of each course. Except for officially excused absences for field trips or because of illness, attendance requirements in each course are set by the instructor.
3. All students are expected to attend the last meeting of a course before a vacation period and the first meeting of a course following a vacation period. Only in rare instances involving clear emergency will such absence be excused.
4. 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.
5. Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance. (See VETERANS BENEFITS.)

Final Examinations

When a final examination is included as part of a course requirement, the faculty member will adhere to the final examination schedule that is established by the Registrar. If a final examination is not given, the class still must meet for a session during that period. Only in rare instances involving 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.

During the final term prior to graduation, graduating seniors may be exempt from final examinations in those courses in which they have established a grade of B or better. Arrangements for the exemption must be initiated by the student and are subject to the instructor's approval.

Scholarship Standards

The following standards of scholarship have been established:

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. A graduate student must attain a cumulative grade point average of 3.0 (B) on a 4.0 scale. Failure to maintain established standards of scholarship will result in probation, suspension, or dismissal from the College.
2. A student will be placed on probation at the end of any term in which he/she falls below the established standard. If that standard is not attained by the end of the

following semester, the student may be suspended or dismissed from the College.

Regulations concerning probation are as follows:

1. A student who received an F in one-half or more of the courses taken in either a fall or spring term will be put on probation and must have the permission of the Dean of Faculty to continue in the next term.
2. A student on academic probation may not receive a grade of incomplete.
3. All students whose cumulative grade point averages fall below the standards of 2.0 and 3.0 set for undergraduate and graduate students respectively will be placed on probation.
4. Students who participate in intercollegiate athletics must maintain a cumulative grade point average of 2.0. Those who fall below that level will be declared ineligible to participate in athletics until the 2.0 standard is restored.

Dean's List

Immediately following the close of the fall and spring terms, the Dean of Faculty announces the names of the full-time students who have achieved a grade point average of at least 3.5.

Dismissal

The College reserves the right to request at any time 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 or standards of conduct of the College.

Withdrawal from the College

Any student who decides voluntarily to discontinue studies at Lindenwood College at any time after the term has begun must immediately notify the Dean of College Life who will arrange for an exit interview. This also applies to students who are not graduating, but do not plan to return to Lindenwood following the end of any term.

Readmission

In all cases of readmission, students who have discontinued study at Lindenwood voluntarily or who have been suspended for academic or other reasons must make application to the Dean of Faculty. Readmission may be granted if the applicant presents clear evidence of ability as well as both social and academic motivation for successful college work.

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 colleges for any excessive absences.
- (4) The Veterans' Administration will be informed that progress is no longer satisfactory with an accumulation of 12 or more hours of "F" grades.
- (5) LCIE students receiving benefits through the Veterans' Administration must comply with the school's general policies regarding withdrawal, attendance, and satisfactory progress.

Auditing Courses

Unless restricted in the course description, a student may register for any lecture course as an auditor. Students are not permitted to audit skill courses involving extensive supervision by the instructor. The student will be expected to attend all regularly scheduled classes. No credit can be earned or later claimed by the student who audits a course. A student has seven days into the fall or spring term and three days into a summer term to make a change in registration to audit a class or to take it for credit.

Honors Day

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

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.

Graduating Seniors - Transfer Credit

A student who lacks no more than two courses to complete the 120 semester hours required for the degree may obtain the necessary credits at another accredited institution and return credits to Lindenwood. Completion of course requirements under this arrangement must be achieved within one calendar year.

Graduation with General Honors

The Lindenwood faculty awards general honors to those students who have completed all degree requirements with academic distinction. Honors are based upon 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*.

Departmental Honors

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 3.00 or higher. An application in writing must be made to the chairman of the Educational Policies Committee. The project must be two or three terms in duration and will carry three semester hours credit each term. 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 upon the quality of the report and the results of the oral examination, the committee may award the student's work with a grade and 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.

Course Numbering

- | | |
|---------------|--|
| 100-199 | An introductory course open to all students without prerequisites |
| 200-299 | A more specialized course normally open to all students without prerequisites |
| 300-390 | Courses having prerequisites |
| 391, 392, 393 | 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 credit hours). |
| 500-599 | Graduate courses |

The letter T following a course number indicates a tutorial.

The letter L following a course number indicates a laboratory course.

Grade-Point Average

Lindenwood College operates under a 4.0 grading system. An A carries 4 quality points; a B, 3 quality points; a C, 2 quality points and a D, one quality point. A grade of F carries no quality points and no credit. Thus, a course worth 3 semester hours in which a student has earned an A will 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 taken. Total cumulative grade point averages include the number of hours accepted in transfer.

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 sections of the catalog which describe particular academic programs. Major requirements are listed along with the courses of instruction in the sections following the descriptions of degree requirements. In addition to the standard majors, a contract degree option is available to enable students to design their own majors.

Arts and Humanities

The Division of Arts and Humanities offers program majors in Art History, Studio Art, English, French, Spanish, Mass 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, Mass 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 also offered regularly in Philosophy and Religion, but no program major is available in these subjects.

Natural Science and Mathematics

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

Social Science

The Division of Social Science offers majors in Business Administration, Elementary Education, Education (with major in subject area), History, Political Science, Psychology, Sociology, and Special Education (L.D. and E.M.R.). These majors may be pursued for either the Bachelor of Arts or Bachelor of Science degree.

Associate in Science degrees are available in Business Administration, Fashion Marketing, Applied Psychology, Early Childhood Education, and Data Processing.

Courses are offered regularly in Anthropology and Economics, but no program major is available in these subjects.

Interdisciplinary

An interdisciplinary Bachelor of Arts degree program is offered in the field of International Studies.

BACHELOR'S DEGREE REQUIREMENTS FOR LINDENWOOD

1. A minimum of 120 semester hours for graduation, at least 42 of which must be at the upper-division level.

2. Six semester hours of English Composition (ENG 101, 102)
3. History 100
4. Humanities 110
5. The Lindenwood Colloquium (LLC 300)
6. Distributive Electives
7. Twelve semester hours of a foreign language (B.A. degree only)

THE LINDENWOOD COLLOQUIUM

This is an upper-division, interdisciplinary, capstone course for all undergraduate students. The subject matter of the course changes from year to year, as does the faculty team that teaches it. The function of the course is to provide students the opportunity to synthesize what they have learned in a variety of disciplines by taking an interdisciplinary approach to a subject of major societal interest. Students in this course are expected to undertake and complete a substantial research project related to the subject and to their principal disciplinary interests.

DISTRIBUTIVE REQUIREMENTS

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

Humanities Subjects: 9 semester hours, 3 of which must be HUM 110.

Social Science Subjects: 9 semester hours, any three Social Science offerings other than HIS 100 may be used provided that no two are in the same department.

Natural Science and Mathematics Subjects:

Natural Science: 6 semester hours, 3 of which must be chosen from:

- BIO 100, Principles of Biology
- CHM 151, 152 General Chemistry
- PHY 151, 152 Introductory Physics

and an additional 3 semester hours chosen from the above or from:

- Biology field courses including BIO 160, 247, 260, 262, 263
- BIO 162 Environmental Biology
- CHM 140 Introductory Chemistry
- SCI 101, 102 Introduction to Science I and II

Mathematics: completion of any two of 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 140 The Development of Mathematics
- MTH 150 Introduction to Computing
- MTH 171 Calculus
- PHL 202 Introduction to Logic

Bachelor of Arts Degree

Humanities Subjects: 6 semester hours, 3 of which must be HUM 110.

Social Science Subjects: 6 semester hours; any two Social Science offerings other than HIS 100 may be used, provided they are not in the same department.

Natural Science and Mathematics Subjects: completion of one course from the first

group of Natural Science courses listed above and one course from the Mathematics list.

Knowledge in depth of a foreign language, to be acquired by completion of four courses in one foreign language. Students for whom English is a second language may use English language courses to satisfy the foreign language requirement for the Bachelor of Arts degree.

Degree in Human Resources Administration

A student concentrating in psychology also may elect to pursue the Human Resources Administration program. In addition to completing Lindenwood's all-college requirements, the student with a concentration in Human Resources Administration is required to take SS 310, ECC 101 and 102, PSY 100 or 101, PSY 209 or 310, PSY 300, PSY 302, PSY 324, PSY 432, and minimum of 11 semester hours in psychology electives. Business requirements include BA 102, 103, 204, 205, 220, 240, 300, 307, and 348.

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 Merchandising, Early Childhood Education, and Data Processing include a minimum of 66 semester hours; among them must be two courses in English Composition (ENG 101, 102), Humanities 110, and distributive requirements as described in each of the particular degree programs.

Associate in Science Degree in Business Administration

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

- (1) General Requirements: ENG 101 and 102, HIS 100
- (2) Distributional:
 - Six semester hours in Humanities including HUM 110
 - Six semester hours in Natural Science and Mathematics
 - Six semester hours in Social Science
- (3) Business Administration:
 - BA 102, 103, 204, 205, 220, 300, and 307.
- (4) Related course:
 - ECC 101.
- (5) Electives in Business Administration:
 - Nine (9) semester hours.
- (6) Free electives:
 - Six semester hours.
- (7) Total requirement: 66 semester hours.

Associate in Science Degree 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 practition-

ers or agency directors.

- (1) General Requirements: ENG 101, 102, HIS 100.
- (2) Distributional
Six semester hours in Humanities, including HUM 110
Three semester hours in Social Sciences exclusive of psychology
MTH 106 and 3 semester hours in the Natural Sciences.
- (3) Psychology
PSY 100, 101, 201, 203, 231, 232.
Six semester hours of PSY 194 (spread across two terms).
Three electives from the following: PSY 200, 202, 302, 310, 324, 341.
- (4) Related Courses: SOC 102, SS 310.
- (5) Electives: Three semester hours of elective courses.

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 programs. The Associate degree requirements are as follows:

- (1) General Requirements: ENG 101 and 102, and HIS 100
- (2) Distributional:
Three semester hours in Humanities (HUM 110).
Six semester hours in Natural Science and Mathematics.
Six semester hours in Social Sciences, PSY 101, SOC 102.
- (3) Fashion Marketing:
BFM 101, 102, 103, 104, 105, 106, and 207.
- (4) Related courses:
ECC 101, 102 and BA 220, 240
- (5) Electives in Fashion Marketing:
Six semester hours.
- (6) Total requirement: 66 semester hours.

Associate in Science Degree in Data Processing

- (1) General Requirements: ENG 101, 102, HIS 100.
- (2) Distributional Requirements: HUM 110, MTH 106, ECC 101 or 102.
- (3) Data Processing Requirements: BA 220, 221, 320, 321, 323, 324, 325, 326, 327, 328, MTH 150 or 180.
- (4) Business Requirements: BA 102, 103, 300, 301, 343.
- (5) Total requirement: 66 semester hours

Associate in Science Degree in Early Childhood Education

This degree may be earned by completing sixty-five semester hours of specified coursework. The degree is appropriate for those who would like to work in or direct a child care or a private preschool program. The Lindenwood Campus School provides a convenient laboratory for testing and verifying knowledge acquired in the classroom. All of the specified coursework in this program applies toward the bachelor's degree.

- (1) General Requirements: ENG 101, 102.
- (2) Distributional:
Nine semester hours in Humanities including HUM 110 and SC 324.
Six semester hours in Social Sciences, HIS 105 or 106 and PSY 100.
Three semester hours is Mathematics, MTH 101.
Three semester hours is Natural Science.

- (3) Education: EDU 218, 246, 274, 310 or 311, 314, 316, 318, 325, 338, 341, 351, 384.
- (4) Total requirement: 65 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), History 100, Humanities 110, The Lindenwood Colloquium (LCC 300), 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 the 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 pre-registration, contract students, their advisors, and their faculty committees should meet to evaluate the progress of the contract programs.
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 of 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 dissolution of a contract must be sent to the Registrar by the advisor, who then is responsible for directing the student into a standard degree program.

Note: The contract will 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 Colleges.

Independent Study

For the advanced 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. Associate in Science and graduate degree programs may utilize independent study credit on a selective basis according to the judgment of faculty advisors in consultation with the Dean of Faculty.

Practicum Credit

All degree programs of Lindenwood College are designed to permit students to develop extramural opportunities of a practical nature for credit within a field of study. Practicum credit may be granted, for example, for work and study in nursing schools, in social service agencies, for laboratory experience, and for job experience in a variety of fields. A maximum of 27 semester hours of practicum credit may be applied to any bachelor degree program. Associate in Science and graduate degree programs may utilize practicum credit 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 in a career-related work experience. Cooperative Education is available to students upon completion of the freshman year. Students eligible for Cooperative Education must have a 2.0 grade point average on a 4.0 scale and obtain the permission of their faculty sponsor. Maximum credit allowed through Cooperative Education 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 two or more course credits are awarded, the experience is called an internship; less than two units of credit constitutes a field study.

Some students elect to enroll in field study and internship courses at the same time they enroll in regular on-campus courses. Other students elect to devote an entire term to an internship experience.

Application forms for field study and internships are available in the Dean of Faculty's Office. There is no extra charge for enrolling in a field study or internship.

Consortium Programs

Lindenwood College belongs to a consortium of colleges of Greater St. Louis. The consortium includes Fontbonne College, Maryville College, Missouri Baptist College, and Webster College. Lindenwood students may enroll in courses offered by the colleges of the consortium and count those courses as part of their 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 to take a two-year intensive course at the Sever Institute of Technology of the School of Engineering and Applied Science of 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 select an area of concentration in any discipline as long as the following minimum requirements

are met for entry into the engineering program: (1) a minimum average grade of B minus (courses with grades 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. For entry into Chemical Engineering, a one-year course in organic chemistry would have to be included.

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 Masters 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 year's work to Lindenwood, and the student will be eligible to graduate from Lindenwood while continuing to be a student in 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 to the Lindenwood transcript, or (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 of study at Lindenwood which 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; (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 self-reliance and maturity needed; and (5) have a definite educational objective acceptable to the chairman of the department which will recommend the credit.

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

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

Washington Semester Program

Lindenwood is one of a limited group of liberal arts colleges invited by the American University in Washington D.C. to take part in its Washington Semester Program, in which students spend a term in the 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 upon demonstrated abilities in scholarship and leadership. Instructional costs are covered by tuition paid to American University. Charges for room, board, travel, and incidental expenses must be met by the appointee. Students wishing to be considered for appointment should apply to the Washington Semester Advisor in their sophomore year.

Academic Program for Nursing Students at Deaconess Hospital in St. Louis

Lindenwood College has an affiliation with Deaconess Hospital School of Nursing in St. Louis, whereby nursing students are admitted to Lindenwood and enroll in courses for college credits as part of their basic nursing program. Courses offered include Anatomy and Physiology, Medical Ethics, Logic, Concepts of Sociology, English Composition, Introductory Psychology, Human Development, Microbiology, and Advanced Physiology. These courses, totaling 33 semester hours, are taught by Lindenwood faculty. This program provides for ease of articulation in the pursuit of a Bachelor of Science in Nursing.

Lindenwood Evening College

The Evening College is designed to meet the educational needs of adults employed during regular working hours. Anyone who has earned a high school diploma or an equivalency diploma may register for courses. Students should consult with a counselor to discuss the opportunities available so that suitable courses can be selected. Such consultations and application forms may be obtained by telephone or by personal visit to the campus.

The Lindenwood Evening College offers programs leading to an Associate in Science Degree, an Associate of Arts Degree, a Bachelor of Science Degree, and Masters Degrees in Administration, Business Administration, and Education. Course work leading to these degrees can be completed entirely in the evening.

All students who wish to enroll in the Evening College and earn college credit toward a degree must be formally admitted. The admissions process requires:

- (1) An application for admission.
- (2) A one-time application/registration fee of \$15.
- (3) Receipt of official high school or college transcripts (or high school equivalency documentation).

These materials should be submitted to the Admissions Office, Lindenwood College, St. Charles, Missouri 63301.

Students may be permitted to register for and attend classes without being fully admitted. However, any credit earned will not be applied to a Lindenwood degree until

admission to a program has been granted. In any event, the \$15 application/registration fee must be paid not later than at the time of initial registration.

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 matter 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 goals and needs.

Continuing Education Program

Lindenwood College seeks to be responsive to the needs of individuals older than the traditional college student, to begin or complete college work for personal enrichment or occupational competence. These students enter the traditional day, evening, or personalized education programs by normal enrollment procedures described in the catalog. Credit is granted to those who have successfully fulfilled the academic requirements.

Lindenwood also recognizes the need for a program for adults who are seeking to enrich their lives, experiment in a new field, pursue an intellectual interest, and satisfy a curiosity about new ideas. Leisure Studies fulfill this need by offering programs in a relaxed and informal manner without the usual accompanying stress of grades, papers, and examinations.

It is possible to earn 1 hour of college credit in Leisure Study courses with at least 40 hours of instruction. Students who apply for credit must complete the regular admission process and have prior approval of the instructor. Certificates of completion are given to those who need verification of completion of a course.

Courses whose titles are followed by the letters CEU offer Continuing Education Units, intended for use where employers, re-licensure agencies, and other authorities require a specified number of hours of study on a regular basis for career advancement purposes, and where non-credit study is acceptable. One CEU is awarded for each 10 hours of attendance.

Continuing Education Units are not given automatically. If you wish to have CEU's recorded and kept on permanent file, you must complete a form, which is given to you during the course, and mail it to the college.

THE COLLEGE FOR INDIVIDUALIZED EDUCATION

Lindenwood College for Individualized Education (LCIE) specializes in fulfilling the educational needs of working adults. LCIE graduate and undergraduate students include:

- the nurse who is earning a graduate degree in Health Administration;
- the businessman who is advancing his career through the study of finance;

- the paraprofessional counselor who is earning a graduate degree in Counseling Psychology;
- the clerical worker who is seeking an undergraduate degree in Business Administration to escape a “dead-end” job.

The majority of LCIE students are full-time working adults who are raising families and participating actively in the community. Their professional and personal circumstances make the College uniquely suitable to them. Many LCIE students have job and family responsibilities that conflict with the usual fixed schedule of regular classes; others have substantial college-level learning acquired through work or life experience for which they seek academic recognition; still others seek degree programs that are responsive to their particular professional needs.

Students come to LCIE for many reasons. Some of its most attractive features include:

MODE OF TEACHING AND LEARNING

The Cluster

The seminar, or cluster, is the principal mode of teaching and learning in LCIE. Central to the theory and practice of adult education is the ideal of synthesis of knowledge. LCIE realizes this ideal through the construction of the cluster, a synthesis of two or three related subject areas into one integrated seminar. The emphasis in the cluster is upon learning substantive issues traversing a range of traditionally discrete areas of knowledge; it provides students with exposure to and exploration of basic subject areas beyond the confines of a single discipline.

The cluster group is composed of a faculty member and approximately eight students who meet weekly, during an evening or weekend, for four to five hours. Cluster group meetings provide a collegial environment in which students present their work and share their learning. Since an objective of the cluster format is the development of students' analytical skills, emphasis is placed upon written and oral presentation rather than exams and quizzes.

Tutorial Study

Some LCIE students, particularly graduate students, carry out their learning in a tutorial arrangement in which they meet individually with a faculty member for two or three hours weekly. The student studies a cluster of two to three subject areas in a closely supervised, independent situation. As in the cluster group format, weekly meetings provide instruction, critique, and substantive interchange between the student and faculty member.

FULL-TIME, ACCELERATED PACE

The academic year at the Lindenwood College for Individualized Education consists of three fourteen-week terms, or trimesters, with intervening three week breaks. The LCIE student enrolls in *one cluster per trimester*, earning nine hours of credit on the graduate level, and ten hours on the undergraduate level.

Because new students are admitted at the beginning of each trimester, and because the College does not have extended vacation breaks, LCIE students may pursue a full-time academic program by attending all three trimesters during the year. This enables students to make rapid progress toward degree completion while still fulfilling professional and personal responsibilities.

PERSONAL ATTENTION

Upon enrolling in LCIE, each student is assigned a Faculty Advisor, or mentor - a full-time college faculty member - who helps the student plan and coordinate a program of study from entry through degree completion. The role of the Faculty Advisor is broader than in most other colleges or universities; in addition to assisting students in the design of their programs of study, the Faculty Advisor provides a source of continuity to students' ongoing academic experiences.

LCIE Faculty Advisors provide instruction in their own fields of specialization, are responsible for advising their students about academic alternatives available to them, identify instructional resources to support their study at the College, and evaluate the overall quality of their work.

INDIVIDUAL STUDY PLANS

LCIE is committed to the idea that people learn more effectively when their past experience and future goals are taken into account. To this end, the College actively fosters the participation of each student in the planning of his/her educational program.

Within the College for Individualized Education, "individualized" denotes the opportunity to construct a curriculum that is not redundant of the student's previous learning. Such a curriculum must be academically valid and beneficial to the individual in his/her personal and professional life. The student is assisted by the Faculty Advisor in the design and pursuit of a course of study which allows him/her to build upon past experience and acquire the capabilities necessary to achieve future goals.

In addition to having a program of study which takes into account students' individual needs and purposes, LCIE students are expected each trimester to individualize their cluster group work through directed independent research suitable to their interests and the disciplines being studied.

This level of individualization is designed in the student's study plan, prepared at the beginning of each trimester, outlining the learning the student will pursue in common with other cluster members and detailing the extra study he/she will engage in as part of his/her cluster work.

CREDIT FOR LEARNING FROM LIFE AND WORK EXPERIENCE

The Lindenwood College for Individualized Education is committed to the premise that people deserve recognition for their college-level learning whether obtained inside or outside the college classroom.

Undergraduate students have the option to earn advanced standing credit at LCIE for prior, college-equivalent learning acquired outside an academic setting and thus not recorded on a college transcript. Such learning, often the result of on-the-job development or community participation, can fulfill part of the requirements for the student's degree program, provided that it contributes to the course of study in a logical fashion.

LCIE also acknowledges, through the award of credit, various kinds of learning which have taken place as part of approved technical education programs. The College accepts the American Council on Education's recommendations for the crediting of military formal courses and occupational specialties, as well as formal training programs and courses sponsored by various business and industrial organizations, labor unions, professional and voluntary organizations, and government agencies.

CAMPUS AND FACILITIES

The College for Individualized Education is an integrated member of Linden-

wood College and operates within overall institutional standards and policies. All of the resources and services of the St. Charles campus are available to LCIE students; in addition, the College maintains a St. Louis center for the convenience of those in the St. Louis Metropolitan Area.

St. Charles Center:
Lindenwood College
First Capitol at Kingshighway
St. Charles, MO 63301
Phone: 946-6912

St. Louis Center:
Lindenwood College
6412 Forsyth
St. Louis, MO 63105
Phone: 725-3441

APPLICATION AND ADMISSION

The application process begins, for both graduate and undergraduate prospective students, with an orientation session during which general LCIE information and specific degree program descriptions are provided by an LCIE admissions counselor. At this time the prospective student receives the materials necessary to complete his or her application to the College.

The following documents comprise a complete application file.

- LCIE Application form.
- Official transcripts forwarded directly from the Registrar's office of each college or university previously attended.
- A one or two page autobiographical statement describing prior academic and work experience, and degree objectives.
- For graduate students, three letters of recommendation.

These materials should be sent, with a \$25 application fee, to:

Director of Admissions, Lindenwood College, St. Charles, Missouri 63301.

Admission Prerequisites

Students enrolling for undergraduate study must have earned a high school diploma or certificate of equivalency, or have been admitted as a regular full-time student to an accredited college or university.

Graduate: Applicants for graduate study should have earned a baccalaureate degree from an accredited college or university.

Advanced Standing: Undergraduate

Undergraduates can receive as much as three years (90 semester hours) advanced standing computed from previous college coursework, standardized college-level proficiency examinations, and college-equivalent learning experiences.

To receive advanced standing for academic work completed at other institutions, applicants should request that official transcripts from each institution be sent to the Director of Admissions. Credit is granted only for courses taken at accredited colleges and universities in which the grade of C or better was earned.

College Level Examination Program (CLEP) scores are accepted for the general examinations, with the exception of English, and may be allowed in specific subject area tests with the approval of the LCIE Program Coordinator.

Applicants also may gain advanced standing through the satisfactory documentation of their Critical Life Experience. Critical Life Experience is college-equivalent learning acquired outside an academic context and thus not recorded on a college

transcript. Such learning might include professional training, on-the-job development, or personally acquired learning in particular subject areas. These experiences must contribute in a logical fashion to the student's overall undergraduate education in the area of general education requirements or electives. Students also may satisfy some requisite study in the major through Critical Life Experience credit, though at least twenty (20) semester hours in the major must be fulfilled at The Lindenwood Colleges.

Students applying for consideration of Critical Life Experience credit enroll during their first or second trimester in LCIE in a series of workshops for the purpose of designing a portfolio of their experience which is presented to a committee of the faculty of Lindenwood College for assessment toward the award of credit. A maximum of thirty (30) semester hours, equivalent to three trimesters' participation in LCIE, may be obtained through the award of Critical Life Experience credit. An overall maximum of ninety (90) semester hours, equivalent to nine trimesters' participation, may be obtained through a combination of college transfer, Critical Life Experience, and CLEP credit.

Advanced Standing: Graduate

Graduate students may receive up to one trimester, or nine (9) semester hours, of advanced standing for graduate level work of B or better from an accredited college or university. This work must be directly relevant to the student's proposed degree program.

UNDERGRADUATE DEGREES IN THE LIBERAL ARTS

The list of undergraduate degree programs which have been offered to students by The Lindenwood College for Individualized Education includes:

Administration	Industrial Management
Administration of Justice	Liberal Arts
Art Education	Photography
Communications	Psychology
Community Design	Public Relations
Fine Arts	Procurement Management
Gerontology	Social Science
Health Administration	Valuation Science
Human Resources Management	Volunteer Administration
Humanities	

Consistent with Lindenwood College policy, requirements for each degree program are established to fulfill appropriate departmental requirements. Each is carefully constructed to maintain academic integrity while allowing students to pursue their particular interests.

The coursework of each degree program is grouped in the LCIE cluster format, allowing students to study intensively in a focused manner. Typically, each undergraduate degree program consists of at least four trimesters of core studies in the student's major area of concentration. Many LCIE students take some of the core studies at an advanced level due to prior academic study or professional knowledge of and experience in the area.

UNDERGRADUATE STUDY

Upon entry to The Lindenwood College for Individualized Education, the student is assigned a Faculty Advisor who enables the student to develop his/her plan of study.

Consultation with the Faculty Advisor provides opportunity for reflection and exploration of possible program alternatives within the framework of both the student's particular educational goals and the College's general degree requirements. The outcome of this initial program development session is the student's Program Overview.

The Program Overview

The Program Overview is a basic outline of the student's entire course of study at LCIE, mapping out the particulars of each trimester's work and supplying partial bibliography. In its final form, the Overview is the contract or agreement between the student and the College, stating the student's learning objectives, the tasks that will be performed to meet those objectives, and the evaluation criteria for assessing the student's adequacy in meeting the objectives. The Overview is maintained in the student's permanent file in the Registrar's Office; if it changes significantly during participation in LCIE, it must be amended by means of a written statement.

The process for design of the Overview is as follows: the entering undergraduate student discusses general plans for her/his Program Overview in a program development session with the Faculty Advisor. The student receives a copy of the notes from this interview so that he/she has a record which can be used in writing the Overview.

During the student's first trimester, he/she reviews plans for the Program Overview with the Faculty Advisor, taking into consideration the award of any advanced standing credit. With help from the Faculty Advisor, the student then drafts a complete Overview containing a trimester-by-trimester outline of the subject matter to be studied. When the Overview has been approved by the Faculty Advisor, it is submitted for approval to the LCIE Program Coordinator.

The Cluster

The cluster concept is integral to the LCIE format. Each trimester the student enrolls in a cluster, which combines related components within an academic discipline. Though cluster components are equivalent to distinct courses generally offered by other colleges or universities, within LCIE they are taught in a related, interdisciplinary manner. Thus, the student's Program Overview will be comprised of *clusters*, or topics of study, one cluster per trimester, which are sequentially related and fulfill requirements for graduation.

Because study at the College is interdisciplinary, based upon the cluster format, the smallest unit for which a student may enroll is a trimester or full-time study (ten semester hours).

Requisite Study

In writing the Program Overview and evaluating advanced standing, the student and Faculty Advisor must make certain that the following requisite areas of study are completed through transfer credit, practicum credit, CLEP, Critical Life Experience credit, or LCIE study:

- Ten (10) semester hours of English language study, including oral and written communications. This must be fulfilled through participation in an LCIE cluster taken in the student's first trimester. Students transferring equivalent college credit in this area will be placed in an Advanced Communications cluster.
- Nine (9) semester hours from the Humanities Division, or the LCIE Humanities cluster;
- Nine (9) semester hours from the Social Science Division, with more than one discipline studied, or the LCIE Social Science cluster;

- Three (3) semester hours of college Algebra, or the LCIE Mathematics cluster;
- Six (6) semester hours of Natural Science, or the LCIE Science cluster;
- Twenty-four (24) to forty-eight (48) semester hours in the major area of concentration. In some standard areas, such as Administration and Psychology, LCIE requires specific areas of study to be covered within the major. In other, more individualized fields, there may be no specific requisites. The Faculty Advisor has information regarding study requirements for the majors.
- Six (6) to twelve (12) semester hours of study related to the major but outside its specific area.

Graduation Requirements

In addition to fulfilling requisite study for the completion of a specific baccalaureate degree, each student must meet LCIE graduation requirements within the scope of her/his overall degree program. Once again, the Faculty Advisor will assist the student in putting together a Program Overview that satisfies these requirements.

There is no uniform schedule for completing degrees other than the structure of the student's Program Overview. When the course of study outlined in the Overview has been fulfilled, the student is recommended for graduation.

The following are the requirements for graduation from LCIE with a baccalaureate degree:

- Completion of at least *120 semester hours* toward the baccalaureate degree, including the final recording of all trimester study completed in LCIE.
- Satisfactory demonstration of a working knowledge of English in oral and written forms, as evaluated by the Faculty Advisor and Faculty Sponsor each trimester.
- Full crediting of the Culminating Project (see below)
- Completion of at least thirty (30) semester hours (three trimesters) of enrolled study at The Lindenwood Colleges, of which at least twenty (20) semester hours must be in the major area of concentration.

The Culminating Project

The successful completion of a Culminating Project is required of all LCIE students to graduate with the baccalaureate degree. The Project is an integral part of the student's study and may be a part of the Program Overview from the beginning.

Typically, the undergraduate Culminating Project is completed with guidance from the Faculty Advisor during the student's last trimester in LCIE. The Project may be a paper, a demonstration or creative work, and may involve a variety of media as they are appropriate. However, if the Project is not primarily in the written mode, it must include a written analytical component.

The purpose of the Culminating Project is to bring together major aspects of the student's overall study and to demonstrate skills and concepts acquired in the program of study. In general, the Culminating Project represents the equivalent of an extended paper or short honors thesis.

Undergraduate degree expectations

All students at Lindenwood College for Individualized Education are expected to develop their ability to read, write, and speak clearly, correctly, and effectively. The College also expects students to acquire mathematical, technical, or other skills that

may be essential to their particular program of study.

The College expects all students, whatever areas of study they undertake, to acquire basic knowledge of the concepts and methods appropriate to these areas. Students are further expected to develop analytical skills and the ability to evaluate and apply what they learn to practical and concrete situations.

GRADUATE STUDY

There are two principal types of graduate study within The Lindenwood College for Individualized Education: core professional programs and the entirely individualized study for a graduate degree. In both formats, LCIE offers an unusual opportunity to pursue the Master's degree in an environment especially designed for adult learners. Most LCIE graduate students are fully employed in the fields they are studying and bring to the College a rich background of career and life experience. Managers, counselors, artists, musicians, voluntary leaders, teachers, and politicians are among the graduate population of LCIE.

The list of graduate degree programs which have been pursued by students in The Lindenwood College for Individualized Education includes:

Administration	Industrial Psychology
Art Therapy	Management
Biomedical Communication	Marketing
Communications	Painting
Counseling Psychology	Photography
Education	Political Science
English	Printmaking
English as a Second Language	Procurement Management
Executive MBA	Public Administration
Finance	Social Studies
Gerontology	Theatre
Health Administration	Valuation Sciences
Holistic Health	Voluntary Association Administration

The Program Overview

Prior to entering The Lindenwood College for Individualized Education, the prospective graduate student meets with the LCIE Program Coordinator to begin development of his/her course of study. Upon enrollment in LCIE the student is assigned a Faculty Advisor with whom to work on the design of a proposed Program Overview. This must be accomplished during the student's first trimester.

On the graduate level, the Program Overview is expected to be a detailed and logical proposal for study that includes a trimester-by-trimester description of the subject areas to be studied, including a partial bibliography for each, and projects to be developed.

After approval of the proposed Overview by the Faculty Advisor, it is submitted for consideration to the Graduate Admissions Committee of Lindenwood College. The committee may accept the Overview as presented, suggest particular revisions, or reject it as insufficient. If the initial proposal is rejected, a redesigned Overview may be submitted to the committee for consideration.

Students are admitted conditionally to graduate status for *one* trimester, pending completion of their Program Overview and its review and approval by the Graduate Admissions Committee. Because the Program Overview must be approved by the committee before students are permitted to enroll for additional study, conditional

acceptance is no guarantee that the student will be admitted as a candidate for the Master's degree.

Amendments to the Program Overview

Graduate students may make alterations to their original Overview by submitting an 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, however, 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 submitted for consideration to the Graduate Admissions Committee.

Graduate Program Requirements

Because graduate study at The Lindenwood College for Individualized Education is interdisciplinary, the smallest unit for which a student may enroll is a trimester of full-time study (nine semester hours).

For some graduate programs, such as those in Business Administration and Psychology, certain areas of study are required by the College and will be specified in the degree candidate's Program Overview. For other, more individualized degree programs, the requisite areas of study are determined by the student in conference with the Faculty Advisor. In either case, the uniform schedule for completing a degree program is the structure of the student's Program Overview. When all objectives of the Overview have been satisfactorily met and credited by the College faculty, the student is recommended for graduation.

The following requirements must be fulfilled by any student graduating from The Lindenwood College for Individualized Education with the Master's degree:

- Satisfactory completion of the learning objectives set forth in the finalized Program Overview.
- Completion of the required number of semester hours approved by the Graduate Admissions Committee as part of the Program Overview.
- Completion of at least twenty-seven (27) semester hours (three trimesters) as an enrolled student in The Lindenwood Colleges.
- Satisfactory completion of all practicum, apprenticeship, and residency requirements connected with the student's degree program, as specified in the Program Overview.
- Final crediting of all trimester study in LCIE.
- Satisfactory demonstration of graduate level writing and speaking skills as evaluated by the Faculty Advisor and Faculty Sponsor each trimester.
- Full crediting of the Culminating Project (see below).
- Recommendation for the degree and approval by the faculty of Lindenwood College.

The Culminating Project

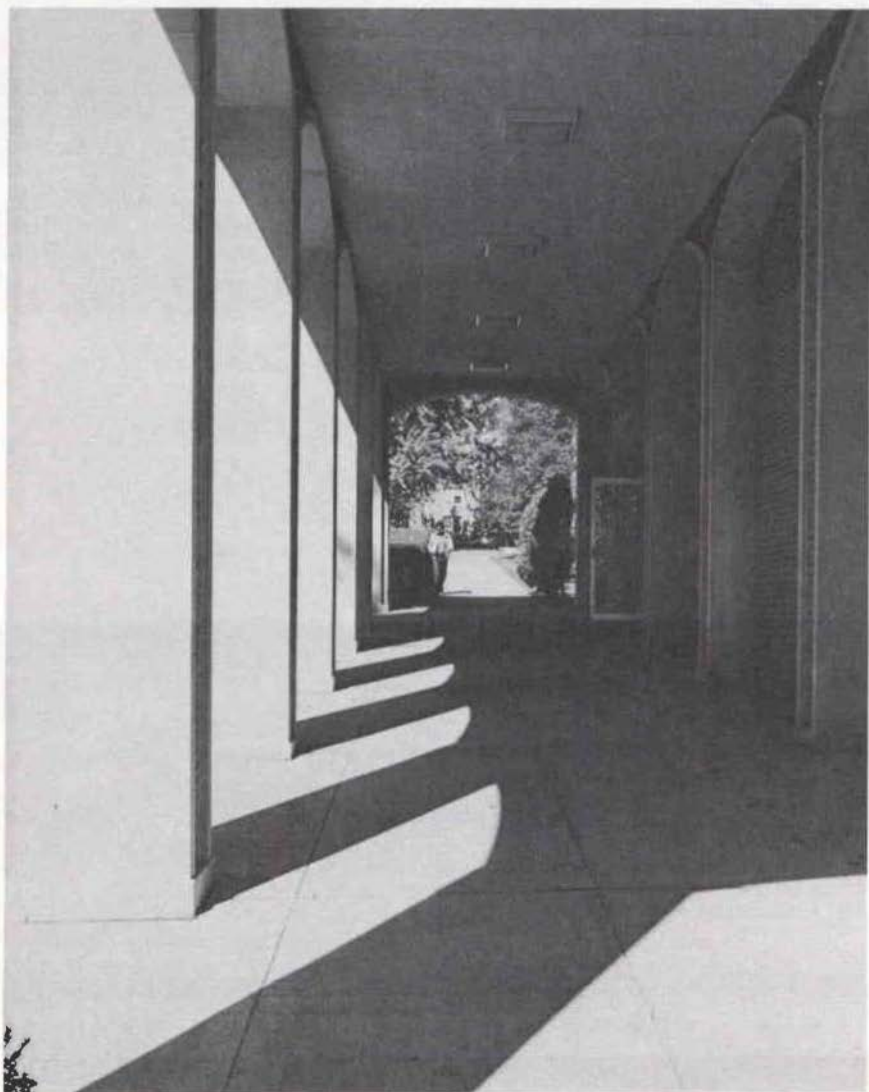
For the graduate student, the Culminating Project represents a significant and original accomplishment, qualitatively and quantitatively in the range of a Master's thesis. It must demonstrate that the student has mastered the conceptual and methodological skills he/she represented as objectives in the Program Overview.

The project may be in the form of a thesis or creative work, including the use of a wide variety of media as they are appropriate. However, if the project is not primarily in

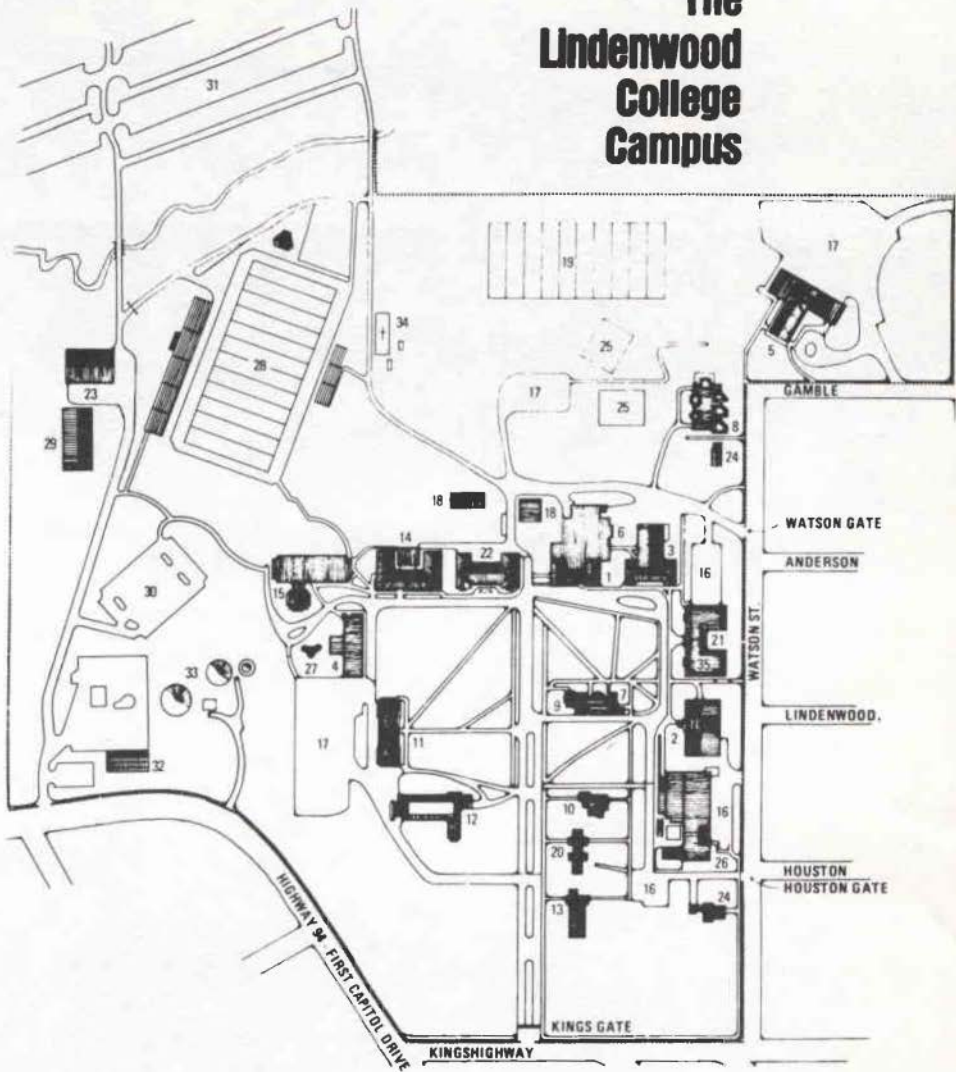
the written mode, it must contain a substantial written analytical component. Graduate culminating projects require the guidance and approval of a committee consisting of at least three faculty members and/or resource specialists.

Graduate degree expectations

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



The Lindenwood College Campus



1. Ayres Residence Hall
2. Butler Library
3. Butler Hall, Faculty, Admissions & Administrative Offices
4. Gymnasium
5. Cobbs Conference Center
6. College Chapel
7. Dining Room
8. Fine Arts Building

9. Student Center
10. Faculty Staff Club
11. Irwin Residence Hall
12. McCluer Residence Hall
13. Memorial Arts Building
14. Campus School
15. Parker Residence Hall
16. Parking, Staff, Visitors
17. Parking, Students, Visitors
18. Plant Services

19. Playing Fields
20. President's House
21. Roemer Hall, Administrative Offices
22. Sibley Hall
23. Stables
24. Staff Residence
25. Tennis Courts
26. Young Hall of Science
27. Outdoor Swimming Pool

28. Athletic Field/ Amphitheater
29. Riding Arena
30. Parking Lot
31. Parking Lot
32. Bank
33. City Water Tanks
34. College Founders Cemetery
35. Jekyl Center for the Performing Arts

COURSE DESCRIPTIONS

ART HISTORY

Faculty: Eckert (Chairperson), Levi, Wehmer

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 in art history and nine semester hours in studio art are minimum requirements for the major. No more than forty-two semester hours in art history and twelve semester hours in studio art may count toward the graduation requirement of 120 semester hours. Two years of a foreign language are required for the art history major.

Requirements for the Minor

A minor in Art History requires 15 semester hours of elective credit in Art History, and 6 semester hours of elective credit in Studio Art.

The minor in Photography requires Art 181, Art 208, Art 381, Art 385 (6 semester hours), and 6 semester hours of elective credit: 3 hours in two-dimensional art, and 3 hours in History of Photography or Art History.

Facilities and Activities

Seminar and lecture rooms for art history studies 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 at 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, art journalism and criticism, art consulting, and governmental agencies relating to the arts.

Courses of Study

All courses in the history of art are available as distributive electives. Courses are offered on an alternate-year basis. In addition to the course offerings in art history listed below, the student may include independent study, field study, and an internship 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.

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

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

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.

- ART 257 Greek and Roman Art. (3) A study of Aegean, Greek, and Roman Art.
- ART 261 Twentieth Century Art I. (3) A study of the 'isms' which define the styles of European and American art in the early 20th century.
- ART 262 Twentieth Century Art II. (3) A study of the reaction and 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.
- ART 264 Art & 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.
- ART 356 Baroque Art. (3) A study of the national and international aspects of Baroque and Rococo styles in European art. Prerequisite: Humanities 110.
- 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 110.
- ART 360 American Art II. (3) A study of American art from 1820 to the Armory Show. Prerequisite: Humanities 110.
- 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 110.
- 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 esthetic traditions in drawing and the graphic arts. Prerequisite: Humanities 110.
- ART 380 Renaissance Art I. (3) The art of Italy and Northern Europe from 1300 to 1460 in relation to late Medieval and Renaissance culture. Prerequisite: Humanities 110.
- ART 381 Renaissance Art II. (3) The art of Italy and Northern Europe from 1460 to 1600 with consideration of the emergence of High Renaissance and Mannerist styles. Prerequisite: Humanities 110.

STUDIO ART

Faculty: Eckert (Chairperson), Levi, Wehmer

Requirements for the Major

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.

Requirements for the B.A. and B.S. Degrees

The major in Studio Art for these degrees requires a minimum of twenty-seven semester hours in studio art and nine semester hours in art history. No more than

forty-two semester hours in studio and fifteen semester hours in art history may be counted toward the graduation requirements of 120 semester hours.

Introductory core—nine semester hours: 105, 236, 208

Drawing—Three semester hours

Painting/Printmaking—Three semester hours

Three-dimensional Area (Ceramics, Sculpture, Fibers, Design, Stained Glass)
—Three semester hours

Studio Art Electives—nine to twenty-four semester hours in which an area of emphasis should be developed.

Art History—Nine to fifteen semester hours

Requirements for the B.F.A. Degree

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

Introductory core—Three courses: 105, 236, 208

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

Drawing core—Nine semester hours

Painting/Printmaking Core—Twelve semester hours: Three semester hours in painting, three semester hours in printmaking, six additional semester hours in either area.

Three-dimensional core (Ceramics, Sculpture, Fibers, Stained Glass, Design)
—Twelve semester hours

Studio Art Electives—Nine to Twenty-one semester hours

Art History—Fifteen semester hours

General requirements for the B.A., B.S. and B.F.A. degrees are outlined under descriptions of these degrees elsewhere in this bulletin.

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 21 semester hours including the following courses: Art 106, Art 208, Art 236, Art 330, 3 semester hours each in two-dimensional and three-dimensional art, and 6 semester hours in Art History.

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 the Kindergarten level through grade 12.

Dual Concentration in Fashion Marketing and Fashion Art

In conjunction with the Fashion Marketing Program, the Department of Art offers a joint curriculum combining fashion marketing with studio art in which the emphasis is placed on fashion illustration and fashion photography.

Facilities and Activities

Studios for each of the major areas in 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 may 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 also may pursue advanced study in a variety of art areas in preparation for specialized vocations within the arts.

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. Studio courses are not open for auditing.

ART 181 Beginning Still Photography. (3) An Introduction to the basic principles of still photography, camera, and darkroom techniques. 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 Two-dimensional Design and Color Theory. (3) An introductory course in the principles of design, the properties of color, and the optical effects in perception. Class problems explore the concepts of design and basic techniques of working in black and white media and color pigments and paper.

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 communication 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 course 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 using 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 238 Visual Communication Design. (3) A studio course in the development of effective visual concepts of communication through design and in the presentation and solution of design problems for business and the media. Studio problems will be both theoretical and practical in nature. The techniques for effective communication will be explored.

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 105, 208 and 236 or consent of instructor. Lab fee.

ART 302T Selected Design Problems: Studio Art. (3) Problems in various media for the studio art student as an extension of study in a particular area beyond the normal course limitation. Work done in fulfillment of this course can be done within existing class structures combined with individual study. Prerequisite: 300-level courses in appropriate areas of study and consent of instructor.

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 employing oil-based inks on a variety of papers and surfaces. Some experimentation with found-object printing, embossing, and batik also are included. Prerequisite: ART 330. 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, either as a painting or as a commercial design, constitute the focus of the course. Prerequisite: 330. Lab fee.

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

ART 330 Drawing. (3) Drawing in all media with instruction and criticism appropriate

to the need and level of the individual student. Prerequisites: ART 105 and 236. Lab fee.

ART 333 Stained Glass: Techniques and Tradition. (3) A course stressing the techniques of making stained glass pieces: windows, lampshades, 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 techniques and effects. Costs of materials will be the responsibility of the students. 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, glazing, and kiln-firing. The student broadens an understanding of ceramics through guest workshops, lectures, field trips, and visual aids. Prerequisites: ART 105 and 236. Studio fee.

ART 381 Intermediate Still Photography. (3) A concentrated study of the works of selected photographers for criticism and analysis. Students will complete assignments in photography and submit a portfolio of prints. Prerequisite: Art 181. Studio fee.

ART 385 Topics in Photography. (3) Experimental photography for the advanced student. Experimentation and manipulation of the photographic image. Students will design and submit a major portfolio of mounted prints. (May be repeated as topics vary). Prerequisite: Art 281. Lab fee.

Graduate Courses.

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 interest 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 interest 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 interest 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.

BIOLOGY

Faculty: Anderson (Chairperson), Grundhauser, Kupferer, Tietjen

Requirements for the Major

The Biology Faculty, with support from various other departments, offers two majors to Lindenwood students. One major is a traditional biology major with a liberal arts approach and is designed to meet the needs of each individual student within the areas of expertise of a diverse faculty. The second major 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.

THE BIOLOGY MAJOR:

Requirements for the Major:

1. Minimum Biology Course Requirements:

BIO 103 General Zoology	4
BIO 104 Cell Biology	3
BIO 105 Plant Biology	4
3 semester hours each from Curriculum Areas I, II, III and IV	12
Biology electives	12
	<hr/>
	35 semester hours

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

3. A maximum of 42 semester hours in Biology may be applied towards the 120 hour graduation requirement.

4. 18 hours of study within the Division of Natural Science and Mathematics, but outside the Biology Department, including:

CHM 151 General Chemistry I

CHM 152 General Chemistry II

MTH 102 College Algebra or demonstrated proficiency

MTH 106 Basic Statistics or MTH 150 Introduction to Computer Programming

These courses meet the distributional elective requirements from the Division of Natural Science and Mathematics.

Requirements for the Minor:

Students majoring in other disciplines may minor in biology by completing 20-24 semester hours of biology course work. Five areas of concentration are possible: (1) Botany, (2) Ecology/ Environmental Biology, (3) General Biology, (4) Molecular Biology, and (5) Zoology. Students considering this option should contact a member of the Biology Department to determine a plan of study best suited to the student's needs.

Facilities, Activities, and Career Opportunities for the Biology Major

Traditional and experimental courses in Zoology, Botany, Cell Biology, and Ecology are offered with emphasis in Molecular and Cellular Biology, Comparative Biology,

Organismic Biology, and Ecology and Field Biology. The faculty shares their professional experience with students in traditional classroom, laboratory, and field settings as well as in non-traditional, individualized independent studies.

Lindenwood has access to a 1,000-acre natural 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 at 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, 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, as naturalists, 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 and equipment as well as greenhouse facilities are available for instruction and individual research.

Both the B.A. and B.S. degree programs are available. Student research and independent study opportunities are provided to enable the student to penetrate one area of particular interest. Students planning to enter graduate school are advised to enroll in the B.A. degree program and should take four courses in Chemistry, including Organic Chemistry, Mathematics through Calculus, and two semesters in Physics.

Graduates of the biology program may choose to teach, to pursue graduate studies in the life sciences, enter medical, chiropractic or optometry schools, to work in corporate or medical laboratories, or in field studies for governmental agencies. In general, training and discipline in scientific thinking prepares a student to compete successfully for many jobs in and out of biology.

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. This course is not recommended for Biology majors. Lab fee.

BIO 103 General Zoology. (4) A survey of the animal kingdom from protozoa through the vertebrates. The evolutionary and ecological relationships of selected phyla are stressed, as well as special adaptations in the animals' structure, physiology, and behavior.

BIO 104 Cell Biology. (3) Concepts of cellular and subcellular organization and function are examined, stressing the relationships between cell structure and the dynamics of the cell.

BIO 105 Plant Biology. (4) A lecture and laboratory course examining concepts in cell biology, energy transformations, genetics, evolution, ecology, anatomy, and reproduction characteristic of plant life. Lab Fee.

BIO 380 Introduction to Medical Technology. (3) A course designed to introduce students to the laboratory procedures and subject matter of the medical technology program. Taught at Missouri Baptist Hospital and St. John's Mercy Hospital. Prerequisite: BIO 103

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. Prerequisite: BIO 103, 104, 105.

BIO 400 Field Study. (1-5)

BIO 450 Internship. (6 or more)

AREA I: Molecular and Cellular Biology

BIO 210 Mechanisms of Disease. (3) Overview course covering human diseases of genetic, microbiological, and physiological and environmental origins. Causes, symptoms, and treatments of various diseases including cancer, emphysema, heart diseases, and social diseases will be considered.

BIO 308 Genetics. (3) 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. Prerequisite: BIO 103, 104, 105, or consent of instructor. Lab Fee.

BIO 309 Molecular Genetics. (3) A course stressing a molecular approach to genetics. Special emphasis is given to replication and recombination, regulation of protein synthesis, and gene expression in prokaryotic and eukaryotic systems. Certain topics relevant to the students' background also are included. Prerequisite: BIO 308.

BIO 313 Immunology. (2) A lecture and laboratory course introducing concepts and technology in immunology. Prerequisites: CHM 151, BIO 104. Lab Fee.

BIO 316 Biochemistry. (4) A lecture and laboratory study of the structure and functions of the various chemical constituents of living matter. Prerequisite: CHM 361 or consent of the instructor. Lab Fee.

AREA II: Organismic Biology

BIO 321 Nutrition. (2) A study of the principles of nutrition and relationships between nutrition and health. Prerequisites: BIO 103, 104.

BIO 324 Animal Behavior. (3) 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. Prerequisite: BIO 103 or consent of instructor. Lab Fee.

BIO 327 Vertebrate Anatomy and Physiology I. (4) A study of the structure and function of vertebrate organ systems with special reference to man. 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: A 100-level course in biology or consent of instructor. Lab Fee.

BIO 328 Vertebrate Anatomy and Physiology II. (4) A study of the structure and function of vertebrate organ systems with special reference to man. 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: A 100-level course in Biology or consent of instructor. Lab Fee.

BIO 329 Advanced Physiology. (3) Physiological principles of normal body function are examined. Special emphasis on homeostatic mechanisms operating at all levels, from chemical events to organ system function. Prerequisites: BIO 327, BIO 328, CHM 151, 152 or permission of instructor.

BIO 334 Plant Growth and Development. (4) 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 105. Lab Fee.

AREA III: Comparative Biology

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

BIO 247 Greenhouse Horticulture. (3) A course in selection, propagation, and cultivation of plants 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 342 Comparative Physiology. (3) Adaptive physiological strategies of animals are compared. Diversity of approaches to O_2 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. (4) A lecture and laboratory study of invertebrate groups with the exception of the insects. Emphasis is placed on the ecology, behavior, physiology, and phylogenetic relationships of the taxa. Prerequisites: BIO 103, 104, 105. Lab Fee.

BIO 344 Vertebrate Natural History. (4) A survey of the vertebrates emphasizing characters and systematics, factors governing distribution, adaptations to different environments, reproductive physiology, and behavior, and population dynamics. Laboratory work includes identification, behavior, and ecology of fishes, amphibians, reptiles, birds, and mammals. Local field trips are planned. Prerequisites: BIO 103, 104, 105. Lab Fee.

BIO 345 Economic Entomology. (4) 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 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 103, 104, 105. Lab Fee.

BIO 351 Field Studies in Taxonomy. (3-5) Studies on a taxon of student's choice will be conducted on Cuivre River property. Work will include collection, identification, and preservation techniques. Prerequisite: BIO 103, 104, 105. Lab fee.

BIO 353 Microbiology. (4) A course relating the major principles in biology to the microbial world. Primary emphasis is on the bacteria, with consideration of algae, fungi, protozoa, viruses, and other microorganisms. Prerequisite: BIO 103, 104, 105, or permission of instructor. Lab Fee.

BIO 355 Survey of Plants. (4) A lecture and laboratory survey of the plant kingdom emphasizing gross structure, reproduction, and evolutionary relationships of represen-

tative forms. Prerequisites: BIO 103, 104, 105. Lab Fee.

BIO 357 Aquatic Algae of the Region. (2) Collection, identification, and classification of local algae with special emphasis on field and laboratory studies. Prerequisite: BIO 105, or consent of instructor. Lab Fee.

BIO 358 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 103, 104, 105 or permission of instructor.

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. Lab Fee.

BIO 162 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.

BIO 260 Marine Biology in the Subtropics. (2) 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. Lab fee.

BIO 262 Field Biology in Florida. (3) An outdoor laboratory in Florida's subtropical ecosystems. Studies include microhabitats, birdlife, and coral reefs in such places as the Florida Keys, Everglades National Park, Corkscrew Swamp, and other distinctive habitats. Students participate in field observation and study, evening discussions, and conduct an independent project under the direction of the instructor. Prerequisite: consent of instructor. Lab Fee.

BIO 263 Ecology of Southeastern Missouri. (1) A two-day field trip to study the shallow ponds, meander cutoffs, swamps, and bottomland forests characteristic of Missouri's southeastern lowlands. The elevation and geology of the region allow flora and fauna usually found in more southerly states. Physical factors, wildflowers, trees (some of the largest specimens in existence), birds, and other denizens of an ancient swamp where the Mississippi once flowed are emphasized. Mingo National Wildlife Refuge and Oak Tree State Park will be of particular interest. Prerequisite: consent of instructor. Lab Fee.

BIO 264 Alpine Ecology. (2) A two-week backpacking experience into the upper elevations of the Rocky Mountains. The major components of the course are the ecology and natural history of alpine organisms, the geology and topography of montane environments, and basic backpacking technique and wilderness survival skills. Prerequisite: consent of instructor. Lab Fee.

BIO 362 Ecology. (4) A study of the interrelationships of animals, plants and their environment. Field trips are taken to local ponds, marshes, streams, woods, and reserves to observe living communities. Prerequisites: BIO 103, 105, or consent of instructor. 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 103, 104, 105.

THE MEDICAL TECHNOLOGY MAJOR

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 an 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 104 and 105, 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.

Facilities and Activities

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

Career Opportunities

Certified Medical Technologists enter a field currently experiencing scarcity of job applicants. Jobs are available in hospitals, clinics, private industry, blood banks, and in medical equipment sales.

Courses of Study for Medical Technology Major 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 of and techniques used in the study of coagulation are examined in lecture and laboratory activities.

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 Immunohematology. (3-5) Blood Group systems and immune response are studied with an emphasis on genetics, incidence, serologic reactions, and rare 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 inter-

actions 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: King (Acting Chairperson), Hulett, Perry, Ruyter, Wong, Ammann

Requirements for the major

In addition to general college requirements, the Business Administration requirements include:

Basic Business Administration courses (24 semester hours): BA 102 Principles of Accounting I, BA 103 Principles of Accounting II, BA 204 Business Law, BA 205 Principles of Marketing, BA 220 Introduction to Data Processing, BA 300 Principles of Management, BA 307 Principles of Finance, BA 349 Business Policy.

Courses outside the Business Administration department (9 semester hours): ECC 101 Economics I, ECC 102 Economics II, SS 310 Social Science Statistics.

Electives in Business Administration (12 semester hours).

No more than 15 semester hours of additional electives may be taken in the Business Administration curriculum.

Total program requirement: 45 semester hours.

Total degree requirement: 120 semester hours.

Requirements for the Minor

A minor in Business Administration consists of the following requirements: BA 102, BA 103, BA 204, BA 205, BA 220, BA 300, BA 307, and ECC 101. (21 semester hours in Business Administration, 3 semester hours in Economics)

Students who wish to qualify for the B.A. degree in Business Administration must meet the Lindenwood requirements for that degree. In addition to the B.S. and B.A. degrees in Business Administration described above, Associate in Science degrees in Business Administration, Data Processing, and Fashion Marketing, consisting of 66 semester hours, are offered (see section on requirement for degrees). Courses taken for a two-year degree may be applied toward the bachelor's degree program.

Career Opportunities

Within the above program, students may develop sufficient training in Business Administration to secure entry level positions in business careers. Alternatively, they may secure a background for admission to graduate study in business, law, or in other professional fields. Particularly for evening students, programs of study can be implemented to enhance careers which are already begun.

The specific major outlined here is Business Administration. Students may develop areas of concentration comprised of advanced courses in Business Administration (e.g., in Marketing or Accounting) to suit a specific career objective.

Students who have interests outside the scope of Business Administration may develop majors in other fields which satisfy personal interests in liberal arts or which supplement basic training in Business Administration with an additional major in such fields as Management of Human Resources, Data Processing, and Mathematics. Such majors may be very useful to students in defining well-thought-out career objectives. Careful early planning can make possible uniquely suitable vocational and/or graduate school preparation.

Accounting

BA 102, 103 Principles of Accounting I, II. (3, 3) An introduction to 'the language of business' used in financial and managerial decision-making. Accounting principles applied to corporations, partnerships, and sole proprietorships are studied. Topics include: the accounting cycle, working papers, financial statements, accounts, ledgers, and an introduction to the managerial uses of accounting.

BA 301 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 103.

BA 302 Federal Income Tax. (3) Income tax regulations and laws affecting individuals. A beginning course designed for all persons who wish to learn about federal income taxes. Practical problems are used extensively. Prerequisite: BA 103.

BA 305 Cost Accounting. (3) Concepts of cost determination, reporting, and control applied to manufacturing operations. Emphasis is placed upon job order and process cost accounting systems. Prerequisite: BA 103.

BA 310, 311 Intermediate Accounting I, II. (3, 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 upon the "fairness" of statement presentations. Prerequisite: BA 103.

BA 313 Advanced Accounting. (3) Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates, and trusts. Prerequisite: BA 311.

BA 316 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 311.

BA 317 Budgeting. (3) Objectives and methods of preparing coordinated and flexible budgets for business planning and control purposes. Prerequisite: BA 103.

Data Processing

✓ BA 220 Introduction to Data Processing. (3) This first course of the Data Processing

series covers the need for data processing, the types of digital computers, historic development of computers, major components of computer systems, and the impact of computers on business management. Three common languages (COBOL, FORTRAN and BASIC) are considered.

- BA 221 Introduction to Flowcharting and Logic. (3) A study in methods of problem-solving used in designing computer-based application programs, including systems flowcharting, application program flowcharting, and structured techniques for systems and application program design. Prerequisite: BA 220 or consent of instructor.

BA 320 COBOL I. (3) Computer programming for business applications in structured COBOL. Applications using sequential file techniques are written, compiled, and executed by the student on the computer. Prerequisite BA 221 or concurrent enrollment in BA 221. Lab Fee.

- BA 321 Computer Concepts and Design. (3) A study of binary and hexadecimal arithmetic, internal organization, and operation of a computer system. Introduces the operating system, utility programs, machine code, and symbolic language. Prerequisite: BA 220.

BA 323 Systems Theory and Design I. (3) The emphasis in this course is on analysis and the function of a systems analyst. Special attention is directed toward the various activities of the System Development Life Cycle and how these activities apply in the business world. Other topics include communication skills and techniques, tools available to the analyst (including Data Flow Diagrams), feasibility studies, and systems proposals. Prerequisite: BA 221 or consent of instructor.

- BA 324 RPG. (3) A study of the Report Program Generator language (RPG). Programs are written, compiled, and executed by the student on the computer. Prerequisite: BA 220.

BA 325 COBOL II. (3) Students develop application programs using multiple input files and random file techniques. All programs are coded, compiled, and executed on the computer by students using structured techniques. Prerequisite: BA 320. Lab Fee.

BA 326 Data Base Management Systems. (3) A survey of the various Data Base Management Systems, their benefits to a business, justification methods, and their applications in business to provide management with information to manage the organization's resources. Prerequisite: BA 342.

BA 327 Computer Operations and Management. (3) A course to train students in the operation of peripheral equipment, operating systems, and utility programs. It presents the principles to manage a computer operation, including supervision, control, maintenance, security, scheduling, performance management, and documentation requirements. Prerequisite: BA 321.

BA 328 Systems Theory and Design II (3) The emphasis in this course is on design, with special attention to the structured approach of solving business problems. Topics covered include forms requirements and design, screen design, program specifications, walkthroughs, file and data base design, computer evaluation, project management techniques and tools, and implementing a computer base system. Prerequisite: BA 323 or consent of instructor. Concurrent enrollment in BA 323 may be permitted.

Additional computer-related courses are offered through the mathematics department.

Finance

BA 307 Principles of Finance. (3) A study of the environment of financial manage-

ment, with emphasis upon financial planning and control, working capital management, cost of capital, capital budgeting techniques, and long-term financing. Prerequisites: BA 103, ECC 101, ECC 102.

BA 330 Investments. (3) Concentration upon investment principles and categories, risk and security analysis. Types of securities are related to investment policies and goals. Prerequisite: BA 307 or consent of instructor.

BA 331 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. Prerequisite: BA 307.

BA 337 Analysis of Financial Statements. (3) Statement analysis from various viewpoints (creditors, owners, investors) and for various purposes (liquidity, risk, profitability, responsibility, accounting). Prerequisite: BA 307.

Management

BA 240 Management of Human Resources. (3) A study of the manager's relationships with people. Major topics include organization, personnel selection, motivation, morale and discipline, and problems of communication, benefits, and organizational change.

BA 300 Principles of Management. (3) A study of the history, principles, and philosophy of effective management. The functions of planning, organizing, staffing, directing, and controlling are investigated. Case studies are used to relate theories and practices. Prerequisites: BA 102, BA 205, ECC 101.

BA 345 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.

BA 346 Problems in Management. (3) By extensive analysis of business cases, students are exposed to corporate situations requiring the use of knowledge and theories from a wide range of business disciplines. Prerequisite: BA 300.

BA 348 Management of Personnel Systems. (3) The systems approach applied to personnel administration and current problems and topics relating to the management of human resources. Each student will research and report on a topic of interest. Prerequisites: BA 240, 300.

Marketing

BA 205 Principles of Marketing. (3) A study of the fundamental principles of marketing and the total system of activities designed to plan, price, promote, and distribute goods and services to the consumer.

BA 350 Principles of Advertising. (3) Advertising as a function of marketing, to include study of various media and techniques. For business and non-business students. Prerequisite: BA 205.

BA 352 Retail Management. (3) Organization and management of retail stores. Decisions concerning policies, systems, personnel, inventory control, consumer and market analysis, image, promotion, and expense control. Prerequisite: BA 205.

BA 353 Marketing Management. (3) The decision areas of product policy, pricing, distribution, and promotion. The competitive, social, and legal factors involved in

these decisions. The case method approach is used in conjunction with lectures. Prerequisite: BA 205.

BA 356 Consumer Behavior. (3) The human variable which must be considered in effective marketing management. Concepts from sociology, psychology, anthropology, and other behavioral disciplines will be related to the 'marketing concept' of consumer orientation to learn more about why people buy. Prerequisite: BA 205.

Special Business Courses

BA 100 Introduction to Business. (3) A survey of business in our society and its environment, to include organization, function, management, control, and future. May not be taken by those with junior or senior standing for departmental credit.

BA 185 Business and the Consumer. (3) A survey of federal and state consumer protection laws. Emphasis will be to analyze the legal rights and obligations imposed upon purveyors and users of consumer goods and services.

BA 204 Business Law I. (3) An introduction to the sources of law and the judicial function, contracts, agency, and employment, partnerships, and corporations.

BA 340 Business and Society. (3) Provides substantive study of an apparent dilemma: the need for business and economic growth without sacrificing ecological, moral, and ethical imperatives. Lectures, discussions, and cases will be used to develop the background of contemporary problems and the insight into both sides of the problems themselves, progress made to date, and a framework for reasonable approach to solutions in the future. Prerequisite: BA 300.

BA 341 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 204.

BA 347 International Business. (3) Students explore the economic, regulatory, financial, political, social, and cultural framework in which international business is conducted, as well as the global strategies of the multinational firm. Prerequisites: BA 103, ECC 101, BA 300.

BA 383 Small Business Management. (3) An examination of principles and methods in the operation of a small business. Emphasis is placed on planning, control, financing, and management. Prerequisite: BA 103.

BA 389 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. Prerequisites: BA 205 or consent of instructor.

LINDENWOOD M B A

The Lindenwood M.B.A. Program is a part-time program designed to meet the educational needs of persons already embarked upon careers. It provides managers and executives an opportunity to pursue a graduate degree program while they continue to be employed. With a faculty oriented toward the application of theory to

practice, the MBA offers a comprehensive and professional degree aimed at educating forward-looking managers for the continuation of a wide range of careers in private, public, and non-profit organizations. The Lindenwood Program responds to the changing needs of students and employers by preparing men and women to assume more responsible managerial positions in a complex and changing society.

Courses in the program usually meet once a week during the evenings or on weekends. Most students take one or two courses in each term. The Department of Business Administration views two courses per term as the maximum for effective integration of academic resources with the professional responsibilities of the students.

Admission Requirements

The program is open to any qualified holder of a bachelor's degree from an accredited college or university, regardless of undergraduate major field of study. The program, is, however, oriented toward applicants who can present evidence of managerial aptitude and potential to participate successfully in graduate-level studies.

Admission to the program is selective and based upon the applicant's proven potential to benefit from graduate level study. This is determined on an individual basis and depends upon the applicant's professional experience, undergraduate academic performance, score on the *Graduate Management Admission Test*, and the department faculty's prediction that the student will benefit from the program and the program will benefit from the classroom contribution of the candidate.

Applicants to the program are required to submit:

- (1) A completed application form and a non-refundable application fee.
- (2) Official transcript from the institution granting the undergraduate degree;
- (3) The score on the Graduate Management Admission Test;
- (4) An up-to-date resume.

Upon receipt of the above, the Department of Business Administration will conduct an admission interview and make its recommendation to the Lindenwood Graduate Admissions Committee, which has responsibility for the final admission decision.

The Graduate Management Admission Test (GMAT) is designed to measure one's aptitude for graduate study in management and serves primarily to assist the student and his/her faculty advisor in the planning of a program of study. Applicants who have completed all of the above requirements except the GMAT may, with the permission of the Department of Business Administration, enroll for one term as special students (see below). Since the GMAT is offered only four times a year, advance planning is necessary. Information concerning dates when the exams are given may be obtained at Lindenwood. Complete test information and an application form may be obtained by writing the GMAT, Educational Testing Service, Box 966, Princeton, N. J. 08541.

SPECIAL STUDENTS

Students who wish to take graduate courses without formal admission to a degree program are classified as "special students". This classification is granted only by the Department of Business Administration. In courses in which enrollment is limited, first priority is given to students formally admitted to the program. Special students are not exempt from any prerequisites which may be specified for a course. In addition, successful completion of courses as a special student does not guarantee admission to the program. A special student in the MBA Program may not take more than six semester hours of course work without having formally applied for admission to the

program. Exceptions must be approved by the Department of Business Administration.

Degree Requirements

The program of study leading to the Lindenwood MBA consists of 36 semester hours of courses offered in five subject areas: Accounting and Information Systems, Finance, Management, Marketing, and Business Environment. A concentration in International Business is also available (see Graduate Certificate in International Business). The 36 semester hours of course work include 18 semester hours of required courses and 18 hours of electives.

The required courses are:

- MBA 511 Managerial Accounting
- MBA 512 Management Information Systems
- MBA 531 Financial Policy
- MBA 541 Organizational Development
- MBA 551 Marketing Policies
- MBA 545 Business Policies and Strategies

All required courses with the exception of MBA 545 should be taken prior to the selection of elective courses. MBA 545 is an integrative course and should be taken near the completion of the program. In addition, each candidate must select at least two of the elective courses from the Business Environment area of study.

A Masters Thesis may be counted for as many as two courses or six semester hours with the approval of the Department of Business Administration.

At the time of acceptance of a student into the program, a maximum of six semester hours of graduate transfer credit may be applied toward the MBA degree. Decisions to accept transfer credit will be made by the Department of Business Administration.

Students who are exceptionally well-prepared in one or more of the required areas of study may select, with the approval of the Department of Business Administration, alternative upper-level courses to satisfy their degree requirements.

The MBA Program requires a background in accounting, finance, marketing, and management. Candidates who are admitted to the program without this background will be required to complete the basic concepts courses (MBA 510, 530, 540, 550) in those areas in which the student lacks experience. This determination will be made as part of the admission process. Students found to be lacking in preparation or experience will be required to complete the relevant concepts course(s) prior to enrolling in higher level courses within the subject area(s). *The 36 hour degree requirement does not include these prerequisite courses.*

To remain in good standing the student must establish and maintain an average grade of B. A student who falls below the B average will be placed on probation and will need to consult with a full-time faculty advisor. Failure to remove oneself from probationary status or receipt of a third grade of C or lower shall be reason for dismissal from the program. A student who has attained 21 or more semester hours, including any concepts courses that may be required, and receives a third grade of C may petition the Graduate Admissions Committee to remain in the Program.

Master of Science in Administration

The Lindenwood Master of Science in Administration Program recognizes the desire of professionals from industry, government, education, health care, and other fields to pursue graduate training in administration which builds upon skills and knowledge gained through their career experiences. Coursework, although attuned to

theory and methodology, emphasizes the practical aspects of administration and much of the information gained from the classroom experience has immediate application to the students' professional positions.

Courses in the program usually meet once a week during the evenings or on weekends. Most students take one or two courses in each term. The Department of Business Administration views two courses as the maximum for effective integration of academic resources with the professional responsibilities of the students.

Admission to the Program

Students seeking admission to Lindenwood's Master of Science in Administration (MSA) degree program must possess a Bachelor's degree from an accredited college or university. Applicants are not required to have an undergraduate degree in Business Administration, although those with little or no background in the administration area are advised that additional general background reading may be required. Applicants to the program are required to submit the following information to the Department of Business Administration for review and recommendation.

- (1) A completed application form and non-refundable application fee.
- (2) An official transcript from the institution granting the undergraduate degree

Upon receipt of the above, the Department of Business Administration will conduct an admission interview and will make its recommendations to the Lindenwood Graduate Admissions Committee, which has responsibility for the final admission decision.

Degree Requirements

The program of study leading to the Lindenwood MSA degree consists of 36 semester hours. Due to the specialized nature of this degree, 30 semester hours consist of specific required courses and six hours are elective. Specific requirements are as follows:

- (1) A minimum of 30 semester hours must be completed in Lindenwood College courses.
- (2) Students must complete all ten required courses unless credits are approved for transfer against or substituted for specific courses.
- (3) Remaining coursework must be taken from approved electives. The course entitled MBA/MSA 549, Special Topics in Administration, may be applied for completion of degree requirements which will give the student an area of concentration in the field of administration.

Students who are exceptionally well prepared in one or more of the required areas of study may select, with the approval of the Department of Business Administration, alternative upper-level courses to satisfy their degree requirements.

To remain in good standing, the student must maintain an average grade of B. A student who falls below the B average will be placed on probation and will need to consult with a faculty advisor. Failure to remove oneself from probationary status or receipt of a third grade of C or lower shall be cause for dismissal from the program.

Up to six hours of graduate level credit may be transferred into the program, provided a grade of B or better was received and the credit is related to the student's area of study.

Required Courses

MSA 502 Administrative Utilization of Computer Systems

- MSA 510 Financial Accounting Concepts
- MSA 512 Management Information Systems
- MSA 530 Financial Concepts
- MSA 540 Organizational Concepts
- MSA 543 Personnel Management and Labor Relations
- MSA 545 Business Policies and Strategies
- MSA 546 Human Relations for Administrators
- MSA 550 Marketing Concepts
- MSA 587 Institutional Ethics and Corporate Social Responsibility

MSA 545 is an integrative course and should be taken near the completion of the program.

Graduate Certificate Program in International Business

This program is designed to address the needs of business personnel who currently are working in the international area of their employers' operations, who anticipate involvement with an international business unit, or who are seeking employment in international business. The program also may benefit managerial personnel who are considering the development of an international component for what is now a strictly domestic business operation.

The curriculum is designed to instruct business personnel in special problems, prospects, and operations of the international business community. Each course offers a particular operational perspective but together they form a coherent and unified body of study.

Requirements

The Graduate Certificate in International Business consists of six required courses, or 18 semester hours.

- IB 583 International Business and Cross-Cultural Communications
- IB 582 International Trade
- IB 554 International Marketing
- IB 544 International Management
- IB 534 International Finance
- IB 584 International Business Environment Analysis

These courses may be applied toward the Lindenwood MBA upon individual application to and acceptance into the MBA program. Precise requirements will range from an additional 18 to 30 hours of coursework, depending upon each applicant's preparation.

COURSE DESCRIPTIONS

Accounting and Information Systems

MBA/MSA 502 Administrative Utilization of Computer Systems. (3) The computing function is a company-wide service which supports the management information system and functional operations. The objective of this course is to present the facets of computer utilization to which the administrator is exposed. Areas covered include data processing, organization, hardware, software "programming" concepts, systems design concepts, tele-communications, data base, word-processing, and common business and institutional applications.

MBA/MSA 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/MSA 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.

MBA/MSA 512 Management Information Systems. (3) Exploration of computer resources, concepts, and applications commonly available to managers. Examination of managerial and technical skills and responsibilities required to use information systems. Emphasis is given to the system concept as an integrating approach to visualizing and describing existing management activities with particular attention to data and information.

MBA/MSA 515 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.

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/MSA 519 Special Topics In Accounting and Information Systems. (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.

Finance

MBA/MSA 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 analysis, working capital management, capital budgeting, long-term financing.

MBA/MSA 531 Financial policy. (3) This course covers statement analysis, mergers, acquisitions, management/shareholder relations, dividend policy, long-term financing, money and capital market institutions.

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.

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.

MBA/IB 534 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.

MBA/MSA 539 Special Topics in Finance. Utilizes special faculty resources to enable individuals or seminar groups to explore advanced and topical areas of finance. A maximum of 6 hours may be earned in this Special Topics area.

Management

MBA/MSA 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.

MBA/MSA 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/MSA 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/IB 544 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.

MBA/MSA 545 Business Policies and 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.

MSA 546 Human Relations for Administrators. (3) Current behavioral science concepts as applied to the administration of human relations in the organizations. Employee needs and job characteristics, concepts of motivation, methods for job enlargement and job enrichment, goal-oriented management, the concept of the achiever, effect of systems approach to management on the employee and the organizational structure are discussed.

MBA/MSA 549 Special Topics In Administration. Utilizes special 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/MSA 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.

MBA/MSA 551 Marketing Policies. (3) Major decision areas in marketing using a case study approach. Selection of channels of distribution and promotion programs, evaluation of marketing research information, and determination of pricing and product policy.

MBA 552 Consumer Behavior. (3) This course examines psychological, sociological, and economic variables, including motivation, learning, attitude, personality, small groups, social class, demographic factors, and culture, and their effects on purchasing behavior.

MBA 553 Marketing Management. (3) An application of management theory and decision-making techniques in the areas of promotion, product planning and development, distribution, and pricing.

MBA/IB 554 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 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.

MBA/MSA 559 Special Topics in Marketing. Utilizes special faculty resources to enable individuals or seminar groups to explore advanced topical areas of marketing. A maximum of 6 hours may be earned in this Special Topics area.

Business Environment

MBA/MSA 580 Legal Environment of Business. (3) This course focuses on law, legal processes, and legal institutions. The derivation of business laws, present attitudes toward those laws, and future trends in business law are considered. Taxation, commerce regulations, contract law, antitrust legislations, and labor-related legislation also are included.

MBA/MSA 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/IB 582 International Trade. (3) One of two introductory courses for the International Business program, providing an historical perspective on patterns of trade between and within demographic regions and examining recent shifts in traditional markets and the forces that have led to them. Current world-wide interests in strategic resources will be examined in this context. Analysis of import/export opportunities, problems, and constraints also is provided, particularly from the American business point of view.

MBA/IB 583 International Business and Cross Cultural Communications. (3) One of two introductory courses for the International Business program. Provides an overview of the international business milieu with specific reference to relations between home and host countries, demographic and geopolitical patterns and problems, the need of international entrepreneurs to familiarize themselves with the common business attitudes, customs, and constraints of other peoples.

MBA/IB 584 International Business environment 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.

MBA/MSA 586 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.

MBA/MSA 587 Institutional Ethics and Corporate Social Responsibility. (3) Deals with the ethical and social responsibilities of institutions and business enterprises, looking at both the conceptual and operational aspects. Implications for the individual institution and the entire social system are emphasized.

MBA/MSA/IB 588 Negotiation Theory and Practice. (3) A study of the theory and practice of effective negotiating. Major topics include: the psychology of negotiations, goal setting, persuasion, influence, and power. Also covered are negotiation planning, principles, tactics, techniques, and counter-measures.

MBA/MSA 593 Independent Study.
MBA/MSA 599 Thesis.

CHEMISTRY

Faculty: Bornmann (Chairperson), Seif El-Nasr

Requirements for the Chemistry Major

A major in chemistry requires the completion of at least 34 credit hours in chemistry including at least one course of organic, inorganic, analytical, and physical, two courses in mathematics (including MATH 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, 351, 352, 361, 362, 471, and 472.

Career Opportunities

The Chemistry Department prepares students for a chemistry career in industry, government, academic institutes, and medical labs. Chemistry graduates are prepared for graduate studies in chemistry and related fields. Pre-professional courses 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.

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

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, stereo-chemistry, 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 and instrumental techniques 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. Prerequisite: CHM 152. Lab fee.

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. Prerequisite: CHM 152. Lab fee.

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. Prerequisite: CHM 152. Lab fee.

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

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

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 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. Prerequisites: CHM 361, 352, and PHY 304 (or PHY 152 plus MTH 172). Lab fee.

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. Prerequisite: CHM 471. Lab fee.

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

COMMUNICATIONS

Faculty: Schwienher (Chairperson), Fields, Shiller, Wilson

The Department of Communications offers courses in broadcasting, journalism, film, public relations, and speech communication. A major is offered in mass communication and a minor in speech communication.

Students with a Mass Communication major should understand that career training for this discipline mandates a strong background in excess of vocational training. In addition to the courses required for the major, the student is urged to select courses which will lead to a strong foundation in the liberal arts. The student will work closely with an advisor to plan course selection and program development.

Mass Communication

Requirements for the Major

In addition to the general college requirements, the Mass Communication major will be required to take the following core courses:

- MC 100 Introduction to Mass Communication (3)
- MC 401 Mass Communication Law (3)
- MC 405 Mass Media and Society (3)
- SC 123 Interpersonal Communication (3)
- SC 240 Interviewing Skills (1)
- ENG 311 Writer's Workshop (3)
- or ENG 312 Writing for Film and Broadcasting (3)

Beyond the basic core courses, the student will be required to complete an additional 24 - 30 hours of mass communication coursework. The student may create a general mass communication program or elect to specialize in a particular emphasis within the communications field. The programs are as follows:

General Mass Communication

Core coursework

- 2 credits in MC 301 Applied Mass Communication
- 22-28 credits in other mass communication courses

Broadcast Production and Performance

Core coursework

- MC 351 Radio Production (3)
 - MC 354 Television Production (3)
 - MC 344 Broadcast Newswriting (3)
 - MC 270 History of Film *or* MC 372 Film and Broadcast Documentaries (3)
 - MC 352 Advanced Radio Production *or* MC 355 TV Field Operations (2)
 - MC 303 Audience Research *or* MC 403 Radio-TV Organization and Management (3) *or* MC 308 Broadcast Programming Strategies (2)
- 2 semester hours in MC 301 Applied Mass Communication

Broadcast News and Public Affairs

Core coursework

- MC 341 Basic Reporting (3)
 - MC 344 Broadcast Newswriting (3)
 - MC 345 Advanced Broadcast Newswriting (3)
 - MC 351 Radio Production (3)
 - MC 354 Television Production (3)
 - MC 372 Film and Broadcast Documentaries (3)
 - MC 352 Advanced Radio Production *or* MC 355 Television Studio Operations
- 2 semester hours in MC 301 Applied Mass Communication

Broadcast Sales and Management

Core coursework

- MC 303 Audience Research (3)
 - MC 304 Broadcast Advertising Sales (3)
 - MC 308 Broadcast Programming Strategies (2)
 - MC 344 Broadcast Newswriting (3)
 - MC 351 Radio Production (3)
 - MC 354 Television Production (3)
 - MC 403 Radio-Television Management (3)
- 2 semester hours in MC 301 Applied Mass Communication

Journalism

Core coursework

- ART 181 Beginning Still Photography (3)
 - MC 341 Basic Reporting (3)
 - MC 342 Advanced Reporting (3)
 - MC 343 Editing (3)
 - MC 344 Broadcast Newswriting (3)
 - MC 349 Production and Layout (3)
 - MC 372 Film and Broadcast Documentaries (3)
- 2 semester hours in MC 301 Applied Mass Communication

Public Relations

Core coursework

- ART 181 Beginning Still Photography (3)
- MC 341 Basic Reporting (3)
- MC 343 Editing (3)

- MC 344 Broadcast Newswriting (3)
- MC 347 Organizational Newsletters (3)
- MC 349 Production and Layout (3)
- ART 237 Visual Communications for Business (3)
- BA 389 Public Relations (3)
- 2 semester hours in MC 301 Applied Mass Communication

Career Opportunities

The Mass Communication major is intended to provide a solid background in communications, 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, broadcast traffic manager, newspaper reporter and editor, public relations director, advertising copywriter, photographer, in-house and institutional publisher, free-lance writer, advertising sales representative, television production assistant, and broadcast engineer.

Mass Communications Courses

MC 100 Introduction to Mass Communication. (3) A Survey of the mass communications 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, and advertising.

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.

MC 271 Contemporary Film. (3) Viewing and analytical discussion of selected films with emphasis on Western, Eastern European, and Third World films and filmmakers. Lab fee.

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

MC 301 Applied Mass Communication. (1) Staff assignments to campus-related media. Assignments may include: the college newspaper, KCLC-FM (radio), KCLC-TV (cable television), and departmental newsletters. Prerequisite: consent of instructor.

MC 302 Mass Communication History. (3) A study of the historic development of the mass media and their interrelationships with society. Emphasis is given to mass communication in America. Prerequisite: MC 100

MC 303 Audience Research. (3) An examination of various survey methods which will lead to an understanding of media marketing strategies. Students will participate in an audience research project. Prerequisite: MC 100 and MTH 106.

MC 304 Broadcast Advertising Sales. (3) Examination of the economic structure of the broadcasting industry and its relationships to other industries. Discussion of the function of the broadcast salesman, techniques of selling broadcast time, commercial copy writing, and servicing the customer. Directed experiences in actual sale of commercial time. Prerequisite: MC 303.

MC 308 Broadcast Programming Strategies. (3) An examination of program types, rating systems, program selection, and audience appeals. Design and discussion of specific programs intended to reach specific target audiences. Prerequisites: MC 351 and MC 354.

MC 341 Basic Reporting. (3) The role of the reporter in communicating public intelligence. Laboratory work in basic news gathering, reporting, and writing techniques. Work on the LINDENWOOD LEDGER. Prerequisites: ENG 102 and MC 100.

MC 342 Advanced Reporting. (3) Gathering information and writing news, background, and interpretive stories. Analysis of legal, social, and moral responsibilities of the reporter. Work on the LINDENWOOD LEDGER. Prerequisite: MC 341.

MC 343 Editing. (3) The planning and production of a newspaper. Focus on the development of news judgment. Story selection, copy editing, headline writing, picture selection and display, and make-up will be highlighted in laboratory work. Students use standard reference books. Prerequisite: MC 341.

MC 344 Broadcast Newswriting. (3) A laboratory course in the preparation and presentation of newscasts and special news programs. Consideration of reporting, interviews, documentaries, and special events. Prerequisite: ENG 102, MC 100, MC 341. Lab fee: \$10.

MC 345 Advanced Broadcast Newswriting. (3) Advanced assignments in the preparation and presentation of broadcast news. Specialized reporting assignments and techniques in news coverage. Emphasis on public affairs reporting. Prerequisite: MC 344. Lab fee: \$10.

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 newsletter. Prerequisite: consent of instructor. Lab fee: \$10.

MC 348/548 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, and editing information, and dealing with administrators. (This course is intended for those certified in secondary education.)

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 343.

MC 351 Radio Production. (3) An introduction to basic radio station operations. Analysis of programs and audiences in American radio broadcasting. Directed experiences in organization, writing, production, direction, and performance of basic radio programs. Prerequisite: MC 100 or concurrent registration. Lab fee.

MC 352 Advanced Radio Production. (2) 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 351 and MC 344. Lab fee.

MC 354 Television Production. (3) Theory and practice of television production techniques. An examination of basic program types, equipment, staff organization,

studio procedures, and production problems. Prerequisite: MC 351. Lab fee.

MC 355 Television Field Operations. (2) Practical application of television production techniques used in remote broadcasts. Skills development in sophisticated camera operation and video-tape editing. Prerequisite: MC 354, Lab fee.

MC 356 Advanced Television Production. (2) Students carry out advanced creative problems in television production and direction. Preparation, production, and evaluation of various programs which may include news, discussion, educational, interview, entertainment, documentary, commercial, and special events. Prerequisites: MC 354 and MC 344. Lab fee.

MC 370 Topics in Film. (3) Concentrated study in one aspect of film such as genre studies or the films of specific directors. Prerequisites: MC 100 and MC 270 or consent of instructor. May be repeated as topics vary. Lab fee.

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 the controversial nature of contemporary television commentaries. Prerequisite: MC 100. Lab fee.

MC 401 Mass Communications Law. (3) The study of laws which affect and regulate the mass media. Includes a study of constitutional, statutory, and administrative laws. Prerequisite: MC 100 and senior standing.

MC 403 Radio-TV Management. (3) A study of the operation and management functions of radio and television stations. Special emphasis on the various departments common to all size stations. An examination of basic personnel management techniques is included. Prerequisite: MC 344, MC 351, MC 354.

MC 405 Mass Media and Society. (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 450 Internship in Mass Communications. (1-6) Supervised work experience for the advanced student which requires the application of mass communication principles, skills, and strategies in a professional communications organization. Prerequisites: junior or senior standing and consent of department chair.

SPEECH COMMUNICATION

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

Requirements for the Minor:

SC 121, 123, 222, 228, 240, 320 or 326, 322 or 323: total of 19 semester hours.

Speech Communication Courses

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 123 Interpersonal Communication. (3) An introductory study of the dimensions of speech communication. The course will examine the oral communication process in intrapersonal 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 223 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 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 kinesic 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. Topic 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 320 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 123 or consent of the instructor.

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

actions 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 123 or SC 222.

COMPUTER SCIENCE

Requirements for the Major

A major in Computer Science requires 24 semester hours in computer science and 22 semester hours in related mathematics courses. Specifically, these requirements are CSC 101, 102, 303, 304, 305, 406, 407, 408, and MTH 171, 172, 315, 321, 341, and 342.

Requirements for the Minor

The minor in Computer Science requires 18 semester hours of computer science including CSC 101, 102, 303, 304, 305, and at least one 400 level course. This minor will be a useful complement to a wide variety of majors - including biology, chemistry, mathematics, business administration, English, art, communication arts.

Facilities

The college computing facilities include four Apple Computers, and a Cromenco Z80 microcomputer, as well as a minicomputer and access to other computing facilities through EDUNET. A new minicomputer is currently being sought.

Courses of Study

CSC 101 Introduction to Computer Science I. (3) The purpose of this course is to introduce problem-solving methods and algorithm development, to teach a high level programming language (PASCAL), and to use it to design, code, debug, and document programs using techniques of good programming style. Topics include computer organization, programming language, and programming algorithm development.

CSC 102 Introduction to Computer Science II. (3) A continuation of Introduction to Computer Science I, furthering the development of disciplines in program design, style and expression, in debugging and testing, especially for larger programs. The course introduces algorithmic analysis and basic aspects of string processing, recursion, internal search/sort methods, and simple data structures. Prerequisite: CSC 101.

CSC 303 Introduction to Computer Systems. (3) An introduction to the basic concepts of computer systems, computer architecture, and assembly language programming. Topics covered include computer structure and machine language, assembly language, addressing techniques, macros, file I/O, program segmentation and lineage, assembler constructions. Prerequisite: CSC 102.

CSC 304 Introduction to Computer Organization. (3) This is an introduction to computer architecture, computer arithmetic, and to basic logic design. Topics covered include basic logic design, coding, number representation and arithmetic, and computer architecture and a detailed examination of at least one actual microcomputer system. Prerequisite: CSC 102.

CSC 305 Introduction to File Processing. (3) An introduction to concepts and tech-

niques of structuring data on bulk storage devices. The course is aimed at giving students experience in file processing on a variety of storage devices. Concepts and techniques (particularly algorithmic analysis) introduced in CSC 102 will be further developed and used here. Topics include the file processing environment, sequential access, data structure, random access, and file I/O. Prerequisite: CSC 102.

CSC 406 Operating Systems and Computer Architecture. (3) To introduce the major concepts of operating systems and their inter-relationships with the architecture of a computer system. Topics include dynamic procedure activation, system structure, evaluation, memory management, process management, and recovery procedures. Prerequisites: CSC 303 and CSC 304.

CSC 407 Data Structures and Algorithm Analysis. (3) The objectives of the course are to apply analysis and design techniques to non-numeric algorithms which act on data structures, and to apply these techniques in selecting methods of data manipulation in the data base management system. Topics include graphs, algorithm design and analysis, memory management, systems design. Prerequisite: CSC 305.

CSC 408 Organization of Programming Languages. (3) The course is an applied course in programming language constructs emphasizing the run-time behavior of programs. Topics include language definition, data types and structures, control structures and data flow, interpretive languages, and lexical analysis and parsing. Prerequisites: CSC 303 and CSC 305.

ECONOMICS

There is no major in Economics, the following courses provide support for students majoring in business, history, political science, and sociology.

ECC 101 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.

ECC 102 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. Prerequisite: ECC 101.

ECC 206 American Economic History. (3) See course description under History.

ECC 301 Labor Problems and Industrial Relations. (3) A study of the labor force, employment policy, wages, hours, and industrial conflict. Unions, collective bargaining, and the labor laws are given important consideration. Prerequisites: ECC 101 and 102.

ECC 302 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 theory and policy. Prerequisites: ECC 101 and 102.

ECC 381 - History of Economic Thought. (3) An inquiry into the development of economic ideas and the environment of the men connected with them. Prerequisite: ECC 101 and 102.

EDUCATION

Faculty: Henderson (Chairperson), Donovan, Denny-Myers, Polette

The Undergraduate Program

The Lindenwood Colleges are accredited by the National Council for Accreditation of Teacher Education (NCATE). Successful completion of The Lindenwood Colleges approved teacher education program qualifies the student for the recommendation that a Life Certificate be issued by the Missouri State Department of 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 Colleges, considers applications after the student has completed the course Orientation to Education. Grade point averages, test scores, basic skills competency, and other evidence may be considered by the Council in determining admission.

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 a 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 early childhood, elementary, middle school, special education, secondary, or K-12 teacher certification in programs supervised by the Education Department. The student interested in elementary or early childhood 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 teacher certification.

Those interested in the Middle School or Preschool-Grade Three certificates may earn an Elementary (1-8) certificate as well by taking additional courses.

Students interested in special education will note that the program leads to certification in elementary education (1-8 grades) and an area of special education K-12. The areas of specialization in special education are: (1) Learning Disabilities, (2) Behavior Disorders, and (3) Mentally Handicapped. 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 can obtain a Bachelor of Arts or Bachelor of Science 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.

Special Certification Programs in Library Supervision, K-12; Supplementary to the Standard Life Certification Areas

Sufficient coursework, usually on a rotating basis, 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 semester hours is needed. Missouri Life Certification in Elementary or a secondary standard area of certification is required.

Associate Degree in Early Childhood Education

An Associate in Science degree in Early Childhood Education may be earned by completing sixty-five semester hours of specified coursework. The degree is appropriate for those who would like to work in or direct a child care or a private preschool program. The Lindenwood Campus School provides a convenient laboratory for testing and verifying knowledge acquired in the classroom. All of the specified coursework in this program applies toward the bachelor's degree.

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 faculty member will be assigned to help them register for the appropriate education courses.

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/PSY 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.

EDU/PSY 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.

EDU 218/518 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. Graduate students will be expected to produce a curriculum design for at least one of the five areas of development, based on readings from current research literature, in addition to other assignments expected from all participants.

EDU 239/539 Library Administration. (3) General administrative procedures used in administration of school library organization, staffing, operations, budget, and physical plant.

EDU 240/540 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 242/542 Cataloging and Classification. (3) Simple cataloging problems following standard practices. Classification according to the Dewey Decimal and Library of Congress Classification System.

EDU 243/543 Reference and Bibliography. (3) Study of the books useful in school reference sections: encyclopedia, dictionaries, general reference books, and simple bibliographies.

EDU 244/544 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 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 247/547 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. (3) 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 practica 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 307/507 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. Graduate students will be expected to read and analyze theories and research on a related topic and present this information in a report to the class.

EDU 308/508 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 equally emphasized. Observations will be required in several local area programs. Prerequisites: EDU 218, EDU 303, EDU 322 or consent of instructor. Graduate students will be expected to develop an organizational design for implementing a preschool program, with reference to current research findings, in addition to other class assignments.

EDU 309/509 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. Prerequisite: EDU 305 or EDU 307/507. Graduate students will review theories and research on a specific topic of interest related to the course content.

EDU 309A 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 307/507.

EDU 310 Music in Elementary Schools. (2) A general preparation for the teacher in 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) A course designed to explore both 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 314/514 Utilizing Parent and Community Resources. (3) A course designed to explore 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. Graduate students will develop a program of use in their class or school.

EDU/PE 315 Instructional Development in Physical Education. (3) Strategies for instructional planning in physical education for learner achievement in the cognitive, affective, and psychomotor domains. Emphasis is on the development of appropriate goals, objectives, content, learning experiences, and evaluation procedures, as well as program assessment and curricular trends.

EDU 316/516 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 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. Graduate students will be expected to report on research methods and particular studies done in the area of language acquisition.

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/PE 321 Teaching of Health. (3) A study of the health education curriculum and the methods, materials, and resources for providing an integrated and creative approach to teaching health.

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. Some modules will be done in separate elementary and secondary sections. Prerequisite: SED 206 or consent of instructor.

EDU 322A 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 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 325/525 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 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

Section A. Science

Section B. Mathematics

Section C. Modern Languages

Section D. Art

Section E. English

Section F. Social Studies

Section G. Business Education

Section H. Speech & Theater

Section I. Music

Section J. Dance

EDU 332 Reading Practicum. (1-3) Students are assigned to work with a regular classroom teacher or specialist for 30 hours for each hour of academic credit. Students observe, assist, and instruct students in reading under the supervision of the 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 338/538 Reading Methods For Early Childhood Education. (2-3 hours) 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. Graduate students will be expected to engage in specific research in underlying theories related to early childhood reading not covered in class lectures and discussions.

EDU 341/541 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) gains an appreciation of the impact of educational, psychological, physical, and 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 345/545 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 351/551 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. Prerequisite: EDU 303, EDU 218 or its equivalent.

EDU 361 Multicultural Education. (3) This course is designed to provide a basic understanding of the cultural outlooks of minority groups as they affect teaching behavior. Whenever possible, outside speakers and classroom observations will be used. Readings will focus on works by members of different ethnic groups. Prerequisite: EDU 300, 303, or consent of instructor.

EDU 380 Pre-Student Teaching Practicum. (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 384/584 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. Prerequisite: EDU 300, EDU 218, or consent of instructor. Graduate students will develop curricula applicable to their teaching situations.

EDU 389/589 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. 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. Offered only in Fall or Spring terms. Please see the Undergraduate Guide for further detail. (Student Teaching Fee).

Special Education

SED/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 behav-

ior problems.

SED/PSY 302/502 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 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.

SED/PSY 324A 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.

SED/PSY 324B Psychological Testing. (4) The same course as PSY 324A; 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 328/528 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. Prerequisites: EDU 341 and SED 335. Graduate students will be expected to do a project.

SED 329/529 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. Prerequisites: EDU 341 and SED 335. Graduate students will be expected to do a project.

SED 331/531 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. Prerequisites: EDU 341, SED/PSY 302. Graduate students will be expected to do a project.

SED 333/533 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. Prerequisite: EDU 341.

SED 335/535 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. Prerequisite: EDU 341.

SED/PSY 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 disfunction. Prerequisite: EDU 341.

SED/PSY 337/537 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. 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 353/553 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 354/554 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 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 355/555 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 356/556 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 stimulation experience and activities. Prerequisites: SED 355 or consent of instructor. Graduate students will be expected to examine research literature in this area beyond the regular course requirements.

SED 357/557 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 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. Graduate students will be expected to examine research literature in this area beyond the regular course requirements.

SED 358/558 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.

Graduate Education

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 emphasizing 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. Students who study full-time in this program can complete the M.A. in Education in a full calendar year. Part-time study, of course, takes longer.
- (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. Thus, a 10-course program may be completed in two calendar years.

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 506 Graduate Seminar on Teaching Strategies (2-3) A one-week summer seminar which explores the best that is known about teaching and learning today. The major purpose of this Seminar is to update practicing teachers in educational research, theory, strategies, and techniques which will provide added expertise to the schools. It may be

taken more than once for credit.

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 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. Prerequisites: EDU 305 or 307/507 and 309/509 and EDU/PSY/524. 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 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 students, 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 550 Graduate Internship. (3-6) The internship is an elective graduate course with credit from three 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 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 the option of attending all meetings of both courses. Both courses require considerable outside reading and research.

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 for the participant and will, along with a written rationale for the learning experiences, be approved by the tutor(s) who will be responsible for aiding implementation of this part of the program. The participant can propose 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 the techniques of problem conceptualization, strategy planning, implementation, data gathering, analysis, evaluation, and reconceptualization which have been stressed throughout the program. The topic of the project must focus on a particular problem which the participants 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.

NOTE: For graduate courses in specific content areas, see catalog copy in those areas.

ENGLISH

Faculty: Barnett (Chairperson), Canale, Feely, Fields, Zumbrennen

The English curriculum provides courses of study in three areas: (1) general education—the courses in basic composition; (2) collateral studies—the courses in support of the programs in education, mass communication, and theatre; (3) majors and minors in English. As electives in any field of study, the English courses also serve to strengthen the student's mastery of the English language and to expand the student's knowledge of our cultural, aesthetic, and intellectual heritage.

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, the basic literature, and 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 1660 to 1990); ENG 233 or 234 (Shakespeare to 1600 or from 1600 to 1642); and ENG 251 (T. S. Eliot: The Poetry and Criticism of the Modern Era).

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 toward graduate study in English or in combinations with other disciplines such as English-Journalism, English-Education, English-Art, or toward professional studies such as law or the ministry.

Requirements for Designated Minors

Eighteen to 21 hours in English exclusive of ENG 101 or 102 are required for a minor in English. The basic requirement in all minors is as follows: ENG 204 (History of the English Language); one course in American literature; and either ENG 205 or 206 (English Literature to 1660 or from 1660 to 1900) or ENG 233 or 234 (Shakespeare to 1600 or from 1600 to 1642)—for a total of nine hours. Other courses should be selected according to the student's interests and special needs. In addition to the general minor, the following variations of the minor are offered: Art History, Business, Mass Communications, Psychology, Science, Sociology, Theatre Arts, Foreign Languages, and Comparative Literature. (The advice of a member of the English faculty in planning the minor is recommended.)

Facilities and Activities

The college library is the principal resource facility for the study of English and contains an extensive collection of literature in books and periodicals. Individual faculty members also have collections of journals and selected texts which are available to students. Many of these are kept in the English Department Lounge where students have easy access to them.

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 the 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 of 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 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 a series of 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.

English Department faculty members are available for tutorials, career counseling, and sponsorship of independent study.

Career Opportunities

The English major extended in graduate school through the Master of Arts and Doctor of Philosophy degrees prepares the student for college and university teaching, or for research and archivist positions with privately and governmentally-supported foundations and bureaus. The English major is also an appropriate and valuable preparation for professional schools such as law, the ministry, journalism, and library science. The undergraduate English major combined with Education courses prepares the student for certification in public school teaching. As part of a double major or as courses combined with other areas of study, English can strengthen the preparation for many occupations and professions. In combination with courses in mass communication, for example, English prepares the student for careers in newspaper work, advertising, book and magazine publishing, public relations, house and institutional publishing, and broadcast journalism.

Courses of Study

The English Department curriculum as listed below includes studies in English, American, Classic Greek and Roman, and World Literature; in the English language; in Composition and Advanced and Creative Writing; and in Criticism.

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 emphases are available as follows:

ENG 102-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 post-graduate program, including law and the ministry.

ENG 102-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 would be an inquiry into some

aspect of imaginative literature. Permission of the instructor is required for admission.

ENG 102-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.

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.

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.

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.

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 distinctively American themes and characters arising from the conquest of a virgin continent.

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.

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.

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.

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 of Research. (3) The course 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.

ENG 310 The Novel in the United States. (3) Selected works from the Colonial period to 1917, with attention to the place of the American novel in the rise of a distinctively American literary tradition.

ENG 312 Writing for Film and Broadcasting. (3) A studio course in the techniques and forms of script writing for film and broadcasting. 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.

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 forerunners of the novel in the narrative tradition since the Homeric era.

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. Also included are writings in translation from Ovid to the present. The course includes writings in translation from Medieval French and Arabic, as well as works by Chaucer, Spenser, Donne, Pope, Tennyson, Joyce, and others.

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.

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.

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*.

ENG 339 Milton and the Literature of the English Renaissance. (3) A study of Milton's major works of poetry and prose in terms of the whole intellectual milieu of the Renaissance, including such traditions as the classical and metaphysical in 17th Century English poetry.

ENG 340 The Art of the Story-teller from Ancient Times to the Present. (3) A cross-cultural course dealing with the art of story-telling and with the role of the story-teller in society. Readings will include parables and fairy tales, selections from epics, selected tales from *1001 Arabian Nights*, from Boccaccio and Chaucer, and from L. Sprague de Camp's *Gavagan's Bar*.

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.

ENG 351 T. S. Eliot: The Poetry and Criticism of the Modern Era. (3) Required of the English major and for Teacher Education students certifying in English. An in-depth study of Eliot's poetry and prose as they represent the spirit of the modern era. Readings will include selections from other writers who influenced or were influenced by Eliot, both as writers and critics, and who, along with Eliot, set the patterns for literary analysis and judgment.

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.

ENG 365 Selected Essays of English and American Culture. (3) Readings from the work of journalists and literary artists who have interpreted and preserved the intellectual and aesthetic life of the English-speaking people from the sixteenth to the twentieth century.

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 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*.

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.

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.

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.

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.

ENG 382 Contemporary Poetry. (3) A study of current poetry, principally American and British, but with selections in translation from other cultures. The course will include extensive readings among poets representing the growing importance of women and others who have not previously been in the mainstream of poetic tradition.

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.

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.

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: Barnes (Director), Hanselman, Sueoka,

English for Internationals Program

The English for Internationals Program serves the needs of students from all over the world. The program is designed to prepare academically-oriented students for college/university studies. Other programs are available for students who seek English language proficiency for personal and/or professional reasons.

Academic Course Option

One unique feature of the program is the policy of permitting qualified advanced level students to take specific academic courses concurrently with their intensive English courses. This option not only provides EIP students with added insight into their eventual language needs as full-time students, and a better perspective on their current intensive English studies; it also provides them with valuable academic credits which are transferable to undergraduate programs at Lindenwood and other institutions. The academic course option is offered to students who meet specific criteria and who have EIP faculty approval.

Course Scheduling and Placement

ESL 100 & 101, 200 & 201, 300, 301 & 350 are offered during the fall, spring and summer terms. These are academic credit-bearing courses which in part fulfill the international student's foreign language requirement. ESL 250 is offered only by prior arrangement for groups requiring common technical English training. ESL 298 is offered only in July.

All incoming new students undergo extensive testing and evaluation in order to assure appropriate placement within the program.

Admission to the Program

Before a student can be admitted, he/she must send the following documents at least

one month prior to the session the student wishes to attend:

1. a completed program application form *and* a non-refundable U.S. \$25 application fee; drafts or international money orders should be made payable to the LINDENWOOD COLLEGE
2. an official copy of the applicant's high school or secondary school record; if the applicant previously attended or graduated from a college or university, he/she must also submit a copy of the official transcript.
3. a letter of financial responsibility attesting to the student's or a sponsor's ability to pay for living costs and tuition and fees at Lindenwood for at least one year; a certified bank letter can be sent for this purpose.

As soon as these documents are received, the International Center will process the application and send a letter of admission and an announcement of the testing and orientation dates, with the I-20 form.

To apply or receive further information, contact via *air mail*:

Director
International Center
Lindenwood College
St. Charles, MO 63301
U.S.A.

Course Offerings

ESL 100 through 301 are intensive classes meeting at least 20 hours per week. ESL 350 is a semi-intensive course meeting only 3 hours per week; students enrolled in ESL 350 must also take at least two academic courses.

ESL 100 & 101 Beginning English as a Second Language. These sequential courses emphasize rapid acquisition of oral/aural skills. Writing and reading skills also receive special attention.

ESL 200 & 201 Intermediate English as a Second Language. ESL 200 offers continued acquisition of grammatical skills for speaking, reading, and writing. ESL 201 emphasizes basic study skills like naturalistic listening, comprehension strategies, and note-taking. Academic reading and writing skills are thoroughly practiced. Continued work on speaking and pronunciation skills is provided.

ESL 250 Technical English. For groups who require specialized vocabulary, reading, and writing skills within a technical field. Special arrangements must be made for this course. Possible content areas: aviation, medical technology, secretarial skills.

ESL 298 Orientation U.S.A. An orientation course for non-academic students designed to give practice in idiomatic English conversation by focusing on everyday situations which students might encounter as they experience life in the U.S.A. American culture, customs, and institutions are examined and discussed. Classroom lectures are supplemented with frequent on-campus and off-campus field trips.

ESL 300 & 301 Advanced English as a Second Language. ESL 300 emphasizes pre-academic skills in reading, writing, speaking, and listening. ESL 301 provides special training in syntax and composition for academic writing. Attention is given to research paper writing. Actual lectures, textbooks, and tests from Lindenwood's academic departments comprise the class materials.

ESL 350 English Workshop. Intended to provide international students who are taking academic courses with extra practice in dealing with the language problems in their classes. Academic vocabulary skills and actual assignments from the students' courses receive special attention.

FASHION MARKETING

Faculty: Moore (Director), Ammann

The Fashion Marketing Program offers qualified 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 program during the third semester of study, or Junior year. Job placement assistance will be offered (although placement is not guaranteed) upon satisfactory completion of the program.

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 Degree in Business Administration
3. as a candidate for a certificate in Fashion Marketing.

Courses taken as a part of the Associate in Science degree 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 courses along with courses from other areas of study necessary to complete the degree.

The program will be most rewarding for the student who can make a commitment to the two-year program on a full-time basis to attain the Associate Degree.

Students who already have received an undergraduate degree are encouraged to complete the Fashion Marketing curriculum and earn a certificate.

Academic Standards:

Applicants for this program should be able to demonstrate serious interest in retailing and the fashion field at a personal interview with the program director.

An above-average secondary school transcript in a college preparatory curriculum is required. Ranking in class, admission test scores, as well as prior work experience and extra curricular activities will be taken into consideration.

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 coordinator obtains a commitment from various retail and wholesale businesses to set aside a certain number of co-op internships. The number of students admitted to the program will be limited to the number of internships available.

Executives from the retail community will give special lectures and conduct seminars, a certain number of which will be mandatory for the students. These include workshops in the following areas:

Conveying a Professional Business Image

1. Fitness
2. Appearance
3. Wardrobe Planning

Marketing Yourself

1. Initiating the Job Search
2. Resumé Writing
3. Interviewing Techniques and Practice

A student who fails to receive at least a "B" from his/her co-op employer and maintain a 3.0 cumulative average will *not* be eligible for preferred job placement upon completion of the program.

Industry experience is required of all Fashion Marketing majors who wish preferred job placement. The program director 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. Provisional and probationary students are not eligible for this program.

Requirements for the Associate in Science Degree in Fashion Marketing

(1) General: ENG 101 and 102, and HIS 100.

(2) Distributional:

Three semester hours in Humanities (HUM 110).

Six semester hours in Natural Science and Mathematics.

Six semester hours in Social Sciences (PSY 101, SOC 102)

(3) Fashion Marketing:

BFM 101, 102, 103, 104, 105, 106, and 207.

(4) Related courses:

ECC 101, 102, and BA 220, 240.

(5) Electives in Fashion Marketing:

Six semester hours.

Total requirement: 66 semester hours

BFM 101 Introduction to Fashion Marketing. (3) Studies the types of enterprises, operations, and interrelationships 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 102 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 103 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 104 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 mark-ups, turnover, open-to-buy, markdowns, as well as terms of sale. Prerequisite: BFM 101 or permission of instructor.

BFM 105 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 101 or permission of instructor.

BFM 106 History of Fashion. (3) Explores dress in the historical periods from Biblical to the third quarter of the twentieth century; with the relationship of dress to its era and other art forms; developments leading to the modern fashion industry.

BFM 207 Work-Study Internships. (6) 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 (6) weeks long. For four-year students, internships will be scheduled Junior year with some assignments available for longer periods of time during the

summer months. Prerequisite: All first-year courses required of FM Majors.

BFM 208 Import Buying. (3) Analyzes structure and function of import business operations at all levels of distribution.

BFM 209 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.

BFM 210 Small Store Fashion Retailing. (3) Reviews the procedures in organizing a small fashion retail enterprise and the decision making involved in successful small store merchandising.

BFM 211 Fashion Planning and Coordination. (3) Students prepare and present fashion information through clinics, shows, and written communiques. They learn how to research, analyze, and forecast fashion trends.

BFM 212 Non-Apparel Fashion Marketing. (3) A course to familiarize students with aspects of product knowledge important to the merchandising of non-apparel, fashions accessories, and home fashions.

BFM 213 Advertising Management. (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 214 Survey of National and/or Foreign 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 museums and attending the theatre. International trips will be planned as the program develops. Limited enrollment. Prerequisite: Sophomore standing or permission of instructor.

FOREIGN LANGUAGES

Faculty: Perrone (Chairperson), Jawad

Requirements for the Major, French or Spanish

- (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 credit 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 for one term.

Requirements for the Minor, French or Spanish:

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 a 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 Languages 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.

All of the Advanced Literature courses are listed in the Catalog.

Facilities and Activities

The department has at its disposal a language laboratory, supplementary audiovisual equipment for instructional aid, and adequate library holdings to sustain a major. Extracurricular activities include a Spanish and French 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.

Career Opportunities

Students planning to teach the foreign language 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.

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.

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.

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.

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.

FLF 311, 312 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.

FLF 337 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 contributions of France to the Western World. Prerequisite: FLF 311.

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 202.

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 202.

FLF 341 French Theatre of the 17th Century. (3) Reading of representative works of the great dramatists of the classical period: Corneille, Moliere, and Racine. Prerequisite: FLF 311.

FLF 365 19th Century French Literature I. (3) A study of French prose and poetry during the first half of the nineteenth century, the period of romanticism, and early realism. Prerequisite: FLF 311.

FLF 366 19th Century French Literature II. (3) A study of French prose and poetry during the second half of the nineteenth century, the period of realism, naturalism, and symbolism. Prerequisite: FLF 311.

Alternate course offerings for advanced students.

FLF 260 The French Woman. (3)

FLF 350 French Literature of the 18th Century. (3)

FLF 351 The Age of Enlightenment. (3)

FLF 373 20th Century French Prose and Poetry. (3)

FLF 372 20th Century French Theatre. (3)

FLF 370 Seminar of Selected Authors. (3)

FLF 240 Contemporary France. (3) Off-Campus in Paris. Students will study French language and civilization in the morning at the Ecole pratique de l'Alliance Francaise. Field trips to places of historical, artistic, and cultural interest in the afternoon and on weekends. Prerequisite: FLF 101.

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.

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.

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.

FLG 202 Intermediate German II. (Spring 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 201.

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: listen-

ing, speaking, reading, and writing. (Offered in the Evening College Only).

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. (Offered in the Evening College Only). 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 works and cultural selections. (Offered in the Evening College Only). 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 works and cultural selections. (Offered in the Evening College Only). Prerequisite: FLI 201.

Spanish

FLS 101 Elementary Spanish I. (Fall Term Only) (3) A beginning course in Spanish taught by audio-lingual methods, but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. Integrated laboratory experience.

FLS 102 Elementary Spanish II. (Spring Term Only) (3) A beginning course in Spanish taught by audio-lingual methods, but with concurrent development of all four language skills: listening comprehension, speaking, reading, and writing. Integrated laboratory experience. Prerequisite: FLS 101.

FLS 201 Intermediate Spanish I. (Fall Term Only) (3) This course is designed to give the student a mastery of the basic grammatical structures and to increase vocabulary and fluency through the reading and analysis of short literary works and cultural selections. Prerequisite: FLS 102.

FLS 202 Intermediate Spanish II. (Spring Term Only) (3) This course is designed to give the student a mastery of the basic grammatical structures and to increase vocabulary and fluency through the reading and analysis of short literary works and cultural selections. Prerequisite: FLS 201.

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.

FLS 235 Spanish Culture and Civilization. (3) A study of historical, folkloric, and cultural sources of the life and customs of the Spanish people. Emphasis on the social, economic, and intellectual life of Spain today. Prerequisite: FLS 202.

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.

FLS 342 Spanish Lyrics of the Golden Age. (3) Study of the representative poets of the age and analysis of their literary works: Boscan, Garcilaso de la Vega, Fr. Luis de Leon, San Juan de la Cruz, Fernando de Herrera, Ercilla, Lope de Vega, Gongora, and Quevedo. Prerequisite: FLS 211.

FLS 345 The Quijote. (3) Reading and analysis of both parts of the masterwork of Miguel de Cervantes, *El ingenioso hidalgo, Don Quijote de la Mancha*, in the context of the novel of the Golden Age of Spanish Literature. Prerequisite: FLS 211.

FLS 352 Spanish-American Theatre of the 20th Century. (3) A study of existing major trends in Spanish-American drama in our times. Study and analysis of representative playwrights and their works of various Spanish-American countries. Prerequisite: FLS 201.

FLS 346 Spanish Novel of the 20th Century. (3) Study and analysis of the main works of fiction of the following novelists of the 20th century: Valle-Inclan, Unamuno, Camilo Jose Cela, Carmen Laforet, Martin-Santos. Prerequisite: FLS 211.

FLS 367 Introduction to Spanish-American Literature I. (3) An introductory study of selections of the most important literary works of Spanish-American literature from the pre-Columbian period to the nationalist movement. Prerequisite: FLS 211.

FLS 368 Introduction to Spanish-American Literature II. (3) An introductory study of selections of the most important literary works of representative authors of Spanish-American Literature from Romanticism to the pre-Modernist period. Prerequisite: FLS 211.

FLS 141 Intensive Spanish Language and Culture. Off-Campus in Spain (3) A total immersion in the study of Spanish and various aspects of Spanish life, literature, history, and culture through classroom experience and independent study. Daily visits to Madrid; week-end excursions to Toledo, Segovia, Avila, Salamanca, Escorial; end-of-term visits to Granada, Cordoba, Sevilla, and Malaga. (For Spanish and non-Spanish students).

FLS 239 World Cultures: Spain. (Evening only in English) (3) A cultural study of Spain today, designed to provide an insight into history, political, social, and economic institutions, literature, and the arts. (Other countries studied in this series in different semesters are Argentina, Mexico, Brazil).

Additional Course Offerings for advanced students

FLS 341 Medieval Spanish Literature (3)

FLS 343 Spanish Novel of the Golden Age (3)

FLS 347 19th Century Spanish Literature (3)

FLS 350 Modernism in Spanish-American Literature (3)

FLS 354 Spanish Theatre of the 20th Century (3)

FLS 361 20th Century Spanish Poetry (3)

FLS 369 20th Century Spanish-American Poetry (3)

GEOGRAPHY

The 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.

HEALTH SYSTEMS MANAGEMENT

This Bachelor of Science program is designed to meet the interests and needs of a growing number of health care practitioners to assume managerial and other administrative responsibilities in health care facilities. It is an upper division program for students who have completed two years of college work. Initially, the program is being offered at Lindenwood's Mansion House and Westport Education Centers.

Requirements of the program are consistent with those for all of Lindenwood's undergraduate degree programs; a minimum of 120 semester hours for graduation, successful completion of current general education requirements, a minimum of 30 semester hours at Lindenwood. Since this is a baccalaureate degree program, applicants must have completed two years of college work before they can be admitted. The maximum number of credit hours that may be accepted in transfer from associate degree programs is 66. Students who have completed additional college courses with grades of C or better from accredited institutions may transfer an additional 24 credit hours, depending upon the suitability of the courses and the number of hours which bring them to a maximum of 90 transfer hours.

B.S. HEALTH SYSTEM MANAGEMENT (33 Semester Hours)

Introduction to Data Processing

Behavioral Science Systems

Financial Management and Budgeting

Personnel Management & Labor Relations

Management and Organizational Analysis

Community Health Care

Health Care Delivery Systems

Policy Formation in Health Care Organizations

Legal and Ethical Aspects of Health Programming

Recent Trends & Advances in Health Programming

Comprehensive Health Programs Planning

BA 220 Introduction to Data Processing. (3) A course designed to provide the student with a comprehensive understanding of data processing. Topics will include data structures, instrumental capabilities, access procedures, methods of implementation, and economic feasibility considerations.

HSM 300 Behavioral Science Systems. (3) Current behavioral science concepts as applied to the administration of human relations in the organization. Topics include employee needs and job characteristics, concepts of motivation, methods for job enlargement and job enrichment, goal-oriented management, the concept of the achiever, effect of a systems approach to management upon the employee and the organizational structure.

BA 331 Financial Management & Budgeting. (3) Examines basic principles of financial organization, health care facilities, accounting principles, sources of revenue, cost analysis, and rate-setting impact of federal and state regulations. The course includes analysis of quantitative information, the use of standard costs and flexible budgets as a means of managerial control, relevant cost analysis, and alternative accounting systems. Description and characteristics of budget administration and guidance to operating officials will be discussed.

HSM 348 Personnel Management and Labor Relations. (3) The scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and

personnel administration. Included will be the nature and development of unionism, collective bargaining, arbitration, and the fundamental legal issues upon which the relationship between employer and employee is based.

HSM 350 Management and Organizational Analysis. (3) An analysis of management and organizational structures as applied to the individual. Both a systems and a behavioral approach will be applied to the processes of planning, organizing, directing, controlling, and evaluating applicable resources toward organizational goals. Emphasis will be placed on the compatibility of organizational philosophy with both internal and external societal responsibilities.

HSM 360 Community Health Care. (3) This course addresses the latest trends and research in community health care. Assessment and skill requirements for community action programs, care of the elderly, preventive medicine, and epidemiology will be discussed, as well as exercise, relaxation, nutrition, ecology, and environmental health problems.

HSM 361 Health Care Delivery Systems. (3) Aimed at potential supervisors and managers of health care organizations and hospitals, this course focuses on a set of management concepts, tools, and techniques which can assist the student in developing and promoting efficient and effective management. An integrative system approach is used, examining recent management innovations, using tools of decision-making, planning, budgeting, and conflict resolution. Control and evaluation techniques are explored together with analytical management models.

HSM 362 Policy Formation in Health Care Organizations. (3) This course explores the translation of current issues into the need for internal policy change in institutions. A review of the social, political and economic forces, and internal environment in developing operating policies is also included. The course also evaluates the impact of changing government laws, regulations, and third-party payments and investigates the concepts and terminology used in budget administration.

HSM 363 Legal and Ethical Aspects of Health Programming. (3) The fundamental principles and concepts of malpractice law for health care professionals are discussed in this course; problems of obtaining the patient's informed consent to treatment in addition to material on intentional torts with a discussion of the legal problems involved in health practices are also examined. A critical study of the principles of moral action and social and political values. Emphasis is on the standards of behavior as practiced and demanded by various groups, individuals, and organizations.

HSM 400 Recent Trends and Advances in Health Programming. (3) Contemporary issues involving health programs delivery. Topics include professionalism, education, research, current theory and practice. An interdisciplinary approach to professional relationships and the future of health practices will be taken to emphasize the increasing interpenetration of health-related issues with other public issues.

HSM 410 Comprehensive Health Programs Planning. (3) Updating and integration of departmental, institutional, and regional planning for health care services will be surveyed in this course. The design, development, and implementation of various courses of action for achieving desired results, given the occurrence of expected events, are studied according to various methodologies. Recent Federal and State interventions in the planning process are reviewed, as well as the capabilities of nurses and other professionals to forecast future problems and solutions. Health programs goals and objectives are reviewed by case studies and compared with hospital goals and objectives. Methods of measurement of objectives and outcomes are emphasized together with political and social restraints.

HISTORY

Faculty: Balog (Chairperson), Hood, Fitzpatrick

Requirements for the Major

The requirements for a major in History are 30 to 42 semester hours in the Department of History including a minimum of 9 semester 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. 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 and 106.

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 in 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.

HIS 111, 112 History of Russia. (3) (3) Two-term survey of Russian history from the 9th century to the present. The first term 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 term 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.

HIS 201, 202 History of England. (3) (3) Development of the English state and society. Selected topics illustrate the growth of major institutions, such as the Crown, the Church, Parliament, and Cabinet government.

HIS 204 The Westward Movement: (3) (3) A one-term 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.

HIS 205, 206 (3) (3) History and Cultures of Asia.

A two-term 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 upon the prehistory, languages, history, and culture of Japan and Southeast Asia.

HIS 207 (3) History of Latin America. The history of the Latin American region from

pre-Columbian times to the present is explored with emphasis on the native and colonial traditions that have shaped Latin America and the forces that challenge them: urbanization, industrialization, modernization, and nationalism. Discussions also include cultural, social, and intellectual history, as well as an examination of Latin America's potential role in the modern world. Prerequisite: History 100.

HIS 208 (3) History of Africa. This course surveys the general history of Africa below the Sahara through three historical periods: precolonial, colonial, and independence. The elements of continuity and change are discussed through the examination of Africa's political, economic, social, and cultural institutions during these historical eras. Special attention is given to the political and social history of the past 150 years, and to Africa's potential role in the contemporary world. Prerequisite: History 100.

HIS 209 The Nazi State. (3) An examination of Hitler and his Reich: the origins of National Socialism, the Nazi Revolution, and the social, cultural, and political changes that followed.

HIS 211 The Second World War. (3) An analysis of the origins and course of the Second World War: the period of appeasement, the coming of the war in Europe, the problems of the wartime Allied alliance, and the attack on Europe. Some attention also is given to the war in Asia.

HIS 223 The Ancient World. (3) The growth of the early civilizations in the Near East and the Mediterranean, and the Celtic and Germanic cultures in Europe, down to the 4th century.

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.

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.

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 315, 316 American Thought and Culture. (3) (3) A two-term survey of the intellectual development of the United States from colony to present. The first term considers the major themes of early America, their origins, and how they were shaped by the new American environment. The second term 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 sixteenth 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, 1750-1815. The focus is on the causes and course of the French Revolution and the Napoleonic period, but the history of Europe outside France also is considered. Prerequisite: HIS 100

HIS 333 19th-Century Europe. (3) Europe under the impact of social, industrial, urban, and political change from 1815 to World War I. Prerequisite: HIS 100

HIS 334 Twentieth-Century Europe. (3) Contemporary Europe under the impact of the World Wars and the changes in Europe's economic and political position in the world. Prerequisite: HIS 100

HIS 348T Tudor-Stuart England 1485-1714. (3) The course explores aspects of English history in the 16th and 17th centuries, the growth of national consciousness and the Tudor monarchs, the English reformation, the reign of Elizabeth, and the Civil War of the 17th century. Prerequisite: HIS 201

HIS 350T Victorian England. (3) Reading, writing and discussion of aspects of English life in the middle and later 19th century: parliamentary reform, Utopian socialism, the Oxford Movement, the Evangelical Revival, Darwinism, 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. The course ends with a consideration of current economic opportunities and problems of Europe. Prerequisite: HIS 100 or GEO 201

HIS 368 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 381 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 its characteristic cultural, economic and social forms. Prerequisite: HIS 100

Graduate courses

This course is available to support the master's program in Education.

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.

HUMANITIES

Although there is no Humanities major, these courses are offered as part of the Humanities Division curriculum.

HUM 110 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 111, 112 Introduction to the Humanities. (3) (3) A chronological survey of the creative and intellectual expressions of world cultures from ancient times to modern times.

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, Olympus, 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

Program Coordinator: Perry

Faculty: Eckert, Hood, King, Miller, 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:

ECC 102 - Macroeconomics	3
ECC 305 - 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 coursework 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.

MATHEMATICS

Faculty: Soda (Chairperson), Huesemann, Nichols

Requirements for the Major

The requirements for a major in Mathematics include the following courses: Calculus I, II, III, (MTH 171, 172, 303); Fortran (MTH 180); Differential Equations (MTH 301); Linear Algebra (MTH 315); and three Mathematics electives numbered above 300.

Requirements for the Minor

The requirements for the minor in Mathematics are Calculus I, II, (MTH 171, 172), Probability (MTH 341), Fortran (MTH 180), and two Mathematics electives numbered above 200. Students who wish to pursue a minor in mathematics are encouraged to complete Basic Statistics (MTH 106) as part of their mathematics requirements.

Facilities

The Mathematics Department has five (5) microcomputers which can serve six simultaneous users. These microcomputers are equipped with disk drives and printers. These are exclusively for student use in courses in Basic, Pascal, Fortran, and Assembly Language.

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 studied. The study of transcendental functions begun in college algebra 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 140 The Development of Mathematics. (3) This course considers the development and cultural role of important mathematical ideas. Topics included are the evolution of the concept of number, the development of calculus, the science of space-euclidean and non-euclidean geometry, topology, and graph theory. These developments are traced from their beginnings to their contemporary status. There are no requirements beyond elementary algebra and geometry.

MTH 150 Introduction to Computing. (3) An introduction to computing and its role in society. Topics include algorithm development, BASIC programming, data structures, hardware and software, computers and society.

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 180 Fortran. (3) An introduction to computer programming in the language FORTRAN including: variables, arrays, loops, subprograms, program organization. Programming exercises will be run and tested on the computer. Lab fee.

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 solutions. 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: Math 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 Mathematical Structures I. (3) 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: MTH 315 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, 352 Numerical Analysis. (3)(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 or 315 or equivalent.

NATURAL SCIENCES

Natural Science courses are offered as interdisciplinary courses in the Natural Science and Mathematics Division; no major is offered.

SCI 101, 102 (3)(3) Introduction to Science. 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 end, 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 the

instructor. This course does not satisfy natural science distributive requirements. The laboratory fee includes the cost of the computer kit.

SCI 201, 202 Physical Science Concepts. (3) (3)A treatment of the concepts of the physical world, encompassing astronomy, physics, chemistry, and geology with attention to showing how these concepts are related and dependent upon each other. Labs for SCI 201 and 202 are available as requested. For elementary teacher trainees. Lab fee.

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.

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

Although a student planning a career in a medicine, dentistry, veterinary medicine, optometry, or osteopathy may select a major in the sciences, it is not necessary to do so. A student should select a major in which he/she is sincerely interested. The 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 advisor the student can be assured of completing the necessary prerequisites for admission to the professional schools. The advisor assists the students with the application process for admission to professional school.

Medical Technology

The Lindenwood Colleges award a bachelor's degree in Medical Technology to students completing a three-year liberal arts program and one year of training in laboratory procedures and courses at any hospital having a School of Medical Technology accredited by the American Society of Clinical Pathologists. Upon completion of this program, the student is eligible to become a Certified Medical Technologist by passing the examination administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Some students decide to complete an area of concentration in the sciences before their one-year hospital internship.



PERFORMING ARTS

Faculty: Peffers (Chairperson), Bittner, Dickerson, Greenlaw, Herendeen, Juncker, Swingen

In creating a Department of Performing Arts, The Lindenwood Colleges acknowledge 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 communication with an audience at the center of its artistic expression.

For the students, this combination of activities under one department has numerous 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 will inevitably 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 participate. 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 has created a company 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 Activities

The Lindenwood Colleges maintain 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 Strand Century MultiQ memory lighting system, a design studio, and fully-equipped scenery and costume shops. 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 the Fine Arts Building.

Music studies at Lindenwood are reinforced by numerous extracurricular activities including a popular Madrigal Dinner at Christmas, choral performances with the St. Charles Choral Society, and student and faculty recitals.

Theatre studies at Lindenwood are supported by practical work in three production programs. The Theatre Department offers a main stage series of five productions annually. Selections include musicals, dramas, classics, and plays for children. A series

of student productions is offered each season. Included are directing class projects, original student-written plays, and independent projects designed by theatre or 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
- C.A.S.A.
- Westport Playhouse
- Theatre Project
- MUNY Opera
- Little Theatre in Sullivan, Illinois
- Lyceum Theatre in Arrow Rock, Missouri

Requirements for Degrees in Music:

Bachelor of Arts or Science in Music: 46 to 56 semester hours in Music as follows:

PA 130	Introduction to Music Theory	3
MUS 131	Theoretical Foundations of Music	3
MUS 331-2	Advanced Studies in Music Theory	6
PA 201-2	History of Performing Arts	6
MUS 355	Advanced Studies in the History of Music	3
	Applied Music:	
	Major Instrument-class in voice or piano or private lessons.	6
	Minor Instrument-must be piano if the major is not.	3
	Ensembles (participate in at least one each term).	8
MUS 150	Music Criticism (one credit each year)	4
	Electives in Music	4-14

Bachelor of Music: 70 semester hours in Music as Follows:

PA 130	Introduction to Music Theory	3
MUS 131	Theoretical Foundations of Music	3
MUS 331-2	Advanced Studies in Music Theory	6
PA 201-2	History of Performing Arts	6
MUS 355	Advanced Studies in the History of Music	3
	Literature of Music (chosen to suit the major instrument of the student)	6
	Applied Music:	
	Major Instrument-2 credits per term for 8 terms	16
	Minor Instrument-(must be piano if not a piano major)	3
MUS 305	Junior Recital	1
MUS 405	Senior Recital	1
	Ensembles (participate in at least one ensemble each term).	8
MUS 150	Music Criticism (one credit per year)	4
	Music Electives	10

Bachelor of Music Education: 64 semester hours as follows:

PA 130	Introduction to Music Theory	3
MUS 131	Theoretical Foundations of Music	3
MUS 331-2	Advanced Studies in Music Theory	6
PA 201-2	History of Performing Arts	6
MUS 355	Advanced Studies in the History of Music	3

MUS 383	Introduction to Conducting	2
MUS 384	Conducting Studio (2 credits per semester)	2
MUS 106	Instrumental Technique (1 credit)	4
	Applied Music:	
	Major Instrument (6 may be class if major is voice or piano)	12
	Minor Instrument (must be piano if not a piano or organ major)	6
	Ensembles (participate in at least one ensemble each term).	8
MUS 150	Music Criticism (one credit per term)	4
	Music Electives	5

Requirements for Theatre Majors

Specific departmental requirements for either the BA or BS degree follow:

Basic Requirements

TA 100	Theatre Practicum	4
TA 101	Acting I	3
TA 106	Stage Movement I	3
TA 111-2	Introduction to Technical Theatre	6
TA 109	Script Analysis	3
TA 206	Directing I	3
PA 201-2	History of Performing Arts	6
TA 216	Stage Make-up	3

Upperclass 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 students must take required courses outside the major:

Dramatic Literature	6
Music	6
Dance	6
Art	3

Co-Curricular Requirements

Audition for each Major Season Production
 Attend Strike for each Major Season Production
 Work Crew on each Major Season Production
 Attend weekly Company meetings.

Performing Arts Majors

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.

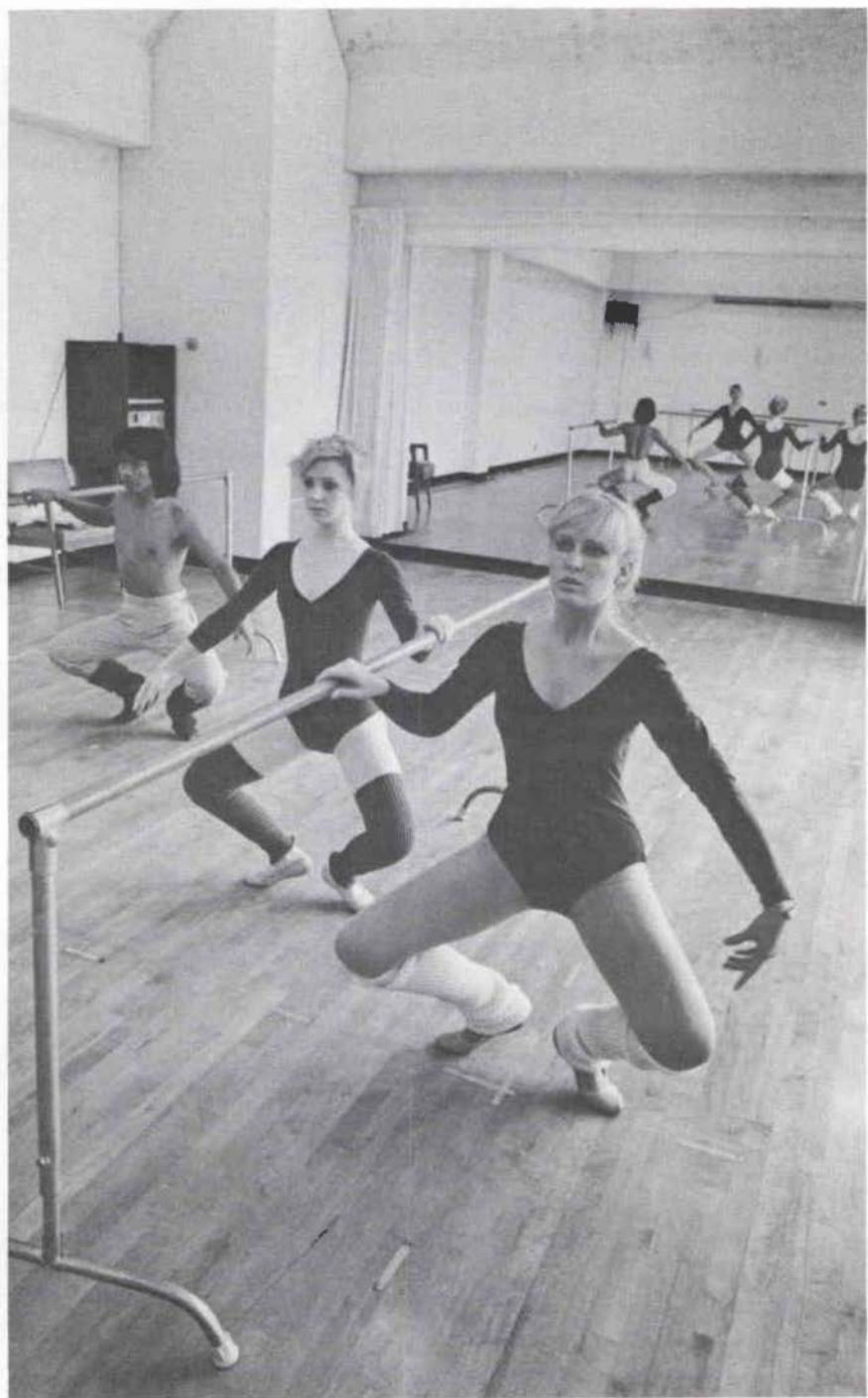
Requirements for the Major

Requirements for a performing arts major include 27 semester hours in a common arts curriculum during the first two years of study. The specific courses required are:

PA 100	Intro to the Performing Arts	3
TA 140	Intro to Dance	3
TA 250	Theory and Composition of Dance	3
PA 130	Intro to Music Theory	3
TA 109	Script Analysis	3
TA 101	Acting I	3
	An Applied Class in Music (piano or voice)	3
PA 201	History of Performing Arts I (prerequisites-PA 100 and PA 130)	3
PA 202	History of Performing Arts II	3

These courses are designed to challenge students to become conversant in the theory and practice of all three areas. Students should, at completion, be able to read a musical score, analyze a play, and interpret dance theory. They should have a grounding in performance skills in each of the areas. With the help of an advisor, each upper-class student will develop an advanced specialization in one or more of the performance areas. It is the department's philosophy that each performer has a unique artistic personality and that the specialization should take into consideration the various talents which make up the whole person. For this reason, each student program will be tailored to the needs of the individual.

Upperclass specialization requirements will constitute between 25 and 35 semester 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 as a more appropriate preparation for the Performing Arts major. Each student will have a Junior and Senior evaluation administered by a committee of three (3) faculty from the department who will assist the student in developing career goals and will objectively assess individual abilities.



Courses of Study: Music

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 Choir. (1) Open to all students.

MUS 111 Lindenwood Madrigal Singers. (1, 2 or 3) Open to all students by audition.

MUS 112 Instrumental Chamber Music Ensembles. (1) Open to all students by audition.

MUS 114 Fundamentals of Music and Techniques of Piano Performance. (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 Fundamentals of Music and Techniques of Piano Performance. (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: Music 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.

MUS 125 Development of Listening Skills. (1) Introduction to musical forms, techniques, styles; attendance at various musical events both on and off campus, such as symphony concerts, musical theatre, chamber, and solo recitals, jazz. Fee: Cost of concert tickets.

MUS 131 Theoretical Foundations of Music. (3) Further development of skills of harmony, sight singing, and ear training. Prerequisite: PA 130 or equivalent proficiency.

MUS 140, 141 Introduction to Voice. (3) (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 150 Music Criticism. (1) Concert attendance: the study of current music criticism and the writing of reviews of programs attended.

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 of private lessons in piano.

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, readings, and guided listening, to introduce the student to representative operatic masterpieces from the Baroque, Classical, Romantic, and Modern periods. Limit to 30 students.

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.

MUS 300 Piano Pedagogy Workshop. (1) Practical application of techniques learned in MUS 200 (Piano Pedagogy) under supervision of the Chairman of the Preparatory Division of the Music Department. Prerequisite: MUS 200 and concurrent enrollment in MUS 331 or 332.

MUS 305 Junior Recital. (1)

MUS 320T (3), 321T (3) Piano Literature. 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 and stylistic study. Use of the keyboard and extensive listening assignments are integral to the course. Prerequisite: Consent of instructor.

MUS 331, 332 Advanced Studies in Music Theory. (3) (3) Principles of musical composition, approached from the basis of both theoretical and historical development. Further work in harmony, sight-singing, and ear training. Studies counterpoint, form and analysis, orchestration. Prerequisites: PA 130, MUS 131.

MUS 340T Vocal Pedagogy. (3)

MUS 355 Advanced Studies in the History of Music: (3) Special projects designed to complement and expand upon studies begun in PA 202, completion of which is a prerequisite to enrollment in this course.

MUS 383 Introduction to Conducting. (2) Score reading, conducting techniques, rehearsal procedures, organizational procedures.

MUS 384, 385, 386 Conducting Studio. (2) Prerequisite: MUS 383.

MUS 405 Senior Recital. (1)

MUS 430 Contemporary Music History. (3) A study of present-day musical style and its nineteenth-century origins. The course provides a history of the different musical forms which make up current musical compositions. Prerequisites: PA 201, 202.

Courses of Study: 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.

PA 130 Introduction to Music Theory. (3) Fundamentals of harmony, sight-singing, and dictation.

PA 201 Performing Arts History I. (3) Traces the development of the Performing Arts in the culture of the Western World from 1000 B.C. to the Restoration.

PA 202 Performing Arts History II. (3) follows the development of the Performing Arts in the culture of the Western World from Restoration times to the modern era.

Courses of Study: 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 Movement II. (3) a continuation of TA 106. In addition to developing areas covered in Part I, the course explores the following: characterization through movement, period movement and styles, and development in a personal physical conditioning program. Prerequisite: TA 106 and consent of the instructor.

TA 108 Voice and Diction-Actor. (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. This approach to voice is geared toward the actor's needs and problems.

TA 109 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.

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.

TA 140 Introduction to Dance. (3) An introductory course in the theory and practice of ballet, modern dance, and jazz. Exercises for the development of dance skills, move-

ment awareness, and control.

TA 201 Studio I. (3) Designed to be an advanced scene study class, the course explores the techniques of character analysis for a close examination of realistic drama. Students will portray characters from the plays of Chekhov and Ibsen.

TA 202, 301, 302 Studio II, III, IV. (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 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 SCRs, 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 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.

TA 230 Observational Internship. (3) Observe local theatre operation in the areas of Theatre Management, Stage Management, and Technical Theatre. Prerequisite: Acceptance into the company and consent of instructor.

TA 240 Intermediate Dance. (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, 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.

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 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, 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.

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.

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.

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 417 Storytelling and Creative Dramatics. (3) This class teaches various means of using creative drama and storytelling activities for a variety of situations and age groups. It deals with stimulating the creative and imaginative responses in children and adults and teaches the student how to become an effective group leader. The class investigates and experiments with various means of the art of storytelling. The student will conduct several storytelling/creative drama workshops in the community. Prerequisite: 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. Prerequisite: PA 202.

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.

TA 430 Advanced Internship. (3 or 6) 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

KETCHUM
Faculty: ~~Gibson~~, Miller

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 questions as proofs of the

existence of God, the challenges of science and materialism to free-will, the nature of being, the basis for human knowledge.

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 study of some special problems in classical and current determinants of aesthetic values.

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.

PHL 204 Contemporary Ethical Issues. (3) The nature of ethical argumentation as it pertains to a number of critical social and philosophical issues informs this course. Such issues as capital punishment, abortion, eugenics, 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.

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.

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, and Islam, and to the fundamental distinction between esoteric and exoteric religious orientations and modes of expression.

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.

PHYSICAL EDUCATION

In an effort to assist in the improvement of physical and mental health, Lindenwood provides opportunities for recreation and leisure skills. A variety of courses which emphasize health-related fitness and lifetime leisure sports is offered. However, no major is offered in physical education.

Physical Education Activity Courses

PE 100 Basic Conditioning. (2) Analysis and application of basic conditioning theories and principles of health-related fitness. Emphasizes the development of individual fitness programs and positive attitudes toward health-related fitness as a personal responsibility.

PE 106 Beginning Tennis. (1) Introduction to basic rules and fundamentals of singles and doubles play. Emphasizes development of fundamental strokes.

PE 107 Intermediate Tennis. (1) Emphasis on advanced strokes including the lob, smash, and volley. Development of singles and doubles strategy and placement.

PE 113 Volleyball. (1) Fundamental skills of power volleyball including offensive and defensive strategies and knowledge of rules.

PE 118 Personal Defense. (1) Introduction to fundamental tactics and combative movements for self-defense.

PE 122 Folk Dance. (1) Fundamentals of folk dance techniques and patterns in traditional and modern folk and square dances.

PE 123 Aerobic Dance. (1) Aerobic conditioning exercises and dance movements set to musical routines.

PE 124 Yoga. (1) Emphasizes basic theory and aspects of Hatha Yoga, including exercise, correct breathing techniques, relaxation, and meditation.

PE 130 Handball/Racketball. (1) Introduction to the rules, skills, strategies, and etiquette of handball and racketball.

PE 141 Advanced Swimming. (1) Mastery of the five basic strokes, rescue techniques, and endurance swimming.

PE 142 Senior Lifesaving. (1) Emphasizes lifesaving skills, procedures, and knowledge as prescribed by the American Red Cross.

PHYSICS

Courses in Physics are offered in the Natural Sciences 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 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 application of these principles to the world about us. Includes a three-hour laboratory. Lab fee.

PHY 311 General Physics I - Mechanics. (4) A calculus-based treatment of mechanics, including vectors, displacement, velocity, acceleration, inertial mass, momentum, force, gravitation, work, energy, and angular motion. Includes a three-hour laboratory. Prerequisite: MTH 172; a prior course in high school physics would be helpful.

PHY 312 General Physics II - Heat, Electricity and Magnetism. (4) A calculus-based treatment of heat, thermodynamics, electrostatics, electric currents, electric-magnetic interactions, magnetism, and alternating currents. Includes a three-hour laboratory. Prerequisite: PHY 311 and MTH 303.

PHY 313 General Physics III - Waves (Sound, Light, Matter). (4) A calculus-based treatment of sound, light, geometrical optics, interference, diffraction, and the wave mechanical treatment of matter. Includes a three-hour laboratory. Prerequisite: PHY 311 and MTH 303. Lab fee.

POLITICAL SCIENCE

Faculty: Williams (Chairperson), Wier.

Requirements for the Major

The requirements for both the B.A. and B.S. degrees with a major in Political Science include 30 to 42 semester hours in the Department of Political Science and 6 to 9 hours in other departments of Social Sciences approved by the Political Science Department. Required courses in Political Science include American National Government, (PS 155), two courses in Comparative Politics, and two courses in Political Theory. For the B.S. degree, Social Science Statistics, SS 310, is required. Introduction to the Study of Politics (PS 100) may not be counted toward the major.

Requirements for the Minor

The requirements for a minor in Political Science will be fulfilled by 18-21 credit hours in the Department of Political Science according to the following prescription: American National Government (PS 155), a minimum of 3 credit hours in Comparative Politics, a minimum of 3 credit hours in Political Theory, and 9 credit hours of electives in Political Science. Introduction to the Study of Politics (PS 100) may be counted toward a minor of 21 credit hours.

PS 100 Introduction to the Study of Politics. (3) Overview of political science; fundamental political concepts and values, institutions, and processes.

PS 155 American National Government. (3) Analysis of principles, structures, and processes of the American political system on the national level, with special studies of the system in practice.

PS 206 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.

PS 211, 212 Comparative Politics. (3) (3) Comparative analysis of selected political systems. PS 211 ordinarily examines the structural policies and political processes of Great Britain, France, and West Germany. PS 212 ordinarily focuses on the Soviet Union and selected East European political systems.

PS 221 Classical Political Theories. (3) Study of Plato's *Republic* and Aristotle's *Politics* in their political setting and in their effects on Western political thought.

PS 222 Modern Political Theory. (3) Study of major political thinkers in the modern age: Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx.

PS 225 Public Policy. (3) The examination of causes, processes, and consequences of public policy decisions; direct linking of political science to current practical problems.

PS 250 International Relations. (3) Examination of major topics in contemporary international affairs; study of historical and contemporary international organizations such as the League of Nations, United Nations, EEC, as well as major international military organizations.

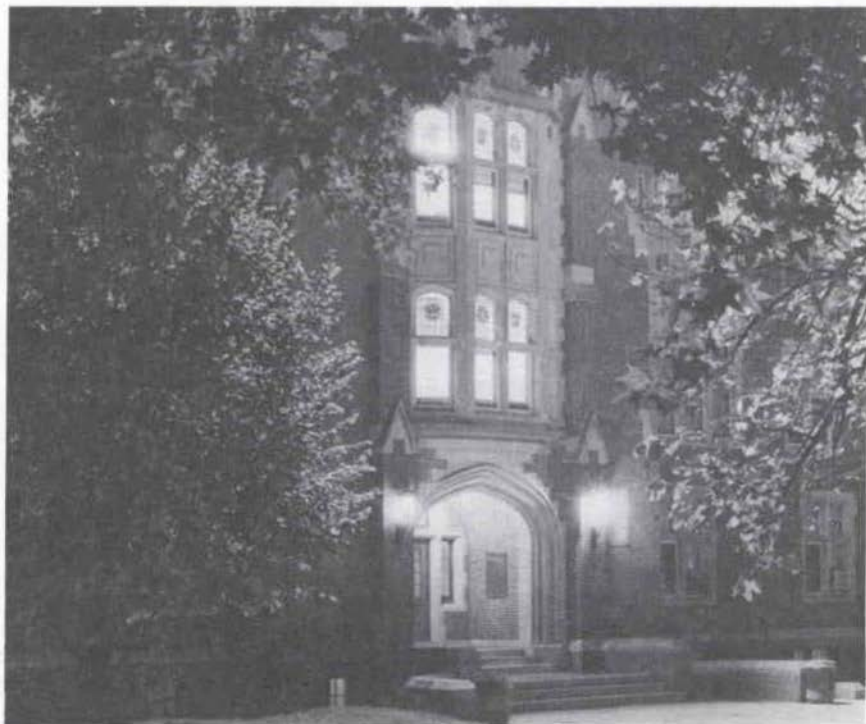
PS 260 Politics of Developing Areas. (3) A survey of nation states of Africa and Latin America: the roles played by traditional and emerging elites, the military, and mass party movements in modernizing the political systems.

PS 282 20th-Century Political Ideologies. (3) Study of ideologies which have had major political impact on the 20th century, such as Communism, Fascism, Nazism, and Democracy.

PS 296 Topics in Political Science. (3) Content to be specified in each offering. Generally for current affairs or special problems.

PS 300 The American Presidency. (3) Analysis of the functions and powers of the office and role of the Presidency in the American political process. Prerequisite: PS 155 or consent of instructor.

PS 305 Constitutional Law. (3) The development of the American Constitution through analyses of major Supreme Court cases. Prerequisite: P.S. 155 or consent of instructor.



PS 306 The Supreme Court. (3) The Supreme Court as a judicial system with the study of individual justices in the decision-making process. Emphasis on civil liberties and civil rights of Warren and Burger courts. Prerequisite: PS 155 or PS 305 or consent of instructor.

PS 325 Legislative Processes. (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 essentials of Marxism, primarily through readings of Marx, Engels, and Lenin. 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; analyses of major concepts of opinion formation, voter motivation, and behavior. Prerequisite: PS 155 or consent of instructor.

PS 385 Mass Society and Politics. (3) Study of European and American theories of mass society as they relate to 20th-century political life. Prerequisite: consent of instructor.

PSYCHOLOGY

Faculty: Evans (Chairperson), McMahon

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 Sciences 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 also is 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.

Requirements for the Minor

The Psychology Department offers a minor in Applied Psychology to meet the educational and job-training needs of students majoring in other disciplines. The minor in Applied Psychology requires completion of a minimum of 18 semester hours from the following set of courses: PSY 100 or 101, 200 or 201, 203 or 301, 202 or 310, 234 or 332, 302 or 341. Note that the student must take at least one course from each pair of courses listed.

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.

The Psychology Department maintains an active program of research. Psychology students are encouraged to become involved in these activities, either in the role of participant or as co-researcher.

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.

REQUIREMENTS FOR A MAJOR WITH EMPHASIS IN HUMAN RESOURCES ADMINISTRATION

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.

In addition to completing Lindenwood's all-college requirements, the student with a concentration in Human Resources Administration is required to take: SS 310, ECC 101, ECC 102, 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 102, BA 103, BA 204, BA 205, BA 220, BA 240, BA 300, BA 307, BA 348.

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.

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 expand the student's understanding of text materials.

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.

PSY 200A 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.

PSY 201 Psychology of Adolescence. (3) 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.

PSY 202 Psychology of Aging. (3) This course focuses on the aging person. Developmental 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.

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.

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.

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 simulations and read selected background material on research findings. (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, person perception, liking and attraction, conformity, persuasion, attitude formation and change, prejudice, and mob and crowd behavior.

PSY 262 Death and Dying. (3) An exploration of the physical, emotional, psychological, and social ramifications of the process of dying. Included are considerations of socially prescribed attitudes and rituals, existential crises, and case studies of the death experience. Students will review and discuss current psychological theories and research on dying, and will prepare a paper or project on a specific aspect of the topic.

PSY 269 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.

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. (3) 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. Prerequisite: 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. Prerequisite: PSY 100 or 101.

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 324B 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. 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. (3) Research will be done in the area of hypnosis, meditation, and biofeedback. 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 evaluate 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 perspec-

tive. 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, Senior standing, and approval of the chairperson. Lab fee.

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, Senior standing, and approval of chairperson. Lab fee.

PSY 402 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, Senior standing, and approval of chairperson. Lab fee.

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, Senior standing, and approval of chairperson. Lab fee.

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 SCIENCES

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 hypothesis-testing techniques. Prerequisite: MTH 106 or permission of the instructor.



SOCIOLOGY/ANTHROPOLOGY

Faculty: Graber (Chairperson), Scupin

Requirements for the Major

Both the B.A. and the B.S. degrees are offered in Sociology/Anthropology. A student shall take a minimum of 27 hours and a maximum of 42 semester hours within the department, including 102, 112, 320, and 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 six 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 semester hours. For a minor in Sociology, the student shall take 102, 215, 320, and 3 hours of 293. For a minor in Anthropology, the following courses are required: 112, 122, 320, and 3 hours of 293. For either, two additional courses should be chosen in consultation with department faculty.

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.

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 in understanding social relationships and the processes of society.

ANT 112 Cultural Anthropology. (3) Analytical concepts appropriate to the understanding of human cultures will be developed and will be applied in depth to select societies.

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.

ANT 205, 206 History and Cultures of Asia. (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 upon the prehistory, languages, history, and culture of Japan and Southeast Asia.

ANT 210 North American Indians. (3) This course examines the origin, traditional culture, and current situation of the Native American. Some attention is given to the history of Indian/White relations.

SOC 213 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.

SOC 214 The Family. (3) This course examines the interpersonal dynamics of family life, the variation in family structure and function in different social classes and cultures.

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. Class work will cover the range of institutions, but students may elect to study a single institution in depth.

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 in civil rights, abortion, use of controlled substances, and other areas of current legal change. The societal roles of legal actors: lawyers, police, judges, juries.

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.

SOC 293 Independent Study. (3)

ANT 317 Social and Cultural Change. (3) This course examines the processes of social and cultural change and provides theoretical positions and empirical, social, and cultural studies of various change processes. Prerequisite: SOC 102 or ANT 112.

SOC 318 Social Inequality: Class, 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 332 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 a foreign language.

SOC 340 or 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.

SOC 400 Field Study. (Variable credit.) Practical experience working with a social service agency; may be arranged on an individual basis.

THEATRE ARTS—MFA

1. Master of Fine Arts in Theatre

The degree offered is the Master of Fine Arts. Emphasis may be in acting, directing, or theatre administration.

Admission Requirements:

Applicants for admission to the degree program must:

1. Complete the procedures for admission to Lindenwood College
2. Hold a bachelor's degree with background training and/or professional experience roughly comparable to that of an undergraduate theatre major at Lindenwood College
3. Submit a dossier of biographical information and theatrical experience
4. Audition or interview with members of the Lindenwood College Department of Theatre Arts.

General Degree Requirements:

1. Completion of a residency period at Lindenwood. (Normally two years).
2. Successful performance in an oral examination taken at the beginning of the second year of studies. Emphasis is on history of the theatre and dramatic literature. An assigned list of books and plays forms the basic syllabus for this examination.
3. Completion of a final thesis project. Normally this consists of directing, designing, playing a principal role in a major production, or offering a one-person show, and presenting evidence of research and judgment which formed a part of the production process, which will remain on record with the Department of Theatre Arts. The Master's project may count for two courses, a total of six semester hours.
4. Active participation in the general production program of the Department of Theatre Arts.
5. Completion of 60 semester hours of graduate course work with a cumulative GPA of 3.00 or higher. A maximum of 12 hours graduate credit or practicum experience may be transferred.
6. Active participation, at least one season, in a professional summer theatre or the equivalent experience.

II. *College for Individualized Education: M.F.A. and M.A. in Theatre*

The MFA and MA in Theatre are also offered through the College for Individualized Education. Programs are designed on an individualized full-time basis. Candidates may hold full-time positions in other theatres or other types of work while pursuing studies. Degree emphasis may be in acting, directing, theatre administration, theatre production and design, children's theatre, theatre history, and criticism, playwriting, and puppet theatre. Admission requirements are similar to those of the resident programs. Please see the separate Lindenwood College for Individualized Education program brochure for details.

III. *The M.A. in Education with Theatre Emphasis -*

The Department of Theatre Arts and The Department of Education offer jointly the Master of Arts in Education with a theatre emphasis. Primarily for preparation in teaching, this program combines a professional approach to theatre teaching with the study of educational theory and resources.

Degree Requirements:

The program of study consists of successful completion of 30 graduate semester hours. The prescribed courses include three in Education (Analysis of Teaching and Learning Behavior, Conceptualization of Education, and Educational Research, for a total of 9 semester hours), 6 courses in Theatre (Theatre arts 511, 515, 520, 540, 542 and one elective for a total of 18 semester hours), and a Master's project in Theatre Education (3 semester hours). Candidates on a two-year course of study for the Master of Arts in Education may work up to 20 hours per week for the Department of Theatre Arts as a graduate assistant in one of the many programs directly related to the production program at Lindenwood. Applicants shall have completed undergraduate teaching certification requirements and student teaching.

Graduate Courses of Study

TA 500 Field Studies in Theatre. (3) Study and practice in theatre at locations away

from The Lindenwood Colleges theatre. May be repeated for a maximum of nine semester hours of credit.

TA 511 Storytelling and Creative Dramatics. (3) A thorough investigation of the history of storytelling is followed by study and practice in the technique of this art. Through the techniques of improvisational theatre and creative dramatics, some stories are developed into classroom activities. Appropriate research and writing is assigned.

TA 520, 521 Advanced Technical Production I, II. (3) (3) Application of theatre production skills to main stage productions. Students are assigned responsible positions in stage design, technical direction, crew leadership, scene painting, stage management, lighting design, costume design, and wardrobe.

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

TA 530 Seminar in Theatre History. (3) In-depth study of specific periods in theatre history. Playwrights, social conditions, and trends in theatre architecture for each period will be discussed. Subject will vary from term to term. May be repeated for a maximum of 6 hours. Prerequisite: TA 525.

TA 540, 541 Graduate Acting Workshop I, II. (3) (3) Application of the acting techniques of Stanislavski, Grotowski, and others to assigned scenes and voice productions, stage combat, and other special areas.

TA 542, 543 Graduate Directing Workshop I, II. (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 545 Advanced Playwriting. (3) Study and practice in the techniques of writing the full-length play. May be repeated for a maximum of 6 hours.

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

TA 555 Summer Theatre Graduate Internship. (3) Full-time participation in the summer theatre in a position of responsibility. Prerequisites: acceptance into the company and consent of the instructor. May be repeated for a maximum of 6 semester hours of credit.

TA 593 Independent Study. (3) Investigation of specific theories, artists, techniques, or literary periods in theatre history as related to the student's special interest area. Topic developed by the student. May be repeated for a maximum of 6 hours.

TA 600 Master's Project. (36) The student will present a final project which represents his/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.

Practicum in Theatre. Practical theatre experience, normally summer theatre assignments, touring, or other full-time theatre work, or special studies fulfilled in related programs. May be repeated for a maximum of 12 semester hours of credit.

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Jan Lewien, Director of the Work Service Program

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, 1970.
- Balog, C. Edward, Chairman, Associate Professor, History, 1973; B.A., M.A., West Virginia University; Ph.D., University of Illinois.
- ~~Barnes, Linda~~, Director and Assistant Professor, English as a Second Language, 1982; B.A., Ph.D., University of South Carolina.
- ~~Barnett, Howard A.~~, Chairman, Alice Parker Professor of English Literature, English, 1965; B.A., M.A., Indiana University; graduate study, University of Chicago; Ph.D., Indiana University.
- 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; Doctoral candidate at University of Missouri-Kansas City Conservatory of Music.
- Bornmann, John A., Chairman, Professor, Chemistry, 1965; B.S., Carnegie Institute of Technology; Ph.D., Indiana University; further study, Technische Hochschule, Stuttgart, Germany.
- Burroughs, Michael, Assistant Professor and Faculty Advisor, LCIE, 1982; B.A., M.A., St. Louis University.
- 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, Assistant 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, Instructor and Professional Librarian, 1982; B.A., Southeast Missouri State University; M.L.S., University of Mississippi.
- Denney-Myers, Dianne, Assistant Professor, Education; Director, Reading Clinic, 1980; B.A., Harris-Stowe Teachers College; M.A., University of Missouri-St. Louis.
- Dickerson, Mel, Assistant Professor, Theatre, 1981; B.A., Kalamazoo College; M.F.A., Brandeis University.
- Donovan, Jeanne, Assistant Professor, Education, 1977; B.S., Fontbonne College; M.A., Ph.D., George Peabody College for Teachers.
- 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, Associate Professor, Psychology, 1974; B.S., Geneva College; M.S., Ph.D., Iowa State University.
- Feely, James H., Associate Professor, English, 1958; A.B., Northwestern College; M.A., Northwestern University; graduate work, Washington University.
- Fields, N. Jean, Assistant Professor, English and Communication Arts, 1965; B.A., Morris Harvey College; M.A., Ohio State University; graduate work, U.C.L.A.
- Fitzpatrick, Susan, Assistant Professor, History, 1979; B.A., M.A.T., Webster College; Ph.D., St. Louis University.

- ~~Frowine, Victoria, M.~~, Assistant Professor, Head Librarian, 1980; B.S. Ohio State University; M.S., Library Science, Case Western Reserve University; M.A., English University of Pittsburgh.
- Gavin, Mary Lois, MT(ASCP), Adjunct Professor of Medical Technology, 1973; M.Ed., Central Michigan University.
- ~~Gibson, Roger F.~~, Assistant Professor, Philosophy, 1981; B.A., Northeast Missouri State University; M.A., Ph.D., University of Missouri.
- Glenn, Rebecca, Assistant Professor and Faculty Advisor, LCIE, 1981; B.A., Graduate Work, Washington University.
- Graber, Edith, Chairman, Associate Professor, Sociology, 1982; B.A., Bethel College; Danforth Graduate Fellowship, 1945-50; M.R.E., Bethany Theological Seminary; M.A., University of Oklahoma; Ph.D., University of Denver.
- Greenlaw, Kenneth G., Chairman, Associate Professor, Music, 1968; A.B., M.A., Occidental College; graduate work, U.C.L.A.; D.M.A., University of Southern California.
- Grundhauser, J. Walter, Professor, Biology, 1946; B.S., B.A., Southeast Missouri State College; Metallurgical Laboratory of the University of Chicago, Manhattan Project; Ph.D., St. Louis University. On leave.
- ~~Hanselman, Charlotte T.~~, Instructor, English as a Second Language, 1979; B.A., Emory University; M.A., St. Louis University.
- Henderson, M. Gene, Chairman, Professor, Education, 1981; B.M.E., Central Methodist; M.Mus., Indiana University; Ed.D., University of Missouri.
- ~~Heron, Ed.~~, Assistant Professor, Theatre, 1981; B.A., Marquette University; M.F.A., Ohio University.
- Hood, James Frederick, Professor, History, and Associate 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; graduate work, St. Louis University.
- Hulett, Robert L., Associate Professor, Business Administration 1981; B.A., B.S., University of Missouri.
- Jawad, Suad, International Specialist and Assistant Professor, French, 1981; B.A., M.A., American University of Beirut; M.A., Columbia University.
- Juncker, Niki, Assistant Professor, Theatre, 1981; B.F.A., Washington University.
- King, Robert W., Associate Professor, Acting Chairman, Business Administration, 1976; B.A., Indiana University; M.A., Purdue University.
- Kupferer, Patricia, Assistant Professor, Biology, 1981; B.S., Purdue University; M.S., Washington University.
- Land, Patrick, Assistant Professor and Faculty Advisor, LCIE, 1982; B.A., Cornell University; M.B.A., Wharton Business School.
- Levi, Hans, Assistant Professor, Art, 1980; B.S., B.A., Washington University; M.A., San Francisco State University.
- McCartey, Michael A., M.D., Adjunct Professor, 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.
- ~~Miller, Aaron~~, Professor, Humanities, and Dean of Faculty, 1980; B.A., University of Illinois; M.A., The Johns Hopkins University; Ph.D., University of Minnesota.
- Moore, Lynn, Instructor and Interim Director, Fashion Marketing, 1982; B.A., Northwestern University.

- Nichols, John, Associate Professor, Mathematics, 1969; B.S. Hampden-Sydney College; M.A., University of Virginia; graduate work, Washington University.
- Palermo, Judith A., MT(ASCP), Adjunct Professor of Medical Technology, 1974; B.S., University of Minnesota; M.Ed., University of Florida.
- ~~Peppers, Robert E.~~, Chairman, Professor, Performing Arts, 1981; B.A., Manchester College; M.A., Miami University; Ph.D., University of London.
- Perrone, Anthony, Chairman, Assistant Professor, Modern Languages, 1969; B.A., Assumption College; M.A., University of Illinois.
- Perry, Anne C., Associate Professor, Business Administration, 1974; A.B., Randolph-Macon Women's College; M.A., Duke University, Ph.D., Washington University; M.I.M., American Graduate School of International Management.
- Polette, Nancy, Assistant Professor, Education, 1970; B.S., Washington University; M.S., Southern Illinois University.
- Rickert, Richard, Associate Professor and Faculty Advisor, LCIE; Ph.D., University of North Carolina.
- Ruyter, John, Associate Professor, Business Administration, 1980; M.B.A., University of Chicago.
- Schwab, Allen M., Associate Professor of English and Dean of College Life, 1983; A.B., Illinois; M.A., Univ. of Washington, Ph.D., Tufts University.
- ~~Schwieser, William~~, Chairman, Professor, Communications, 1983; A.B., M.A., St. Louis University; Ph.D., Northwestern.
- 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, Assistant 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.
- Sueoka, Arlene, Instructor, English as a Second Language, 1978; B.S., Fontbonne College; M.S., St. Louis University.
- ~~Swingen, Allegra~~, Associate Professor, Music 1946; B.Mus., M.Mus., Chicago Musical College; graduate work in music history, Washington University; study with Mollie Margolies, Rudolph Ganz, Max Pirani and Gustave Dunkelberger.
- Taich, Arlene, Dean and Faculty Administrator, LCIE; Ph.D. St. Louis University.
- Tietjen, William, Assistant Professor, Biology, 1981; B.S., Pennsylvania State University; Ph.D., Ohio University.
- Torrey, Joyce, MT(ASCP), Adjunct Professor of Medical Technology, 1972; A.B., Webster College, M.Ed., St. Louis University.
- ~~Van Mierlo, David A.~~, Instructor, Professional Librarian, 1980; B.A., University of Missouri-Kansas City; M.A., Library Science, University of Missouri.
- Wehmer, John H., Associate 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.
- Williams, Delores J., Chairman, Associate Professor, Political Science, 1965; B.A., Southern Illinois University; Institute d'etudes Politiques, Paris; M.S., University of Chicago; Ph.D., Georgetown University.

- Wilner, George D., Adjunct Professor of Medical Technology, 1981; B.S., M.D., Northwestern University.
- Wilson, James A., Assistant Professor, Communications, General Manager of Station KCLC, 1983. M.A., Oklahoma State University.
- Wong, Jim Professor, Business Administration, 1983. Ph.D., Ohio State University.
- Zumbrunnen, Wanita, A., Assistant Professor, English, 1980; B.A., Coe College; M.A., Mills College; graduate work, University of Iowa.

Adjunct Instructors

- Annis-Perkins, Zoe, Adjunct Instructor, Fashion Marketing, 1980; B.S., Southwest Missouri State University; M.S., Kansas State University.
- Bauer, Cynthia, Adjunct Instructor, Art, 1982; B.F.A., Kansas City Art Institute.
- Benavides, Cynthia, Adjunct Assistant Professor, Music, 1972; B.M., M.M., Southern Illinois University.
- Bornhop, Norbert A., Adjunct Assistant Professor, Business Administration, 1982; B.S., University of Missouri-St. Louis; C.P.A.
- Brauner, Paul, Adjunct Professor, International Business, 1982; President, Brauner Export Company, St. Louis.
- Buntaine, Robert R., Adjunct Instructor, Business Administration, 1982; B.A., Kalamazoo College.
- Callahan, Cathleen, Adjunct Instructor, English, 1982; B.A., M.A., The Lindenwood Colleges.
- Cavalli, Paul, Adjunct Instructor, Fashion Marketing, 1982; B.S., Western Michigan University.
- Herzog, David, Adjunct Instructor, Business Administration, 1982; B.S., Southern Illinois University; M.A., Webster College.
- Khaykin, Marlen B., Adjunct Instructor, Physical Education, 1981; Diploma, Byelorussian State Institute of Physical Culture.
- Leigh, Susan, Adjunct Instructor, Theatre, 1982; B.A., Rhode Island College; M.F.A., Temple University.
- Lewis, Michael, Adjunct Instructor, Business Administration, 1982; B.S., University of Pennsylvania; M.B.A., Southern Methodist University.
- Menkin, Randi, Adjunct Instructor, Business Administration, 1982; B.A., M.S.W., Washington University.
- Mudd, R. Clayton, Adjunct Professor, International Business, 1982; B.A., St. Louis University; Diplomat in Residence, Washington University.
- Noonan, Jeffrey, Adjunct Instructor, Music, 1982; B.A. University of Notre Dame; B.M., Hartt College of Music; M.M., Washington University.
- O'Brien, Geraldine, Adjunct Assistant Professor, Nursing 1982; R.N., St. Mary's Hospital of Nursing; B.S.N., St. Louis University; M.S.N., Akron University.
- Peckham, Susan, Adjunct Instructor, English as a Second Language, 1982; B.A., University of Georgia.
- Polette, Keith, Adjunct Instructor of Speech, 1982; B.A., Central Methodist College; M.F.A., Idaho State University.
- Stephens, Gray, Adjunct Instructor, Theatre, 1982; B.A., University of California-Santa Cruz; M.F.A., Temple University.
- Thompson, Judy, Adjunct Instructor, Art, 1982; B.F.A., M.F.A., Washington University.

- Troup, Catherine, Adjunct Instructor, Biology, 1982; B.A., M.A., Ph.D., St. Louis University.
- Wilson, James, Adjunct Instructor, Communications, 1982; B.S. University of Wisconsin; M.A., Oklahoma State University.
- Zibrowski, Debra, Adjunct Instructor, Communications, 1980; B.S., University of Wisconsin.

Evening College Adjunct Faculty

- Acuff, Charles, Instructor, Management Information Systems; B.A., M.A., Northeast Missouri State University.
- Ancona, Joe, Instructor, Business Administration; B.S., Washington University; M.B.A., St. Louis University.
- Barnes, Diana L. Kane, Instructor, Department of Education; Visual Disabilities and Elementary Education, B.S. Florida State University; Visual Disabilities and Early Childhood Education; M.S. Florida State University.
- Best, Kenneth, Instructor, Business Administration; A.B., Marketing, University of Northern Colorado; M.B.A., Wichita State University.
- Bohnert, Larry, Instructor, Business Administration; B.S., Southeast Missouri State University; M.S.C., St. Louis University.
- Bowman, Earl E., Jr., Instructor, Business Administration; B.S., Georgetown University.
- Brandman, David, Instructor, Mathematics; B.A. Rutgers; M.S., George Washington University.
- Brennan, James G., Instructor, Business Administration; B.S., St. Louis University; C.P.A.
- Briscoe, Joseph, Instructor, Business Administration, B.S., J.D., St. Louis University.
- Brown, James J., Instructor, Health Administration; B.A., Carson-Newman College; M.A., University of Tennessee.
- Buel, Bob, Instructor, Mathematics; B.S., M. Ed., Lincoln University; Ph.D., St. Louis University.
- Burnett, Marvin, Instructor, Economics; B.S., M.A., University of Missouri; Doctoral candidate, St. Louis University.
- Carich, Peter, Instructor, Business Administration; B.S., M.A., Southern Illinois University; Ph.D., St. Louis University.
- Chant, Robert, Instructor, Business Administration; B.S., M.B.A., University of Missouri.
- Curry, Patricia H., Instructor, Department of Education; B.S., University of Missouri at Columbia; M.S., University of Missouri at St. Louis.
- Daniel, William S., Instructor, Business and Health Administration; B.A., Monmouth College; J.D., Washington University.
- DeLaPorte, Charles E., Instructor, Management Information Systems; B.S. Northeast Missouri State; M.S. St. Louis University.
- Dent, Thomas, Instructor, Business Administration, B.S., M.B.A., University of Dayton; C.M.A., C.P.A.
- DeRotaeche, Joseph, Instructor, International Business; B.S., University of Philippines; Manager, World trade, St. Louis Regional Commerce and Growth Association.
- Doell, Gail B., Instructor, Biology; B.S., State University of New York, Stony Brook; M.S., Washington State University.
- Eaton, Harold R., Instructor, Business Administration; B.S., M.A., Management, M.A., Public Administration, Webster College.
- Edwards, Robert P., Instructor, Business Administration, B.S. Ed. Northeast Missouri State University, B.S. Business Administration Tarkio College, M.S. Ed., Southern Illinois University, Post Graduate Work, University of La Verne.

- Fischer, Joan M., Instructor, Department of Education, Elementary Education, Special Education; B.S., University of Missouri at St. Louis; Special Education, University of Missouri at St. Louis.
- Gawronski, Donald, Instructor, History, Political Science; B.S., M.A., Ph.D., St. Louis University.
- Grimes, Jim D., Instructor, Department of Education; B.S., Southeast Missouri State University; M.A., Southeast Missouri State University.
- Hammerschmidt, Walter, Instructor, Business Administration; B.A., Tarkio, B.A., Columbia College; M.A. Webster College.
- Harper, David, Instructor, Business Administration; B.A., Brown University; M.A. Northwestern.
- Hedges, James, Instructor, Business Administration; B.S., Washington State University; M.S., University of Tennessee.
- Henderson, Fred, Instructor, Data Processing; B.S., Florida Institute of Technology.
- Hicks, Edie J., Instructor, Business Administration; B.S., Syracuse University; M.A., University of Northern Colorado; M.A., Webster; Ph.D. Candidate, St. Louis University.
- Hoffmann, Margo E., Instructor, Mathematics; B.S., Mathematics, The Lindenwood Colleges.
- Holt, Jack, Instructor, Behavioral Science; B.S., Psychology; M.A., The Lindenwood Colleges.
- Horn, Walter, Instructor, Business Administration; B.S., University of Missouri; M.B.A., The Lindenwood Colleges.
- Kling, Dale, Instructor, Business Administration; B.S., St. Louis University; M.A., Central Michigan University.
- Kniffen, Jan, Instructor, Business Administration; B.S., Southern Illinois University; M.B.A., The Lindenwood Colleges.
- Kuelker, John, Instructor, Business Administration; B.S., St. Louis University; C.P.A.
- Langer, Henry J., Instructor, Business Administration; B.A., University of Pittsburg; M.S.C., St. Louis University.
- Lefkowitz, Kenneth, Instructor, Business Administration; B.S., Washington University; C.P.A.
- Loso, Donald R., Instructor, Business Administration, B.S., Bradley University; Director, U.S. Department of Commerce.
- Lucas, Gary, Instructor, Business Administration; B.S., J.D., M.B.A., St. Louis University.
- Megargel, Frank, Instructor, Business Administration; B.S., University of Missouri; C.P.A.
- Moses, Philip, Instructor, Business Administration; Colgate, Upsala College, American Academy of Arts.
- Mueller, Robert, Instructor, Business Administration; B.A., Cardinal Glennon College; M.A. St. Louis University, Graduate Certificate, Harvard.
- Nesslage, Larry, Instructor, Business Administration; B.S., University of Missouri-Rolla; J.D., Southwestern University.
- Palans, Lloyd, Instructor, Business Administration; B.S., Tulane; J.D. University of Missouri.
- Pressley, Joseph L. Instructor, Business Administration; B.A., University of Mississippi; M.S. Navy Postgraduate School.
- Prindiville, Gary, Instructor, Business Administration; B.S., Columbia College; M.A. Webster College.
- Rexroat, Paul, Instructor, Sociology; A.B., M.S., University of Illinois; Ph.D. University of Illinois.
- Robison, Del, Instructor, Department of Education; B.S., M.A., Northeast Missouri State.
- Ruebling, Charlotte, Instructor, Business Administration; B.A., Colorado College; M.S., Ph.D., Iowa State University.

- Ruhlman, Edward, Instructor, Business Administration; B.S., M.B.A., Washington University.
- Shaw, Gary, Instructor, Business Administration; B.S., Iowa.
- Slingerland, Harold, Instructor, Business Administration; B.S., Southern Illinois University; M.B.A., Southern Illinois University.
- Sredl, Darlene, Instructor, Health Services Management; B.S.N. Loyola; M.A., Webster; Ph.D. Candidate, St. Louis University.
- Stuhler, Eric, Instructor, Business Administration; B.S., The Lindenwood College; J.D. University of Missouri, Kansas City.
- Sullentrup, Robert W., Instructor, Management Information Systems; B.A., Mathematics, University of Chicago., M.B.A., University of Chicago.
- Unell, Ron, Instructor, Business Administration; B.S., University of Missouri; C.P.A.
- Vidalon, Mario, Instructor, Management Information Systems; B.S., National University of Education, Lima, Peru; M.S., St. Louis University; Ph.D., Windsor University.
- Welch, Mary, Instructor, Business Administration; B.S., Southwest Missouri State; M.A., Oakland University; Graduate Work, Wayne State University.
- Westphal, Kenneth, Instructor, Business Administration; B.S., U.S. Naval Academy; M.B.A., New York University.

LCIE Faculty Sponsors

- Blagbrough, Elizabeth, Faculty Sponsor, Valuation Science; B.A., Washington University.
- Bogusky, Edith, Faculty Sponsor, Communications/Psychology; A.B., M.S.W., Washington University.
- Carlos, Peter Vincent, Faculty Sponsor, Communications; B.A., University of Missouri, St. Louis; M.A., Breadloaf School of English.
- Castro, Jan, Faculty Sponsor, Communications; B.A., University of Wisconsin; M.A., Washington University.
- Choksi, Umesh, Faculty Sponsor, Data Processing; B.S., M.B.A., University of Missouri.
- Crockett, Jim, Faculty Sponsor, Business; A.B., Washington University; Graduate Work, Washington University.
- Eckert, Dean, Faculty Sponsor, Art History; (Full-time faculty).
- Ehlert, Charles, Faculty Sponsor, Public Relations; B.A., University of Missouri.
- Harris, Edwin, Faculty Sponsor, Counseling Skills; B.A., University of Connecticut; M.A., University of Hartford; Ph.D., Washington University.
- Henroid, Dan, Faculty Sponsor, Health Administration; M.A., The Lindenwood Colleges.
- Hoffman, Margo E., Faculty Sponsor, Mathematics/Statistics; B.S., The Lindenwood Colleges.
- Holloway, William, Faculty Sponsor, Labor Relations; B.S., Auburn University; M.B.A., St. Louis University.
- Johnson, Russell, Faculty Sponsor, Business Administration; B.A., Pacific University; M.A., Wayne State University; Ed.D., Wayne State University.
- Kirk, Jack, Faculty Sponsor, Business Administration; B.S., Principia College; M.B.A., Washington University; Ph.D., University of Missouri.
- Klepper, Nancy, Faculty Sponsor, Health Administration/Social Sciences; B.S., M.A., St. Louis University; A.B.D., University of Chicago.
- Kniffen, Jan, Faculty Sponsor, Business Administration; B.S., Southern Illinois University; M.B.A., The Lindenwood Colleges.
- Kozman, Myron, Faculty Sponsor, Art; B.S., M.A., Illinois Institute of Technology.

- Land, Sam, Faculty Sponsor, Business Administration; B.S., Northeast Missouri State University; M.B.A., Southern Illinois University.
- Lenny, Norman, Faculty Sponsor, Business Administration; B.S., Washington University; M.B.A., Southern Illinois University.
- Levi, Hans, Faculty Sponsor, Photography; (Full-time faculty).
- Lipkin, Joan, Faculty Sponsor, Humanities; B.A., Webster College; M.A., St. Louis University.
- Ludwig, Jr., John, Faculty Sponsor, Natural Science/Mathematics; B.A., University of Missouri; D.D.S., University of Missouri Dental College.
- McCrary, Lynn, Core Faculty, Valuation Sciences; M.S.C., St. Louis University.
- Orme-Rogers, Charles, Faculty Sponsor, Psychology; B.A., Wabash College; M.A., Graduate Work, University of Notre Dame.
- Rollins, Luther, Jr., Faculty Sponsor, Health Administration; B.A., University of Chicago; M.H.A., St. Louis University.
- Rosen, Dean, Faculty Sponsor, Psychology; B.S., University of Iowa; Ph.D., University of Illinois.
- Scott, Carolyn, Faculty Sponsor, Humanities; B.A., University of Kansas; M.A., University of Wisconsin.
- Seward, Janet, Faculty Sponsor, Art; B.A., Wichita State University; M.A., The Lindenwood Colleges.
- Shah, Aarti, Faculty Sponsor, Natural Science/Mathematics; B.S., Diploma of Higher Education, Certificate, University of Bombay.
- Sommers, Conrad, Faculty Sponsor, Psychopathology; M.S., M.D., University of Illinois.
- Soucy, Patricia, Faculty Sponsor, Valuation Sciences; M.A., The Lindenwood Colleges.
- Unell, Ronald, Faculty Sponsor, Accounting; C.P.A., B.S., University of Missouri.
- Walbran, Bonnie, Faculty Sponsor, Psychology; A.B., Vassar College; Ph.D., Washington University.
- Wehmer, John, Faculty Sponsor, Art; (Full-time faculty).
- Zibit, Samuel, Core Faculty Sponsor, Health Administration; B.S., City College, New York; M.P.H., Yale University.
- Zimmerman, Hal, Faculty Sponsor, Education; A.B., Brooklyn College; M.A., Southern Illinois University.

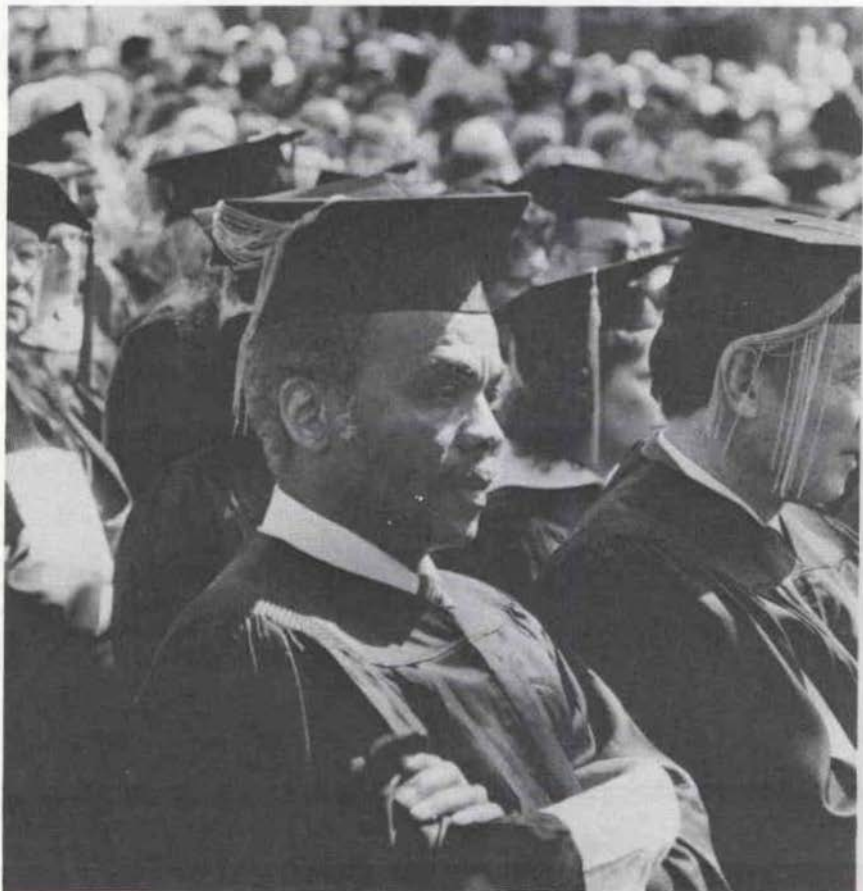


EMERITI

- Ambler, Mary E., Associate Professor, 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.
- Beale, Lula Clayton, Registrar, 1952; Registrar Emeritus, 1974. A.B., Murray State College; M.A., George Peabody College for Teachers.
- Boyer, Martha May, Professor, Communication Arts, 1946. Professor Emeritus, 1972 B.A., Maryville College; M.A., University of Wisconsin; graduate work: Ohio State University, Washington University; Study, British Broadcasting Company, London.
- Conover, C. Eugene, Margaret Leggat Butler Professor of Philosophy and Religion, 1948; Professor Emeritus, 1970. A.B., College of Wooster; B.D., Union Theological Seminary; A.M., Ph.D., University of Cincinnati.
- Daams, Gertrude Isidor, 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, 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; Diplome de Literature Francaise Contemporaine, Sorbonne, Paris; D.M.L., Middlebury College.
- 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., State University of Iowa; Post-Graduate work in painting, drawing, and prints, State University of Iowa.
- Lichtner, 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, Business Institute, 1955; Associate Professor Emeritus, 1972. B.A., M.A., Washington University.
- Rechtern, Marion Dawson, 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 College; M.A., Colorado State College of Education; graduate work, Indiana University.
- 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.

Past Presidents

- 1827-1856—Mary Easton Sibley, founder-owner-administrator
1856-1862—A.V.C. Schenck, A.M.
1862-1865—Thomas P. Barbour, A.M.
1866-1870—French Strother
1870-1876—J.H. Nixon, D.D.
1876-1880—Miss Mary E. Jewell
1880-1893—Robert Irwin, D.D.
1893-1898—William Simms Knight, D.D.
1898-1903—Mathew Howell Reaser, Ph.D.
1903-1913—George Frederic Ayres, Ph.D.
1913-1914—John Fenton Hendy, D.D.
1914-1940—John L. Roemer, D.D., LL.D.
1941-1946—Harry Morehouse Gage, A.B., D.D., LL.D.
1946-1947—Administrative Committee (Guy C. Motley, A.B., Chariman)
1947-1966—Franc L. McCluer, Ph.D., LL.D.
1966-1973—John Anthony Brown, M.A., LL.D., L.H.D., Litt.D.
1973-1974—Franc L. McCluer, Ph.D., LL.D.
1974-1979—William C. Spencer, Ed.D.
1979-1982—Robert Johns, Ph.D.



FACILITIES

The 140-acre campus is widely known for its spacious tree-shaded grounds and handsome Tudor Gothic buildings. The College received its name from the large old Linden trees that were here when Lindenwood was founded in 1827.

The Margaret Leggat Butler Memorial Library is a Tudor Gothic building that combines traditional beauty and modern facilities. Its large, oak-beamed Cardy Reading Room with comfortable sofas and chairs offers students an inviting place to relax and read. All three levels of the Library contain carrels, seminar rooms, and study tables located throughout the open stacks. The Audio-Visual Department is situated on the ground level of the Library.

The Library has holdings of 117,322 volumes, including 23,000 government documents, and subscribes to 625 periodicals annually. Butler Library's memberships in the St. Louis Regional Library Network, the Higher Education Center of St. Louis, and the Online Computer Library Center facilitate the borrowing and sharing of materials for students from all types of libraries regionally and nationally. An active library instruction program and full-time reference service provide individualized attention for all students at Lindenwood.

Roemer Hall, erected in 1921, is named in memory of John L. and Lillie P. Roemer. Dr. Roemer was President of Lindenwood from 1914 to 1940. The building contains the Ross A. Jelkyl Center for the Performing Arts, a 415-seat theatre, and provides space for administrative and faculty offices, classrooms, lecture halls, the college post office, and business office.

Fine Arts Building—Completed in 1969, the Fine Arts Building contains modern studios, laboratories, and classrooms for the Department of Performing Arts and Fine Arts. The Harry D. Hendren Gallery provides space for exhibits of works by students, faculty, and leading artists. A recital hall and studio theatre seating 100 is utilized for student directing projects and recitals. Traditional classrooms are complemented by music practice rooms, acting labs, a theatre shop, and studios for ceramics, print-making, and painting.

The Howard I. Young Hall of Science, completed in 1966, was constructed in memory of Howard I. Young, who served as Chairman of the Board of Directors of Lindenwood and was President of American Zinc, Lead & Smelting Company. This modern, air-conditioned building provides laboratory and classroom facilities for the biological and physical sciences, mathematics, and nursing. It contains the Frederick Eno Woodruff Biology Laboratory and Lecture Room, a gift of his daughter, Mrs. Louise Woodruff Johnston; the Mary E. Lear Chemistry Laboratories, and the Ruth and Vernon Taylor Foundation Lecture Room. Lecture rooms, faculty offices, reading rooms, a photography darkroom, and a spacious lounge are included in the building. An adjacent greenhouse is used by the department of biology for work in biology and floriculture. The Computer Center is located on the third floor and offers day and evening access to students.

The Lillie P. Roemer Memorial Arts Building was erected in 1939 through a gift received from Mrs. Roemer's estate. The Memorial Arts Building houses the studios of radio station KCLC-FM, offices of the Student Newspaper, Alumni Affairs, and Development. The newly-refurbished lounge, dedicated in March 1982, is named for Arthur S. Goodall who has served on the Board of Directors since 1937 and is a life member of The Board of Overseers.

Butler Hall, erected in 1914, is named for Colonel James Gay Butler, who served on the Board of Directors of the college and was one of its greatest benefactors.

Originally a residence hall, it now provides space for administrative and faculty offices.

The Lindenwood Chapel, completed in 1957, is a modern, multi-purpose facility owned jointly by Lindenwood and the St. Charles Presbyterian Church, serving both the campus and the community.

B. Kurt Stumberg Hall was acquired in 1933 and named in memory of Dr. Stumberg who served as college physician from 1903 until his death in 1943. He also served on the Board of Directors and was Professor of Hygiene and Physiology. It now houses the Department of Education and the Campus School for Gifted Children.

Niccolls Hall—A gift of Colonel James Gay Butler in memory of his friend, Samuel Jack Nicolls, D.D., who served on the Board of Directors from 1869 to 1915, and was President of the Board for 25 years. Nicolls serves as the student center of the college.

The Dining Room is an annex to Ayres Hall.

The Gables, completed in 1978, situated in the center of the campus, houses the CAP Center, the College Bookstore, and the International Student Center.

Athletic Facilities include a gymnasium, an outdoor pool adjacent to Cobbs Hall, a softball field, an archery range, and four tennis courts. The athletic and recreational facilities are available to all students.

The Lindenwood Stadium is located in a natural amphitheatre behind Parker Hall. It has an artificial-surface field large enough for either football or soccer, with seating for 5000 people.

Cynthia Ann Yost Memorial Walkway—Constructed in memory of Cynthia Ann Yost with gifts from students, friends, and relatives, this walkway joins the campus with Trinity Episcopal Church.

Cobbs Hall—Completed in 1949 and named in honor of Thomas Harper Cobbs, prominent St. Louis attorney and a member of Lindenwood's Board of Directors from 1917 until his death in 1959, Cobbs Hall houses the David Babcock Center for the Study of Business, with offices for business faculty, reading rooms, and a comfortable lounge which is available for seminars and meetings.

Residence Halls

Irwin Hall, constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, President of Lindenwood from 1880 to 1893, is a residence hall ~~for men~~. Residence capacity: 83 students.

McCluer Hall, built in 1961, and named in honor of President Emeritus and Mrs. Franc L. McCluer, President of Lindenwood from 1947 to 1966, has a capacity of 92 students. Air-conditioned.

Parker Hall, named in memory of Dr. Alice Parker, who served as Professor of English Literature from 1928 to 1961, has a capacity: 128 students. Air conditioned.

Sibley Hall, named for Major George Sibley and Mary Easton Sibley, founders of Lindenwood College. This is the oldest building on campus and listed in the National Registry of Historic Buildings. Dedicated in 1860, it replaced the log cabin which was the beginning of the college. The south wing was added in 1881 and the north wing in 1886. The later includes a chapel still used today for student recitals and classes. In Sibley parlor is a century-old grand piano, which is said to be the first concert grand to be shipped to the Midwest. Residence capacity: 67 students.

Off-Campus Centers

The Lindenwood College for Individualized Education Center in Clayton. LCIE maintains an office and classroom facility for its metropolitan students in Clayton,

Missouri. This center is used by the Director, Faculty Administrators, Faculty Sponsors, and students as a regional center for administrative activities and classes.

The Lindenwood College for Individualized Education

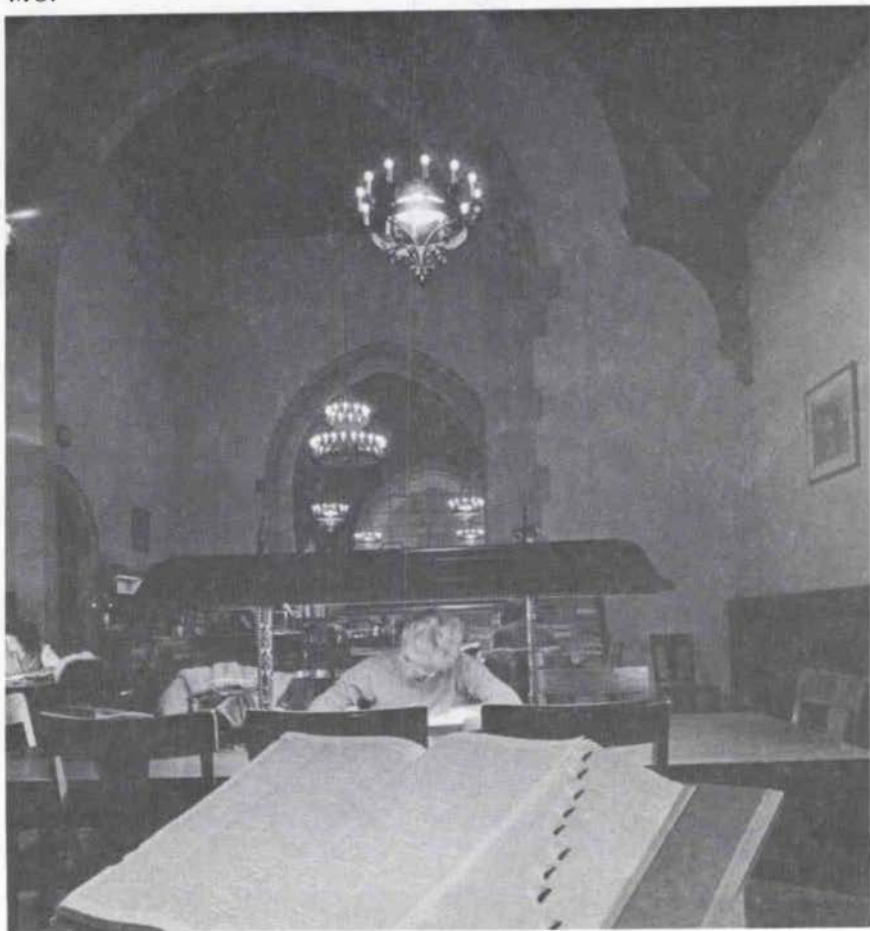
6214 Forsyth

St. Louis, Missouri 63105

The Lindenwood Downtown St. Louis facility is located at 330 Mansion House Center. This administrative and classroom facility is climate-controlled the year around and has ample covered parking. Special parking rates are provided for Lindenwood students.

Lindenwood Westport Center is located in the Westport Plaza Complex at 11861 Westline Industrial Drive, Suite 300, St. Louis, Missouri, 63367. Classrooms and administrative offices are housed in a newly-constructed climate-controlled building with adjacent parking.

Lindenwood Lake St. Louis is located in a small lakeside community approximately 20 miles west of St. Charles. Classes meet in a modern office building surrounded by ample parking. The facility is located at 1000 Lake St. Louis Blvd., Lake St. Louis, MO.



ACADEMIC YEAR 1983-1984

Fall 1983

March 28-April 22	Early Registration Fall 1983 Semester
August 21	New Students Arrive
August 21-28	New Student Orientation
August 22-24	Tuition and Fees due for all students who pre-registered for the Fall 1983 semester.
August 25	New Student Registration
August 26-27	General Registration for Returning Students
August 29	Classes and Late Registration Begin
September 2	Last Day to register, change a class, or select an audit basis.
September 5	Labor Day - No Classes
September 10	LCIE Fall Trimester Begins
September 23	Last Day to officially withdraw from a class for the Fall 1983 Semester
October 7	Incomplete grades due from the Spring 1983 and Summer 1983 terms.
October 31	Mid-Term grades due from instructors
November 7-December 9	Early Registration Spring 1984 Semester
November 24-27	Thanksgiving Vacation
December 10	Last Day of Classes
December 12-17	Final Examinations
December 10	LCIE Fall Trimester Ends

Spring 1984

December 26-29, 1983	Tuition and fees due for all students who pre-registered for the Spring 1984 semester.
January 4-6, 1984	New Student Orientation
January 5	New Student Registration
January 6	General Registration for Returning Students
January 7	LCIE Winter Trimester Begins
January 9	Classes and Late Registration Begin
January 13	Last Day to register, change a class, or select an audit basis
February 3	Last Day to officially withdraw from a class for the Spring 1984 semester
February 17	Incomplete grades due from Fall 1983 Semester
March 5	Mid-Term grades due from instructors
March 19-25	Spring Break
March 26-April 27	Early Registration Fall 1984 Semester
April 7	LCIE Winter Trimester Ends
April 16	Honors Day ✓
April 28	Last Day of Classes
April 28	LCIE Spring Trimester Begins
April 30-May 5	Final Examinations
May 7-June 2	Special Term
May 12	Commencement
July 28	LCIE Spring Trimester Ends

SUMMER TERM CALENDAR WILL BE PUBLISHED WITH SPRING 1984 SCHEDULE OF COURSES.

out of obs. Nailed by S.P.M. 5/6
grad. also out S.P.M. 5/13

1984 Fall Semester - Revised Calendar

September 2	New students arrive
September 3	Labor Day - Orientation
September 4-5	Orientation and Registration
September 6	Classes begin
September 13	Last day to register, change a class, choose an audit
September 28 OCT. 4	Last day to officially withdraw from a class
November 22-24	Thanksgiving recess
November 26-30	Early registration for Spring 1985 Semester
December 11	Last day of classes
December 12-18	Final examinations
December 26-28	Tuition and Fees due from pre-registered students for Spring Term
December 20	RESIDENCE HALLS CLOSE 10 P.M.

1985 Spring Semester - Revised Calendar

January 14-16	New student orientation and registration
January 17	Classes begin
January 24	Last day to register, change a class, or elect an audit
February 14	Last day to officially withdraw from a Spring Semester class
March 11-16	Spring Break
March 25-29	Early registration for Fall 1985 Semester
April 5-6	Easter recess
April 15 22	Honors day
April 27 MAY 4	Classes end
April 29 MAY 4 6-11	Final examinations
May 18	Graduation
May 13 13- JUNE 8	Special May Term
JUNE 10-July 17	SUMMER SESSION



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Students must meet the graduation requirements of the catalog under which they enter. Any student who leaves the The College for one year or more and then resumes work will then need to meet the requirements currently in effect at the time of re-entry.

Lindenwood College 1983-1985