

**THE
LINDENWOOD
COLLEGES**

1979-1980

The Lindenwood Colleges

1979-80 Catalog

The Lindenwood Colleges offer undergraduate degree programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science. These programs include pre-professional curricula in dentistry, law, medicine, and veterinary medicine.

An Associate in Science degree in Business Administration and an Associate of Arts degree in Applied Psychology are available in the Evening College.

At the graduate level The Colleges offer degree programs leading to the Master of Arts, Master of Fine Arts, Master of Business Administration, and Master of Science in Education.

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

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Calendar 1979-1980

September

Monday 3 New Students Arrive, L.C. I, II
 Tues., Wed. 4, 5 Registration and Orientation
 Thursday 6 Classes Begin, L.C. I, II, III
 Saturday 8 Summer Trimester Ends, L.C. IV
 Saturday 29 Fall Trimester Begins, L.C. IV

October

Wednesday 17 Founders' Day

November

Thurs. - Sun. 22-25 Thanksgiving Recess
 Monday 26 Classes Resume, L.C. I, II, III

December

Monday 10 Last Day of Classes, L.C. I, II, III
 Tuesday 11 Reading Day
 Wed. - Tues. 12-18 Final Exams, L.C. I, II, III
 Wednesday 19 End of Fall Term, L.C. I, II, III
 Saturday 22 Christmas Break Begins, L.C. IV

January

Monday 2 Trimester Resumes, L.C. IV
 Monday 7 January Term Begins, L.C. I, II, III
 Saturday 12 End of Fall Trimester, L.C. IV

February

Saturday 2 End of January Term, L.C. I, II, III
 Saturday 2 Winter Trimester Begins, L.C. IV
 Monday 4 Spring Term Begins, L.C. I, II, III

March

Sun. - Sun. 23-30 Spring Vacation, L.C. I, II, III
 Monday 31 Classes Resume, L.C. I, II, III

May

Wednesday 7 Honors Day
 Saturday 10 Winter Trimester Ends, L.C. IV
 Monday 12 Last Day of Classes, L.C. I, II, III
 Tuesday 13 Reading Day
 Wed. - Tues. 14-20 Final Exams, L.C. I, II, III
 Friday 23 Baccalaureate
 Saturday 24 Commencement

June

Saturday 7 Summer Trimester Begins, L.C. IV
 Monday 9 Summer Session Begins

July

Friday 4 Holiday

August

Friday 1 Summer Session Ends

September

Saturday 13 Summer Trimester Ends, L.C. IV

Calendar 1980-1981

August

Mon. - Fri. 25-29 Open Registration L.C. I, II, III

September

Monday 1 New Students Arrive
 Tues., Wed. 2, 3 Registration
 Thursday 4 Classes Begin
 Saturday 13 Summer Trimester Ends, L.C. IV

October

Saturday 4 Fall Trimester Begins, L.C. IV
 Wednesday 15 Founders' Day

November

Thurs. - Sun. 27-30 Thanksgiving Recess L.C. I, II, III

December

Monday 1 Classes Resume L.C. I, II, III
 Monday 8 Last Day of Classes, L.C. I, II, III
 Tuesday 9 Reading Day
 Wed. - Tues. 10-16 Final Examinations
 Wednesday 17 Christmas Break Begins, L.C. I, II, III
 Saturday 20 Christmas Break Begins, L.C. IV

January

Monday 5 January Term Begins
 Saturday 17 End of Fall Trimester L.C. IV
 Mon. - Fri. 26-30 Open Registration L.C. I, II, III
 Friday 30 January Term Ends

February

Wednesday 4 Spring Term Begins, L.C. I, II, III
 Saturday 7 Spring Trimester Begins, L.C. IV

March

Sun. - Sun. 22-29 Spring Break L.C. I, II, III

May

Monday 11 Last Day of Classes, L.C. I, II, III
 Tuesday 12 Reading Day
 Wed. - Tues. 13-19 Final Examinations
 Saturday 16 End of Spring Trimester L.C. IV
 Friday 22 Baccalaureate
 Saturday 23 Commencement

June

Saturday 6 Summer Trimester Begins, L.C. IV
 Saturday 6 Critical Life Term Begins
 Monday 8 Summer Term I Begins

July

Friday 3 Summer Term I Ends
 Monday 6 Summer Term II Begins
 Friday 17 Critical Life Term Ends
 Friday 31 Summer Term II Ends

Lindenwood Today...

Lindenwood's physical appearance is that of everyone's dream of a college campus—stately old trees, lush green lawns, ivy-covered red brick buildings, and the peaceful elegance that is broken only by the sounds of stereos in the dormitories and by the sight of frisbees flying over the heads of those studying on "front campus." The college has been here 152 years, growing and changing to meet the challenges of generations of students. Lindenwood's founders, Mary Easton and George C. Sibley, started a school for young women with the philosophy that one must be a part of the world in which one lives and maybe a little ahead of it. Mary Sibley's ideals and philosophies are still very much a part of Lindenwood, being a cornerstone to the cluster of colleges which comprise The Lindenwood Colleges today.

Designed to serve the needs of today's student population, Lindenwood offers fully accredited degree programs in the day, in the evening, on a full-time or part-time basis in the traditional classroom situation or on an individualized study basis. The original Lindenwood College for Women, founded in 1827, and Lindenwood II, the College for Men, established in 1969, combine resources to offer a solid liberal arts curriculum during the day to students of all ages. The curriculum is enhanced by exceptional, individually designed field experiences and internship opportunities for career and graduate school preparation. The advantages of a 12 to 1 student to faculty ratio make this individual attention possible.

Lindenwood III, the Evening College, answers the needs of area residents who find day classes impractical for their lives, and serves as a supplementary service to the day-time students. Students may enroll, usually on

a part-time basis, in fully accredited baccalaureate or master's degree programs in business or selected liberal arts fields entirely in the evening. Literally hundreds of courses are conducted each year, in the evening, by regular Lindenwood faculty and by highly qualified adjunct professors who are recognized specialists in their fields. Close communication between committed faculty and serious students makes Lindenwood III a friendly, supportive environment in which to learn. Internships are available and credit may be granted for job related experience.

Lindenwood IV, the College for Individualized Education, which began in September 1975, is open to men and women who can demonstrate the maturity and dedication necessary to carry out an individually designed program of study leading to a fully accredited baccalaureate or master's program.

Typically, these students are adults with some previous college credits or life experience in their proposed area of study. Among them are individuals whose professional or other obligations preclude regular class attendance on campus, individuals who wish to correlate their careers with academic study, and others whose individual goals cannot be met by existing curricula.

Students design their programs in consultation with their faculty advisers and are guided in their studies by the faculty administrators, faculty sponsors, and resource people in the St. Charles/St. Louis area. Students interact in scheduled cluster groups, workshops, colloquia, and supervised internships. Students may also take one regularly scheduled class per trimester during the day or evening on The Lindenwood Colleges' campus. Study in Lindenwood IV is done on a year-round basis divided into three four-month trimesters.



Admissions

Lindenwood offers admission to qualified applicants regardless of race, creed, color, sex, or national origin. Applicants qualify for admission by presenting evidence of academic achievement, aptitude, and personal motivation which suggests they are adequately prepared for, and able to derive satisfactory results from Lindenwood's instructional programs. Such evidence usually consists of academic records from secondary schools or colleges, scholastic aptitude examination scores, recommendations from schools, colleges, and employers, and information provided by each student on the application form and through personal consultation. Application procedures are intended to be uncomplicated and efficient, while sufficiently comprehensive to make possible educational decisions that are in the best interest of both Lindenwood and applicants.

While application procedures and the decision-making process vary somewhat from one program, division, or academic level to another, there are one or two things that pertain to all applicants. First, all applicants must submit an application and \$15 application fee. There are two application forms: one for undergraduate students and one for graduate students. Second, all applicants

must submit a transcript of their most recent academic experience, either from secondary school or college. Beyond that, the application procedures vary somewhat, depending upon whether one is an applicant for 1) graduate or undergraduate study; 2) full-time or part-time study; 3) study in the daytime or evening or in the College for Individualized Education. For further details about the procedures you should follow to complete an application for admission, please refer to that section in this catalog which pertains to your intentions and circumstances. Basically the catalog is divided into the following sections, each with details on application and admission procedures as follows:

Undergraduate

Full or part-time day study Pages 4-5
Full or part-time evening study Pages 28-29

Graduate Pages 5-6

Lindenwood's College for Individualized Education

Undergraduate Pages 33-34
Graduate Pages 38-39

Undergraduate Admissions

Undergraduate Admissions

Admission to Lindenwood's day division—Lindenwood I and II—is normally offered to qualified individuals who will be full-time undergraduate students, residing on campus or commuting from their homes in the St. Charles area. Students may enroll as freshmen, or as transfers from other colleges. While the quality of the previous academic record in high school, or at college is important, students will be more adequately prepared if they have completed 16 units of college preparatory work in English, Mathematics, the Social Sciences, Laboratory Sciences, and Foreign Languages or Cultures.

Applicants for admission to this division of Lindenwood must submit an application, a \$15 application fee, transcripts from secondary schools and colleges attended, a recommendation form and results of either the College Board Scholastic Aptitude Test or the American College Testing Program. Registration forms, a listing of test centers and testing dates and other information about either of these tests may be obtained from your secondary school, or college, or by writing

College Entrance Examination Board, Box 592, Princeton, New Jersey 08541 or American College Testing Program, Box 186, Iowa City, Iowa 52240. Scores on these tests that are included on high school transcripts are acceptable. Application for admission to the Fall term should be completed by March 15, and for the spring term by January 1. Students who also apply for financial aid should make sure that their financial aid applications are complete by these dates as well.

Although it is not required, students who intend to major in Music or Art are encouraged to audition and submit portfolios of their work. In some cases where distance prevents a student from coming to the campus, a tape may be submitted for the audition, and slides, preferably 35mm, may be mailed to the institution in lieu of a portfolio.

Personal consultations with members of the admissions staff, faculty or an alumni representative are encouraged and usually helpful to both applicants and the Colleges. Students are encouraged to visit the campus whenever possible in order to gain a firsthand impression of Lindenwood and obtain answers to their questions.

Individuals who are able to attend classes only in the day time on a part time basis may be admitted as special students. The application procedure for such students is the same as for those who will be full time students in Lindenwood's traditional curriculum.

Students from abroad whose native tongue is a language other than English are also required to submit results of the Test of English as a Foreign Language (TOEFL).

Admissions Decisions

Decisions are made and applicants are notified as soon as applications are complete. Admitted students are required to submit a \$100 deposit that will be applied to their first term bill, ordinarily within 30 days.

Advanced Placement and College Level Examination Program (CLEP)

Credit and/or placement is given for scores of 3 or higher on the Advanced Placement Tests administered by the College Entrance Examination Board.

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 department. Students are awarded the equivalent of one course 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. Louis area. Information on these tests may be obtained from the Admissions Office or the Registrar's Office.

Credit may be granted for course work completed at other accredited institutions when such course work has been completed with a grade of "C" or higher, and when appropriate to the student's proposed program of study at Lindenwood. Not more than 68 hours of credit will be granted for courses completed at a two-year institution. At least 30 hours of credit must be completed at Lindenwood to earn a Lindenwood bachelor's degree. Evaluations of credit are prepared and students notified concurrent with the notification of admission.

Graduate Programs Admission Procedure

Master of Business Administration

Students may enter the M.B.A. program in the fall, spring or summer session. Admissions are approved by the Lindenwood Graduate Admissions Committee, and applications for admission should be made through the Admissions Office. Admission will be made on the basis of predictions 1) that students will benefit from the program, and 2) that the program will benefit from the contributions of the candidates.

Applicants for admission to the program are required to submit:

- (1) A graduate application and a \$15 application fee.
- (2) Their undergraduate record.
- (3) Their results on the Graduate Management Admission Test (GMAT).
- (4) Letters of recommendation from two or more academic and business acquaintances.

An interview is also required.

Application forms may be obtained from The Lindenwood Colleges M.B.A. Office, Room 205, Roemer, or from the Admissions Office. All materials should be forwarded directly to the Admissions Office, The Lindenwood Colleges, St. Charles, Missouri 63301.

Master of Arts and Master of Science in Education

To qualify for admission applicants must possess a baccalaureate degree from an accredited college with a minimum grade point average of 2.5 out of a maximum 4.0. Admission on probation may be offered to some students with a grade point average of less than 2.5. In such cases probationary status is removed upon completion of three courses at a grade level of B or better.

To be considered for admission one must:

- (1) Submit a graduate application, \$15 application fee, college transcripts and a recommendation from their immediate supervisor on forms provided by the college.
- (2) Complete the Self-Analysis Needs Assessment.
- (3) Schedule an interview with the Director of Graduate Programs in Education.

Applications are reviewed by the Director of Graduate Programs in Education and the Graduate Admissions Committee. Applicants are notified promptly of the decisions on their applications. At the time admission is offered students are also assigned a faculty advisor or tutor in the Education Department, and instructed to make arrangements to meet their advisor or tutor for program planning and scheduling.

Each model of the Graduate Program in Education will be discussed during the interview with the Director of Graduate Programs in Education. Applicants entering the Graduate Program may transfer not more than nine graduate semester hours of credit at a 3.0 grade level. All such hours accepted must be from an accredited graduate institution, be approved by the student's advisor or tutor, and must be relevant to the student's proposed program and degree. Ten to fifteen graduate courses are required to complete requirements for the Master's degree in Education, depending upon the model and major emphasis selected.



Master of Fine Arts in Theatre

Applicants for admission to the Master of Fine Arts in Theatre program must:

- (1) Complete the procedures for admission to The Lindenwood Colleges.
- (2) Hold a Bachelor's degree with background training and/or professional experience roughly comparable to that of an undergraduate theatre major at The Lindenwood Colleges.
- (3) Submit a dossier of biographical information and theatrical experience.
- (4) Audition or interview, where possible, with members of The Lindenwood Colleges Department of Theatre Arts.

Financial Aid

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

It is the policy of The Lindenwood Colleges not to discriminate on the basis of race, national origin, disabilities, age, or sex in its educational programs, activities, or 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 Dr. James Hood, Provost (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 Aids no later than March 1 of each year. All student requests for scholarship consideration are to be made directly to the chairman of the department.

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 The Lindenwood Colleges (code 2324). Missouri residents should also request results be sent to the Missouri Student Grant Program 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 a student will be offered in a financial aid package, if enough funds are available. If a student does not demonstrate financial need, he or she is still eligible to apply for some forms of financial assistance, including institutional scholarships, awards and grants. Federally Insured Student Loans as well as The Lindenwood Colleges work-grant program may also be used.

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

FEDERAL

BEOG— 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 are non-repayable. 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 are non-repayable and may range from \$200 to \$1,500.

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

NDSL— National Direct Student Loans. NDSL 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 nine months after the borrower ceases to carry a minimum of six 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 canceled.

Payment. Beginning with a payment on the first day of the tenth 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. The interest rate of three 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 as clerical assistants to professors, library and audio-visual assistants or any of numerous available positions.

Terms of Student Employment:

I understand that as a student employee of The Lindenwood Colleges I am directly responsible to my approved supervisor and will observe the beginning and ending dates of the term of employment. I am to work in the manner and at the time specified by the supervisor.

I am responsible to keep the weekly time-sheet current and to obtain the supervisor's signature authorizing the work completed.

It is my responsibility to see that my time-sheet is turned in to the Financial Aids office on the specified date.

The salary received from this job is part of my financial aid funds. A minimum of 50 percent of each paycheck must be paid on my account until the balance due has been paid. It is recommended that I work no more than 20 hours per week when school is in session, nor can I exceed my established unmet need.

If I quit the job or am terminated for cause, the College is under no further obligation for the balance of the work award.

I may terminate the job if, with the approval of the supervisor, I present a written notice to the financial aids office.

College Employment: Students not showing need can also be employed in different areas of the College, such as food service, dorms and maintenance. These college employees are to abide by the rules listed under work study.

Other Awards: The Financial Aid office maintains a file and two complete volumes of financial aid available in the form of grants, fellowships and loans. This is assistance provided by outside agencies to students who make application, meet the qualifications, and are chosen to be the recipients by the funding agency.

Jobs: If you need off-campus employment, the Placement Office has listings for all registered students and their spouses. A variety of off-campus jobs are listed at the office. Some full-time temporary positions are also available. For more information, stop by the Placement Office.

Alumni and friends of the college have donated amounts to the college endowment fund to support college scholarships. Some individual donors have specified certain criteria (major area of study, need, etc.) for student receiving their assistance. In these cases, the donor directly supports the receiving student's grant or scholarship.

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 nine months after graduation or withdrawal from school. Applications are available in the Financial Aid office.

STATE

MSG— Missouri Student Grant. State grants are available for qualified Missouri students. These grants, which range up to \$900 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 must also:

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 you can receive or the number of years you can receive it. It is important to know these limits so that you can make other plans for financing that part of your education which exceeds the limits.

INSTITUTIONAL

President's Scholarships of \$1,000 are available to students who have excelled in academic achievement and demonstrated continued outstanding academic abilities.

Provost Scholarships of \$750 are available to students who have demonstrated continued academic excellence.

Merit Scholarships of \$500 are available to students having demonstrated achievement in specific academic disciplines. Awards are made based upon qualities of demonstrated leadership, academic achievement and talent.

Transfer Scholarships of \$500 are available to transfer students who have excelled in academic achievement, have favorable recommendations and show promise of the maintenance of academic excellence.

Athletic Scholarships of up to \$1,000 are available to students who have demonstrated abilities in athletics and upon favorable recommendations.

Presbyterian Grants are available to students who are members of the Presbyterian Church. Application for these awards should be made in writing to the Financial Aid Office.

College Loans: For the benefit of those who prefer to pay college fees in monthly installments, The Lindenwood Colleges provide deferred payment plans through college endorsed independent sources. For detailed information, write: The Controller, The Lindenwood Colleges, St. Charles, MO 63301.

Awards, Scholarships and Grants

The following awards and scholarships are made directly to the student regardless of any financial aid considerations:

Alpha Lambda Delta Award— The National Chapter of Alpha Lambda Delta (academic honor society) awards a certificate to all senior members who have maintained a 3.5 grade average for seven terms, and a book to the senior with the highest grade point average.

Dorothy Holtcamp Badgett Award— The late Judge C. W. Holtcamp in memory of his daughter, Dorothy Holtcamp, a graduate of Lindenwood College, 1911, established a Bible Award of \$1,000, the income from which is used for awards to members of the Freshman Class.

CRC Freshman Chemistry Achievement Award— Each year CRC Press awards the Standard Mathematical Tables to an outstanding freshman mathematics student and the *Handbook of Chemistry* to the outstanding student in chemistry.

Franc L. McCluer Sociology Award— Established in 1975 to honor the outstanding graduating senior in the field of sociology.

Griffin Award— Annually the staff of the literary magazine, *The Griffin*, sponsors a Freshman Writing Contest. First and second prize winners are each presented a book.

Linden Scroll Scholarship— One scholarship at a minimum of \$100 is made available annually by Linden Scroll and is awarded to an upperclass student who shows potential leadership qualities and evidence of fine scholastic achievement, and who is in need of financial help in continuing college.

Mu Phi Epsilon Prize— A \$50 annual prize is awarded to a junior member of Mu Phi Epsilon, who is recommended jointly by the faculty of the Department of Music and the Dean of the College. This is granted by the St. Louis County Alumnae Chapter of Mu Phi Epsilon.

Presser Music Foundation Scholarship— An annual scholarship is made available by the Presser Music Foundation to students planning to make their living by teaching music. Selection of the students is made on recommendation of the faculty of the Department of Music from upperclass students majoring in music.

Richard C. Spahmer Award— A fund created by bequest of Richard C. Spahmer, formerly drama critic of the *St. Louis Globe Democrat*. The income is used for prizes in literary contests.

Endowed Chairs, Professorships

Margaret Leggat Butler Chair of Religion— Established in 1917.

Alice Parker Chair of English Literature— Established in 1961 in memory of Dr. Alice Parker, who served as Professor of English Literature at Lindenwood from 1928 to 1961.

Nell Quinlan Reed Professorship of Mathematics— Established in 1967 by Mrs. James A. Reed to further the study of mathematics at Lindenwood.

The Pearl Aiken-Smith Syers Memorial Fund— Established by bequest of Mrs. Pearl Aiken-Smith Syers to strengthen academic programs in the Communications Arts.

Endowed Scholarships and Grants

The following scholarships are awarded by the Financial Aid Committee in accordance with the stated criteria to eligible financial aid applicants at The Lindenwood Colleges.

Alumnae Club Scholarships— Established by the alumnae in honor of Mary Easton Sibley, founder of the college. Under this fund, the alumnae in several cities— St. Louis, St. Charles, Kansas City, and Houston— have provided sufficient funds for scholarships to be awarded in their names.

Lenore Anthony Memorial Scholarship— Established in memory of Lenore Anthony Borgeson, an alumna of Lindenwood College, by her husband, George Borgeson. The fund provides a supplementary scholarship for students in speech and dramatics.

Ethel B. Cook Scholarship Fund— Established by bequest of Ethel B. Cook to assist deserving students and particularly such students who might not be able to obtain the advantage of a college education.

The Eve Cunliff Scholarship— Provided by the Los Angeles Alumnae Club in memory of Eve Cunliff.

The Eswin Scholarship Fund— Established by bequest of Martha B. Eswin of St. Louis to assist young women desiring to obtain education in the religious field.

The J.P. and M.J. Garrett Scholarships— Established by bequests of Mr. and Mrs. John P. Garrett.

Nannie S. Goodall Memorial Scholarships— Established by Mr. Arthur S. Goodall in memory of his mother, Mrs. Nannie S. Goodall. Mr. Goodall is a Director Emeritus of Lindenwood College and has served on the Board of Directors since 1937.

The Jean Elizabeth Hale Memorial Fund-- Established in memory of Jean Elizabeth Hale, a member of the class of 1968, to assist students in preparing for careers in elementary education.

Nancy Drury Hardy Scholarship Fund-- Established by bequest of Mrs. Caroline Hardy Riordan and Melissa Hardy Olk, in memory of their mother who graduated from Lindenwood in 1876. The income of the fund is available to students from the state of Illinois regularly enrolled in the college. Preference is given to "students who may be expected to make worthwhile contributions to community life in the communities in which the student will reside following graduation". Financial need is a consideration, but not the controlling factor.

Laura L. Heron Scholarship-- Established by Mrs. Charlia Ayres, wife of President Ayres (1903-1913), in memory of her mother.

The Mary F. and Benjamin E. Jelkyl Scholarship Fund-- Established in 1969 by Mr. Ross Jelkyl in memory of his parents.

Mary E. Lear Scholarship and Loan Fund-- Established by bequest of Mary E. Lear, Professor of Chemistry at Lindenwood from 1916 to 1960, to assist "worthy young women majoring in either the physical sciences or religious education at Lindenwood".

The Linneman Scholarship Fund-- Established by bequest of Robert H. Linnemann in memory of his sisters, Alice A. Linnemann and Kathryn Linnemann, to provide scholarship and loan funds to deserving young women who are residents of St. Charles. The Linnemann sisters were alumnae of Lindenwood.

The Guy C. Motley Scholarship-- Established by alumnae in memory of Guy C. Motley, who was Director of Admissions at Lindenwood for many years.

The Marjorie Null Scholarship-- Established by Mr. and Mrs. Harold Null.

Reader's Digest Foundation Scholarship Fund-- Established by the Reader's Digest Foundation.

The Dr. and Mrs. H.C. Ritter Scholarship-- Established by the Ritter family and by friends.

The Katherine Irwin Schafer Scholarship Fund-- Established by bequest of Katherine Schafer, niece of Lindenwood President Robert Irwin, 1880-1893, for the aid of needy students.

Sorority Scholarships-- Established by Zeta Chapter of Eta Upsilon Gamma and Theta Chapter of Sigma Iota Chi.

The Sidney W. and Sylvia N. Souers Scholarship Fund-- Established by Admiral and Mrs. Sidney W. Souers. Admiral Souers was a Director of Lindenwood College. He was first elected to the Board of Directors in 1958.

The John and Lucille Thomas Memorial Scholarship-- When the principal of the fund established by the gift has accrued to \$10,000, the income thereafter will be awarded to an outstanding student in music.

Grants to Daughters of Ministers-- The Watson Fund provides for grants of \$200 to the daughters of Presbyterian ministers who are resident students and \$100 to those who are day students. When revenue is sufficient, a grant can be made to the daughter of any minister.

Crider Scholarship Fund-- Established by Mrs. Russell J. Crider to provide opportunity for educational advancement to persons without adequate financial resources. Preference is to be given to students from the Yeatman area in St. Louis to be nominated by the Board of Directors of the Yeatman District Community Corporation.

Pearl Aiken-Smith Syers Scholarships-- Approximately six scholarships are granted each year to students in the Communication Arts with income from the bequest of Mrs. Pearl Aiken-Smith Syers, a Lindenwood student in 1895, who later became a prominent college professor and dean.

Other Scholarships and Grants

In addition to the endowed scholarships, there are the following scholarship and grant funds available:

National Presbyterian College Scholarships-- The college will share with the United Presbyterian Church U.S.A. in the awarding of one or more co-sponsored National Presbyterian College Scholarships. The scholarships are awarded annually, according to need, to eligible high school seniors who are successful in the national competition. Applications must be filed by December 1 of the student's senior year in high school. Address inquiries to the Office of Financial Aid or to: National Presbyterian College Scholarships, Witherspoon Building, Philadelphia, Pennsylvania 19107.

Educational Assistance Program, The United Presbyterian Church U.S.A.-- Grants-in-aid are available, if financial need is demonstrated, for the children of full-time, trained religious leaders employed by the United Presbyterian Church, U.S.A. The application deadline is March 1 for the following academic year. The rules and application forms may be obtained by writing: Educational Assistance Program, 425 Witherspoon Building, Philadelphia, Pennsylvania 19107.

Samuel Robinson Scholarships-- A limited number of scholarships of \$300 each are available to students who recite the 107 answers of the Westminster Shorter Catechism and who write an acceptable essay on an assigned topic related to the Shorter Catechism. These are available to students of any religious affiliation and may be awarded in addition to any other scholarship. The rules, including the essay topic, may be secured from: Samuel Robinson Scholarships, 425 Witherspoon Building, Philadelphia, Pennsylvania 19107. Students may qualify in the competition any time between September and April 15.

Presbyterian Synods of Mid-America Scholarships-- A limited number of scholarships are available each year to students who adhere to the criteria as determined by the Synods of Mid-America. These awards are made by the Financial Aid Committee of The Lindenwood Colleges.

Monticello Grants for Transfer Women-- These grants are funded by the Monticello Foundation for transfer women with Associate Degrees from two-year institutions. Applicants must be undergraduates, have leadership potential, and show financial need.

Tuition and Fees

September 1979 through May 1980

The charges listed are for the academic year beginning in September and ending in May. No additional charges are made for the January term of 4 weeks for those students enrolled for oncampus study if they are enrolled in the preceding Fall Term.

If a student elects off-campus study during the January term, travel and living expenses are to be borne by the student.

Resident Students

Tuition*	\$2975
Board	\$1225
Room**	\$600-1000
Student Activity Fee	\$75
Health Fee	\$30
Health Insurance (may be waived)	\$50
Total	\$4955-5355

Non-Resident Students

Tuition*	\$2975
Student Activity Fee	\$75
Total	\$3050

*Tuition and fees are subject to change by action of the Board of Directors of The Lindenwood Colleges.

Application Fee

New students will pay an application fee of \$15. 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.

General Room Deposit

Each student is individually responsible for the condition of the room in which he or she lives as well as for any financial obligation incurred. A \$30 deposit is required for each resident student at the beginning of the college year. If charges are made against the deposit, an additional amount must be deposited to bring the account up to the \$30 level at the beginning of each academic year. After any charges have been deducted, the balance of the student's deposit is refundable when the student leaves the college. The student will be billed for any damage exceeding the amount of the deposit.

Deferred Payment Plans

For the benefit of those who prefer to pay college fees in monthly installments, The Lindenwood Colleges provide deferred payment plans through college endorsed independent sources. For detailed information, write the Controller, The Lindenwood Colleges, St. Charles, Missouri 63301.

**Room Rates will vary according to the accommodation size and quality.

**Payment Schedule for Lindenwood I and II
(fees included in totals)**

	Resident	Non-Resident
Due upon acceptance (Non-refundable)	\$100	\$50
Due September 1	From \$2802 to 3026	\$1650
Due February 1	From \$2153 to 2329	\$1350
Totals	From \$4955 to 5355	\$3000

Lindenwood 4

Tuition charges differ for graduate and undergraduate students in Lindenwood 4. Graduate students pay \$110 per semester hour. Undergraduate students pay \$99 per semester hour. Both pay a \$5 activity fee. Graduate students who are Education majors receive a Professional Educators Discount. This applies to employed and certified teachers at the rate of \$25 per graduate semester hour. A form must be resubmitted each term for approval of the chairman of the Education Department. There is no Professional Educators Discount for undergraduate students. Both undergraduate and graduate students pay a fee of \$100 for a single no credit Critical Life Term.

Part-Time Students

Part-time students are those not in residence, enrolled for fewer than 12 semester hours during the fall or spring term. Part-time students may enroll for January term courses.

Regularly enrolled full-time students have precedence over part-time students in classes with limited enrollment. The same academic regulations with respect to good standing apply to part-time students as apply to regular students.

The charges for part-time students are as follows:

Undergraduate	
Day	\$85 per semester hour
Evening	\$70 per semester hour

All graduate courses. \$110 per semester hour

An overload fee of \$85 per semester hour will be charged to full-time students who take more than 18 hours during the fall or spring terms or more than 3 hours in January.

Laboratory Fees

Laboratory fees are listed for specific courses requiring special materials. These fees are charged to the student's account at the time of registration.

Student Teaching Fee

The Elementary Teacher Education fee is \$100, paid at the beginning of the senior year.

The Secondary Teacher Education fee is \$100, paid at the beginning of the senior year.

Graduation Fee

A graduation fee of \$30 for undergraduates and \$35 for graduates is due and payable by April 2 preceding graduation. This fee applies only to graduating seniors and includes cap and gown rental.

Horsemanship Fees

RIDING INSTRUCTION—The fee for riding instruction is \$115 for 1 semester hour, \$175 for 2 semester hours per term for the fall and spring terms.

STABLE RENTAL—A limited number of stalls are available for the student who wishes to bring his or her own horse to college at \$125 per month.

Other Fees

LATE PAYMENT—All payments are due and payable according to the schedule given above. Accounts which are not paid when due will be subject to a penalty charge of \$10.

EVALUATION OF PRACTICUM CREDIT—A fee of \$30 plus \$7 per semester hour awarded is charged for evaluation of student experience in awarding practicum credit. The charge is not normally made for credit transferred from another accredited college or university. For students of Lindenwood 4, a fee of \$40 is charged for every 3 semester hours of critical life experience credit.

HEALTH SERVICES—A health fee of \$30 is charged each resident student to help defray the costs of providing the services of a full-time registered nurse in the college Health Center, and patient care by a group of consulting physicians.

STUDENT INSURANCE—Resident students who do not have health insurance coverage must enroll in the college-sponsored group accident and sickness insurance plan. The premium is \$50 for twelve months coverage and provides up to \$75 a day for hospital room, and up to \$400 for surgery. Students who have their own health insurance may present their policies to the Dean of Students for a waiver of this fee.

APPLIED MUSIC—Individual lessons in piano, voice, orchestral instruments, and organ are available at a fee of \$90 per term per semester hour. Group lessons in piano are available at \$45 per semester hour. If instruction is with a member of the St. Louis Symphony the fee is \$20 per semester plus the normal rate charged by the musician.

LINEN SERVICE—Information and rates on linen service for resident students are mailed to all students.

PARKING—Parking stickers are issued at no charge for use of campus parking lots. Automobiles without parking permits, or automobiles parked illegally, will be towed away.

Withdrawal Terms

Each student is entered for the college year and is accepted with the understanding that he or she will remain for the final examinations at the end of the college year.

Students withdrawing from The Lindenwood Colleges may receive a refund of tuition paid according to the following schedule upon recommendation of the Dean:

- Before the third week - 75%
- Before the fifth week - 50%
- Before the seventh week - 25%
- Seventh week and after - no refund

No refund is made for students who do not enroll for a January Term course.

For courses which meet only once a week in the Evening College, the schedule is as follows:

- Withdrawal within 48 hours of end of second class period - 75%
- Withdrawal within 48 hours of end of fourth class period - 50%
- Withdrawal within 48 hours of end of sixth class period - 25%
- Withdrawal after the sixth class period - no refund

No refund of room charges can be made for the term in which a student is enrolled after the student has occupied the room. Board charges will be refunded on a pro rata basis. Student fees are not refundable.

General Business

All remittances should be mailed to the Controller, The Lindenwood Colleges, 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 until all college accounts are paid in full.

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

Lindenwood Colleges I, II, and III

Calendar

The Lindenwood Colleges I, II and III use the 4-1-4 calendar. The fall term begins in September and ends before Christmas. The spring term begins in February and ends in May.

During the one-month January term only one course is taken, providing an unusual opportunity for independent study and research both on and off campus. Courses offered in the January term are those that are particularly adaptable to the intensive approach the term provides.

Lindenwood IV uses a trimester calendar. The fall term begins in October and ends in January. The winter term begins in February and ends in May, and the summer trimester begins in June and ends in September.

Transfer of Credit

Credit transferred to Lindenwood from an accredited two-year college cannot exceed 68 hours of satisfactory work, or whatever number of hours are required for the associate degree in that college.

Any credit transferred to Lindenwood from another accredited college or university will become a part of the permanent record of the student. Only those courses with grades of C or higher will be accepted for credit toward a degree. Transfer credits and grade point average and the Lindenwood credits and grade point average will be calculated separately, but are combined to give total credit toward graduation when senior grades are averaged to determine honors.

A student at Lindenwood who plans to take courses at another college or university while pursuing his/her degree at Lindenwood must first obtain permission for transfer of these courses to Lindenwood from the Academic Dean and in consultation with the student's major adviser.

The student not previously enrolled in one of The Lindenwood Colleges and who enters with senior standing must complete a minimum of 27 semester hours at Lindenwood, 6 of which must be in his or her major at Lindenwood, such courses to be approved by the appropriate department chairman.

Classification of Students

Academic progress is calculated in semester hours. To be classified as a sophomore, a student must have successfully completed at least 30 hours; to be classified as a junior, at least 60 hours; to be classified as a senior, at least 90 hours. The classification of a student is changed only at the end of the fall and spring terms.

A regular student is generally considered to be a resident or commuting student who is taking 12 hours per 14-week term, paying tuition by the year. A special student is one who is enrolled in fewer than 12 hours per 14-week term and makes tuition payments by the course.

Academic Load

120 semester hours, including required Physical Education, are necessary to complete the Bachelor's degree. To maintain full-time status, a student is expected to carry at least 12 hours in the fall and spring terms. 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 14-week session.

A regular student may carry a maximum of 18 hours per 14-week session during the normal academic year without additional charge, with the exception of fees as stated for specific courses and science laboratory courses.

Hours in excess of 18 per 14-week term are subject to the overload fee and must be approved by the Dean. Three hours are considered a full load in the January term, although additional hours may be carried as approved by the Dean.

The student is expected to register on the official registration day for each term or at designated pre-registration times. Late registration must be approved by the Registrar and is subject to a late registration fee.

Courses which are listed in two departments (a cross-listing) may be taken only in the area of the student's major.

Class 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 progress rests with the individual. Every student must adapt to the attendance requirements of each course. Except for absences before and after holidays and 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 work is unsatisfactory and may drop the student from the course and report a grade of WF to the Registrar.
5. All absences because of illness must be certified by the College nurse.
6. Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance. (See Vet Benefits.)

General Grading System

Students may earn grades of A, B, C, D, F, WP, WF, and INC. 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 his 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 unsatisfactory work, credit is given. An F grade indicates that the course work was unsatisfactory. No credit is given. WP is withdrawal with a passing mark and WF is withdrawal with a failing mark.

A grade of INC (incomplete) is given only at the end of the term for failure to complete course work because of exceptional circumstances acceptable to the instructor. An INC grade must be removed within the first six weeks of the next 14-week term 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 will then be sent to the Educational Policies Committee to be considered for approval.

Grades are issued to all students at the end of each term. D and F warning notices are sent to the student, his adviser and the Academic Dean after midterm examinations, during the eighth week of the 14-week

term. Cumulative records are maintained for each student on individual transcripts as well as a cumulative grade point average record.

Final Examinations

The student will find that the means for evaluating progress varies from course to course. In some cases evaluation will take the form of research or independent study papers. In the majority of cases, evaluation will primarily take the form of several examinations throughout the term and a final examination at the end of the term. 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. The faculty member will not administer a final examination at any time prior to the time and date approved by the Registrar. The student is expected to plan personal affairs, such as travel home, vacation and summer employment, in such a way that there will be no conflict with the final examination schedule. 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.

During the final term prior to graduation, graduating seniors may be exempt from final examinations in those courses where they have a grade point of 3.0 or above. Arrangements for the exemption must be initiated by the student who wishes it and are subject to the instructor's approval.

Scholarship Standards

The following standards of scholarship have been established.

1. To qualify for graduation a student must attain a cumulative grade point average of no lower than C (2.0). Failure to maintain established standards of scholarship will result in probation or suspension or dismissal from the College. The January Term grade will apply only to the cumulative point ratio.
2. A student will be placed on probation at the end of any term in which he/she falls below the established standards. If that standard is not attained by the end of the following 14 week term, the student may be suspended or dismissed from the College. Regulations concerning probation are as follows:
3. A student who receives 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 to continue in the next term.

The first year student who fails to achieve a grade point average of 1.6 or above in either 14 week term and the second year student who fails to achieve a grade point average of at least 1.8 in any 14 week term will be on probation. Juniors must have a 1.90 or above, seniors, 2.00 or above.

The Pass/Fail Option

The Pass/Fail option is designed to encourage the student who wishes to venture into a field of knowledge relatively unknown or difficult without the fear that unsatisfactory performance will impair his/her academic standing.

Except for the freshman student in his or her first term, any student who has at least a 2.0 grade point average and is carrying a normal load, including the Pass/Fail course, is eligible. Only four requirements limit the student's freedom to elect the Pass/Fail option:

1. The option must be elected when the student registers but no later than the week allowed for schedule change.
2. Only one Pass/Fail course may be taken in any one term.
3. No more than five Pass/Fail courses will be recorded on the student's scholastic record and counted among the courses required for graduation.
4. The Pass/Fail option may not be utilized in divisional or required general education courses or for courses in the student's major.

The student who wishes to change any course from Pass/Fail and receive a grade under the general grading system must make certain that both the instructor and the Registrar are notified in writing not later than the mid-term date established by the Registrar; otherwise the instructor will automatically report the grade as Pass or Fail. Failing grades in such cases are not entered in the student's scholastic record.

Grade Point Average

The Lindenwood Colleges operate 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. A course worth 3 semester hours in which a student has earned an A will give 12 quality points, etc. The total number of quality points earned per term, divided by the total number of semester hours gives the grade point average. Cumulative grade point averages also include the number of hours accepted in transfer.

Fractional courses carry appropriate quality points, depending on grade and amount of credit earned in the course. A course taken on the Pass/Fail option is recorded only if the grade is Pass; credit is recorded but not used in calculating the GPA.

A senior student, having earned 90 or more semester hours, but having less than the 2.0 grade point required, either for the term or for cumulative average, may be placed on term probation or cumulative probation or both, if the averages warrant it.

A junior student, having earned 60 or more semester hours, but having less than the 1.90 required for good standing, may also earn both term and cumulative probation. It is possible for junior or senior students to earn term probation and cumulative probation simultaneously.

Academic probation means that a student is not in good standing and is subject to suspension or dismissal if the student's work does not reach a satisfactory level.

Suspension is normally for one term. A student who has been suspended may apply for readmission. Readmitted students will enter on academic probation. Any readmitted student failing to achieve the necessary grade point average by the end of the second term after readmission will be permanently dismissed from the College.

Probation, suspension and dismissal notices are sent to the student and to the student's parent or guardian. Notification is also sent when probationary status is removed.

Quality points earned in courses taken at summer schools other than The Lindenwood Colleges are added only to the student's cumulative grade point average. Scholastic probation that is imposed on a student at the end of the Spring term can be removed if credit and quality points earned in The Lindenwood Colleges' Summer Session are sufficient to raise the spring term grade point average to the established standard.

Dismissal

The Colleges reserve 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 Colleges.

Withdrawal From The Colleges

Any student who decides to voluntarily discontinue his/her studies at The Lindenwood Colleges at any time after the term has begun must immediately notify the Academic Dean. 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 regular students who have discontinued study at Lindenwood voluntarily or who have been suspended for academic or other reasons, application must be made to the Dean. Readmission may be granted if the applicant presents clear evidence of ability as well as both social and academic motivation for successful college work.

Dean's List

Immediately following the close of the fall and spring terms, the Academic Dean of Lindenwood Colleges I and II announces the names of those students who have achieved a grade point average of at least 3.5. The list of students from the Evening College with grade point averages of at least 3.5 is announced yearly in the fall by the Director of the Evening College.

Graduation With General Honors

The Lindenwood faculty awards general honors for distinguished academic achievement to those students who have completed all degree requirements. Honors are based on the cumulative grade point average, which is calculated on total quality points divided by total hours earned at time of graduation. These totals include work transferred to The Lindenwood Colleges where applicable. Students whose cumulative grade point averages fall within the following ranges are eligible:

The student who achieves a cumulative grade point average between 3.7 and 3.85 receives the degree *cum laude*.

The student whose cumulative grand 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*.

Returning Credit

A student who lacks no more than 9 semester hours to complete the 120 semester hours required for his/her degree may obtain the necessary credits at another accredited institution and "return credit" to Lindenwood. Completion of course requirements under this arrangement must be achieved within one calendar year.

Upon receipt of an official transcript showing that sufficient credit has been satisfactorily completed, the Registrar will enter the credit earned. The date of completion of the degree will be that date on which the transfer transcript is received.

Departmental Honors

Seniors with a record of achievement may elect to do individual work of an advanced quality in the field of their majors. The course designated 394 may be, upon petition to the appropriate curriculum 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 question.

To qualify for the Departmental Honors Program, the student is expected to have a grade point average of 3.0 or higher. An application in writing must be made to the chairman of the Curriculum Committee in the student's college. The project must be two or three terms in duration and will carry one course credit each term. The project must be completed and a final report submitted by April 1 preceeding the student's commencement 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 credit 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.

Honors Day

In the spring of each year The Lindenwood Colleges hold a general convocation at which students who have been campus leaders, achieved departmental honors, named to honor societies or whose academic achievement has been particularly outstanding during the year, are given special recognition.

Independent Term

Any junior or senior student in good academic standing may select two faculty members, and after securing their approval, write, with their help, 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 only be granted by vote of The Lindenwood Colleges Curriculum Committee after an examination of the documents and an oral discussion with the student and the sponsoring faculty.

Graduation Counselling

While faculty advisers 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 his eligibility for graduation with both adviser and Registrar before the term in which he expects to complete his or her degree.

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 chairman and the Academic Dean.

Arrangement of Course Schedule

The course of study is planned in consultation with the student's faculty adviser, usually during the pre-registration periods. The faculty adviser 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 adviser essential. Regular consultation will help ensure that the student takes full advantage of the resources of the Colleges.

Changes in registration are permitted with the approval of the student's faculty adviser during the first week of classes in the fall and spring terms and the first two days of the January term. While no courses may be added after the designated times, courses may be dropped without academic penalty during the first nine weeks of the fall and spring terms and during the first 60% of the January term.

In exceptional cases, the student may drop a course after 9 weeks with the recommendation of the instructor and approval of his adviser. Such courses will be awarded a grade of WP (withdraw/pass) if the student has a grade of D or higher at the time of withdrawal or a WF (withdraw/fail) if the student is failing. A WF grade is calculated as an F in a student's grade point average.

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. In the event of withdrawal from a course after one calendar month of any 14-week term or after the fourth class meeting in a January Term, or after the fifth class meeting in the Summer Term, the individual shall receive the grade of F.

2. The student accepts the responsibility of notifying the Registrar and the Dean's Office immediately in case of any withdrawal from any course.

3. The student accepts the responsibility of notifying his/her instructors of any absence from class. A student will be withdrawn by the colleges from any course in which he/she has more than two consecutive unexcused absences.

4. The above mentioned policies shall remain in force until expressly revoked.

5. LC 4 students receiving benefits through the Veterans' Administration must comply with the school's general policies regarding withdrawal, attendance and satisfactory progress.

Buckley Amendment (Privacy Act)

The Buckley Amendment, passed in November 1974, makes it mandatory that a student file with the Registrar a statement of preference regarding the distribution of term grades. Once this statement is filed, it continues in effect until the student redirects the Registrar with a second written statement. This act, with which the institution intends to comply fully, was established to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Education Rights and

Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

A copy of the Lindenwood policy, explaining the procedure to be used by Lindenwood for compliance with provisions of the Act can be found in the office of the Academic Dean and the Registrar. The Registrar's Office also maintains a directory of records which lists all education records maintained on students by The Lindenwood Colleges. Questions concerning the Family Education Rights and Privacy Act may be referred to the Registrar's Office.

Auditors

Unless restricted in the course description, a student may attend 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. For audit fees, see the section on Tuition and Fees.

Course Numbering

0-090	One and two hour courses not involving independent study.
100-189	An introductory survey course open to all students without prerequisites.
200-289	A more specialized course open to all students without prerequisites.
191, 192, 193	Independent study off-campus course with the final digit indicating the hours credit for the course.
291, 292, 293	Independent study on-campus course with the final digit indicating the hours credit for the course.
300-389	Courses having prerequisites.
393	A three hour course of independent study designated as an honors project.
400	Field study (three hours credit).
450	Internships (six or more hours credit).
500-699	Graduate courses.

Hyphenated numbers (e.g. 301-302) designate two-term courses for which credit is not granted for the first term unless the second term is completed.

Double numbers separated by a comma (e.g. 301, 302) indicate courses in which the completion of both courses constitutes a desirable unit but credit may be received for one without the other.

Student Life

Student Life

Beginning college is a sometimes scary venture, whether you are just completing high school or returning to school after years of absence. Lindenwood offers its students a friendly community for learning on a beautiful campus just outside of metropolitan St. Louis. Small classes, student services and a caring faculty help to create warm and productive relationships among students and between faculty and students. From the time students enroll at Lindenwood, they have access to academic and personal advisement and to every activity or service provided by the office of the Dean of Students. Traditional and non-traditional students alike have the opportunity to become leaders in every area of student life.

Student Government

All full time students at Lindenwood are encouraged to take an active role in the Women's and Men's Student Government Associations. These governing bodies work together to provide direction for the students in campus matters ranging from lectures and concerts to setting standards for campus life. Representatives from the Student Government Associations play an active role in

academic and administrative decision making through membership in the Curriculum and Education Policies Committees, and by attending faculty meetings.

Residence Halls

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

The community spirit in each dormitory is created by the residents who, with the assistance of their elected leaders and the Dean of Students, make and maintain dormitory policy. Head Residents in the women's dormitories provide counselling services and student Resident Assistants help new students with day to day problems. In the men's dormitories student Dorm Managers supervise resident life. For more detailed information on each dormitory, see the Facilities section of this catalog. Dormitory selection is done by returning students each spring. The Dean of Students contacts new students each summer for dormitory and room type selection.





Counseling

Each full time faculty member provides academic counseling, ranging from course selection to program development for all students. Additional counseling services are offered by administrative advisors, resident counsellors, the Dean of Students, and the Director of Placement. From the time a student enrolls at Lindenwood, he or she has access to academic, personal and career advisement at all times.

Athletics and Recreation

Sports for fun and for competition are a major part of student 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 dance, gymnastics, swimming, conditioning, archery, scuba, roller-skating and snow skiing which are open to full or part time students of all ages.

Intramural sports such as volleyball, hoc-soc, tennis, bowling and riding offer exercise and competition to all students in the Lindenwood community.

With a stable of 45 horses and an excellent all weather riding arena, Lindenwood's horsemanship program is one of the finest in the country. A full range of instruction is offered in hunt seat, saddle seat and stock seat. Student riders compete in horse shows in several states and host three AHSA accredited Lindenwood Horse Shows each year.

Intercollegiate competition is offered for full time men and women students at Lindenwood. Women compete with area colleges in varsity field hockey, basketball,

softball, volleyball and tennis. Men's varsity teams compete in soccer, basketball, baseball and tennis against other colleges in the St. Louis Area Colleges Athletic Association.

Lindenwood is a member of the National Collegiate Athletic Association and the National Little College Association. Athletic grants are available for men and women in all intercollegiate sports.

Honor Societies

National— The Student National Education Association; Alpha Lambda Delta, mathematics; the Music Educators National Conference; Phi Sigma Tau, philosophy; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Alpha Psi Omega, dramatics; Eta Sigma Phi, classics; and Alpha Epsilon Rho, radio and television.

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.

Student Center

Situated in the center of the campus, the Student Center is a focal point for student activities for all students regardless of age or residency status. It houses the Student Government offices, the office of the Student Activities Director, as well as a Game Room, various lounges and the Tea-Hole, the hot food snack bar. The Student Center is open late each night to provide a comfortable, relaxing meeting place for students and faculty alike.

Religious Life

The Lindenwood Colleges, created in the last century by Presbyterian educators, have today no legal religious affiliation nor requirements. However, the colleges honor their heritage through a simple covenant relation with the Presbyterian Church, and affirm their responsibility to provide for a spiritual life on campus.

With the participation and support of synagogues and churches of differing faiths, Lindenwood has developed programs of service and study which extend the classroom experience of many subject areas into the work of these institutions. Opportunities are available for interested students to work within religious organizations in independent study, field studies, internships, independent terms, and full degree programs, earning credits in such diverse and non-church related academic areas as psychology, communication arts, education and many others. Through these programs, students discover the nature of religious activity in our society, obtain practical work experience in the field of their interest and make a contribution to those areas of human concern for which religious institutions have a particular significance.

No religious requirement is made of students or staff, but the opportunity to relate one's field of study to the work of religious institutions is provided in every possible way. The Lindenwood Chapel and houses of worship representing all major faiths are accessible to Lindenwood students.

Health Services

Medical services are provided to all resident students. A registered nurse is on duty three mornings a week and full patient-care is provided by a group of consulting physicians. Facilities and services of the large modern fully-equipped 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 bi-monthly newspaper, *The Ibis*, and a literary magazine, *The Griffin*, using the student operated press, and coordinate the Lindenwood yearbook, *Linden Leaves*.

Radio Station KCLC-FM

Any interested student may participate in the programs of the campus radio station which broadcasts educational and cultural programs and rock music to the campus and community. A 1500-watt facility, KCLC-FM is the principal local radio station in St. Charles County, and as such performs a major role in community affairs.



Music

Several recitals and concerts are presented each year by the music faculty, many of whom are St. Louis Symphony Orchestra members, by Lindenwood student music majors, and by the Lindenwood Concert Choir and the Lindenwood Madrigal Singers.

Last year's programs featured an authentic re-enactment of an Elizabethan Holiday Feast and a 14-day performing tour in Colorado and Hawaii. The St. Charles Choral Society also presents programs during Christmas and in the spring, featuring classical works.

Lindenwood students attend concerts of the St. Louis Symphony Orchestra free. Over 300 tickets are distributed each year to students by the student-sponsored Lectures and Concerts Committee.

Theatre

Few small colleges in the country enjoy a more vibrant, active, enjoyable theatre program than Lindenwood. Auditions for all productions are open to the Lindenwood community and each performance is likely to employ the talents of freshmen, faculty, administrators and townspeople as well as theatre majors and guest artists. The Jelkyl Center for the Performing Arts provides the students of Lindenwood with a handsome 415 seat, well-equipped, modern thrust stage theatre. All students are encouraged to participate in both performing and technical aspects of theatre.

Library

Margaret L. Butler Memorial Library combines traditional beauty and modern facilities. The large gracious, oak-beamed Cardy reading room with its huge, wood-burning fireplace and comfortable chairs, offers students an inviting place to sit and read. All three levels of the building contain ample study carrels, study tables, lounge areas and conference rooms scattered throughout the book stacks. On the lower level is a study lounge open after the regular library hours for the student who needs to study late in a quiet spot.

At present the library has a collection of 83,000 volumes and receives 580 periodicals. The library is also designated a selective depository for U.S. Government publications and has a depository collection of approximately 7,000 items. The non-print collection includes over 6,000 microtexts, 2,500 records and tapes, and 2,300 slides. Through the library's membership in the Ohio College Library Center (OCLC), a widely used bibliographic center, the library is able to rapidly locate materials in other libraries throughout the country, thus providing the student with access to materials beyond the college's own collection.

The library also provides access to 18 computerized bibliographic data bases which can provide the student with tailored subject bibliographies. This service is available through subscription to Bibliographic Retrieval Services (BRS). These automated services are supplementary to the personalized reference services available through the library staff.

Just for Fun

There is an undefinable spirit at The Lindenwood Colleges that expresses itself in informal campus fun. This may take the form of dormitory Halloween parties, an all-day "Spring Fling," class get-togethers in local bistros, a tongue-in-cheek "Perfect Person" Pageant, or a mini-Olympics with relay races and a tug-of-war.

Sponsored Events on Campus

A year's calendar is filled with programs of visiting artists in dance, drama, puppetry, mime and poetry reading. During 1978-79, Lindenwood's two art galleries in the Fine Arts Building housed exhibits of photography, sculpture, painting, quilting, macrame, batik and pottery.

Visiting lecturers such as ex-Senator Eugene McCarthy and CBS correspondent Lesley Stahl, are a sampling of the varied viewpoints which The Colleges' lecture series brings to the campus and to the St. Charles community.

Lindenwood IV, the College for Individualized Education, presents each spring the Chautauqua, a weekend of many programs and activities on the betterment of life for the whole campus and St. Charles Community.



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, such as the recent trip to view the treasures of Egyptian King Tutankhamen at the Field Museum in Chicago.

St. Charles

Few colleges in the United States enjoy a more hospitable setting than The Lindenwoods. St. Charles, first capital of Missouri, attracts visitors from all over the country to its restored historical area along the peaceful shores of "The Wide Missouri." The rich 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. In the 18th century the town was a commercial center specializing in processing buffalo, bear and deer meat and in preparing such cooking products as bear tallow. It was first under Spanish and then French rule for three decades before the Missouri Territory became part of the United States in 1804. 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 in Washington, D.C. The restored French homes, many of which have the characteristic galerie surrounding the second story, are now open to the public as museums, quaint restaurants, and crafts and antique shops.

Outside this nostalgic enclave St. Charles offers the college community all the services and conveniences of a rapidly growing modern city. Restaurants, snack bars and stores are within walking distance. The unusual cordiality of town gown relationships is evident in the fact that one can hardly listen to the radio, read a newspaper, dine in a restaurant, vote or even enter a hospital without encountering Lindenwood interns, faculty members or employed students. Many local residents attend campus events and enroll in The Colleges' academic programs. The old town's picturesque charm has also attracted many artists, whose works are shown in The Colleges' art galleries, and writers who serve as resource persons to students.

Placement and Career Planning

Lindenwood maintains a full-time Placement Office for students and alumni of all four colleges who are seeking vocational information, employment after graduation, or entrance to professional schools and graduate schools. Membership is held in the Midwest College Placement Association and the College Placement Council.

A variety of services are offered to serve this purpose:

†Vocational information is provided, including brochures, booklets, directories, and reference books prepared by publishers, professional organizations, companies and governmental agencies.

†Scheduled interviews on campus and referrals to offices and plants provide students with an opportunity to talk with employers.

†Part-time and summer employment information and help are provided.

†Graduate catalogs, testing information, and information on scholarships and financial aid are available.

†Credential files are established for seniors to help in the job search or application for advanced study; there is no charge for this service. The credential file can be reactivated by alumni at any time. There is a \$2 charge for each transcript sent as a part of this file for alumni.

Academic Programs

Major Fields and Divisions

The Lindenwood Colleges I, II, and III offer courses in three divisions and 27 majors leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education and Bachelor of Science degrees. Specific degree requirements are listed in the sections describing particular academic programs. Major requirements are listed along with the courses of instruction in the following section. In addition to the standard majors, a contract-degree program is available to enable students to design their own majors.

Humanities

The division of the Humanities offers majors in Art History, Studio Art, Broadcasting/Journalism, Communications Arts, Dance, English, French, Music, Spanish, and Theatre Arts leading to the Bachelor of Arts degree. The Bachelor of Arts degree requires the completion of the foreign language or foreign culture requirement.

A major in Studio Art, Broadcasting/Journalism, Communications Arts, Dance, French, Music, Spanish, and Theatre Arts can lead to the Bachelor of Science degree.

A major in Studio Art can also 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 of study are also offered in Classics, German, Philosophy, and Religion.

Natural Science and Mathematics

The division of Natural Science and Mathematics offers majors in Biology, Biomedical Science, Chemistry, Mathematics, Medical Technology, Nursing, and Physical Education. These majors may be pursued for either the Bachelor of Arts or Bachelor of Science degree.

Laboratory fees are charged to cover the costs of supplies consumed during a term and vary according to the course.

Social Science

The division of the Social Sciences offers majors for the Bachelor of Arts and the Bachelor of Science degrees in Business Administration, Elementary Education, Education (with major in subject area), History, Political Science, Psychology, Public Affairs, Sociology, Sociology/Administration of Justice, and Special Education (L.D., and E.M.R.).

Associate in Science degrees in Business Administration and Applied Psychology are available in the Evening College (Lindenwood III).

ALL COLLEGE REQUIREMENTS FOR LINDENWOOD I, II, AND III

1. A minimum of 120 semester hours required for graduation.
2. Three semester hours of English Composition (both Day and Evening Colleges).
3. The Lindenwood Common (LCC 102) or in the Evening College the Lindenwood Colloquium (LCC 301).
4. Twelve semester hours in Foreign Language or Cultures (B.A. degree only).
5. Either Humanities 111 or 112 (B.S. degree). Humanities majors are required to take both courses.
6. Divisional Electives
7. Two Physical Education Courses (Day College only).

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

Humanities Division: 9 semester hours, 3 of which must be HUM 111 or 112.

Social Science Division: 9 semester hours. Any three Social Science divisions offerings may be used provided that no two are in the same department.

Natural Science/Mathematics Division:

Natural Science Requirement— Six semester hours, three of which must be chosen from:

- BIO 101, 102 General Biology
- CHM 151, 152 General Chemistry
- PHY 151, 152 Introductory Physics

and an additional three semester hours chosen from either the above or:

- BIO 110 Field Biology
- BIO 120 Environmental Biology
- SCI 101, 102 Introduction to Science I and II
- SCI 150 Energy and Society
- CHM 140 Introductory Chemistry

Mathematics Requirement— Completion of one of the following courses:

- MTH 104 Elementary Functions
- MTH 105 Basic Geometry
- MTH 106 Basic Statistics
- MTH 171 Calculus I

Those students who are not prepared to enter one of these courses will be required to complete Algebra (MTH 100) prior to beginning one of the required courses. Beginning students will be given a placement test to determine their knowledge of algebra. Transfer students will be individually evaluated on the basis of this requirement.

Bachelor of Arts Degree

Humanities Division: 6 semester hours— Humanities 111 and 112.

Social Science Division: 6 semester hours. Any two Social Science divisional offerings may be used, provided they are not in the same department.

Natural Sciences Division: Completion of mathematics requirement as for Bachelor of Science and one course from the Natural Science group. (see above list).

A knowledge in depth of a foreign culture, to be acquired in one of the following ways: (a) completion of four courses in one language; (b) completion of four courses in a foreign culture, all of which may be given in English, or one or two of which may be in English and two or three in the language of that culture; (c) completion of three courses in each of two foreign cultures— a total of six courses including all given in English or two in the language and one in English for each of either of the two cultures.

Foreign cultures include French, German, Graeco-Roman, Italian, and Spanish. A total of one course in independent study will be allowed and a total of one course composed of fractional credits will be allowed. Tested proficiency in a specific language may fulfill one half or all of any of the above stipulations. Credit toward the foreign culture requirement may also be part of the distributional requirement.

Any course listed under Foreign Languages or Classics is acceptable as part of this requirement, with the following exceptions: the first half of an elementary course in a modern language is not accepted unless the second half of the course has been successfully completed; FLC 20-21, Scientific Terminology from Greek and Latin, is not accepted.

In addition to the offerings under Foreign Languages and Classics, the following courses are suggested as possible choices for fulfillment of the foreign culture requirement:

French— ART 254, ART 267, HIS 231, HIS 232.

German— ART 370 (with appropriate content) HIS 109, MUS 355.

Graeco-Roman— ART 257, ENG 229J.

Italian— ART 280, ART 281, ART 370 (with appropriate content).

Spanish— ART 323J.

Each of the above courses will count as ½ course credit toward the requirement, except for HIS 109, ART 257, and ENG 229J, which will count as full courses.

NOTE: No course may be used twice: General education requirements may not be used in the major field. Some exceptions exist when the student has a double major.

Contract Degree

The Idea of the Contract Degree

The Contract Degree Program is an alternative to the traditional degree at The Lindenwood Colleges. It can be elected only when the student's educational objectives cannot be met through one of the standard programs.

Supervision of the program is provided by a Joint Review Committee comprised of students and faculty members equally representative of the Curriculum Committees of Lindenwood College I and II.

The standard college degree requirements for the bachelor degree are maintained. These include the requirement of English Composition, Lindenwood Common, foreign language or culture for the Bachelor of Arts, the appropriate distributional requirements, course load, and standard grading practices. (Any variation in the pass-fail stipulations of the regular program must be worked out in the contract.)

Students may choose the contract degree if they:

1. Have demonstrated inability to meet needs within the existing programs.
2. Need to meet a particular ability or achievement objective.
3. Need to meet a particular career objective.
4. Need to prepare for a particular philosophical, religious, or aesthetic life role.
5. Need to achieve a level of personal development in areas which the individual student determines himself/herself.

Procedures for the Contract Degree

1. At the beginning of each long term the Joint Review Committee will conduct an *orientation session* for the purpose of explaining the use of the contract to all eligible students.
2. Ordinarily a contract may be formulated *no sooner than the end of the Freshman year and no later than the end of the first long term of the Junior year.*
3. Students desiring to enter this program should *obtain the proper forms* from their respective deans.
4. Students interested in the Contract Degree Program will *choose an adviser* from the faculty, who with the student, will develop a committee of at least three faculty members. These faculty members should be in disciplines covered by the contract.
5. The student and his/her faculty adviser and faculty committee will then *draw up the contract* and submit it to the Joint Review Committee which will evaluate the contract and make recommendations concerning its adoption. This evaluation is submitted to the Curriculum Committee of the student's College and then to the Educational Policies

Committee for final approval subject to administrative review for commitments of resources and budget. Each year, prior to preregistration, contract students, their advisers, and their Advisory Committee should make reports to the Joint Review Committee on the progress made.

6. On completion of the requirements of the contract the student's adviser and Faculty Committee, through authorization of the Joint Review Committee, will indicate *satisfactory completion of the contract to the Registrar* who is thereby authorized to take this recommendation for the degree to the Faculty at the appropriate time.
7. Dissolution of the contract and arrangements for return to the standard degree program may be initiated at any time by the student or his/her Advisory Committee and must be approved by the Joint Review Committee.
8. *Formal notice of dissolution of a contract* must be filed with the Registrar by the adviser, and the adviser is then responsible for directing the student in resuming a standard degree program.

Disclaimer

The contract will contain a statement to the effect that the student recognizes that he or she is being certified for graduation only, and that he or she has chosen to shape his or her own program within the limits of the resources, faculty and financial, which can be provided by the College. The student also accepts the responsibility for the consequences of the decision: for example, that the contract major may not be recognized or found acceptable by other persons, institutions, or graduate schools.

Practicum Credit

The degree programs of The Lindenwood Colleges are designed to permit each student unusual opportunity to construct an academic program of particular relevance within the framework of the liberal arts and sciences. Non-traditional studies may be recognized by the use of practicum credit. Credit can be granted, for example, for work and study in nursing schools, trade and technical schools, job experience, social services, laboratory experience and work in the communications field. A student can utilize up to a maximum of twenty-seven semester hours of practicum credit toward the completion of any degree.

Application forms for practicum credit are available in the Office of the Dean of Faculty.

Special Academic Programs

Bachelor's Program for Graduates of Schools of Diploma Nursing and Community College Graduates with an Associate Degree in Nursing

Lindenwood offers a program leading to the bachelor's degree for graduates of accredited diploma schools of nursing or for nurses with an associate degree. School of nursing diploma graduates may obtain credit for their nursing training through the challenge examinations of the National League of Nursing. Additional credit will be given for transferable credit in college-level courses in science, humanities, and social sciences.

Each program varies according to the background of the prospective student. Lindenwood will evaluate each transcript separately. Information may be obtained through the Lindenwood Admissions Office and from the office of the Director of the Nursing Program.

Academic Program for Nursing Students at St. Luke's Hospital in St. Louis

The Lindenwood Colleges have an affiliation with St. Luke's Hospital School of Nursing of St. Louis, whereby nursing students are admitted to Lindenwood and enroll in courses for college credit as part of their School-of-Nursing diploma program. Examples of courses offered include Anatomy and Physiology, General Chemistry, Concepts of Sociology, English Composition, Introductory Psychology, Human Development, Microbiology, Nutrition, the Psychology of Aging, and Advanced Physiology. These courses are taught by Lindenwood faculty at the School of Nursing.

Inservice Programs in Cooperation with Religious Institutions

The Lindenwood Colleges provide opportunities for students to earn college credit by pursuing internships, field studies, independent terms and independent studies in the work of religious institutions. The studies may be performed in a variety of disciplines, including art history, business, education, English/journalism, history, music, physical education, political science, psychology, religion, and sociology.

Ecumenical in nature, the program provides services to any religious institution able to participate, and in turn offers extensions of the classroom experience for the student.

Consortium Programs

The Lindenwood Colleges belong to a consortium of colleges of Greater St. Louis. The consortium includes Fontbonne College, Maryville 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- (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

The Lindenwood Colleges 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 to George Warren Brown School of Social Work for admission following 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.

Continuing Education Program

The Lindenwood Colleges are committed to a program which encourages men and women, older than the traditional college student, to begin or complete college work for personal enrichment or occupational competence.

Continuing Education students may receive credit toward a degree through examination under the College Level Examination Program (CLEP). A satisfactory score is one which equals or exceeds the fiftieth percentile on the national college sophomore norm, a scaled score of about 500. Credit will be allowed for all the general examinations except English and may be allowed on specific subject matter tests with permission of the appropriate departmental chairman.

Information may be obtained by calling the Admissions Office or the Continuing Education Office.

Junior Year Abroad

The Lindenwood Colleges require 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 appropriate Dean 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, an opportunity to spend a term in the capital studying and observing the national government in action and having contact with major policy makers and other persons prominent on the national and international scene.

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 Adviser in their sophomore year.

Air Traffic Controllers

Upon presentation of certification of Phase V status, an Air Traffic Controller is awarded credit for up to a maximum of 12½ courses toward a bachelor's degree program.

Additional work in military, technical, or FAA-sponsored courses will be individually considered.

FAA supervisory personnel who have completed the Management Training Course at Lawton, Oklahoma, will, in addition to the above, be awarded credit for 2 courses in management.

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 courses of credit is 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's Office. The Lindenwood College for Men Curriculum Committee reviews field studies and internships for all of the colleges. There is no extra tuition charge for enrolling in a field study or internship.

The January Term

Since 1968, Lindenwood Art, English, Foreign Language, History, Music, Physical Education, Biology, Sociology, and Communications Arts courses have been held in England, Italy, Greece, France, Sweden, Austria, Mexico and the Bahamas.

Most courses are conducted by Lindenwood faculty and are included in Divisional or major subject course listings. Students may also spend the January Term in field study, internship or self-designed independent study projects to be completed off-campus, either in this country or abroad.

The Merrill-Palmer Semester

Lindenwood maintains a cooperating off-campus study program with the Merrill-Palmer Institute in Detroit, Michigan. Through the Department of Psychology, a limited number of students majoring in psychology may spend one term, either the spring term of the junior year, or one of the two long terms of the senior year, in residence at the Institute. (In many cases a term of study at Merrill-Palmer will satisfy the senior Field Study requirement in psychology.)

The focus at Merrill-Palmer is the interdisciplinary study of the interrelation of children, families and communities. Students who attend the Institute obtain actual clinical experience as well as involve themselves in rigorous coursework under the direction of a distinguished faculty. The Merrill-Palmer Institute is also a nationally recognized research center in the behavioral sciences.

Lindenwood Evening College

All students who wish to enroll in the Evening College and earn college credit towards 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 directly to the Admissions Office, The Lindenwood Colleges, St. Charles, Missouri 63301.

Students may be permitted to register for and attend classes without being 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 registration.

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 counsellor to discuss the opportunities available so that suitable courses can be

selected. Such consultations and application forms may be obtained by telephone or by a 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 a Master of Business Administration Degree. All course work leading to these degrees can be completed entirely in the evening.

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: LCC 301, ENG 201.
- (2) Distributional:
 - Six semester hours Humanities Division
 - Six semester hours Natural Science and Mathematics Division
 - Six semester hours Social Science Division
- (3) Business Administration:
 - BA 102, 103, 200, 204, 205, 220, 303, and 307.
- (4) Related courses:
 - ECC 101, SS 310.
- (5) Electives in Business Administration:
 - Six semester hours.
- (6) Free electives:
 - Six semester hours.
- (7) Total requirement: 66 semester hours.

Degrees in Psychology

A major in psychology is available entirely in the evening. Individualized planning permits a wide variety of educational experiences in psychology to be worked into the typically tight schedules of evening students.

Both the B.A. and B.S. degrees in psychology are available. The requirements for this major include 30 to 42 semester hours in psychology and 6 to 12 semester hours in other departments of the Social Sciences Division.

These courses are required for psychology majors: SS 210, PSY 100, PSY 300, and a field study in psychology. The field study may be in either experimental, developmental, interactive or applied psychology, and gives the advanced student the opportunity to obtain special experience in either a research, educational or clinical setting.

Students who do not plan graduate study in psychology are encouraged to combine their interest in human behavior with studies in business, communications arts, sociology, biology or other area. Individually planned programs can prepare the Lindenwood graduate for careers in business including personnel, market research and sales; for careers in the helping agencies, including youth services, alcoholism treatment and drug abuse centers, social casework and health education; and for creative roles in day care centers, nursing homes and health care agencies.

A student concentrating in psychology may also elect to pursue the Human Resources Administration program by including PSY 324, Psychological Testing, in the psychology concentration and by developing a seven course minor emphasis in Business Administration: BA 102, 200, 204, 220, 240, 341, and 348.

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

Associate of Arts Degree in Applied Psychology

Evening College students may pursue an Associate of Arts degree in Applied Psychology by completing a minimum of 66 semester hours in the appropriate areas of study. This degree is designed specifically for persons who are 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 rather as support personnel who would render paraprofessional services under the supervision of licensed practitioners or agency directors.

- (1) General Requirements: ENG 201, LCC 301.
- (2) Distributional Requirements:
 - Six semester hours in Humanities.
 - Six semester hours in Social Science courses (in at least two different areas of the social sciences, exclusive of psychology).
 - MTH 106 and 3 semester hours in the Natural Sciences.
- (3) Psychology Course Requirements:
 - PSY 100, 101, 103, 201, 31, 32.
 - Six semester hours of PSY 194 (spread across two terms).
 - Three electives from the following: PSY 102, 202, 302, 310, 324, 341.
- (4) Related Courses:
 - SOC 102, SS 310.
- (5) Electives:
 - Six semester hours of elective courses.

Degree in Sociology/Administration of Justice

The Evening College program in the Administration of Justice is administered by the Sociology Department and is designed to prepare persons for professional careers in law enforcement and in corrections, particularly juvenile corrections. The program combines a range of social science materials with the specific Administration of Justice subject matter, all set firmly in the liberal arts context.

In addition to the general college requirements, the B.S. degree in Administration of Justice requires the following courses:

- SOC 100, 208, 322, 326.
- PSY 101, 103.
- SPH 110.
- SAJ 241, 242, 343.

Either SAJ 450 (Internship of six semester hours) or six semester hours of SAJ 400 (Field Study).

Two selections from SAJ 344, 345, 346, and 347.

Additional elective courses to complete the total of 120 semester hours required for the degree may be chosen, in consultation with an academic advisor, from the areas of sociology, psychology, political science and business administration to reflect the student's particular interests or career objectives.

Bachelor of Science Degree in Business Administration

The standard undergraduate degree in Business Administration is the Bachelor of Science in Business Administration. The basic requisites for this degree include the requirements for any Bachelor of Science degree (either day or evening). These college requirements are as follows:

(1) General: LCC 301, ENG 201.

(2) Distributional:

Nine semester hours Humanities division, 3 of which must be HUM 111 or 112.

Natural Science/Mathematics Division:

Natural Science Requirement— Six semester hours, three of which must be chosen from:

BIO 101, 102 General Biology

CHM 151, 152 General Chemistry

PHY 151, 152 Introductory Physics

and an additional three semester hours chosen from either the above or:

BIO 110 Field Biology

BIO 120 Environmental Biology

SCI 101, 102 Introduction to Science I and II

SCI 150 Energy and Society

CHM 140 Introductory Chemistry

Mathematics Requirement— Completion of one of the following courses:

MTH 104 Elementary Functions

MTH 105 Basic Geometry

MTH 106 Basic Statistics

MTH 171 Calculus I

Those students who are not prepared to enter one of these courses will be required to complete Algebra (MTH 100) prior to beginning one of the required courses. Beginning students will be given a placement test to determine their knowledge of algebra. Transfer students will be individually evaluated on the basis of this requirement.

Nine semester hours Social Science Division. Any three Social Science division offerings may be used provided that no two are in the same department.

(3) Basic Business Administration courses:

BA 101, 103, 200, 204, 205, 220, 303, 307.

(4) Related courses:

ECC 101, 102, SS 310.

(5) Electives in Business Administration:

Twelve semester hours.

(6) Free electives:

Thirty-nine semester hours, no more than twenty-four of which may be in the Business Administration Department.

(7) Total requirement: 120 semester hours.

For certain professional and governmental requirements, modifications in the basic B.S. degree requirements are made for students wishing to qualify. Specifically designated areas of emphasis are as follows:

(1) For Office Management emphasis within a major in Business Administration, eight of the twelve elective semester hours in Business Administration are changed to the following required courses:

BA 61 Intermediate Typewriting

BA 62 Production Typewriting

BA 301 Managerial Accounting

BA 370 Office Management

(Since BA 61 and 62 are each one semester hour, four semester hours remain as an elective.)

(2) For Professional Secretarial emphasis within a Business Administration major, the twelve elective semester hours plus five of the free elective semester hours must be replaced by the following required courses.

BA 61 Intermediate Typewriting

BA 62 Production Typewriting

BA 261 Elementary Shorthand

BA 362 Intermediate Shorthand

BA 363 Advanced Shorthand

BA 377 Secretarial Procedures

BA 301 Managerial Accounting

(3) For students interested in preparing for the Certified Public Accountant examination, a heavy concentration of courses in accounting, selected with approval of a faculty advisor, is recommended.

Students wishing to qualify for the B.A. in Business Administration degree instead of the standard B.S. degree described above must meet The Lindenwood Colleges' standard requirements for the B.A. degree. Essential program differences are:

(1) In addition to B.S. requirements, students must develop a knowledge in depth of a foreign culture.

(2) The distribution requirement is changed to six semester hours each in Humanities and Social Science and six semester hours in the Natural Science and Mathematics Division.

(3) Depending upon courses taken for the distributional requirement, the number of free electives must be adjusted so that the total number is 120 semester hours.

Degrees in Studio Art

The B.A. and B.S. degrees in Studio Art are available in the Evening College. The principal areas of study include: ceramics, design, drawing, painting, printmaking and sculpture.

The major in Studio Art for the B.A. and B.S. degrees requires a minimum of twenty-one semester hours in studio art courses and six semester hours in art history courses. No more than thirty-six semester hours in studio art and twelve semester hours in art history may be counted toward the graduation requirements of 120 semester hours. Requirements for the major include:

- (1) Introductory core: ART 106, 236, 208.
- (2) Drawing:
Three semester hours.
- (3) Three-dimensional area (ceramics, sculpture, other):
Three semester hours.
- (4) Studio Art electives:
Three to fifteen semester hours in which an area of emphasis should be developed.
- (5) Art History:
Six to twelve semester hours.

In addition to the standard offerings in studio art listed in the catalog, 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 art courses are not open for audit.

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 up to two years following a student's graduation.

The College of Individualized Education

At Lindenwood 4, students work out programs which are designed to meet their special strengths and interests, and which at the same time meet professional expectations. In planning their programs, students are assisted by a supportive group of faculty, resource persons and fellow students. Lindenwood 4 is located in two centers, on the Lindenwood campus in St. Charles, Missouri and in the central west end of St. Louis, Missouri. Lindenwood 4 offers programs leading to the Bachelor of Arts, Science and Fine Arts Degrees. At the graduate level, it offers programs leading to the Master of Arts and Master of Science Degrees, and the Master of Fine Arts Degree. As most Lindenwood 4 students work during the day, academic meetings are held during the evenings or during the weekends.

Lindenwood 4 is a learning community consisting of students, Faculty Administrators, Faculty Sponsors, Resource Persons, the Narrative Transcript Writer, the Program Coordinator, and the Associate Dean of Faculty.

Faculty Administrators are advisors, mentors, and academic counselors for groups of 30-35 students, and serve as general administrators of the Lindenwood program. Faculty Sponsors are adjunct faculty with expertise in a particular field; they are selected by the student and the faculty administrator. Sponsors have excellent academic qualifications as well as substantial practical experience in their fields. Interacting with the student on a highly individualized basis, the Faculty Sponsor provides instruction, learning facilitation and academic guidance. Each student carries out a tailor-made learning program, based on a study plan, with the guidance of a Faculty Sponsor and a Faculty Administrator. Resource Persons provide the student with specialized expertise and direct community contact in the student's locality. Lindenwood 4 maintains long term relations with individuals and groups at various institutions such as mental health facilities, hospitals, business and government agencies, and other colleges and universities. The Narrative Transcript Writer works in the Registrar's office at the St. Charles campus to write out transcripts from students' trimester summaries and to compile faculty members' evaluations. The Program Coordinator coordinates and assesses all Lindenwood 4 record keeping processes, academic procedures, and policies in order to maintain a high quality academic program. In addition, the Program Coordinator writes and up-dates all Lindenwood 4 brochures, including

the handbook. The Associate Dean of Faculty at Lindenwood has his office in St. Charles where he is the primary administrator for the entire program and the direct liaison with the Faculty and Administration of The Lindenwood Colleges.

The basic learning group in Lindenwood 4 is called a cluster group to differentiate it from a class or course setting. A cluster group differs from a class because the central process is dialogue: mutual interaction among students and faculty. Each cluster is made up of no more than 10 students in the same or related fields, and a Faculty Sponsor who has expertise in the student's field. Weekly meetings of 3 to 5 hours provide a collegial environment in which students share their learning, present their work, and discuss and participate in group activities. The cluster identifies the group's learning objectives and the Faculty Sponsor coordinates these with the individual's learning objectives for the trimester (14 weeks).

Each trimester begins with a required workshop in which students and faculty come together to work out a plan of study toward the fulfillment of the student's learning goals. Each student maps out projects, papers, and readings in the study plan. These activities are carried out under the close tutelage and supervision of the Faculty Sponsor and Faculty Administrator.

Some Lindenwood 4 students, especially graduate students, carry out their learning experiences in a tutorial arrangement in which they meet individually with a Faculty Sponsor for 2 to 3 hours weekly. The student plans the trimester in the way described above and then carries out the work in a closely supervised independent study. Weekly meetings provide the instruction, critique and substantive interchange between student and Faculty Sponsor. In addition to the tutorial meetings, the student meets regularly with the Faculty Administrator to review the student's progress in meeting learning goals.

Once a month the entire regional community of Lindenwood 4 meets for an all-program colloquium on a topical theme. Presentations are given by students, faculty and resource people. Once a year all participants in the region come together for a 2 to 3 day chautauqua of seminars, workshops and special events. Such yearly gatherings provide a unique opportunity for prolonged interaction among students, faculty and resource people.

The academic year at Lindenwood 4 consists of three trimesters of approximately 14 weeks each. The trimesters are separated by a break of about three weeks. Each completed trimester yields 10 semester hours of credit for the undergraduate and nine semester hours of credit for the graduate. Study at Lindenwood 4 is interdisciplinary, based on a trimester plan. Although there are exceptions, the smallest number of credits a student can attempt at any time is one full time trimester.

For further administrative details concerning Lindenwood 4, you should consult the Lindenwood 4 Handbook.

Undergraduate Study at Lindenwood 4

Within the framework of liberal arts education, Lindenwood 4 provides the opportunity for students to design their own learning projects and emphasizes areas of study unique to their individual needs. In some fields, students work within a partially pre-planned structure of studies (see below) but in others, Lindenwood 4 offers incoming students the opportunity to design a completely individualized program of study toward a degree in highly specialized areas. Some Lindenwood 4 students are employed in highly specialized fields in which college study is not typically available. Such a student is welcome, and is assisted in locating Faculty Sponsors with special expertise in the appropriate field.

The Faculty Administrator guides the undergraduate student in the design of an overall plan of study which is consonant with the educational goals and standards of The Lindenwood Colleges. All students receive ample assistance in designing their academic programs. Students contribute their expertise, interest and their professional concerns to the plan as it evolves from trimester to trimester.

Advanced Standing: Lindenwood 4 recognizes the value of past learning experiences whether it has occurred on the job, as a part of a professional organization, or in a college classroom. Undergraduates can receive as much as three years advanced standing, computed from previous college work, nationally recognized tests, and college-equivalent learning experiences.

To receive advanced standing for academic work completed at other institutions, applicants should request official transcripts from each institution to be sent with the application 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 (C.L.E.P.) scores are accepted for the general examinations (except English) and may be allowed for specific subject area tests with the approval of the Associate Dean of Faculty and the Registrar of The Lindenwood Colleges.

Applicants may also gain advanced standing through the satisfactory documentation of Critical Life Experience. Critical Life Experience is college equivalent learning acquired outside the college classroom and not recorded on a college transcript. Such learning might include professional or research training, on the job development, or personally acquired conceptual learning in a subject area. 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 apply for consideration of Critical Life Experience crediting during the first trimester in Lindenwood 4. If the application is approved, the student completes the verification and documentation, as specified in the Handbook, to be evaluated for award of credit. In order to receive any advance standing credit for Critical Life Experience, all documentation and verification must be turned in to the appropriate Faculty Administrator before the beginning of the final trimester.

The initial processing of all applications for advanced standing takes place during the first trimester. At the end of the first trimester, the student's overall program is finalized and then reviewed by an Academic Standards Committee composed of members of The Lindenwood Colleges. After the meeting of this committee, each student will be informed of the number of credits awarded for advance standing through transfer credit and CLEP, and of those Critical Life Experience credits which have been approved for documentation.

A maximum number of sixty credit hours, equivalent to six trimesters' participation may be obtained for a combination of CLEP scores and documented Critical Life Experience. An overall maximum of ninety semester hours, equivalent to nine trimesters' participation, can be obtained through a combination of college transfer credit, Critical Life Experience, and CLEP.

If you are interested in obtaining advanced standing through any of the above means, discuss it with the Faculty Administrator at your admissions interview.

Lindenwood 4, the College for Individualized Education

Applicants for admission to Lindenwood's College for Individualized Education must follow these procedures:

1. Contact Admissions Office or Lindenwood 4 Office to make an appointment for an orientation session and personal interview. An orientation session is an occasion for a prospective student to get acquainted with administrative and academic procedures at Lindenwood, and to obtain the necessary information for completion of the admissions process.
2. Submit an application and \$15 application fee. If you have not attended college previously you will also be required to write a one to two page personal statement that describes your previous

educational experience, why you are interested in being a student in Lindenwood's College for Individualized Education, and what your learning goals are.

3. Request that official transcripts be forwarded directly from the Registrar's office of each college or university you have attended to Lindenwood's Office of Admissions.

When applications are complete in detail they are reviewed by a faculty committee and the Director of Adult Education. Applicants are notified of the decision made on their applications as soon as possible. Applicants should complete their applications at least three weeks before the beginning of the term in which they plan to enter.

Each applicant will be assigned to a faculty administrator who will guide the student in the pursuit of his educational goals.

The Program Overview: After an undergraduate student has enrolled in a program development session in Lindenwood 4, the student meets with the Faculty Administrator to design an overall program of study for the completion of the Baccalaureate degree. The plan of study is called a Program Overview. Taking into account the student's anticipated advanced standing through transfer credit, CLEP scores, and Critical Life documentation, it outlines the trimesters of study to be completed and the content of each trimester by major subject matter. The Overview is usually designed during the first meeting with the Faculty Administrator and finalized at the second meeting. A typed copy of the Overview is submitted to the Undergraduate Review Committee at the end of the first trimester.

The Trimester Study Plan:

At the beginning of each trimester at the Opening Weekend Workshop, the student is assisted by the Faculty Sponsor in formulating a detailed plan of study to cover the proposed learning objectives for the fourteen week term. The Trimester Study Plan includes the following:

1. Substantive Learning Objectives.
2. Adequate Bibliography.
3. Description of the Actual work to be completed and evaluated— eg. papers, presentations, case studies, etc.
4. Criteria for evaluating the student's work.
5. Methods of Evaluation.
6. Clear indication of how the Trimester's study fits into the Program Overview.

The Trimester Plan is initiated at the Opening Weekend Workshop, further discussed at the first regular meeting with the Faculty Sponsor, and turned in to the Faculty Sponsor at the second meeting. The Faculty Sponsor approves the plan and forwards it to the Faculty Administrator for approval. The Administrator forwards a copy to the Registrar at The Lindenwood Colleges to become a part of the student's file.

Trimester Evaluation:

Close consultation with the Faculty Sponsor, Faculty Administrator, and other members of Lindenwood 4 keeps the student well informed about the progress of his or her work. If work is not satisfactory, the student will know well in advance of the end of the trimester.

At the end of the trimester, after all work has been completed, the student submits a Trimester Summary to the Faculty Administrator. The Summary is forwarded to the Registrar of The Lindenwood Colleges and becomes the basis of the student's permanent academic record for the trimester. The Summary is an actual component of Trimester study and must be received by the Registrar in satisfactory form in order for the student to receive credit.

The student's work is formally evaluated in the Narrative Evaluation written by the Faculty Sponsor at the end of the trimester. The Faculty Administrator reviews this evaluation and writes an additional evaluation of the student's work at least once a year. The Faculty Sponsor and Faculty Administrator recommend credit based on the evaluation of the student's mastery of the subject matter studied, completion of the trimester's objectives, and work in evidence (papers, notebooks, logs, etc.) from the trimester. The Narrative Evaluation is incorporated in the student's transcript and remains a part of the academic record. In order to receive credit for work completed through trimester study, the credit must be recommended in the Narrative Evaluation received in the Registrar's Office.

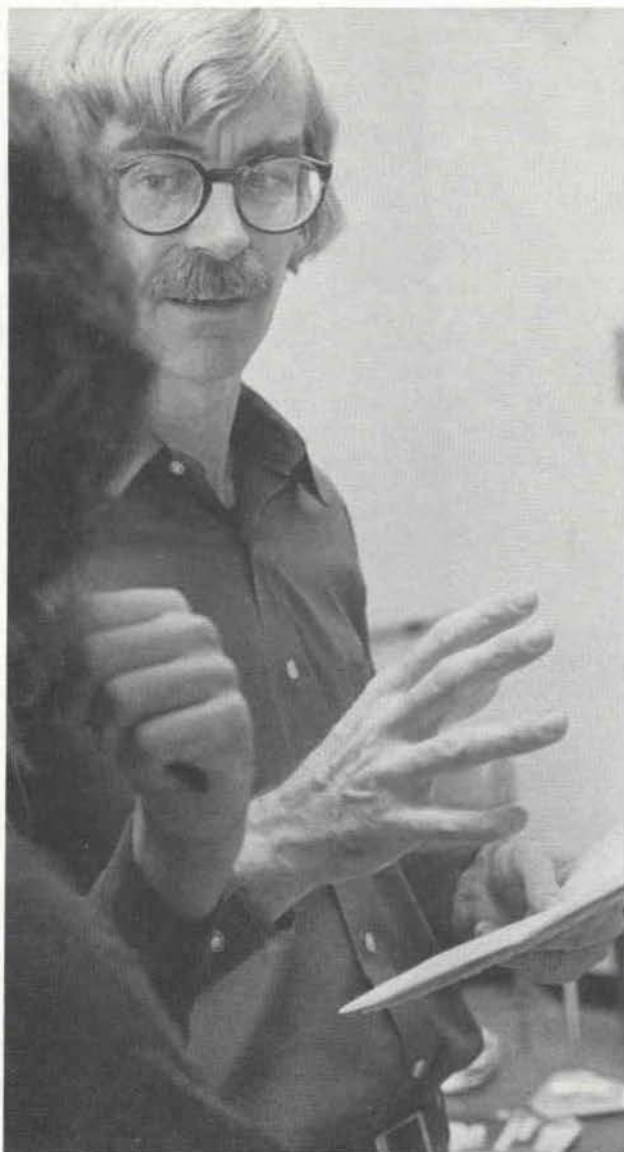
Graduation Requirements:

When all the objectives of the Program Overview as specified in the Trimester Study Plans have been satisfactorily met and credited, the student is recommended for Graduation. The following are the requirements for Graduation from Lindenwood 4 with a Baccalaureate degree:

- A. Satisfactory completion of the learning objectives set forth in the finalized Program Overview.
- B. Completion of at least 120 semester hours of credit toward the Baccalaureate degree, including the final recording of all trimester study completed in Lindenwood 4.

In order for the trimester study to be recorded, the student must have submitted a satisfactory Trimester Summary to the Registrar of The Lindenwood Colleges, and must have satisfactorily evaluated in writing by the Faculty Sponsor and/or Faculty Administrator.

- C. Fulfillment of the requisite area of studies for the Bachelor of Science, Bachelor of Arts, and the Bachelor of Fine Arts are specified below.
- D. Satisfactory demonstration of a working knowledge of English in oral and written forms as evaluated by the Faculty Administrator and Faculty Sponsor each trimester.
- E. Full crediting of the culminating project (see below).



- F. Completion of at least thirty semester hours of credit (three trimesters) of enrolled study at The Lindenwood Colleges.
- G. Recommendation for the degree and approval by the Board of Directors and Faculty of The Lindenwood Colleges.

Undergraduate Requisite Study: In order to satisfy minimal requirements for liberal arts or science study at The Lindenwood Colleges, each student must complete the following requisite areas of study through actual work in Lindenwood 4, transfer credit, CLEP, or Critical Life Experience.

For the Bachelor of Arts Degree:

1. Nine semester hours of credit (covered by one trimester) of English language study, including English Composition, Oral Communication or their equivalent.
2. Six semester hours of credit from each of the following two divisions of study: Humanities and Social Sciences. Nine semester hours of credit from the Natural Science/Mathematics division, with at least three semester hours of credit in Mathematics.
3. Twenty-four to forty-eight semester hours of credit in the student's major area of concentration (in some standard areas, such as Administration and Psychology, Lindenwood 4 asks for specific requisite areas to be covered within the discipline. In other more individualized fields, there may be no specification. Your Faculty Administrator has information on hand regarding your major.)
4. Six to twelve semester hours of credit in areas of study related to the major but outside its specific area.
5. A knowledge in depth of a foreign culture, to be acquired in one of the following ways:
 - a. Twelve semester hours of credit in a specified foreign language;
 - b. Twelve hours of credit in a specified cultural study but completed in English;
 - c. Nine semester hours of credit each in two areas of cultural studies, or a combination of cultural and language studies in two areas.

For the Bachelor of Science or Fine Arts:

1. Nine semester hours of credit (covered by one trimester) of English language study, including English composition, Oral Communication, or their equivalent.
2. Nine semester hours of credit (covered by one trimester) from each of the following three divisions of study: Humanities, Natural Science/Mathematics, and Social Sciences— with at least three semester hours of credit in Mathematics.
3. Twenty-four to forty-eight semester hours of credit in the student's major area of concentration (In some standard areas, such as Administration and Psychology, Lindenwood 4 asks for specific requisite areas to be covered within the discipline. In other more individualized fields, there may be no specification. Your Faculty Administrator has information on hand regarding your major.)
4. Six to nine semester hours of credit in areas of study related to the major but outside its specific area.

Culminating Project: Students taking a B.S., B.A. or B.F.A. degree must complete a culminating project for Graduation. The project links together major aspects of the student's overall study and demonstrates mastery of skills and concepts acquired throughout the program. The project may be written as a paper or papers, or may be a variety of demonstration, including film or dramatics. Each project must include a written, analytical component.

Students may complete their project in one of three possible ways: 1) They may elect to do sections of the project during each of the trimesters in which they are pursuing their major. Students generally have in mind a project which takes into account all the principal areas of study in their major field. For example, a student in Administration may wish to establish a laboratory in a hospital. In one trimester, the student may deal with personal matters, in another trimester, the student may wish to deal with the financial aspects, in a third, the student may want to deal with certain organizational questions, that is, the relationship between the laboratory and the rest of the hospital, etc. Each trimester would thus deal with the main topic studied by the student in a particular trimester, but the project as a whole would integrate all these fields in one endeavor. 2) The student may write discrete papers, one in each trimester. For example, the student may write a paper on personnel, a paper on financial management, and so on. 3) The student may write the culminating project in the last trimester of his or her program. This is the most conventional way of doing a culminating project. The project which the student writes may take up most of the topic of the major field or may focus sharply on one aspect of particular interest to the student.

The student should settle the question of the kind of culminating project he or she wishes to do at the beginning of the first trimester of the Administrative Sequence. An understanding should be reached with the Faculty Administrator and this understanding should be reflected in the trimester study plans of the Administrative Sequence.

The Structure of Undergraduate Programs

All students seeking an undergraduate degree must meet the specific requirements of their programs and the general Graduation requirements, including the preparation of a culminating project as indicated above. Students who wish to pursue completely individualized degree programs should consult closely with their Faculty Administrator. In general, students are expected to complete a minimum of twenty-four semester hours in their declared major field; it is also possible, however, to complete a degree in General Studies without a major concentration.

Students electing to enter certain undergraduate programs are expected to pursue the following courses of study although individual variations of these plans may be worked out with the assistance of the student's Faculty Administrator.

Bachelor Degrees in Psychology

Students taking undergraduate degrees in Psychology should build into their programs the equivalent of at least one course in the areas of General Psychology, Statistics and Research Methods, Clinical Psychology, and Experimental Psychology. A significant experience in psychological field work is also expected.

Students who have significant clinical experience and a good background in theory may elect to take one or more of their last trimesters at the Graduate level in the Lindenwood 4 program in Art Therapy, Counseling Psychology, or Marriage and Family Counseling.

Fine Arts

For the B.A. or B.S. degrees, students are required to complete 27 to 48 semester hours in their major, included in the following areas:

Studio Basics

Art History (six to twelve semester hours)

Studio Electives (three to fifteen semester hours)

For the B.F.A. degree, students are required to complete 60 to 72 hours in their major, including:

Studio Basics (Basic Design, Design Workshop, Color Theory and Design, three credits in drawing, photography)

Art History (twelve semester hours)

Painting and Printmaking (twelve semester hours)

Three Dimensional Design (twelve semester hours; Ceramics, Sculpture, etc.)

Studio Electives (three to fifteen semester hours)

Design and Arts:

Individualized Study for Design Specialists

The minimal number of courses required conforms broadly to the B.S., B.F.A., M.A., and M.F.A. degree formats, with two special emphases:

Core Studies: Theoretical studies in:

Design (principles, theory, and psychology)

Communication (History of Art, Communications in Society and Media)

Light, Color, and Materials (physics and logic of artistic production)

Ecology of Design (integration with environment; responsibilities and economics of art)

Aesthetics (Modern philosophy of values in design and art; the integrated design process and experience)

Studio Work: Drawing, Painting, Photography, Printmaking, Display, Environmental Art, Sculpture, Industrial Design, Media Design, Packaging, Supergraphics, Typography.

Core studies and Studio Work are done concurrently, where possible.

Photography: Individualized Study in a Guided Format for the Undergraduate

This suggested curriculum in photography covers five trimesters of study. The study includes art history and some studio work in art. Study of general chemistry and basic mathematics is also a pre-requisite.

- Trimester I: Introductory Studio
- Trimester II: Intermediate Studio
- Trimester III: Selected Studio Art
- Trimester IV: Advanced Studio
- Trimester V: Photography

Bachelor of Science in Administration

The Bachelor of Science includes a minimum of four trimesters of core studies in Administration. Most students will take at least some of the core studies at an advanced level due to prior academic study in administration or prior professional knowledge and experience. This means that a graduate of the program will have A) a basic knowledge of an essential core of administrative studies, and B) specialized or advanced knowledge of one and more areas as determined individually by the student.

In addition, graduates are expected to graduate with effective communication skills, psychology and sociology for personnel, marketing and public relations work; and knowledge of critical value issues through liberal, interdisciplinary, humanistic and personal growth studies. Studies in the concentration will minimally be the equivalent of Lindenwood 4 conventional courses. Some of these may be education and two may be attained through credits for prior professional experience.

Core Studies: The four trimesters of core studies in administration comprise seven areas, studied as an integrated program:

- I. Management Studies
- II. Computational Skills
- III. Marketing and Planning
- IV. Managerial Accounting
- V. Economics
- VI. Business Law
- VII. Personnel Management

Study of these areas of concentration is distributed over four trimesters. Students can enter the core program at the beginning of any trimester.

Bachelor of Science in Health Administration

Study towards the B.S. in Health Administration includes four trimesters of study in Core Area Competencies, as specified below. The emphasis on administration studies at the undergraduate level is on intraorganizational functions, especially as they relate to the student's own job setting. Students pursue Core Studies to apply the general principles of administration in a highly individualized way.

Core Studies:

- I. Social, Political and Economic Foundations of the Medical Care System
- II. Organization and Management of Medical Care Facilities and Agencies
- III. Medical Care Financing: Budgeting and Accounting Principles; Use of Budgeting and Accounting as a Management Tool
- IV. Legal Aspects of Medical Care
- V. Management Psychology for Health Service Personnel
- VI. Citizen Advocacy, Special Interest Groups, and the Politics of Health Care
- VII. Community Health Planning
- VIII. Marketing for Non-Profit Organizations
- IX. Computational Skills

Within this four trimester sequence, undergraduates must complete a culminating project. However, students may choose to add a fifth trimester in their major which would be devoted to researching and completing a culminating project. Students electing this option would be expected to develop considerable expertise in a specialized area in health administration.

Augmentation Areas

Throughout their studies, students in the Health Administration field engage in special instruction to learn to apply research methodology in their areas. Additionally, they are involved in normative inquiry and a search for values as a regular component of Lindenwood 4 studies. Augmentation studies are included as a regular feature each trimester of the Health Administration core study.

Bachelor of Science in the Administration of Non-Profit and Voluntary Organizations: Voluntary Association Administration Program (VAAP)

Lindenwood 4 offers an academic program providing a synthesis of theory, research, and practice in voluntary and non-profit organizations. It is designed for people interested in serving non-profit organizations as administrators, leaders, and consultants. Its students include experienced administrators of such organizations as well as those considering work in the field as a new career.

In addition to meeting liberal arts requirements, students must complete a four trimester major in VAAP. They must complete a minimum of two trimesters in the major through studies at Lindenwood 4 itself, regardless of the number of college transfer or Critical Life Experience credits they also receive.

In the first and second trimesters of the VAAP major, students take core studies in administration in the following areas of concentration:

- Organizational Theory and Management Studies
- Human Resources Management
- Computational Skills
- Managerial Accounting
- Marketing

In their third and fourth trimesters in the major, students follow these VAAP areas of concentration:

- The Voluntary Organization: Dynamics of Membership and Management
- Financial Management of Non-Profit Enterprises
- Program Development, Communication and Organizational Administration
- Political Process: Voluntary and Non-Profit organizations as Change Agents
- The Role of Voluntary Action in a Democracy
- Issues in Voluntarism

In one or more trimesters students carry out a practicum, and in their fourth trimester they complete a culminating project.

Graduate Study at Lindenwood 4

Lindenwood 4 offers an unusual opportunity to pursue a Master's Degree in an innovative collegial environment especially designed for adult learning. Most graduate students are fully employed in the fields they are studying and bring to the learning setting an active, involved participation. Teachers, therapists, counselors, managers, artists, voluntary leaders, and politicians are among the graduate population of Lindenwood 4.

Lindenwood 4 encourages the use of primary source material, direct involvement with speculative thinking, and the development of beneficial research in the area of the student's interest. Our graduate students are assisted whenever possible in developing job-related projects, giving public presentations of their work, and preparing papers for publication.

Application, Prerequisites, and Advanced Standing

Applicants for graduate study should have earned a baccalaureate degree from an accredited college or university. In truly exceptional cases students who have completed at least three years of undergraduate study may be admitted to graduate study without having completed their undergraduate degree. Applicants should inquire of the Faculty for information about non-B.A. admission.

Several of the special graduate programs at Lindenwood 4 have subject area prerequisites which are specified under the descriptions that follow. All applications are reviewed by the Graduate Admissions Committee, made up of faculty members from The Lindenwood Colleges. When the applicant has been recommended for admission by a Faculty Administrator and the Associate Dean of Faculty, and approved by the committee, the applicant will receive a formal letter of acceptance from the Admissions office of The Lindenwood Colleges.

Entering Graduate students can receive one trimester's advanced standing (per year of actual study in Lindenwood 4) or the transfer of 9 or more semester hours credit of B or better from an accredited college or university. Transfer credit must be directly relevant to the student's degree program at Lindenwood 4 in order for the student to receive advanced standing.

Graduate Study

The application process for Lindenwood 4 is a mutual exploration between the applicant and The Lindenwood Colleges to determine if the Lindenwood 4 learning experience is well suited to the applicant's educational needs, abilities, and interests. This exploration involves the collection of information and impressions through an orientation session, a written application package, a program development session, and an admissions interview.

Lindenwood 4 is seeking a special kind of graduate student: a self-initiating adult who has a rich background of life and career experience. Ideally, the Lindenwood 4 student is employed in the field she/he is studying or in a related field. In prospective students we especially value motivation, self-direction, creativity and maturity. Our college offers a thorough academic and professional preparation which has been designed to fit the unique strengths and interests of the adult learner.

Application Procedures

1. Submit a completed graduate application, and enclose a check or money order for the \$15 non-refundable application fee.
2. Request that official transcripts be forwarded directly from the Registrar's office of each college or university attended to the Office of Admissions.
3. Request letters of recommendation from three individuals who can assess your ability to do individualized study in the field of your choice at a graduate level. Recommendation forms are available in the Admissions Office.
4. Write a one to two page personal statement. Bring this statement to the orientation session for program development.
5. Complete your program development. Each applicant meets with an appropriate member of the Lindenwood 4 faculty in order to develop a preliminary program overview in the proposed field of study. After this session the applicant expands the outline into a more detailed typewritten document including bibliography.
6. Write the preliminary program overview using the outline provided at the conclusion of the program development session.
7. Complete the admissions interview. Bring two typed copies of the preliminary program overview, suggest any necessary revisions and make final plans for your graduate program in Lindenwood 4.

When applications are complete in detail and all orientation sessions and interviews have been completed, a faculty administrator makes recommendations to the Graduate Admissions Committee and the Director of Adult Education. After reviewing all documents, decisions are made and applicants are notified in writing, usually within a week. Because this application process has a number of steps, some of which take time to complete, students should apply at least three weeks prior to the beginning of the trimester in which they plan to enroll.

Program Overview and Trimester Study Plans

At the Program Development Session, the applicant is assisted by a member of the Lindenwood 4 faculty in proposing a Program Overview as the basis of admission into the College. This document should be a thoughtful, logical proposal that includes a trimester description of subject areas to be studied, papers and projects to be

developed, methods for evaluating performance, and bibliography. The applicant is guided in formulating this material in the Program Development Session. After this session, the applicant develops a finalized, typed proposal which accompanies the application to be reviewed by the Admissions Committee.

After acceptance into Lindenwood 4, the graduate student may change or expand the Overview to meet the suggestions of the Committee, faculty members, or others, based on the student's needs and interests. When the Overview is finalized, the student signs an agreement to fulfill the objectives specified. Programs of study often change once they are underway and students can amend the Overview through submitting the desired amendment to the Faculty Administrator and the Registrar.

Students generally write out detailed Study Plans for each trimester (see undergraduate section). For some students, the entire Study Plan can simply be lifted from the Program Overview for the trimester. In other cases in which the Overview is less detailed, the student will develop the Study plan at the Opening Workshop, discuss it further at the first meeting with the Faculty Sponsor, and hand it in to the Faculty Sponsor at the second meeting of the trimester.

Completing the Program

Because graduate study at Lindenwood 4 is interdisciplinary, the smallest unit for which a student can enroll is a trimester of full-time study. There is no uniform schedule for completing the degree program other than the structure of the Program Overview itself. When all the objectives of the Program Overview, as specified in the Trimester Study Plans, have been satisfactorily met and credited by the faculty, the student is recommended for graduation. Students are responsible for meeting the College's graduation requirements and completing requisite areas of study in the Program Overview.

Graduation Requirements

Requisite areas of study are specified for some graduate programs, as described later. For the entirely individualized degree, there may be no requisite areas of study. The following graduate requirements must be fulfilled by any student graduating with a Master's degree.

1. Satisfactory completion of the learning objectives set forth in the finalized Program Overview.
2. Completion of the required number of semester hours for the graduate program in which the student is enrolled (see below), or completion of the number of semester hours approved by the Graduate Admissions Committee for graduation with an entirely individualized degree.
3. Satisfactory completion of all practicum, apprenticeship, and residency requirements connected with the student's degree program.

4. Final recording of all trimester study in Lindenwood 4 through submitting a satisfactory Trimester Summary for each trimester in the College; in order for trimester study to be recorded, the summary must have been received in the Registrar's office and the work must have been satisfactorily evaluated by the Faculty Sponsor and/or the Faculty Administrator.
5. Satisfactory demonstration of graduate level writing and speaking skills as evaluated by the Faculty Administrator and Faculty Sponsor each trimester.
6. Full crediting of the Culminating Project (see below).
7. Completion of at least two trimesters as an enrolled student at The Lindenwood Colleges.
8. Recommendation for the degree and approval by the Board of Directors and the faculty of The Lindenwood Colleges.

The Culminating Project

For graduate students, the Culminating Project is a major undertaking, typically completed in the final trimester of Lindenwood 4. The project may take the form of a thesis, a demonstration, a paper or a creative product, including the use of a wide variety of media as they are appropriate. This project must demonstrate the mastery of concepts and skills that the student sets out to gain in the Program Overview. If the project is not primarily in the written form, it must contain a substantial written analytical component.

The Culminating Project is reviewed by a committee made up of the Faculty Administrator, a Faculty Sponsor, and in many cases an outside resource person in the student's field. The committee may recommend that the project be accepted, revised, or rejected as credit toward the Master's Degree.

Graduate Programs

This type of graduate study prestructures some of the Program Overview through requisite study and other requirements like practica or apprenticeships. Still, in every case, there is much room for the student's own ingenuity and interests to shape the final character of the learning experience. Trimester study, whether in the cluster group or the tutorial, is slanted towards the individualized application of the theoretical learning for each student.

These programs are designed to meet the professional needs that are too often omitted in traditional higher education. The study formats and plans were themselves developed by professionals in each of the fields represented:

Active and Creative Therapies (ACT), Education, Foreign Language Instruction, Gerontology Health Administration, Photography, Theatre Arts, Voluntary Association Administration Program (VAAP).

Active and Creative Therapies (ACT)

Offering Master of Arts Degrees in Art Therapy, Counseling Psychology, and Marriage and Family Counseling.

The following Master's degree format is comprised of a minimum of two years study, or 5-6 trimesters in Lindenwood 4. The first year in the program provides a firm base of psychological knowledge and a broad acquaintance with treatment approaches through Core Area Competencies. The second year is a period of specialization in which the student focuses on developing mastery in the modality of her/his choice. In addition to the three major areas in which a student may specialize in A.C.T., there are several other modalities represented in the faculty and available to the students as a special concentration:

Gestalt Therapy	Psychogerontology
Sex Therapy	Transactional Analysis
Psychosynthesis	Dance Therapy
Music Therapy	Feminist Therapy
Radix/Bioenergetics	Group Therapy
Behavior Therapy	Jungian Therapy
Crisis Intervention	

Prerequisites

In addition to the general admissions requirements for graduate study, all applicants to the A.C.T. program are expected to have a background in the social sciences and at least nine semester hours of study in psychology, including General Psychology. Deficiency in the psychology prerequisite must be accounted for through an additional trimester's study in a program Core Competency.

Applicants for the Art Therapy program should have basic competency in applied Fine Arts, especially in drawing, clay modeling, kiln operation, and other studio techniques. If there is deficiency in this area, it should be made up through on-going studio work and any necessary remedial course work during the student's participation in Lindenwood 4.

Sequence of Study

Preparation for a master's degree in any one of the modalities listed above involves two or three trimesters' study in Core Area Competencies and two or three trimesters work in the specialization. Transfer credit may be accepted toward the degree as specified in the section on advanced standing.

First Year: Core Area Competencies

First year students choose from among the following six core areas in formulating the Program Overview. (1) Psychopathology and Mental Health, (2) Physiology and Human Sexuality, (3) Anthropology, Sociology and the Family, (4) Advanced Personality and Developmental Theory, and Treatment Modalities, (5) Studies in Mea-

surement and Research Methods, (6) Comparative Counseling and Psychotherapy Skills and Techniques or Review of the Literature and Techniques of Art Therapy and Related Approaches. Unless a student is transferring graduate study from another institution or has exceptional past professional experience, each student must cover at least three of the areas in the first year. Core Area (6) is required for everyone except those that have been assessed by the faculty as having substantial past experience in counseling or psychotherapy. Some students will be required to take more than three Core Areas to make up for deficiencies. Each Core Area involves a trimester's study to complete.

Core Area Requisites

In order to graduate, all students pursuing the master's degree in Counseling Psychology or Marriage and Family Counseling must have covered the following requisite areas of study, either through previous college course work or as part of graduate study at Lindenwood 4: Abnormal Psychology, Personality Theory, and Testing/Diagnostics & Research Design. Professional ethics and accountability are part of the latter.

Students pursuing the master's degree in Art Therapy must have covered the following requisite areas of study, either as a component of previous college work or as a part of graduate study at Lindenwood 4: Abnormal Psychology, Personality Theory, and Accountability and Professional Ethics. The latter area could be included in Core Area (6), listed above.

Second Year: Specialization Within a Degree Area

In the last three trimesters in the program, students focus their studies on a specific area. Students working toward a master's degree in Counseling Psychology or Marriage and Family Counseling may have a minor concentration in one of the special areas listed earlier. Students in Art Therapy may want to supplement their second year studies with some work in one of these concentrations.

By and large, specialization involves a review of literature emphasizing those aspects which are of primary interest for the population or orientation that the student has chosen. Throughout the second year, all Lindenwood 4 students are involved in a practicum.

Each of the three degree areas requires special competencies and performance standards that are relevant to professional guidelines in the field. A member of the Lindenwood faculty will assist you in designing the second year of the Program Overview so that it meets the recommendations or required guidelines for your field.

Students working toward the master's degree in Art Therapy can present their work to the Standards Committee of the American Art Therapy Association at the time of application for the Art Therapy Registration. Lindenwood 4 graduate study in Art Therapy conforms to the educational guidelines of the American Art Therapy Association.

The graduate program in Marriage and Family Counseling follows the guidelines from the Standards for Accreditation of Graduate Degree Programs in Marriage and Family Counseling, developed by the American Association of Marriage and Family Counselors.

Within the special concentrations, students can design their studies to be accredited in Gestalt Therapy through the Gestalt Institute of St. Louis.

Second Year: Supervised Practicum

Depending on the student's area of specialization and desired credentials, the practicum requirement ranges from a minimum of 600 to a minimum of 800 hours of actual work under supervision. Again, depending on the specialization, there is a minimum of 100 to a minimum of 120 hours of supervision, with at least 50 hours of individual supervision. Many Lindenwood 4 students can meet practicum requirements in their regular job settings. In these cases, the practicum may begin in their first year of study. Otherwise, the practicum begins in the second or third trimester in the program and continues until, or through the last. The College assists the student in securing a practicum, but can not guarantee one. Any special costs that may be incurred must be borne by the student.

Lindenwood 4 has identified unique practicum settings in which students can integrate and apply academic knowledge in the creative and active therapies. These facilities have a commitment to the advancement of the creative therapies and the other therapeutic modalities represented in the A.C.T. program.

Workshops

In Art Therapy, students participate in regular monthly workshops of an experiential nature throughout their enrollment in Lindenwood 4. These workshops are sponsored by Lindenwood 4 and given by professionals with a wide variety of approaches and clientele.

Culminating Project

In the final trimester in Lindenwood 4, each graduate student completes a Culminating Project, as specified earlier. Students in A.C.T. may choose to do a demonstration, a case study or thesis, incorporating a wide variety of media as appropriate. If the project is not primarily in the written medium, however, it must have a written analytical component.

Alternatives in Teacher Education

Offering the Master of Arts Degree in Education, Specialized Field or Focus

At Lindenwood 4, full time teachers combine their graduate study with classroom experience. In a format of cluster groups, tutorials, independent study and applied learning, students pursue an academic program which looks to the future of education, emphasizing innovative methods and the changing character of education in the American culture.

Study toward the Master of Arts in Education encompasses four trimesters:

- First trimester— Foundations of Education
- Second trimester— Curriculum Theory & Design
- Third trimester— Subject Area Specialization
- Fourth trimester— Culminating Project

Those people who have very specialized needs in graduate study in Education— e.g. specialized research concerns or Adult Education— pursue their degree studies in a highly focused manner. Through a totally individualized program, these students work in tutorials, independent studies, and/or in a research apprenticeship to attain their goals. This kind of specialized degree program involves a minimum of four trimester's enrollment and cannot be pursued in subject areas which require teacher certification.

Certification: Because of the highly individualized nature of study in Lindenwood 4, we do not prepare students to be certified teachers, or to become certified in an additional discipline or area after initial certification. Students seeking teaching certification should contact the Graduate Education Department of The Lindenwood Colleges in St. Charles, Missouri for information.

Special Note on Costs and Credits: Both of the programs in Teacher Education described above carry a total of 33 semester hours: nine semester hours per trimester for the first three trimesters and six semester hours for the fourth trimester. Students who are certified teachers and currently under contract receive a Professional Educators Grant (P.E.G.), the equivalent of \$25 per semester hour.

Foreign Language Instruction (Including ESL) Offering Master of Arts in Foreign Language Instruction

The M.A. in Foreign Language Instruction (including ESL) follows the general format of the Lindenwood 4 program for the M.A. in Education but features specific components in linguistics and pedagogy essential to the effective instruction of foreign languages and/or ESL (English as a Second Language). Lindenwood 4's M.A. in Foreign Language Instruction (including ESL) meets the guidelines for the Preparation of Teachers of English, for Teacher Education in Modern Foreign Languages, for Teachers of English to Speakers of other languages in the United States as set out by TEOSL in 1978 and the MLA in 1966.

Students must know at least two languages. Proficiency in a second language is a requirement for graduation from the program. Specifically, students must demonstrate the "good" level in both languages, as this level is set out in the Modern Language Association Guidelines for Secondary School Teachers of Modern Foreign Languages. Students' aural and speaking level is tested by dictation, the CEEB Listening Comprehension Test and/or similar tests designed to determine active and passive language ability. In order that students ful-

fill the proficiency requirements, additional course work may be built into the M.A. program, expanding it to more than three trimester of course work. The specific number of semester hours required beyond the standard three trimester program is determined by the Director of the M.A. program in Foreign Language Instruction and the Graduate Admissions Committee of the Lindenwood Colleges.

Trimester Content, Organization and Evaluation

- Trimester I: Linguistic Foundations
- Trimester II: Methodology of teaching Foreign Languages
- Trimester III: Culminating Project

Interdisciplinary Studies in Gerontology Offering the Master of Arts Degree in Gerontology

In an attempt to bring together some of the interfacing areas of study concerning the problems of aging, Lindenwood 4 has developed an interdisciplinary master's degree program in Gerontology which emphasizes the practical application of theory. Students in this program come from varied backgrounds, nursing, nursing home administration, sociology, counseling and volunteerism. The faculty are themselves practitioners—psychologists, nursing home directors, social workers, among others.

The Master of Arts in Gerontology consists of three trimesters of research, applied learning, individually designed studies, and practicum.

Sequence of Study

- Trimester I: Social Aspects of Aging, Psychophysiological Aspects of Aging, Legal Aspects of Aging
- Trimester II: Aging in Literature, Thanatology, Specialized Study
- Trimester III: Culminating Project and Specialized Study

Practicum: Students typically work in a supervised practicum of 300 hours of actual field work in a geriatric setting. The practicum setting must include a qualified supervisor and viable possibilities for applying the conceptual aspects of learning. Students whose job setting provides a suitable practicum may complete the practicum in this setting.

Health Administration Offering The Master of Science Degree in Health Administration

The Lindenwood 4 Graduate Program in Health Administration is designed to train the working professional. Students in the program are working in the following kinds of agencies: hospitals, skilled nursing facilities, clinics, health systems agencies, medical group practices, health maintenance organizations, governmental agencies, community health planning organizations, fiscal intermediaries, hospital management firms and

industrial medicine departments. Study in the program makes maximum use of day-to-day professional experience of the students. The graduate program is focused on inter-organizational functions concerning health care facilities and health-related organizations.

Prerequisites: Applicants must have basic Core Area Competencies in administration or a related field. Students who enter the program without these prerequisites are required to make up their deficiencies through a first trimester of undergraduate study.

Program of Study

The study program for the Master of Science Degree in Health Administration is comprised of at least four trimesters of graduate study. The first three trimesters are devoted to specialized study in Core Area Competencies. The final trimester is given to the preparation of the Culminating Project.

Core Area Competencies

- I. Social, Political and Economic Foundations of the Medical Care System.
- II Organization and Management of the Medical Care Facilities and Agencies.
- III Medical Care Financing: Budgeting and Accounting Principles; use of Budgeting and Accounting as a Management Tool.
- IV Legal Aspects of Medical Care.
- V Management Psychology for Health Service Personnel.
- VI Citizen Advocacy, Special Interest Groups, and the Politics of Health Care.
- VII Community Health Planning.
- VIII Culminating Project.

Each graduate student in Health Administration is required to research a special area of interest for the writing of a Culminating Project during the final trimester of the program. As a rule, the research will have begun in an earlier trimester. The project is a major undertaking in the form of a research paper. Lindenwood 4 asks that the research undertaken by graduate students be of a practical, discernible benefit to the community or to the student's capacity to be of service. Students often apply the study for the Culminating Project to a problem in their work setting. Graduate level projects are of the length and sophistication of a Master's thesis although they do not necessarily follow the format of a thesis.

Fourth Trimester Option

Studies in Gerontology and preparation for State examination for Nursing Home Administrators.

Students electing this option will take a 1½ semester hour overload. This will extend the trimester from 14 to 17 weeks. For the first 4 weeks, students will study Community Health Planning. The remaining 13 weeks will be devoted to reviewing current gerontological concepts in biology, sociology, and psychology, and to

reviewing health and service programs and legislation relating to the elderly. Students will also study material in preparation for the State examination for nursing home administrators, and they will complete a Culminating Project which reflects their gerontological interests as health services managers.

Residency in Health Care

Emphasis in the Health Care Program is on educating good managers. To this end we require that all graduate students fulfill an administrative residency of 800 hours in a health care facility or organization. Most students fulfill the residency in their place of employment. For those students who are not employed in study-related situations, Lindenwood 4 assists in finding a residency setting. If a student who must take a non-employment residency cannot complete the residency during the actual course of study, the student may complete it after study is complete. Therefore, it would be possible to complete the Core Area study in Health Administration, seek employment in a health-related field, and then complete the residency in the employment setting. No graduate degree in Health Administration is awarded without the completion of a residency. Typically, the residency begins in the student's second trimester and runs throughout the remainder of the program of study. The institution will assist a student in securing a residency, but it cannot guarantee one. Any special costs which may be incurred must be borne by the student.

Augmented Areas

Throughout their studies, students in the Health Administration field engage in special instruction to learn to apply research methodology in their areas. Additionally, they are involved in normative inquiry and a search for values as a regular component of Lindenwood 4 studies. Augmentation studies are included as a regular feature each trimester of the Health Administration core study.

Photography

Offering a Master of Arts in Photography

The Photography program is designed to give students close working relations with master photographers working in cluster groups or tutorial sessions. The program is centered at the Lindenwood 4 offices in Maryland Plaza in the Central West End of St. Louis. Darkroom facilities are available on the St. Charles campus.

In the third trimester of the degree program, the student prepares a show which demonstrates master level work. The show is judged by the staff, a peer of the student's choosing, and an outside photographer of recognized stature.

Graduate Competencies

Graduates of the Program are expected to achieve these competencies:

1. Master level of technical proficiency in all facets of Black and White photography.
2. Knowledge of the history of the medium, and its relation to art history.
3. Critical skills enabling the student to analyze the formal elements of a photograph.
4. The development of a body of work which is unified in direction and technique.
5. The development of additional skills in photography-related processes which expand the range of the student:

color, cinema/moving images, non-silver, gum printing, cyanotypes, photo silk screen, multiple imagery, other historical processes.

Theatre Arts in Professional Theatre

Offering the Master of Arts or Master of Fine Arts Degrees in Theatre

The Master of Fine Arts in Theatre is a professional degree which takes a minimum of six trimester (equivalent to 60 graduate semester hours) or two years to complete. It requires a thorough knowledge of the entire range of theatre arts in addition to mastery of a particular speciality.

The Master of Arts degree in Theatre is a three-trimester program in which a student is assisted by the faculty in developing an individualized study of some aspects of theatre arts. In some cases, it is possible to transfer from the M.A. program to the M.F.A. program.

Prerequisites

Students entering the Master of Fine Arts program are expected to have extensive knowledge of the theatre, a wide and varied background of theatre experience, and a commitment to a career in theatre.

Applicants should also:

1. Have a B.A. or B.F.A. in Theatre, or a related subject, from an accredited college or university. In some cases, equivalence in professional theatre experience, with an adequate liberal arts background, can replace an undergraduate degree in theatre.
2. Submit a detailed description of past professional and personal experiences related to theatre background, including dates and range of duties. (This document can replace the autobiographical statement on the application form).
3. Include plans for apprenticeship and area of specialization in the preliminary Program Overview.
4. Request the 3 letters of recommendation from people able to comment on the applicant's theatre background.
5. Complete all the other steps in the admissions process as described in the section on admission to Graduate study.

Applicants for Master of Arts program can follow the general application and admission process described in the section on admission to graduate study in Lindenwood 4.

Modular Study

The first three trimesters in the M.F.A. program are designed to provide an advanced general survey of all major branches of theatre as they are relevant to the student's area of specialization. Six modules make up the survey:

Theatre History and Criticism	Production
Acting	Playwriting
Directing	One unit of self-design

Thus it is expected that the student will continue to work in the area of his/her special study while gaining familiarity with the other essential areas of theatre.

Specialized Study and Apprenticeship

The remaining three trimesters consist of intensive study in the area of the student's specialization. This study is integrated with a supervised apprenticeship in a professional theatre. Students work closely with the faculty to achieve conceptual mastery and practical skill in their specialization. Specialized study and apprenticeship may be pursued with one or two Faculty Sponsors, depending on the student's needs and the location of the apprenticeship.

Areas of Specialization in Master of Fine Arts Program

1) Theatre Administration, 2) Acting, 3) Directing, 4) Theatre Production, 5) Playwriting, and 6) Children's Theatre.

Apprenticeship: Students are assisted by their Faculty Sponsor and Faculty Administrator in locating an appropriate apprenticeship. In some cases, students will be already working with a theatre and want to do their apprenticeship in that setting. Students spend at least one full season at one theatre setting; they may work one or two other trimesters with another company to gain exposure to a variety of approaches.

Culminating Project

Each student produces a major project which demonstrates mastery of theory and practice in his/her area of specialization. For example, a student in playwriting may write and have produced a full-length play. The plan for this project must be approved no later than the end of the fourth trimester by the Faculty Sponsor and Faculty Administrator.

Evaluation

In consultation with the Faculty Sponsor and Faculty Administrator, the student decides on which projects and by which methods he/she is evaluated. Evaluations are written and oral.

At the end of the first three trimesters of Modular Study, the student is reviewed for candidacy for the Master of Fine Arts program. The review takes place in a meeting of the student, the Faculty Administrator, and a Faculty Sponsor in the student's area of specialization. In addition, each student is evaluated in written form for the transcript, as explained earlier.

Students who complete three trimesters of the M.F.A. program and do not qualify to go on to their specialization, have the option of producing a culminating project which will qualify them for the M.A. degree.

Voluntary Association Administration Program (VAAP) Offering the Master of Arts Degree in the Administration of Non Profit and Voluntary Organizations

The following program is designed for people interested in serving non-profit organizations as administrators, leaders and consultants. Its students include experienced administrators of such organizations as well as those considering work in the field as a new career. The program is designed to enable students to develop distinctive administrative/managerial competence in non profit enterprises, as well as political/social knowledge and skills to understand the issues and processes of voluntary action.

Students in the graduate program must complete a four trimester program. The first three trimesters constitute a common sequence of studies in eleven core areas:

1. Organizational Theory and Management Studies .
2. Human Resources Management.
3. The Voluntary Organization: Dynamics of Membership and Management.
4. Computational Skills.
5. Managerial Accounting.
6. Marketing.
7. Financial Aspects of Non-Profit Management.
8. Communications and Program Development.
9. Political Process: Voluntary and Non-Profit Organizations as Change Agents.
10. The Role of Voluntary Action in a Democracy.
11. Issues in Voluntarism.

In the fourth trimester, students work on issues of individual concern and write their culminating project. Throughout their four trimesters, students are encouraged to emphasize skills and topics of personal interest, such as health, youth services, older adults or consumerism.

Individualized Programs in the Fine Arts Offering the Master of Arts and the Master of Fine Arts Degrees

The Master of Arts degree consists of three trimesters broken roughly into nine units. Five of these should be devoted to the student's major area of concentration, in either 2-Dimensional (e.g. painting or drawing) or 3-Dimensional (e.g. sculpture or ceramics) arts.

Two units should be given to art forms in the contrasting dimensional form, that is, if the major is 3-Dimensional, the minor should be 2-dimensional.

Two units should be devoted to Art History.

At the end of the program, the student prepares a final exhibition of his or her work supported by a paper indicating artistic sources, methodology and themes.

The Master of Fine Arts degree is a six trimester program, and is worked out with faculty to meet professional expectations in the field. Candidates undergo a special review for the M.F.A. qualification at the end of the third trimester.

Master of Arts Degree in Administration, Specialized Field or Focus

Rapidly changing roles and styles of administration and management call for creative responses from professionally skilled administrators. Lindenwood 4 welcomes students who want to enhance their basic managerial skills with specialized advanced study and individual preparation in their fields. Many administrative fields can be effectively studied on an individual basis: Public Relations, Personnel Management, Accounting, Marketing and Managerial Psychology, among others.

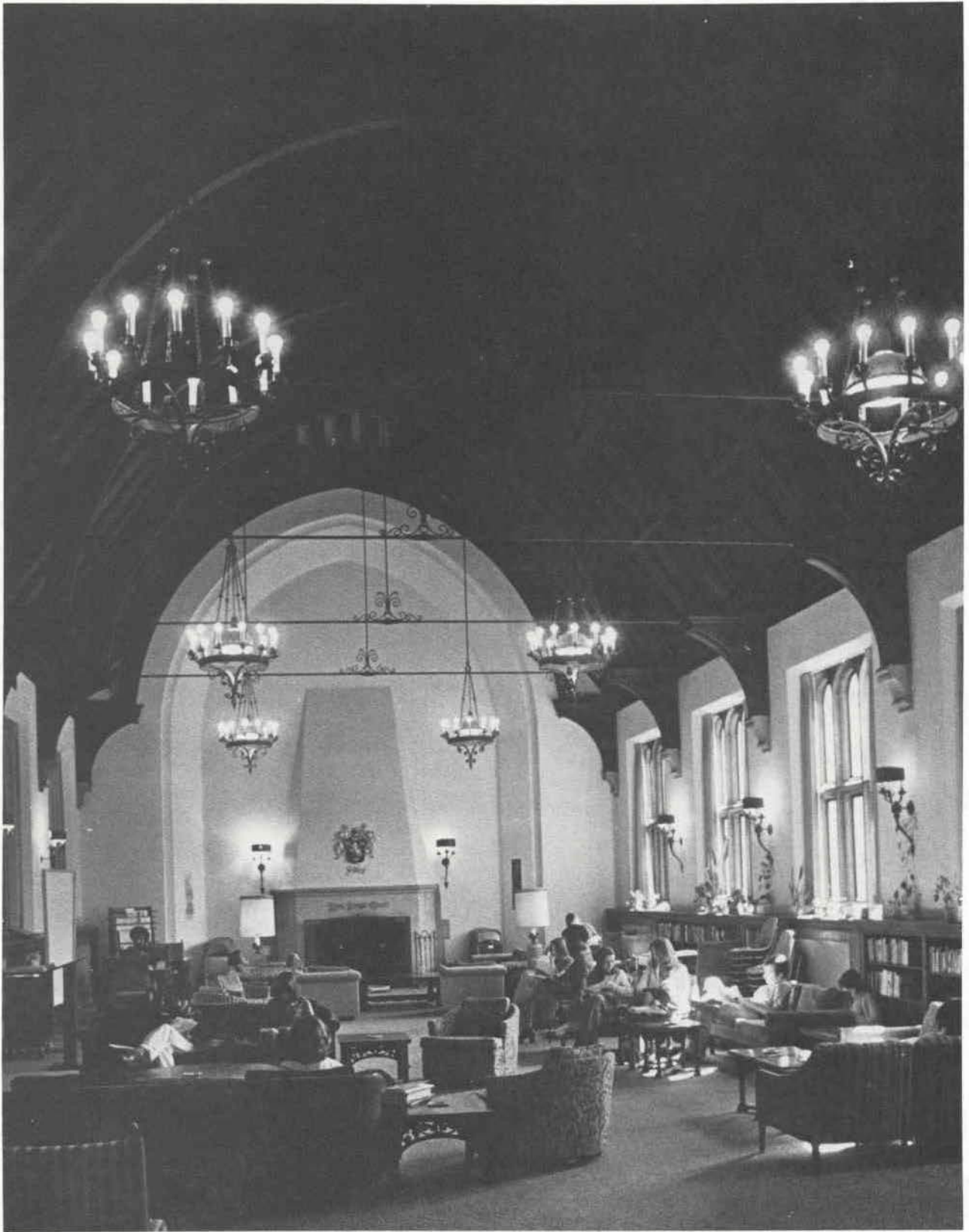
In a four trimester program, graduate students develop highly individualized studies which concentrate on a major focus complemented by study in at least one other area. The degree program is thus meant to emphasize a student's particular interest in the field of Administration; it is not intended to be a comprehensive degree in the field. Students in the St. Louis/St. Charles area seeking a comprehensive degree in Business Administration may wish to apply to The Lindenwood Colleges' M.B.A. program.

In focusing his/her interests, the student in the M.A. program devotes two trimesters to the field of concentration, e.g. marketing or personnel management. In the fourth trimester, the student concentrates his/her interests in a culminating project. Most students use their work situation as the basis of their research. The culminating project is often of direct use to the business or organization where the student is employed.

Individualized Programs in Other Areas Offering the Master of Arts Degrees

Students in Lindenwood 4 devise specialized degree programs in their particular areas of interest. Programs are typically three trimesters in length. Some examples of such programs are in the following areas: 1) Holistic Health, 2) Cybernetics, 3) Romantic Poetry in English, 4) Nineteenth Century American History, 5) American History, 6) Jungian Psychology, and 7) Environmental Studies.

In addition to program offerings at the graduate level, Lindenwood 4 specializes in entirely individualized graduate study. The completely individualized Master of Arts Degree program is devised by the student, with the assistance of the faculty, to prepare the student in a very specialized area of the student's choice.



Course Descriptions

Common

The Lindenwood Common is required of all freshman students of Lindenwood I and II. In the scope of its program, the Common encompasses several connotations of the word "common". It is common in a community sense in that it is the one course which is required of all freshmen students. It is common also because it is the foundation course where the student becomes acquainted with the different methods of inquiry and discourse which will be used in exploring a wide variety of disciplines during a four-year program of college studies. Most importantly, the course is common in that the broad approach of interdisciplinary study is followed. The themes of the Common are investigated from a wide perspective which gives consideration to multiple points of view. The interdisciplinary nature of the course is reinforced by the selection of the Common instructors from several of the academic disciplines represented on campus.

LCC 102 The Lindenwood Common. (3) The course deals with topics relevant to the 20th century and pursues those topics from the viewpoints of the humanities, the natural sciences and the social sciences. The student will be asked to make a personal synthesis which encompasses a many sided view of the topics.

All College Requirements

Colloquium

Students in a degree program in the Evening College have as a requirement the completion of The Lindenwood Colloquium. The Colloquium seeks to establish an understanding of the liberal arts to undergird the academic fields offered in evening programs.

LCC 301 Colloquium. (3) Each year a different theme is selected which provides a focus for study and discussion. Drawing on interpretations of this theme in art and literature, its interrelations with science and technology, its historical expression and the interpretations of the social sciences, the course will encourage students to relate their individual studies to a major element in our culture. Prerequisites: ENG 201 and sophomore standing as a degree candidate in the Evening College.

Art History

Faculty: Wehmer (chairman), Eckert, Kanak

Requirements for the Major in Art History

The major in art history is offered within the Bachelor of Arts degree program. Twenty-one credit hours in art history and six credit hours in studio art are minimum requirements for the major. No more than thirty-six credit hours in art history and twelve credit hours in studio art may count toward the graduation requirement of 120 credit hours. Humanities 111 and 112 and two years of a foreign language are required for the art history major.

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 displays of works of art 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 consultant and governmental agencies relating to the arts.

Courses of Study

All courses in the history of art are available as distributional electives. In addition to the standard 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. The January term frequently provides travel opportunities for the study of works of art in Europe and Mexico.

ART 225* History of Photography. (3) A history of the technological and esthetic 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. Eckert

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

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

ART 256* Baroque Art. (3) A study of the national and international aspects of baroque and rococo styles in European art. Eckert

ART 257* Greek and Roman Art. (3) A study of Aegean, Greek and Roman art. Eckert

ART 259* 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. Eckert

ART 260* American Art II. (3) A study of American art from 1820 to the Armory Show. Eckert

ART 261* Twentieth Century Art. (3) A study of the 'isms' which define the styles of European and American art in the early 20th century. Staff

* Offered alternate years

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. Staff

ART 263* Oriental Studies I. (3) A study of the arts and literature of India, China and Southeast Asia in relationship to the religious and philosophical tenets of the cultures in which they flourished. Eckert

ART 264* Oriental Studies II. (3) A study of the arts and literature of Japan in relation to the broad aspects of the esthetic traditions which have enriched Japanese culture. Eckert

ART 268* 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. Eckert

ART 271* 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. Staff

ART 280* Renaissance Art I. (3) The art of Italy and Northern Europe from 1300 to 1460 in relation to late Medieval and Renaissance culture. Eckert

ART 281* 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. Eckert



Studio Art

Art Studio Requirements for the Major

The student who wishes to major in studio art may elect a program leading to the B.A., B.S. or B.F.A. degree. The areas of study are: ceramics, design, drawing, painting, photography, printmaking, sculpture, and dance. The student in consultation with an adviser 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-one credit hours in studio art and six credit hours in art history. No more than thirty-six credit hours in studio and twelve credit hours in art history may be counted toward the graduation requirements of 120 credit hours.

Introductory core-- Three courses: 106, 236, 208

Drawing -- Three credit hours

Painting/Printmaking-- Three credit hours

Three-dimensional Area (Ceramics, Sculpture, Dance, other)-- Three credit hours

Studio Art Electives-- Three to fifteen credit hours in which an area of emphasis should be developed.

Art History-- Six to twelve credit hours

Requirements for the B.F.A. Degree

The B.F.A. degree, the professional degree in studio art, requires a minimum of forty-eight credit hours and permits a maximum of sixty credit hours in studio courses. Twelve credit hours in art history are required for the degree. Although optional as a degree requirement, foreign language study is recommended.

Introductory core -- Three courses: 106, 236, 208

Photography-- Three credit hours at a level appropriate to the students experience

Drawing core-- Nine credit hours

Painting/Printmaking Core-- Twelve credit hours: Three credit hours in painting, three credit hours in printmaking, six additional credit hours in either media.

Three-dimensional core (Ceramics, Sculpture, Dance, other)-- Twelve credit hours

Studio Art Emphasis-- Three to fifteen credit hours

Art History-- 262, nine additional credit 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.

Art 106 (Introduction to Basic Design and Movement) and Art 236 (Design Workshop) are foundation courses which are prerequisites for study in any of the studio art areas. These courses are normally taken in the Freshman year, one in each of the fall and spring terms.

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 up to two years following a student's graduation.

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.

Courses of Study

In addition to the standard 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. The January term provides opportunities for unusual and specialized courses in studio art and for studio art experiences and the study of works of art in Europe and Mexico.

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

ART 105 Introduction to Studio Art (Evening College and Summer School only). (3) An introductory course in the theory and practice of the basic elements of composition and design of two and three dimensional problems. Designed to provide the necessary background for continuation in specialized studio courses. **Lab fee \$5. Staff**

ART 106 Introduction to Basic Design and Movement. (3) An elementary course in art and dance involving a study of the elements of composition, including design in movement, in relationship to two or three dimensional problems. **Lab fee \$5. Amonas, Wehmer, Kanak**

ART 184 Beginning Still Photography. (3) An introduction to the basic principles of still photography, basic camera and dark-room techniques. The emphasis in the course is on the photographic image and on learning to see photographically. **Lab fee \$10. Staff**

ART 208 Color Theory and Design. (3) A study of the properties of color and the optical effects in perception. The application of color theory through design problems using pigments, colored papers and other media. **Lab fee \$5. Eckert**

ART 236 Design Workshop. (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 \$10. Kanak**

ART 237 Visual Communications 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 esthetics, techniques and media of design will be considered in relationship to advertising, packaging, display and the creation of corporate images. **Leu**

ART 238 Visual Communication Design. (3) A studio course in the development of effective visual concepts for communications 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 visual communication will be explored. **Lab fee \$5. Leu**

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. No prerequisites. **Lab fee \$35. Staff**

ART 284 Intermediate Still Photography. (3) The student will study the work of selected photographers and select the work of one photographer for thorough criticism and analysis. Students will also complete assignments in photography and submit a portfolio of photography. Prerequisites: two full-credit courses of studio art and ART 184. **Lab fee \$10. Staff**

ART 300 Painting. (3) Painting in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: ART 106 and 236 or consent of instructor. **Lab fee \$10. Wehmer, Kanak**

ART 302 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. Lab fee is assessed in relation to the nature of the study. **Staff**

ART 311 Printmaking—Intaglio. (3) Printing with metal plates using the techniques of etching and engraving. Prerequisites: ART 106, 236 and 330. **Lab fee \$20. Kanak**

ART 312 Printmaking—Collagraphy. (3) A form of printing, which, because of its raised surface, is related to the relief process, but is printed in the manner of intaglio print. Emphasis will be on the use of color and large format. Prerequisites: ART 106, 236 and 330. **Lab fee \$20. Wehmer**

ART 313 Printmaking—Relief. (3) Basic techniques in wood-block and linoleum block printing in black and white and in color employing oil-based inks on a variety of papers and surfaces. Some experimentation with found-object printing, embossing and batik will also be included. Prerequisites: ART 106, 236 and 330. **Lab fee \$20. Wehmer**

ART 314 Printmaking—Silk Screen. (3) This course will concentrate on the technique of silk screen printing as related to commercial art as well as to the fine arts. All of the materials and techniques used in silk screen printing will be explored including photographic silk screen. The esthetic properties of the silk screen print either as a painting or as a commercial design will be the focus of the course. Prerequisites: ART 105, 236 and 330. **Lab fee \$20. Wehmer**

ART 320 Sculpture. (3) Sculpture in varied media with instruction and criticism appropriate to the need and level of the individual student. Prerequisites: ART 106, 236 and 330, or consent of the instructor. **Lab fee \$20. Staff**

ART 323J Studio Art and Art History—Mexico. (3) A course in studio art and the history of art for students qualified in either area. San Miguel de Allende with its numerous art schools, galleries, and private studios will be the center for the study of drawing, painting, and related studio practice for the first 14 days of the course. The third week will be spent in Mexico City and environs, studying the art of ancient cultures on location or the relics in the Museum of Anthropology. Side trips to Teotihuacan, Tula, Cuernavaca, and other areas of archeological interest will be conducted during the week. The course concludes with a final week in Merida, Yucatan. It will be spent seeing the Toltec-Mayan sites of Chichen-Itzen and Uxmal. Prerequisites: Pre-Columbian art history and any studio art course or demonstrated proficiency in drawing or painting. **Wehmer**

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 \$10. Wehmer, Kanak

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 will be briefly considered as well as 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. Wehmer

ART 340 Ceramics. (3) Studio experiences of creating with clay as a three-dimensional medium. Class projects will be 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 106 and 236. Lab fee \$35. Mosley

ART 384 Problems in Photography. (3) An advanced course for the experimental photographer. The student will complete assignments involving experimentation with and manipulation of the photographic image. In addition, the student will design and complete a major project and submit a portfolio of mounted photographs. Prerequisites: two full-credit courses in studio art and ART 284. Lab fee \$10. Staff

GRADUATE COURSES

(applicable to the Master of Education degree)

ART 505 Painting. (3) Advanced painting in acrylic, oil water-color or mixed media. Assigned problems in composition and color. Research problems directed to the needs and interest of the students. Lab fee \$10. Staff

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. Lab fee \$20. Staff

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 \$20. Staff

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 \$10. Staff

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 interest of students. Lab fee \$35. Staff

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 \$10. Staff

ART 572 Esthetic Education for the Primary and Secondary Classroom. (3) The presentation of the methods for introducing the study of the fine arts into the regular curriculum of the classroom. Emphasis will be placed on planning for the integration of the visual arts, music, dance and other of the fine arts into the broader aspects of curriculum and the use of resource materials to achieve this end. The course is intended for the general classroom teacher as well as those who have previous experience in an area of the fine arts. Staff

ART 591-2-3 Independent Study in Art. (3) Independent study in studio art, art history or art education. A program of study is formulated with an adviser 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. Staff



Dance

Faculty: Amonas, Staff

Requirements for the Emphasis in Modern Dance within the Studio Art Major

A student may elect an emphasis in Modern Dance leading to a B.A., B.S., or B.F.A. degree. The B.A. or B.S. degree is earned by completing 120 semester hours, of which twenty-one to thirty-six semester hours are in combination of Studio Dance and Art Studio courses. In addition, six semester hours in Dance History are required.

Studio Dance

- Nine semester hours of Modern Dance (DAN 280 or 390).
- Three semester hours of Dance Composition (DAN 281 or 387).
- Two semester hours of Analysis of Rhythm and Movement (DAN 27).
- One semester hour each of other Dance Forms (DAN 25, 26, 28).

Studio Art

- Three semester hours of Introduction to Basic Design and Movement (ART 106).
- Three semester hours of Design Workshop (ART 239).

Dance History

- Three semester hours of Dance History (DAN 286).
- Three semester hours of Dance in the 20th Century (DAN 287).

Facilities and Activities

A large air-conditioned dance studio is located in the Fine Arts Building where the classes are held. The recently renovated 400 seat theatre in Roemer Hall, The Jelkyl Center for the Performing Arts, and a smaller stage in the Fine Arts Building auditorium provide space for dance performances and theatre.

With the assistance of the National Endowment for the Arts and the Missouri State Arts Council, the colleges bring nationally recognized dance companies to the Lindenwood campus for workshops, lecture-demonstrations and performances. In recent years Charles Weidman, Alwin Nikolais, Erick Hawkins, Anna Halprin, Meredith Monk, Eleanor King, Daniel Nagrin, Pilobulus, and Ririe-Woodbury have appeared at Lindenwood. The close proximity to St. Louis provides the student ample opportunity to attend performances in music, dance and drama.

Graduating seniors present a Dance Recital or Lecture/Demonstration as a culminating project in dance study.

The student may also include independent study, field study, and an internship as a part of the major. The January term provides opportunities for travel abroad and for off-campus study.

Career Opportunities

The student with a major in modern dance may follow a career in teaching, various opportunities for a professional career, or may enter a graduate school for advanced study.

Courses of Study

DAN 25* International Folk Dance I. (1) A study of basic folk dance steps and dances of various countries of Europe, and Central America. Amonas

DAN 26* International Folk Dance II. (1) Intermediate level dance steps and dances of Europe, South America and Orient. Staff

DAN 27* Analysis of Rhythm and Movement. (2) A study of space, time and force elements and their influence on body dynamics. Rhythm and form relationship in everyday movement, sports and dance will be stressed in lecture and laboratory. Amonas

DAN 28 Ballroom Dance. (1) Study of traditional dance steps, positions and figures for the fox trot, waltz, rumba, tango and swing. Amonas

DAN 104 Dance Workshop. (3) Dance workshop is offered in one particular dance form (ethnic, ballet, jazz, tap) or in a combination of two or three. The student will study different techniques and movement styles. Staff

DAN 121 Introduction to Dance. (3) An introductory course for non-majors in theory and practice of modern dance. Practice: Dance exercises for development of dance skills, movement awareness, and control. Theory: Introduction of contemporary dance forms—lectures, films and attendance at dance performances. Staff

DAN 170 Beginning Modern Dance. (3) Dance exercises and materials aimed to develop personal dance skills, including an understanding of the elements of space, time and force. The development of creativity and movement awareness are emphasized in the course. May be repeated. Amonas

DAN 280 Intermediate Modern Dance. (3) Intermediate level dance exercises, improvised and structured problems in space, time and force elements. An understanding of dance materials in relation to movement is stressed in this course. Continuation of DAN 170. May be repeated. Amonas

DAN 281* Dance Composition I. (3) A study of basic elements of form and their application to dance compositions. Projects in formal and free style composition. Amonas

DAN 285 Theatre Dance. (3) The course includes fundamentals of classical ballet technique, and basic steps of pre-classic dances such as the pavane, galliard, courante, gigue and minuet. Staff

Dan 286* Dance History. (available as a distributional elective). (3) An historical survey of dance from ancient times to the 20th century. Amonas

Dan 287* Dance in the 20th Century. (available as a distributional elective). (3) Dance as a performing art in Europe and America, survey of major styles and trends, principal artists and their works. Amonas

DAN 302 Selected Design Problems: Dance. (3) Problems in movement, composition, choreography and production for the dance student as an extension of study beyond the normal course limitations. Work done in fulfillment of this course can be done within existing class structures combined with individual study. Prerequisite: appropriate course preparation in the area of study. May be repeated. Staff

DAN 309 Dance Choreography. (3) Application of formal and free compositional principles in choreography. The student is expected to complete one solo and one group dance. Prerequisites: two courses in composition or consent of the instructor. Staff

DAN/EDU 317* Materials and Methods of Teaching Dance. (3) A creative approach to the teaching of dance is offered for the student preparing to teach creative, modern, folk and square dance in elementary and secondary schools. Emphasis is on dance as a creative art activity and its relationship to other art forms. Activity and lectures. Prerequisite: 3 hours in Modern Dance, 1 hour folk or square dance, or consent of the instructor. Staff

DAN 387* Dance Composition II. (3) Composition and performance of dances based on pre-classic and modern dance forms, including costuming, and stage design. Prerequisite: DAN 280 and DAN 281 or consent of instructor. May be repeated. Amonas

DAN 390 Advanced Modern Dance. (3) The development of sufficient skills to carry out ideas and concepts (space, shape, motion, time) in the fulfillment of movement expressive forms. Problems dealing with the control of materials and movement elements are emphasized in this course. Prerequisite: DAN 280 or consent of instructor. May be repeated. Amonas

DAN 400J Field Studies. (3) The study of dance in New York, London or other world centers. Appropriate readings and writing projects will be assigned. May be repeated.



Biology

Faculty: Anderson (chairman), Brescia, Doell.

Requirements for the Major

The major in biology requires the completion of a minimum of 35 credit hours in biology of which 8 credit hours must be in laboratory courses. A maximum of 42 credit hours in Biology courses can be counted toward graduation. Eighteen credit hours outside the Department of Biology but within the Division of Natural Sciences and Mathematics are required. These courses meet the distributional elective requirements for the Natural Sciences.

Both the B.A. and B.S. degree programs are available. It is recommended that students planning to enter graduate school enroll in the B.A. degree program and take four courses in Chemistry, including Organic Chemistry, Mathematics through Calculus and two courses in Physics.

Biology students are required to take a two-term General Biology course (advanced placement is available), one course from each of the four main areas of Biology and to provide the opportunity to penetrate some aspects of the field of biology which are of particular interest to the student. Student research and independent study are encouraged.

Facilities and Activities

Lindenwood has exclusive access to a 1,000 acre natural preserve located about 50 miles from the Colleges in the Cuivre River area. Ecological studies of terrestrial and fresh water habitats are made possible at this extensive outdoor laboratory.

Career Opportunities

The Biology Department prepares students for graduate study, careers in teaching, hospital, industrial and governmental laboratories, and scientific sales administration. Pre-professional medical, dental and veterinary programs are also offered.

Courses of Study

(Courses lettered with an "L" are the laboratory experiences which accompany various courses. They receive one semester hour of credit and must be taken along with the Biology course with which they are associated unless excused by the instructor.)

BIO 101 (4), BIO 102 (4) General Biology. An introduction to plants and animals with emphasis on principles to prepare students for future work in biology, the health-related sciences, or the allied sciences. Staff

BIO 101L General Biology Laboratory. (1) Lab fee \$15.

BIO 102L General Biology Laboratory. (1) Lab fee \$15.

BIO 105 Human Biology. (3) A course centering on humans, to bring out the principles of life. Material covered includes the architecture and functioning of humans, their interdependence and interrelationship, and the continuance and support of population through time. Grundhauser

BIO 370 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. Staff

BIO 380 Introduction to Medical Technology. (3) A course designed to introduce students to the laboratory procedures and nature of the medical technology program and is taught at St. John's Mercy and Missouri Baptist Hospitals.

BIO 400 Field Study. (1-5)

BIO 450 Internship. (6 or more)

AREA I: Molecular and Cellular Biology

BIO 313 Microbiology. (3) A course relating the major principles of biology to the microbial world. Primary emphasis is on the bacteria, with consideration of the algae, fungi, protozoa, viruses and other microorganisms. Brescia

BIO 313L Microbiology Laboratory. (1) Must be taken with BIO 313. Lab fee \$15.

BIO 320* Metabolism. (3) A study of the metabolic pathways which occur in living cells. Special emphasis will be given to the role of hormones in regulating metabolism. Staff

BIO 320L* Metabolism Laboratory. (1) Lab fee \$15.

BIO 321* Advanced Physiology. (3) A study of integrated human functions with emphasis on neural and endocrine physiological relationships and control. Prerequisite: BIO 310. Staff

BIO 363 Biochemistry. (3) A study of the structure and functions of the various chemical constituents of living matter. Prerequisite: CHM 361 or consent of the instructor. Staff

BIO 363L Biochemistry Laboratory. (1) Must be taken with BIO 353. Lab fee \$15.

BIO 382* Immunology-Parasitology. (3) A course which introduces studies in the fields of immunology and parasitology. This course is recommended for all medical technology students. Prerequisite: BIO 313. Staff.

BIO 382L* Immunology-Parasitology Laboratory. (1) Must be taken with BIO 382. Lab fee \$15.

AREA II: Organismic Biology

BIO 250 Marine Botany. (3) A survey of the subtropical marine algae. The class will travel to a marine biological laboratory in the subtropics. Anderson.

BIO 250L Marine Botany Laboratory. (1) Must be taken with BIO 250. Lab fee \$15.

BIO 309 (3) 310 (3) Vertebrate Anatomy and Physiology. A comparative study of the structure and functions of vertebrate organisms on the organ system level. Prerequisite: BIO 101, 102 or consent of the instructor. Staff.

BIO 309L Vertebrate Anatomy and Physiology Laboratory I. (1) Must be taken with BIO 309. Lab fee \$15.

BIO 310L Vertebrate Anatomy and Physiology Laboratory II. (1) Must be taken with BIO 310. Lab fee \$15.

BIO 315 Survey of Plants. (4) A survey of the plant kingdom dealing with gross structure and reproduction of representative forms to show their evolutionary relationships. Prerequisite: BIO 101, 102. Anderson.

BIO 315L Survey of Plants Laboratory (1) Lab fee \$15.

BIO 318 Endocrinology. (3) A study of the structure and function of the endocrine glands with special emphasis on the interrelationship between the nervous and endocrine systems. Prerequisite: Consent of the instructor. Staff.

BIO 318L Endocrinology Laboratory (1) Lab fee \$15.

BIO 360 Biology of Sexual Reproduction. (3) A study of the evolution occurrence and mechanisms of sexual reproduction in plants and animals (including human sexuality). Prerequisite: BIO 101, 102 or consent of instructor. Anderson.

BIO 386 Nutrition. (3) A study of the principles of nutrition and relationship between nutrition and health of individual families and community. Cruz.

AREA III: Developmental Biology

BIO 340 Plant Growth and Development. (3) Studies of growth and development in lower and higher plants will be conducted with an emphasis on laboratory activities. Prerequisite: BIO 101, 102 or consent of instructor. Anderson

BIO 340L Plant Growth and Development Laboratory. (1) Lab fee \$15.

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, BIO 308L, will consist of experiments with *Drosophila*, *Neurospora*, *E. Coli*, and bacterial viruses as well as some plant material. Prerequisite: BIO 101, 102 or consent of instructor. Brescia

BIO 308L Genetics Laboratory. (1) Optional for non-biology majors. Lab fee \$15.

BIO 311 Developmental Biology. (3) A study of the morphogenesis of higher living organisms from the time of fertilization to the development of organ systems. Special reference is made to the cellular and biochemical processes behind gross morphological development. Prerequisite: BIO 101, 102. Brescia

BIO 311L Developmental Biology Laboratory. (1) Optional for non-biology majors. Lab fee \$15

AREA IV: Environmental Biology

BIO 110 Field Biology. (3) A course which introduces students to local flora and fauna, emphasizing the interrelationships of organism and niche. Anderson

BIO 120 Environmental Biology. (3) A course designed to study current environmental problems and basic ecological principles. Anderson

BIO 220 Aquatic Algae of the Region. (3) A study of the collection, identification, and classification of local algae with special emphasis on field and laboratory studies. Lab fee \$15. Anderson

BIO 260* Marine Biology in the Subtropics. (3) A general study of marine plants and animals with emphasis on the ecology of coral reefs. Studies of both north and south shore reefs, as well as visits to lagoons and salt ponds, will be included. Some laboratory work will be required but most work will be done at the reefs. Lab fee \$15. Anderson

BIO 265 Identification, Taxonomy and Systematics of the Local Flora. (3) A survey of the flora of St. Charles, St. Louis and Franklin Counties with an emphasis on Angiosperm taxonomy and systematics. Course will include field trips, lecture and laboratory experiences. Anderson



BIO 302 Ecology. (3) 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. Prerequisite: BIO 101, 102 or consent of instructor. Anderson

BIO 302L Ecology Laboratory. (1) Must be taken with BIO 302. Lab fee \$15.

BIO 325 Evolution. (3) A course of readings and discussion of the major evolutionary theories from Lamarck to Darwin and the Modern Synthesis. Current research in evolution will also be considered. Lab fee \$15. Brescia

BIO 350 Introduction to Forestry. (3) An overview of the history, practice and trends in forestry in the United States. Forest ecology, silviculture methods, tree identification and forest measurements are introduced. Prerequisite: BIO 101, 102 or consent of instructor. Anderson

* Offered alternate years

Business Administration

Faculty: Turner (chairman), Horwitz, R. King, Link, McCall

Requirements for the Major

Either the B.S. or the B.A. degree may be earned in Business Administration. The requirements for the B.S. degree include the following:

1.) General requirement— day students— Lindenwood Common LCC 102, English Composition ENG 201
OR

1a.) General requirement— evening students— Colloquium LCC 301, English Composition ENG 201

2.) Distribution Requirement— Humanities Division (9 credit hours), Natural Science and Mathematics Division (12 credit hours), Social Science Division (9 credit hours).

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

3.) 'Core' or basic Business Administration courses: BA 102, Principles of Accounting I, BA 103 Principles of Accounting II, BA 200 Principles of Management, BA 204 Business Law, BA 205 Principles of Marketing, BA 220 Introduction to Data Processing, BA 303 Business Communication, BA 307 Principles of Finance.

4.) Courses not in the Business Administration department: ECC 101 Introduction to Economics I, ECC 102 Economics II, SS 310 Social Science Statistics.

5.) Electives in Business Administration (12 credit hours).

6.) Completely free electives, no more than 24 credit hours of which may be in the Business Administration curriculum (39 credit hours).

7.) Total course requirement: (120 credit hours).

Students wishing to qualify for the B.A. degree in Business Administration must meet the Lindenwood requirements for that degree. These requirements would modify the above requirements for the major as follows:

1.) In addition to the general requirements for day and evening students, students are required to develop a knowledge in depth of a foreign culture.

2.) In place of the distribution requirement for the B.S. degree, students must take two courses in Humanities, two in Social Sciences and three in Natural Sciences and Mathematics.

In addition to the B.S. and B.A. degrees in Business Administration described above, an Associate in Science in Business Administration, consisting of 66 credit hours, is offered in the Evening College. Courses taken for this degree may be applied toward the bachelor's degree programs.

Career Opportunities

Within the above format, 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 but are not required to develop areas of concentration comprised of advanced courses in Business Administration (e.g., in Marketing or Accounting) to suit a specific career objective. If students have interests outside the scope of Business Administration, they may work out majors in other fields which may satisfy personal interests in liberal arts, or may provide an opportunity whereby basic training in Business Administration can well be supplemented with an additional major in such fields as Management of Human Resources, Mathematics, Music or Art. Such majors may be very useful to students in targeting well thought out career objectives. No specific Business Administration requirements for these majors are established, but 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 will be 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. (Evening). (3) Income tax regulations and laws affecting individuals, partnerships, and corporations. A beginning course designed for all persons who wish to learn about federal income taxes. Practical problems will be used extensively. Prerequisite: BA 102.

BA 305 Cost Accounting. (Evening). (3) Concepts of cost determination, reporting and control applied to manufacturing operations. Emphasis will be 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 312* Advanced Cost Accounting. (Evening). (3) Emphasis is placed upon period costs in addition to product costs. Standard costing and analyses of overhead variances are investigated. Problems of joint costs, mix and yield variances, and relevant operations research methods. Prerequisite: BA 305.

BA 313* Advanced Accounting. (Evening). (3) Specialized topics in advanced financial accounting: consolidations, mergers, partnership liquidations, consignments, installment sales, estates and trusts. Prerequisite: BA 211.

BA 314* Governmental Accounting. (Evening). (3) Problems, systems methods and procedures in the specialized accounting and reporting functions of nonprofit organizations and governmental units. Prerequisite: BA 103.

BA 315* Advanced Tax Problems. (Evening). (3) A problems approach to the study of specialized tax matters: partnerships, estates and trusts, corporation, tax-exempt organizations, collections and refunds. Use of the Revenue Code will be introduced as well as research methodology. Prerequisites: BA 302, BA 311.

BA 316* Auditing. (3) Theory and application of generally accepted auditing standards and procedures used by independent certified public accountants. Responsibilities and ethics of the CPA as well as practical problems will be examined. Prerequisite: BA 311.

Data Processing

BA 220 Introduction to Data Processing. (3) The first course of the data processing series. Students are introduced to the types of digital computers, their use in business, and what they can and cannot do. Two common languages (COBOL and Fortran) are considered together with a survey of computer concepts and data processing systems.

BA 320 Programming Concepts—COBOL. (3) COBOL computer programming for business applications. Topics include: features of COBOL; file processing techniques; sorting and library features; modular programming. Prerequisite: BA 220. Lab fee \$15.

BA 323 Systems Theory and Analysis. (Evening). (3) An introduction to basic systems concepts, the problematic approach to systems, the analytical tools used in systems analysis and design, and a survey of information and control system. Prerequisite: BA 220 or consent of instructor.

BA 324* Systems Design: A Project Course. (Evening). (3) Each student will select a project and, with the approval of the instructor, develop a system to produce the desired output or results. Consultations will be held with the instructor as required, but the course will primarily consist of independent student effort, individually or in teams. BA 323 or the equivalent is required as a prerequisite; concurrent enrollment in BA 323 is permitted.

The following programming courses are available to students through the Mathematics Department:

MTH 180 Introduction to Computer Programming: Fortran. (3) An introduction to the functions and uses of the digital computer. Fortran programming is studied and programming exercises are tested and run on the computer. Lab fee \$15.

MTH 360 Fortran Programming II. (3) This course is the sequel to an introductory Fortran programming course. The use of arrays, subprograms and auxiliary storage techniques will be fully developed. In addition the student will write programs utilizing certain IBM 1130 subroutine packages such as the Commercial Subroutine Package, the Scientific Subroutine Package or the Statistics Package. Prerequisite: MTH 180 or the equivalent. Lab fee \$15.

MTH 370 Assembly Language Programming. (3) The course will cover the GA/1830 Assembly Language and assembly language techniques. Among the topics covered will be input/output operations, binary and hexadecimal arithmetic, data structures, storage of data, central processor operations, direct and indirect addressing, macro coding, and internal architecture of the central processor. Prerequisite: consent of instructor. Lab fee \$15.

Finance

BA 235J Technological Forecasting. (3) Various methods of forecasting such as trend extrapolation, envelope curves and The Delphi technique are applied to current problems for the purpose of measuring the impact of changing technology upon business, industry and government. Methods of coping with forecasted changes will be discussed.

BA 307 Principles of Finance. (3) Sources of business funds are studied together with their application. An introduction to basic financial management for liquidity and profitability. Prerequisite: BA 103.

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

BA 331* Financial Management. (Evening). (3) In-depth analysis of concepts, techniques and methods used to guide the firm's financial program, management and use of resources, and dividend policies. Topics include: cost of capital, optimum capital base, capital budgeting, risk, and investor objectives. Prerequisite: BA 307.

BA 332* Insurance. (Evening). (3) A survey of the financial aspects of insurance. Coverage will include types of insurance, risk, loss prevention, insurance administration, and the functions performed by and assistance available from insurance carriers. Prerequisite: BA 307.

BA 333* Real Estate. (Evening). (3) Concepts of real estate practices and finance. Areas covered include markets, appraisal methods, financing, development and investment, and contemporary problems and issues. Prerequisite: BA 307.

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

Management

BA 200 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.

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 change.

BA 245 Production Management. (3) The concepts and skills underlying leadership in first-line production management, including the study of individual and group behavior, motivation of subordinates, communication, techniques of preventing and solving problems, handling complaints and grievances, skills in personal planning and appropriate leadership styles. Conceptual materials will be supplemented with case studies and experiential leadership styles.

BA 344 Business Management Decision Stimulation. (3) Through the use of a sophisticated computerized business model, students are provided the experience of competing with each other by running a simulated business enterprise. Students are required to interact with their management team in making decisions regarding marketing, finance, management strategies and accounting. Prerequisites: BA 307, BA 205, BA 200.

BA 346 Problems in Management. (3) By extensive analysis of business cases, students will be exposed to corporate situations requiring the use of knowledge and theories from a wide range of business disciplines. Prerequisite: BA 200.

BA 348 Management of Personnel Systems. (Evening). (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 200, 240.

BA 349* Business Policy. (Evening). (3) Approaches from the chief executive level: basic objectives and general policies; plans, strategies, and tactics to achieve the goals; organize, staff, implement and monitor programs; assess results and initiate changes necessary in light of internal and external expectations. Prerequisites: BA 346 and senior standing.

BA 343* Quantitative Management. (Evening). (3) The techniques, research methodology and tools used in assisting quantitative decision-making. Basic concepts in management science and operations research. Optimization problems, transportation problems, inventory production problems and linear programming will be discussed. Prerequisite: BA 200.

BA 55 Salesmanship. (1) The function of the salesman. Topics include: selling abilities and requirements, human relations, product knowledge, suggestion selling, customer service and satisfaction.

BA 85 Business and the Consumer. (1) A survey of federal and state consumer protection laws. Emphasis will be to analyze the legal rights and obligations imposed upon sellers of consumer goods and services.

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

BA 250* Distribution and Transportation (Evening). (3) Study of the cost of moving commodities (which may exceed those of production). Objective analyses such as the transportation method will be illustrated whenever possible.

BA 350 Principles of Advertising (Evening). (3) Advertising as a function of marketing. For business and non-business students. Prerequisite: BA 205.

BA 351 Advertising Policy and Management (Evening). (3) The managerial aspects of advertising from the marketing and business executives' viewpoint. Students will develop, implement, control and report on their projects. Prerequisites: BA 205, 305.

BA 352 Retail Management (Evening). (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 354* Marketing Problems. (3) A seminar approach to analysis and investigation of current marketing problems. Students will research, prepare and present oral and written reports. Prerequisite: BA 353.

BA 355 Creative Marketing Strategy. (3) The establishment of marketing goals and the development of strategies and long-range plans for their implementation. Specific attention is given to the analysis of market opportunities, product mix strategy, market segmentation, design of distribution and procurement channels, price and promotion strategy and sales force decisions. Prerequisite: BA 205.

BA 356* Consumer Behavior (Evening). (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.

BA 357 Marketing Technology. (3) Application of techniques of marketing research and marketing information systems to problems in advertising, sales management, product strategy, and management and distribution. Survey of the problems, data and the methods of marketing research. Prerequisites: BA 205, SS 210.

BA 358 Merchandising Systems. (3).

Special Business Courses

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

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 280 Introduction to Health Care Facilities (Evening) (3) A survey of various institutions and agencies which constitute the present health care delivery system, such as: Home Health Care, Public and Visiting Nurses, Chiropractic Services, Neighborhood Health Centers, Nursing Homes, Acute Hospitals, Paramedics, Mental Health, etc. Lectures, guest speakers and tours (at times convenient to evening students) will be used.

BA 282* Ethics in Health Care. (3) A review of present-day moral principles and standards governing the conduct of persons in the health care field. As a foundation, broad and controversial topics such as euthanasia, artificial insemination, and the right to die will be discussed. The second part of the course will be devoted to relationships of the health care team to the patient, his family and society at large.

BA 303 Business Communications. (3) A study of the principles used in writing effective business letters and reports, and in writing simply, directly and clearly. Prerequisite: English Composition or consent of instructor.

BA 335* Business Forecasting (Evening). (3) The essentials of projecting future business conditions using a macro to micro approach: the national economy, the industry/area/market, and the firm. The emphasis is placed upon management outlook rather than quantitative techniques. Prerequisites: BA 307 and senior standing.

BA 340 Business and Society. (Evening). (3) An in-depth study of an apparent dilemma: 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 insight into both sides of the problems themselves, progress made to date, and a framework for reasonable approaches to solutions in the future. Prerequisite: BA 200. (SOC 331, Social Conflict, may be substituted if preceded by BA 200.)

BA 341 Business Law II. (3) Federal regulation of business, insurance, sales, commercial papers, real and personal property, secured transactions, debtors' and creditors' rights. Prerequisite: BA 204.

BA 345 Budgeting. (Evening). (3) Objectives and methods of preparing coordinated and flexible budgets for business planning and control purposes. Prerequisites: BA 103 or consent of instructor.

BA 347 International Business. (Evening). (3) Students will examine the different management concepts existing in selected areas of America, Asia and Europe. Cultures and social structures of the countries will be used as backgrounds. Each student will be responsible for presentation of a specific country or area. Prerequisites: BA 300 and consent of instructor.

BA 381* Hospital and Health Care Administration. (3) This course focuses on the managerial processes in the health care setting as seen from the administrative, financial, medical and legal viewpoints. Assigned readings, discussions and case studies will be utilized to give a basic understanding of health care administration. Guest lecturers will highlight specific areas of study. Prerequisites: BA 200, 204, 280, 307.

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. (Evening). (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 100 or consent of instructor.

Business Education

BA 60 Beginning Typewriting. (1) Emphasis is placed upon correct typing techniques, appropriate speed and accuracy. Open to beginners and those in need of a review of fundamentals. Not available for audit.

BA 61 Intermediate Typewriting. (1) Course stresses improvement of basic techniques, further skill in personal and business material, and organization of work. Prerequisite: BA 60 or proficiency test. Not available for audit.

BA 62 Production Typewriting. (1) Emphases are: special communication forms, statistical reports, minutes of meetings, legal reports, employment tests, and concentrated speed work. Prerequisite: BA 61 or proficiency test. Not available for audit.

BA 261 Elementary Shorthand. (3) An introduction to shorthand with emphasis on rapid reading, fluent writing and accurate transcribing. Open to beginners and those in need of a review of fundamentals. Typewriting must be taken concurrently unless the student has the equivalent of BA 60. Not available for audit.

BA 362 Intermediate Shorthand. (3) Continued emphasis on building speed and accuracy in shorthand and transcription. Typewriting must be taken concurrently unless the student has the equivalent of BA 61. Prerequisite: BA 261 or proficiency test. Not available for audit.

BA 363 Advanced Shorthand. (3) An intensive study of shorthand principles with vocabulary enlargement and greater speed and accuracy in taking and transcribing dictation. Prerequisites: BA 61 and BA 361 or proficiency tests. Not available for audit.

BA 377* Secretarial Procedures. (3) A capstone study for professional secretaries. Four purposes are: unification of theory and practice, exploration of areas of special interest; preparation for supervision of creative programs at the executive level; exposure to real situations by case study. Prerequisite: BA 362 and consent of instructor.

Office Management/Professional Secretarial

BA 72* Records Management. (Evening). (1) Study and practice of the various types of records control. Time will also be spent on requisition and charge procedures and an introduction to various automated information retrieval systems. Not available for audit.

BA 78, 79 Certified Professional Secretarial Review. (Evening). (1,1) Designed for secretaries or senior professional secretarial students interested in qualifying as a Certified Professional Secretary (CPS). The content will cover the six parts of the CPS examination: Environmental Relationships in Business, Business and Public Policy, Financial Analysis and the Mathematics of Business, Economics and Management, Communications and Decision Making, and Office Procedures. Prerequisites: BA 61 and BA 362.

BA 370* Office Management I. (3) Application of management concepts to the roles and services of the business office. The role of the administrative office will be studied together with efficiency, relating physical layout and facility, administrative services, standards, controls, and procedures. Prerequisite: BA 362 or consent of instructor. Not available for audit.

BA 377* Secretarial Procedures. (3) A capstone study for professional secretaries. Four purposes are: unification of theory and practice; exploration of areas of special interest; preparation for supervision of creative programs at the executive level; exposure to real situations by case study. Prerequisite: BA 362 and consent of instructor.

MASTER OF BUSINESS ADMINISTRATION

Requirements for the M.B.A. Degree

Twenty-five courses are offered in five subject areas and one elective area: Information Systems and Control, Distribution Processes and Strategies, Administrative Behavior and Policies, Financial Institutions and Practices, Business Environment and Responsibilities, Electives.

Sixteen courses are required for the M.B.A. degree, however:

(1) up to six courses may be waived for applied undergraduate credit, and

(2) at least eight courses must be taken at Lindenwood

Any two of the five courses in each area are required. If courses are waived for undergraduate credit, however, then at least one course per area is required and must be taken at Lindenwood.

A major consists of all four courses offered in any area. A thesis may be counted for up to two Lindenwood courses with the approval of the Department of Business Administration.

General Provisions

Courses in the M.B.A. program meet once a week during the fall and spring terms from 7 to 10 p.m. During the eight-week summer session each course meets for two sessions per week.

Most students may take one or two courses in each fall or spring term. Thus, a 10-course program could be completed in two calendar years. The faculty views two years as a minimum time for the effective integration of the academic resources with the professional responsibilities of the students.

To remain in good standing an average grade of B is required. Students who fall below the B average are on probation and need to consult with their adviser and the director. Failure to remove probation is cause for suspension and dismissal from the program.

The Lindenwood M.B.A. program is accredited as part of The Lindenwood Colleges graduate accreditation by the North Central Association of Colleges.

Information Systems and Control

MBA 510 Financial Accounting Concepts. (3) Generally accepted accounting concepts and their influence upon the preparation, analysis, and use of financial statements and reports.

MBA 511 Managerial Accounting. (3) (Admission requires a basic understanding of general accounting concepts.) The internal use of accounting data by managers for planning and control purposes.

MBA 512 Management Information Systems. (3) Examination of the approaches governing the analysis, design, and implementation of accounting systems for management information, planning, and control.

MBA 513 Quantitative Methods. (3) Managerial application of such topics as probability theory, statistical inference, decision theory, inventory models, linear programming, time series analysis, regression and correlation, and variance analysis.

Marketing Processes and Strategies

MBA 550 Marketing Concepts. (3) A study of the system of activities designed to plan, price, promote, and distribute goods and services to the consumer and the industrial market.

MBA 551 Marketing Policies. (3) Major decision areas in marketing. Selection of channels of distribution and promotional programs, evaluation of marketing research information, and determination of pricing and product policy.

MBA 552 Consumer Behavior. (3) 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) The use of advertising and marketing research as tools toward building a profitable or goal-oriented 'marketing mix.' Advertising and sales promotion viewed as fundamental elements of marketing.

Administrative Behavior and Policies

MBA 540 Organization Concepts. (3) The theory, research, and applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, leadership styles.

MBA 541 Organization Behavior. (3) An analysis of the primary factors affecting behavior and relationships in organizations. Particular emphasis is directed at examining the structure, processes and behavior within organizations in order to better understand the management process.

MBA 543 Personnel Management and Labor Relations. (3) The scope of business and industrial personnel services. Analytical appraisal of policies in labor relations and personnel administration.

MBA 545 Business Policies and Strategies. (3) Utilizing 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.

Financial Institutions and Practices

MBA 530 Financial Concepts. (3) (Admission requires some accounting.) Managerial functions of finance with emphasis on financial analysis, working capital management, capital budgeting, long term financing, and dividend policy.

MBA 531 Financial Policy. (3) The evaluation and selection of major financial decisions. The traditional financial problems normally reserved for executive decision making.

MBA 532 Managerial Finance. (3) Long-term financing, capital market institutions, and financial strategies for growth. Comparative financial costs, mergers, acquisitions, and management/shareholder relations.

MBA 533 Investment Management. (3) An analysis of leading technical market indicators. Principles of portfolio management, including the use of options and formula plans.

Business Environment and Responsibilities

MBA 580 Legal Environment of Business. (3) Law, legal processes, and legal institutions. The derivation of business laws, present attitudes toward those laws, and future trends in business law. Taxation, commerce regulation, contract law, anti-trust legislation, and labor-related legislation.

MBA 581 Managerial Economics. (3) Analysis of economic problems both macro and micro, as they impact upon managerial decisions and policies. Local regional, national, and international economic problems.

MBA 582 International Trade and Investment. (3) Trade between and among nations: balance of payments, exchange rates, tariffs, quotas, and their interrelationships.

MBA 586 Analysis of Business Conditions. (3) The course is designed to develop the ability to interpret economic trends and analyze forecasts of business conditions. The course will emphasize macroeconomic and monetary theory, and the institutional environment of the U.S. economy.

Electives

MBA 584 Women's Roles in the Management Environment. (3) The examination of socialization processes, stereotypes, and sex-related role conflicts. The uses of assertiveness training and verbal expressive skills to facilitate adaptation and mobility of women in a variety of work situations. Role playing and case studies will be included among class methods. This course will involve extensive shared leadership within the class.

MBA 585 The American Women at Work (Dynamics of Today's Labor Force). (3) Social and economic aspects of women's changing roles in the labor forces. Causes and consequences of sex-related inequality in employment. Possibilities for its reduction. Productivity, turnover and absenteeism. Problems of prejudice and discrimination. Management to reduce discrimination. Legal requirements of equal opportunity. Changing employer expectations/employee obligations in positions of managerial responsibility. The course will be team taught to explore the range of perspectives.

MBA 514 Contemporary Accounting Theory. (3) A study of contemporary issues in Financial Accounting with an emphasis placed upon current development within the profession.

MBA 590 Independent Study.

MBA 600 Thesis.

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

Courses of Study

ECC 101 Introduction to Economics I. (3) Macroeconomics. Topics studied include business organization, national income, business fluctuations, monetary policy and fiscal policy. Staff

ECC 102 Introduction to Economics II. (3) Microeconomics. The determination of price under conditions of pure and imperfect competition, and its functional distribution of income in the form of wages, interest, rent, and profits. Staff

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, wages, hours, and industrial conflict. Unions, collective bargaining, and the labor laws are given important consideration. Staff

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. Staff

ECC 305* Comparative Economic Systems. (3) An analysis and evaluation of capitalism, socialism, and communism, both historically and functionally. The economics of the United States, England, Russia, China, Sweden, and others are examined. Prerequisite: ECC 101 and 102. Staff

ECC 306* Public Finance. (3) Principles of public expenditures, financial administration, taxation, and public debt as applied to federal, state and local governments. Prerequisite: ECC 101 and 102. Staff

* Offered alternate years

Chemistry

Faculty: Bornmann (chairman), Seif El-Nasr

Requirements for the Major

A major in chemistry requires the completion of at least 24 credit hours in chemistry, at least four credit hours of chemistry laboratory courses with L numbers, and two courses in mathematics. The student considering the possibility of graduate school should include Chemistry 372. It is recommended that the student satisfy the language requirement with German or French, in that order of preference.

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

CHM 102 "What in the World Isn't Chemical?" (3) This course studies many of the changes and things with which we are familiar in our physical world and shows how the theories of modern chemistry which deal with the microscopic, invisible world can explain and, in many cases, predict the properties of our macroscopic, visible world. This is an introductory non-mathematical course intended for those students who have not had high school chemistry. (No lab) Staff.

CHM 140 Introductory Chemistry. (3) 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. Staff.

CHM 140L Introductory Chemistry Laboratory (1) Laboratory experiences which illustrate the topics covered in CHM 140. Co- or prerequisite: CHM 140. Lab fee \$15. Staff.

CHM 151 General Chemistry I. (3) A systematic treatment of the principles of science which are applied to chemistry. The topics include atomic structure, chemical bonding, classification of the elements, and solutions. Prerequisite: high school chemistry or CHM 102 or permission of the instructor. Staff.

CHM 151L General Chemistry Laboratory I. (1) Laboratory experiences which illustrate the topics covered in CHM 151. Co- or prerequisite: CHM 151. Lab fee \$15. Staff.

CHM 152 General Chemistry II. (3) A continuation of CHM 151. The topics include energy, kinetics, equilibria, and basic organic chemistry. Prerequisite: CHM 151. Bornmann and Staff.

CHM 152L General Chemistry Laboratory II. (1) Laboratory experiences which illustrate the topics covered in CHM 152. Co- or prerequisite: CHM 152. Lab fee \$15. Staff.

CHM 341 Inorganic Chemistry. (3) The chemistry of non-transitional elements including nonmetals 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. Prerequisite: CHM 152. (No lab) Staff.

CHM 342 Inorganic Chemistry of Transition Elements. (3) The chemistry of transition metals, emphasizing the unusual bonding properties, stereo-chemistry, and isomerization and their relationships to reactivity, and including compounds which are biologically important. Prerequisite: CHM 152. Lab fee \$15. Staff.

CHM 351* Analytical Chemistry. (4) A laboratory course designed to teach experimental and research techniques. Procedures will include gravimetric, volumetric and chromatographic methods of analysis. Prerequisite: CHM 152. Lab fee \$15. Staff.

CHM 352* Instrumental Analysis. (4) A laboratory course covering instrumental methods of chemical analysis including gas chromatographic, spectrophotometric, radiochemical, potentiometric and thermal analysis. Emphasis is upon principles of the techniques rather than black box approaches. Prerequisite: CHM 152. Lab fee \$15. Staff.

CHM 361 Organic Chemistry I. (3) A systematic study of the nomenclature, structures, properties, and reactions of organic compounds, with an emphasis upon the principles by which chemists predict the properties and reactions of organic compounds. Prerequisite: CHM 152 and 152L. Bornmann.

CHM 361L Organic Chemistry Laboratory I. (1) An introduction to the laboratory methods in organic chemistry and their applications to the determination of the identity and properties of aliphatic and aromatic compounds. Co- or prerequisite: CHM 361. Lab fee \$15. Bornmann.

CHM 362 Organic Chemistry II. (3) A continuation of Chemistry 361. The principles of chemical behavior are applied to many types of organic compounds, including those of biological significance. Prerequisite: CHM 361. **Bornmann.**

CHM 362L Organic Chemistry Laboratory II. (1) A continuation of CHM 361L with emphasis upon reaction kinetics and mechanism of organic and biochemical compounds. Co- or prerequisite: CHM 362 and CHM 361L. **Lab fee \$15. Bornmann.**

CHM 363 Biochemistry. (3) A study of the structure and function of the various chemical constituents of living matter. Prerequisite: CHM 361. **Staff.**

CHM 363L Biochemistry Laboratory. (1) **Lab fee \$15.**

CHM 371* Physical Chemistry I. (3) A theoretical and mathematical study of chemical properties and the methods of predicting physical and chemical changes. The principles of thermodynamics are emphasized. Prerequisites: CHM 152L and PHY 304 (or PHY 152 plus MTH 172). **Bornmann.**

CHM 371L Physical Chemistry Laboratory I (1) An introduction to the laboratory methods of determining the physical and thermodynamic properties of chemical substances. Co- or prerequisite: CHM 371. **Lab fee \$15. Bornmann.**

CHM 372* Physical Chemistry II. (3) A continuation of CHM 371 with emphasis upon chemical kinetics and quantum chemistry as means of explaining and predicting chemical behavior. Prerequisite: CHM 371. **Bornmann.**

CHM 372L Physical Chemistry Laboratory II. (1) A continuation of CHM 371L with emphasis upon the topics covered in CHM 372. Co- or prerequisite: CHM 372 and CHM 371L. **Lab fee \$15. Bornmann.**

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

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. Prerequisite: CHM 152 and consent of the instructor. (No lab). **Bornmann.**

CHM 382T 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 will be placed on nuclear magnetic resonance and infrared absorption spectroscopy but ultraviolet absorption and fluorescence will also be considered. Prerequisite: CHM 362. (No lab). **Bornmann.**

CHM 384T Radiochemistry. (3) A study of the principles and uses, present and potential, of radioactive materials which will include detection methods, tracer methods, and analytical methods. Prerequisite: CHM 152. (Option: with or without lab). **Staff.**

CHM 385T Chemical Dynamics. (3) A study of both the empirical and the theoretical treatments 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. Prerequisites: CHM 152, MTH 172. (No lab). **Staff.**

Note: The letter T following the course number indicates a tutorial course.

* Offered alternate years

Classics

Faculty: Biggs

Classics courses at Lindenwood aim to introduce students to the relevance of the classical tradition in contemporary civilization.

There is no major in Classics but the courses in Classics may be counted toward fulfillment of the Foreign Culture Requirement for the Bachelor of Arts degree, except for FLC 20-21. ART 257 and ENG 229J may also be counted toward the classics portion of this requirement.

Courses of Study

FLC 20, 21 Scientific Terminology from Greek and Latin. (3,3) A course designed for students of biology, nursing and medicine to give a command of the scientific vocabulary through a study of prefixes, suffixes and root words derived from Greek and Latin. Staff



FLC/ENG 250* Classical Mythology. (3) A course designed to provide general mythological background for the interested student and to acquaint him or her with various possibilities of approaching myth, from the allegorical to some of the current methods (psychological, structural, etc.). Biggs

FLC/ENG 256* Greek Drama. (3) Reading of representative works by Aeschylus, Sophocles and Euripides, with attention to the cultural background. Through discussions and additional readings, students will attempt to develop a concept of tragedy, using Aristotle's *Poetics* as a starting point. Selected plays of Aristophanes will round out the picture of classical Greek drama, and provide further insight into the times. Biggs

FLC 266* Graeco-Roman Civilization. (3) A study of the political and cultural attainments of Greece and Rome. The history, literature, philosophy, and art of both nations are examined and emphasis is placed upon the classical contributions to western civilization. Biggs

Graduate Study

FLC/ENG 556* Seminar in Greek Drama. (3) Students will read all of extant Greek tragedy and Aristophanic comedy, and will go into ancient and modern theories of tragedy and comedy. A research paper of some depth will be required. Biggs

Communication Arts

Faculty: Wilson (chairman), Fields, Ott

Requirements for the Major

Thirty to 36 credit hours, of which a minimum of 18 credit hours will determine the area of concentration, are to be chosen from the curriculum in broadcasting, film, journalism, and speech. Of the rest, 6 credit hours will be chosen from the Communication Arts seminars in broadcasting, film and journalism: (BR/J 356, CA 370, BR/J 340), outside the area of concentration; while 6 credit hours more will be the courses required for the major, BR/J 253 Mass Media and Society, and ENG 311 Writer's Workshop. Other courses may be taken in photography and popular culture as well as in selected business courses.

Career Opportunities

A major in Communication Arts is intended to provide a solid background in the communications field, so that students may enter any of the fields covered by the major or may concentrate at the graduate level in a specific area. Students majoring in Communication Arts are encouraged to enter an internship program during their final two years in order to acquire on-the-job experience in their area of concentration.

The following courses are also part of the Communication Arts major. The full descriptions are given in the appropriate sections of the catalog:

Broadcasting

- BRJ 051 KCLC-FM Workshop. (1)
- BRJ 080 Radio Production Workshop. (1)
- BRJ 100 Introduction to Broadcasting. (3)
- BRJ 151 Basic Radio Production. (3)
- BRJ 241 Radio Theater Workshop. (3)
- BRJ 244 Broadcast Newswriting. (3)
- BRJ 253 Mass Media and Society. (required) (3)
- BRJ 356 Seminar in Broadcasting. (3)

Business

- BA 205 Principles of Marketing. (3)
- BA 350 Principles of Advertising. (3)
- BA 389 Public Relations. (3)

English

- ENG 311 Writer's Workshop. (required) (3)

Film

- CA 173* History of Film I 1894-1928. (3)
- CA 273* History of Film II 1928-1975. (3)
- CA 275* Motion Picture Workshop. (3)
- CA 279* Film and Broadcast Documentary. (3)
- CA 379* Seminar in Film I (a-h). (3)
- CA 265 Popular Culture. (3)

Journalism

- BRJ 044 Ibis Workshop. (1)
- BRJ 085 Freelance Workshop. (1)
- BRJ 102 Introduction to Journalism. (3)
- BRJ 144 Newsgathering, Writing and Editing. (3)
- BRJ 246 Newspaper Design and Layout. (3)
- BRJ 247 Feature Writing. (3)
- BRJ 248 Writer's Journal. (3)
- BRJ 340 Seminar in Journalism. (3)
- BRJ 343 Advanced Newsgathering and Reporting. (3)

- CA 184 Beginning Still Photography. (3)
- CA 225 History of Photography. (3)
- CA 284 Intermediate Still Photography. (3)
- CA 285 Photography for Publication. (3)
- CA 286 Photo-Journalism. (3)
- CA 302 Selected Design Problems (Photography). (3)
- CA 384 Problems in Photography. (3)

Speech

- SPH 110 Public Speaking. (3)
- SPH 125, 126 Voice and Diction I and II. (2 and 3)
- SPH 210 Business and Professional Speaking. (3)
- SPH 211 Storytelling and Creative Dramatics. (3)
- SPH 230 Argumentation and Debate. (3)

CA 173* History of Film I 1894-1928. (3) The evolution of the film from the pioneering efforts of Edison, Mellies and Porter through D.W. Griffith, Sergei Eisenstein and Charlie Chaplin. Emphasis will be placed on the graphic history and evolving art of the film. Fields.

CA 273* History of Film II 1928-1975. (3) The history of the film from the introduction of sound. Emphasis will be placed on German Expressionism, Italian, Neo-realism, American genre films, French New Wave and experimental films. Fields.

CA 275* Motion Picture Workshop. (3) Production of the 16mm film. The course will include the study of the 16mm camera and the production and editing of a short film. Fields.

CA 279* Film and Broadcast Documentary. (3) History, impact, and criticism of film, radio and television documentaries. Approach will be theoretical and practical. Staff.

CA 370* Seminar in Film I (a-h). (3) A concentrated study of one aspect of film. Content of the course will change from semester to semester. Students may study the films of one director, such as Federico Fellini, a genre, such as the Western film, etc. Prerequisite: History of Film I & II, or permission of the instructor. Fields.

CA 373 Fiction into Film. (3) Students will study the problems involved in transferring fiction to the visual medium through the reading of selected novels, short stories and plays, and viewing the films that were made from them. Prerequisite: CA 173, 273 or permission of the instructor. Fields.

CA 265* Popular Culture in America. (Also listed as Humanities) (3) This course will examine American popular culture from 1800 to the present and will consider the impact of mass media and consumerism in the fine arts (visual arts, literature, and drama). Emphasis will be placed on the effect of magazines, advertising, radio and television on the public taste. Fields.

Photography

CA 184 Beginning Still Photography. (3)

CA 225 History of Photography. (3)

CA 284 Intermediate Still Photography. (3)

CA 302 Selected Design Programs (Photography). (3)

CA 384 Problems in Photography. (3)

See Art Department Listings for course descriptions on above courses.

CA 285 Photography for Publication. (3)

CA 286 Photo-Journalism. (3)



broadcasting

Faculty: Wilson (chairman)

Requirements for the Major

The B.A. and the B.S. degrees are offered in Broadcasting/Journalism. Students may elect to specialize in Journalism or Broadcasting or any combination of the two.

Twenty-four to 36 credit hours in Broadcasting are required. Students must take BR/J 151, Basic Radio Production. Two seminars are also required: one in Broadcasting and one in Journalism.

Facilities and Activities

KCLC-FM, a public non-commercial radio station, is student managed and operated. Television studio facilities are available as well as internships programs with: KMOX Radio, St. Louis; KTVI Television, St. Louis; KPLR Television, St. Louis; KIRL Radio, St. Charles; Warner Bros. Records, Inc.; CBS Radio, New York.

Career Opportunities in Broadcasting

Radio and television programming and production, news, public affairs. Within these areas are such positions as: disc jockey, staff announcer (radio and T.V.), record librarian or music manager, news announcer, reporter, writer, traffic manager, copywriter, continuity director, public relations and public affairs director. Public relations and advertising are also options when courses are taken in conjunction with the Business Department.

Courses of Study

BR/J 51 KCLC-FM Workshop. (1) Staff assignments at KCLC-FM. Assigned by director of broadcasting. May be repeated, but only one full credit applicable to degree. Not available for the distributional requirement. **Wilson**

BR/J 100 Introduction to Broadcasting. (3) The historical, political and social backgrounds of radio and television. Organization of and current status of radio and television. Basic introductory course for all Broadcasting majors. **Wilson**

BR/J 201* Writing for the Media. (3) The student will complete a series of writing exercises in radio, television and film. The course will provide experiences in visualization, sequencing, researching and editing original and adapted materials. **Staff**

BR/J 241 Radio Theatre Workshop. (3) Production of radio dramas for broadcast. Students will serve in capacities of actors, directors, writers and sound technicians. **Wilson**

BR/J 244 Broadcast Newswriting. (3) Students will learn the broadcast style of writing, gathering and editing news stories. Rewriting of wire service copy will be done in addition to functioning as actual news reporters for assignment over KCLC-FM. **Wilson**

BR/J 253 Mass Media and Society. (3) Radio, television, film and print media are examined as dynamic institutions in society; consideration of the historic, economic, cultural, political, technological and philosophical settings within which the media operate. **Wilson**

BR/J 080 Radio Production Workshop. (1) Advanced projects in the production of assigned programs which must be of broadcast quality. Prerequisite: BR/J 51 or consent of instructor. Not available as distributional elective. **Wilson**

BR/J 356 Seminar in Broadcasting. (3) Problems and topics in the broadcast media are explored. Course topic will differ with each offering. Prerequisite: 2 courses in broadcasting or permission of the instructor. May be repeated. **Wilson**

BR/J 151 Basic Radio Production. (3) Basic course in announcing, control room techniques and radio production procedures. Required for major. **Wilson**

journalism

Faculty: Ott

The Bachelor of Arts and the Bachelor of Science degrees are offered in Broadcasting/Journalism. Students may elect to specialize in journalism or broadcasting or any combination of the two. For other courses related to the major, see the sections on Broadcasting, Communication Arts, Film and Photography.

Requirements for the Major

Twenty-four to thirty-six credit hours in Journalism are required. Students must take BR/J 144 Newsgathering, Writing and Editing. They must also take one semester in Broadcasting and one in Journalism.

Facilities and Activities

The specialization and the related courses open to the student a number of field study and internship opportunities which (1) enable him/her to gain experience reinforcing classroom study; (2) provide a trial period for testing interest and aptitude in a career; and (3) establish contacts which can lead to employment after graduation.

Field study and internship opportunities include:

1. Lindenwood: *The Ibis* student newspaper; *The Griffin* student literary magazine; the Griffin Press student publishing; and KCLC-FM student-operated radio station. Lindenwood alumni and administrative publications also provide field study options.
2. Off-campus: Public relations and advertising agencies; newspapers; churches; and radio and television stations in the St. Charles and St. Louis areas.

Career Opportunities

Newspaper reporting; editing and feature writing; advertising and copywriting; publishing; editing; copyreading; free lance writing; public relations; house and institutional publishing; broadcast journalism. The B.A. or B.S. in journalism also prepares the student for graduate study in journalism and related fields.

Courses of Study

BR/J 044 Ibis Workshop. (1) Staff assignments on the Ibis, the student newspaper. May be repeated, but only one full credit is applicable toward degree. Credit dependent upon the completion of a certain amount of work. Not available for the distributional requirement. Staff

BR/J 85 Freelance Workshop. (1) A production oriented workshop. Students will work on a per job basis with various departments of the college, and any agency or organization seeking the services of a photographer, writer, film-maker, copywriter or consultant. Students will work in public relations, public information, brochure, pamphlet and newspaper editing, designing and production. Students will seek assignments as well as complete designated assignments. Prerequisite: senior standing, consent of faculty and proven competence in chosen medium. Not available for the distributional requirement. Staff

BR/J 102 Introduction to Journalism. (3) The historical, political and social background of the print media. Organization and current status of newspapers, magazines, advertising and public relations. Basic introductory course for all print-oriented students. Staff

BR/J 144 Newsgathering, Writing and Editing. (3) An introduction to newspaper reporting. Basic writing and editing skills. Introduction to style of writing and proofreading, interviewing, beat covering, feature and editorial writing. Students invited to work on student newspaper. Staff

BR/J 247 Feature Writing. (3) A practical course in writing features for the printed media and the study of the variety of journalistic features by masters of the genre. Prerequisite: BR/J 144. Staff

BR/J 248 The Writer's Journal. (3) Students will study the techniques of keeping a journal and the usefulness of the journal as a tool for the creative writer. They will read selected journals such as those of Pepys, Swift, the brothers de Concourt, Gide, Green, Nin and Wilson, and will design and keep their own journals under the supervision of the instructor. **Staff**

BR/J 340 Seminar in Journalism (a-d). (3) Special problems in journalism such as the Supreme Court and Free Speech; the government and the press; the conflict of community and individual rights; manipulation of the news; censorship, etc. Prerequisite: BR/J 102. May be repeated. **Staff**

BR/J 343 Advanced Newsgathering and Reporting (a-d). (3) Advanced study and practice in covering beats and reporting news, writing and editing original copy, and investigative reporting. Student will complete a series of articles or reports on a story or topic of his or her choice. May be repeated. Prerequisite: BR/J 144. **Staff**

BR/J 378, 379 Publishing and Editing. (3) A course and workshop on editing and publishing newspapers, magazines and books. Designed especially for student editors of the college newspaper, literary magazines, and yearbook, but open to others upon permission of the instructor. **Barnett**

BR/J 380,381 Production and Layout. (3) A course and workshop on the production of newspapers, magazines, and books. Students will learn to use the IBM Electronic Composer, Platemakers, and Offset Press and will learn how this equipment is used in the production of printed works. Designed especially for student staff members of college publications, but open to others upon permission of the instructors. **Staff.**



speech

Speech courses are offered within Communication Arts to serve the needs and interests of students in theatre, broadcasting, and business. No separate major is offered in Speech.

SPH 110 Public Speaking. (3) Traditional and modern theories of verbal communication and oral interpretation are surveyed. Persuasive speaking techniques are studied and procedures are applied to problem speeches, cause speeches, solution speeches and definitive speaking.

SPH 125, 126 Voice and Diction I and II. (2 or 3) Study and application of the principles and techniques of proper diction, vocal support, voice placement and word usage.

SPH 210 Business and Professional Speaking (Evening). (3) The principles of oral interpretation are studied and applied to specific types of oral reports, manuscript preparation and reading, and the techniques of speaking before business and professional groups.

SPH 211 Storytelling and Creative Dramatics. (3) The history of the art is studied and its techniques are applied in participation situations with adult audiences and child groups. Attention is also given to the technique of developing stories into creative drama activities for child classroom and recreational participation.

SPH 230 Argumentation and Debate. (3) Study of the argumentation process and its usage in daily communications, advertising, politics, and speech writing. Debate includes selection and development of material and the techniques of formal debate. Procedures for organizing and coaching debate teams are included.

Education

Faculty: Burd (chairman), Donovan, Polette, Rocchio

The Undergraduate Program

The Lindenwood Colleges is accredited by the National Council for Accreditation of Teacher Education. 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 planning to teach elementary and/or Special Education is encouraged to signify his or her intention with an adviser and to begin work in the teacher education curriculum during the first term of the freshman year. The student planning to teach at the secondary level is encouraged to show interest in teaching in the freshman year and to signify intention to enter the teacher education curriculum by at least the sophomore year.

The student is expected to demonstrate a professional attitude and competency in education and subject matter field courses and requirements. Information concerning specific course work requirements for an area of certification may be obtained from the Certification Specialist in the Education Department or by consulting the *Guide to Undergraduate Teacher Education*. Each student is responsible for following the general procedures concerning application and admission to the Teacher Education Program as outlined in the *Guide*.

The Council on Teacher Education consists of one faculty representative elected from each of the following areas of concentration in teacher certification. Art, Biology, Business Education, English, Library Science, Mathematics, Modern Languages, Music, Physical Education, Social Studies, Theatre Arts, the staff of the Department of Education, Dean of Faculty, the Registrar and two students, each elected from and by those students who have been admitted to the Teacher Certification Program.

The college degree or diplomas will 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 fills out an application form to obtain certification to teach in Missouri. The student who wishes certification in other states, (especially non-NCATE states) should, as early as possible, seek advice from the Certification Specialist in the Education Department concerning requirements in respective states in order that proper guidance may be given.

Elementary and Secondary Offerings

Students may prepare themselves for either elementary, special education, secondary or K-12 teacher certification in programs supervised by the Education Department. The student interested in elementary education may pursue the Bachelor of Arts degree with a major in a specific department, or elect a composite major in the humanities, sciences or social sciences. The special education student will complete work to enable him/her 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, Health and Physical Education, 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.

Students interested in special education will note that the program leads to certification in elementary education K-6 and an area of special education 1-8. The areas of specialization in special education are: (1) Learning Disabilities, and (2) Educable Mentally Retarded. Because the program is demanding, one must carefully plan and sequence the courses in order to graduate in four years. This means working with an adviser in the Education Department as soon as the decision to teach special learners is made.

The Lindenwood Colleges are accredited by the National Council for Accreditation of Teacher Education. 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.

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

Sufficient course work, usually on a rotating basis is available to permit students to obtain credit in required areas (cataloging, selection and acquisition, reference, administration, or adolescent literature) and some optional areas (non-print materials) to earn K-12 certification in Library Supervision. A minimum of 18 credit hours are needed, though more are recommended. Missouri Life Certification in elementary or secondary standard area of certification is required.

Transfer Education 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.

EDU 010 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. **Burd**

EDU 012 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. Music Education majors take EDU 323 instead. **Johnson**

EDU 014 Art in Elementary Schools. (2) Designed for either the classroom teacher who may be responsible for her own art program or for the art teacher in the elementary school. Studio work and lecture on creative expression and techniques. **Quarterman**

EDU 016 Teaching Mathematics in Elementary Schools. (3) A modern approach to the teaching of mathematics is offered for the student preparing to teach in elementary schools. Prerequisite: MTH 101-102 or equivalent. **Huesemann**

EDU 018* 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 will be investigated. Classroom observation and participation will be expected. (Offered alternative years beginning 1980/1981, 1982/1983, etc.) Must have had first semester of Elementary Strategies or consent of the instructor.

EDU 019* 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. Must have had first semester of Elementary Strategies or consent of the instructor.

EDU 047* Adolescent Literature. (2) History and development of literature suitable for the secondary school: junior and senior high. Evaluation of current materials. **Polette**

EDU 074 Physical Education in Elementary Schools. (3) Study of the characteristics of the various age groups and the developmental processes as related to physical education in elementary schools. **Ebest**

EDU 096 Metric Measurement for Teachers. (2) A course designed to involve the participants in activities related to the concept of measurement, particularly metric measurement. The emphasis will be on using and developing suitable activities for elementary classroom use. **Huesemann**

EDU 097 Children's Books and Authors. (1 or 2) An opportunity for teachers and librarians and all those interested in children's authors, illustrators and editors. Course will include talks, demonstrations, and rap sessions with authors and illustrators, as well as how-to-do-it sessions for bringing fine books into the hands and hearts of children. **Polette**

EDU 099 Developing Learning Packages. (1 or 2—summer) A course to help teachers develop their ideas and put them into usable form as a Learning Package. 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. **Polette**

ED/SP/PSY 103 Abnormal Psychology. (3) A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. **Evans**

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 direction. **Donovan**

EDU 239* Library Administration. (3) General administrative procedures used in administration of school library organization, staffing, budget, physical plant, etc. **Burr**

EDU 240 Integration of Audio Visual Materials in Instruction. (3) For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audio-visual technology. **Polette**

EDU 242* Cataloging and Classification. (3) Simple cataloging problems following standard practices. Classification according to the Dewey Decimal Classification System. **Chervitz**

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

EDU 244* Selection and Acquisition of Library Materials. (3) Principles of selecting books, etc., for the school library. Use of guides, bibliographies, etc., purchasing methods, sources of supplies, purchasing records, etc. **Staff**

EDU 246* History and Development of Children's Literature. (3) History and development of literature suitable for the grade school and high school student. Evaluation of current materials. **Polette**

EDU 300 (5) 301 (4) 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 practicums are an integral part of the course. Prerequisites: EDU 10 and junior standing. **Donovan**

EDU 303 (5) 304 (4) 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 education psychology contributes to a more comprehensive understanding of learning as a process for developing desirable behavior change in children within the school community. Classroom observations are an integral part of the course. Prerequisite: Sophomore standing and PSY 100 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, comprehension, etc. A variety of reading methodologies, materials and evaluation items will be presented and used with readers in the school setting. Must have had first semester of Elementary Strategies or consent of the instructor. **Rocchio**

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 will be explored. Must have had first semester of Elementary Strategies or consent of the instructor.

EDU 307 Reading in the Secondary School. (3) The course is designed to provide teachers in all content areas with techniques for assessing and improving reading and study skills in the classroom. The various organizational structures and the processes needed to improve existing reading programs within the secondary school are also emphasized. The application of concepts, theories, and techniques, through the completion of various competency levels using content material, is required. Prerequisite: The student must have completed or currently be enrolled in Strategies I. **Rocchio**

EDU 308 Organization and Administration of the Preschool. (3) A course designed to provide students with various organizational patterns for establishing educational programs for young children. The issues and concerns of administering these programs will be equally emphasized. Observations will be required in several local area programs.

EDU 309 Analysis and Correction of Reading Disabilities. (3) This course is designed for the student to acquire and evaluate conceptual and theoretical knowledge about teaching reading, analyze and evaluate selected approaches to teaching reading as related to the varied reading disabilities, and work in a tutorial-clinical setting to determine expectancy performance levels and mental abilities. The student will also be expected to design an organizational pattern for a remedial reading program at the elementary level, and will examine personal concepts of diagnostic teaching, clarifying and refining these ideas in terms of societal expectations and school educational expectations as they impinge on the total school reading program.

EDU 309A Practicum: Analysis and Correction of Reading Disabilities. (2) Student in elementary education will enroll concurrently in this course and EDU 309. Student will apply and use the testing and remediation techniques taught in EDU 309 in a school setting. Students will be assigned to work with a regular classroom teacher and remedial reading teacher in a particular school. They 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. **Rocchio**

EDU 315* Techniques of Teaching Sports. (3) Class organization, teaching methods, analysis of skills and practice in individual, dual and team activities. Prerequisite: consent of the instructor. **Ebest**

EDU 314 Utilizing Parent and Community Resources. (3) A course designed to explore the resources of the community and methods of incorporating these resources into the pre-school program. Parent resources and parent-school relationships will be studied and materials and methods for developing such relationships will be a focus of efforts.

EDU 316 Language Acquisition and Development for Young Children. (3) A study of the nature of language, the normal sequence of language development, and an introduction to the theories of language acquisition. The course will include a concern for: understanding the influence of environment and culture in language development; the development of techniques and materials for stimulating language growth; identification of speech and articulation problems and appropriate referral methods; familiarity with instruments and techniques for assessing language development. Prerequisite: Junior standing.

EDU 317 Materials and Methods of Teaching Dance. (3) A creative approach to the teaching of dance is offered for the student preparing to teach creative, modern, folk and square dance in elementary schools. Emphasis is on dance as a creative art activity and its relationship to other art forms. Activity and lectures. Prerequisite: 3 semester hours in modern dance, 1 semester hour in folk or square dance, or consent of instructor.

EDU 318 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 will be investigated and observed in the preschool setting. Curriculum and materials appropriate for early education will be emphasized, as will planning and executing activities for the preschool child.

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. **Johnson**

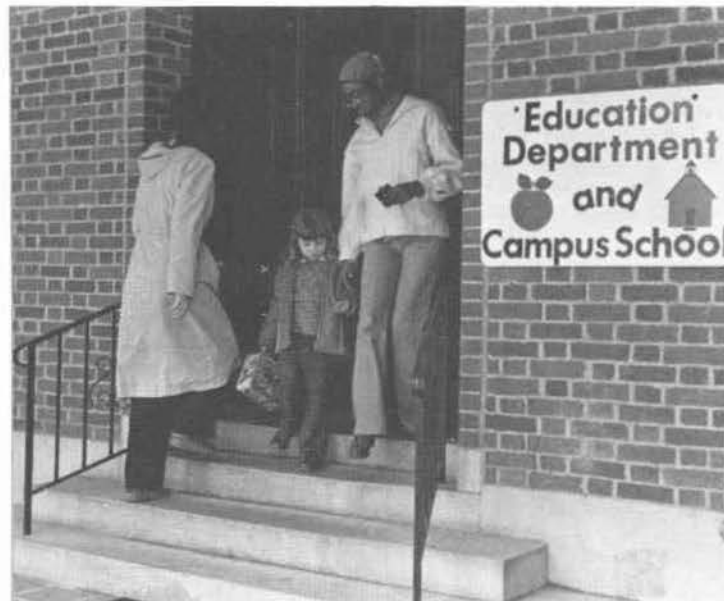
EDU 330 Methods of Teaching a Major Subject (4[2 general/2 specific]) Problems of teaching the major subject in secondary schools. New materials and methods are examined, implemented and evaluated. Prerequisite: at least one semester of Secondary Strategies is required. This course is offered in the second term of each academic year. Staff

- 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
- (All of the above are full-credit courses.)

EDU 369* Affective Values Education. (3) A study of personal and social behaviors related to feelings and emotions as they enhance or hinder the educational processes. Valuing as a learned process will be investigated, as will areas of value conflict and clarification processes. Materials and methods of resolving values issues will be presented. Staff

EDU 384 Creating Curriculum and Materials for Early Childhood Programs. (3) A course designed to familiarize students with innovative curricula and materials currently in use in art, drama, play, music, etc. Techniques for promoting cognitive, motor, social and emotional development through these materials and programs will be emphasized. Students will also prepare and test their own materials with preschool children. Staff

EDU 389* The Junior High/Middle School. (3) This course is designed to provide an indepth understanding of pre-adolescence and to survey, evaluate and create programs and practices to meet its special needs. Burd



EDU 341 Education of the Exceptional Child. (3) In this course the student will (1) develop an understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional; (2) develop an understanding of the needs of exceptional children and the instructional planning employed to meet these needs; (3) gain an appreciation of the impact of educational, psychological, physical and emotional handicaps upon an individual; (4) gain an interest in the welfare of the handicapped individual and recognize society's responsibility to help their individuals realize their full potential; (5) gain actual experience with exceptional children and with those professionals who work directly with such individuals. Soda

EDU 361 Multicultural Education. (3) This course is designed to provide a beginning understanding of the life styles of minority groups as they affect teaching behavior. Whenever possible, outside speakers and classroom observations will be used. Readings will center on works by members of different ethnic groups. Donovan

EDU 388/390* Student Teaching. (double course)(8-10) A course consisting of observation, individual conferences, seminars and supervised teaching in the elementary and secondary schools. 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 at least one semester in advance of enrollment. The student must have completed the Strategies sequence (either EDU 300-301 or 303-304) and either the Reading course (elementary) or the Special Methods course (secondary and K-12) before student teaching. The student teacher's total academic load is limited to four courses, including student teaching although less than 4 courses is considered desirable. Offered only in Fall or Spring terms. Students on K-12 certification must teach in two levels. Burd/Burr

EDU 400 Pre-Student Teaching Practicum. (3) This course is designed to offer the education student experience in elementary and secondary schools of the area or other learning environments. Evaluations will be made by the college consultant and the cooperating teacher of the student's work. Burd

SPECIAL EDUCATION

ED/SP/PSY 102 Child Development. (3) Study 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 child programs. Staff

ED/SP/PSY 103 Abnormal Psychology. (3) A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. Evans

ED/SP/PSY 201 Psychology of Adolescence. (3) A study of physical, intellectual, emotional and social development during the period of 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 adjustments, delinquency and drug abuse. A prior course in psychology is desirable. Staff

ED/SP/PSY 302 Behavior Modification. (3) Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and behavior therapy. The course includes evaluation of research findings on behavior modification in home, school, and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: PSY 100. Evans

ED/SP 309 Analysis and Correction of Reading Disabilities. (3) This course is designed for the student to acquire and evaluate conceptual and theoretical knowledge about teaching reading, analyze and evaluate selected approaches to teaching reading as related to the varied reading disabilities, and work in a tutorial-clinical setting to determine expectancy performance levels and mental abilities. The student will also be expected to design an organizational pattern for a remedial reading program at the elementary level, and will examine personal concepts of diagnostic teaching, clarifying and refining these ideas in terms of societal expectations and school educational expectations as they impinge on the total school reading program.

ED/SP 311 Mainstreaming. (3) A study of the developmental characteristics of the exceptional child as they relate to learning and socialization in the regular classroom. Techniques, strategies and materials for assisting the exceptional child will be explored. Human relationship skills and behavior will also be discussed as paramount to fostering the transition into the regular school setting.

ED/SP/PSY 324A Psychological Testing. (3) 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: prior courses in psychology. Evans

ED/SP/PSY 324B Psychological Testing. (3) 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. Prerequisites: prior courses in education and psychology. Staff

ED/SP 328 Methods of Teaching Children with Learning Disabilities. (3) In this course methods and materials needed in teaching learners with learning disabilities in special education programs will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course. Prerequisite: EDU 341. Soda

ED/SP 329 Methods of Teaching Mentally Retarded Children. (3) In this course 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 an expected part of this course. Prerequisite: EDU 341. Soda

ED/SP 333 Speech and Language Development for the Exceptional Learner. (3) This course is designed to increase the student's knowledge about the characteristics of human language and how such knowledge facilitates a clearer understanding of the young special education learner. Study of theoretical schemes of language acquisition, the child's stages in acquisition of morphology and syntax, sound and semantics will be an integral part of the course. Soda

ED/SP 335 Principles of EMR/LD. (3) In this course the student will examine the theories, classification systems, assessment techniques and remediation programs related to the education of the Educable Mentally Retarded and the Learning Disabled. The course will also enable the student to consider the commonalities and differences in principles in these two fields of special education.

ED/SP/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: PSY 100.

ED/SP/PSY 337 Special Education Counseling. (3) A course which attempts to combine the traditional psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families, and their teachers. Prerequisite: Education of the Exceptional Child plus one other Special Education course and Abnormal Psychology. Soda

Graduate Education

Because of the recent stress by educators on improving in-service and graduate teacher education, Lindenwood has developed several alternatives by which the practicing educator may complete the master's degree. The models 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 degree.
- (b) Model II: Participants in this master's program must have had teaching experience or be presently teaching. The program includes a portion of required 'Core Courses' and a Collegial Seminar, stressing the role of colleagues in profes-

sional development. 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 master's degree program is for students with highly specialized needs who desire studies in a specific area. This teacher, should he or she be a part-time student, would take part in the Core Courses described in Model II, but would spend a substantial portion of the program in one-to-one tutorial with an expert in the specialized field of study. A student who studies full-time in this kind of program could complete the M.A. in Education degree in a full calendar year. Part-time study would, of course, take 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 a setting which can be used as a laboratory 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 full-time employed persons 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*.

Admissions

For admissions information to Models I, II, and III graduate programs in education see the *Guide to Graduate Programs in Education*, Admissions Section.

General Provisions

Courses offering three hours credit in Models I, II, and III will typically meet once a week for a three hour time block. Length of sessions is based on credit hours offered in the course. The independent study or tutorial courses are arranged at the convenience of the student and the tutor. Summer session courses will run during the months of June and July and will vary in time length based on credit hours of the course.

Graduate students may take one or two courses each fall, spring or summer term. Should one desire to take more, special permission must be granted by the Director of Graduate Programs in Education. Thus an 11 course program may be completed easily in two calendar years.

A Professional Educators Grant (PEG) is offered to all certified and contracted teachers taking course work at The Lindenwood Colleges.

Information about other Financial Aid in the form of loans and grants may be secured from the Financial Aid Office of The Lindenwood Colleges.

EDU 500 Collegial Seminar. (3) This course is designed to provide an open-ended, non-hierarchical, nonthreatening opportunity for professional educators to learn from fellow professionals. Individual educational problems will be presented to the group for analysis and prescription. Each term the graduate student is registered, he/she will be expected to enroll in this course. At no time will there be a charge for this course, but credit will be given for it upon completion of the student's degree program.

EDU/PSY 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. Evans

EDU 503 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. Burd

EDU 504 Children's Books and Authors. (1 or 2) A course for teachers and librarians and all those interested in children's authors, illustrators, and editors. Course includes talks, demonstrations, and rap sessions with authors and illustrators as well as 'how-to-do-it' sessions for bringing fine books in to the hands and hearts of children. Polette

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 will be studied and applied. Stress will also be placed on developing the ability to analyze and prescribe programs for individual learners. Donovan

EDU 506 Metric Measurement for Teachers. (2) A course designed to involve the participants in activities related to the concept of measurement, particularly metric measurement. The emphasis will be on using and developing suitable activities for elementary classroom use. Huesemann

EDU 507 Reading in the Secondary School. (3) The course is designed to provide teachers in all content areas with techniques for assessing and improving reading and study skills in the classroom. The various organizational structures and the processes needed to improve existing reading programs within the secondary school are also emphasized. The application of concepts, theories, and techniques, through the completion of various competency activities using content material is required. Students will extend several of the regular competency activities to cover a chapter in a textbook and will review theories and research on a specific topic of interest related to secondary school reading. Rocchio

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

EDU 509 Analysis and Correction of Reading Disabilities. (3) This course is designed for the student to acquire and evaluate conceptual and theoretical knowledge about teaching reading, analyze and evaluate selected approaches to teaching reading as related to the varied reading disabilities, and work in a tutorial-clinical setting to determine expectancy performance levels and mental abilities. The student will also be expected to design an organizational pattern for a remedial reading program at the elementary level, and will examine personal concepts of diagnos-

tic teaching, clarifying and refining these ideas in terms of societal expectations and school educational expectations as they impinge on the total school reading program. Students will review theories and research on a specific topic of interest, related to the course content. Prerequisite: 305 or 307/507. Rocchio

EDU 510 Conceptualization of Education. (3) In this course the student learns how to examine contemporary educational problems by studying them from the perspective of history, philosophy, sociology and psychology.

EDU 511* Advanced Educational Psychology. (3) In this course the student will examine current areas of interest in the study of learning theories and their application to education, concepts, methods and problems of human development and their application to education, with an emphasis on recent research in educational psychology. Burd

EDU 512 Developing Learning Packages. (1 or 2) A course to help teachers develop their ideas and put them into usable form as a Learning Package. During the course 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. Polette

EDU 513 Survey of International Education. (3) In this course the student will study the educational system of selected countries of the world and do comparative studies of these systems with the United States' system of education. Staff

EDU 514 Utilizing Parent & Community Resources. (3) A course designed to explore the resources of the community and methods of incorporating these resources into the preschool program. Parent resources and parent-school relationships will be studied and materials and methods for developing such relationships will be a focus of efforts. Graduate students will develop a program for use in their class or school. Staff

EDU 516 Language Acquisition and Development for Young Children. (3) A study of the nature of language development, and an introduction to the theories of language acquisition. The course will include a concern for: understanding the influence of environment and culture in language development; the 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. Graduate students will be expected to report on research methods and particular studies done in the area of language acquisition. Staff

EDU 518 Principles of Early Childhood Growth & Development. (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 will be investigated and observed in the preschool setting. Curriculum and materials appropriate for early education will be emphasized, as will 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. Walsh, Staff

EDU 520 Curriculum Analysis and Design. (3) This course will have a dual emphasis. First, it will include in-depth study of past and current curricula with attention to the research and theory on which they were based. Second, this knowledge will be utilized by the participants in preparing curricular programs which will enable them to function more effectively in their particular educational setting. Staff

EDU 522 Practicum: Diagnosis of Reading Difficulties. (3) The student will participate in related clinical experiences in the use of various diagnostic instruments and procedures for identifying kinds of types of reading difficulties. The student will be expected to administer, score and interpret basic tests and write case study reports for several children. Prerequisite: EDU 305 or 307/507 or 309/509 and EDU/PSY. Rocchio

EDU/PSY 524 Assessment of Intellectual Skills. (3) Non-projective educationally relevant tests will be considered with respect to theories of measurement, test construction, tests administration and ethical use. Students will attain competence in administration of one of the more commonly used methods of assessment, either Binet or Wechsler. Fenger

EDU 526 Practicum: Remediation of Reading Difficulties. (3) Students will 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. Rocchio

EDU 527 Preparation for Mainstreaming in Elementary Education. (3) A study of techniques, methods, strategies, and materials appropriate for use with the exceptional child in the regular classroom. Problems which may be encountered in human relationships in helping the exceptional child and the classroom members adjust to the new structure will also be explored. Should be practical for the pre-service teacher who will soon be working actively with children and also any classroom teacher who has the problem of an exceptional or different child in the normal classroom setting. Staff

ED/SP 528* Methods of Teaching Children with Learning Disabilities. (3) In this course methods and materials needed in teaching learners with learning disabilities in special education programs will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course and the graduate student will be expected to do a project or paper. Prerequisite: EDU 341 or 541. Soda

ED/SP 529 Methods of Teaching Mentally Retarded Children. (3) In this course 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 an expected part of this course and the graduate student will be expected to do a project or paper. Prerequisite: EDU 341 or 541. Soda

EDU 530 Organization and Administration of Contemporary Schooling. (3) (Required of a Model I student, elective for other students.) This course is designed to study the school system in the United States, how it is administered and organized from a local school board through the role of parents in schools. Some work with an administrator in a school setting will be required. Staff

ED/SP 531 Methods of Teaching the Behaviorally Disordered Child. (3) In this course methods and materials needed in teaching the behaviorally disordered learner will be studied. Both commercial and teacher developed materials are examined. Practical work is an expected part of this course and the graduate student will be expected to do a project or paper. Prerequisite: EDU 341 or 541. Staff

ED/SP 533 Speech and Language Development for the Exceptional Child. (3) This course is designed to increase the student's knowledge about the characteristics of human language and how such knowledge facilitates a clearer understanding of the young learner and the exceptional child. Study of theoretical schemes of language acquisition, the child's stages in acquisition of morphology and syntax, sound and semantics will be an integral part of the course and rate of language development, children's body language, voice and proxemics in communication and distinctions between the structure of language and its function. Soda

ED/SP 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 will also enable the student to consider the commonalities and differences in principles in these two fields of special education.

ED/SP/PSY 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. Prerequisite: Education of the Exceptional Child plus one other Special Education course and Abnormal Psychology. Soda

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

EDU 540 Basic Audiovisual Methods. (3) For elementary and secondary teachers and for library/media personnel, covering the fundamentals of teaching with audiovisual technology.

EDU 541 Education of the Exceptional Child. (3) In this course the student will (1) develop an understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional; (2) develop an understanding of the needs of exceptional children and the instructional planning employed to meet these needs; (3) gain an appreciation of the impact of educational, psychological, physical and emotional handicaps upon an individual; (4) gain an interest in the welfare of the handicapped individual and recognize society's responsibility to help these individuals realize their full potentials; (5) gain actual experience with exceptional children and those professionals who work directly with such individuals. Soda

EDU 542 Cataloging and Classification. Simple cataloging problems following standard practices. Classification according to the Dewey Decimal Classification System.

EDU 543 Reference and Bibliography. (3) Study of the books useful in school reference section: encyclopedias, dictionaries, general reference books and simple bibliographies.

EDU 544 Selection and Acquisition of Library Materials. (3) Principles of selecting books, etc., for the school library. Use of guides, bibliographies, etc., purchasing methods; sources of supplies; purchasing records, etc.

EDU 547 History and Development of Adolescent Literature. (2) History and development of literature suitable for the secondary school: junior and senior high. Evaluation of current material. This course and EDU 581 Critical Issues in Children's Literature complement each other and each course will meet

every other week (with all students meeting together the first and last weeks). Students would also have the option of attending all meetings of both courses if they wished. Both courses require considerable outside reading and research with Adolescent Literature requiring more than the Critical Issues course. Polette

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

EDU 550 Graduate Internship. 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 is extended to the student.

EDU 560 School Supervision: Elementary, Secondary. (3) This course is designed for team leaders, department chairmen, cooperating teachers, supervisors, and administrators who want to develop their skills in working with teachers in a classroom setting. Using simulation and video taping, participation will develop skills in setting mutually acceptable objectives, in devising creative means to reach these goals, and in setting up some effective but non-threatening evaluative techniques. Recent work in supervision and management techniques will be consulted. Donovan

EDU 569 Affective-Values Education. (3) A study of personal and social behaviors related to feelings and emotions as they enhance or hinder the educational processes. Valuing as a learned process will be investigated, as will areas of value conflict and clarification processes. Materials and methods for resolving value issues will be presented. Students will gain experience in choosing, adapting, and implementing projects in the affective-values domain.

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. Burd

EDU 580 Master's Seminar. (3) (Required of all Model I students.) Students enrolled in this course will have had EDU 570 or be presently taking it. This course is designed for the participants to present to fellow professionals a paper dealing with a current issue or problem confronting them in their professional setting or experience. Staff

EDU 581* Critical Issues in Children's Literature. (3) The purpose of this course is to examine in detail those issues in current children's literature which are a reflection of society in the United States today, the challenges and choices implicit in writing for today's children; the evaluation and critical discussion of controversial literature including the areas of sexism, racism, ethnic literature, politics, children's book awards and realism including such topics as sex, obscenity, profanity, 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 would also have the option of attending all meetings of both courses if they wished. Both courses require considerable outside reading and research with Adolescent Literature requiring more than the Critical Issues course. Polette

EDU 584 Creating Curriculum and Materials for Early Childhood Programs. (3) A course designed to familiarize students with innovative curricula and materials currently in use in art, drama, play, music, etc. Techniques for promoting cognitive, motor, social and emotional development through these materials and programs will be emphasized. Students will also prepare and test their own materials with preschool children. In addition, graduate students will develop a curriculum which would be applicable to their own teaching situation.

EDU 589 The Junior High/Middle School. (3) In this course the student will study the learner involved in the junior high/middle school, the curriculum, various scheduling practices, and selected building designs planned for this age group. **Burr**

EDU 591–593 Self-Prescribed Courses. (3) It is basic to the philosophy of this program that the educator, in order to devise learning experiences for others, should have the opportunity to devise such experiences for himself. 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 his 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 his Self-Prescribed Courses whenever he had identified his own 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. **Staff**

EDU 600 Master's Project. (3) (Required of Model I and II 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 would focus on a particular problem which the participants face on their individual situations as an educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test out in practice and evaluate a curriculum plan within an educational environment. It could be through analysis of a teaching project whereby the candidate will observe, record and analyze various patterns of teaching behavior, or it could be a research project where a particular research technique is applied to an educational problem. All Master's Project proposals must be accepted by the tutor(s) before the student can register for this course. **Staff**

Master of Arts in Education With a Specialty in Teaching English as a Second Language

The demand for professional teachers of English as a Second Language has grown dramatically. Increasing numbers of foreign born children in our public schools, foreign students in American universities, and adult immigrants in the work force all require specialized instruction. This program will prepare graduates to: teach English to foreign born students in the United States, teach English to students in foreign countries, teach English to employees of international organizations and teach English to foreign born adults.

Foreign Language Proficiency will be required of all candidates before the completion of this degree.

The student must be able to demonstrate his/her proficiency in communicating both in writing and oral expression, as well as reading comprehension on a level commensurate with that of a literate adult in that native language.

After preparing and administering a suitable testing device, faculty members with language backgrounds will evaluate the student's proficiency in languages of their specialization. For other languages, outside expertise will be utilized.

The purpose of this proficiency requirement is to enable the student to become sensitive to the processes of and the problems involved in learning another language.

Recommended Course Work

Conceptualization of Education (EDU 510)
Analyses of Teaching and Learning Behavior (EDU 505)
Curriculum Analysis and Design (EDU 520)
Educational Research (EDU 570)
Applied Linguistics (TESL 503)
Psycholinguistics (course number pending)
Methods of Teaching ESL I and II (TESL 501, 502)
Culture and Society (course number pending)
Testing Assessment (EDU/PSY 524)
Internship (EDU 550)

TESL 501, 502 Methods of Teaching ESL I and II. (3,3) Second language pedagogy—objectives, theoretical approaches to and methods of teaching English as a second language; language teaching techniques and procedures; curricula, teaching materials and aids; adaptation of instructional materials to specific research reports and professional organizations; design, implementation and evaluation of innovative materials and techniques.

TESL 503 Applied Linguistics. (3) Theoretical and applied linguistics—the nature of language, its systematic organization, variation and change; major models of linguistic description, phonological/graphemic and lexical/semantic; its historical development and dialectical variation; the comparison of English and a "linguistic minority" language; applications to the teaching of English as a second language. **Barnett**

* Offered alternate years

English

Faculty: Barnett (chairman), Biggs, Feely, Fields

Requirements for the Major

Twenty-four to 36 credit hours in English exclusive of ENG 201 are required for a major in English. Credit hours beyond the maximum of 36 are accepted if the student takes more than the 120 hours required for graduation. Students considering graduate study should select courses at least of sufficient diversity to provide knowledge of English literature from the 14th through the 20th centuries.

Combinations of English with other disciplines such as English-Journalism, English-Education, English-Art, Comparative Literature and others are available and may be developed under the direction of appropriate faculty members.

Facilities and Activities

The college library is the principal resource facility for English and contains an extensive collection of classic to contemporary works; cultural; critical and biographical studies; and periodicals. Individual faculty members also have collections of journals and informational resources to aid the student in career choices.

Field study and internship opportunities exist in journalism, editing and publishing through departmental and INSERVICE Programs. Lindenwood publications such as *The Griffin* and *The Ibis* and part-time work in Lindenwood's publications office, all provide opportunities for experience in writing and editing.

Student activities for English students (and others) include *The Griffin* magazine staff. The Griffin Press (for publication of student writing and art work), and weekly readings provide outlets for student interests in creative writing. English Department faculty members are available for tutorials and for sponsorship of interest groups.

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. English-Education prepares the student for certification in public school teaching. English-Journalism prepares the student for careers in newspaper work, advertising, book and magazine publishing, public relations, house and institutional publishing, broadcast journalism. When combined with other studies, English is also an appropriate preparation for law school and seminary.

Courses of Study

ENG 125* History of the English Language. (required for the major). (3) Introduction to the study of the English language. The phonology, history and grammar of English, investigated chiefly in terms of current linguistic theory but with attention to the influence of cultural, social and political history. Barnett

ENG 201 Basic College English Composition. (3) A study of and practice in various forms of exposition, preparing the student to write at the college level and to make a start toward mastery of written English. Selections from literature are used as models of the effective use of language, as sources for composition topics, and as examples of the creative process in verbal composition. The basic principles of research are also included. Staff

ENG 202 Advanced Composition. (3) Analysis of and practice in various forms of writing with special attention to the development of a mature style. Students will have the opportunity to individualize their study by pursuing the forms of writing which relate to their career objectives. Staff

ENG 205* English Literature to 1800. (3) A study of English poetry and prose from the Anglo-Saxon period through Johnson and his circle. Selected representative readings are studied in terms of the cultural conventions of their respective historical periods. Staff



ENG 206* English Literature 1800 to Present. (3) A study of English prose and poetry from Blake to our own time. 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 he belonged. **Staff**

ENG 225* The 18th Century Novel. (3) The beginning of the novel in England and its development to the end of the 18th century. Representative works of Defoe, Richardson, Fielding, Smollett, Sterne and Austen are studied. **Biggs**

ENG 226* The 19th Century Novel. (3) The English novel in the 19th century, from Dickens to Hardy, with attention to the development of the novel as an art form and to its reflection of the cultural setting. **Barnett**

ENG 228* Literature and the Art of Love. (3) A study of the idea of love as creativity, in literature from Ovid to the present. The course includes writings in translation from Medieval French and Arabic, as well as works by Chaucer, Spenser, Donne, Pope, Tennyson, Joyce and others. **Feely**

ENG/HUM 227J Medieval Traditions in England, France and Spain. (3) This course involves on-site identification and study of ideas and styles uniquely Medieval in English and Western European art. Romanesque, Gothic and Celtic styles, chivalric and folk traditions will be traced through the study of selected works of art, architecture and literature from the Middle Ages to the present.

The class will travel for the month of January, staying at some length in London, Paris and Madrid but stopping for study in such places as Canterbury, Chartres, Mont-St.-Michel, Toledo and Granada. Students may study independently or with the instructor, but participation in regularly scheduled seminar meetings is required. **Feely**

ENG 229J Classicism and Its English Romantic Tradition. (3) 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. **Feely**

ENG 231* American Literature I. (3) A study of the rise of American literature from early colonial times to the end of the 19th century. Readings from Franklin, Cooper, Hawthorne, Twain and Melville. **Fields**

ENG 232* American Literature II. (3) A study of 20th century American writings, principally Eliot, Fitzgerald, Hemingway, Faulkner, Ellison and Heller. **Fields**

ENG 233* Shakespeare and English Drama to 1600. (3) A study of English drama before 1600, with emphasis on the principal comedies and historical plays of Shakespeare. **Feely**

ENG 234* Shakespeare and English Drama 1600-1642. (3) A thorough study of the major tragedies and tragi-comedies of Shakespeare, together with selected plays by other Tudor and Stuart dramatists. **Feely**

ENG 236* World Fiction. (3) Readings and discussion of selected contemporary authors including Western and Eastern European and Third World writers. Emphasis will be given to writing by women and to the literature of emerging nations. **Fields**

ENG 237* Chaucer. (3) A study of Chaucer's major poems, in the context of medieval philosophy, art and literature, with emphasis on *The Canterbury Tales*. **Feely**

ENG/HUM 238* Renaissance Studies. (3) Selected works of art, literature and music are studied in terms of the whole intellectual milieu of the Renaissance. Emphasis is placed on English poetry of the 16th and 17th centuries. Some literature is in translation, but students who are able are encouraged to read in the original languages. **Feely**

ENG 239* Milton. (3) A study of Milton's poetry and prose as art, but in relation to the religious, philosophical, scientific and critical tendencies of his times, with emphasis on *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, *Of Education* and *Areopagitica*. **Feely**

ENG 245* 18th Century Studies. (3) The literature of the 18th century studied in two parts with emphasis on the satire of Dryden, Swift and Pope in the first and on Johnson and his circle in the second. **Biggs**

ENG 248* Anti-Theatre in Earlier 20th Century Drama. (3) A study of the Avant-Garde, Dada, Surrealist, Epic and Absurd theatre movements in terms of their plays, their various manifestos, and their esthetic relationships to the culture of Western Europe and America in the first half of the 20th century. **Feely**

ENG 250* Classical Mythology. (also listed as Classics). (3) A course designed to provide general mythological background for the interested student, and to acquaint him or her with various possibilities of approaching myth, from the allegorical to some of the current methods (psychological, structural, etc.). **Biggs**

ENG 251 20th Century Poetry. (3) Poetry from 1900 to the present, principally English and American but with selections in translation from other cultures. A reading of the major modern poets will be followed by extensive readings among poets representing the growing importance of women and other writers who have not previously been in the mainstream of poetic tradition. **Barnett**

ENG 254* Criticism. (3) The major texts in criticism from the Greeks through the Moderns. Students will have an opportunity to individualize their study through projects applying critical theory to different art forms: literature, music, film, photography, painting, sculpture, and theatre. **Barnett**

ENG 256* Greek Drama. (also listed as Classics). (3) Reading of representative works of Aeschylus, Sophocles and Euripides, with attention to the cultural background. Through discussion and additional readings the class will attempt to develop a concept of tragedy, using Aristotle's Poetics as a starting point. Selected plays of Aristophanes will round out the picture of Greek drama and provide further insight into the times. **Biggs**

ENG 263* 19th Century Studies. (3) Selected literature of the English Romantics and Victorians, principally the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning and Arnold; and the prose of Carlyle, Newman, Arnold, Ruskin and Pater. **Barnett**

ENG 270* Comparative Drama. (3) A study of selected plays representing the evolution of drama in Greek, Roman, Medieval and Restoration periods. Styles of production and the development of the modern stage will also be considered. **Fields**

ENG 272* Linguistics Workshop. (3) An intensive study of linguistic theories and the analysis of English sentence structure. The course includes phonemic theory, transformational grammar, and linguistic criticism. (also see TESL 503). **Barnett**

ENG 275* Seminar in Selected Literature. (3) A concentrated study of one or two authors or genres. Student papers will be the basis for most class discussion, the instructor acting as director of research and moderator of the seminar. **Staff**

ENG 311 a,b,c,d Writer's Workshop: Advanced and Creative Composition. (3) A studio course for students wishing to develop writing skills in genres related to their personal objectives. General expository composition, the nonfiction article, the critical review, fiction (both short story and novel), poetry,

* Offered alternate years

and writing for the film are among the genres available. The course may include individual supervision of writing projects, class seminars, readings in exemplary and critical literature, and practical experience in editing and publishing. The course may be repeated with permission. Prerequisite: ENG 201. **Staff**

Graduate Courses in English (For the Masters Program in Education)

ENG 503 Written Composition: A Seminar. (3) A study of selected texts in classical, medieval and modern rhetoric with the objectives of developing a working theory of composition and a program for practical application. Readings will include Greek, Latin, and English (both medieval and modern) treatises on composition; selected texts on teaching composition; and selected contemporary studies of stylistics. Students will individualize their studies by developing workbooks which apply compositional theory to practice and which could be used in teaching. **Barnett**

ENG 520 Seminar in Classical Children's Literature. (3) A study of the classics of children's literature with emphasis on the analysis of content and form. Readings will include American, English, European and Asian children's classics as well as a survey of the critical theories applied to such literature through the ages. Students will do research on specific topics drawn from their readings. **Fields**

ENG 525 The English Language: A Seminar. (3) An intensive study of the evolution of English as an Indo-European language and of the various descriptive systems that have developed. Subjects include traditional and linguistic grammars, vocabulary development, dialects, semantics, language and learning theory, and linguistic analysis. Students will individualize their studies through research on selections from those subject areas. **Barnett**

ENG 535 Shakespearean Tragedy: A Seminar. (3) A seminar study of the different concepts of tragedy employed by Shakespeare and of their influences on his plays, especially *Hamlet*, *Othello*, and *King Lear*. **Feely**

ENG 575 Seminar in Selected American Authors. (3) A study of classic American authors, from James Fenimore Cooper to Joseph Heller. The class will concentrate on selected authors: their major works, the criticism of their work, and their influence and importance in American culture. Students will do research in depth on specific topics growing out of the course study. **Fields**

ENG 556 Seminar in Greek Drama. (3) Students will read all of extant Greek tragedy and Aristophanic comedy, and will go into ancient and modern theories of tragedy and comedy. A research paper of some depth will be required. **Biggs**

English as a Second Language



Faculty: Relyea (Director), Hanselman, Sueoka

Courses of Study

ESL 100 Beginning. (3) This course, which meets 25 hours per week is designed to help students gain fluency as quickly as possible in oral expression and listening comprehension. Basic English grammar and pronunciation as well as a supervised lab are part of the curriculum. Afternoon classes concentrate on elementary reading and writing skills. Orientation to various aspects of American culture through discussions, movies and trips occur throughout the semester.

ESL 200 Intermediate. (3) Classes meet 20 hours per week and concentrate on reading, composition and study skills. Vocabulary development and advanced grammar are included as well as a laboratory, which will emphasize aural/oral skills and note-taking.

ESL 300 Advanced. (3) This 10 hour per week course is designed for the advanced student to help him analyze college-level readings and take him from more sophisticated paragraph writing to full compositions. A review of advanced English grammar, oral reports, and complex conversation and debate are part of the curriculum.

ESL 301 Research Workshop. (3) A project providing training for the ESL student in the basic principles of researching a paper, using the library effectively to accumulate, correlate, and document information. Special consideration and guidance are given to the language problems that are unique to the foreign student. The course will conclude with the writing of a completed research paper.

Foreign Languages

Faculty: Perrone (chairman), Perry.

Departmental Requirements for 1979-80:

Requirements for a major in French or Spanish are as follows:

- 1.) A minimum of 24 credit hours beyond the intermediate level.
- 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 12 credit hours in literature given in the foreign language. Students are encouraged to take as many courses in literature as possible.
- 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.

Facilities and Activities

The department has at its disposal a well-equipped language laboratory, supplementary audiovisual equipment for instructional aid, and adequate library holdings to sustain a major. Extracurricular activities include a Spanish Club, a French table, cultural excursions in the St. Louis area, and chapters of Pi Delta Phi and Sigma Delta Pi, national honorary societies in French and Spanish, respectively.

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; 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.

Courses of Study

french

FLF 101, 102 Elementary French. (3) Oral inductive approach, but with concurrent development of all four language skills: listening comprehension, speaking, reading and writing. Intensive use of the language laboratory. Perry.

FLF 151, 152 Intermediate French. (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 equivalent. Perry.

FLF 211, 212 French Conversation and Composition. (3) Systematic grammar review and vocabulary building with readings, oral reports and written compositions on topics of current interest. Prerequisite: FLF 152 or permission of instructor. Perry.

FLF 237* 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. Perry.

FLF 240J Contemporary France (off-campus in January: Paris. Given on demand). (3) Students 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 151 or the equivalent. Perry.

FLF 251* Masterpieces of French Literature I. (3) Reading of selected works of prose, poetry, and drama from the 19th century to the present. Prerequisite: FLF 152 or equivalent. Perry.

FLF 252* Masterpieces of French Literature II. (3) Reading of selected works of prose, poetry and drama from the Middle Ages through the 18th century. Prerequisite: FLF 152 or equivalent. Perry.

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 211 or permission of instructor. Perry.

FLF 350* French Literature of the 18th Century. (3) Reading of representative works of fiction, nonfiction and drama of the leading writers of the 18th century. Perry.

FLF 365 19th Century French Literature I. (3) A study of French prose and poetry during the first half of the 19th century, the period of romanticism and early realism. Prerequisite: FLF 211 or permission of instructor. Perry.

FLF 366* 19th Century French Literature II. (3) A study of French prose and poetry during the second half of the 19th century, the period of realism, naturalism and symbolism. Prerequisite: FLF 211 or permission of instructor. Perry.

FLF 370 Seminar on Selected Authors. (3) A concentrated study of one or more authors of a single literary genre: the major works, the criticism and the influence. Oral reports and written compositions. Prerequisite: FLF 211 or permission of instructor. Staff.

FLF 372* 20th Century French Theatre. (3) Reading of selected works of the major French dramatists of the period from Claudel and Giraudoux to Ionesco, Beckett and Genet. Prerequisite: FLF 211 or permission of instructor. Staff.

german

FLG 101, 102 Elementary German. (3) An introduction to the fundamentals of the language and a mastery of the basic principles with emphasis on speaking and reading comprehension. Staff.

FLG 151, 152 Intermediate German. (3) A review of grammar and a study of linguistic, phonetic and syntactical problems through reading and discussion of modern German prose. (Not offered in 1979-80). Staff.

italian

FLI 101 (3), FLI 102 (3) Elementary Italian. A beginning course in Italian taught by the audio-lingual method, while developing simultaneously the four language skills: listening, speaking, reading and writing. (Offered in the Evening College only.) Perrone

FLI 151 (3), FLI 152 (3) Intermediate Italian. 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.) Perrone

spanish

FLS 101, 102 Elementary Spanish. (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. Perrone.

FLS 151, 152 Intermediate Spanish. (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 selections. Classroom work is supplemented with oral laboratory exercises. Perrone.

FLS 211* Spanish Conversation and Composition. (3) Further development in aural comprehension and oral expression through cultural materials. Exercises in syntax and elements of

style. Laboratory experience. Techniques of group discussion, formal and informal presentations. Perrone, Perry.

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

FLS 239* World Cultures: The Spanish People. (Evening only). (3) A cultural study of the Spain of today and the past, designed to provide insight into politics, public education, literature, economics and the arts. Students will also be exposed to the basics of the Spanish language and will acquire useful phrases and terminology. (Given in English). Perrone.

FLS 341* Medieval Spanish Literature. (3) Reading and discussion of medieval Spanish masterpieces from *El Cid* through the works of Gonzalo de Berceo, *el Arcipreste de Hita*, Juan Manuel, Jorge Manrique, *el Marques de Santillana* and the *Romaneces*. Perrone.

FLS 343* Spanish Novel of the Golden Age. (3) Reading and analysis of the pastoral novel: Jorge de Montemayor's *Diana*; the picaresque novel. *Lazarillo de Tormes*, Mateo Aleman's *Guzman de Alfarache*, Francisco de Quevedo's *La vida del Buscon*; and Miguel Cervantes' *Novelas Ejemplares*. Perrone.

FLS 344* Spanish Theatre of the Golden Age. (3) Reading and discussion of representative dramatic works from Cervantes and Lope de Vega through Tirso de Molina, Alarcon, Guillen de Castro and Calderon de la Barca. Lectures, individual student reports. Perrone.

FLS 367 Introduction to Spanish American Literature I. (3) An introductory study of selections of the most important literary works of representative authors of Spanish American literature from the pre-Columbian period to the nationalist movement of 1810. Perrone.

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 literatures from Romanticism to the Pre-Modernist period of 1888. Perrone.

FLS 350* Modernism in Spanish American Literature. (3) Introduction, study and discussion of selected works of the major authors of the Modernist movement of Spanish American Literature from Jose Marti, Najera, Casal, Silva through Ruben Dario, Lugones, Freyere, Herrera y Reissig, Eguren and Enrique Gonzales Martinez. Perrone.

Humanities

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

HUM 78 (1), 79 (1) Little Magazine Production. A course designed to prepare the student for working on an arts-type magazine. It includes various aspects of editing: criticism of poetry, prose and drama (which may or may not be in English); criticism and selection of art, photography and music composition, magazine layout; editorial and publication decisions. Enrollment is subject to acceptance as a member of the staff of *The Griffin* and credit is dependent upon the completion of a certain amount of work. Fields

HUM 111 (3), 112 (3) Introduction to the Humanities. 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. Biggs, (Barnett in HUM 112), Greenlaw, Kanak. Feely in the Evening College.

HUM/ENG 227] Medieval Traditions in England, France and Spain. (3) This course involves on-site identification and study of ideas and styles uniquely Medieval in English and Western European art. Romanesque, Gothic and Celtic styles, chivalric and folk traditions will be traced through the study of selected works of art, architecture and literature from the Middle Ages to the present.

The class will travel for the month of January, staying at some length in London, Paris and Madrid but stopping for study in such places as Canterbury, Chartres, Mont-St.-Michel, Toledo and Granada. Students may study independently or with the instructor, but participation in regularly scheduled seminar meetings is required. Feely

HUM/ENG 238* Renaissance Studies. (3) Selected works of art, literature and music are studied in terms of the whole intellectual milieu of the Renaissance. Emphasis is placed on English poetry of the 16th and early 17th centuries. Some literature is in translation, but students who are able are encouraged to read in the original language. Feely

HUM 240J* Arts and Ideas: East and West. (3) A comparative study of selected works of art, literature and music from major intellectual traditions: East and West. The course is an introduction to basic cultural modes of thought. The literature is in translation, with some of the art and architecture in books and on film. The analysis of primary sources is important and travel to museums and libraries in the St. Louis area is required. Several trips outside the immediate area are optional. Feely

HUM/CA 265* Popular Culture in America. (3) This course will examine American popular culture from 1800 to the present and will consider the impact of mass media and consumerism in the fine arts (visual arts, literature and drama). Emphasis will be placed on the effect of magazines, advertising, radio and television on the public taste. Fields

HUM 290J* The Discarded Universe. (3) 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 Paris, Venice, Ravenna, Florence, and Rome. Students may study independently or with the instructor, but participation in regularly scheduled seminar meetings is required. Feely

* Offered alternate years

History

Faculty: Balog (chairman), Fitzpatrick, Hood

Requirements for the Major

The requirements for a major in history are 30 to 42 credit hours in the Department of History, including a minimum of 9 credit hours in American history and 9 hours in European history, History 102 or 103, 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.

HIS 102, 103 A History of the Human Community. (3) A two-term study of the growth of traditional societies around the world and their recent transformation by the urban, industrial revolution. The first term will focus on the evolution of the major world civilizations and their differences and similarities. The second term will deal with the impact of the urban and industrial revolutions on these civilizations and their reactions in the modern world. Hood.

HIS 105, 105 United States History. (3) A two-term survey of American history. The first term will begin its examination with the colonial origins of the United States and conclude with the Civil War. The second term will trace the development of the United States from reunification to its present status as a world power. Both terms will stress political, economic and social foundations of American development. Balog.

HIS 109* 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. Hood.

HIS 110* The Second World War. (3) An analysis of the origins and course of the Second World War. We will examine the period of appeasement, the coming of the war in Europe, the problems of the wartime Allied alliance, and their attack on Europe. Some attention also will be given to the war in Asia. Hood.

HIS 111, 112* History of Russia. (3) Two-term survey of Russian history from the 9th century to the present. The first term will examine 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 will begin with the reign of Alexander I and concentrate on the major political, economic, and diplomatic developments of the 19th century, the Revolution of 1917, and the growth of the Soviet State. Balog.

HIS 210, 202* History of England. (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. Hood.

HIS 204* The Westward Movement. (3) A one-term survey of the significance of the West in American national development. The course will begin with the study of the colonial frontiers and conclude with the closing of the national frontier in the 1890's. Balog.

HIS 210* 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 will be emphasized including the long-range impact of the disruption of the Union. Balog.

HIS 220* Recent United States. (3) The development of the United States from The Great Depression of the 1930's to the present. The course will examine the problems of world leadership, changing political alignments, shifting social patterns, emerging minorities, and the concept of the welfare state. Balog.

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. Hood

HIS 225* Europe During the Renaissance and Reformation. (3) The transition period of Europe from medieval to modern times from 1300 to 1648. The course will explore the development of urban and national structures, the rise of large-scale capitalistic enterprise, changing social institutions, and the religious revolution of the 16th century. Hood.

HIS 227* The Civilization of Industrialism. (3) The development of urban industry and civilization in Europe since the late 18th century. The course deals with the onset of industrialism and its effect on society and social class in the 19th and 20th centuries. Hood

HIS 231* Classic Europe. The Old Regime. (3) Europe in the 17th and 18th centuries. The course stresses the development of classic social, economic, and religious institutions, the development of national monarchies, mercantilism, and the Enlightenment. Hood.

HIS 232* French Revolution and Napoleon. (3) Europe in the Age of the French Revolution and Napoleon, 1750-1815. The focus will be on the causes and course of the French Revolution and the Napoleonic period, but the history of Europe outside France will also be considered. Hood.

HIS 233* 19th Century Europe. (3) Europe under the impact of social, industrial, urban and political change from 1815 to World War I. Hood.

HIS 234* Europe Since 1918. (3) Contemporary Europe under the impact of the World Wars and the changes in Europe's economic and political position in the world. Hood.

HIS 248* Tudor-Stuart England 1485-1714. (3) The course will explore 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. Hood.

HIS 250 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. Hood.

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 will examine the motives behind America's entrance on the diplomatic scene, participation in world wide conflict, and eventual assumption of world leadership. Balog

HIS 255* The South in American History. (3) Study of the colonial beginnings and the expansion of southern life. Major themes will be the growth of slavery, establishment of a staple agriculture, the "Southern way of life", agrarian politics, relations with other sections, and industrial growth. Balog.

HIS 262 Economic History of Modern Europe. (3) The economic development of Europe from the industrial revolution to the present. The course will cover 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 will end with a consideration of the current economic opportunities and problems of Europe. (Offered occasionally.) Hood.

HIS 268 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. Balog.

HIS 281* Europe in the Middle Ages. (3) Europe from the decline of Rome to the Renaissance. The course will examine the interweaving of classical, Christian and Germanic elements to form Western Civilization with its characteristic cultural, economic and social forms. Hood.

HIS 315, 316* American Thought and Culture. (3) A two-term survey of the intellectual development of the United States from colony to present. The first term will consider the major themes of early America, their origins and how they were shaped by the new American environment. The second term will begin with the Civil War and analyze the major religious, scientific and literary developments and their impact on American ideas and institutions. Prerequisite: HIS 105 or 106 or consent of instructor. Balog.

HIS 325* A Century of Revolution. (3) The revolutionary ideology in Russia emphasizing the Decembrists, the intelligentsia of the 1830's, the "Men of the 40's", the growth of Russian Populism, Marxism, the Bolshevik-Menshevik split, the revolutions of 1905 and 1917. Prerequisite: HIS 112. Balog.

HIS 371 Topics in Historiography. (3) An independent study exploring the works of some major historians and varying approaches to historical writing. Staff.

Graduate courses

These courses are available either as classes or tutorials 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 in the 1930's. 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. Balog.

HIS 522 Area Study: Sub-Saharan Africa. (3) An examination of Africa below the Sahara as a region— its people, politics, recent history, and environment; (2) Historical Development of Africa in recent times; (3) African Economic and Social Scene; (4) Major Problems in Africa today. Each segment will involve the student in the reading of a number of significant books and the writing of an interpretive essay. Hood.

Geography

The curriculum 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.

GEO 267 Geography of Europe. (3) A survey of Europe's land forms, political, regional and cultural divisions, resources and economic activities.

GEO 269 Economic Geography. (3) This course deals with world commodity production, processing, consumption, transportation, and exchange. Throughout this portrayal, the primary, secondary, and tertiary industries will be explained and exemplified. Special attention will be given to food production, forest usage, mineral extraction and manufactural concentration upon a global scale.

Math

Faculty: Soda (chairman), Huesemann, Nichols

Requirements for the Major

The requirements for a major in Mathematics include the following courses: Calculus I, II, III, IV (MTH 171, 172, 303, 304); Introductory Computer Programming (MTH 160 or 180); Linear Algebra I, II (MTH 315, 316); and three Mathematics electives numbered above 300.

Facilities and Activities

The College operates a computer center which is used for academic and administrative purposes. The center has two computers: a General Automation 18/30 minicomputer with card reader, line printer, disk drive and magnetic tape drive, and a Cromemco Z20 microcomputer with mini floppy disk drives, printer and several terminals.

While the minicomputer is used for administrative purposes it is also used by students in Fortran, Cobol and Assembly Language courses. These courses feature a "hands-on" laboratory experience. The microcomputer is dedicated for interactive student use. It is used primarily by students learning Basic.

MTH 100 Algebra. (3) An introduction to the algebra of real numbers including sets, linear equations and inequalities, graphs, polynomial operations, quadratic equations, quadratic functions. Huesemann, Nichols, Soda

MTH 104 Elementary Functions. (3) An introduction to the study of the common elementary functions including polynomial, algebraic, trigonometric and exponential functions. This course assumes a prior knowledge of algebra. Huesemann, Nichols, Soda

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. This course assumes a prior knowledge of algebra. Huesemann

MTH 106 Basic Statistics. (3) An introduction to the theory and application of statistics, including probability, descriptive statistics, random variables, and expected values. This course assumes a prior knowledge of algebra. Huesemann, Nichols, Soda

MTH 160 Introduction to Computer Programming (BASIC). (3) An introduction to computer programming in the language BASIC including: variables, arrays, loops, subprograms, program organization. Programs will be written and tested on interactive terminals. Lab fee \$15. Soda

MTH 171 (5), 172 (5) Calculus I, II. A first study of functions on the real number system. Differentiation and integration are developed and used to study rational, trigonometric and exponential functions. Huesemann, Nichols, Soda

MTH 180 Fortran I. (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 \$15. Staff

MTH 301* Differential Equations. (3) A short course in ordinary differential equations including first order equations, linear differential equations, the Laplace Transform, and series solutions. Prerequisite: MTH 172 or the equivalent. Nichols

MTH 303 (3), 304 (3) Calculus III, IV. The completion of one variable calculus is followed by a first study of functions of several variables done mainly in the 2-dimensional setting. Topics studied include Taylor's series, differential equations, vectors in the plane, partial derivatives, transformations, line integrals, multiple integrations, Green's theorem inverse and implicit function theorems. Prerequisite: MTH 172 or the equivalent. Nichols, Soda

MTH 305* (3), 306* (3) Analysis I, II. 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 304, 315 or equivalent. Soda

MTH 315 (3), 316 (3) Linear Algebra I, II. 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. Nichols, Soda

MTH 321* (3), 322* (3) Algebraic Structures I, II. A first course in modern algebra including the integers, groups, rings and fields, the classical groups, galois theory. Prerequisite: MTH 315 or equivalent. Nichols, Soda

MTH 330* Geometry. (3) Euclidean and Non-Euclidean geometry. Prerequisite: MTH 315 or permission of the instructor. Soda

MTH 332* Topology. (3) Topological spaces, metric spaces, connected and compact spaces, continuous functions, product spaces, separation axioms, complete metric spaces, fundamental groups and covering spaces. Prerequisite: MTH 304 or equivalent. Nichols, Soda

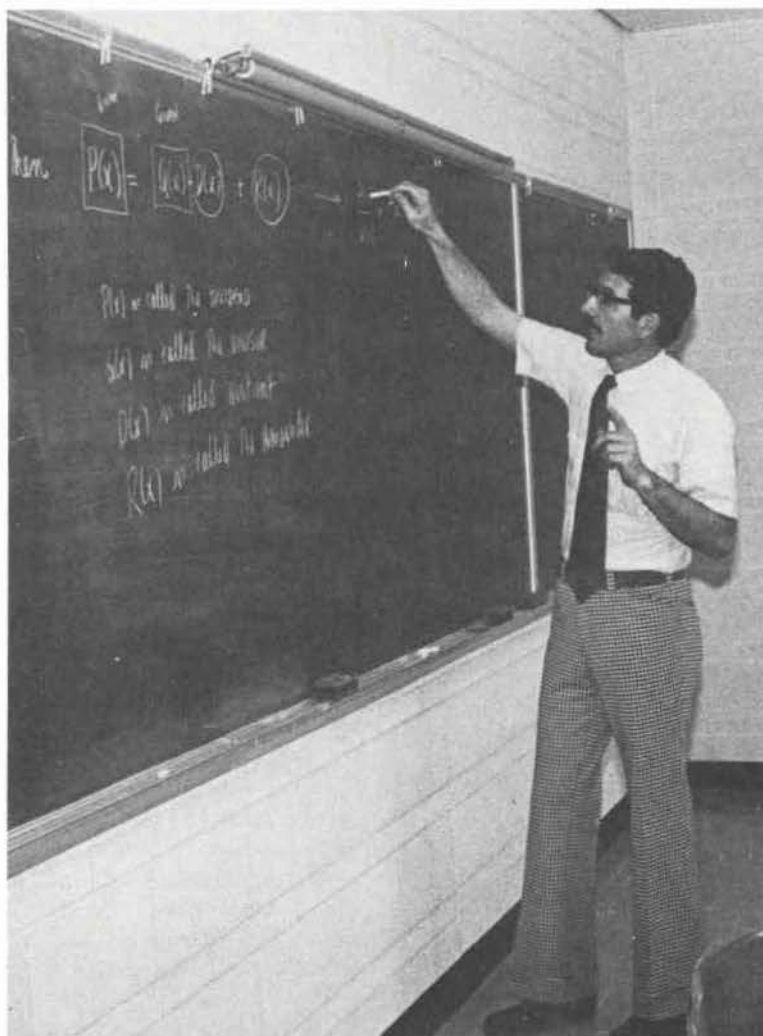
MTH 341* Probability. (3) A first course in the theory of probability including combinatorial analysis, probability spaces, conditional probability, stochastic independence, Bayes' theorem, random variables, distribution, the law of large numbers, and the central limit theorem. Prerequisite: MTH 172 or equivalent. Nichols, Soda

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. Nichols, Soda

MTH 350* Computer Organization and Assembly Language Programming. (3) This course examines computer organization and assembly language programming using the pseudo-computer MIX and its associated assembly language MIXAL. The study includes computer architectures, assembly language programming techniques, loaders, linkers, assemblers and systems programs. Prerequisites: MTH 160, 180. Soda

MTH 351* (3), 352* (3) Numerical Analysis. This course will treat 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 304 or equivalent. Soda

MTH 360* Fortran II. (3) This course is sequel to an introductory Fortran programming course. The use of arrays, subprograms and auxiliary storage techniques will be fully developed. Prerequisite: MTH 180, BA 321 or the equivalent. Soda



* Offered alternate years

Music

Faculty: Greenlaw (chairman), Bittner, LaFata, Swingen. (Adjunct staff: Berg and Layton—Flute; Coleman—Clarinet and sax; Conover and Sadowski - strings; Eberhardt - accordian; Engelke - classical guitar; L. Greenlaw - organ; Schultz - brass; Wisneskey - bassoon.)

Requirements for the Major

The student who wishes to major in music may elect one of the following four degree programs: The B.M. (performance specialization), the B.M.E. (music education specialization with teacher certification), and the B.A. and B.S. degrees with majors in music (designed for specializations outside of performance or music education, such as music history and literature). Admission to the B.M. or B.M.E. programs is by jury audition.

Bachelor of Music

70 hours in Music as follows:

Theory—Music 302*, 303, 304 (9 hours)
History of Music—Music 355, 356, 357 (9 hours)
Literature of Music—6 hours, chosen to suit the major instrument of the student
Applied Music
Major instrument—16 hours
Minor instrument—4 hours
(the minor instrument must be piano if the major instrument is not piano or organ)
Junior Recital—1 hour
Senior Recital—1 hour
Ensembles—8 hours**
Music Criticism—8 hours
Electives—8 hours

Bachelor of Music Education

64 hours in Music as follows:

Theory—Music 302*, 303, 304 (9 hours)
History of Music—Music 355, 356, 357 (9 hours)
Conducting—Music 383, 384, 385, 386 (8 hours)
Instrumental Techniques—Music 10, 12, 13, 14 (4 hours)
Applied Music
Major instrument—12 hours
Minor instrument—6 hours
(the minor instrument must be piano if the major instrument is not piano or organ)
Ensembles—8 hours**
Music Criticism—8 hours

Bachelor of Arts or Science

46 to 56 hours in Music as follows:

Theory—Music 302*, 303, 304 (9 hours)

History of Music—Music 355, 356, 357 (9 hours)

Applied Music

Major instrument—6 hours

Minor instrument—3 hours

(the minor instrument must be piano if the major instrument is not piano or organ)

Ensembles—8 hours**

Music Criticism—8 hours

Electives—3 to 13 hours

*Successful completion of Music 101 or proficiency exam required for admittance to Music 302.

**All music majors are required to enroll and participate in at least one ensemble each term.

Career Opportunities

PERFORMANCE: B.M. degree.

MUSIC EDUCATION: B.M.E. degree program (provides certification to teach music in the public schools, grades K-12). For college, university or conservatory teaching, either the B.M., B.M.E., B.A., or B.S. degree might be pursued, depending upon the area of specialization. Graduate work would be essential. Electives and requirements are worked out on an individual basis.

CHURCH MUSIC: B.A. or B.S. degree with music major and religion minor, as outlined in catalog. Internship in a church music program in junior and/or senior year may be arranged.

MUSIC LIBRARIANSHIP: B.A. or B.S. degree with music major plus EDU 241, Library Administration; EDU 243, Reference and Bibliography; EDU 244, Selection and Acquisition of Library Materials. Internship in a library with a strong music collection in senior years may be arranged.

MUSIC BROADCASTING: B.A. or B.S. degree with a double major in Music and Broadcasting courses to be chosen with consent of the department. Music courses as outlined in catalog.

MUSIC JOURNALISM: B.A. or B.S. degree with a double major in Music and Journalism. Internship in a newspaper may be arranged.

MUSIC BUSINESS. Sales.

MUSIC ARTS MANAGEMENT: For careers in music sales, concert and arts management, the B.A. or B.S. degree with a music major should be pursued with additional courses in Business Administration chosen on an individual basis through the advice of the Business Department. Internships may be arranged.

MUSIC THERAPY: B.A. or B.S. degree with a double major in Music and Psychology. Graduate work essential.

Courses of Study

In addition to the standard course offerings in music listed below, the student may include independent study, field study and an internship as part of the major program of study. The January Term provides opportunities for specialized courses in music and for study abroad by enrollment in the European Music Seminar.

MUS 1 Piano Class. (1) (beginners only). Swingen

MUS 2 Piano. (1 or 2) (private lessons). Bittner and Swingen

MUS 3 Organ. (1 or 2) (private lessons). Greenlaw

MUS 4 Voice. (1 or 2) (private lessons). LaFata

MUS 5 Orchestral Instruments. (1 or 2) (private lessons). As follows:

Violin, Viola – Sadowski, Conover

Cello, Double Bass – Staff

Flute, Piccolo – Berg

Oboe, English Horn – Staff

Bassoon – Wisneskey

Clarinet, Saxophone – Coleman

French Horn, Trumpet, Trombone – Schultz

Classical Guitar – Engelke

Accordian – Eberhardt

MUS 6 Junior Recital. (1)

MUS 7 Senior Recital. (1)

MUS 10 * Instrumental Techniques: Strings. (1) The teaching of violin, viola, cello, and bass in the classroom. Bittner

MUS 12* Instrumental Techniques: Woodwinds. (1) The teaching of the clarinet, flute, oboe, saxophone, and bassoon in the classroom. Bittner

MUS 13* Instrumental Techniques: Brass. (1) The teaching of the trumpet, trombone, and horn in the classroom. Schultz

MUS 14* Instrumental Techniques: Percussion. (1) The teaching of percussion instruments in the classroom. Bittner

MUS 15* Piano Pedagogy Workshop. (1) Practical application of techniques learned in MUS 270 (Piano Pedagogy) under supervision of the Chairman of the Preparatory Division of the Music Department. Prerequisite: MUS 270 and concurrent enrollment in MUS 2. Swingen

MUS 16 French, German, and Italian Diction for Singers. (2)

MUS 20 Choir. (1) Open to all students. Greenlaw

MUS 40 Vocal Chamber Music Ensemble. (1) Open to all students by audition. Greenlaw

MUS 80 Instrumental Chamber Music Ensembles. (1) Open to all students by audition. Staff

MUS 90 Music Criticism. (1)

MUS 100 Introduction to Music. (3) A course designed for the student not concentrating in music but who wishes to increase his enjoyment and understanding of music. Swingen

MUS 101 Introduction to Music Theory. (3) Fundamentals of harmony, sight-singing and dictation. LaFata

MUS 120J Acoustics and the Sound of Music. (3)

MUS 150J Introduction to the Piano. (3)

MUS 160J Introduction to Singing. (3)

MUS 200J* European Music Seminar: Vienna and Other European Cities. (3) Visits to historic concert halls, opera houses, cathedrals, palaces and homes where great composers lived and worked. Preparatory readings, attendance at concerts, recitals, operas, and ballets with discussions following. Greenlaw

MUS 210J Lindenwood Madrigal Singers Workshop. (3) Intensive rehearsal, analysis, and performance of vocal chamber music for members of Madrigal Singers. Greenlaw

MUS 250 Introduction to the Opera. (3)

MUS 270* Piano Pedagogy. (3) A course designed for the student interested in maintaining his own private studio. A study of pedagogical techniques, graded literature and materials and other problems related to the teaching of private lessons in piano. Swingen

MUS 302 Theoretical Foundations of Music. (3) Further development of skills in harmony, sight singing and ear training. Prerequisite MUS 101 or equivalent proficiency. LaFata

MUS 303 (3), 304 (3) Theoretical Foundations of Music. A continuation of MUS 302, in which principles of musical composition are approached from the bases of both theoretical and historical development. Further work in harmony, sight singing and ear training. Studies in counterpoint and form and analysis. Prerequisite: MUS 302. Bittner

MUS 321T (3), 322T* (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 will receive an analytical and stylistic study. Use of the keyboard and extensive listening assignments will be an integral part of the course. Prerequisite: Consent of the instructor. Bittner

MUS 340 Vocal Pedagogy. (3)

MUS 355* History of Music I. (3) Medieval through Classical periods. Swingen

MUS 356* History of Music II. (3) Romantic period. Swingen

MUS 357* History of Music III. (3) Contemporary period. Bittner

(MUS 355, 356, 357 provide a history of music from its origins in the Near East and Ancient Greece to the present day and includes the evolution of musical style. As a prerequisite for all of the courses in music history, some previous academic work in music is required, or the consent of the instructor.)

MUS 383 Conducting I. (2)

MUS 384 Conducting II. (2)

MUS 385 Conducting III. (2)

MUS 386 Conducting IV. (2)

Graduate Study

(available either as classes or tutorials to support the Masters program in Education)

MUS 502 Piano. (3)

MUS 503 Organ. (3)

MUS 504 Voice. (3)

MUS 505 Orchestral Instruments. (3)

MUS 521 Literature for the Piano. (3)

MUS 522 Literature for the Piano. (3)

MUS 585 Choral Conducting I. (3)

MUS 586 Choral Conducting II. (3)

The content of courses in applied music is listed below for the guidance of the student. It is a flexible rather than rigid description of the course requirement. All students enrolled in applied music for credit will perform before a faculty jury at the end of each long term. All music majors must pass a piano proficiency examination before examination. All music majors are required to enroll and participate in at least one ensemble each long term. B.M. and B.M.E. candidates are required to perform in a solo capacity in a student recital or the equivalent each long term.

Recitals, concerts and other programs sponsored by the Music Department are an integral part of the applied music program for the music major. Credit in applied music may therefore be withheld or reduced if an adequate attendance record at these events is not maintained by the student majoring in music.

Applied Music Requirements for B.M.

B.M. candidates must pass one level each year in the major instrument and present full recitals in the junior and senior years. Recitals shall be presented only with the consent of the faculty of the Music Department.

Applied Music Requirements for B.M.E.

B.M.E. candidates must pass the second level in the major instrument before graduation and may, at the discretion of the instructor and the Music Department faculty, present a recital in the senior year.

Applied Music Requirements for B.A. or B.S. with a major in music and for non-music majors

Work for these students will be outlined by the instructor to meet individual needs and aims; thus, they will not be required nor expected to follow the specific descriptions of the levels listed in the catalog.

Voice

Level One -- easy classic songs in English and Italian.

Level Two -- Italian, German, French and English songs and easier arias from opera and oratorio literature.

Level Three -- Classic, romantic and modern song literature and more advanced arias from opera and oratorio.

Level Four -- An accumulated repertoire sufficient to present a full recital, with works in at least three languages.

Piano

Level One -- Representative works from the classic and romantic periods.

Level Two -- A Bach Invention; Mozart, Haydn, or Clementi sonatas.

Level Three -- Prelude and Fugue by Bach, continuation of classical literature. Sonata by Beethoven.

Level Four -- A larger work by Bach. A solo work by a 19th century composer. A solo work by a 20th century composer.

Other Instruments

To be determined by the individual instructor along the lines noted above for Voice and Piano.

NOTE: Only the following courses are available for distributional requirement

MUS 100 Introduction to Music

MUS 101 Introduction to Music Theory

MUS 200J European Music Seminar



* Offered alternate years

Natural Sciences

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

SCI 101 (3), SCI 102 (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 201 (3), SCI 202 (3) Physical Science Concepts. A treatment of the concepts of the physical world, encompassing astronomy, physics, chemistry and geology with attention to 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 \$15. Brescia and staff.

SCI 150 Introduction to the Study of Energy. (3) This course introduces the student to the field of energy technology. Such concepts and methods as net energy analyses, energy flow charting, thermodynamics, energy conversions, and benefit/cost analysis will be learned by the student. This will provide the knowledge by which the student will evaluate the role of energy in our environment. Both conventional and alternative energy resources will be studied and analyzed as to their effectiveness and impacts. A better appreciation of energy technology and its implications will be understood by the student as the end result. **Mulock**

Pre-Medical, Dental, Veterinary

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

Most medical, dental and veterinary schools recommend the following science and mathematics courses: one year of inorganic 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 adviser the student can be assured of completing the necessary prerequisites for admission to medical, dental and veterinary schools. The adviser 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.

Nursing

Faculty: Afshar (director), O'Neal

Requirements for the Degree in Bachelor of Science in Nursing

Applicants must hold an Associate Degree in Nursing or be a graduate of a hospital-affiliated diploma school of nursing and must hold a current license in Missouri. Applicants must provide their own professional liability insurance with \$100,000/\$300,000 minimum coverage. All applicants must take Nursing Achievements Tests prior to nursing courses at Lindenwood College.

Courses taken at an accredited college or university will be accepted as transfer credit provided grades are C or higher. Students without prior college credit will be granted Lindenwood College credit for natural science courses and lower level nursing courses after scoring at or above the 50th percentile level in NLN achievement examinations or after receiving the standard score of 45 on PEP examinations. CLEP examinations may be taken for General Sociology and Introduction to Psychology credit.

A 2.5 cumulative grade point average must be achieved before students may enroll in the upper division nursing courses offered at The Lindenwood Colleges.

A minimum of 120 credit hours are needed to graduate. Thirty of these must be taken at The Lindenwood Colleges.

NUR 021 Crisis Intervention in Health Care. (2) (Elective). The course is designed to give the student an opportunity to study the theory of crisis and the principles of crisis intervention. Emphasis will be on how the principles are related to the practice of nursing.

NUR 022 Nursing Care in the Final Stage of Growth. (2) (Elective). The course is designed to discuss death, the final stage of growth. Suggestions for nursing the dying, dealing with the family and coping with the problems of the health team members themselves will be presented.

NUR 023 Drug Therapy: Physiological Basis and Nursing Implications. (2) (Elective). The course will present various drug groups, including some of the newer therapies. Emphasis will be on the physiological actions of the drug groups and the appropriate nursing implications when administering the drugs.

NUR 024 Quality Assurance in Nursing. (2) (Elective). The course discusses the various factors that contribute to quality assurance--staff education, motivation, conviction, and commitment. The methodology of quality assurance will also be presented.

NUR 025 Nursing Process. (2) The course reviews the nursing process: assessment, placing, intervention, and evaluation. It presents the relationship between the nursing process and the problem solving method and discusses how both can be incorporated into the nursing care plan.

NUR 026 Contemporary Issues in Nursing. (2) The course considers nursing in present day America. Moral, ethical and legal trends will be discussed as well as health care delivery systems and current trends in nursing education.

NUR 027 Methodology of Teaching-Learning in Patient Counseling and Health Education. (2) The course will present the principles of adult education and discuss the strategies for effective teaching. Planning and implementing innovative approaches to formal health teaching and various other aspects of nursing will be included.

NUR 028 Gerontology--Nursing Measures Related to Aging. (2) A study of all aspects of aging including the physiological, pathological, psychological, economic and sociological problems of the elderly. The course will emphasize nursing measures related to each of these problem areas.

NUR 300 Assessment: Initial Step in the Nursing Process. (4) Assessment will include physical, psychological, sociological, economical and spiritual aspects. The client, family, home and community will be assessed. Clinical component includes supervision of assessment skills. Prerequisites: NUR 025, 50% on the NLN examinations for lower level nursing courses, Natural Science requirements completed.

NUR 305 Health Care Delivery in Episodic Settings. (5) The course relates the practice and theory of the nursing process to nursing and health care delivery in an acute care setting. Leadership theories and techniques are taught with application to various health care settings. Management skills including the planning, supervising and evaluating of care, plus the individuals responsible for administering the care are discussed. The utilization of research methods as they apply to the nursing process will also be presented. Prerequisite: NUR 300.

NUR 310 Health Care Delivery in Distributive Settings. (5) The course relates the practice and theory of the nursing process to nursing and health care delivery in community settings. Goals for discharge planning and how it affects continuity of care will be included. Special emphasis on the benefits to the patient and the steps in instituting a discharge planning program will be discussed. Prerequisite: NUR 300.



Philosophy

Faculty: Scott

Courses of Study

Philosophy courses are offered in the Humanities Division, however no major is offered in Philosophy.

PHL 100 Introduction to Philosophy. (3) This course is designed to introduce the student to the activity of doing philosophy by studying the ways a number of important philosophical schools have attempted to answer such major questions as proofs for the existence of God, the challenges of science and materialism to free-will, and the nature of human nature. Staff

PHL 200* Aesthetics. (3) A survey of the philosophies behind various approaches to such media as film, music, painting, sculpture, poetry and literature is combined with a study of some special problems in current and classical aesthetics. Staff

PHL 201* Ethics. (3) A study of selected original writings representing both the major classical theories of moral value and also of contemporary theories of meta-ethics. Class discussions focus on the practical application of these theories to the problems of modern life. Staff

PHL 202* Logic. (3) A study of the principles of correct thinking. The methods of inductive and deductive thinking are examined, as a foundation for exactness in thinking and for precision in the use of terms and propositions. Staff

* Offered alternate years

Physical Education

Faculty: Ebest (chairperson), Bittner, Craig

Requirements for the Major

Physical Education classes are open to both men and women unless otherwise designated. A Physical Education major is offered with four different emphases, or any combination thereof: teacher certification (physical education and health), community and outdoor education, horsemanship, and modern dance. The Physical Education major program requires the completion of the general college requirements, plus PE 305, 319, 7A, B, C, and D, and the completion of requirements for appropriate field of specialization.

Teacher Certification

Fulfilling education requirements for certification, completion of requirements for physical education major, plus the following courses:

PE 2 Gymnastics (1 credit hour)
PE 30 Sr. Lifesaving (1 credit hour)
PE 17 Basic Conditioning (1 credit hour)
PE 50 Psychology of the Athlete (3 credit hours)
PE 51 History and Principles of Physical Education (3 credit hours)
PE 52 Tests and Measurements in Physical Education (4 credit hours)
PE 73 Personal Health (3 credit hours)
PE/EDUC 74 Physical Education in Elementary Schools (3 credit hours)
PE 304 Organization and Administration of Physical Education (3 credit hours)
PE/EDUC 315 Techniques of Teaching Sports (3 credit hours)
PE 316 Techniques of Teaching Sports (3 credit hours) or PE 376 Techniques of Teaching Horsemanship (3 credit hours)
PE 350 Adaptive Physical Education (3 credit hours)
PSY 102 Human Development (3 credit hours)

Plus three additional physical education activity courses, one being dance (3 to 4 credit hours), Teacher Certification in Health is offered in conjunction with teacher certification in Physical Education. The following are additional courses needed: BIO 386 Nutrition; PE 321 Teaching of Health; PSY 103 Abnormal Psychology.

Physical Education Community and Outdoor Education Emphasis for Physical Education Major:

Completion of requirements for the physical education major, plus the following courses:

PE 200 School and Community Recreation (3 credit hours)
PE 204 Camp Counseling and Outdoor Recreation (3 credit hours)
PE 206 History and Principles of Physical Education and Recreation (3 credit hours)
PE 304 Organization and Administration of Physical Education (3 credit hours)
PE/EDUC 315 Techniques of Teaching Sports (3 credit hours)
PE 316 Techniques of Teaching Sports (3 credit hours)
PE 350 Adaptive Physical Education (3 credit hours)
EDUC 12 Music in Elementary Schools (3 credit hours)
EDUC 14 Art in Elementary Schools (3 credit hours)
PE/EDUC 74 Physical Education in Elementary Schools (3 credit hours)
PE 450 Internship in Recreation (6 to 12 credit hours)

Completion of 8 activity courses, including intermediate swimming, but excluding Activity Labs I, II, III, IV. Highly recommended: Sr. Life Saving and W.S.I.

PE/EDU 321 Teaching of Health. (3) Course includes the study of classroom material, methods, effective health and safety instruction, curriculum and resources to provide an integrated and creative approach to teaching health. Prerequisite: PE/EDU 73 or consent of instructor. Craig

PE 350 Adaptive Physical Education. (3) Organization, teaching methods and practical experience for the rehabilitation of conditions caused by trauma, disease or congenital malformations. Prerequisite: BIO 309 and 310 or consent of instructor. Craig

Horsemanship Emphasis

PE 15 Equine Theory Lab. (1) Preparing a horse for show, including safety practices, simple first aid for horses, driving a horse in harness, care and maintenance of horses, equipment, etc. Bittner

PE 77 Equine Nutrition. (Fall Term Evening). (2) Feeds and feeding of light horses for the layman. Identification and discussion of feeds and vitamin-mineral supplements; the value of feeds and the formulation of horse rations including nutritive requirements for various body functions. **Staff**

PE 82 Principles of Teaching Equitation I. (1) Actual instruction of one beginning rider in hunt, saddle or stock seat equitation. Application of principles learned in PE 376. Prerequisite: PE 376. **Bittner**

PE 83 Principles of Teaching Equitation II. (1) Practical experience in the instruction of a beginning horsemanship class. Application of principles and techniques learned in PE 376 and PE 82. Prerequisite: PE 376 and PE 82. **Bittner**

PE 210A (January) Hunter Seat Equitation. (3) Intensive study of theory, cross country, dressage and jumping. The course is taught by superbly trained Mexican cavalry officers with the noted author Margaret Cabell Self as consultant. San Miguel, Mexico. **Bittner**

PE 210B (January) Hunter Seat Equitation. (3) Continuation of 210A.

PE 275 Stable Management. (3) Planning and maintenance of the horse establishment and equipment for the camp, school, private or public stable. Organization of stable routine, employee management and feeding schedules. Buying and selling of horses as well as preparation for the show ring. Prerequisite: current enrollment in horsemanship activity course. **Bittner**

PE 276 Equine Disease and Lameness (Spring Term Evening). (3) Basic principles of horse health and disease with an emphasis on diagnosis, prevention and control of infectious and non-infectious diseases. Discussion of simple first aid practice, lameness and treatment before the arrival of the veterinarian. **Staff**

PE 281 History of Selected Light Breeds. (3) Survey of the history and development of prominent breeds of light horses such as the American Quarter horse, American Saddle horse, Arabian, Morgan Standardbred, Tennessee Walking Horse and Thoroughbred. Breed organizations and current rules and regulations as well as the current status and present day usage will be discussed. **Bittner**

PE 282J Dressage. (3) In order to develop more finesse in the realms of advanced horsemanship, this course will serve as a basic introductory course into the art of precision training for both horse and rider. Development of the natural movements of a horse through the proper execution of school figures and training exercises will be accomplished by teaching the horse to obey the rider's commands through the use of natural aids. The principles of collection, extension, bending, flexing, impulsion, obedience, balance and good hands will be taught in order to improve the physical form of both horse and rider and to increase the rider's sense of agility and security. Available for intermediate and advanced riders only. **Staff**

PE 376 Techniques of Teaching Horsemanship. (3) A survey of teaching techniques and skills for use in hunt, saddle and stock seat equitation. Selection and care of the proper mount and equipment for private, camp, school or show purposes. Discussion of horse psychology and types of students and judging techniques. Planning of a camp or school riding program as well as practical experience in planning a recognized horse show. Prerequisite: PE 275. **Bittner**

PE 450 Internship in Horsemanship/Recreation. (6-12) Apprenticeship or field experience in horsemanship.





Physical Education Activities Program

In conjunction with the required activity program, an extramural program in individual, dual and team sports is conducted. Opportunity is given for students to engage in some form of competitive or recreational activity. A large variety of activities is offered throughout the year to meet the needs and interests of the students.

Two hours of credit in a physical education activity is required for graduation. It is recommended that this requirement be met during the freshman year. Independent study projects in physical activity can also be arranged.

Every student has an opportunity to become a participating member of one or more clubs and organizations, according to special interest. The Athletic Department sponsors such extracurricular activities as Beta Chi for riding, field hockey, soccer, volleyball, basketball, gymnastics, softball, baseball and tennis teams.

The following activity courses are offered two hours a week for one credit hour unless otherwise noted:

1. Tennis
 - A. Beginning
 - B. Intermediate
2. Gymnastics
3. Swimming
 - A. Non Swimmers (Red Cross training, beginner and advanced beginner)
 - B. Swimmers (Red Cross training, intermediate and advanced)
 - C. Senior Life Saving
 - D. Water Safety Instruction
4. Softball
5. Archery and Badminton
6. Riding
 - A. Saddle Seat (\$115 for 1 credit hour, \$175 for 2 credit hours)
 - B. Hunt Seat (\$115 for 1 credit hour, \$175 for 2 credit hours)
 - C. Stock Seat (\$115 for 1 credit hour)
 - D. Dressage (\$115 for 1 credit hour, \$175 for 2 credit hours)
7. Activity Labs
 - A. Fall 1979: Soccer, Field Hockey, Paddleball, Volleyball
 - B. Spring 1980: Basketball, Bowling, Track, Field
 - C. Fall 1980: Archery, Tennis, Badminton, Square Dance
 - D. Spring 1981: Table Tennis, Shuffleboard, Gymnastics, Softball
8. Golf
9. Cycling
10. Hunting and Shooting (\$35 fee)
11. Bowling (\$7.50 fee)
12. Women's Basketball
13. Coed Volleyball
14. Roller Skating
15. Equine Theory Lab
16. Snow Skiing
18. Karate (Approx. \$25 fee)
19. Beginning Modern Dance (2 credit hours)
20. Intermediate Modern Dance (2 credit hours)
21. Advanced Modern Dance (2 credit hours)
25. International Folk Dance I (2 credit hours)
26. International Folk Dance II (2 credit hours)
28. Ballroom Dance (2 credit hours)
29. Team Handball, Kurfball, and New Games
30. Handball/Racquetball
31. Scuba Diving

Horsemanship Emphasis

Completion of requirements for physical education major, plus the following courses:

- PE 6 Riding (8 activity courses) (8 credit hours)
- PE 15 Equine Theory Lab (1 credit hour)
- PE 77 Equine Nutrition (2 credit hours)
- PE 82 Principles of Teaching Equitation (2 credit hours)
- PE 83 Principles of Teaching Equitation II (2 credit hours)
- PE 275 Stable Management (3 credit hours)
- PE 276 Equine Disease and Lameness (3 credit hours)
- PE 304 Organization and Administration of Physical Education (3 credit hours)
- PE 376 Techniques of Teaching Horsemanship (6 to 12 credit hours) optional

In addition to the above, the following courses are recommended for the Horsemanship emphasis:

BA 102 Principles of Accounting
BA 104 Business Law
BA 303 Business Correspondence and Reports, or
BA 444 Human Resources in Business
CA 190 Effective Speaking
PE 350 Adaptive Physical Education
PSY 101 Interactive Psychology, or
PSY 302 Behavior Modification
SOC 102 Basic Concepts in Sociology

A student majoring in a department outside of Physical Education can also receive an emphasis in Horsemanship with the following courses:

PE 6 (6 activity courses), PE 15, PE 71, PE 77, PE 275, PE 276, PE 281, PE 304, PE 376, and PE 350, with SCI 101 and 102 as suggested divisional electives.

Modern Dance Emphasis for Physical Education Majors

Completion of requirements for Physical Education major, plus six courses in dance studio, two courses in dance history, and the following:

PE/DAN 25 International Folk Dance (2 credit hours)
PE/DAN 27 Analysis of Rhythm and Movement (2 credit hours)
PE/DAN 28 Ballroom Dance (2 credit hours)
Choose from:
PE 79, 80, 90 Modern Dance Technique, or
DAN 170, 280, 390 Modern Dance Technique (8 credit hours)
DAN 281 Dance Composition I (3 credit hours)
DAN 285 Historical Theatre Dance (3 credit hours)
DAN 286 Dance History (3 credit hours)
DAN 287 Dance in the 20th Century (3 credit hours)

PE 17 Scientific Basis of Conditioning. (2) A theory and exercise class designed to provide knowledge and understanding of the human body and its adaptation to physiological conditioning. **Craig**

PE 50 Psychology of the Athlete. (3) A theory course which examines the athlete's psychomotor mechanisms, motivations, stress, anxiety, frustrations and their effects on performance. **Staff**

PE 51 History and Principles of Physical Education. (3) Discussion of the history, basic concepts and contemporary problems in physical education and their philosophical implications. Identification and understanding of significant persons, institutions and events which contribute to the evolution of present day games, dance and sport. **Craig**

PE 52 Tests and Measurements in Physical Education. (4) Survey of the development, evaluation and application of tests in Health and Physical Education. Use and interpretation of statistical techniques in terms of their statistical strengths and weaknesses. **Ebest**

PE/EDU 73 Personal Health. (3) Foundation course in health. **Ebest**

PE/EDU 74 Physical Education in Elementary Schools. (2) Curriculum planning, organization and teaching of a sequential physical education program for grades K-8. Lecture and activity. **Ebest/Craig**

PE/EDU 78 Physical Education in Elementary Schools. (2)

PE 75, 76 Officiating Techniques I and II. (2,2) Rules, officiating techniques, practice, and procedures to receive ratings in sports. **Craig**

PE 200* School and Community Recreation. (3) The philosophy of recreation as well as organization and administration of recreation on federal, state, and local levels. Emphasis on programs in schools and communities. **Craig**

PE 204 Camp Counseling and Outdoor Education. (3) Study of the aims, objectives, and philosophy of camping and outdoor education. Discussion of family, school and organized camping, effective leadership and the role of the cabin counselor with practical experience in all aspects of camping and outdoor education. **Craig**

PE 304 Organization and Administration of Physical Education. (3) Administration of physical education in schools and colleges. Includes and relates to the general education program, the organization of the basic instructional, athletic and intramural programs. Prerequisite: PE 51 or consent of instructor. **Staff**

PE 305 Kinesiology. (4) A study of the scientific principles of human motion with regard to the action of the muscles and physics. An anatomical and mechanical analysis of activities designed to promote improvement of performance. Prerequisite: BIO 309 and 310 or consent of the instructor. **Ebest**

PE/EDU 315, PE 316 Techniques of Teaching Sports. (3,3) Class organization, objectives, methods, analysis of skills, test development, logical progressions and effective yearly, unit, weekly and daily planning. Prerequisite: consent of instructor. **Craig**

PE 319 Care and Prevention of Athletic Injuries. (3) A theory and laboratory course dealing with the prevention, first aid and care of athletic injuries. **Staff**

Physics

Courses in Physics are offered in the Natural Sciences and Mathematics Division, however no Physics major is offered.

Faculty: Bornmann

Courses of Study

PHY 151, 152* Introductory Physics I, II. (3,3) 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. **Bornmann**

PHY 303, 304* General Physics I, II. (3,3) By the application of calculus to the definitions, the fundamental principles of physics are simplified. Topics covered in this course include mechanics, heat, light, sound, electricity, magnetism and nuclear physics. Prerequisite or concurrent registration in MTH 171 or equivalent. **Bornmann**

PHY 151L, 303L Physics Laboratory. (1,1) Physics experiments to demonstrate the principles presented in PHY 151 and 303. Prerequisite or concurrent registration: PHY 151 or 303. Lab fee \$15. **Bornmann**

PHY 152L, 304L Physics Laboratory II. (1,1) Physics experiments to demonstrate the principles presented in PHY 152 and 304. Prerequisite or concurrent registration: PHY 152 or 304. Lab fee \$15. **Bornmann**

Graduate Study

PHY/MTH 510T, 511T Mathematical Physics I, II. (3,3) This is a course for persons with no, or minimal, training in calculus and physics. The course integrates calculus and physics using the physics to demonstrate the applications of calculus and vector concepts and the calculus to facilitate the understanding of physics. During each term at least one of the following physics topics will be covered: mechanics, thermodynamics, light, sound, electricity and magnetism. Prerequisite: permission of instructors. **Bornmann and Soda**

* Offered alternate years

Political Science

Faculty: Williams (chairperson), Wier.

Requirements for the Major

The requirements for both the B.A. and B.S. degrees with an area of concentration in Political Science include 30 to 42 credit hours in the Department of Political Science and 6 to 8 credit hours in other departments of the Social Sciences Division. Requirements for the degree in Political Science also include American National Government, PA 155; two courses in Comparative Politics; and two courses from the history of Political Theory. For the B.S. degree, Social Science Statistics, SS 310 is required.

PS 100 Introduction to the Study of Politics. (3) Overview of the discipline of political science in terms of perennial political problems and some major approaches to them. Staff

PS 155 American National Government. (3) Principles, structures and processes of the American political system on the national level, and evaluation of their current applications through selected policies. Williams

PS 200* The American Presidency. (3) Analysis of the functions and powers of the office and role of the President in the political process. Wier

PS 206* Community Political Systems. (3) An examination of the sources, structures and expressions of political power at the subnational level in the United States: the effectiveness of state and city governments as decision and policy making units and various approaches to study of community political leadership; major problems posed by urban and suburban development. Wier

PS 210 Democracy and Elitism. (3) Introduction to the basic principles of democratic government and of rule by elites. This will be followed by case studies of leadership and decision-making, especially in American politics, to assess the various roles and degrees of influence of select minorities in democratic politics. Williams

PS 211, 212* Comparative Politics. (3,3) Comparative analysis of selected political systems. PS 211 will ordinarily examine the structural policies, and the political processes of Great Britain, France and West Germany. PS 212 will study the Soviet Union and selected East European political systems. Wier

PS 220 Public Policy. (3) The field of Policy Studies investigates causes and consequences of policy decisions. The application of Social Science knowledge to the solutions of practical problems directly links Political Science to human welfare. Staff

PS 221 History of Political Ideas I. (3) Classical political philosophy, especially Plato's *Republic* and Aristotle's *Politics*. Williams

PS 222 History of Political Ideas II. (3) The Modern Age, Machiavelli to the 20th Century. Williams

PS 225 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. Wier

PS 230 Marxism. (3) An introduction to the essentials of Marxism primarily through readings of Marx, Engels and Lenin. Williams

PS 235 Political Parties. (3) Organization, functions and development of American political parties; activities and influence of interest groups on party structure and policies, analysis of major concepts of voter motivation and behavior. Wier

PS 240* Public Opinion. (3) The theory and methodology of public opinion and political behavior. The basis of opinion formation, and the linkage of public opinion to political belief and institutions are analyzed. Staff

PS 241 The American System of Justice. (3) The foundations of justice in the American Constitution. Comparisons with other systems and structures, the place of criminal justice in the context of the total scope of government. Wier

PS 244 American Political Ideologies. (3) Major current political ideologies in the United States with a survey of the values and ideas that historically have been most influential in American political life. Williams

PS 250* International Relations. (3) Examination of major topics in contemporary international affairs. Wier

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. **Wier**

PS 275* International Organizations. (3) A study of historical and contemporary international organizations as an alternative to the state system; organization and development of League of Nations, United Nations, EEC, and Organization of American States as well as major military international organizations, such as NATO and SEATO. **Wier**

PS 282* Ideologies of the 20th Century. (3) Ideologies of major political impact on the 20th century, such as Communism, Fascism, Nazism and Democracy. **Williams**

PS 285 Mass Society and Politics: Jose Ortega Y Gasset. (3) The political effects of contemporary mass society seen within Ortega's philosophical system. **Williams**

PS 290 Contemporary Approaches to the Study of Politics. (3) Examination of several of the major themes and ways of thinking about politics today. **Williams**

PS 295 Political Socialization. (3) Study of the process governing the origin and development of political beliefs and ideas in children and adolescents. **Staff**

PS 296 Seminar Topics in Political Science. (3) Content to be specified in each offering. Generally for current affairs or special problems. **Staff**

PS 305 The American Constitution I: Constitutional Law. (3) The development of the Constitution through the analysis of major Supreme Court cases. **Williams**

PS 306 The American Constitution II: The Supreme Court. (3) The Supreme Court as a judicial system. Study of justices and their roles in decision-making with major emphasis on civil liberties and civil rights of Warren and Burger courts. **Williams**

Psychology

Faculty: Evans (chairman), Chirchirillo

Requirements for the Major

The B.A. and B.S. degrees are available in Psychology for both day and evening students. The requirements for a major include 30 to 42 credit hours in Psychology and 6 to 12 credit hours in other departments of the Social Sciences Division. These courses are required for psychology majors: SS 310, PSY 100, PSY 300, and a field study in Psychology (PSY 401, 402, 403, or 404). It is strongly recommended that at least one psychology elective be chosen from the following: PSY 330, PSY 332, PSY 334, PSY 335, PSY 336. It is also recommended that students who plan to pursue graduate study in psychology take at least two electives from this list.

Students majoring in psychology may also elect to pursue the Human Resources Administration Program by including PSY 324 in their electives and developing a seven course minor emphasis in Business Administration: BA 102, BA 204, BA 220, BA 240, BA 341, BA 300, BA 348.

A cooperative program between Lindenwood and The Merrill-Palmer Institute (see off-campus studies) provides the Lindenwood students with additional options in their psychology major, particularly in the areas of developmental psychology and human relations.

PSY 10 Conflict Management. (2) (Evenings only). An experimental 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. Staff

PSY 31* Creative Problem Solving. (2) (Day and Evening Sections) 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). Fenger

PSY 32* Interviewing. (2) (Day and Evening Sections) 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). Fenger

PSY 100 Principles of Psychology. (3) (Day and Evening Sections) An introduction to behavioral science, focusing on the study of sensory, perceptual, learning and motivational processes. The student will explore basic psychological concepts, methods and findings leading to an understanding of courses of behavior. Evans, Nelson

PSY 101 Interactive Psychology. (3) (Day and Evening Sections) 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. Staff

PSY 102* Human Development. (3) Study of the factors influencing the child's perceptual, motor intellectual, language, social, and personality development from before birth to maturity. Students will have the opportunity to study the behavior of children in Lindenwood's Preschool or in other community child programs. Nelson

PSY 103 Abnormal Psychology. (3) (Day and Evening Sections) A survey of the major classes of behavior disorders. Emphasis is focused on understanding symptoms, the complex interaction of factors related to disordered behavior and various approaches to correction of behavior problems. Evans, Staff

PSY 201* Psychology of Adolescence. (3) (Day and Evening Sections) A study of physical, intellectual, emotional and social development during the period of adolescence. Research studies 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. Staff

PSY 202 Psychology of Aging. (3) This course focuses on the aging person. Developmental processes involving sensory, perceptual, intellectual and personality changes from maturity through old age will provide the framework for understanding the process of aging. The area of study will include the role of the older person in the family and society as well as issues related to economics, leisure, retirement, death and survival. No prerequisite, however, a previous course in developmental psychology is recommended. (This course will be offered annually in the Lindenwood Summer Session at St. Luke's Hospital). Evans

PSY 300 Research Methods in Psychology and the Social Sciences. (4) (Day and Evening Sections). 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. Students will gain experience with both 'live' and computer-simulated research problems. Prerequisite: SS 210. Evans

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. Staff

PSY 302* Behavior Modification. (3) (Day and Evening Sections). Study of the application of learning principles to practical problems of behavior with an 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. Evans

PSY 303* Psychology of Women. (2) Study of psychological research on women's behavior and personality, and its implications for theory and practice. Topics for discussion include psychoanalytic notions about femininity, sexual physiology and female behavior, sex role acquisition, motivation for achievement women's conflict situations, women's counseling and assertive training. Prerequisite: PSY 100 or 101. Evans

PSY 310 Managerial Psychology. (3) (Evening only). 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 PSY 101. Evans

PSY 324* Psychological Testing. (4) (Day and Evening Sections). 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: prior courses in psychology. Staff

PSY 324B* Psychological Testing. (4) (Day and Evening Sections). 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. Prerequisites: prior courses in education and psychology. Staff

PSY 330* Psychology of Learning. (3) (Day and Evening Sections). 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. Evans

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. Staff

PSY 334* Explorations in Social Psychology. (3) (Day and Evening Sections). Study of present-day theories and conceptual approaches of social psychology in contemporary context with emphasis on the methods and procedures used for testing theory and deriving new concepts. Prerequisites: PSY 100 or 101. Evans, Staff

PSY 335J Topics in Biopsychology. (2) Study of biological aspects of behavior, including neurophysiology, motivation and memory. A student research project on psychoactive drugs will involve the use of computer simulation in a laboratory study with animal subjects. Prerequisite: PSY 100 or BIO 101 or 102. Staff

PSY 336* Perception and Perceptual Development. (3) A study of how living beings sense and interpret the stimuli in their environment and how the developing organism acquires its sensory/perceptual capacities. Both research reviews and field experience will be used to consider the changes that occur in the understanding of complex stimuli with maturity and experience. Special consideration is given to abnormal perceptual development. Prerequisite: PSY 100. Staff

PSY 337* Special Education Counseling. (3) A team-taught course which attempts to combine the psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families and their teachers. Students will spend half their time working with a special education teacher to test the practicality and effectiveness of counseling approaches presented in class. Prerequisite: Special Education courses and Abnormal Psychology, or permission of instructor. Staff

PSY 340 Research Seminars in Psychology. (4) Advanced courses for students interested in behavioral research projects on topics of current interest in psychology. One such course to be offered each January term. Prerequisite: PSY 100, although additional courses in psychology are recommended. Staff

PSY 340A* Human Cognitive Behavior. (4) Research will be done in the area of human learning or memory following an intensive review of behavioral studies in which traditional verbal learning tasks are related to associative and more cognitive theories of mental function. Evans, Staff

PSY 340B* Dynamics of Human Motivation. (4) Research projects and related readings will focus on the dynamics of success and failure in real-life situations and the influence of success on persistence, self esteem and other personality variables. Staff

PSY 341 Counseling and Psychotherapy. (3) An introduction to the theories, principles and techniques of counseling and psychotherapy. Prerequisite: PSY 103 or 301. Staff

PSY 350* History and Directions in Psychology. (3) Discussions focused on the development (past, present, future) of psychology as a science including the history of major psychological systems and theories, and several new, provocative directions in which psychology is headed. Students will create demonstrations of the scientific activities of psychologists in different stages of the field's development. Prerequisite: PSY 100. Evans

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 experimental situation, and thus must be approved by the department chairperson before registration.

PSY 401 Field Study in Experimental Psychology. (3) 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 \$10. Staff

PSY 402 Field Study in Child Development. (3) Opportunity for the advanced student to actively participate under qualified supervision in a psychological program for normal or exceptional children. Prerequisites: PSY 300, Senior standing and approval of chairperson. Lab fee \$10. Staff

PSY 403 Field Study in Interpersonal Behavior. (3) 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 \$10. Staff

PSY 400 Field Study in Applied Psychology. (3) Supervised work experience for the advanced student which requires the application of psychological principles, research skills and problem solving strategies to real world areas of business and community agencies. Recommended for students with Human Resources Management focus. Prerequisites: PSY 300, Senior standing and approval of the chairperson. Lab fee \$10. Staff

Graduate Studies

PSY 502* Behavior Management. (3) Application of principles of learning and behavior change technology to practical problems in the home, school and clinical settings. Included are the study of contingency-management and behavior-therapy techniques, evaluation of existing research, laboratory investigation, individual behavioral projects, and visits to local schools and agencies that employ behavior management procedures with normal and exceptional persons. Prerequisite: graduate students only. Evans

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. Staff

* Offered alternate years

Religion

Faculty: Johnson (chairperson).

Religion courses are offered as enrichment courses for any student majoring in Humanities, Social Sciences and Natural Sciences. These courses may be taken in the Individual Contract Degree Program. Independent study projects, field studies, and tutorials are also available.

Requirements for Combining Religion with a Major

A strong minor can be taken in religion by the completion of 27 credit hours. Among these courses, 18 credit hours are required in Religion 100, 101, 111, 200, and 201. The religion Minor can be taken in both the B.A. and B.S. degree programs.

Subject area combinations include: music, psychology, education, sociology, physical education, radio and television, film journalism, theatre, business administration, special education of handicapped, secretarial work.

Career Opportunities

Degrees from theological seminaries: M. Div., M.A., M.R.E., St.M., Th.D., Ph.D., Ed.D., M.H.L.

Pastoral ministry, counseling, sacred music, social work, urban ministry, ecumenical ministry, religious education, college, university and seminary teaching, world missions, theological librarianship, chaplaincy, archaeology, business administration, radio and TV broadcasting, journalism, special ministries, research.

Courses of Study

REL 100 Religions in America I. (3) A study of the beliefs, traditions, and programs of the Protestant denominations, the Roman Catholic Church and Judaism. Worship, government and developments in the ecumenical movement are explored. Johnson

REL 101 Religions in America II. (3) A study of the beliefs, traditions and programs of the major sects in American religion, such as the Quakers, Unitarian-Universalists, Mormons, Christian Scientists, Adventists, Pentecostals, and others. A study of the branches of the Eastern Orthodox Church in America will be included. Worship, government, and developments in the ecumenical movement are explored. Johnson

(NOTE: Religions in America I and II may be taken separately or consecutively.)

REL 110 The Literature and Religion of the Old Testament. (3) A study of selected Old Testament writings illustrating the development of Israelite faith and its later re-interpretations. Attention is given to the role of myth, legend, history, cult, prophecy and law. Johnson

REL 111 The Literature and Religion of the New Testament. (3) An introduction to the development of the traditions about Jesus in the Gospels, the development of the early church as reflected in The Acts and the Letters of Paul, and a study of the remaining books of the New Testament. History, literature, and theology are explored. Johnson

REL 200 World Religions. (3) A study of the religions of India, the Far East and the Near East: primitive religion, Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Islam, Judaism, and Christianity. History, myth, ritual, scripture, theology, mysticism, prayer and worship will be explored. Major differences in the categories of Eastern and Western religions will be studied. Johnson

REL 201 Modern Theology. (3) A survey of major movements in modern theology— Liberalism, Neo-Orthodoxy, Existentialism, the Theology of Hope and the Theology of Liberation. The course will focus on intensive study of Soren Kierkegaard, Karl Barth, Paul Tillich, and Reinhold Niebuhr. Johnson

REL 203T Women in Religion. (3) (January, 1980) A study of human liberation from a feminist perspective, using today's new and growing literature by leading women theologians of today. At least seven visiting speakers will address the class on important contemporary issues regarding women in religion (men are welcome to register). Johnson

REL 204* The Meaning of Jesus for Today. (3) A study of the life, work and teachings of Jesus as interpreted by the Gospel writers: Matthew, Mark, Luke and John. The significance and meaning for today of the historical Jesus and the Christ of faith will be explored. Prerequisite: junior standing or consent of instructor. Johnson

REL 205* The Meaning of Paul for Today. (3) A study of the life, work, and writings of the Apostle Paul, the influence of his thought on the developing church, and its significance for Christian faith and life today. Prerequisite: junior standing or consent of instructor. Johnson

REL 206T, 207T The History of Christian Thought. (tutorials) (3) Christian thought from the church fathers through the Reformation. An examination of the thought of selected 19th century theologians. Prerequisite: Junior standing or consent of instructor. Not available for the distributional requirement. Staff

Note: Divisional Electives: Religion 100, 101, 110, 111, 200, 201, 204, 205, 203T.



Social Sciences

Social Sciences Divisional Major in Public Affairs:

Students who wish to study the problems, operations, and institutions which are particularly significant in the public sector of American society may elect to major in Public Affairs. This is a multidisciplinary major, borrowing widely from the resources of several departments, largely within the Division of Social Sciences. Within this major, four separate areas of focus are available from which a student may select the emphasis most pertinent to his or her personal interests. These are: social institutions, management and personnel, finance, and policies and issues. Because the program is multidisciplinary, each student will be guided by a committee of two or three persons, each selected from a separate department represented in the program, and the committee will jointly approve specific course selections for the student.

Requirements for the Major

The B.A. or B.S. requirements as specified for all Lindenwood students, plus SS 310 (Social Science Statistics), and a minimum of ten courses within the major, selected as follows:

Core Courses

- A. Two courses selected from:
PS 220 Public Policy
PS 244 American Political Ideology
BA 200 Principles of Management
HIS 316 American Thought and Culture
SOC 320 Social Thought and Theory
ECC 206 American Economic History
- B. One research methods course selected from:
PSY 300 Research Methods in Psychology and the Social Sciences
SOC 325 Introduction to Social Research Methods
SOC 326 The Handling of Data
- C. A coherently selected group of at least four courses from one area of focus:

Area of Focus

Social Institutions

BRJ 100 Introduction to Broadcasting
BRJ 102 Introduction to Journalism
ECC 302 Money and Banking
EDC 200 History and Philosophy of Education
HIS 315/316 American Thought and Culture
PS 155 American National Government
PS 200 The American Presidency
PS 206 Community Political Systems
PS 210 Democracy and Elitism
PS 241 The American System of Justice
PS 256 American Constitution II: The Supreme Court
SAJ 241 Introduction to Administration of Justice
SOC 208 The City

SOC 311 Complex Organizations
SOC 324 Sociology of Religion

Policies and Issues

BA 389 Public Relations
BIO 120 Environmental Biology
PS 210 Democracy and Elitism
PS 220 Public Policy
PS 235 Political Parties
PS 225 Legislative Process
SAJ 343 Social Services in the Administration of Justice
SOC 101 Social Trends and Problems
SOC 208 The City
SOC 360 Advanced Seminar in Social Problems

Management and Personnel

BA 200 Principles of Management
BA 240 Management of Human Resources
BA 348 Management of Personnel Systems
CA 31 Human Relations in Business
ECC 301 Labor Problems and Industrial Relations
PSY 301 Managerial Psychology

Finance

BA 307 Principles of Finance
BA 314 Government Accounting
BA 337 Analysis of Financial Statements
BA 345 Budgeting
BA 301 Managerial Accounting

- D. At least two electives from one other area of focus or an internship.

Other Provisions

Courses which do not appear in this program, but which may be prerequisite to other courses in the program, do not count in the major.

A course which is chosen as part of the selected focus may not also be counted under the core requirement.

Public Health Emphasis

The Social Sciences Division offers an interdisciplinary emphasis in Public Health. The Core courses are as follows:

SS 200 Healers and Persons. (3) A study of civilization and disease. To better understand this fundamental relationship we will explore the development of the medical arts from their origins to their contemporary professional status; the roles of various types of healers, their patients, and their relationships; and the cultural, philosophical, and scientific approaches to the problem of disease. Students must also enroll in SS 200L.

SS 200L Healers and Persons Field Observation. (1) Field investigation of healers and persons in medical settings. Students will travel to an urban community health center, a rural practitioner's office, a community hospital, a tertiary care center, a health maintenance organization, and a medical school research facility. Based on information presented on these visits, students will discuss contemporary health care and its relationship to topics of the seminar Healers and Persons.

SS 202 Institutions, Individuals, and Change. (3) Organization and dynamics of communities, institutions, families, and individuals from the psychological and sociological perspective. Students will consider these topics and their relationships to contemporary and future health care. Specific issues to be considered include changes prompted by increasing emphasis on health maintenance and personal responsibility. Students must also enroll in SS 202L.

SS 202L Institutions, Individuals, and Change Field Observation. (1) Field visits related to organizations with impact on the health care field. Government agencies, third party payers, social service groups, and patient education facilities will serve as the focus for discussions on the future of health care.

SS 300 Community Health and Health Care Research. (3) The presentation of material demonstrates that much of health and illness is rooted in the environment, both physical and social. Consideration will be given to the role of human dependency (aging, the very young, the poor, the disabled), environmental stress (crowding, housing, unemployment), environmental pollution (air, water, noise), and other factors affecting the growth and development of communities. Prerequisites: SS 200 and SS 202.

SS 302 Organization and Administration of Health Care Systems. (3) The presentation of ways in which organizational, political and economic structure of health care influences both provider and patient. This course emphasizes case studies of local, regional, and national health care delivery systems. The analysis of prospects and their promises of possible changes in health care financing and management will also be presented. Prerequisites: SS 200 and SS 202.

Additional interdisciplinary courses offered in the Social Science Division are:

SS 200 Seminar on Women. (3) An interdisciplinary course consisting of a series of presentations by competent people from various fields on the subject of women. The aim of the course is to increase the student's awareness of the changing role of women. Speakers will be drawn from the academic community and outside sources. Students are expected to take an active role in the exchange of ideas, read extensively in selected areas, and keep a diary of their personal reflections on the topic.

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: Completion of the distributional mathematics requirement or permission of the instructor.

Sociology

Faculty: Bartholomew (chairman), Crozier

Requirements for the Major

Both the B.A. and the B.S. degrees are offered in Sociology. A student shall take a minimum of 27 credit hours and a maximum of 42 credit hours within the department, including 102, 320 and 325. SS 110 is required for all students taking the B.S. degree and is strongly recommended for all Sociology students. Students should also include at least six hours of independent study within their work in Sociology, and should select several courses from Economics, History, Political Science and Psychology.

Career Opportunities

There is a career-oriented program in urban planning and design within the department for students transferring to Lindenwood with an associate degree in architectural drafting. The program enables students to increase their range of responsibility and opportunity within the planning field. The components of this program offered at Lindenwood are open to all students, but design skills are not part of the Lindenwood curriculum. Further information on the program is available from the department chairperson.

The department also carries supervisory responsibility for the degree program in the Administration of Justice. This program is designed to prepare persons for professional careers in law enforcement and in corrections, particularly juvenile corrections. (For the Administration of Justice program, see the information following the courses of study for Sociology.)

Requirements for the Major

The B.S. in the Administration of Justice requires in addition to the general college requirements: SPH 110, and these courses in the Administration of Justice: SAJ 241, 242, 243, and two course credits in field study or an internship, and either SAJ 344 and 346 (for those in enforcement), or 345 and 347 (for those in corrections).

SOC 102 Basic Concepts in Sociology. (3) A consideration of the basic sociological concepts and propositions with attention to the contributions of sociology in understanding social relationships and the processes of society. **Staff**

SOC 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. **Staff**

SOC 122 The Origin of Man. (3) A study of human evolution, primates, fossil man, and race. Emphasis will be on the development of the ability to interpret biological variability in its cultural setting. **Staff**

SOC 208 The City. (3) An examination of the growth of cities, their functions and problems. The impact of the urban environment upon social patterns and individuals. **Bartholomew**

SOC 213 Individual in Society. (3) Analysis of relationship 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. **Staff**

SOC 214* The Family. (3) The interpersonal dynamics of family life, the variation in family structure and function in different social classes and cultures. **Staff**

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. **Bartholomew**

SOC 221 North American Archaeology. (3) A survey of the principal prehistoric American Indian cultural areas as interpreted by archaeological research, beginning with man's entry into the New World. Staff

SOC 311T Complex Organizations. (3) Their functions, goals, structures. Problems of survival, adaptation, and change in various organizations including governmental, religious, educational, business and occupational groups. Prerequisite: SOC 100 or 102. Bartholomew.

SOC 317* Social and Cultural Change. (3) The processes of social and cultural change; examination of theoretical positions and empirical social and cultural studies of various change processes. Prerequisite: SOC 100, 102, or 112. Staff

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 to altering patterns of inequality. Staff

SOC 320 Social Thought and Theory. (3) Review of the development of a formal body of sociological theory emphasizing writers still significant for current theory. Prerequisites: SOC 100 or 102 and one other course. Bartholomew

SOC 322* Deviant Behavior. (3) Recurring forms of deviance, social controls. Social implications of defining behavior as deviant. Prerequisite: SOC 100. Bartholomew, Staff

SOC 324T The Sociology of Religion. (3) Religious behavior, beliefs and organization on historical and comparative perspectives. The interaction of religion with other institutions. Theories of religious meaning and functions. Prerequisite: SOC 100. Bartholomew

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. Staff

SOC 326 The Handling of Data. (3) A laboratory course using survey data, the U.S. Census, and routine bureaucratic sources. Students will examine the utility and limitations of such sources, will develop projects bearing on practical and theoretical questions, will process the data and analyze the results. Prerequisite: some prior coursework in behavioral sciences, SS 210 or consent of the instructor. Staff

SOC 329 The Sociology of Medicine. (3) Swift

SOC 370* Comparative Urban Structure. (3) City growth, planned and unplanned, in various geographic, historical and social settings. Effect of structure on social patterns. Development of city planning. Prerequisite: SOC 100, 102 or 208 and consent of instructor. Bartholomew

SOC 400 Field Study. Practical experience working with a social service agency and may be arranged on an individual basis. Staff

The Administration of Justice

Courses of Study

SAJ 241 Introduction to the Administration of Justice. (3) An examination of the basic operation of the American justice system, with major emphasis upon municipal, county and state systems in the areas of enforcement, prosecution and rehabilitation. Dalton

SAJ 242 Criminal Law and Procedure. (3) An examination of the substance of criminal law and the operational procedures mandated by law in arrest, search and seizure. The nature of evidence, proof and admissibility. Dalton

SAJ 343 Social Services in the Administration of Justice. (3) A survey of social welfare services which bear upon the operations of the justice system. Both those services which are directly under the jurisdiction of courts and enforcement agencies and other services, public and private, which are available to persons in the justice system will be examined. Prerequisite: SAJ 241 or consent of the instructor. Ambelang

* Offered alternate years

Theatre

Faculty: Van Tassel (chairman),

Department Requirements for the Degree

The B.A. or B.S. degree in Theatre Arts is earned by completing 120 credit hours, 42 of which are in Theatre Arts. Also required are two or more classes in dance, speech, art or broadcasting. Numerous opportunities for related study in music and other areas are open to the student.

Theatre Arts majors elect a concentration in (A) acting and directing, or (B) technical theatre and design. Educational requirements for secondary teaching certification may be completed within each emphasis.

Specific requirements for the Theatre Arts major include: TA 201, 202, 227, 231, 235, Or 236, 237, Or 238, 330, seven electives in theatre, and English 233 or 234 (Shakespeare). Other course requirements include two to four classes from the section of Studio and Performing Arts or Communications Arts. In addition to the scheduled courses, internships and field studies may be arranged with professional or community theatre companies.

Facilities and Activities

The Lindenwood Colleges maintain a recently renovated 400-seat theatre in the Jelkyl Center for the Performing Arts. Separate from the Jelkyl Theatre are the studio theatre, a small experimental space for student productions, and the Fine Arts Building auditorium which provides additional stage areas for dance and theatre.

Technical facilities include a Strand Century Multi-Q memory lighting system, a design studio, and a fully equipped scenery shop and costume shop. A large air-conditioned dance studio is located in the Fine Arts Building.

Theatre studies at Lindenwood are supported by practical work in three production programs. The Department of Theatre Arts offers a main stage series of six 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.

An additional training resource for theatre students is *Summerstage*. In this program, students have the opportunity to apprentice, serve as journeymen, or become employed full-time in the equity company, working daily with seasoned professionals in all areas of the theatre.

TA 32, 33 Stage Makeup I and II. (3) Study and practice in the art of theatrical makeup. Progression from straight to character makeup techniques. In Part II, detailed character makeups are created and makeup for television and film is studied.

TA 100 Summer Theatre Apprenticeship. (3) Full-time participation as an apprentice to the Summer Theatre company. May be repeated. Prerequisite: acceptance into the company and permission of the instructor.

TA 130, 131 Appreciation of Theatre I and II. (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 201 (3), 202* (3) History of the Theatre I & II. Part I traces the beginning and growth of theatre art to the end of the 19th century. In part II, the events of the world theatre from the time of Ibsen to the modern day are studied. Major plays and social conditions of each period are emphasized.

TA 210 Theatre for Children. (3) Study of the theory and techniques of producing and writing plays specifically for a child audience.

TA 227 (3), 228 (3), 229 (3), 230 (3) Acting Workshop I, II, III, IV. The study of acting in classical and modern plays, through application of Stanislavski techniques and modern acting theory.

TA 231 (4), 232 (4) Directing Workshop I & II. A study of the theory of directing and practical application by staging a short piece, followed by (in Part II) the staging of a complete work of at least thirty minutes.

TA 235 (3), 236 (3) Technical Theatre Production I & II. Study and practice of the basic skills for the drawing and construction of stage settings and properties. Basic introduction to lighting, stage management, and technical production.

TA 237 (3), 238 (3) **Stage Costuming I & II.** Study and practice of the basic skills for the construction and fitting of stage costumes. Introduction to purchasing, drafting, cutting, basic design concepts and pattern making.

TA 239 **Stage Lighting.** (3) Study of the principles of lighting the stage, followed by assistance in the lighting of a major stage production.

TA 240 **Playwriting.** (3) Study of the techniques of writing dramatic scripts, followed by writing a one-act play. Plays may be selected for studio theatre production by directors in the director's workshop.

TA 305 **Problem in Design.** (3) Individual work in a special project in set, lighting, or costume design. May be repeated. Prerequisite: Permission of the instructor.

TA 310 **Playwright's Workshop.** (3) A course for directors, designers and playwrights working together in the production of an original one-act play. Prerequisite: permission of the instructor.

TA 312 (3), 313 (3) **Set Design I & II.** Principles and application of the concepts for designing stage settings and properties. Development of a personal portfolio. In Part II, the student is assigned the design of a major college production. Prerequisite: TA 235, 236, 237, 239, ART 236, or permission of the instructor.

TA 315 (3), 316 (3) **Costume Design I & II.** Principles and application of the concepts of designing costumes for the stage. Development of a personal portfolio. In Part II, the student is assigned the costume design for a major college production. Prerequisite: TA 235, 237, 238, ART 236, or permission of the instructor.

TA 330 **Seminar in Theatre.** (3) A study of selected playwrights and dramatic theories. Course changes each term. May be repeated.

TA 400J **Field Studies in Theatre.** (4) The study of theatre in New York, London, and other world centers. Appropriate reading and writing projects will be assigned. May be repeated.

TA 450 **Summer Theatre Internship.** (3) Full-time participation in the summer theatre after the apprenticeship has been served or the requirements met by other experiences. May be repeated. Prerequisite: acceptance into the company.

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 515 **Theatre Production in the Secondary Schools.** (3) Methods of teaching theatre skills to junior and senior high school students are explained. Also discussed are problems faced by teachers who stage plays in junior and senior high schools. All elements of play production are considered and sample

curricula are developed for different types of school programs. A workshop course for teachers. Meets in the summer.

TA 520 (3), 521 (3) **Advanced Technical Production I & II.** Application of theatre production skills to main stage productions. Students are assigned responsible positions in stage design, technical direction, crew heads, 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 (3), 541 (3) **Graduate Acting Workshop I & II.** Application of the acting techniques of Stanislavski, Grotowski and others to assigned scenes and oral voice production, stage combat, and other special areas.

TA 542 (3), 543 (3) **Graduate Directing Workshop I & II.** 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 **Theatre Organization and Administration.** (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. Prerequisite: acceptance into the company and consent of the instructor. May be repeated for a maximum of 12 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.** (3-6) The student will present a final project which represents his or her level of accomplishment in the selected area of emphasis. Projects are presented to the theatre faculty for approval the term prior to enrollment in the course.

ALSO AVAILABLE: Practicum in Theatre. Practical theatre experience applied to the graduate program of study. Normally to include 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.

(See the Department of English listings for other graduate courses available.)

(For the program in Dance, see that part of the catalog.)

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—This Tudor Gothic building was erected in 1929, and in 1968 was expanded to double its original size. The informal and relaxed atmosphere is a reflection of the open stack policy that invites browsing and lounging. Microfilm collections, carrels and reading facilities are available for use throughout the year. The hours available for use vary and are posted. The Lindenwood ID card identifies all those who are eligible to charge out library materials. Classes, discussion groups and meetings held in the library contribute to the flow of faculty and students in and out of the leather doors.

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 book store, post office and student bank.

Fine Arts Building—Completed in 1969, the Fine Arts Building provides modern studios and classrooms for studio art, art history, and dance. The *Harry D. Hendren Gallery* and other gallery rooms in the building provide space for exhibiting student and faculty works and traveling exhibits by leading artists from throughout the world. Studios on the lower level are accessible to outdoor working courtyards.

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 and mathematics. 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 Music Department and the studios of radio station KCLC-FM.

Butler Hall—Erected in 1914, the hall was 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 offices.

The Lindenwood Chapel, completed in 1957, is a modern multipurpose facility owned jointly by Lindenwood and the St. Charles Presbyterian Church, serving both the campus and the community.

Cobbs Hall Conference Center—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.

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 serves as a faculty club.

Niccolls Hall—A gift of Colonel James Gay Butler in memory of his friend, Samuel Jack Niccolls, D.D., who served on the Board of Directors from 1869 to 1915, and was President of the Board for 25 years. Niccolls serves as the Learning Center for the Department of Education and as Campus School.

The Dining Room, an annex to Ayres Hall.

The Student Center, completed in 1978, is situated in the center of the campus and is a focal point for student activities.

Athletic Facilities include a gymnasium and indoor swimming pool adjacent to Butler Hall; an outdoor pool adjacent to Cobbs Hall; riding stables and paddock; an indoor riding arena; a softball field; an archery range; four tennis courts; and a golf driving range. The athletic and recreational facilities are available to all students.

The Lindenwood Stadium is located in a large natural amphitheatre behind Parker Hall. It has an artificial surface field large enough for either football or soccer, with seating for 5000 people. It serves as the summer home of the St. Louis Football Cardinals as well as Lindenwood's own soccer and field hockey teams.

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.

Residence Halls

Ayres Hall—Built in 1909, Ayres is the second oldest building on campus. Formerly named Jubilee Hall, it was renamed in 1927 for Dr. George Ayres, who served as President of Lindenwood from 1903 to 1913. Originally the administration building, as well as a dormitory, it is now a residence hall for men. Residence capacity: 70 students.

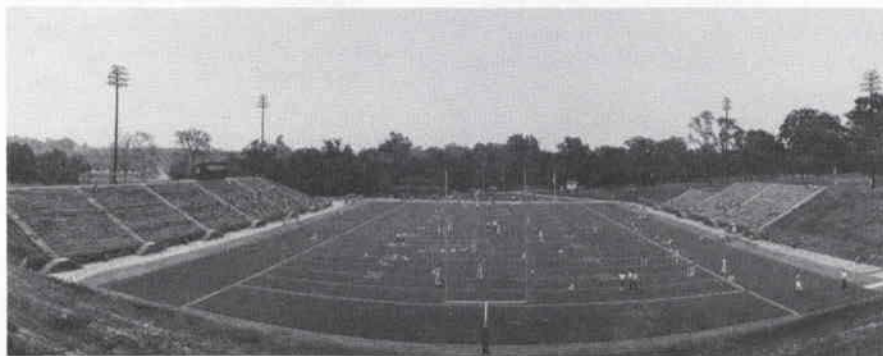
Irwin Hall—Constructed in 1924 and named in honor of the Reverend Mr. Robert Irwin, President of Lindenwood from 1880 to 1893. It is a residence hall for men. Residence capacity: 83 students.

McCluer Hall—Built in 1961, McCluer Hall is named in honor of President Emeritus and Mrs. Franc L. McCluer. Residence capacity: 92 students. Air condi-

tioned.

Parker Hall—Named in memory of Dr. Alice Parker, who served as Professor of English Literature from 1928 to 1961. Residence capacity: 128 students. Air conditioned.

Sibley Hall—Sibley Hall, named for Major George Sibley and Mary Easton Sibley, founders of Lindenwood College, is the oldest building on campus. 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 latter 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.



Directory

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Term of Office 1977-1980

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Mrs. Russell J. Crider, St. Charles, Missouri (1976)
Mrs. James C. Hamill, *Alumna*, Oklahoma City, Oklahoma (1970)
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Term of Office 1979-1982

Robert Hyland, LL.D., St. Louis, Missouri (1971)
Jefferson L. Miller, St. Louis, Missouri (1972)
John Tlapek, El Dorado, Arkansas (1978)
Mrs. Dorothy Warner, *Alumna*, Washington, D.C. (1972)

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William H. Armstrong, St. Louis, Missouri (1944)
John M. Black, LL.D., Corona Del Mar, California (1963)
Arthur S. Goodall, St. Louis, Missouri (1937)
The Reverend W. Davidson McDowell, D.D., Tokyo, Japan (1960)
Mrs. James A. Reed, LL.D., *Alumna*, Kansas City, Missouri (1953)
Mrs. Arthur Stockstrom, L.H.D., St. Louis, Missouri (1949)
Mrs. Horton Watkins, L.H.D., Clayton, Missouri (1957)

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El Dorado, Arkansas

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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.

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.* B.A., Maryville College; M.A., University of Wisconsin; graduate work: Ohio State University, Washington University; Study, British Broadcasting Company, London.

Clevenger, Homer, *Professor, History and Political Science, 1941; Professor Emeritus, 1968.* B.S. in Ed., Central Missouri State Teachers College; M.A., George Peabody College for Teachers; Ph.D., University of Missouri; LL.D., Drury College.

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.

Crozier, Doris, *Associate Professor, Dean of Lindenwood College for Women, 1972; Dean Emeritus, 1979.* B.A., Trinity College; M.A., New York University; L.H.D., St. Joseph's College.

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.

Isidor, Gertrude, *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.

Lichliter, Mary F., *Dean of Students, Professor, 1948; Dean of Continuing Education and Career Planning, 1968; Director of Alumnae Affairs and Placement, 1974; Dean Emeritus, 1976.* A.B., Wellesley College; M.A., University of Chicago.

Moore, John B., *Chairman, Professor, Economics, 1950; Professor Emeritus, 1975.* A.B., Westminster College; M.A., University of Missouri; graduate work, University of Michigan; Ph.D., University of Missouri.

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.

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1941-1946— Harry Morehouse Gage, A.B., D.D., LL.D.

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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.

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Office of the Provost

James F. Hood, Ph.D., Provost

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Paulene Hammen, Administrative Assistant

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Richard Scott, M.A., Financial Aid Director

Shirley B. Darling, B.A., Assistant Director

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James Martin, B.S., Assistant Director

Jane Smith, B.A., Assistant Director

Sarah Fulton, Office Assistant

Alumni Affairs and Placement

Dorothy K. Barklage, B.S., Director of Alumni Affairs and Placement

Connie Bine, Secretary

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Jerry Plackmeyer, Development Officer

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Barbara Marentette, M.A., Public Information

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Mary Jane Boschert, Bookstore Manager

Darlene Jemison, Clerk

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Shirley Terschluse, Supervisor

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Garland Wheelles, B.S., Director of Operations

Charles S. Anderson, Supervisor of Buildings

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Joseph W. Schwartzbauer, Controller, Director of Financial Planning

Eunice Dickens, Accounts Payable

Mary Meier, Accounts Receivable

Laura Hicks, Federal Funds

Sylvia Chaney, Payroll Clerk

Cindy Fuerman, Accounts Receivable and Student Bank

Purchasing/Conferences/Personnel

Betty Fink, Personnel Coordinator

P.J. Wyand, Coordinator of Conferences and Purchasing

Health Center

Anne Lewis, R.N., Nurse

Library

Cecilia Staudt, B.S., M.S., M.L.S., Acting Head Librarian
Jan Cutsinger, B.A., M.L.S., Librarian
Solon R. Chervitz, B.A., M.A., Librarian
Shirley McCormick, Office Assistant and Technical Services Assistant
Betty Lee, Circulation Supervisor

Campus School

Celinda Howell, Assistant Director
Joan Weaver, Secretary

Office of the Registrar

Eva Emory, B.A., Registrar
Ann Hetherington, Assistant Registrar
Cindy Harris, Clerk

Liz Beck, Clerk
Juanita Nelson, Veterans' Coordinator

Telephone Switchboard
Maxine Ferguson, Operator

Word Processing Center
Rosemary Mueller, Supervisor
Bettye Behle
Eleanor Mack
Lori Moore

Departmental Secretaries
Marilyn Leach, Business Administration
Joan Weaver, Education

Faculty

Afshar, Patricia M., *Assistant Professor of Nursing, Director of Nursing Programs, 1979*: B.S. in Nursing, Northeast Missouri State University; B.S., M.A., in Education, Northeast Missouri State University.

Amonas, Grazina O., *Associate Professor, Dance and Physical Education, 1954*: B.A., Physical Education College; M.A., University Vytautas the Great, Kaunas, Lithuania; Certificat d'Aptitude a l'Enseignement du Francais, Alliance Francais, Paris; Doctoral studies, Connecticut College School of Dance and University of Wisconsin; Modern dance study with Mary Wigman, Rosalia Chladek, Murray Louis, Alwin Nikolais (1973, 1974), Barbara Mettler, Laban Art of Movement Center, England; Orff Center Salzburg (1972, 1975).

Anderson, Daryl Jacqueline, *Chairman, Associate 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.

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.

Bartholomew, John N., *Chairman, Associate Professor, Sociology, 1969*: B.A., Cornell University; B.D., Princeton Theological Seminary; Th.D., Princeton Theological Seminary.

Bauer, John D., M.D., *Adjunct Professor, Medical Technology, 1972*: M.D., Marquette University.

Berg, Jacob, *Instructor, part-time, Music, 1970*: Graduate, Curtis Institute of Music, Peabody Conservatory of Music; Principal Flautist, St. Louis Symphony Orchestra.

Biggs, Penelope P., *Assistant Professor, English, 1974*: B.A., Radcliffe College; M.A., Ph.D., Washington University.

Bittner, Fern Palmer, *Assistant Professor, Physical Education, 1957*: B.S., Lindenwood; graduate work, University of Missouri; Senior Recognized Judge and Steward of the American Horse Shows Association.

Bittner, Groff Stewart, *Assistant Professor, Music, 1961*: B.S., Indiana Central College; M.Mus., Indiana University; further study with Ozan Marsh, Patricia Benkman, and 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.

Brescia, Vincent T., *Associate Professor, Biology, 1969*: B.A., Central College; M.S., Florida State University; Ph.D., Florida State University.

Brown, Gene R., *Adjunct Professor of Medicine, 1978*: B.S., University of Iowa; M.A., University of Iowa.

Burd, John S., *Chairman, Professor of Education, Director of Graduate Programs in Education, Teacher Certification Officer, 1976*: B.M.E., Greenville College; M.S.M., Christian Theological Seminary and Butler University; Ph.D., Indiana State University.

Burr, Catherine M., *Instructor, part-time, Education, 1975*: B.S., Iowa State University; M.S.L.S., Columbia University.

Chervitz, Solon, *Instructor, Cataloger, 1977*: B.A., Washington University; M.A., Library Science, University of Missouri—Columbia.

Chirchirillo, Andrew, *Assistant Professor of Psychology, 1979*: B.S., Illinois State University; Doctoral candidate, University of Missouri—St. Louis.

Coleman, Robert, *Instructor, part-time, Music, 1970*: B.M.E., Eastman School of Music; Clarinetist, St. Louis Symphony Orchestra.

Conover, Christine C., *Instructor, part-time, Music, 1976*: B.Mus., MacMurray College; M.M., University of Michigan; Graduate Fellow, Julliard School of Music; Graduate Fellow, Knocker School of Violin Playing, London, England; Violin pupil of Leopold Auer.

Cooper, Kenneth, *Instructor, part-time, Business Administration, 1977*: B.S., M.S., University of Missouri—Columbia; graduate work, Webster College.

- Crozier, Doris, *Associate Professor, Sociology, 1972*: B.A., Trinity College; M.A., New York University; L.H.D., St. Joseph's College.
- Craig, Carol, *Assistant Professor of Physical Education, 1973*: B.S., M.S., Northeast Missouri State University.
- Cruz, Mary Alice, *Instructor, part-time, Biology, 1975*: B.A., Clarke College; M.S., St. Louis University.
- Cutsinger, Jan, *Instructor, Acquisitions Librarian, 1977*: B.A., California Baptist College; M.L.S., California State University at Fullerton.
- Doell, Gail B., *Instructor, Biology, 1978*: B.S., State University of New York Stony Brook; M.S., Washington State University.
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- Hood, James Frederick, *Professor, History, 1961*: B.A., M.A., Ph.D., University of Illinois.
- Horwitz, Pamela, *Assistant Professor, Business Administration, 1979*: B.A., Southern Illinois University—Carbondale; M.B.A., Southern Illinois University—Edwardsville; Ph.D. candidate, St. Louis University.
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Beilsmith, Pat, *Assistant Baseball Coach.*

Blake, Diane, *Head Volleyball Coach.*

Balog, C. Edward, *Head Men's Tennis Coach.*

Hale, Skip, *Assistant Basketball Coach.*

Lowry, Calvin C., *Head Soccer Coach.*

Pettit, Paula, *Head Field Hockey Coach.*

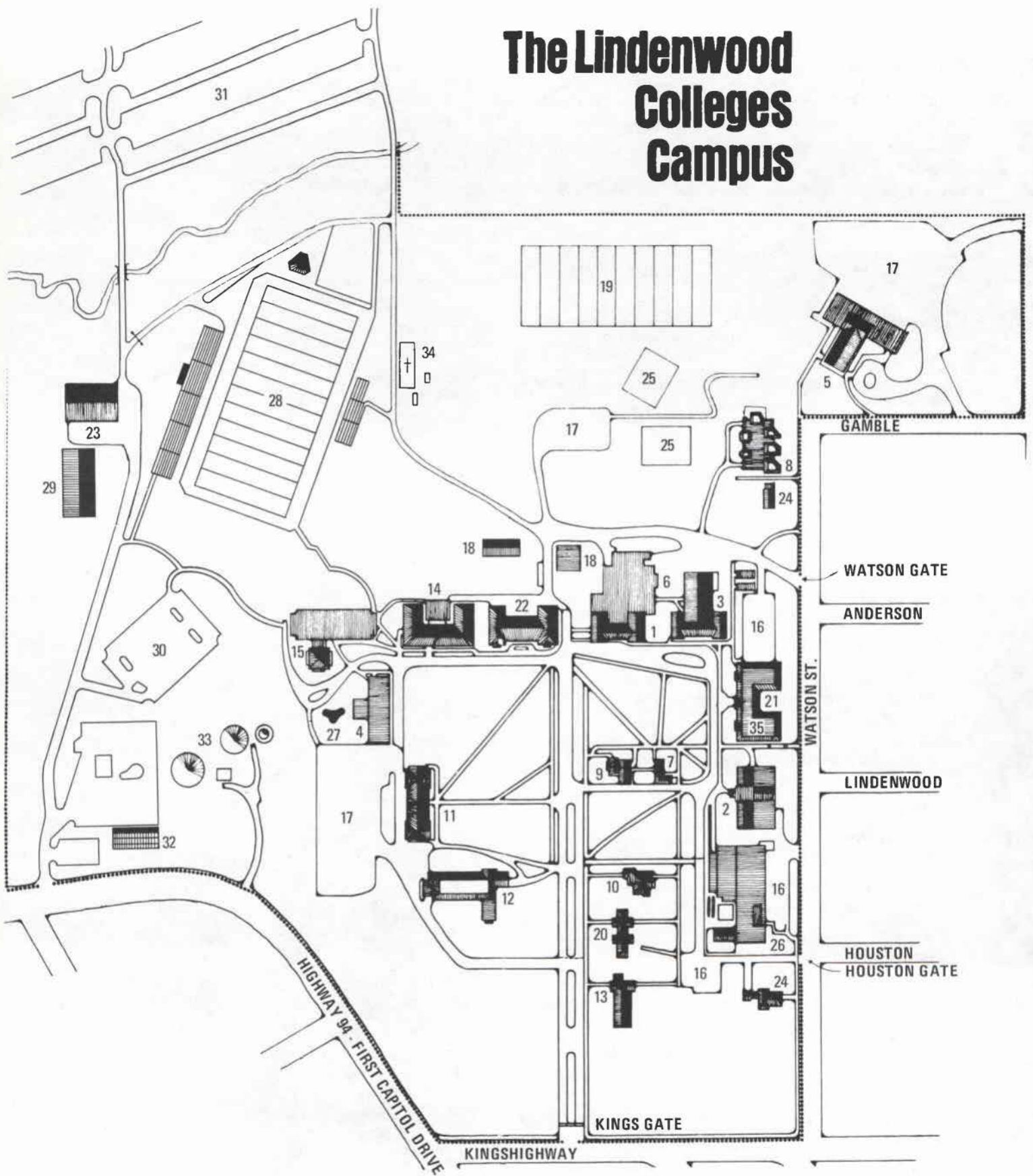
Saling, Bill, *Assistant Basketball Coach.*

Stahlschmidt, Ann, *Head Women's Tennis Coach.*

Taylor, Sue, *Head Women's Basketball and Softball Coach.*



The Lindenwood Colleges Campus

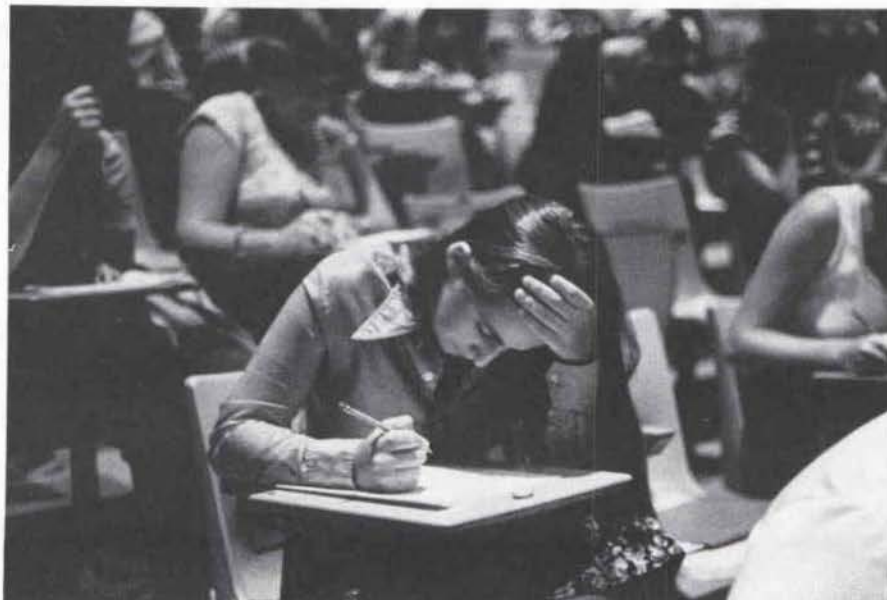


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| 4. Cobbs Conference Center | 12. McCluer Residence Hall | 22. Sibley Hall | 31. Parking Lot |
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| 6. Dining Room | 14. Campus School | 24. Staff Residence | 33. City Water Tanks |
| 7. Faculty House | 15. Parker Residence Hall | 25. Tennis Courts | 34. College Founders Cemetery |
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