

Established
1827

LINDENWOOD

2007 - 2008 Graduate Catalog

Academic Programs

Undergraduate Degrees

Semester Schedule

Accounting (BA)
Acting (BFA)
Advertising and Media (BA)
American Studies (BA)
Art History (BA)
Arts Management–Dance, Music, Studio
Art, or Theatre emphases (BA)
Athletic Training (BS)
Biology (BA, BS)
Business Administration (BA)
Chemistry (BA, BS)
Christian Ministry Studies (BA)
Computer Information Systems (BS)
Computer Science (BA, BS)
Corporate Communication (BA)
Criminal Justice (BA, BS)
Dance (BA)
Directing-Theatre (BFA)
Entrepreneurial Studies
Early Childhood Education (BA)
Early Childhood Special Education (BA)
Elementary Education (BA)
English (BA)
Entrepreneurial Studies (BA)
Environmental Biology (BA)
Fashion Design (BA, BFA)
Finance (BA)
French (BA)
General Studies (BA)
History (BA)
Hospitality Services Management (BA)
Human Resource Management (BA)
Industrial Technology Education (BA)
International Business (BA)
International Studies (BA)
Journalism (BA)
Management Information Systems (BA)
Marketing (BA)
Mass Communication (BA)
Mathematics (BA, BS)
Middle School Education (BA)
Music (BA)
Music Business (BA)
Music Performance (BA)
Musical Theatre (BFA)
Multimedia Design (BA)
Non-profit Administration (BA)
Performing Arts (BA)
Philosophy (BA)
Physical Education (BA)
Political Science (BA)
Professional Writing (BA)
Psychology (BA, BS)
Public Management (BA)
Religion (BA)

Retail Merchandising (BA)
Secondary Education Certification
(major in subject specialty) (BA)
Social Work (BA)
Sociology (BA)
Spanish (BA)
Sport Management (BA)
Studio Art (BA, BFA)
Tech Theatre/Design (BFA)
Theatre (BA)
Unified Sciences (BS)

Pre-Professional Programs

Pre-Chiropractic
Pre-Dentistry
Pre-Engineering
Pre-Health
Pre-Law
Pre-Medicine
Pre-Optometry
Pre-Nursing
Pre-Veterinary Science

Evening College Program

Business Administration (BA)
Criminal Justice (BA)
General Studies (BA)
Human Resource Management (BA)

Lindenwood College for Individualized Education (LCIE)

Business Administration (BA)
Corporate Communication (BA)
Criminal Justice (BA)
Fire Science Management (BS)
Gerontology (BA)
Health Management (BA)
Hospitality Services Management (BA)
Human Resource Management (BA)
Information Technology (BA)
Mass Communication (BA)
Mortuary Management (BS)

Graduate Degrees

Lindenwood College for Individualized Education (LCIE)

Master of Arts in Communication
Master of Arts in Gerontology
Master of Business Administration
(MBA)

Master of Science
(*business area of concentration*)
Master of Science in Communication
Master of Science in
Criminal Justice Administration
Master of Science in Health Management

Master of Science in
Human Resource Management
Master of Fine Arts in Writing

Semester Schedule

Master of Arts in Arts Management
Master of Arts in Education
Master of Arts in
Educational Administration
Master of Arts in Studio Art
Master of Arts in Teaching
Master of Arts in Theatre
Master of Fine Arts in Studio Art
Master of Arts in Communication
Master of Fine Arts in Theatre
Master of Arts in Library Media
Education Specialist (Ed.S.)
Ed.D. in Educational Leadership
Ed.D in Instructional Leadership

Quarter Schedule

Master of Arts in Nonprofit
Administration (MA)
Master of Business Administration
(MBA)
Master of Arts in Management -
Business to Business
Master of Arts in Management -
Human Resources
Master of Arts in Management -
International Business
Master of Arts in Management -
Investment Management
Master of Arts in Management -
Organizational Behavior
Master of Arts in Management
Master of Arts in Management -
Marketing
Master of Arts in Management -
Training and Development
Master of Arts in Management -
Leadership
Master of Arts in Management - Sales
Master of Arts in Sport Management
Master of Arts in Communication
Master of Science
(*business area of concentration*)

Trimester Schedule

Master of Arts in Professional
Counseling
Master of Arts in School Counseling
Master of Arts in Professional and
School Counseling
School Psychological Examiner Certificate

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Introduction to Lindenwood University

This catalog contains a description of the graduate programs offered on the traditional semester schedule and the evening quarter schedule of Lindenwood University. A separate catalog is devoted to the description and the special requirements of the Lindenwood University undergraduate programs. All statements in this publication concerning policies, program requirements, fees, and other matters are subject to change without notice. The statements in this catalog are for informational purposes only and should not be viewed as the basis of a contract between a student and the university.

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

Lindenwood University complies with the Drug Free Schools and Communities Act of 1989 (Public Law 101-226) as amended; the Drug-Free Workplace Act of 1988 (Public Law 101-690); the Student Right-to-Know and Campus Security Act of 1990 (Final regulations published 1995, as revised 1999); and the Campus Securities Disclosures Section 485 of the Higher Education Amendments of 1992 (Final regulations published 1994, with technical corrections published 1995, as revised 1999); the Equity in Athletics Disclosure Act (the Higher Education Amendments of 1992, as revised in the Amendments of 1998); and the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, including Section 507 of the USA Patriot Act of 2001, and seeks to provide a healthy, safe and secure environment for students and employees. (See Campus Life Handbook).

Lindenwood is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Missouri Department of Elementary and Secondary Education and is a member of the Teacher Education Accreditation Council. Lindenwood University is authorized to grant Associates', Bachelors', Masters', Education Specialist degrees. and Doctor of Education degrees.

The Mission of Lindenwood University

Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community.

Lindenwood is committed to:

- providing an integrative liberal arts curriculum,
- offering professional and pre-professional degree programs,

- focusing on the talents, interests, and future of the student,
- supporting academic freedom and the unrestricted search for truth,
- affording cultural enrichment to the surrounding community,
- promoting ethical lifestyles,
- developing adaptive thinking and problem-solving skills,
- furthering lifelong learning.

Lindenwood is an independent, public-serving, liberal arts university that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

Historic Lindenwood

Amid the beautiful linden trees, Lindenwood University was founded in 1827 by innovative pioneering educators Mary Easton Sibley and Major George Sibley. They sought to establish an institution which reached across all fields of knowledge, teaching a solid academic core along with the balanced sense of self-worth that accompanies dedication to the larger community and the world—an institution that was always up-to-date and with the times in teaching both the breadth of the liberal arts and the attention to detail of the sciences, seeking to synthesize all knowledge in an effort to educate the whole person.

Lindenwood University serves full- and part-time students of all ages, with a wide variety of educational programs leading to baccalaureate and master's degrees. This academic year, Lindenwood University will serve more than 15,000 full-time and part-time students. More than 3,400 of these students will live on the university's beautifully wooded campus in St. Charles.

Degree Programs

Lindenwood University offers coursework leading to the Master of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Fine Arts, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.), Interdisciplinary majors and minors are available in international studies and human resource management. In all divisions individualized degrees may be developed on a contract basis for interdisciplinary specialties. The major areas of concentration and the format in which each degree is offered are listed under *Academic Programs* in this catalog.

Program Formats

Lindenwood University strives to make quality higher education accessible to traditional and non-traditional students. Undergraduate and graduate academic programs are offered in three distinct formats, known as the Semester, Evening College, and the Lindenwood College for Individualized Education formats.

The day semester programs are considered the traditional format, with undergraduate classes offered in the semester format during the day. However, graduate degree courses in education, art, and music are also held on a semester basis, with some classes meeting in the evenings.

The Lindenwood Evening College was established to meet the request for part-time education for those unable to attend classes during the day. Classes are held on a quarterly basis.

In 1975, the Lindenwood College for Individualized Education (LCIE) was created to provide an accelerated program of study that enables students to make progress toward an undergraduate or graduate degree without relinquishing career and family obligations.

Many older adults who might not pursue higher education in a traditional setting find LCIE's educational philosophy and flexible program an ideal learning environment in which to earn a degree or to pursue studies appropriate to personal learning goals.

Together the Evening College and the Lindenwood College for Individualized Education comprise the evening format. Since its inception, the evening format has maintained a deep commitment to meet the intellectual and professional needs of adult learners with employment experience. Our purpose continues to be to provide high-quality professional and personal competence.

Using methods based in adult learning theory, the Lindenwood Evening College and the College for Individualized Education provide students with the techniques of scholarly inquiry. Through varied curricula and excellent teaching designed to meet a full range of adult student needs, the Lindenwood evening programs realize their mission within the university community.

Programs in Professional Counseling and School Counseling are offered on trimesters. Spring classes begin in early January and continue to the end of April. The summer trimester begins the first week of May and continues until the middle of August. The fall trimester begins within a few days and ends during the first week of December. All trimesters are divided equally into fifteen meetings. Specific dates vary annually.

Campus Locations

St. Charles Campus—located at 209 South Kingshighway in the heart of St. Charles, this 500-acre site is the original campus founded by the Major George and Mary Easton Sibley. Historic buildings grace the tree-lined walks and house classrooms, administrative offices, and residential living

Lindenwood University Cultural Center (LUCC)—located at 400 N. Kingshighway, a few blocks from the main campus, the LUCC is the center for the Lindenwood University for Individualized Education (LCIE) and the university's music department. Classrooms, faculty offices, and a 750-seat auditorium are among the building's amenities.

Westport Campus—located in the 12000 Building, 11960 Westline Industrial Drive, Suite 250, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the Lindenwood University evening division. Classrooms and administrative offices are housed in a modern, air-conditioned facility with ample free parking.

Florissant Campus—Students in the Florissant, Missouri area can take classes conveniently at Lindenwood's new site, 4500 Washington Ave. (formerly Our Lady of Fatima School). Those interested should call 314-878-7653.

O'Fallon Campus—located on the administrative campus of the City of O'Fallon, Missouri at 100 North Main Street, this partnership with the city provides classroom education and encompasses a variety of cultural and athletic activities for the citizens of O'Fallon.

Wentzville Campus—located at 1102 East Pitman, the Wentzville site serves students in Lincoln, Warren, and Western St. Charles counties. The site offers undergraduate and graduate programs designed to meet the needs of adult students.

South County Campus—located in the Hyland Educational Center at 10020 Kennerly Road, the South County Education Center meets the needs of working adults by offering evening undergraduate and graduate degree programs. Classrooms and administrative offices are housed in a modern, air-conditioned facility with ample parking.

Belleville Campus—located at 2600 West Main Street in Belleville, IL, the Belleville site has more than 50 classrooms, including science labs, computer labs, and multipurpose classrooms. There is a gymnasium, a computer room, an athletic field, a theater, and offices.

Lindenwood University Higher Education Center of Lincoln County—located at 995 Main Street, Moscow Mills, MO, this center has four classrooms with traditional schoolhouse decorum. The center includes a computer laboratory for technology classes.

Weldon Spring Campus—located at 7295 Highway 94 South, the Weldon Spring site is housed in the former office complex of the Department of Energy. Generous parking and classroom space characterize this facility, which serves the Chesterfield area as well as the Technology Corridor along Highway 40/61.

Boone Campus of Lindenwood University—the site of the Daniel Boone Home and Boonesfield Village is located on Highway F near Defiance, approximately 40 minutes from Lindenwood's main campus. This historic landmark merged with Lindenwood University in 1998. The 1,000-acre Boone property, with its rich heritage and historic buildings and features, will remain a popular St. Charles County tourist attraction.

The campus also serves as a "laboratory" for students to study a variety of frontier-related programs, including the values, culture and history of the American frontier. Classes held at the site include historic preservation, museology and archaeological digs. The tourist component provides for internships and practica in nearly every major in the Lindenwood curriculum, from accounting and marketing to theatre and education.

In addition to the above, the university provides on-site instruction at a number of businesses and school districts in the region.

Admission Standards

The standards of admission to Lindenwood University are selective, yet flexible. We do expect our applicants to have a sound academic preparation for college, and we carefully examine each applicant's record to determine whether or not the student has the potential to be successful at Lindenwood.

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

Selection Criteria

Candidates applying to Lindenwood Graduate Programs will have their applications evaluated by the Dean of Admissions, as well as the dean of the specific discipline or the designated faculty advisor within that discipline.

Application Procedures

To be considered for admission to the university, an applicant's file must include each of the following:

1. A completed and signed application form with the \$30 application fee (non-refundable). Checks or money orders should be made payable to Lindenwood University.
2. Official transcript from school granting the undergraduate degree, as well as official transcript(s) from any graduate school(s) attended.
3. Resume-This requirement may be waived in certain instances, as determined by the Dean of Admissions.
4. Various departments may have additional requirements, i.e., a portfolio or an audition.

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

International Students

All international students are requested to submit the following documents:

A. International Student Application-The application must be submitted along with a non-refundable \$100 application fee. Graduate applicants must enclose a copy of their resume along with their application.

B. Official TOEFL Score-Minimum scores are:

Graduate candidates-550 (paper-based total)/ 213 (computer-based total)

Undergraduates-500 (paper-based total)/ 173 (computer-based total)

or other evidence of English language proficiency

Lindenwood University code: 6367

C. Affidavit of Support-Please provide an official document or statement from your bank verifying the amount of personal/family funds, in U.S. dollars, that is available for tuition (personal cost) and educational expenses (books, insurance). All documents must be in English.

D. Official transcripts-Undergraduates must submit high school transcripts and any college transcripts if transfer credit is requested. Graduate candidates must submit college transcripts which include evidence that a baccalaureate degree has been earned. Transcripts must be in English or accompanied by a certified English translation. The grade of "C" is not accepted in transfer for graduate students.

Transcripts should be sent directly to Lindenwood from the applicant's previous school(s)

E. Housing Application-All students must submit a housing application and \$300 housing deposit made payable to Lindenwood University. **All international students are required to live on campus during their attendance at Lindenwood University.** Campus housing will be assigned upon receipt of the housing application and deposit. Please include your e-mail address on your housing form.

F. Personal Statement (Essay)-Applicants must complete an essay concerning education plans; for example, the essay may include why the student wishes to further his/her education, long-term goals, or a special experience.

G. Transfer Procedure-If transferring from another university within the United States, applicants should forward the transfer paperwork found in the student application to the previous school's officials for processing.

H. Passport-Please provide a clear, readable copy of the identification page of your passport.

I. Insurance-All students must be insured while studying in the United States. Lindenwood University does not provide any insurance for students. Students may carry any health insurance policy they choose.

Please send all required documents and any other information relevant to complete an application for admission to the following address Lindenwood University, International Office, 209 S. Kingshighway, St. Charles, MO63301-1695. The email address is international@lindenwood.edu, the phone number is (636) 949-4982, and fax is number is (636) 949-4108.

Graduate Academic Procedures

Academic Honesty

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

Academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course.

According to Lindenwood University's Academic Honesty policy, names of students found guilty of cheating or plagiarizing will be sent to the University Provost. A second offense will lead to academic probation, and a third offense may result in suspension from the university.

Academic Load

Graduate Students:

9 semester hours	full time
6-8 semester hours	half time
1-5 semester hours	less than half time

Course extensions (including culminating project extensions and thesis extensions) are not considered as "hours enrolled" for purposes of this policy.

Auditing

A student may register to audit lecture courses, not to include studio or photography courses or LCIE clusters. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. A student has two weeks into a semester or trimester and two class meetings into a quarter or summer session to make a change in registration either to audit a class or take it for credit. The audit fee is 50 percent of the regular tuition for a course.

Attendance

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

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

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

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

Calendar

Lindenwood University uses different calendars for different programs of the university. All academic credit is given in semester hours. Fall semester begins just before Labor Day and ends before Christmas. Spring semester begins in January and ends in mid-May.

All Evening College programs, LCIE programs, the MBA program, and MA and the MS (business areas of concentration) are offered on a quarter calendar. Programs in Professional Counseling and School Counseling are offered on a trimester basis.

All other programs (including the MA in Art and Theatre programs) are offered on a semester calendar.

Dismissal

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

Grading System

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

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

A grade of “I” (incomplete) is given at the end of a term or semester only for failure to complete course work because of exceptional circumstances beyond the student’s control. To receive an “I,” a student must initiate a request petition obtained in the Registrar’s Office and receive the approval of the instructor and the appropriate division dean. Such approval must be obtained before the final examination is given in the course. An “I” grade must be resolved prior to the end of the next term: semester, quarter, or trimester; otherwise it automatically becomes an “F.”

Any request to extend the time needed to complete an “I” must be submitted to the registrar no later than two weeks before the date the grade is due. Such request will then be sent to the appropriate division dean to be considered for approval.

Cumulative records are maintained for each student on individual transcripts.

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

Withdrawals

1. The deadline for withdrawals shall be a date for each term as set annually on the Academic Calendar: at the two-thirds mark of the term: semester, quarter or trimester;

2. Students must complete a withdrawal form and secure the instructor’s, advisor’s, and provost’s signature for approval;

Students who are permitted to withdraw from a course will receive either a grade of “WP” (withdraw passing) or “WF” (withdraw failing). Neither grade will affect the student’s grade point average.

Late withdrawals will be approved only under extreme circumstances. Requests for late withdrawal will NOT be approved for the following reasons: inability to keep up with course assignments, a lower grade than desired, or discovery that one does not need the course to complete a degree or enter graduate school.

Administrative Withdrawal

When in the best interest of a student or Lindenwood University, a student may be given an Administrative Withdrawal (AW) from his or her classes. A grade of “AW” results in removal of all credits associated with the affected classes and places the student on administrative suspension. Before enrolling at the university, the student on administrative suspension must write a letter of appeal to the provost. A grade of AW does not affect one’s grade-point average.

Attendance Failure (AF)

This grade is used when students stop attending a particular class but do not withdraw from the course. The grade of “AF” is treated as a grade of “F” in the calculation of the student’s grade point average.

No Grade

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

Suspensions

Students who are suspended for financial aid reasons will be suspended for academic cause as well, even if they do not meet the usual term-based criterion for academic suspension.

Quarter/Trimester

Quarter and Trimester students will be given seven calendar days from the date of their suspension letter to appeal. If the appeal is not received and approved within that time limit, the student will be dropped from all current and future classes; this student will not be charged for that quarter/trimester. FAX’ed, emailed, mailed, or delivered appeal letters will be accepted.

International Students

In addition to regular mail notification, the suspension letter for international students will be e-mailed to the student's LU e-mail account by the Registrar (in coordination with the International Office).

Grievance Procedure

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

Lindenwood University shares information from students' formal written complaints with the North Central Association of Colleges and Schools as part of its normal accrediting process. This information is shared in such a manner as to shield all individual identities of complainants. No letters or documents revealing the identities of individual complainants will be shared without the express written permission of the complainant.

Lindenwood University has a number of appeals and grievance processes in place (see, e.g., the process for "Appeal of Financial Aid Suspension") in various university publications. Once these normal appeals and grievance procedures have been exhausted, students may make formal written complaints concerning academic matters to the Provost and those concerning student services to the dean of campus life. All other formal written student complaints should be directed to the president's office.

Final Exams

All semester, quarter, and trimester courses are required to meet until the end of the scheduled academic period as stated in the university calendar. Professors are also required to hold a final exam or other significant evaluative activity at the scheduled final exam time as outlined in the final exam schedule. There are to be no exceptions to these requirements.

Because the final exam schedule is published prior to the beginning of each semester, all faculty members should clearly state the date of the final exam, both in the syllabus and aloud to class members.

Faculty members are not to change the time of the final exam, either by changing the date on which the exam is to be taken or by changing the time of the exam. Students should plan to attend their final exams on the scheduled dates.

Re-enrollment

Any student who has voluntarily left the University for one year or more must have his/her re-enrollment approved. Students on academic or social suspension must submit a letter of appeal to the Provost as a part of the readmission process. Suspended students are not eligible to re-enroll until their suspension appeals have been granted. Re-enrolled students will abide by all current requirements under the catalog in effect at the time of re-enrollment.

Change in Degree Program

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

Second Degrees

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

Degree Time Limit

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

Thesis/Culminating Project Extensions

Registration for extensions on undergraduate thesis/culminating projects must be completed by the student each succeeding term after the initial enrollment for his/her thesis/culminating project. The fee charged will be \$50 for each extension.

If the student fails to register for a term, he/she will no longer be considered a degree candidate. Should the student wish to resume his/her thesis/culminating project, the full tuition rate for the thesis/culminating project must be paid when he/she re-enrolls. In order to appeal that charge, the student must submit a written request to the Business Office controller including any evidence that would substantiate the appeal.

Scholarship Standards

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

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

The following are general guidelines used in reviewing academic performance deficiencies at the graduate level. A student will be suspended if his or her cumulative grade point average drops below the levels stated below:

- 2.95 with at least 90% of course work completed
- 2.85 with at least 75% of course work completed
- 2.65 with at least 50% of course work completed
- 2.25 with at least 25% of course work completed
- 2.00 with less than 25% of course work completed.

A graduate student who earns a grade point average of less than 1.00 in any term will be suspended.

Students who are suspended for unsatisfactory academic progress are ordinarily not again admitted to the graduate programs of Lindenwood University. Appeals of academic suspension and petitions for readmission should be directed to the provost for review.

Transcripts

All information in each student's university record folder is considered confidential information and is issued only to authorized individuals.

Transcripts may be ordered in the following ways:

1. **ONLINE** at the National Student Clearinghouse using a credit card. Base cost is \$5 per transcript with a \$2.25 surcharge per order (not per transcript). Online delivery options range from "send immediately" to "hold for final grades" and/or "degree conferral."

2. **IN PERSON** at the Business Office. Requests submitted in person are processed for pickup immediately. You must submit a completed Transcript Request Form and payment by cash, check or money order in the amount of \$5. Transcripts requested in person are only available for pick-up. Requests to have transcripts mailed are only available through the online service.

No transcript will be issued for any student who has an unsatisfied financial obligation.

Official transcripts are sent directly to a college, employer or other agency and bear the university seal. Student copies may be sent directly to the student and are identified as such. The fee for either type of transcript is the same.

In accordance with federal law (The Family Educational Rights and Privacy Act), student transcripts are issued only at the written request of a student. A transcript will not be released without the student's signature appearing on the request. Transcript requests are not accepted by telephone.

A transcript is a picture of the student's complete record at Lindenwood University. Partial transcripts are not issued. Transcripts of work completed at other colleges must be obtained directly from those institutions.

Transfer Credits From Another University

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

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

Appeals of transfer credit evaluations should be submitted in writing to the provost.

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

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

Fees and Financial Assistance Student Expenses 2007-2008 Academic Year

Tuition

Full-time semester rate (9-15 credit hours)	\$6,200/semester
Full-time quarter rate (9 credit hours) (Except LCIE)	\$4,200/quarter
Quarter Overload Fee (over 9 hours)	\$350/credit hour

LCIE

Graduate	\$3,150/9 hour cluster
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Part-time Tuition

Graduate	\$350/credit hour
Educational Specialist	\$410/credit hour
Doctor of Education	\$600 /credit hour

Housing & Meals

Semester/Trimester	\$3,100/term
Quarter	\$2,500/quarter
Room Fee during breaks	\$200/week

Other Fees

Housing/Enrollment Deposit (<i>non-refundable</i>)	\$300
Full-time Student Activity Fee	\$120/term
Communications Fee - Residence Halls	\$150/term
Full-time Student E-mail Fee	\$30.00/term
Lab Fee (in specified courses)	\$30-\$75/course
Studio Fee (general)	\$30-\$75/course
Studio Fee (ceramics, color theory, photography and figure drawing)	\$80/course
Student Teaching Fee	\$250
Applied Music Fee	\$150/half-hour
<i>(For individual lessons in piano, voice, orchestral instruments and organ; per semester hour credit)</i>	
Experiential Learning Fee (one-time only charge)	\$250
Experiential Learning Credit	\$75/cr hr
Overload Fee (except LCIE)	\$350/sem hr
<i>(a charge to full-time students who take more than 18 hours in a term)</i>	
Late Registration Fee	\$25
Promissory Note Origination Fee	\$25
Late Payment Fee (per month)	\$50
Culminating Project Extension Fee	\$50
Graduation/diploma fee	
Graduate	\$125
Ed.D	\$200

Note: The graduate contract degree rate will be determined at the time of admission into the program. Provisions for extended stay housing and meals, degree programs, tutoring, and additional services are available upon request.

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

The communications fee covers telephone service, voicemail, e-mail, and cable TV services. The university provides complimentary Internet service to resident students living in the dormitories and some on campus housing.

Enrollment Deposit

Each resident student is expected to pay a \$300 non-refundable fee to reserve his/her room. The room reservation fee becomes a refundable room damage deposit after the student has attended classes and the semester charges have been paid.

This deposit remains on the student's account at the university as long as he/she resides in campus housing. Any damage to the assigned housing during the time of residence will be deducted from the deposit. Students are entitled to a deposit refund upon completion of the Residential Check-Out form once all outstanding debts to the university have been satisfied. If a new student withdraws prior to the beginning of a term, the housing application fee is not refundable. Continuing students must notify the Office of Residential Services of plans not to return the following term as a resident student and complete the Residential Check-Out form. Failure to complete this process by the date of the last class or exam preceding the departure will result in forfeiture of the deposit. No refund for room and board charges will be made for an academic year after the student signs either a New Student Housing Application or a Returning Student Housing Application.

Students must meet all financial obligations to the University in order to qualify for a room damage deposit refund. Application materials for the refund are available in the Business Office.

When students have been accepted for admission, students, parents, and/or guardians accept all the conditions of payment as well as the regulations of the university. In making the initial payment of \$300, the student and his parent or guardian acknowledge these terms and signify acceptance of these obligations. No promise or contract that differs from these terms shall bind the university unless it has been signed by the chief operating officer of Lindenwood University. The university reserves the right to increase or reduce fees each year according to changes in fiscal conditions.

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

Payment Options

All tuition charges and fees are payable prior to the term beginning. Students should consult their student account representative in the Business Office regarding due dates or other payment arrangements prior to the beginning of the term. Payment options include:

Corporate Promissory Note: The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. Proof of employment and a copy of the company's reimbursement policy must be on file in the Business Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. A monthly late charge will be assessed after this date. By signing a promissory note, the student gives Lindenwood University permission to contact his/her employer if the note is not paid by the date due.

Direct Debit Payment Note (DDP): Lindenwood University offers a Direct Debit Payment Plan for the convenience of students. Payments can be made directly (electronically) from student checking accounts. There are no fees associated with this method of payment.

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

Delinquent Accounts

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

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

Students with delinquent accounts can expect the following:

1. registration for a succeeding term will not be allowed;
2. grades for the current term will be held;
3. a transcript will not be issued;
4. the student will not be permitted to graduate.

Withdrawal & Refund

Students wishing to withdraw from Lindenwood University should contact both the Registrar's Office and the Office of Financial Aid. In order to receive the proper refund, any notification of withdrawal or cancellation and requests for refund should be made in writing. To begin the withdrawal process, students should submit a completed withdrawal form to the Registrar's Office located in the lower level of Roemer Hall. The office hours are Monday-Thursday, 8 a.m. until 6 p.m., Friday 8 a.m. until 5 p.m. and Saturday, 8 a.m. until 5 p.m.

Calculations of the return of Title IV aid or tuition adjustments shall be based on the date the student begins the withdrawal process, provides official notification of the intent to withdraw, or the midpoint of the payment period for which Title IV aid was disbursed.

Students who receive Title IV aid while attending Lindenwood University and withdraw during the first 60 percent of the term will be disbursed Title IV aid in direct proportion to the length of time he/she remains enrolled. A student who remains enrolled beyond the 60 percent point of the term will not be entitled to a return of Title IV aid.

All students are subject to the Lindenwood University refund calculation as described below. If any student withdraws prior to the beginning of a term, all payments for that term, except the initial \$300 non-refundable room reservation deposit, will be refunded.

The refund policy for tuition, fees, including overload charges for

Semester and Trimester schedules, is as follows:

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

The Quarter tuition refund schedule is as follows:

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

No refund for room charges will be made for a term after the student signs either a New Student Housing Application or a Returning Student Housing Application.

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

Appeals

Appeals on withdrawal and refund calculations or other institutional charges from students and parents who feel the individual circumstances warrant exceptions from published policy should be addressed to the Business Office Controller. In order to appeal a decision, the student must submit a written request to the Business Office Controller including any evidence that would substantiate the appeal.

Refund Distribution of Financial Aid

After the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the Secretary of Education. Refunds to specific Title IV programs will be made to programs in the order outlined: (1) Outstanding balances on FFEL Program Loans (Unsubsidized Stafford, Subsidized Stafford); (2) Federal Perkins Loans; (3) PLUS; (4) Federal Pell Grant Awards; (5) Federal SEOG Awards; (6) other Title IV student assistance; (7) other federal, state, private or institutional aid; and (8) the student. No Title IV program may receive a portion of the federal refund amount if it was not part of the original package.

Cash Disbursements

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

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

Financial Assistance

Financial aid is available to all qualified students. Financial need may be met through a combination of state, federal, and institutional aid. Federal grants are outlined below. Institutional awards and grants are offered in the areas of academics, leadership, athletics, drama, music, and art.

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

What the student is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all Title IV and institutional assistance. Lindenwood does not require students to fill out supplementary fee-based forms to determine eligibility for institutional financial aid. All students wishing to receive Title IV aid must submit a valid set of Student Aid Reports or a valid ISIR (Institutional Student Information Record) that results from the processing of the FAFSA and must complete any required verification. Financial need is calculated as the difference between the cost of attendance and the expected family contribution from the student and his/her parent(s). Financial aid is an award from grant, loan, and/or work funds that will help meet this need.

Scholarships

A variety of scholarships are awarded to students who have excelled in fields of study, community activities or athletic competition. Lindenwood University's admissions counselors can advise prospective students of the full program of scholarship availability.

Although Lindenwood University scholarships and grants are credited in total at the beginning of each term, they are actually earned as tuition, room and board charges are incurred. Therefore, tuition, room, and board charges that are reduced as a result of being unearned will automatically result in an immediate proportional reduction of the Lindenwood University scholarship or grant as also being unearned.

All institutional aid will be reduced, in accordance with the student's reduced charge, for campus-housed students who move off campus.

Older Student & Institutional Grants

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

Any other funding may first replace the Lindenwood University grant.

Types of Federal Financial Aid

Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent upon the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily a student will work 10 hours per week while attending school. Wages are \$8.00 per hour.

Federal Perkins Loans

This is a federal loan to students at an interest rate of 5 percent repayable nine months after graduation, after termination of an academic program, or after enrolling for fewer than 6 credit hours during a semester. Students may borrow up to \$4,000 per year to an aggregate maximum of \$20,000 as an undergraduate, and \$6,000 per year to an aggregate maximum of \$40,000 as a graduate student.

Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. This loan is administered by Lindenwood University and does not require a separate application other than the FAFSA. Availability of this loan is at the discretion of the dean of admissions and financial aid.

Federal Family Education Loan Programs (FFELP)

Subsidized Federal Stafford Loan

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

Eligible Stafford Borrower Limits:

Graduate Study \$8,500/academic yr.

Cumulative Limit (including undergraduate study) \$65,500

For borrowers who have loans which originated July 1, 1998 through June 30, 2006, the interest rate on a Stafford Loan is variable, and is tied to the 91-day T-bill plus 1.7 percent, not to exceed 8.25 percent

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

A student can obtain a Master Promissory Note application form for the subsidized Federal Stafford Loan from the Lindenwood University Financial Aid Office.

Unsubsidized Federal Stafford Loan

Students who meet the eligibility requirements under Section 484 of the Higher Education Amendments and who do not qualify for interest subsidies under the FFELP Stafford Loan program may borrow under the Unsubsidized Stafford Loan program.

Similar to the Federal Subsidized Stafford Loan program, the Unsubsidized Stafford Loan is available to all eligible students, and students must complete a valid need analysis. Unsubsidized Stafford Loans are not need based, however, and interest accruing on the loan is not subsidized (or paid) by the federal government while the student is in school. Students must therefore pay the interest payments while in school.

A student can obtain a Master Promissory Note application form for the unsubsidized Federal Stafford Loan from the Lindenwood University Financial Aid Office.

Federal Parent Loans to Undergraduate Students (FPLUS)

Parents may borrow for dependent graduate and professional students. The maximum amount a parent may borrow on behalf of each eligible student is limited to the cost of education, less financial aid. These loan limits do not include amounts borrowed by a student under the FSL programs. FPLUS loans do not qualify for interest subsidy. FPLUS interest rates for a loan disbursed between July 1, 1998 and June 30, 2006 is variable based on the 91-day T-bill auctioned at the final auction before preceding June 1 of each year plus 3.1 percent, not to exceed 9 percent. Effective July 1, 2006 through June 30, 2007, the interest rate is fixed at 7.94%.

New Unsubsidized Loan (Formerly SLS)

Supplemental loans to students provide for a maximum \$12,000 a year. Supplemental loans to students provide for a maximum \$12,000 a year for graduate students.

Graduate and professional students or independent undergraduate students are eligible to borrow under this program. Loans made under the unsubsidized loan program are not eligible for interest subsidy. Repayment is to begin within 60 days after disbursement, except if the borrower is entitled, and requests, to defer principle or interest (contact your lender).

The interest rate for any calendar year is tied to the bond equivalent rate of a 91-day Treasury Bill plus 1.7 percent, not to exceed 8.25 percent for unsubsidized loans and 9 percent for FPLUS loans.

Loan Limits

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

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

Marguerite Ross Barnett Memorial Scholarship Program

This program is available to eligible students who are enrolled part-time and who are employed for at least twenty (20) hours a week. Contact the Missouri Coordinating Board or the Financial Aid Office for details on eligibility criteria.

Vocational Rehabilitation

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

Satisfactory Progress

Students wishing to apply for and receive Title IV assistance must meet specific academic progress requirements in order to maintain Title IV financial aid eligibility. Satisfactory academic progress requires that a student accumulate a minimum number of credit hours over a maximum number of enrollment periods and a minimum cumulative grade point average for each period of attendance.

The minimum cumulative Grade Point Average (GPA) is listed under "Scholarship Standards" below and in the graduate catalog.

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

Full-time Students

Undergraduate College

Academic Years Completed						
1	2	3	4	5	6	
Earned Credit Hours:						
16	34	55	77	100	128	

Graduate College

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

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

For a student to be eligible for Title IV Aid at Lindenwood University, the student must have academic standing at the point in the program that is consistent with Lindenwood University's requirements for graduation as listed under "Scholarship Standards" previously. Before each payment period, the student's academic record will be checked for satisfactory academic progress based on the most recent determination.

In general, satisfactory progress requires 12 hours the first year and so on for full-time graduate students.

Failure to maintain minimum academic progress will result in a student being ineligible to receive Title IV financial assistance, following a financial aid probationary period, except as follows: If a student fails to meet the minimum requirements as stated at the end of the second academic year, the student will be placed on Financial Aid suspension.

Financial Aid Probation/Suspension Reinstatement

Except at the end of the student's second year, if a student fails to meet the minimum requirements as stated, the student will be placed on financial aid probation for the next succeeding academic year of enrollment. If at the end of the probationary academic year

of enrollment the student does not meet the minimum requirements, the student will be placed on financial aid suspension and will not be eligible for financial aid reinstatement until the minimum cumulative requirements of the policy are attained. Students placed on probation or suspension will have their LU Institutional Grant re-evaluated. Withdrawal from the university has no effect on the student's satisfactory progress upon re-entering.

Appeal

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

In order to appeal a decision, the student must submit a written application to the provost of the university, including any evidence that would substantiate the appeal.

The case will be evaluated by the Appeals Committee. The committee will advise the student of its decision within 10 working days following the date the appeal is received.

Veterans' Benefits

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

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

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

1. The university will notify the V.A. of all terminations, interruptions, or any change in semester-hour load within 30 days. This may change the benefits available to the student.
2. The student accepts the responsibility of notifying the registrar, the V.A. coordinator at the university, and his/her advisor immediately in case of withdrawal from any course.
3. The student accepts the responsibility of notifying his/her instructors of any expected absence from class. A student may be withdrawn by the university for any excessive absences.
4. The Veterans Administration will be informed that progress is no longer satisfactory with the accumulation of 12 or more hours of 'F' grades.
5. LCIE students receiving benefits through the Veterans Administration must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

Out of Classroom Life

Lindenwood University currently serves over 15,000 students in over 100 undergraduate and graduate degree programs. Resident students live on the 500-acre, wooded, highly attractive campus within a large metro area that offers almost unlimited cultural, recreational, entertainment, and service opportunities.

Built in 1929, Margaret Leggat Butler Library is a beautiful building full of character and tradition meant to provide an environment for scholarly pursuit. The library contains a balanced collection of books, periodicals, online resources, and other instructional and media resources. The materials in the library exist to support the curricular offerings of the university as well as the idea of reading and research as essential skills for the life-long learner.

Butler Library is fully automated, allowing students to access its resources both on campus and off. Faculty and students have access to 25 subscription databases providing them with the ability to retrieve full-text documents at no cost. In addition, the library is a member of the MOBIUS consortium that provides students access to over 14 million book titles throughout the state of Missouri. If an item is not available through MOBIUS, patrons may use Butler Library's Inter-Library Loan service.

Butler Library's dedicated staff is available to help patrons navigate the wealth of traditional print and electronic resources that it offers. The library staff has developed a series of workshops, class presentations, and study guides to assist users. In addition, Lindenwood's librarians are available during all library hours to assist patrons with whatever their research needs might be. Reference librarians may be contacted in person, by phone or email.

For additional information about Butler Library, students may access the Website at: <http://www.lindenwood.edu/library>.

Lindenwood Student Government Association

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

Residence Halls

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

Athletics

Intercollegiate, Intramurals, and recreational sports are an important part of Lindenwood's out-of-classroom life. Intramural sports offer exercise and competition to all students in the community.

Intercollegiate baseball, basketball, bowling, cheerleading, cross country, field hockey, ice hockey, football, golf, lacrosse, roller hockey, soccer, softball, tennis, track, trap and skeet, spirit squad, volleyball, water polo, wrestling, swimming and diving are offered for full-time students.

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

For those involved in team sports and others interested in personal fitness, the university has a Field House and Fitness Center with extensive weight training equipment.

In addition, the university provides an indoor pool, baseball and softball fields, and two practice fields for soccer, football, and other sports. Hunter Stadium, with a seating capacity of 6,000, is the only artificially-surfaced football/soccer stadium in the St. Charles area. The new 3,000-seat Robert F. Hyland Performance Arena is home to the men's and women's basketball, volleyball, and men's wrestling teams.

Lindenwood also has an all-weather 8-lane track and purchased the CenturyTel Ice Arena in Wentzville.

Religious Life

Lindenwood University enjoys a historical relationship with the Presbyterian Church (USA). The university fosters an ecumenical spirit that celebrates the wide range of religious traditions represented on a campus. Students wishing to worship can find religious services of most major faiths within driving distance of the campus.

Campus Tobacco Use

The use of both smoking and smokeless tobacco is prohibited in all buildings on campus except where designated. This includes classrooms, laboratories, hallways, restrooms, and lounges.

KCLC-FM 89. 1

Students may participate in the operation of the university's radio station, KCLC, through the Communications Department. A 35,500-watt stereo facility, it is the principal local radio station in St. Charles County and performs a major role in community affairs, entertainment programming, local news gathering, and sports.

Lindenwood University LUHE-TV (LU 26)

Students have the opportunity to conduct practica and internships in the context of Lindenwood's Higher Education Television Channel. St. Charles County's only Higher Education TV venue offers original programming designed to provide education experiences and cultural enrichment for persons of all ages in Charter Communications' St. Charles County broadcast area.

Firearms Policy

No person is permitted to carry firearms or other weapons – either concealed or visible – on Lindenwood property or to any Lindenwood class (offered anywhere), except duly sworn law enforcement officers who are on duty. Off-duty police officers may carry completely concealed weapons to their Lindenwood classes only if authorized to do so by their employer and the state of Missouri or Illinois.

Graduate Admissions

Campus Accessibility

It is the guiding philosophy of Lindenwood University to make programs and facilities as accessible to students with disabilities as is practical. The coordinator for campus accessibility services acts to ensure the accessibility of programs and assists and supports students with disabilities. Each student is encouraged to serve as her or his own advocate and be responsible for obtaining special services offered by the university. If the coordinator is unable to satisfy a reasonable request, that request may then be directed to the dean of academic services.

Conferences

The university offers a variety of services and accommodations to community groups, religious organizations, businesses and trade and professional organizations on campus and at our off-campus sites. Many conferences, workshops, meetings, and community events are held each year at the various Lindenwood facilities.

2007-08 Academic Calendar

Fall Semester 2007

Faculty Workshops.....	August 20-24
Freshman Orientation Check-In	August 22
Freshman Orientation	August 23-24
New Student Registration/Orientation - Residential Housing opens	August 26
Classes begin.....	August 27
Opening Convocation, 4 p.m., Performance Arena.....	August 29
Last day to register, add class, or choose an audit	September 7
Last day to register for or add a Late Start class.....	Before the 4th class meeting
Last day to withdraw with a “W”	October 5
Midterm grades due, Noon	October 12
Deadline to apply for March/May/June graduation.....	November 1
Last day to withdraw with a “WP” or “WF”	November 2
Spring Semester & J-Term Registration Seniors & Juniors	November 12-13
Spring Semester & J-Term Registration Soph. & Freshmen.....	November 19-20
Thanksgiving Holiday-No Classes	November 22-23
Deadline for making up “INC” grades from Spring	December 7
Last day of classes	December 7
Final exams.....	December 10-14
Lindenwood residential housing closes at 4:30 p.m.....	December 14
Final grades due, 3 p.m.....	December 17

January Term 2008

Last day to register for a J-term class.....	December 27
Classes begin.....	January 3
Last day to withdraw with a “W”	January 14
Last day of classes	January 18
Final grades due, 3 p.m.....	January 23

Spring Semester 2008

New Student Registration/Orientation - Residential Housing opens	January 20
Classes begin.....	January 21
Last day to register, add a class, or choose an audit	February 1
Last day to register for or add a Late Start class.....	Before the 4th class meeting
Last day to withdraw with a “W”	February 27
Deadline to apply for August/September/December graduation.....	February 28
Midterm grades due, Noon	March 7
Fall Semester Registration & Housing Sign-up: Seniors & Juniors	March 10-11
Fall Semester Registration & Housing Sign-up: Soph. & Freshmen.....	March 17-18
Easter Break and Spring Break.....	March 21-28
Last day to withdraw with a “WP” or “WF”	April 4
Deadline for making up “INC” grades from Fall.....	May 9
Last day of classes	May 9
Final exams.....	May 12-16
Lindenwood residential housing closes at 4:30 p.m.....	May 16
Baccalaureate Ceremony & Graduate Students’ Commencement 7:30 p.m.....	May 16
Undergraduate Commencement 10 a.m.....	May 17
Final grades due, 3 p.m.....	May 19

Fall Quarter 2007

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	September 26
LCIE New and Graduate Student Opening Session (8:15 a.m.).....	September 29
MA/MS/MBA classes begin	October 1
Last day to drop with a “W”	October 12
Last Day to Choose an Audit.....	October 26
Deadline to apply for March/May/June graduation.....	November 1
Midterm grades due, Noon	November 9
Thanksgiving Holiday-No Classes.....	November 22-23
Last day to withdraw from a class with a “WP/WF”	November 23
Lindenwood residential housing closes at 6 p.m.....	December 14
Deadline for making up “INC” from previous term	December 15
Quarter ends.....	December 15
Final grades due, 3 p.m.	December 17

Winter Quarter 2008

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	January 2
LCIE New and Graduate Student Opening Session (8:15 a.m.).....	January 5
MA/MS/MBA classes begin	January 7
Last day to drop with a “W”	January 18
Last Day to Choose an Audit.....	February 1
Midterm grades due, Noon	February 15
Deadline to apply for August/September/December graduation.....	February 28
Last day to withdraw from a class with a “WP/WF”	February 29
Deadline for making up “INC” grades from previous term.....	March 22
Quarter ends.....	March 22
Final grades due, 3 p.m.	March 24

Spring Quarter 2008

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	April 2
LCIE New and Graduate Student Opening Session (8:15 a.m.).....	April 5
MA/MS/MBA classes begin	April 7
Last day to drop with a “W”	April 18
Last Day to Choose an Audit.....	May 2
Midterm grades due, Noon	May 9
Memorial Day-No classes.....	May 26
Last day to withdraw from a class with a “WP/WF”	May 30
Deadline for making up “INC” grades from previous term.....	June 21
Quarter ends.....	June 21
Final grades due, 3 p.m.	June 23

Summer Quarter 2008

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	July 2
LCIE New and Graduate Student Opening Session (8:15 a.m.).....	July 5
MA/MS/MBA classes begin	July 7
Last day to drop with a “W”	July 18
Last Day to Choose an Audit.....	August 1
Midterm grades due	August 8
Last day to withdraw from a class with a “WP/WF”	August 29
Deadline for making up “INC” grades from previous term.....	September 20
Quarter ends.....	September 20
Final grades due, 3 p.m.	September 22

Trimester Schedule

Fall Trimester 2007

Opening weekend orientation	August 25
Classes begin.....	August 27
Last day to register, add a class, or choose an audit	September 7
Last day to drop with a “W”	September 21
Midterm grades due, Noon	October 19
Deadline to apply for March/May/June graduation	November 1
Last Day to withdraw with a “WP/WF”	November 2
Thanksgiving Holiday-No classes	November 22-23
Deadline for making up “INC” from previous term	December 8
Trimester ends	December 8
Final grades due, 3:00 p.m.	December 10

Spring Trimester 2008

Opening weekend orientation	January 5
Classes begin.....	January 7
Last day to register, add a class, or choose an audit	January 18
Last day to withdraw with a “W”	January 18
Deadline to apply for August/September/December graduation.....	February 28
Midterm grades due.....	February 29
Last day to withdraw with a “WP/WF”	March 10
Deadline for making up “INC” from previous term	April 19
Trimester ends.....	April 19
Final grades due, 3:00 p.m.....	April 21

Summer Trimester 2008

Opening weekend orientation.....	May 3
Classes begin.....	May 5
Last day to register, add a class, or choose an audit	May 16
Memorial Day-No classes	May 26
Last day to withdraw with a “W”	May 30
Midterm grades due	July 3
Last day to withdraw with a “WP/WF”.....	July 11
Deadline for making up “INC” from previous term	August 16
Trimester ends	August 16
Final grades due, 3:00 p.m.	August 18

Graduation Application Deadlines 2007-2008

Deadline to apply for March graduation	November 1
Deadline to apply for May graduation	November 1
Deadline to apply for June graduation.....	November 1
Deadline to apply for August graduation	February 28
Deadline to apply for September graduation	February 28
Deadline to apply for December graduation	February 28

American Studies, M.A.

Program Description

The Master's Degree in American Studies provides a foundation for advanced interdisciplinary study of American culture and current approaches to American cultural studies. The American Studies Program is professionally affiliated with the American Studies Association and the Mid-America American Studies Association. Because of the program's flexibility, students may pursue their intellectual interests in diverse areas such as literature, history, art and culture, political science, business, Nonprofit Administration, social work, and Character Education, among others.

Students will work with cultural institutions, libraries, museums, agencies, historical documents, and original sources at the Boonesfield Village, also known as the Boone Campus, and on the main campus. The program is both academic and experiential through skills taught during the Boone Challenge Semester at the Boone Campus; this is one of the most unique features of our program. Students are encouraged to combine disciplines in non-traditional ways by drawing upon the resources of the entire university.

Lindenwood faculty is committed to offering courses in a wide variety of disciplines and interdisciplinary themes that probe the cultural and social dynamics of American civilization. The emphasis on writing, oral delivery, and teamwork skills make American Studies graduates attractive to the Armed Services, business, law, education, (schools, colleges, and teaching English as a foreign language), libraries, museums, government, journalism, media, publishing, community activism, and social services. American Studies Masters graduates may also pursue a Ph.D. in American Studies to teach at a university.

Criteria for Admission to the American Studies Program:

- There are no course work prerequisites for admission to the master's program; however, a student must have received a baccalaureate degree from an accredited institution.

All applicants must submit:

- A completed application form with the application fee.
- Official transcripts from all colleges and universities attended (2.5 GPA recommended).
- Two letters of recommendation from individuals who can attest to the student's ability to handle graduate study.
- A brief essay (1,000 to 1,500 words) outlining goals and interests in the program.

International Students:

All applicants whose first language is not English or who have not received a baccalaureate degree from an institution in which the language of instruction is English must take the TOEFL, which must be passed with a score of 550.

Language Requirement

There is no language requirement for the M.A. degree, but students are encouraged to become proficient in another language should they decide to continue their education toward a Ph.D.

GRE

GRE scores are not required; however, students are encouraged to take the GRE to enter a Ph.D. program.

The Curriculum

The student is required to take a minimum of 30 credits, including at least 18 credits in the 500 series. AST 501 and 580 are required.

Core Courses:

AST 501 Introduction to American Studies (3) An introduction and interdisciplinary course of the American Experience. It will incorporate American beliefs, history, literature, art, architecture, character, values, diversity, self-reliance, responsibility, self-determination, assimilation, nationalism, and patriotism as they apply to the American national character and belief system. Students will learn the history and the mode of study of the American Studies degree.

AST 580 Culminating Project (3) Under the direction of the advisor, students will combine an original scholarly master's paper or a creative project and prepare for a specialized oral examination.

Art: M.A., M.F.A.

Program Description

The Division of Fine and Performing Arts offers the Master of Arts and Master of Fine Arts degrees in Studio Art. The Master of Arts degree offers concentrations in various areas including ceramics, design, drawing, painting, photography, computer art and fashion design.

The Master of Fine Arts degree combines studio work with art history and criticism. The College Art Association, as well as other professional art organizations, universities, and colleges, acknowledges the MFA degree as the terminal degree for artists. This degree has become a prerequisite for those who intend to teach at the college level. It is also directed at those individuals who want to further develop their professional careers. Full-time or part-time students may apply to the MFA program.

Graduate offerings in Studio Art and Art History also fulfill program requirements for graduate degrees in Education, Valuation Sciences, and Arts Management. The program in Arts Management is individualized and requires a minimum of 12 hours of coursework in Business Administration.

Master of Arts

Admission Requirements to the Program

Admission Requirements to the Program

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

5. Full admittance to the graduate program in art requires the endorsement of the division dean.

Degree Requirements

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

- 21 hours Studio Art area (or areas) of concentration;
- 6 hours Studio Art courses outside of the area of concentration;
- 3 hour course in Art History or art criticism;
- 3 hours Art 500 Research Methods in Art;
- 3 hours Exhibit and thesis project.

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

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

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

5. No more than 9 hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 36 hours. The division dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The division dean may also waive credits under special circumstances.

6. All graduate students in Studio Art must surrender one work approved by the faculty in their final semester.

Master of Fine Arts

Admission Requirements to the Program

1. Candidacy is dependent upon approval by the Art faculty.

2. A BFA in Studio Art. Students of exceptional merit who have earned a BA or a BS in Studio Art or Design, or the equivalent, will also be considered contingent upon faculty approval. Students without either a BFA or BA in Studio Art who have significant studio art experience will submit 20 slides, plus additional portfolio material for faculty review.

3. Submission of 20 slides.

4. One letter of recommendation.

5. A two-page essay indicating goals and expectations for graduate school.

6. A faculty review after the completion of 24 hours.

7. All candidates are on probation until mid-program review.

8. Students with an MA in Studio Art from Lindenwood University may enter the program based on program criteria.

Degree Requirements

1. Admission to MFA candidacy after the completion of 24 hours and a faculty evaluation.

2. Successful completion of the 60 hour MFA program with a B (3.0) grade point average. The 60 hour MFA will include:

- 42 studio hours, with 6 of those hours outside the area of emphasis;
- The successful completion of 12 hours of art history;
- The successful completion of ART 500 Research Methods in Art;
- The successful completion of the written graduate thesis approved by the student's thesis committee;
- The completion of the thesis project and an exhibition of the candidate's creative work that is approved by the student's graduate committee.

3. All MFA students in Studio Art must surrender one work approved by the faculty member in their final semester.

Courses of Study

ART 500 Research Methods in Art (3) An introduction to the research methods employed in art which includes procedures for research/field work. The course will also address portfolios, resumes, job opportunities, networking, exhibitions, legal issues and other resources available to the artist and art historian.

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

ART 502 Studies in Color Theory (3) An advanced study of the properties of color and the optical effect in perception. Projects include the application of color theory through design problems using various media. Studio fee may apply.

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

ART 507 Patternmaking I (3) Development of the basic sloper for patternmaking and its manipulation to create original designs by the flat pattern method. Prerequisite: AFD 230/TA 212.

ART 508 Patternmaking II (3) Continuation of sloper manipulation for flat pattern design. Prerequisite: AFD 230/TA 230.

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

ART 512 Computer-Aided Design–Patternmaking (3) Use of the computer to produce full-sized, original patterns. Prerequisite: Permission of instructor.

ART 513 Computer-Aided Design–Flats, Illustrations (3) Use of the computer to produce fashion-related materials, designs, etc. Prerequisite: Permission of instructor.

ART 515 Studies in Graphic Design and Computer Art (3) This graduate course introduces students to the ways technology and

art can blend with special emphasis on cinema, graphic art on the Internet, interactive CD games, and related topics. There is a hands-on component to the course but no prior computer experience or knowledge is required.

ART 518 Computer Art I (3) Exploration of 3-D design of computer systems with practical applications. Advanced elements of computer art and application are explored. Studio fee may apply.

ART 519 Computer Art II (3) An exploration of graduate-level modeling techniques with practical applications. Studio fee may apply.

ART 520 Sculpture (3) Advanced sculpture course in various media with instruction and criticism appropriate to the need and level of the individual student. Sketch book required. Studio fee. Repeatable for credit.

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

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

ART 531 Graduate Figure Drawing (3) Advanced study of drawing techniques and their application to the human form. Varied media and concepts will be explored while studying the human figure. Sketchbook required. Studio fee.

ART 532 Fashion Drawing (3) Basic fashion figures are developed. Students research past and present designers to develop their own design figures for producing small collections. Studio fee. Prerequisite: ART 130.

ART 534 Graduate Fibers (3) Form, color and surface design will be explored by means of basic fiber techniques as well as new innovative approaches to fiber. Graduate students will be expected to complete research projects in conjunction with studio work. Sketchbook. Studio fee.

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

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

ART 552 Advanced Costume/Fashion Design (3) A course focusing on advanced costume and fashion construction techniques. Studio feature of the class will provide students in Theatre and Fashion Design opportunities to work together and within their specific areas of study on various projects. Studio fee may apply. Prerequisites: Permission of instructor.

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

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

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

ART 559 American Art (3) A study of American painting, sculpture and architecture from the Colonial period to 1900.

ART 561 Twentieth Century Art/Modern (3) The development of European and American Art from prior to the start of the twentieth century through the second world war. Stylistic movements such as Fauvism, Symbolism, Expressionism, Realism, Dada, and Surrealism though Abstract Expressionism are examined. Prerequisite: ART 220 or permission.

ART 562 Twentieth Century Art/Contemporary (3) A study of modern European and American Art from the second world war through the Post-Modern era. The development of contemporary art and the contributions made since Abstract Expressionism in the visual arts and architecture are examined.

ART 563 Women Artists (3) A survey of women artists and images of women in art from the prehistoric era to the present.

ART 564 Non-Western Art (3) A survey of the major artistic developments in world cultures other than the Greco-Roman-European tradition. Course material may focus on a specific culture, i.e. China, Japan, when identified as a subtitle. Prerequisite: ART 220 or permission.

ART 565 Graduate Internship (3-6) Graduate-level supervised work experience which requires the application of principles, skills and strategies within the discipline. A project and/or written work is generally required. Prerequisite: permission of the instructor. May be repeated with permission.

ART 570 Graduate Projects in Art (3) A course designed for rigorous analyses of the student's art work accomplished in weekly individual and group critique sessions. Topics for discussion are both aesthetic and technical and relate the student's personal direction to historical and contemporary trends.

ART 571/TA 517 Graduate History of Costume in Fashion and Decor (3) Advanced study of fashion and styles of human clothes and the interior decor with which humanity lived from ancient eras to modern times. Graduate students will be expected to do in-depth research and make presentations.

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

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

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

ART 591, 592, 593 Independent Study (1-6) Independent study in Studio Art and Art History. A program of study is formulated with an advisor outlining the research tools and procedures to be followed and stipulating the methods of evaluation. Presentation of the final project in terms of a research paper and/or preparation of works for exhibition.

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

Master of Arts in Arts Administration-Art Emphasis

A Master of Arts in Arts Administration is available with an emphasis in Art. The degree consists of the following 30 hours: MBA 510, 543, 550, NPA 570, 571, ART 500, 501, 561, 562, and one from ART 554, 556, 557, 559, 563, or 564.

Theatre: M.A., M.F.A.

Program Description

The Fine and Performing Arts Division at Lindenwood offers the Master of Arts and the Master of Fine Arts degrees in Theatre. The Master of Arts degree (30 hours) is a general theory-based program, particularly applicable to public school and junior college teachers. The Master of Fine Arts is a terminal performance-oriented degree with specific emphasis in acting, directing, or design/technical theatre.

The MFA requires a minimum of 9 semester hours of enrollment per semester. Students who matriculate into the program with a significant amount of professional experience may be allowed, at the discretion of the department, to pursue the MFA degree part-time. It is recommended that full-time students work no more than 15 hours per week in outside employment because of the program demands of a terminal degree.

Admission to any of the degree programs requires an undergraduate degree from an accredited college or university. An undergraduate major in a theatre-related area is not required, but definitely recommended. Students applying to either the Master of Arts or the Master of Fine Arts programs are required to submit a writing sample to demonstrate their general writing proficiency. Those students applying for the Master of Fine Arts program are required to audition, submit a resume or portfolio, and/or participate in an interview. An on-site audition may be required: the process will depend upon the student's career emphasis.

The theatre faculty will evaluate the transcripts of those students who have received a Master of Arts degree in Theatre from an accredited institution to determine how many credits, if any, will be applied toward the MFA degree. In most cases no more than 9 hours will be accepted in transfer. However, if a student has earned a Master of Arts in Theatre from an accredited college or university, he or she may be approved to transfer up to 30 hours toward the MFA in Theatre. Determination of the number of transfer credits allowed

will be at the discretion of the Dean of Fine and Performing Arts in consultation with the Director of Theatre.

Graduate students will be expected to attend monthly graduate seminars and complete the subsequent assignments. If attendance and/or work associated with the graduate seminars is deemed deficient then the student will need to pass comprehensive qualifying exams upon completion of 27 and 54 hours respectively before being allowed to continue in the program. Students will be required to actively participate in departmental productions. Students must receive permission to work on a non-departmental production in any capacity.

Each semester, students will participate in an evaluation with faculty members of the department. The dean, based upon the recommendation of the faculty, may place students on probation or suspend them from the program if the quality of their curricular and/or extracurricular work has been deficient. It is expected that all graduate students will maintain a "B" average. No more than 3 semester hours of "C" will be accepted toward the M.A. degree and no more than 6 hours of "C" toward the M.F.A.

A program in Arts Management (30 hours) is individualized and requires a minimum of 12 hours of coursework in Business Administration.

Master of Arts

Program Description

This program consists of the successful completion of 30 graduate semester hours and can be completed in three full-time semesters. The course of study cannot be extended beyond five years. Students are required to take 18 hours of prescribed study which include:

- TA 501 Graduate Acting Studio (3)
- TA 510 Graduate Script Analysis (3)
- TA 511 Graduate Directing Studio (3)
- TA 525 Research Methods in Theatre (3)
- 3 hours in Theatre History
- 3 hours in Dramatic Literature

The three (3) hour requirement in Theatre History and the three (3) hours in Dramatic Literature may be waived and replaced with six (6) hours from the graduate theatre curriculum at the discretion of the Director of Theatre.

The remaining 12 hours should be developed in consultation with a graduate advisor and constitute a specialization in a Theatre or Performing Arts related discipline. A thesis is not required.

Master of Fine Arts

Program Description

This program consists of the successful completion of 60 hours of graduate work. The student is required to have a specialization in acting, directing, or design/technical theatre. Students are expected to complete at least 18 hours of curricular work in their specialization which culminates in a creative thesis. The student is also expected to fulfill a 3-to-9 hour internship in professional theatre.

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

- TA 510 Graduate Script Analysis (3)
- TA 525 Research Methods in Theatre (3)
- TA 565 Professional Internship (3-9)
- 3 hours in Theatre History
- 3 hours in Dramatic Literature
- 18 hours in the specialty
- TA 600 Master's Project and Thesis (6)
- 15-21 hours of electives

The three (3) hour requirement in Theatre History and the three (3) hour requirement in Dramatic Literature may be waived and replaced with six (6) hours from the graduate theatre curriculum at the discretion of the Director of Theatre.

Courses of Study

TA 500 Graduate Practicum (1-3) Practical work on stage productions in performance, directing, technical theatre or design. Students may also enroll in this course for participation in the graduate seminars. Repeatable for credit.

TA 501, 502, 503, 504 Graduate Acting Studio I, II, III, IV (3) (3) Acting theories are explored and investigated through various methods including scene study, improvisation, movement exercises, etc. Repeatable for credit.

TA 507 Stage Voice and Movement (3) Advanced study of voice and body as they relate to physical and psychological development of character. Graduate students may be responsible for presenting and demonstrating various vocal relaxation and movement techniques.

TA 508 Theory and Composition of Dance I (3) In a performance setting, students study dance theory and develop skills in choreography. This class combines actual dance techniques with analysis and performance theory. Prerequisite: permission.

TA 509 Theory and Composition of Dance II (3) Further study of dance theory and composition through analysis and performance. Prerequisite: TA 508 or permission.

TA 510 Graduate Script Analysis (3) This course explores the analytical and research processes necessary for the consideration of any play prior to production.

TA 511, 512, 513, 514 Graduate Directing Studio I, II, III, IV (3) (3) Application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the students skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. Lab fee may apply. Repeatable for credit. Prerequisite: TA 510. TA 511 should be taken in conjunction with TA 515.

TA 515 Graduate Scenography I (3) In-depth exploration of the total visual environment and the relationship between director and designer. Includes study of lighting, scenic, and costume design. May include lab fee. Taken in conjunction with TA 511.

TA 517 Graduate History of Costume in Fashion and Decor (3) Advanced study of fashion and styles of clothing and interior decor from ancient eras to modern times. Graduate students will be expected to do in-depth research and make presentations.

TA 525 Research Methods in Theatre (3) Research methods in theatre are explored. Students will be required to make presentations and submit a series of short papers all of which require application of methodologies presented in class.

TA 530 Seminar in Theatre History (3) This course conducts a survey of theatre and performing arts history. Among the topics included for study are: playwrights, form and style, design, architecture, theatrical innovations, social conditions, and trends.

TA 535 Modern Drama (3) A study of genres and directions in modern and contemporary drama from Ibsen to the present.

TA 536 Survey of Dramatic Literature (3) This course is designed to establish a firm foundation in dramatic literature. A survey of dramatic texts from Ancient Greece to modernity are explored .

TA 540 Topics in Dramatic Literature (3) A specific genre including the works of Shakespeare, Anti-theatre in the 20th Century, 17th and 18th Century drama, International drama, etc., will be addressed each term in this class.

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

TA 548 Graduate Stage Management (3) An advanced course in the principles and processes of the stage manager. In addition to review of the fundamental principles and processes of stage management, the course will also explore crew management, communication and organizational skills. Some mentoring of undergraduate students interested in stage management may also be a part of the graduate student's responsibilities.

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

TA 551 Graduate Design Studio I: Scenographic Techniques. Repeatable for credit. Prerequisite: TA 515 or permission of instructor.

TA 552 Graduate Design Studio II: Lighting Design. Repeatable for credit. Prerequisite: TA 515 or permission of instructor.

TA 553 Graduate Design Studio III: Costume Design. Repeatable for credit. Prerequisite: TA 517 or permission of instructor.

TA 554 Graduate Design Studio IV: Technical Theatre. Repeatable for credit. Lab fee may apply. Prerequisite: TA 515 or permission of instructor.

TA 556, 557, 558, 559 Graduate Technique Studio I, II, III, IV (3) (3) (3) Practical applications of advanced technique in the areas of costuming, lighting, and stage construction are explored. Repeatable for credit.

TA 565 Professional Internship (3-9) Participation in a professional theatre in any of the following areas: acting, directing, stage management, technical theatre, design, theatre management and dramaturgy. Prerequisite: permission of the instructor. Repeatable for credit.

TA 571 Dance in the 20th Century (3) A survey of the history of Western concert dance from 1900 to the present day. Emphasis is placed on multicultural influences in Western concert dance. No previous dance experience necessary.

TA 572 Graduate Dance Teaching Methods (3) A survey of principles and practices of teaching dance in the schools and

private studio settings. Significant performing, reading, and written assignments required. Must be taken with a dance technique course.

TA 574 Graduate Dance Theory and Composition (3) An exploration of the basic compositional theories of dance through the mastery of improvisational movement techniques and the creation of dance compositions. Significant performing. Moderate reading and written assignments. Repeatable for credit. Prerequisite: two semesters of dance technique or permission of the instructor. Recommended that the course be taken with a dance technique course.

TA 575 Graduate Seminar in Dance (1-3) Studies on the graduate level for students with specialized interests. Topics may include jazz or modern dance techniques, performance, education, and off-campus studies or supervised internships with professional performing companies. May be repeated for credit. Prerequisite: Permission.

TA 579 Graduate Seminar in Voice (1-3) Studies on the graduate level for students with specialized interests. May include a 1- or 2-credit hour weekly private voice lesson; participation in one of the university's vocal ensembles; and/or studies related to singing and the use of the voice. Private music lesson fee may apply. Repeatable for credit.

TA 580 Graduate Workshop in Musical Theatre (3) An advanced studio course focusing on various aspects of musical theatre. Prerequisites: A minimum of 8 credit hours or the equivalent of formal training in vocal music, a minimum of 9 credit hours or the equivalent in jazz dance, and a minimum of 2 credit hours or the equivalent in tap dance. Repeatable for credit.

TA 586 Special Topics (3) A course designed to offer a variety of advanced topics in performing arts. May be repeated as topics vary.

TA 593 Independent Study (1-6) Topics of study in this course may include the investigation of specific theories, artists, techniques, or literary periods in theatre as related to the student's special area of interest. In addition, students may also choose performance-based areas of intensive study such as private instrumental or vocal music (private music lesson fees apply), stage combat, dialects, design, etc. Topics are developed in conjunction with the student and his/her specific instructor. The course may be repeated for a maximum of 12 hours.

TA 600 Master's Project and Thesis (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 a minimum of six months prior to enrollment in the course.

MA in Arts Administration—Theatre Emphasis

A Master of Arts in Arts Administration is available with an emphasis in Theatre. The degree consists of the following 30 hours: MBA 510, 543, 551, NPA 570, 571, TA 501, 510, 511, 515, and 525.

A waiver or substitution of courses may be approved based on a student's undergraduate coursework.

Communications

Program Description

The Master's Program in Communications offers a great deal of flexibility in planning and design. Students, with the help of

an Advisor, plan a 36-hour Master's program that best suits their individual needs. Options include courses from the areas of Mass Communications, Corporate Communications, and Technology. A capstone course, ICM 601, Communications Policies and Strategies, is required of all majors. Some classes will be dual-enrollment.

COM 505 Desktop Publishing (3) Using desktop publishing tools, students design projects that meet personal and professional goals. Pagemaker and page layout program are explored.

COM 507 Writing for the Electronic Media (3) A laboratory course in techniques and forms of script writing for all types of electronic media. (Experience in audio or video production will be beneficial.)

COM 511 Creative Writing (3) Development of creative writing techniques through writing exercises and projects. Students select an emphasis in poetry, fiction, or feature writing. A workshop format with a process approach will be used.

COM 554 Video Production (3) Hands-on television experience in directing, writing, camera work and various studio and production techniques. The student develops one or more projects from brainstorming through the writing and production stages. Lab fee.

COM 565 Electronic Resources (3) A lab-based course designed to familiarize communications students with advanced methods of information retrieval via the Internet or corporate intranets. Special attention will be given to net-based methods of reaching a mass media audience, as well as the design of World Wide Web-based resources for both individual and corporate entities.

COM 566 Advanced Web Page Design (3) A lab-based course designed to familiarize students with advanced forms of web page design and implementation, with a focus on developing skills useful in the contemporary, internet-capable work environment. Prerequisite: COM 565 or web page design experience.

COM 569 Broadcast Operations (3) An examination of the structural organization of radio and television stations in the United States. Various divisions and departments of broadcast operations will be studied. Special attention will be paid to programming, promotions, audience research and broadcast management techniques.

COM 571 Advanced Audio Production (3) Students carry out advanced assignments in audio production. Preparation, production and evaluation of various audio projects will require students to refine skills in analog and digital video production. Lab fee.

COM 574 Advanced Video (3) This course trains students as producers and directors of visual media. Students will learn the maximize production value when shooting on location. Planning, scripting, budgeting, shooting, and editing skills will be developed and applied to the production of a professional-quality video project. Lab fee.

COM 579 Production for Television (3) A laboratory environment will be used to develop planning, scripting, shooting, directing, editing, budgeting and studio skills needed to produce a program for television or cable broadcast. Lab fee.

COM 586 Special Topics (3) A range of topics will be available. Repeatable for credit as subjects vary.

COM 592 Communications Workshop (3) A focused examination of the specialized skills required in a communication field. Lab fees will vary. The course is repeatable as topics vary.

COM 593 Media/Communication Internship (3) Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

COM 595 Special Projects I (3) Individually designed studies in communication.

COM 596 Special Projects II (3) Individually designed studies in communication.

COM 597 Special Projects III (3) Individually designed studies in communication.

COM 601 Communications Policies and Strategies (3) Explores communication theories and current techniques, trends, and issues. (Available in evenings only—on quarter schedule.)

Education: M.A., M.A.T.

Program Description

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

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

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

Courses labeled as EDH and EDE are offered through collaboration with the Education Division and other divisions.

This program provides teachers the opportunity to enroll in graduate studies in their subject area teaching field.

Advanced Program Certification Areas

Counselor K-12 *

School Psychological Examiner*

Special Reading

Educational Administration (Elementary, Middle, Secondary, Superintendency)

Special Education Administrator

Special Education

Library Media Specialist

In the advanced program certification areas, transcript of completed degree acknowledges program completion in the "area of emphasis" of the respective program.

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

Criteria for Admission to the Graduate Education Program

1. A baccalaureate degree from an accredited college or university with a minimum grade point average of a 3.0 on a 4.0 scale.
2. Recommendation by an immediate Education supervisor. This may be the letter of recommendation required for admission to the graduate program.
3. Approval of the dean of the education division.

Application Procedures

1. Complete the application procedures required for admission to the university.
2. Complete a program overview with the assistance of an education division advisor.
3. Approval of the dean of the education division.

Requirements for the Program

1. Graduate students must complete 33 semester hours of graduate courses to earn the Master of Arts in Education degree. Students may choose either the master's project (EDU 600) or curriculum design coursework (EDU 520) to fulfill degree requirements. All graduate students must maintain a GPA of 3.0 or higher. The Master of Arts in Educational Administration is a 36 credit hour program. The Master of Arts in Education (with Library Science certification) is a 39 credit hour program. The Master of Arts in Teaching is 45 credit hour program but includes certification requirements

2. Graduate degrees are to be completed within five calendar years from the date of matriculation in the program. (Matriculation is the date of the first day of the first term in which the student begins the graduate program.) Students requiring longer than five years must file a petition for policy exemption. Students will be expected to meet the degree requirements in effect at the time of the petition.

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

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

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

Transfer & Workshop Credit

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

Core Courses

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

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

Model I

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

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

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

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

Model II (Specialty Area)

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

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

Graduate Teacher Education Goals

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

1. to read critically in the areas of contemporary education problems, curriculum, and educational research.
2. to analyze and discuss educational issues and write about them in accepted academic formats.
3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.
4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.
6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
7. to demonstrate the ability to do effective library research.
8. to be able to effectively prescribe educational experiences for learners with special needs.
9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
10. to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet his/her professional goals.
11. to be able to explore one or more areas of professional concern in some depth.
12. to be, at the end of his/her program, an informed decision maker, capable of evaluating him/herself and the educational process, and recognizing the value of continuing education.

Master of Arts in Teaching (M.A.T.)

Program Description

The Master of Arts in Teaching degree is offered as a parallel to the Master of Arts in Education. The M.A. in Teaching is designed to serve students who have earned a bachelor's degree in a subject/content area but who do not have the required course work that leads to a teaching certificate.

The Master of Arts in Teaching program for secondary preparation includes 45 hours of graduate course work:

- EDU 500 Foundations of K-12 Education (3)
- EDU 501 Human Development (3)
- EDU 505 Analysis of Teaching Behavior (3)

EDU 507 Reading in the Content Area (3)
EDU 510 Conceptualization of Education (3)
EDU 511 Advanced Educational Psychology (3)
EDU 520 Curriculum Analysis & Design (3)
EDU 521 Classroom Teaching/Management (3)
EDU 535 Subject Area Teaching Methods (3)
EDU 541 Education of the Exceptional Child (3)
EDU 570 Education Research (3)
EDU 599 Field Experience (Student Teaching) (12)

The Master of Arts in Teaching program for middle school preparation includes 45 hours of graduate course work listed above and:

EDU 585 Middle School Philosophy/ Organization (3)
EDU 586 Middle School Curriculum/ Instruction (3)
EDU 587 Reading/Writing Across Curriculum (3)
EDU 588 Middle School Psychology (3)

The Master of Arts in Teaching program for the elementary school preparation includes 45 hours of graduate course work listed above under secondary preparation and:

EDU 503 Elementary Reading Methods (3)
EDU 506 Elementary/Middle School Language Arts Methods (3)
EDU 512 Elementary/Middle School Mathematics Methods (3)
EDU 519 Elementary/Middle School Science Methods (3)
EDU 531 Elementary Music Methods (2)
EDU 533 Elementary Art Methods (2)
EDU 553 Elementary/Middle School Social Studies Methods (3)
PE 205 Elementary PE Methods (3)

Consideration is combining EDU 531, 533, and PE 205 into one course. Also EDU 502 Psychology of Teaching and Learning (3) and EDU 504 Measurement and Evaluation to Enhance Learning are not required for the MAT but are being considered. These changes will not affect you unless you so indicate.

Education

EDU 500 Foundations of K-12 Education (3) A general introduction to the area of elementary and secondary education for the graduate student without teacher certification. All students planning to teach are required to take this course before or in conjunction with their first education course(s). A practicum is required.

EDU 501 Human Development (3) This course is a study of growth and development from prenatal stages through adulthood. Specific attention is paid to theories of cognitive, physical, social, and emotional development of children through age 18 as related to their education.

EDU 502 Psychology of Teaching and Learning (3) This course encourages students to examine current areas of interest in the study of learning theories and application of those theories to education. Concepts, methods, and issues of research in developmental and educational psychology, are also investigated. Prerequisite: EDU 110

EDU 503 Elementary Reading Methods (3) This course includes a ten-hour practicum. The student will participate in a comprehensive study of the skills required for reading development, such as word attack, perception, vocabulary, and comprehension. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. Prerequisites: EDU 502 and EDU 521.

EDU 504 Measurement and Evaluation to Enhance Learning (3) This course is designed so that the students experience practical approaches to ensure that classroom assessment is fair and effective. Students will explore curriculum mapping and alignment to standards as well as assumptions about educational assessment. More specifically, students will learn about the basic mathematics of measurement, the meaning of test scores, item analysis, steps in developing appropriate classroom tests and assessments, performance assessments, portfolios, assigning grades on the basis of classroom assessments, standardized testing, assessing to meet the diverse populations of students in classrooms, biases in educational assessment, and students in self-assessment. Students will gain an appreciation for personal assessment and reflection to improve classroom practices.

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

EDU 506 Elementary/Middle School Language Arts Methods (3) This course involves a comprehensive study of listening, speaking, reading, writing, thinking, viewing and visually representing communication arts skills as these skills are integrated into the contemporary language and reading program. Various methods and materials are explored. Prerequisites: EDU 502 and EDU 521.

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

EDU 508 Organization and Administration of the Preschool (3) Designed to provide students with various organizational patterns for establishing educational programs for young children. Issues and concerns of administrating these programs are emphasized. Observations are required in several local area programs.

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

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

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

EDU 512 Elementary/Middle School Mathematics Methods (3) This course provides a survey of approaches in the teaching of mathematics for the student preparing to teach in elementary schools. Prerequisites: EDU 521 and two university level mathematics courses.

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

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

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

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

EDU 518 Measurement and Evaluation to Enhance Learning (3) This course will address the use of practical approaches to ensure that classroom assessment is fair and effective. Students will create and evaluate basic measurement instruments, and appropriate classroom assessments in order to appreciate and reflect on improving these practices to enhance learning opportunities.

EDU 519 Elementary/Middle School Science Methods (3) This course is designed to explore various methods, materials, strategies, and processes used in early childhood, elementary, and middle school science programs. Students are expected to plan, develop, and teach several science lessons using a variety of science instruction formats. Prerequisite: EDU 521.

EDU 520 Curriculum Analysis and Design (3) This course has a dual emphasis. First, it includes substantive study of past and current curricula with attention to their bases in research and theory. Second, this knowledge is utilized by participants in preparing curricular

programs which will enable them to function more effectively in their particular educational settings.

EDU 521 Classroom Teaching/Management (3) This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific micro-teaching skills, techniques of classroom management and discipline. A 30-hour practicum is required.

EDU 522 (2): Practicum: Diagnosis of Reading Difficulties (2) This course provides the student with clinical experiences in the use of various diagnostic instruments and procedure for identifying types of reading difficulties. The student is required to either have previously taken or enroll in the same semester with Edu 509 (3) Analysis and Correction of Reading Difficulties. The student will be expected to administer, score, and interpret basic tests and to write case study reports.

EDU 523: Diagnosis of Reading Difficulties (3) This course provides the graduate student who is seeking certification in K-12 Special Reading with clinical experiences in the use of various diagnostic instruments and procedures of identifying types of reading difficulties. The student will be expected to administer, score and interpret basic tests and to write a diagnostic summary with recommendations for developing early literacy skills for young children. A diagnostic summary utilizing a case study approach of pre and post assessment information should be included, along with lesson plans, and recommendations for parents, classroom teachers, and the school reading specialist. This course includes a 30 hours practicum. Pre-requisite course: Edu 509 Analysis and Correction of Reading Disabilities.

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

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

EDU 526 Practicum: Remediation of Reading Difficulties (3) This course allows students to apply appropriate remedial techniques through clinical experiences 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.

EDU 528 Integrating Thinking Skills in Instruction (3) This course teaches approaches to integrating deliberate thinking—critical, creative, whole-brained thinking and problem solving—through the disciplines K-12. An in-depth examination of major thinking models will be undertaken.

EDU 529 Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (4) This course is designed to familiarize students with innovative curricula and

materials which support art, music and movement in developmentally appropriate early childhood and early childhood special education programs. Students will construct and evaluate their own curriculum and materials. Techniques for integrating best practices throughout the curriculum and implementing adaptations for children with special needs will be emphasized.

EDU 528 Intro and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4) Designed for practicing teachers who already have certification in elementary, secondary, or a special education area and want to add on cross-categorical certification. This course allows the student to examine the theories, classification system, characteristics, historical data, current research and related resources affecting students placed in cross-categorical settings. Methods and materials needed in teaching learners with special needs in general and special education programs are studied. Both commercial and teacher-developed materials are examined. Does not include instruction in IEP writing. Prerequisites: certification in elementary, secondary, or learning disabilities, behavior disorders, mental retardation.

EDU 530 A Survey of Learning Styles (3) This course includes an in-depth examination of theories of learning styles with emphasis on Brain Dominance, Learning Styles, and Multiple Intelligences. Applications of the models as they can be adapted to basic teaching styles will be stressed.

EDU 531 Elementary Music Methods (2) This course provides a general preparation for the teacher in the elementary classroom. A study of the principles, procedures, and objectives of school music is included. Prerequisite: EDU 521.

EDU 532 Practicum: Advanced Reading Instruction (1-3) This course is approved for one of four required Methods courses for the Special Reading Certificate. Personal goals and objectives for a reading inquiry will be determined by the student and professor. Prerequisite: Elementary Reading Methods and Analysis & Correction of Reading Difficulties.

EDU 533 Elementary Art Methods (2) This course is designed for either the elementary classroom teacher or for the art teacher in the elementary school. Studio work and lecture on creative expression and techniques is included. Prerequisite: EDU 521.

EDU 535 Subject Area Teaching Methods (3) This course addresses problems of teaching the specialty subject in middle and high schools. New materials and methods are examined, implemented and evaluated.

EDU 538 Character Education (3) Will provide educators with a theoretical and knowledge base regarding character education in educational settings. Specific attention will be given to methods and procedure for educators to use in the implementation and expansion of character education programs at the building level.

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

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

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

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

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

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

EDU 545 Pre K-8 Health, Nutrition & Safety (3) This course focuses upon health, nutritional requirements, safety precautions, and first aid techniques and emergency procedures of the young child.

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

EDU 549 Practicum: Gifted Education (3) This course will involve the application of knowledge, skills, and competencies delineated in the five basic areas of study: survey; program planning and development; screening, assessing, and evaluating; instruction; meeting the affective needs of the gifted and talented. Practicum will be individualized to address the needs, abilities; and prior educational and professional experiences of the students. The practicum will

focus on designing and evaluating curriculum and instruction methods that enhance the specific learning styles of students who are gifted. Individual conferences and group meetings will provide opportunities to share and discuss problems and solutions encountered during the practicum will be waived for teachers who can verify a minimum of two (2) years in a state approved gifted program.

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

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

EDU 553 Elementary/Middle School Social Studies Methods (3) This course includes the theoretical and practical aspects of the early childhood, elementary, and middle school social studies curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Students are expected to plan and develop a variety of social studies instruction formats. Prerequisite: EDU 521.

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

EDU 561-563 Graduate Seminar on Teaching Strategies (1-3) This course is to update practicing teachers in educational research, theory, strategies and techniques which will provide added expertise to the schools. This may be taken more than once for credit.

EDU 565 Coordination of Marketing (3) This course is designed to prepare the student to plan, organize, deliver, supervise, and evaluate a variety of community-based experiences.

EDU 566 Methods of Teaching Marketing Education (3) Investigates the teaching of marketing education in high school. New materials and methods are examined, implemented and evaluated.

EDU 567 Curriculum for Marketing Education (3) Develops within the student an understanding of the methods of teaching and assessing student learning in a cooperative education setting.

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

EDU 582 The Integrated Literature Curriculum (3) This course will examine the research on the effectiveness of the literature-

based integrated curriculum and the materials and methods used in developing and implementing such a curriculum. A variety of literature elements and genres will be explored as well as a variety of approaches to a literature-based program: including program components, creating literature-based lessons, literature and the basal reading program, organizing materials and instruction, thematic approaches and assessment.

EDU 585 Middle School Philosophy/ Organization (3) This course examines the unique philosophy and structure associated with the middle school organization. Special characteristics of program content and design are included.

EDU 586 Middle School Curriculum/ Instruction (3) Investigates current trends in instructional programs found in typical middle schools. Attention is given to the unique learning needs of adolescents, and how schools can address those needs.

EDU 587 Reading/Writing Across Curriculum (3) Addresses the process of making reading and writing educational activities relevant to adolescents by crossing subject matter lines. Emphasis is placed on integrating basic skills in all subject area instruction.

EDU 588 Middle School Psychology (3) This course will provide an understanding and appreciation for the characteristics of the middle school adolescent. The growth of adolescents; physically, emotional, social, and intellectual will be studied as they relate to the middle school child's education.

EDU 590 Adolescent Psychology (3) This on-line course investigates principles of human learning that specifically address adolescents and reading development. This course is required for those seeking K-12 certification who have previously taken child psychology and is designed for those who already have been teaching and are seeking remedial reading certification. This course does not satisfy DESE requirements for an initial teaching certificate. Participation requires the technological tools and expertise to conduct, analyze, and synthesize on-line research, problem solve case studies and cooperative learning activities in a chat room format, and contribute critical analysis of findings through a threaded discussion format. Course readings are from current on-line journal publications.

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

EDU 594 Marketing Field Experience I (3) This will provide an opportunity for the student to closely study the area of marketing through participation with a coordinator in the world of work. Each student will spend 250 hours under the supervision of an instructor. The student will also survey research in marketing and related fields. This will be one of four courses to fulfill the required occupational work experience for vocational certification.

EDU 595 Marketing Field Experience II (3) This course is a continuation of EDU 594. The student will continue to accumulate hours toward fulfilling the state requirements for certification. Requirements for this course include a 250-hour internship.

EDU 596 Marketing Field Experience III (3) This course is a continuation of EDU 595. The student will continue to accumulate hours toward the state requirement for certification. Internships at various locations will be a part of the course requirement. Requirements for this course include a 250-hour internship.

EDU 597 Marketing Field Experience IV (3) A continuation of EDU 596. The student will continue to accumulate hours toward the state requirement for certification. Requirements for this course include a 250-hour internship.

EDU 599 Field Experience (Student Teaching) (12) Consists of observation, individual conferences, supervised teaching in an appropriate school setting and a weekly student-teaching seminar. Designed to be the culminating experience in one's teacher preparation program; thus students should have completed all courses necessary for the degree and certification prior to this course.

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

Special Education

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

EDS 518 Introduction to Teaching Children with Disabilities in Cross-Categorical Settings (3) This includes allows the student to examine theories, classification systems, characteristics, historical data, and related resources affecting students from the elementary through the secondary levels with learning disabilities, behavior disorders, mental retardation, and physical impairments who are placed in cross-categorical settings. Leading to teaching certification for mild and moderate disabilities K-12, service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized. This course is required for certification and is designed for pre-service MAT students who have limited classroom experience. Prerequisite: EDU 341/541.

EDS 526 Methods of Teaching Children with Disabilities in Cross-Categorical Settings (3) Course includes a 30-hour practicum experience. This course was designed for undergraduates with teaching experience. Methods and materials needed in teaching students from the elementary through secondary levels in cross-categorical settings will be studied. Both commercial and teacher-developed materials are examined. Introduction to basic research in the field of mild and moderate disabilities, as well as methodology of the development of academic related areas, perceptual, cognitive, prevocational and social skills are emphasized. This class will lead to delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized. This course is required for certification.

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

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

EDS 530 Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4) This course is designed for special education teachers who already have certification in either behavior disorders, mental retardation, or learning disabilities and want to add on cross-categorical certification or regular education teachers who are considering adding special education certification. This course allows the student to examine the theories, classification system, characteristics, historical data, and related resources affecting students placed in cross-categorical settings. Methods and materials needed in teaching learners with special needs in general and special education programs are studied. Both commercial and teacher-developed materials are examined. Prerequisites: Certification in either behavior disorders, mental retardation, or learning disabilities.

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

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

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

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

EDS 550 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3) This course is required concurrently for students enrolled in EDS 526 or the semester following. In addition, those students taking EDU 530 and who are required to have a practicum for cross-categorical certification, should enroll in this course. Working with a special education teacher in a cross-categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 526. Practicum students will be responsible for observing and working with special education students throughout the semester. Development of an Individual Education Program (IEP), lesson plans, and progress reports will be required. This class will lead to teaching certification for mild and moderate disabilities K-12. Service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized.

EDS 551-554 Special Education Practicum (2-6) These courses provide practicum experience for students seeking certification in a special education field. 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.

EDS 551 Practicum-Behavior Disorders

EDS 552 Practicum-Learning Disabilities

EDS 553 Practicum-Mentally Handicapped

EDS 554 Practicum-Other Special Education

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

Educational Administration

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

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

- Foundations of Educational Administration
- School Administration and Organization
- School Supervision
- School Business Management
- School Law

- Public and Community Relations
- School Facilities
- Field Experience

Those seeking middle school certification must hold a current elementary or secondary principal's certificate.

Lindenwood University also offers the necessary coursework for those pursuing the initial special education administrator's certificate. This coursework is embodied in the master's degree in Educational Administration. In addition to this degree, the candidate must meet the following criteria: A valid special education teaching certificate and two years of teaching experience in an approved program, a three-credit hour course in Foundations and Administration of Special Education, and six hours of interpretation of individualized intelligence tests, formal and informal diagnostic procedures and prescriptive instruction.

Graduate Administrator Education Goals

The graduate student in Educational Administration at Lindenwood University will have experiences that will enable them to:

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

Courses of Study

Educational Administration

EDA 505 Foundations of Education Administration (3) This course will enable the student to develop an understanding for the role of the administrator in education. Topics include federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

EDA 510 Elementary School Administration and Organization

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

EDA 512 Secondary School Administration and Organization (3)

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

EDA 514 Foundations and Administration of Special Education (3)

This course will provide practicing special educators, special education administrators, and regular school administrators with experience in dealing with common problems which arise in public school special education programs. Major topics to be covered include supervision of special education programs, IDEA, policy development, reporting procedures and staff deployment.

EDA 515 School Supervision (3)

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

EDA 520 School Business Management (3)

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

EDA 525 School Law (3)

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

EDA 530 Public and Community Relations (3)

Equips the student with knowledge and techniques necessary to maintain an effective public relations program for a school. Topics include public relations policy, recognition of community structure and communications channels, a survey of internal and external public, the use of various forms of presentations and maintenance of a positive relationship with the press and media.

EDA 535 School Facilities (3)

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

EDA 599 Field Experience (3)

This course will provide an opportunity for the student to closely study the area of administration through participation with a school administrator. Each student will spend at least 3 hours each week participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. This is the culminating course for the program.

Educational Specialist Degree in Administration or Instructional Leadership

The Educational Specialist (Ed Sp) degree represents a program of organized and approved graduate work, consisting of a minimum of 30 semester hours beyond the requirements for the Master of Arts in Education Administration or Master of Arts in Education Degree.

The program is supervised by the major advisor. A candidate for the degree must submit a program of study proposal to a committee of the advisor, the Education Division Dean, and the Dean of the Graduate Program. The program of study must be approved before completion of 15 semester hours of the program.

Evidence of proficiency in educational statistics and research methodology must be provided before the candidate's enrollment in the research project. This evidence will normally be the satisfactory completion of Statistics in Educational Administration (EDA 645). If not completed as a part of the master's degree, the program must include a graduate course in the behavioral, social, philosophical, or historical foundations of education. The program may consist entirely of courses in education or, in part, of courses selected from other disciplines. However, a minimum of 24 semester hours of coursework is required at the 600 level for the Educational Specialist in Administration degree. Twenty-one (21) semester hours of course work at the 600 level is required for the Educational Specialist Instructional Leadership degree. Six (6) semester hours of coursework taken at Lindenwood University while in the MA program may be used in the Administration program and nine (9) semester hours may be used for the Instructional Leadership degree. A Specialist project is required.

Program Requirements

1. A minimum of 30 graduate education hours earned after completion of the master's degree
2. A minimum of 24 hours of coursework taken at Lindenwood University
3. A minimum residency requirement of two consecutive terms approved by the student's advisor
4. Successful completion of a comprehensive written examination at the conclusion of the student's coursework
5. Successful completion of an oral examination based on requirements contained in the professional portfolio
6. Successful completion of a Specialist project that researches a significant problem related to the field of education

Course requirements

Administration	21 hours*
EDA 600	Instructional Program Leadership & Assessment
EDA 605	Advanced School Law
EDA 610	Personnel Administration/Employee Relations
EDA 615	Advanced School Finance
EDA 620	School District Administration
EDA/MBA	Elective from EDA or MBA coursework (6 hours)

*Up to 6 hours of selected coursework completed in Lindenwood University MA Education Administration program may be applied toward the Specialist Program

Internship 3 hours

EDA 640	Advanced Principal Internship
EDA 641	Superintendent Internship

Research Project 6 hours

EDA 645	Statistics in Educational Administration
EDA 650	Specialist Project

Instructional Leadership

EDA 600 Instructional Program Leadership and Assessment (3)

EDA 610 Personnel Administration/Employee Relations (3)

EDA 645 Statistics in Education (3)

EDA 650 Specialist Project (3)

EDA 625 Student Achievement Enhancement Techniques (3)

EDA 630 Instructional Program Improvement Strategies (3)

EDA 642 Instructional Leadership Internship

*EDA 525 School Law

*EDA 530 Public and Community Relations (3)

*EDA 520 School Business Management (3)

*May be taken at any point in the program

The Educational Specialist in Administration coursework is intended to lead to certification at the Advanced Principal and/or the Superintendent levels. The proposed coursework will be designed to meet the competencies and specific course requirements established by the Department of Elementary and Secondary Education for certification for those positions. The major focus of the Instructional Leadership program is intended for those seeking to fill curriculum and instruction leadership roles in school districts or for individuals who wish to advance beyond the Masters' level in an organized and structured degree program. This is a not a certificate program.

Courses of Study

Educational Specialist

EDA 600 Instructional Program Leadership & Assessment (3)

This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of education programs including curriculum, instruction, materials and program evaluation recommended by the various learned societies for education administration. The major focus of this course is the enhancement of the student's understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

EDA 605 Advanced School Law (3) Constitutional, statutory, and case law that relates to all staff personnel, students, school district and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board members' legal rights and responsibilities.

EDA 610 Personnel Administration/Employee Relations (3) This course studies the planning processes and procedures required in implementing policies and practices of school personnel administration. This will include both instructional and classified personnel. It will also give the student an in-depth experience in all areas of school district professional negotiations, with specific emphasis on Principled Negotiation Strategies.

EDA 615 Advanced School Business Management (3) A study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school finance project.

EDA 620 School District Administration (3) Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 625 Student Achievement Enhancement Techniques (3) This course assists the instructional leader in understanding how students learn. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.

EDA 630 Instructional Program Improvement Strategies (3) This course focuses on school improvement efforts underway throughout the nation. Students will study successful models of district and building efforts to enhance academic performance.

EDA 640 Educational Administration Internship (3) (Advanced Principal) Provides an opportunity for the student to closely study the area of Principalship through participation with veteran building principals. Each student will spend at least 120 hours participating in the activities of at least two building principals, under the guidance of a professor. This is the culminating course for the program.

EDA 641 Educational Administration Internship (3) (Superintendency) This course will provide an opportunity for the student to closely study the area of Superintendency through participation with veteran district superintendents. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

EDA 642 Instructional Leadership Internship (3) This course will provide an opportunity for the students to closely study the area of instructional leadership through participation with recognized instructional leaders. Each student will spend at least 120 hours participating in the activities of at least two district leaders, under the guidance of a professor. This is the culminating course in the program.

EDA 645 Statistics in Educational Administration (3) This course will examine statistical techniques used in the analysis of data. It will also help students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal

EDA 650 Specialist Project (3) This course will require the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

Library Media Specialist Certificate Program Description

Offered at the graduate level, the program to certify school library media specialists will include all of the courses required by the Missouri Department of Elementary and Secondary Education for certification, and at the same time, incorporate those skills and competencies considered essential by the American Association of School Librarians (AASL) as set forth in the 1998 Standards. Courses in the Lindenwood University master's program (which will include all courses required for certification) will define more clearly the librarian's instructional role by moving the focus from library instruction to whole school curriculum. The program emphasizes

collaboration involving teachers, and the role of the librarian as instructional consultant, working with teachers and administrators to integrate the information curriculum throughout the instructional program of the school.

The certification for Library Media Specialist (who possesses a teaching certificate) requires the completion of 39 credits:

Core Courses

EDU 505 Analysis of Teaching and Learning (3)

EDU 510 Conceptualization of Education

EDU 570 Educational Research (3)

Library Media Courses

EDL 500 Libraries and Librarianship (1)

EDL 505 Administration of the Media Center (3)

EDL 510 Cataloging and Classification (3)

EDL 515 Information Technologies for the Media Center (3)

EDL 520 Selection and Acquisition of Materials (3)

EDL 525 Introduction to Reference Sources (3)

EDL 530 Integration and Utilization (3)

EDL 535 Library Materials for Children and Youth (3)

EDL 540 Material Production (3)

EDL 545 Seminar and Media Center Practicum (2)

EDL 550 Media Center and Curriculum Design

Course Description

EDL 500 Libraries and Librarianship (1) Introduces the student to the development of the library as an institution and to the role of the library and the librarian in today's society.

EDL 505 Administration of the Media Center (3) Principles of organization and administration of the library and media center and its relationship to its many publics.

EDL 510 Cataloging and Classification (3) Principles and practices of organizing information and creating bibliographic records.

EDL 515 Information Technologies for the Media Center (3) Investigation, manipulation and evaluation of current technologies that affect the production, storage dissemination, revival and use of information.

EDL 520 Selection and Acquisition of Materials (3) Analysis of selection tools in developing a comprehensive media collection with emphasis on small to medium-sized libraries and media centers.

EDL 525 Introduction to Reference Sources (3) The selection, evaluation, and use of traditional and electronic reference sources for school library media centers.

EDL 530 Integration and Utilization (3) The integration of information literacy skills and current technologies into PK-12 instructional strategies.

EDL 535 Library Materials for Children and Youth (3) An examination and evaluation of books and non-book materials with an emphasis on informational materials.

EDL 540 Material Production (3) An overview of processes involved in the development, evaluation and use of general information and subject discipline area resources.

EDL 545 Seminar & Media Center Practicum (2) Involves practical experience in processes of library media centers.

EDL 550 Media Center & Curriculum Design (3) This course is not offered at Lindenwood University. Our course EDU 520 Curriculum Analysis & Design is the equivalent course that must be taken by all graduate students getting a Master's degree in Library Media. This course description is found under the Education Program Description for M.A., and M.A.T. and can be adapted to any curriculum program in an educational setting.

EDL 555 Directed Studies in Library Science (1-3) This course is independently designed to meet specific learning goals of library/media specialists. A media center based project is required.

MA in Education with an emphasis in Character Education

Program Description

For those individuals pursuing a Master of Arts degree, Lindenwood University recognizes that area teachers are seeking an academic and hands on exploration of the topic of character development of students. Lindenwood offers a unique Master of Arts in Education degree with an emphasis in Character Education. The program builds upon the existing skills of practicing educators to assist them in integrating character education into their curriculum. Several major perspectives in the field of character education will be explored so teachers might find a match with the content of their courses and infuse character education into the teaching and management of the classroom.

Program emphasis is placed upon a practical approach to the study of character education and the completion of academic assignments that are tailored to the individual needs of the graduate student.

Graduate students will complete 33 semester hours of graduate courses. Students may choose between a character education project and a character curriculum design course as the required culminating master's assignment.

Core Courses

Conceptualization of Education

Analysis of Teaching/Learning Behavior

Educational Research

Curriculum Design or Master's Project

Character Education Emphasis Courses

Character Education

Character Education Instructional Techniques

Character Education Curriculum Design

(May replace above Curriculum Design requirement)

Topics in Character Education

Educational Doctorate Degree (Ed.D)

The purpose of the Doctor of Education (Ed.D) degree program is to improve professional practice. Although research skills are recognized as being the basis of any doctoral program, the Ed.D is considered less a research than a practitioner's degree. Therefore, this program is designed to develop competencies of practitioners in obtaining and synthesizing information for the solution of educational problems.

Entering doctoral students who already possess a master's degree in Educational Administration or a related field complete a minimum of 48 semester hours of graduate credit beyond the master's degree. The nature of doctoral studies implies a high degree of individualized

program development to reflect the personal, professional, and academic goals of each student. Consequently, each doctoral student admitted to the program works with an advisor and a program planning committee to develop a learning plan. The major focus of the Instructional Leadership program is intended for those seeking to fill curriculum and instruction leadership roles in school districts or for individuals who wish to advance beyond the Masters' level in an organized and structured degree program. This is a not a certificate program.

The Doctorate in Education Degree is designed to deepen the content competencies and applied leadership skills of candidates following the completion of a specialist degree. Applicants who have completed an educational specialist or equivalent in the field of Educational Administration or Instructional Leadership will begin course work which has been planned to provide support by peers and faculty. During this program students will be engaged in course work which will strengthen their understanding and practice of educational administration and complete a Capstone Experience. They will also be developing skills in leadership and policy development and review. The doctorate in education is designed to apply theory and coursework to current issues arising from practice; research will reflect application skills in the candidate's chosen field of study.

Doctorate in Education Course of Study in Educational Administration

EDA 700 Instructional Program Leadership & Assessment (3)

EDA 705 Advanced School Law (3)

EDA 710 Personnel Administration/Employee Relations (3)

EDA 715 Advanced School Finance (3)

EDA 720 School District Administration (3)

EDA/MBA Elective from EDA or MBA coursework (6 hours)

*Up to 6 hours of selected coursework completed in Lindenwood University MA Education Administration program may be applied toward the Doctorate Program

EDA 740 Advanced Principal Internship OR

EDA 741 Superintendent Internship (3)

EDA 745 Statistics in Educational Administration (3)

EDA 750 Capstone I (3)

EDA 755 Seminar in 21st Century Issues in Education: Perspectives on Policy and Practice (3)

EDA 760 Seminar in Educational Leadership (3)

EDA 765 Administrative Decision Making in Education (3)

EDA 770 Capstone II (3)

EDA 775 Capstone III (6)

Total 48 hours

Doctorate in Education Course of Study in Instructional Leadership

EDA 700 Instructional Program Leadership & Assessment (3)

EDA 710 Personnel Administration/Employee Relations (3)

EDA 725 Student Achievement Enhancement Tech (3)

EDA 730 Instructional Program Improvement Strat(3)

*EDA 525 School Law

*EDA 530 Public and Community Relations (3)

*EDA 520 School Business Management (3)

EDA 748 Instructional Leadership Internship (3)

EDA 745 Statistics in Educational Administration (3)

EDA 750 Capstone I (3)

EDA 755 Seminar in 21st Century Issues in Education: Perspectives on Policy and Practice (3)

EDA 760 Seminar in Educational Leadership (3)

EDA 765 Administrative Decision Making in Education (3)

EDA 770 Capstone II (3)

EDA 775 Capstone III (6)

Total 48 hours

Course Description

EDA 700 Instructional Program Leadership and Assessment

(3) Instructional Program Leadership and Assessment is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of educational programs, including curriculum, instruction, materials and program evaluation recommended by the various learned societies for educational administration. The major focus of this course is the enhancement of the students' understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

EDA 705 Advanced School Law (3) Constitutional, statutory, and case law that relates to all staff personnel, students, school districts and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, and school district and board members' legal rights and responsibilities.

EDA 710 Personnel Administration/Employee Relations (3) This course studies the planning processes and procedures required in implementing policies and practices of school personnel administration. This will include both instructional and classified personnel. It will also give the student an in-depth experience in all areas of school district professional negotiations, with specific emphasis on Principled Negotiation Strategies.

EDA 715 Advanced School Business Management (3) A study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school system project.

EDA 720 School District Administration (3) Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations are all a part of this course. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 725 Student Achievement Enhancement Techniques (3) This course assists the instructional leader in understanding how students learn. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.

EDA 730 Instructional Program Improvement Strategies (3) This course focuses on school improvement efforts underway throughout the nation. Students will study successful models of district and building efforts to enhance academic performance.

EDA 740 Educational Administration Internship (3) Field experiences encompassing the superintendency and other specialized administrative or supervisory positions are explored. Students spend specified periods of time working with experienced administrative or supervisory personnel

EDA 745 Statistics in Educational Administration (3) This course will examine statistical techniques used in the analysis of data. It will also help students in the development of a Specialist Project proposal.

Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

EDA 750 Specialist Project/Capstone I (3) This course will require the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

EDA 755 Seminar in 21ST Century Issues in Education: Perspectives on Policy and Practice (3) The purpose of this course is to introduce students to foundational approaches to contemporary issues in local, state, national, and international education contexts. The course introduces approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess policy and practice. This course is designed to evaluate contemporary issues in administration at both the elementary and secondary levels. This course provides an opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

EDA 760 Seminar in Educational Leadership (3) This course introduces students to concepts and skills related to leadership. Theory related content combined with experiential teaching methods provides students with an opportunity to increase their understanding of leadership theory, examine how attitudes about themselves and others influence leadership behavior, and stimulate the development of new skills through demonstration and practice.

EDA 765 Administrative Decision-Making in Schools (3) This course is designed to improve the quality of educators' decisions by presenting a practical framework that you can use to make better decisions. The course begins with an overview of what we know about how educators actually make decisions and then details a user-friendly process for how educators should make decisions. The essence of the approach is simple: divide the decision making process into its components (e.g., defining the problem, specifying alternative solutions, and balancing the effects and costs of each alternative), apply some decision making rules to each component, and make a decision. Candidates completing the course will be able to apply this framework to a broad range of educational decisions, from choosing instructional programs to hiring personnel.

EDA 770 Capstone II (3) This course helps prospective administrators understand administrative problems, propose feasible solutions, and evaluate courses of action and develop skills in decision making. This course involves reading and analyzing case studies in educational administration and writing one professionally meaningful case using a developmental research process. We will address problems, issues, and trends affecting educational institutions, particularly K–12 public schools. We will use resources that come from within our communities and ourselves. A classroom community will be created as our primary resource for supporting each student's interests in school administration and development as an educational leader, researcher, and team player. We will identify, analyze, and compare important current issues using a variety of communication techniques. Technology will be used to connect us electronically and to facilitate Internet literature searches and the display of information.

EDA 775 Capstone III (6) The doctor of education program requires completion of a capstone experience. This culminating assignment is an independent research and analytic activity embedded in a group project. The group project is designed to integrate theories and tools learned throughout the program and should demonstrate mastery of concepts and methods. The focus of this program is the refinement

of students' understandings of leadership and policy development and analysis, ultimately culminating in the capstone experience. The capstone experience is meant to contribute knowledge of a critical issue in educational leadership.

EDA 780 Capstone Experience Fee (0) This is a non-credit course designed to keep enrollment open in the Ed.D program while students complete the Ed.D. requirements.

Master of Arts, Master of Science and Master of Business Administration Quarter Programs Business Administration Master of Business Administration (M.B.A.)

Program Description

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

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

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

Requirements for the Master of Business Administration General

Course Requirements

Students may obtain either a general MBA degree or customize their program with a concentration in a particular area of study such as accounting, entrepreneurial studies, finance, management, marketing, international business, MIS, public management, or human resources.

Such courses must include the seven core courses (21 credit hours) and five elective courses (15 credit hours.) A minimum of 12 courses (36 credit hours) is required for the MBA degree. Each course is for three-credit-hour course and is conducted one night a week (four hours per night) for 11 weeks. There are four quarter terms per year, with 11 weeks in each term. By taking two courses per quarter students are able to complete the program in 18 months. By taking one course at a time, the degree requirements can be completed in three years.

Core Courses

- MBA 511 Managerial Accounting
- MBA 521 Management Information Systems
- MBA 531 Financial Policy
- MBA 541 Organizational Behavior
- MBA 550 Marketing Principles and Issues
- MBA 595 Economic Issues
- MBA 601 Business Policies and Strategies

Elective Courses (15 credit hours)

For a general MBA degree, the student may select any five elective MBA courses, for a total of 15 credit hours. For an MBA with a concentration, the student must take four of the five electives (12 credit hours) within the area of concentration.

Concept Courses

In addition to the 12 core and elective courses, the following concept courses may be required if the student does not have undergraduate credits or significant business experience in accounting and finance:

MBA 510 Financial Accounting Concepts

MBA 530 Financial Concepts

Application for Graduation

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

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

Master of Business Administration With: Concentration in Accounting

Program Description

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

Completion of this concentration in a MBA program added to the Bachelor of Arts program with a major in accounting may satisfy the 150 credit hour requirement for the Uniform CPA Exam. Please consult an advisor in the management division for further information on this option.

Degree Requirements

1. Completion of a minimum of 36 graduate course hours in business administration including the graduate business core and approved by the division dean.
2. A minimum of 12 hours in the graduate series completed at this university in approved accounting courses with a minimum of a grade "B" in each accounting course beyond core requirements.

Concentration in Arts Management

See "Art" or "Theatre" for program outline.

Concentration in Entrepreneurial Studies

Program Description

The curriculum leading to the Master of Business Administration with a concentration in Entrepreneurial Studies is designed to prepare individuals interested in developing and managing their own business or new enterprises within a larger business.

Degree Requirements

1. Completion of a minimum of 36 graduate course hours in business administration including the graduate core and approved by the division dean.
2. Completion of MBA 538, MBA 560, and MBA 565, and two courses chosen from among the following: MBA 551, MBA 552, MBA 554, MBA 555, MBA 556, MBA 557, and MBA 574.

Concentration in Finance

Program Description

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

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

Degree Requirements

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

Concentration in Human Resource Management

Program Description

The curriculum leading to the Master of Business Administration with a concentration in Human Resource Management is designed to prepare individuals for positions in business, government, or other organizations that have primary responsibility for the management of and the administration of employees. The program has a strong practical base so that the students will be able to apply the learning in the workplace.

Degree Requirements

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

Concentration in Management

Program Description

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

Degree Requirements

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

Concentration in Marketing

Program Description

The Master of Business Administration degree with a concentration in marketing is intended to prepare individuals for the responsibility of management in marketing. The program is flexible, offering a balance between theoretical analysis and examination of established practices. Areas of marketing offered include: advertising, sales management, personal selling, business-to-business marketing, international marketing, public relations, and marketing research.

Degree Requirements

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

Concentration in Management Information Systems

Program Description

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

Degree Requirements

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

Concentration in Public Management

Program Description

The MBA program in Public Management is designed to educate people in the applications and limitations of applying business administration techniques, ideas, and practices to government operations. In addition, this program is designed to educate people to acquire the skills to bridge the private and public sectors since many private sector activities and public sector programs require an ability to perform well in both sectors at the same time.

The required courses for the MBA in Public Management are MBA 511, 531, 593, 594, 595, 596 598, and either an accounting or finance course above MBA 511 or MBA 531. Students without an undergraduate background in accounting or finance must take MBA 510 and MBA 530 as part of their required courses. Elective courses

can be chosen from a wide variety offered by the university. Approval of the Public Management faculty is required.

Degree Requirements

1. Graduate students must complete 36-42 credit hours depending on their undergraduate courses, usually strong coursework in accounting and finance, through one of two options. Lindenwood undergraduates interested in pursuing an MBA in Public Management can reduce the number of required courses in their program and increase the number of elective courses (but stay within the 36-42 credit hour requirement) by taking certain courses as an undergraduate that are chosen with approval of the Public Management faculty.

Option 1 requires completion of 30-36 credit hours in coursework (24-30 required, 0-6 elective), and 6 credit hours for a thesis.

Option 2 requires completion of 36-42 credit hours of coursework, (24-30 required, and 6-12 elective).

Concentration in International Business

Program Description

The graduate curriculum in International Business offers advanced training in the nature, theory, and central problems of U.S. businesses and agencies dealing in international trade situations. The program stresses preparing the student to grasp the complexities in international business of utilizing U.S. practices in business operations, cross cultural communications, finance, management, marketing, and risk and politics in various foreign situations.

Degree Requirements

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

MBA with Advanced Standing

The MBA with Advanced With Standing Program is designed to further educate individuals in business management who already have a graduate degree(s) from an accredited college or university. A person who meets the criteria takes the core MBA courses (MBA 511, Managerial Accounting, MBA 521 Management Information Systems, MBA 531 Financial Policy, MBA 541, Organizational Behavior, MBA 550 Marketing Principles and Issues, MBA 595 Economic Issues, MBA 601 Business Policies & Strategies,) and two electives, for a total of 27 hours, to meet the requirements for the MBA.

Students who have a graduate degree(s) for which they have taken MBA core course may transfer in up to nine hours. However, under no circumstances can a student complete the program without having taken at least 27 hours in the Lindenwood University MBA program. For example, if nine hours are accepted in transfer, the student must replace the core courses with additional electives.

As in the case with all potential MBA students, the prerequisites must be met by undergraduate preparation or by taking appropriate MBA concept courses. (MBA 510 and MBA 530)

Master of Science (M.S.) in Specialized Fields

(Accounting, Finance, Human Resources, International Business, Management, Management Information Systems, Marketing, Public Management)

Program Description

The Master of Science in a specialized field requires the student to plan a specific curriculum with a graduate advisor. The graduate advisor will be a member of the faculty with expertise in the area of specialization.

The Master of Science degree is provided for the student who has chosen to be a specialist in a given area of management; however, such programming will normally require a limited comprehensive background in core courses MBA 511, 521, 531, 541, 550, and 595 plus any required prerequisite courses. The major emphasis will be in the specialized field.

Degree Requirements

1. Student should complete all prerequisite courses as an undergraduate or graduate student as required of the MBA or the MS in Communication (see Communication).
2. Student shall complete a minimum of 36 hours in courses, determined in conjunction with the faculty advisor, in the field of specialization and related core requirement. This will include core courses MBA 511, 521, 531, 541, 550, and 595. Six courses (18 credit hours) must be completed within the major concentration in the graduate business curriculum. Three of the hours must include MS 600, Thesis.
3. The student must maintain a "B" average in all work required for the degree.

Course Descriptions

Accounting

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

MBA 511 Managerial Accounting (3) Concepts and techniques for producing and using accounting information for management decisions. Includes cost behavior, break-even analysis, cost management systems, marketing/production decision models, capital and operational budgeting. Prerequisite: MBA 510 or equivalent.

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

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

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

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

MBA 516 Individual Tax Planning (3) Concepts of Federal and State income taxes as applicable to individuals. Detailed approach with emphasis on planning and compliance reporting.

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

MBA 518 Business Tax Planning (3) Concepts of Federal and State income taxes as applicable to businesses including regular corporations, S-corporations, partnerships, limited liability companies and sole proprietors. Topics also include trusts and estates. Prerequisite: MBA 516 or equivalent.

MBA 519 Special Topics in Accounting (3-6) Designed to meet the individual needs of the MBA student who desires, or is required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

MBA 590 Intermediate Accounting II (3) The development, application and importance of accounting standards, principles, and conventions, including current FASB opinions. Issues relating to debt classification, contributed capital, retained earnings, statement of cash flows, leases and pensions. Prerequisite: MBA 510 or equivalent. Recommend MBA 515 first.

MBA 592 Financial Statement Analysis (3) Profitability and risk analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Includes case studies. Prerequisite: MBA 511 and MBA 531.

MS 600 Thesis (3-9)

Entrepreneurial Studies

MBA 538 Entrepreneurial Finance (3) In-depth examination of issues and techniques in the financial management of a new or emerging business. Topics include capital raising. Cash flow management, business planning and value realization. Prerequisite: MBA 531.

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

MBA 565 Entrepreneurship & Growth (3) Covers the steps involved in selecting, launching, financing, and managing a new business. Preparation of a business plan is a central focus. Prerequisite: MBA 511, and 541 or equivalent. Recommended MBA 531.

Finance

MBA 530 Financial Concepts (3) Introductory course for students without prior academic background in finance. Basics of financial management, including ratio analysis, cash budgeting, working capital management, cost of capital, capital budgeting, and financial

institutions and markets. Prerequisite: MBA 510, which may be taken concurrently.

MBA 531 Financial Policy (3) In-depth examination of issues and techniques of financial management, cost of capital, capital budgeting and value creation. Study of financial markets, instruments and institutions. Prerequisite: MBA 530 or equivalent.

MBA 532 Managerial Finance (3) Case studies in finance. Decisional problems in areas including short-term financing and managing short-term assets and liabilities, long-term financing and cost of capital, investments, and mergers and acquisitions. Prerequisite: MBA 531.

MBA 533 Investments (3) Basics of investing, from the fundamentals of securities valuation to the theories of portfolio construction and efficient markets. Covers financial assets including stock, fixed income securities and derivatives. Approach includes case studies. Prerequisite: MBA 531.

MBA 534 Real Estate Finance (3) Study of techniques and conventions of real estate finance. Examines the financing of land purchase, new construction and real estate from the viewpoint of management, real estate investors and financial institutions. Market analysis and legal issues that impact real estate finance decisions. Prerequisite: MBA 531 or equivalent.

MBA 535 Mergers & Acquisitions (3) Corporate mergers, acquisitions and divestitures from a strategic and financial perspective. Theoretical and institutional aspects of corporate transactions. Emphasis on corporate evaluation and the roles of company management, investment bankers and merger and acquisition professionals. Prerequisite: MBA 531 or equivalent.

MBA 536 Money and Banking (3) A study of macroeconomic policy analysis as related to financial markets, institutions, and monetary authority. Money, interest rates, monetary policy and financial market structure. Prerequisite: MBA 595 or equivalent.

MBA 537 Consumer Finance (3) Decisional problems in personal finance, including credit, major expenditures, family financial management, employment, insurance, taxes, investments, retirement, and estate planning. Emphasis on practical knowledge for personal financial management and for serving customers of the banking, brokerage, insurance and other consumer finance industries.

MBA 538 Entrepreneurial Finance (3) In-depth examination of issues and techniques in the financial management of a new or emerging business. Topics include capital raising, cash flow management, business planning, and value realization. Prerequisite: MBA 531.

MBA 581 Managerial Economics (3) Tools and techniques for analyzing economic developments that impact management decisions and policy. Application of microeconomic principles to the management of the firm. Prerequisite: MBA 531, 595 or equivalent.

MBA 582 Analysis of Business Conditions (3) Interpretation of economic trends and analysis of business conditions. The course emphasizes macroeconomic and monetary policy, and the institutional environment of the U.S. economy. Prerequisite: MBA 531 and MBA 595 or equivalent.

MBA 592 Financial Statement Analysis (3) Profitability and risk

analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Approach includes case studies. Prerequisite: MBA 511 and MBA 531.

MBA 595 Economic Issues for Contemporary Business (3) Application of microeconomic and macroeconomic theory to major social and market phenomena. Applications include supply and demand movements in the microeconomic area, market failure analysis, and government stabilization tools in the macroeconomic area. Students learn how their own economic aspirations and behaviors as consumers, workers, and voters impact a host of policy concerns and shape the world in which they live.

MBA 539 Special Topics in Finance (3-6) Designed to meet the individual needs of the MBA student who desires, or is required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Subject area covers a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require primarily substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

MS 600 Thesis (3-9)

Human Resources

MBA 543 Human Resource Management (3) An overview course in human resources covering the basic principles of HR planning, organizational integration, recruiting, selection, legal issues, labor relations, compensation and benefits, training and development, safety, workplace diversity and current trends and issues facing the HR profession. The strategic role of HR in the global environment will be examined in great detail.

MBA 547 Negotiations (3) This course is designed to teach the art and technique of negotiations. Topics covered include: the nature of negotiations, strategizing, framing, planning, communications, social context and most importantly ethics. This is not a labor/management course. Prerequisite: MBA 541 or equivalent.

MBA 561 Labor-Management Relations (3) Introductory course in labor relations covering labor history, legal foundations, growth of unions, certification, governmental roles, legal issues, collective bargaining, contracts, work stoppages, desertification, protected activity, worker-employer rights, grievance administration, arbitration, NLRB role and major labor acts. Prerequisite: MBA 543 or equivalent.

MBA 562 Human Resource Development (3) Methods and roles of training in the relationship between organizational and planning and training, needs analysis, program design, and delivery, training methods, learning theory, learning styles, evaluation and testing. Prerequisite: MBA 541 or equivalent.

MBA 563 Personnel Law (3) Basic law as applied to personnel issues. Equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, workers compensation, protected classes, disability issues, workplace accommodation and record keeping requirements. Prerequisite: MBA 543 or equivalent.

37 **MBA 564 Compensation and Salary Administration (3)** Overview

course covering pay structures, pay systems, parity, comparable worth, matrices, relationship between pay and performance, performance evaluation, internal and external equity and legal issues. Prerequisite: MBA 543 or equivalent.

MBA 566 / NPA 566 Human Resource Management for Nonprofit Organizations (3) An exploration of human resource management from the beginning of job analysis and design, recruitment and selection of personnel, performance evaluation, compensation and benefit issues, and training and development for both staff and volunteers. Any differences in the handling of grievances, diversity, discrimination, harassment, and placement issues as they pertain to volunteers, including the board of directors, and paid staff will be discussed and examined. *This course will be taught by an instructor with experience in the nonprofit field.

MBA 569 Human Resource Issues (3) Culminating course covering current trends and issues of importance to the human resource profession. Student will conduct guided research in a chosen area of specialty and present oral and written research summaries. Prerequisites: MBA 541 & MBA 543.

International Business

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

MBA 571 International Risk and Politics (3) Determination and assessment of factors of risk in international business ventures, including analysis of domestic and foreign constraints imposed by the political and economic environment of multinational business operations. Special emphasis on identifying, evaluating, and neutralizing risks related to international laws, hyper-inflationary economics, nationalization of assets, revolution, war and inconvertibility of currency. The roles of governments in heightening and reducing risks. Prerequisite: MBA 570 or permission of the dean.

MBA 572 International Management (3) Organizing, staffing, and managing the international enterprise. Pricing, investment, financing, production, and similar decisions that affect foreign subsidiaries of parent firms. Adaptation of management to culture, local conditions and attitudes, and agreements and contracts. Prerequisite: MBA 570 or permission of the dean.

MBA 574 International Marketing (3) Examines the marketing mix and how it may or may not be standardized for international markets. Techniques for identifying potential markets for broad categories of products or services and implementation of marketing policies within the international arena. Prerequisite: MBA 551 or permission of dean.

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

MBA 576 International Business and Cross-Cultural

Communications (3) One of two introductory courses for the International Business Program. Provides an overview of the international business milieu with specific reference to relations between home and host countries, demographic and geopolitical patterns and problems, the need of international entrepreneurs and constraints of other people. Prerequisite: MBA 570 or permission of the dean.

MBA 577 International Finance (3) Investigation of the international financial environment. Study of exchange rates and international capital markets. The unique problems of the financial manager operating internationally, including foreign taxation, working capital management, sources of funds, international and regional financial institutions, commercial documents and international trade organizations. Prerequisite: MBA 531 or permission of the dean.

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

MBA 583 International Economics (3) A course in which the basic principles of economics are used to analyze and interpret exchanges between nations. Categories include trade in goods and services, movements of labor and capital and a variety of financial transactions in bonds, stocks, notes, deposits and other financial assets. Mechanics of international payments, the balance of payments accounting systems, foreign exchange rates, including arbitrage, flexible rate exchange, and elasticity of supply and demand. International Monetary Systems is covered including a history of the Gold Standard, Bretton Woods System, I.M.F., Euro-dollars and the Import-Export bank. Special attention will be devoted to tariff analysis, the economies of lesser developed countries and multinational companies. Prerequisite: MBA 595 or permission of the dean.

MBA 579 Special Topics in International Business (3-6) Designed to meet the individual needs of the MBA student who desires, or is required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require primarily substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

MS 600 Thesis (3-9)

MBA 601 Business Policies & Strategies (3) The capstone MBA course utilizing a top management perspective. Explores the practices and problems confronting the modern business organization through an analysis of cases. Does not apply as part of the 12 hour requirement for a concentration in management.

Management

MBA 500 Communications in the Corporate Environment (3) The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics include principles of verbal and nonverbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Focus on persuasive communication for both internal and external business audiences.

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

MBA 545 Management and Business Law (3) Study discussion of terminology, definitions, and principles of contract law applicable to the contractive problems in the operation of a business, including relevant provisions of the uniform commercial code. The application of the principles of agency law by the entrepreneur/manager in operating the firm, legal liability to his agency and third party with whom he/she deals, and the legal aspects of business in difficulty. Prerequisite: MBA 541 or equivalent.

MBA 546 Managerial Problem Solving (3) Exploration of the many faceted arena of problem solving by focusing on problem descriptions, sorting out casual factors, developing and evaluating alternatives, assessing associated risks, and determining most viable choices. Both individual and small group experiences are included as well as samples from the spectrum of problem solving strategies and techniques. Students will use basic statistical tools, the structured technique of cause and effect diagramming, creative problem solving through synectics, and the more formal process skills of contemporary approaches. The practicum nature of the course results in skills which are immediately transferable to the workplace. Prerequisite: MBA 541.

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

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

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

MBA 565 Entrepreneurship & Growth (3) Covers the steps involved in selecting, launching, financing and managing a new business. Preparation of a business plan is a central focus. Prerequisite: MBA 541 or equivalent.

MBA 580 Production/Systems Management (3) Various topics relating to production and operations management systems. Strategic and tactical management decisions, such as facility layout, just-in-time inventory, project management, quality management, and statistical concepts. Prerequisite: MBA 541 or equivalent.

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

MBA 549 Special Topics in Management (3-6) Designed to meet the individual needs of the MBA student who desires, or is required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

MS 600 Thesis (3-9)

MBA 601 Business Policies & Strategies (3) The capstone MBA course utilizing a top management perspective. Explores the practices and problems confronting the modern business organization through an analysis of cases or through business simulation studies. Does not apply as part of the 12 hour requirement for a concentration in management.

Management Information Systems

MBA 520 Java Programming (3) This course is designed to give the student advanced knowledge of programming language using Java. Emphasis will be on the fundamental syntax and semantics of Java for applications and Web applets. Topics covered will include variables, data types and expressions, control structures, programmer-defined classes, arrays, Graphical User Interfaces, and accessing databases as a back-end. Prerequisites: MBA 522 or equivalent.

MBA 521 Management Information Systems (3) Concepts of computer and communications technology for user-managers. Focus on IT resources (computers, networks, software, data, and people) and alternative approaches to managing them; the opportunities and pitfalls associated with these technologies; and what user-managers need to know. Includes case studies.

MBA 522 Information Systems Programming (3) Development of business applications using Visual Basic as a language of implementation. Essentials of the Visual Basic environment are presented including objects, properties, methods and code structures. Prerequisite: MBA 521 or equivalent.

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

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

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

MBA 526 Database Management Systems (3) This course provides management-oriented introduction to database systems. Various approaches to database design are presented, with emphasis on normalization and data modeling. Course concepts are reinforced by the use of cases and projects. The basics of SQL are covered, and technical aspects of database administration are examined. Prerequisite: MBA 521.

MBA 527 Advanced Visual Basic (3) Continuation of program development using the latest version in Visual Basic. Emphasis on writing database programs using ActiveX data objects (ADO) and creation of class modules. Prerequisite: MBA 522.

MBA 529 Special Topics in MIS (3-6) Various subject areas of current interest to information systems professionals are explored. May include coverage of open source software such as Linux, Web-based development, and new emerging technologies. Prerequisites: Permission of instructor, MBA 522 or equivalent.

COM 565 Electronic Resources (3) A lab-based course designed to familiarize communications students with advanced methods of information retrieval via the Internet or corporate intranets. Special attention to net-based methods of reaching a mass media audience, as well as the design of World Wide Web-based resources for both individual and corporate entities. This course does not count toward MIS concentration.

COM 566 Advanced Web Page Design (3) A lab-based course designed to familiarize students with advanced forms of web page design and implementation, with a focus on developing skills useful in the contemporary, internet-capable work environment. Prerequisite: COM 565 or web page design experience.

MS 600 Thesis (3-9)

Marketing

MBA 550 Marketing Principles and Issues (3) Introduction to the principles of marketing. Activities include the study of planning, pricing, promotion, and distribution of products and services to consumer and business markets. For profit and nonprofit marketing issues are also explored.

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

MBA 552 Marketing Information and Research (3) A study of the various sources of information essential to effective marketing decision making. Topics include a review of methodologies to secure marketing information, evaluation of primary and secondary sources of information and data, survey research techniques, development of research instruments, data collection and analysis, and presentation of research findings. Students design and conduct a formal marketing research project. Prerequisite: MBA 550 or equivalent.

MBA 554 Advertising and Promotional Strategy (3) A study of marketing communications through the use of mass media (TV, radio, magazines and newspapers) as a means to stimulate consumer's response, interest, and purchase behavior of products and services. Techniques for creating the correct advertising message and developing an effective media mix based on understanding the behavior of the target market are stressed, as well as ethical, social, and regulatory factors impacting on the mass selling of products and services in today's competitive business environment. The advertising agency's role in meeting manufacturer's sales and marketing objectives and issues of the client/agency relationship. Prerequisite: MBA 550 or equivalent.

MBA 555 Product Management (3) A review and study of the product management system, the role of the product manager in the firm, and the required with other areas. The application of strategy models to product management, monitoring, tracking, updating, etc. The developing of new products will be analyzed with methods of evaluation, new venture teams, the pre-entry planning phase, budgeting, and decision trains. Class will develop new product concept. Prerequisite: MBA 550 or equivalent.

MBA 556 Business-to-Business Marketing (3) A study of the unique aspects of developing, implementing, and monitoring marketing programs in the industrial or business-to-business marketplace. Case histories and case analysis will be used for market analysis of industrial markets. The industrial marketing department, its functions, and its relations with other functions and areas of the firm such as sales, manufacturing, product development, distribution, finance, and accounting are explored. Prerequisite: MBA 550 or equivalent.

MBA 557 Personal Selling and Customer Relationships (3) Study of the interpersonal arm of marketing communications when the sales force interacts with customers and prospects to make sales and build relationships. Personal selling, sales tasks, and presentations. Prerequisite: MBA 550 or equivalent.

MBA 558 Management of the Sales Organization (3) In-depth analysis of the organization and management of the selling function within the firm, including staffing, training, evaluation, budgeting, goal-setting, motivation, and compensation. Characteristics of successful sales personnel, sales teams, and sales managers are explored. Prerequisite: MBA 550 or equivalent.

MBA 559 Special Topics in Marketing (3-6) Designed to meet the individual needs of the MBA student who desires, or is required to explore advanced areas of study, or undertake special problem analysis, within a concentration. Subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

MBA 568 Public Relations (3) Study of the theory and practice of public relations, how public relations operates in organizations, its impact on publics, and its function in society. Examination of the professional development in the field; concepts, issues, and principles in the practice; and the models and theories guiding the practice. Course includes strategic and tactical public relations program planning and management in both for-profit and nonprofit organizations. Prerequisite: MBA 550 or equivalent.

MBA 574 International Marketing (3) Examines the marketing mix and how it may or may not be standardized for international markets. Techniques for identifying potential markets for broad categories of products or services and implementation of marketing policies within the international arena. Prerequisite: MBA 550 or permission of dean.

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

MS 600 Thesis (3-9)

Public Management

MBA 593 Governmental Budgeting (3) The study of budget preparations, particularly at the state and local government levels, as well as an examination of end-of-the-fiscal year financial reports. Budgeting issues such as property, income, sales, and other state and local taxes, state constitutional restrictions, tax anticipation notes, bonds, and the impact of exemptions and exactions such as impact fees.

MBA 594 Public Management: Principles, Applications, and Ethics (3) Exploration of past and current writers and their theories that have focused on ways to bridge the study of the private sector with government programs. Ethical issues addressing the applications and limitations of applying business thinking to government programs.

MBA 596 Program Implementation and Evaluation (3) What is effective policy? Studying how to implement new programs and evaluate existing ones provides the framework for this course. In addition, conflict and cooperation between and among different local governments or between the state government and local governments will be a focal point used to examine specific case studies. The St. Louis metropolitan area (including St. Charles, Warren, Lincoln, and Jefferson counties) provides an excellent example of multiple governments functioning simultaneously and will be addressed.

MBA 598 The Business-Government Environment (3) This course is more than just an examination of conflict that comes from government regulating business, it also focuses on the cooperative relationship between the two. Many programs exist in a “quasi” state between business and government, these will be examined. In addition, many governmental programs such as economic development (including tax increment financing) are designed to promote new business investment and these programs require involvement by the business community. The cooperative relationship of government and business involved in economic development, therefore will be studied.

MBA 600 Thesis (6) Students will work closely with a faculty member to write their thesis. One of the basic objectives of a thesis

is that students develop a “comfortable feel” for using primary source materials such as census data, budgets, and other government information in their writing—which they will have become familiar with through various courses they have taken in the public management program.

Master of Arts (M.A.) in Specialized Fields

(Business-to-Business, Human Resources, International Business, Investment Management, Leadership, Management, Marketing, Organizational Behavior, Sales, and Training and Development)

Program Description

Lindenwood University offers a variety of Master of Arts in Managing programs for the student interested in developing a stronger interest in and understanding of the different aspects of business. This program is related to the Masters in Business Administration degree but is more specific in its approach to the specialty fields in the organized enterprises of the economy.

MA in Managing degrees are offered in Business-to-Business, Human Resources, International Business, Investment Management, Leadership, Management, Marketing, Organizational Behavior, Sales, and Training and Development.

The program requires a total of 39 hours – 18 hours in the business core, 12 hours in the specific discipline, and 9 hours of business electives.

Students beginning the program will develop a specific curriculum with their advisor.

The program for Arts Management is individualized and requires a minimum of 12 hours of coursework in Business Administration.

Degree Requirements

Completion of all requirements (39 hours), including:

1. The business core courses (18 hours):

- MBA 500 Communications in the Corporate Environment (3)
- MBA 504 Legal and Ethical Management Issues (3)
- MBA 510 Financial Accounting Concepts (3)
- MBA 530 Financial Concepts (3)
- MBA 541 Organizational Behavior & Development (3)
- MBA 550 Marketing Principles and Issues (3)

2. The specific area of interest (12 hours)

3. Electives (9 hours)

Specific core programs

1. MA in Managing Business-to-Business

- MBA 556 Business-to-Business Marketing (3)
- MBA 558 Management of the Sales Organization (3)
- MBA 574 International Marketing (3)
- MBA 582 Analysis of Business Conditions (3)

2. MA in Managing Human Resources

- MBA 543 Human Resource Management (3)
- MBA 562 Human Resource Development (3)
- MBA 563 Personnel Law (3)
- MBA 569 Human Resource Issues (3)

3. MA in Managing International Business

- MBA 570 International Business Operations (3)
- MBA 571 International Risk and Politics (3)
- MBA 572 International Management (3)
- MBA 574 International Marketing (3)

4. MA in Managing Investment Management

- MBA 531 Financial Policy (3)
- MBA 533 Investments (3)
- MBA 537 Consumer Finance (3)
- MBA 582 Analysis of Business Conditions (3)

5. MA in Managing Leadership

- MBA 545 Management and Business Law (3)
- MBA 548 Leadership in Structured Situations (3)
- MBA 569 Human Resource Issues (3)
- MBA 565 Entrepreneurship & Growth (3)

6. MA in Managing Management

- MBA 543 Human Resource Management (3)
- MBA 547 Negotiations (3)
- MBA 548 Leadership in Structured Situations
- MBA 601 Business Policies and Strategies (3)

7. MA in Managing Marketing

- MBA 551 Marketing Strategy and Management
- MBA 552 Marketing Information and Research
- MBA 554 Advertising and Promotion
- MBA 574 International Marketing

8. MA in Managing Organizational Behavior

- MBA 547 Negotiations (3)
- MBA 548 Leadership in Structured Situations (3)
- MBA 562 Human Resource Development (3)
- MBA 572 International Management (3)

9. MA in Managing Sales (3)

- MBA 547 Negotiations (3)
- MBA 551 Marketing Strategies (3)
- MBA 557 Personal Selling and Customer Relationships (3)
- MBA 558 Management of the Sales Organization (3)

10. MA in Managing Training and Development

- COM 592 Communications Workshop (3)
- MBA 543 Human Resource Management (3)
- MBA 562 Human Resource Development (3)
- MBA 569 Human Resource Issues (3)

Electives

Each MA in Managing has selected electives available for the specific degree. The list of these electives will be provided by your advisor.

Course Descriptions

MBA 500 Communications in the Corporate Environment (3) The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics include principles of verbal and nonverbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Focus on persuasive communication for both internal and external business audiences.

MBA 503 Analysis of the Financial Environment (3) Designed to teach fundamental concepts of financial management, including planning, budgeting, and control. Focuses on sources of finance, and how businesses and nonprofits today choose these sources. Integrates basic economic concepts in applying business decision making in the micro/macro economy.

MBA 504 Legal and Ethical Management Issues (3) Through case studies, course explores terminology, definitions and principles of business law as well as ethical issues confronting decision making.

Master of Arts (M.A.) in Sport Management

Program Description

The graduate degree in Sport Management is designed to prepare students for a career within the expanding sport industry. Sport Management includes any combination of skills related to planning, budgeting, organizing, directing, staffing, marketing and controlling in a sports organization.

The curriculum is a unique blend of formal coursework and opportunities designed for practical experience. The close cooperation with several sports venues in the St. Charles/St. Louis area enhance the program, and enable students to gain first-hand knowledge and work experience in sports management.

The program requires 39 semester hours offered in a quarter calendar.

Curriculum

The following courses are required for all students completing the Sport Management degree.

- MBA 500 Communications in the Corporate Environment (3)
- MBA 504 Legal and Ethical Management Issues (3)
- MBA 510 Financial Accounting Concepts (3)
- MBA 530 Financial Concepts (3)
- MBA 541 Organizational Behavior and Development (3)
- MBA 542 Principles of Management in Sports Administration (3)
- MBA 544 Sports Marketing and Promotion (3)
- MBA 567 Sports Law (3)
- MBA 573 Administration of Health Promotion/Wellness (3)
- MBA 596 Program Implementation and Evaluation (3)
- MBA xxx Electives (6)
- SMA 598 Practicum in Sport Administration (3)

Practicum

Students will be required to complete a three credit hour practicum consisting of 300 work hours in an assigned facility under the supervision of the faculty of the Sport Management program. Students with extensive experience may have part of the practicum waived at the discretion of the dean.

Course Descriptions

MBA 542 Principles of Management in Sport Administration (3) Study of the management of sport organizations, including skills required in management positions. The functions of management, human behavioral studies, and leadership styles are examined.

MBA 544 Sports Marketing and Promotion (3) Focus on the unique applications of marketing principles and processes to the complex and diverse nature of the sports industry. Comprehensive coverage of the functions of sports marketing, including designing an integrated marketing strategy, understanding sports consumers as spectators and participants; and planning, executing and evaluating the sports marketing mix (product, price, place, and promotion).

MBA 567 Sports Law (3) A study of the law as it pertains to the three main divisions in sports: amateur, professional and international. Issues addressed include contracts, agents, torts, governing bodies, governmental regulations, and social responsibility.

MBA 573 Administration of Health Promotion/Wellness (3)

Examination of the design, implementation and evaluation of health promotion programs. Interfacing of the major current health issues and health promotions/wellness programs.

SMA 598 Practicum in Sport Administration (3)

Students are placed in sport management organizations to serve in functions normally assigned to managers and administrators. Under the supervision of the host organization, students observe and practice skills necessary for success in the field, including event planning, marketing, accounting, and controlling. Setting of practicum to be decided by the organization, the advisor, and the student.

Nonprofit Administration: M.A.

Program Description

The graduate degree in Nonprofit Administration is designed to prepare students for leadership positions in youth and community service and nonprofit management fields. In recent years the demands on nonprofit organizations have created a need for managers and leaders with very specialized training and education. Nonprofit agencies, whether in the public, tax-supported domain or in the private volunteer sector, require skilled and knowledgeable managers at all levels.

The graduate program in Nonprofit Administration provides education in those areas of competency deemed necessary for effective agency leadership and fosters the career advancement of those already in the field. In addition to the common requirements, students will have the opportunity to develop an area of concentration by supervised selection of elective emphasis coursework, a directed internship, and capstone project.

The program requires 39 hours offered in a quarter calendars.

Core Curriculum

The following courses are required for all students completing the Nonprofit Administration degree.

NPA 550 Management of Nonprofit Organizations (3) * must be taken within first two quarters of program.

NPA 570 Fundraising and Planning (3)

NPA 571 Grantwriting (3)

NPA 580 Nonprofit Budgeting and Financial Management (3)

NPA 598 Nonprofit Administration Internship (3)

NPA 599 Capstone Project (3) ***must be taken in last quarter of program

MBA 500 Communications for the Corporate Environment (3)

MBA 541 Organizational Behavior and Development (3)

MBA 548 Leadership (3) or NPA 560 Leadership in Nonprofit Organizations (3)

NPA 566/MBA 566 Human Resource Management for Nonprofit Organizations (3)

Elective Courses:

NPA 560 Leadership in Nonprofit Organizations (3)

NPA 581 Strategic and Program Planning for Nonprofit Organizations (3)

NPA 593,594 Special Topics in Nonprofit Administration (3)

MBA 550 Issues in Marketing and Sales (3)

NPA 501 American Humanics Student Association (1)

NPA 589 American Humanics Management Institute (1)

With program manager approval students may take and transfer in for credit one 9 credit hour cluster from LCIE program.

Emphasis Courses

All students must select nine credits of elective coursework to complete the degree. This coursework will be selected with the direction of an NPA program advisor and may come from any of the other degree programs available at Lindenwood University. The purpose of the elective requirement is to enable the student to obtain an area of concentration within the general field of nonprofit administration. Suggested graduate curricula from which the electives may be selected include:

- human resource management
- professional counseling
- education
- communications
- the arts
- business
- gerontology
- health management
- public management

Internship

Students who do not have a portfolio of experience with nonprofit organizations will be required to complete an internship of 300 hours in an assigned agency under the supervision of the faculty of the NPA program. Students who have nonprofit organizational experience without a management component may also be required to complete the internship. All other students may elect to do an internship in nonprofit organization other than the one for which they have been employed as a method to diversify their professional portfolio. However, students with extensive nonprofit organizational experience may have the internship requirement waived at the discretion of the program director. In the place of the internship another course will be required.

Capstone Project

The capstone to the degree program will be the successful completion of an individualized graduate project. This may be an analytical or demonstration or case study project. Topics will be selected and explored in collaboration with the advisor. In some cases the project will be directly related to the activities of the internship. A committee of graduate faculty will supervise and assist the student in the completion of the capstone project. Please obtain a copy of the capstone project guidelines from the program manager.

Course Descriptions

NPA 501 American Humanics Student Association (1) Participation on the American Humanics student association and its projects.

NPA 550 Management of Nonprofit Organizations (3) Investigation of the structure and process of, and behavior within, nonprofit organizations as a function of the management process. Includes an overview of the financial, personnel, legal, and planning aspects of the nonprofit organization.

NPA 560 Leadership (3) An understanding of the theory and practice of leadership and the leadership skills necessary to successfully operate a nonprofit organization or to lead one of a nonprofit's divisions. Emphasis will be on character and ethics. Models relevant to leadership including examination of leadership styles of national and internationally recognized leaders across history will be discussed.

NPA 566/MBA 533 Human Resource Management for Nonprofit Organizations (3) An exploration of human resource management from the beginning of job analysis and design, recruitment and selection of personnel, performance evaluation, compensation and benefit issues, and training and development for both staff and volunteers. Any differences in the handling of grievances, diversity, discrimination, harassment, and placement issues as they pertain to volunteers, including the board of directors, and paid staff will be discussed and examined. *This course will be taught by an instructor with experience in the nonprofit field.

NPA 570 Fundraising and Planning (3) A study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors. Emphasis on financial planning, major gift giving, and planned giving.

NPA 571 Grantwriting (3) A study of the realities of the grant-seeking process and the methods of preparing a high-quality grant proposal. Focus on developing and refining nonprofit management skills that contribute to more effective grantwriting: allocating time and resources, collaborating with colleagues and with others outside the organization, conducting research, planning, and budgeting.

NPA 580 Nonprofit Budgeting and Financial Management (3) Discussion of the theory and practice of putting together a realistic budget for a nonprofit organization. Students will examine and discuss a budget as a policy making tool. The functions of good financial management procedures and styles are examined, preparing executive directors and supervisors of nonprofits to understand financial and accounting statements.

NPA 581 Strategic and Program Planning for Nonprofit Organizations (3) A review of the steps necessary to do a strategic plan for nonprofit organizations. Students will put together a strategic plan for a local nonprofit organization including an environmental assessment, mission review, discussion of key issues and the strategies for addressing those issues, and develop an implementation action plan. In addition, the class will discuss the process of evaluating programs and planning changes for existing program or development of new programs for a nonprofit organization.

NPA 589 American Humanics Management Institute (1) Attendance and participation at the annual AH management institute.

NPA 593, 594 Special Topics in Nonprofit Administration (3) A directed studies in the management and leadership of Nonprofit Organizations or a special one time course offering of a Nonprofit topic.

NPA 598 Nonprofit Administration Internship (3) Students are placed in nonprofit organizations to serve in functions normally assigned to managers and administrators. Under the supervision of agency personnel, students will observe and practice skills necessary for success in the field. Setting of the internship to be decided by the nonprofit supervisor, faculty advisor, and student.

NPA 599 Capstone Project (3) An individualized graduate project which may be analytical, a demonstration, or case study project. Topics will be selected and explored with the student's advisor. In some cases, the project will directly relate to the internship experience. A committee of graduate faculty will supervise and assist the student in the successful completion of the capstone project.

The Lindenwood College for Individualized Education (LCIE)

Program Description

The Lindenwood College for Individualized Education (LCIE) is specifically designed for the student with significant employment experience. Graduate students are challenged to expand their knowledge with exercises, techniques and instruments to update and reinforce learning and enhance awareness of difficult concepts. In addition, students continue to develop their analytical and conceptual skills by enlarging their perspectives, and identifying a balance between theory and practice with regard to their particular areas of study. At the completion of the program, students will be prepared to contribute to their organization's goals by effectively administering and developing its resources. Throughout their course of study, students will have the opportunity to develop their communication skills, demonstrate workplace responsibility, use interpersonal skills, practice working within a team, and develop an appreciation of the importance of continuing growth and education with an emphasis on values-centered thinking. Students are encouraged to engage in speculative thinking, and to develop original work and/or research in their major areas of interest. This work should be analytical rather than descriptive, demonstrating a distinct, defensible, methodological and theoretical perspective.

Admission and Program Requirements

Admission to a graduate degree program in LCIE is granted to students who have grade point averages of 3.0 or better (on a 4.0 scale). Students who do not meet that grade point or other admissions standard will be given individual consideration.

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

Students are assigned a faculty advisor to guide them through their specific degree program. Each degree program is designed to meet both student needs and accreditation requirements. Consequently, students may not deviate from any cluster requirements. Degree programs typically consist of four core clusters, an elective cluster, and either a directed thesis/culminating project or a capstone course.

Students may, however, take additional clusters or courses to meet individual needs once their core requirements have been met.

To receive the master's degree from LCIE, students have two educational alternatives:

1. Complete a 45-hour degree program that includes four 9-semester-hour clusters, three semester hours of research methods, and a six-semester-hour directed thesis/culminating project.
2. Complete a 48-hour degree program that includes four 9-semester-hour clusters, one 9-semester-hour elective cluster, and a three-semester-hour capstone course.

Students in Administration, however, may select three 3-semester-hour courses from the traditional graduate business programs instead of a 9-hour elective cluster in the LCIE.

In addition, all students must meet the following requirements:

1. Have a grade point average of at least 3.0 to graduate from LCIE.
2. Completion of the objectives set forth in the program overview.

3. Demonstration of graduate level writing and speaking as evaluated by the faculty advisor and instructor each term.
4. Completion of all practicum, apprenticeship, and residency requirements connected with the degree program, as specified by the program overview.
5. Participation in at least one colloquium per term of study.

Faculty Advisor Meetings

Once students enroll in the LCIE program, a faculty advisor is assigned. It is imperative that students meet with their faculty advisor at least twice during the first quarter. During this meeting (typically on the first day of class, right after the orientation meeting) the advisor will review the special requirements of the program and schedule an advising appointment for the next registration period. At the second meeting, advisors will assist in cluster selection and approve the enrollment form. A meeting with the faculty advisor is required to enroll in a cluster each term (quarter).

The Student

The prospective LCIE student is twenty-two years or older, employed full-time for at least one year or part-time for at least two years in a responsible position. He or she is seeking a degree to enrich advancement opportunities or to make career changes through the acquisition of new skills. LCIE graduates constitute a strong network of people in leadership positions throughout the greater St. Louis, St. Charles, and Belleville metropolitan area.

The Cluster

The synthesis of knowledge is central to the theory and practice of adult education.

LCIE seeks to achieve this through the construction of the cluster, in which two or three related subject areas are integrated into one seminar. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline. Cluster groups are comprised of a faculty member and approximately 12 students who meet weekly during an evening or weekend, for four hours. These cluster group meetings provide a collegial environment in which students present their work and share their learning experiences.

Because a major objective of this format is the development of student's knowledge-synthesis and communication skills, more emphasis normally is placed on written and oral presentation, class discussion, papers, and projects than on traditional testing. However, as is true of most higher education programs, it is up to each professor to determine how students are to be assessed and graded; therefore, tests, quizzes, and inventories may be used to supplement papers and presentations as assessments of student mastery.

Cluster Attendance Policy

LCIE is an accelerated program designed for motivated learners who take responsibility for their education. It is assumed that a student will not miss any classes. However, recognizing that LCIE students are working adults, one absence can be compensated for (at the instructor's discretion) through additional assigned work. Two absences will result in a grade drop in one, two, or all three of the cluster courses, depending on the class format and the instructor's judgment. Three absences are unacceptable as that represents one-fourth of the class periods. A student who has missed or will miss three classes is required to withdraw from the cluster. The first class (Saturday for graduate students and new undergraduate students and

Wednesday for returning students) and the thirteenth class (arranged by the instructor) are both considered part of the scheduled coursework and attendance will be counted accordingly.

Failure To Complete Cluster Assignments

A grade of "I" (incomplete) is given at the end of a quarter only for failure to complete the course work because of exceptional circumstances beyond the student's control. An incomplete is not an alternative for the student who is failing the course or who has excessive absences. An incomplete is not an option for the student who has consistently missed or been tardy with assignments. A student should have attended at least 75% of the class meetings and should be relatively current with the assignments in order to qualify for the extension afforded through an incomplete grade.

The student must complete the course work within six weeks of the beginning of the following term or the "I" will automatically be changed to "F." Any request to extend the time needed to complete an "I" must be submitted to the registrar no later than two weeks before the date the grade is due. The request will then be sent to the Dean of LCIE for final approval.

It is the student's responsibility to obtain and complete a Form for Incomplete Grade from the LCIE Office. The form requires the signature of the instructor of the course and the Dean of LCIE. The completed form must be returned to the instructor no later than the final day of class to be processed with the official grade rosters for the quarter.

Program Requirements

Students in the LCIE are not permitted to take more than one cluster per quarter. The accelerated format is based on the assumption that highly motivated students are entirely focused on the content of their clusters during the quarter. The one cluster limit is to maximize the likelihood of a quality effort resulting in a quality learning experience. Ultimately it is intended to protect the academic integrity of the LCIE program and its degree offerings. A maximum of 12 credit hours per quarter is allowed.

Culminating Project

For graduate students, the culminating project is a significant and original accomplishment. It must demonstrate that students have mastered the conceptual and methodological skills outlined in the program overview. The project may be in the form of a written thesis or a creative work, including the use of a wide variety of media. If the project is not a written thesis, it must contain substantial written analytical documentation and demonstrate appropriate research methods. Graduate culminating projects require the guidance and approval of a committee consisting of at least three faculty members and/or resource specialists. The student must successfully defend the culminating project at a meeting of committee members for it to be approved. A grade of "B" or above is necessary to pass the culminating project/thesis.

Graduate students must register for the culminating project immediately after they complete their last cluster of coursework. Students who do not finish their project within that term of project registration must register for a project extension for each term that the project is not completed.

The Colloquium

The interdisciplinary nature of all studies in the liberal arts institution is the heart of the programs offered through the LCIE

format. For that reason, all students in the LCIE model are required to participate in at least one colloquial experience during each term of enrollment. At times, the faculty and students of Lindenwood University present workshops, seminars, and creative expositions to fulfill the colloquium requirement for LCIE students. In addition, LCIE faculty advisors compile a list of other such events available in the community. Students are encouraged to seek other colloquial opportunities that, with the approval of their faculty advisor, will fulfill this requirement. At the end of each term, students submit a short critique/evaluation of the colloquium in which they participated. Additional information about the colloquium requirement is available from your Faculty Advisor.

Master of Business Administration (MBA)

Program Description

Two graduate LCIE programs in Business Administration are offered:

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

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

The degree program can be 45 semester hours including a culminating project/thesis or a 48 hour program.

Core Curriculum

Cluster I Accounting

- IBA 510 Financial Accounting Concepts (3)
- IBA 511 Managerial Accounting (3)
- IBA 512 Case Studies in Accounting (3)

Cluster II Management

- IBA 540 Management & Administrative Theory (3)
- IBA 541 Organizational Behavior (3)
- IBA 543 Personnel Management and Labor Relations (3)

Cluster III Marketing

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

Cluster IV Finance

- IBA 530 Financial Concepts (3)
- IBA 531 Financial Policy (3)
- IBA 532 Managerial Finance (3)
- Prerequisite: Graduate Accounting Cluster

Cluster V

- Elective Cluster (9) and MBA 601 (3)
- or
- IBA 593 Research Methods & Design (3)
- ICU 599 Culminating Project/Directed Thesis (6)

Courses of Study

Accounting

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

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

IBA 512 Case Studies in Accounting (3) This course will use case analysis to illustrate and describe what accountants do and provide a basis for discussion about alternatives and implications of accounting standards, procedures and reports. The focus will be on the manager as a decision maker, using accounting as a strategic tool.

Management

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

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

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

Marketing

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

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

IBA 552 Issues in Marketing (3) Current and significant issues in marketing (electronic marketing, direct marketing, interactive services marketing, Internet marketing) are examined. The course considers the existing theories and practices as learned in the above two courses; however, emphasis is given to new and emerging topics in the field.

Financial Management

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

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

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

Research Methodology/Culminating Project

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

ICU 599 Culminating Project/Directed Thesis (6) Demonstration of ability to carry out and write a major research effort.

MBA 601 Business Policies & Strategies (3) The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases. This is a “capstone” course and may not apply as part of the 12 hour requirement for a concentration in management.

Master of Science in Administration (MSA)

The Master of Science in Administration (MSA) program is designed to meet the needs of students who may wish to specialize in either Marketing or Management. Following are recommended interdisciplinary cluster units of nine semester hours for each of the major areas based on an evaluation of the desires of the corporate sector. However, once the core requirements of the degree are completed, the MSA program may be individualized by adding courses chosen from other LCIE graduate programs. This places responsibility on the student to identify and study subject areas of interest.

MSA - Marketing Emphasis

Cluster I

IBA 550 Marketing Concepts (3)
IBA 551 Marketing Strategy & Management (3)
IBA 552 Issues in Marketing (3)

Cluster II

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

Cluster III

IBA 555 Product Management and Product Development (3)
IBA 560 Brand Management (3)
IBA 565 Product Positioning (3)

Cluster IV

IBA 530 Financial Concepts (3)
IBA 531 Financial Policy (3)
IBA 532 Managerial Finance (3)
Prerequisite: Graduate Accounting Cluster

Cluster V

Elective Cluster (9) and MBA 601 (3)
or
IBA 593 Research Methods & Design (6)
ICU 599 Culminating Project/Directed Thesis (3)

MSA - Management Emphasis

Cluster I

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

Cluster II

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

Cluster III

IHR 577 Organizational Assessment (3)
IHR 579 Training, Design, Evaluation & Facilitation. (3)
IHR 580 Contemporary Issues (3)

Cluster IV

IBA 530 Financial Concepts (3)
IBA 531 Financial Policy (3)
IBA 532 Managerial Finance (3)
Prerequisite: Graduate Accounting Cluster

Cluster V

Elective Cluster (9) and MBA 601 (3)
or
IBA 593 Research Methods & Design (3)
ICU 599 Culminating Project/Directed Thesis (6)

Courses of Study

Marketing Emphasis

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

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

IBA 552 Issues in Marketing (3) see IBA 552 in LCIE Master of Business Administration section of the catalog.

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

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

ICM 590 Promotion Management (3) Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning, and promotions use and development. Case studies, coordination with other corporate areas, and budgeting strategies are discussed.

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

IBA 560 Brand Management (3) Product and brand management decisions needed to build, measure and manage brand equity. Focal objectives are to increase the understanding of important issues in planning and evaluating brand strategies and to provide the appropriate theories, concepts and models to make better branding decisions.

IBA 565 Product Positioning Strategy (3) A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

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

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

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

MSA - Management Emphasis

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

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

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

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

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

ICM 562 Practical Application of Communication Processes (3) see ICM 562 in the Master of Science in Corporate Communication section of the catalog.

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

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

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

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

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

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

MBA 601 Business Policies & Strategies (3) The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

Elective Cluster

IBA 556 Introduction to Small and Growing Companies (3) This course will begin with small business management and expand into the particular issues faced by growing organizations with a brief look at family-controlled organizations. A "macro" view of small business as a political, economic and cultural cause and consequence will also occur throughout the term. A variety of educational methods will be employed to provide a broad range of learning experiences such as lectures, guest speakers, group discussion, video presentations, case analysis, and field work projects.

IBA 557 New Venture Formation (3) This course focuses on analytical techniques used to create and evaluate new concepts and new business opportunities. Students study the process of feasibility analysis for new business ventures or projects from the time of the generation of the concept through critical concept analysis, opportunity screening and pre-feasibility analysis, to the development of the written feasibility study, including the financial aspects in starting a business. Students prepare a feasibility study as a term project and may use the completed study as the initial step in writing a business plan.

IBA 558 Small Business Management (3) The objectives of this course are to examine the necessary functional skills to operate a small business. The underlying assumptions are that the business is around \$1 million in sales volume, fewer than 20 employees, a mission of stability over growth and is probably in the retail/service sector. The course will develop an understanding and knowledge of the way the critical areas of law, human resources, finance/accounting, marketing, and management are integrated and applied for successful small business management.

Communication

Program Description

The Master's program in Communication offers a great deal of flexibility in planning and design. The graduate student in Communication may specialize in one of six areas of emphases including: Promotions, Training and Development, Digital & Multimedia Studies, Management, Digital and Multimedia Studies. A capstone course, ICM 601, is required of all emphases except the Writing and Multimedia emphases, which require ICM 599 Culminating Project. All versions of the degree in the LCIE program require 48 hours.

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

Students may apply for three credits of either ICM 593 Media Internship or ICM 594 Communications Internship. These are on-site learning experiences in communications-related establishments. Students who wish to pursue an internship must receive the recommendation of the Faculty Advisor and be accepted by the internship organization.

Internships normally require a student to spend 15-20 hours per week at the internship site. The internship is an option, not a requirement.

Students also have the option of mixing into their LCIE program courses offered in Lindenwood's traditional format. Requirements, with options, for each of the emphases areas in the LCIE format are listed below.

All students must take:

ICM 601 Communications Capstone (3)
(MS equivalent: COM 601)

**M.A. in Communication,
Promotions Emphasis**

Corporate Writing

ICM 500 Communication in the Corporate Environment

ICM 501 Using Media for Presentations

ICM 503 Copywriting

(MS equivalent: MBA 500, COM 507)

Organizational Communication

ICM 560 Organizational Communication Theory

ICM 561 Communication Process Analysis

ICM 562 Practical Application of the Communication Process

(MS equivalent: MBA 541, MBA 548)

Digital Management

ICM 534 Practical Business Graphics

ICM 565 Electronic Resources

ICM 595 Media Project Management

(MS equivalent chooses 9-12 hours from: ART 581, COM 505, 565, 566, MBA 521, 525)

Choose two clusters from:

Promotion Management

ICM 550 Principles of Advertising

ICM 589 Principles of Public Relations

ICM 590 Promotion Management

PR in America

ICM 541 Group Communication

ICM 542 Public Relations Ethics

ICM 543 PR Research and Planning

Marketing

IBA 550 Marketing Concepts

IBA 551 Marketing Strategy & Mgmt.

IBA 589 Issues in Marketing

Marketing Research

IBA 555 Product Management and Development

IBA 560 Brand Management

IBA 565 Product Positioning Strategy

Management and MIS

IBA 510 Financial Accounting Concepts

IBA 511 Managerial Accounting

IBA 512 Cases in Accounting

(MS equivalent chooses 9-12 hours from: MBA 510, 511, 521, 550, 552, 553, 554, 555, 557, 584, COM 503, 589)

Communications Capstone

ICM 601 Communications Policies and Strategies

(MS equivalent: COM 601)

**M.A. in Communication,
Training & Development Emphasis**

Corporate Writing

ICM 500 Communication in the Corporate Environment

ICM 501 Using Media for Presentations

ICM 503 Copywriting

(MS equivalent: MBA 500, COM 507)

Organizational Communication

ICM 560 Organizational Communication Theory

ICM 561 Communication Process Analysis

ICM 562 Practical Application of the Communication Process

(MS equivalent: MBA 541, MBA 548)

Training and Development

IHR 571 Organizational Assessment

IHR 579 Training, Design, Evaluation and Facilitation

IHR 580 Contemporary Issues

Choose one from:

Electronic Business Graphics

ICM 505 Desktop Publishing in the Workplace

ICM 545 Information Systems Projects

ICM 563 Computer Based Graphics

Digital Media Management

ICM 534 Business Graphics

ICM 565 Electronic Resources

ICM 588 Media Project Planning

(MS equivalent chooses 9 hours from: ART 581, COM 505, 565, 566, MBA 521, 525)

Choose 9 hours from:

Video

ICM 554 Video Production

ICM 558 Writing for Video

ICM 559 Production Management

Advanced Video

ICM 574 Advanced Video Production

ICM 576 Advanced Video Direction

ICM 577 Advanced Video Editing

All students must take: ICM 601 Communications Capstone

**M.A. in Communication,
Media Management Emphasis**

Corporate Writing

ICM 500 Communication in the Corporate Environment

ICM 501 Using Media for Presentations

ICM 503 Copywriting

(MS equivalent: MBA 500, COM 507)

Management

IBA 540 Management and Administrative Theory

IBA 541 Organizational Behavior

IBA 543 Personnel Management & Labor Relations

(MS equivalent: MBA 540, 541, 548)

Accounting

IBA 510 Financial Accounting Concepts

IBA 511 Managerial Accounting

IBA 512 Cases in Accounting
(MS equivalent: MBA 510, 511, 521)

Promotions Management

ICM 550 Principles of Advertising
ICM 589 Principles of Public Relations
ICM 590 Promotion Management
(MS equivalent: MBA 551, MBA 553)

Choose 9 hours from:

Any Communication, MBA or HRM graduate offering

Communications Capstone

ICM 601 Communications Policies and Strategies
(MS equivalent: COM 601)

M.A. in Communications:

Digital & Multimedia Studies Emphasis

The Masters Program in Digital and Multimedia Studies combines coursework that involves both hands-on experiences with current technologies and conceptual studies relating to their applications. This is a 48 semester hour program. Students take five, nine semester hour clusters and a three semester hour Capstone Course.

Core Clusters (students must select at least three clusters from the following):

Desktop Publishing & Graphics

ICM 505 Desktop Publishing in the Workplace
ICM 545 Information System Projects
ICM 563 Computer Based Graphics

Multimedia & Computer Imaging

ICM 526 Design Concepts
ICM 527 Computer Aided Design I
ICM 528 Computer Aided Design II

Web Page Design

ICM 564 Web Imaging
ICM 567 Web Page Building
ICM 570 Website Management

Digital Media Management

ICM 534 Business Graphics
ICM 565 Electronic Resources
ICM 588 Media Project Planning

Basic Video Production

ICM 554 Video Production
ICM 558 Writing for Video
ICM 559 Production Management

Advanced Video Production

ICM 574 Advance Video Production
ICM 576 Advanced Video Direction
ICM 577 Advanced Video Editing

All students must take:

ICM 601 Communications Capstone

(MS equivalent: COM 601)

Elective Clusters

(students may select up to two of the following):

Corporate Writing & Communications

ICM 500 Communications in the Corporate Environment
ICM 501 Using Media for Presentations
ICM 503 Copywriting

Promotion Management

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

Public Relations in America

ICM 541 Group Communications
ICM 542 Public Relations Ethics
ICM 543 PR Research & Planning

Documentary Expression

ICM 572 Documentary Film & Video
ICM 573 Photojournalism
ICM 575 Documentary Journalism

All Students must take:

ICM 601 Communications Capstone (3)

Courses of Study

ICM 500 Communications in the Corporate Environment (3)

The study and practice of effective business communication, with emphasis on writing, speaking and group communication. Topics will include principles of verbal and non-verbal communication in the work place; writing memorandums, letters, reports and proposals; interviewing and oral presentation. Work will focus on persuasive communication for both internal and external business audiences.

ICM 501 Using Media for Presentations (3) Practical application of oral presentation enhancements through the use of audio-visual and computer-aid materials. Includes design and use of newsletters for internal and external audiences.

ICM 503 Copywriting (3) Students will learn to write and edit copy for business projects, such as reports, newsletters, brochures, proposals, news releases, video scripts, and/or speeches.

ICM 505 Desktop Publishing in the Workplace (3) Using desktop publishing tools, students will design projects that meet personal and professional goals.

ICM 526 Design Concepts (3) A study of basic art and design concepts to enable students to produce visually and aesthetically pleasing work in current and emerging software applications.

ICM 527 Computer Aided Design I (3) A study of basic and intermediate concepts and applications of color theory and graphic design within the context of visual media.. Students will explore current design trends and strategies and develop a body of work through practical application exercise assignments.

ICM 528 Computer Aided Design II (3) An in depth examination and analysis of historical, cultural and psychological effects of color and symbolism on the field vision within design media. Includes individual research and composition of custom art work using a practical design platform.

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

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

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

ICM 534 Business Graphics (3) Explores the use of graphics in the business community. Discussions center on emerging technologies, current uses of graphics in business contexts, and potential uses as a communications tool or as a support element for a wide range of projects.

ICM 541 Group Communication (3) Examination of elements of effective oral and written communication skills that facilitate group dynamics and develop positive interpersonal relationships in the work setting.

ICM 542 PR Ethics (3) Assessment of professional conduct on issues facing Public Relations practitioners relative to the expanding role of PR in American society. Examination of ethical issues in the context of exploring PR's role in corporate, nonprofit, institutional, government, and political arenas.

ICM 543 PR Research and Planning (3) Study of the basic practices of Public Relations on a day to day basis. Includes contingency planning and crisis management, strategizing, elements of a PR campaign, client and media relations, case studies, and public perceptions.

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

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

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

ICM 554 Video Production (3) Hands-on television experience in directing, writing, camera work and various studio and production techniques. The student develops one or more projects from brainstorming through the writing and production stages. Lab fee.

ICM 558 Writing for Video (3) A study and experience in appropriate techniques and layout for writing copy for use in television advertisement, news and feature presentations. Attention to connecting words and actions for effective communication in commercial television and for industrial training efforts.

ICM 559 Production Management (3) Demonstration and experience in setting up lighting, set arrangements and camera positions for effective video production. Demonstration of video switching, audio adjustments, post-production assembly and insert editing for both live and pre-recorded video production.

ICM 560 Organizational Communication Theory (3) Communication theories that apply to organizational applications.

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

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

ICM 563 Computer Based Graphics (3) Exploration of graphic concepts and applications in an organizational context. Students will do hands-on work with computer-based programs.

ICM 564 Web Imaging (3) Course covers creation and editing of imagery for electronic delivery. Discussion topics include resolution, sizing, and compression. Includes both raster (Photoshop) and vector (Illustrator, Flash) formats and their application.

ICM 565 Electronic Resources (3) Introduces students to a wide range of current technologies. Explores the various electronic means to provide information to the end user. The class covers distribution means for graphics, video, digital images and electronic resources.

ICM 567 Web Page Building (3) Looks at several approaches to constructing web pages, including text based and visual editors. Skills taught in the Imaging course are applied to create visuals for import into pages with text elements.

ICM 569 Broadcast Operations (3) Examines the organization of radio and television stations in the United States and the Divisions and departments of broadcast operations. Attention to programming, promotions, audience research and broadcast management.

ICM 570 Web Site Management (3) Students take groups of web page and gather them into a web site. We will consider site/page usability, interface philosophy, and how software tools can help in the construction, management, and maintenance of a web site. We will also consider different ways to deliver electronic content, i.e., inter/intra networks and CD.

ICM 572 Documentary Film & Video (3) Defines documentary from its beginnings and traces its development in subject, techniques, and impacts on American and European societies. Samples of silent, sound film and recent video-documentaries representing different approaches to subjects are viewed. Applied analytical techniques and visual communication theories.

ICM 573 Photojournalism (3) The history of photojournalism from its inception in the 19th century to the present. Features the study of important developments, techniques and styles in the field from magazines to newspapers and the individual photographers responsible for those developments. Special project.

ICM 574 Advanced Video Production (3) Use of camera, lighting, writing, casting and other pre-production activities in the production of a taped video documentary or feature. Lab fee.

ICM 575 Documentary Journalism (3) Traces the development of documentary and investigative journalism from its origins to the present with concentration on various styles, methods, and subject matter of recent documentary books including informational journalism, propaganda, and new journalism.

ICM 576 Advanced Video Direction (3) Concentration on the position and responsibilities of the director in commercial and industrial/training video productions. Student will serve as director in the creation of an original feature project. Lab fee.

ICM 577 Advanced Video Editing (3) Direction and experience in the use of editing, assembly and insert, as well as switching and audio mixing and other postproduction video techniques in the creation of an original project. Lab fee.

ICM 578 Seminar in Broadcast Communication (3) An examination of the relationship between communication theory and the evolution of the communication industry.

ICM 588 Media Project Planning (3) Focuses on how to plan and develop a large media project. Examples may include, but are not limited to, organizing conferences, major announcements, news events, training and promotional applications. Involves applying and coordinating the uses of both Advanced Business Graphics and Electronic Resources.

ICM 589 Principles of Public Relations (3) Introduction to the field of public relations, including attention to internal and external publics, media relations and practices, event planning, financial report and ethics.

ICM 590 Promotion Management (3) Promotional concepts and practices, including integration of varied elements, strategic scheduling and planning and promotion's use in development. Case studies, coordination with other corporate areas, and budgeting strategies.

ICM 593 Media/Communication Internship (3) Supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

ICM 595 Special Projects I (3)
Individually designed studies in Communications.

ICM 596 Special Projects II (3)
Individually designed studies in Communications.

ICM 597 Special Projects III (3)
Individually designed studies in Communications.

ICM 599 Culminating Project (3-6) Individually designed project in communication that involves independent research and application and integration of major concepts and skills.

ICM 601 Communications Capstone (3) Explores persuasion as it can be applied in a variety of communications media and also addresses career development. Students develop a written project and presentation in their area of concentration.

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

IBA 560 Brand Management (3) Product and brand management decisions needed to build measure and manage brand equity. Focal objectives are to increase the understanding of important issues in planning and evaluating brand strategies and to provide the appropriate theories, concepts and models to make better branding decisions.

IBA 565 Product Positioning Strategy (3) A specialized part of the marketing strategy related to the image of a product or service in the customer's thoughts. Methods in achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy. How the positioning plan fits with the total written marketing plan.

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

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

IHR 580 Contemporary Issues (3) Selected issues and methods in human resource management will be reviewed, critically examined, and discussed

Criminal Justice Administration (M.S.)

Program Description

The Master of Science degree program in Criminal Justice Administration is designed for practicing professionals in the fields of law enforcement and criminal justice administration. The degree is designed for both younger professionals who intend to pursue a career in the field and for seasoned professionals who wish to expand their knowledge and skills in criminal justice administration.

The program can be 45 credit hours including a 3-hour research methods course and a 6-hour culminating project or a 48 semester hour degree program. The project represents the student's independent research and application of knowledge in the field of criminal justice administration.

Core Curriculum

Cluster I

IBA 540 Management and Administrative Theory

IBA 541 Organizational Behavior

IBA 543 Personnel Management and Labor Relations

Cluster II

- ICJ 520 Terrorism and Counter Terrorism (3)
- ICJ 521 Homeland Security (3)
- ICJ 522 Homeland Security and American Policing (3)

Cluster III

- ICJ 510 Constitutional Law
- ICJ 511 Rules of Evidence
- ICJ 512 Courtroom Testimony and Presentation

Cluster IV

- ICJ 502 Critical Issues in Police Civil Liability
- ICJ 525 Administration of Justice
- ICJ 526 Police in Society

Cluster V

- Elective Cluster (9) and ICJ 601 (3)
or
- IBA 593 Research Methods & Design (3)
- ICU 599 Culminating Project/Directed Thesis (6)
- ICJ 593 Special Topics in Criminal Justice (3)

Courses of Study

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

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

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

ICJ 501 Critical Issues in Criminal Procedure (3) Analysis of recent appellate cases that examine issues concerning the first, fourth, fifth, sixth, eighth and fourteenth amendments and their impact on policing.

ICJ 502 Critical Issues in Police Civil Liability (3) Analysis of the scope and impact of police civil liabilities as they pertain to such matters as use of excessive force, police vehicle pursuits, high risk drug enforcement operations, and failure to arrest intoxicated drivers.

ICJ 510 Constitutional Law (3) This course examines the history and traditions of the United States Constitution and its impact on American Criminal Justice. The spirit and philosophy of Constitutional Law will be explored through the study of important criminal and civil case law and their impact on American Society.

ICJ 511 Rules of Evidence (3) The rules of evidence, as statutory and constitutional law prescribes them, are examined in this course. The long-standing history of proper evidentiary procedure is explored in depth and is made relevant through examination of related Supreme Court Cases.

ICJ 512 Courtroom Testimony and Presentation (3) The role of courtroom testimony and procedure is examined in this course. The importance of proper case preparation and presentation is carefully examined in this course along with constitutional restrictions on testimony and evidence.

ICJ 520 Terrorism and Counter Terrorism (3) This course examines the history and development of international and domestic terrorism as political tools. It will focus on cultural, religious and philosophical elements that together have provided terrorist organizations with a fundamental basis for using terrorism to promote their causes. Various terrorist organizations and their philosophies will be studied by examining case histories of terror organization development.

ICJ 521 Homeland Security (3) This course will explore the emergence of homeland security and America's historical approach to defending its homeland and the evolution of the terrorist threat that led to September 11, 2001. Special focus will be given to threat assessment and mitigation, critical infrastructure protection, emergency response, incident management, and continuity of operations. Critical policy issues shaping the future of homeland security and the roles, responsibilities, and methods of major federal, state and local government agencies along with key private sector organizations will be examined.

ICJ 522 Homeland Security and American Policing (3) This course will address the needs of state and local law enforcement to work practically and effectively with the communities they serve in light of the terrorist threat facing the nation. Issues such as preparedness, mitigation, recovery and response will be studied. Special attention will be given to balancing the rights of the citizen against the need for public safety during times when terrorist threats are highest.

ICJ 525 Administration of Justice (3) An analysis of criminal justice organizations, structural operations, and political considerations. The course focuses on Police Department Administration.

ICJ 526 Police in Society (3) Analysis of selected readings and research on the police role, selection and training, discretion, use of force, corruption and future trends.

ICJ 593 Special Topics in Criminal Justice (3) Analysis of selected criminal justice topics such as organized crime, gangs, drugs, and the white-collar crime.

ICU 599 Culminating Project/Directed Thesis (6) Demonstration of the ability to carry out and write a major research effort.

ICJ 601 Criminal Justice Administration (3) The capstone ICJ course addresses administrative strategies in Policing, Corrections, Juvenile Justice, and the Court System. All of these areas are currently experiencing an intense period of examination, reflection, and experimentation. The course will analyze past and present practices and problems in an effort to propose practical solutions to dilemmas encountered by various Criminal Justice Administrators.

Gerontology

Program Description

The Master of Arts in Gerontology is designed for practicing professionals in the fields of gerontology and health to enhance their understanding of the human aging process and the challenges associated with aging in the United States. Current curriculum content is based upon recommendations found in the Standards and Guidelines for Gerontology programs prepared and presented by the Association of Gerontology programs in higher education.

The Gerontology program requires 48 semester hours. Graduate students take four (core) clusters, an elective cluster (selected to best serve the student's chosen area of specialization) and a three semester hour capstone course or internship. Students may, however, substitute a graduate thesis (with approval of the faculty advisor) and a research methods course for the elective cluster and the capstone course or internship.

Graduate alumni from the Gerontology program serve as directors of retirement housing complexes, managers of senior centers, nursing home administrators, researchers, founders of home health agencies, and a range of other careers dedicated to serving older individuals. The aim of the program is to provide a solid foundation in the theories and research in Gerontology.

Core Curriculum:

36 Hour Required Core

Cluster I

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

Cluster II

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

Cluster III

- IGE 540 Multidisciplinary Geriatric Assessment (3)
- IGE 541 Counseling Older Adults (3)
- IGE 543 Mental Health Issues in the Elderly (3)

Cluster IV

- IGE 544 Research Methods in Gerontology (3)
- IGE 545 Literature Review in Aging (3)
- IGE 546 Basic Statistics for Research in Gerontology (3)

Elective Clusters:

- IGE 547 Law and Aging (3)
- IGE 548 Economics of Aging (3)
- IGE 549 Issues of Abuse and Neglect of Older Adults (3)

- IGE 525 Historical Overview of Nursing Home Industry (3)
- IGE 526 Role of the Management in Long-Term Care (3)
- IGE 527 Regulations Concerning Long-Term Care Industry (3)

Nine hours of elective credit may be selected from the Health Management section of this catalog. Elective credit must be approved by the program manager.

Graduate Research Course Requirement (3 hours)

IBA 593 Research Methods & Design (3) or an alternative graduate research course approved by the program director.

Special Topics Course, Thesis/Project, Capstone Course or Professional Internship (3-6 hours)

Complete a minimum of 3 hours from the following options:

- IGE 500 Professional Internship (3)
- IGE 593 Special Topics in Gerontology (3)
- ICU 599 Thesis/Culminating Project (6)
- IHM 601 Health Management Capstone (3)

Special Topics Course, Project, or Professional Internship (3-6 hours)

Complete a minimum of 3 hours from the following options:

- IGE 500 Professional Internship (3)
- IGE 593 Special Topics in Gerontology (3)
- ICU 599 Thesis/Culminating Project (6)

Courses of Study

IGE 500 Professional Internship (3) Students are placed in a practice setting from a variety of gerontology services. Students are awarded on 1 credit per 50 hours of volunteer service. This is designed for students who have no experience in gerontology services in search of career change or exposure to other services.

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

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

IGE 513 Physical Aspects of Aging (3) This course examines the biological changes associated with the aging process. Normal and Pathological changes are discussed in, as well as methods of diagnosis, treatment and health promotion. Students investigate and critique several biological theories of aging.

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

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

IGE 522 Service Provision to the Elderly (3) This course focuses on specific programs that are designed to provide psycho-social and health services to the elderly. Programs under review include those designed to aid human services practitioners, managers, and policy makers in understanding basic objectives, approaches and options in delivering services to the elderly in the most cost-effective manner.

IGE 525 Historical Overview of Nursing Home Industry (3) Looks at the history of nursing homes from earliest times to the present; this would include discussion of some of the political, economic and social conditions in existence at that time.

IGE 526 Role of Management in Long-Term Care (3) Includes discussion of the various roles expected of the administrator in the long-term care facility.

IGE 527 Regulations Concerning the Long-Term Care Industry (3) Federal and state regulations concerning the long-term care institution will be discussed. Future directions for the industry as a whole will also be explored.

IGE 540 Multidisciplinary Geriatric Assessment (3) Presents an overview of assessment, instruments, and techniques, related to measuring problems, needs, strengths, and changes of older adults.

IGE 541 Counseling Older Adults (3) Focuses on specific mental health needs of older adults and training in basic interactive helping skills. Group work and individual counseling methods are discussed.

IGE 543 Mental Health Issues in the Elderly (3) Overview of mental health disorders faced by older adults with intense focus on Dementia, Depression, and Alzheimer's disease. Symptoms, assessment, treatment, and coping methods are discussed.

IGE 544 Research Methods in Gerontology (3) Introduces the student to basic methods of research in gerontology. Topics include reliability and validity, qualitative methods, and data analysis. Focus will be on the different research methods, survey techniques, the field study, and program evaluation.

IGE 545 Literature Review in Aging (3) Students will review the current literature pertaining to relevant and current issues in the field of aging. Topics covered include demographic trends, the aging process, social attitudes toward old age, problems and potential of aging, retirement, death, and social policies and programs for older adults.

IGE 546 Basic Statistics for Research in Gerontology (3) An introduction of basic statistics as they apply to research assessment in Gerontology.

IGE 547 Law and Aging (3) An overview of laws and programs regarding financial assistance, health care, housing, insurance, personal planning and protection, nursing home rights, grandparents rights, and social services for the elderly.

IGE 548 Economics of Aging (3) This course focuses on the economic issues faced by older adults. Retirement planning, housing issues, and legal concerns are addressed. Options for planning for these life care issues and their economic impact are discussed.

IGE 549 Issues of Abuse and Neglect of Older Adults (3) This course focuses on case studies, literature, legal issues, reporting issues, and community resources pertaining to the abuse/neglect and exploitation of older adult's in today's society.

IGE 593 Special Topics in Gerontology (3) Advanced work jointly planned by the faculty advisor and student that includes a final project that demonstrates applications of prior coursework to any of the various disciplines of gerontology.

ICU 599 Culminating Project (6) Thesis studies may be analytical or demonstration projects. Topics and methods are selected with Faculty Advisor approval.

IHM 601 Health Management Capstone (3) This course examines the role of leaders in healthcare organizations, including leadership profiles, management development, supervision and performance evaluation.

Health Management (M.S.)

Program Description

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

The degree program can be 45 semester hours including the culminating project/thesis or a 48 hour program. The culminating project is a research assignment (thesis) undertaken by the student for his/her own employer or a client at an organization affiliated with the health management program.

Students take the four required (core) clusters. If the student elects to complete the 48-hour program, an additional 9-hour elective cluster, plus a three-hour Business Policies and Strategies course are required.

Core Curriculum

Cluster I Legal Issues

IHM 533 Legal Issues in Health Care (3)

IHM 534 Government Organizations & Health Care Industry (3)

IHM 535 Cases in Health Care Administration (3)

Cluster II Health Care Strategies

IHM 550 Strategic Management in Health Care Organizations (3)

IHM 551 Health Care Marketing (3)

IHM 552 American Health Care and International Experience (3)

Cluster III

IHM 576 Essentials of Health Care Finance (3)

IHM 577 Health Care Finance (3)

IHM 578 Economics of Health and Medical Care (3)

Cluster IV Digital Medicine, Medical Records and the Management of Health Information

IHM 590 Implications of Digital Medicine for Healthcare Leaders (3)

IHM 591 Medical Records and the Law (3)

IHM 592 Ethical Challenges in Management of Health Information (3)

Cluster V

Elective Cluster (9) and IHM 601 Health Management Capstone (3)
or

IBA 593 Research Methods & Design (3)

ICU 599 Thesis/Culminating Project (6)

Elective Clusters

Managerial Epidemiology and Public Health

IHM 570 Public Health (3)

IHM 571 Managerial Epidemiology (3)

IHM 572 Concepts of Health and Disease for Administrators (3)

Essentials of Managed Care, Medicare and Medicaid

IHM 580 Essentials of Managed Care (3)

IHM 581 Medicare, Medicaid and Legal & Regulatory HC Issues (3)

IHM 582 Contracting in a Managed Care Environment (3)

Courses of Study

IHM 533 Legal Issues in Health Care (3) The cluster begins with an extensive overview of major issues in health law. Following this is a broad discussion of the legal system and the sources of its statutory laws, rules, regulations and guidelines. This will include a basic

review of tort law, criminal law, contract law, civil procedure and trial practice.

IHM 534 Government Organizations and the Health Care Industry

(3) This segment discusses the organization of our government and the various federal, state and local administrative departments relevant to the health care industry. A variety of issues confronting professionals working in health care will be explored.

IHM 535 Cases in Health Care Administration

(3) In the final segment, there will be discussion and analysis of the case law presentations. Because of their effect on the health care system, the student should be able to apply appropriate political, social and economic factors in said analysis.

IHM 550 Strategic Management in Health Care Organizations

(3) Enhances the student's ability to look closely at a health care organization and develop a strategic plan. Health care organizations, both nonprofit and for-profits, must be concerned with the changing environment and consumer demands. The health care organization, similar to other businesses, must be able to respond quickly to demands including but not limited to, health promotion, and wellness programs as well as alternative medicine breakthroughs. Therefore, strategic planning is more important in today's changing health care environment.

IHM 551 Health Care Marketing

(3) Provide the health management student with a thorough understanding of the principles and concepts of marketing as they apply to health care organizations. The class will discuss marketing applications from both a traditional fee-for-service approach and a managed care framework. Identifying the strengths and weaknesses of both.

IHM 552 American Health Care and International Experience

(3) The student will analyze the U.S. health system and why so many Americans are uninsured or underinsured. The student will compare and contrast international health systems of countries where access to health care and quality results have already been achieved. The student will utilize this information to formulate a better understanding of global health issues.

IHM 570 Public Health

Public health is concerned with threats to the overall health of a community based on population health analysis. The focus of a public health intervention is to prevent rather than treat a disease through surveillance of cases and the promotion of healthy behaviors. The growing field of population health has broadened the focus of public health from individual behaviors and risk factors to population-level issues such as inequality, poverty, and education.

IHM 571 Managerial Epidemiology

This course will emphasize the basic principles of epidemiology as it applies to the management and utilization of health services. It will incorporate a non-traditional approach/philosophy which encompasses methods necessary to perform managerial and public health analysis from a broad-based holistic point of view.

IHM 572 Concepts of Health and Disease for Administrators

People carry from their immediate and historical families and backgrounds many perspectives of the health care delivery system. Cultures carry with them many examples of healing traditions and traditional health beliefs. This class will examine a general understanding of health and illness, broad issues of health care delivery, as well as the concept of culture and the role it plays in perceptions of health and wellness.

IHM 576 Essentials of Health Care Finance

(3) Provide the health care executive and manager material that will assist them in understanding the conceptual basis and mechanics of financial analysis and decision making as it pertains to daily decisions in their organization and in the health care industry.

IHM 577 Health Care Finance

(3) Provide the health care executive and manager information methods to enhance productivity, market strategy, quality and profitability. The student will understand the complexities of the health care reimbursement system, including but not limited to federal and state payers, PPO's, HMO's, cost limits, out-of-pocket, and fee-for-service. The course will look at real world experiences of successes and failures in cost cutting measures while maintaining quality.

IHM 578 Economics of Health and Medical Care

(3) Provides the students the fundamental tools necessary to apply basic economic principles to the health care field. This course will deliver a balance of population-based health economics and consumer driven, managed health care economics.

IHM 580 Essentials of Managed Care

(3) The influence of managed care is felt throughout the healthcare industry. This course will look at an overview and history of managed care and integrated healthcare delivery systems. The relationship between various provider sectors and managed care will also be examined. Basics of medical management and non-medical operational marketing and management will also be discussed.

IHM 581 Medicare and Medicaid and Legal and Regulatory HC Issues

(3) Medicare and Medicaid and their relationship to managed care and the challenges presented with this sector of healthcare will be discussed. A brief overview of important current legal topics will also be presented, such as liability for medical management and HIPAA.

IHM 582 Contracting in a Managed Care Environment

(3) The complexities and idiosyncrasies of contracting in a managed care environment will be examined in detail. Reasonable allocation of funds and risk as well as effective contract negotiation will also be discussed. The future challenges of managed care contracting and healthcare services will be numerous, and this course is designed to best prepare health care managers to address those challenges.

IHM 590 Implications of Digital Medicine for Healthcare Leaders

(3) Leadership is the essential ingredient needed to transform the Healthcare system. This course is designed to assist today's healthcare professionals and managers with understanding how to deploy and utilize the powerful resources that are available from today's IT industry.

IHM 591 Medical Records and the Law

(3) The nature and use of health information has changed dramatically over the past decade. With the evolution of the way we create, use and store health information, there is increased accountability for the protection and dissemination of this information. This course is designed to address the substantial changes brought to the industry by HIPAA and the growth in utilization of electronic record systems.

IHM 592 Ethical Challenges in Management of Health Information

(3) This course will discuss standards for conduct and ethical uniformity of practice for the Health Information profession. Health care managers will learn how to resolve and address ethical issues in

a proactive and effective manner. Ethical decision making matrices will be discussed as a guide to understanding the complexity of solving ethical problems.

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

ICU 599 Culminating Project (6) Demonstration of ability to carry out and write a major research effort.

IHM 601 Health Management Capstone (3) This course examines the role of leaders in healthcare organizations, including leadership profiles, management development, supervision and performance evaluation.

Human Resource Management (M.S.)

Program Description

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

The program can be 45 semester hours including the culminating project/thesis or a 48 semester hour program.

Core Curriculum

Cluster I

IBA 540 Management and Administrative Theory
IBA 541 Organizational Behavior
IBA 543 Personnel Management & Labor Relations

Cluster II

IHR 557 Employee Supervision
IHR 558 Legal Issues for Human Resource Management
IHR 559 Performance Management/Performance Appraisal Systems

Cluster III

IHR 577 Organizational Assessment
IHR 579 Training, Design, Evaluation & Facilitation
IHR 580 Contemporary Issues

Cluster IV

IHR 590 Strategies for Human Resource Management
IHR 591 Issues in Employee Selection & Retention
IHR 592 Employee Benefits & Compensation

Cluster V

Elective Cluster (9) and MBA 601 (3)
or
IBA 593 Research Methods & Design (3)
ICU 599 Culminating Project/Directed Thesis (6)

Courses of Study

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

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

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

IHR 557 Employee Supervision (3) This course examines the industrial environment and the role of the supervisor. It is directed toward the enhancement of managerial skills and includes a survey of current psychological literature on the subject of leadership.

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

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

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

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

IHR 580 Contemporary Issues (3) Selected issues and methods in human resource management will be reviewed, critically examined and discussed.

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

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

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

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

ICU 599 Culminating Project/Directed Thesis (6) Demonstration of the ability to carry out and write a major research effort.

MBA 601 Business Policies & Strategies (3) The capstone MBA course utilizing a top management perspective. This course analyzes the practices and problems confronting the modern business organization through an analysis of cases.

Elective Cluster

IHR 534 Gender Issues in Management (3) This course will focus on the role of women in management. Areas of study include, but are not limited to the function of management, gender differences, barriers to career development, strategies for advancement, the difficult employee, effective communication, motivation, leadership and problem-solving.

IHR 535 Managerial Ethics (3) A study of the nature of business ethics, moral reasoning and the moral problems of management—i.e.: work force reductions, the community, the legal aspect of ethics, working conditions and making ethical decisions.

IHR 536 Implementing and Managing Diversity (3) This course will increase the awareness and dimension of diversity in the work place. Areas of study will include the value of diversity and communicating its importance in the workplace, the changing organization, strategies for implementing diversity and managing a diverse organization.

MFA in Writing

Program Description

The MFA in Writing is designed to provide students with the guidance and knowledge necessary to distinguish themselves as writers, both personally and in the community. The program offers personalized instruction in small workshop settings, exposing students to an unusually wide range of genres and offering the opportunity to develop a project in their genre of choice. Classes are taught by working, published writers who offer the necessary balance of critical challenge and encouragement, and, as a result, each MFA in Writing student is equipped to better express his or her understanding of the human experience.

Admission to the program is contingent upon approval of a submitted writing sample. Students pursue a forty-eight hour program in “cluster” format. Seven core clusters are offered, of which students must take five.

Core Clusters

Creative Writing

IMF 515 Creative Writing for the MFA

IMF 516 Fiction Genres

IMF 517 Poetry Genres

Poetry

IMF 525 Poetry Writing Workshop

IMF 526 The Craft of Poetry: Prosody & Language

IMF 527 Selected Emphases in Poetry

Fiction

IMF 535 Fiction Writing Workshop

IMF 536 Fundamentals of Contemporary Fiction

IMF 537 Selected Emphases in Fiction

Creative Nonfiction

IMF 545 Creative Nonfiction Workshop

IMF 546 The Personal Essay & Memoir

IMF 547 The Lyric Essay

Prose Studies

IMF 555 Prose Workshop

IMF 556 The Prose Collection

IMF 557 The Literary Journal

Journalism

IMF 565 Writing For Publications

IMF 566 Narrative Journalism

IMF 567 Readings in Narrative Journalism

Scriptwriting

IMF 575 Scriptwriting Workshop

IMF 576 Narrative Arc in Film

IMF 577 Script Analysis

*Any student not admitted into the MFA program must receive permission from the program director before enrolling in a cluster.

*The Scriptwriting cluster (IMF 575, 576, and 577) is open to other Communications majors.

Additional MFA coursework can be taken in the form of independent study.

Independent Study

IMF 595 (poetry)

IMF 596 (fiction)

IMF 597 (nonfiction)

The opportunity to study one-on-one with a faculty member is particularly beneficial to a student of fine arts. Independent studies offer a mentoring relationship and practical flexibility. Students who undertake an independent study are given a comprehensive, genre-based reading list, and, over the term, complete coursework that reflects a critical understanding of a chosen number of texts and their usefulness to the student’s own work. Students must meet at least twice per term with a faculty member and accumulate at least fifteen pages of written work. Students must have completed at least three core clusters before undertaking an independent study.

Graduate Thesis

IMF 599 The final three hours of the program are devoted to completion of a Graduate Thesis, a project developed in the chosen genre. Students produce a book-length thesis of poetry, fiction, or nonfiction (approximately 40 pages), or a feature-length script (approximately 90 pages). Working closely with their advisor, students revise, order, and research publishing opportunities for their manuscript. All Graduate Theses are evaluated by at least two faculty members.

Course Descriptions

Creative Writing:

IMF 515 Creative Writing for the MFA (3) Offers structured practice in poetry and fiction writing for MFA students. Development of original work through workshop, writing exercises, and assigned projects.

IMF 516 Fiction Genres (3) Readings in short fiction by major authors working in modes ranging from realistic to abstract. Introduces aesthetic and strategic concepts with a focus on narrative, theme, character, and style.

IMF 517 Poetry Genres (3) Readings in poetry ranging from antiquity to present, with attention to changing forms, styles, and subjects as connected to the cultural experience.

Poetry:

IMF 525 Poetry Writing Workshop (3) Discussion of original poetry with a focus on technique, purpose, and the creative process. Through submission of individual work and development of critical response, students address the question: how does one create and enhance the poem?

IMF 526 The Craft of Poetry: Prosody & Language (3) An overview of the machinery of the poem, including imagery, language, rhythm, syntax, form, accessibility, and mood. Focus is given to ways in which these parts produce the overall experience of the poem.

IMF 527 Selected Emphases in Poetry (3) A study of major poets and poetry schools, with attention to evolution of craft and the influence of historical and cultural experience. Emphases may vary from term to term.

Fiction:

IMF 535 Fiction Writing Workshop (3) Discussion of original short fiction with a focus on thematic purpose and the creative process. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers.

IMF 536 Fundamentals of Contemporary Fiction (3) An exploration of the machinery of the short story and the novel, including narrative arc, theme, character, style, and point of view. Readings and discussions focus on the way each component is employed in both short and long fiction.

IMF 537 Selected Emphases in Fiction (3) A study of major fiction writers and their historical and cultural connection to literature. Emphases may vary from term to term.

Creative Nonfiction:

IMF 545 Creative Nonfiction Workshop (3) Discussion of original nonfiction pieces, including personal essays, lyric essays, and memoir chapters. Students will focus on incorporating personal experience and both narrative and lyrical elements into a nonfiction piece.

IMF 546 The Personal Essay & Memoir (3) A focus on the wellspring of memory and reflection and the employment of narrative in creative nonfiction. Students will discuss a variety of personal essays and at least one memoir, noting the use of voice, character development, sense of place and time, and narrative arc.

IMF 547 The Lyric Essay (3) A study of the intersection of creative nonfiction and poetry, in which poetic devices such as fragment, imaginative language, and line breaks are used to create the nonfiction piece. Students will read and discuss numerous examples of lyric essays.

Prose Studies:

IMF 555 Prose Workshop (3) Discussion of original prose, in which students concentrate on a chosen specialty (fiction or creative nonfiction). Students pay particular attention to elements that exist in both genres, as well as the application of factual and fictional information in prose.

IMF 556 The Prose Collection (3) A study and analysis of single-author collections in fiction and/or creative nonfiction. Emphasis is given to the ways in which individual stories and essays make up a body of work.

IMF 557 The Literary Journal (3) An overview of literary journal publication, from the submission process as a writer to the production of a journal as an editor. Students examine a variety of literary journals, and some focus is given to evaluation of what makes a poem, story, or essay “publishable.”

Journalism:

IMF 565 Writing For Publications (3) Researching and writing short news accounts, brights, and traditional features for newspapers and magazines.

IMF 566 Narrative Journalism (3) The art of literary feature writing, the use of fiction and storytelling techniques to write nonfiction articles, profiles and documentary narrative.

IMF 567 Readings in Narrative Journalism (3) A survey of the evolution of journalism traditions, ethics, history and technology.

Scriptwriting:

IMF 575 Scriptwriting Workshop (3) Discussion of original film and television scripts and their essential elements. Students learn to develop a script in a professional format.

IMF 576 The Narrative Arc In Film (3) A focus on dramatic development in scriptwriting and film, including important narrative elements such as suspense, confrontation, and resolution.

IMF 577 Script Analysis (3) An exploration of the three-act film and two-act television sitcom structure. Students will analyze well-known examples of exposition, script beats, dialogue, conflict, character, and scene creation.

Professional Counseling and Professional and School Counseling Program Description

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

The programs are intensive and comprehensive, requiring 48-57 semester hours of coursework, education courses, when applicable, and applied experience. Students who take classes year-round can complete most coursework in eight terms.

Admission to the Counseling Program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. All students are periodically reviewed to assess their academic progress in the program.

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

Students in the School Counseling program must complete a minimum of 150 hours in Field Placement #1 (IPC 591) and 300-hours in Field Placement #2 (IPC 592 or 593 or 594) in a school setting. These students receive one-to-one supervision from a certified counselor at their school site as well as group supervision from a faculty member. The School Counseling Handbook specifies the details for both Field Placement experiences.

In order to graduate, all students must complete an electronic MoSTEP portfolio and pass the appropriate Praxis II test (Illinois residents seeking Illinois School Counseling certification must pass the content area and Basic Skills tests). Students are also expected to earn a minimum grade of B in their Counseling Internship (IPC 590, 591) and Field Placement (IPC 592, 593, 594).

Students usually take six hours in the Counseling Sequence per term. Two classes are taught consecutively one evening per week to help students meet this requirement.

Please note: students who plan to practice Professional Counseling in Missouri or in Illinois must meet the requirements listed below.

Master of Arts in Professional Counseling – Missouri Practitioners

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

Core Curriculum:

(Required of all majors)

IPC 511 Foundations of Professional Counseling

IPC 512 Professional Ethics and Issues

IPC 521 Human Growth and Development

IPC 522 Personality Theories & Psychopathology

IPC 524 Adult Diagnosis and Treatment Planning

IPC 541 Research Methods and Program Evaluation

IPC 551 Counseling Theory & Practice

IPC 552 Counseling Lab Skills

IPC 561 Group Dynamics, Process and Counseling

IPC 562 Social & Cultural Foundations of Counseling

IPC 581 Appraisal of the Individual

IPC 582 Lifestyle & Career Development

IPC 590 Counseling Internship (two trimesters)

IPC 599 Comprehensive Examination (CPCE or NCE)

or Scholarly Paper.

Illinois Professional practitioners must also take IPC 531 Family Counseling/Therapy and IPC 565 Introduction to Substance Abuse Counseling as part of the above requirements.

Electives

Students will also select two of the following. Illinois Professional practitioners must take IPC 531 and IPC 565.

IPC 531 Family Counseling/Therapy

IPC 532 Marital Counseling/Therapy

IPC 553 Theories of Counseling Children and Adolescents

IPC 564 Crisis Intervention

IPC 565 Introduction to Substance Abuse Counseling

IPC 583 Analysis of the Individual

IPC 598 Special Topics in Counseling

Internship Requirement

600 hours of supervised internship experience over two trimesters. Students must have a minimum 3.0 GPA in order to begin internship.

Students are expected to earn a minimum grade of B in their Counseling Internship (IPC 590) in order to graduate; students will have to repeat the course if they obtain less than a B.

Exit Requirement

In order to complete the degree, each student is required to choose one of the following:

- Pass comprehensive exams, including a standardized Counselor Preparation Comprehensive Examination (CPCE) or the NCE given on site. The Professional Counseling Handbook defines the details of exit policies.

- Complete a Scholarly paper.

Master of Arts in Professional Counseling and School Counseling – Missouri Practitioners

The 57-hour program listed below is designed for those students who elect a combined program in Professional Counseling (Professional Counselor Licensure Requirements as set forth by the State of Missouri) and School Counseling. Certification under this option is available only to those students who meet the following requirements:

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

or

The completion of the following education classes:

Classroom Teaching/Management

Teaching Methods

Education of the Exceptional Child

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

IPC 510 or IPC 511 Foundations of School or Professional Counseling

IPC 512 Ethics and Professional Issues

IPC 513 Principles of School Counseling

IPC 521 Human Growth and Development

IPC 523 Adjustment and Learning Difficulties in Children and Adolescents

IPC 524 Adult Diagnosis and Learning Treatment Planning

IPC 541 Research Methods and Program Evaluation

IPC 551 Counseling Theory & Practice

IPC 552 Techniques of Interviewing and Helping Relationships

IPC 553 Theories of Counseling Children and Adolescents

IPC 561 Group Dynamics, Process and Counseling

IPC 562 Social and Cultural Foundations of Counseling

IPC 575 Family and School Consulting
IPC 581 Appraisal of Individuals (Group Testing)
IPC 582 Lifestyle & Career Development
IPC 583 Analysis of the Individual
IPC 591 Field Placement #1
IPC 592 Field Placement #2 K-8
or
IPC 593 Field Placement #2 7-12
or
IPC 594 Field Placement #2 K-12
IPC 605 Comprehensive Examination

Electives

Students are to choose one of the following course offerings to fulfill degree requirements:

IPC 531 Family Counseling/Therapy
IPC 532 Marital Counseling/Therapy
or
IPC 565 Introduction to Substance Abuse
or
IPC 564 Crisis Intervention
or
IPC 584 Individual Intelligence Testing
or
IPC 599 Culminating Project/Directed Thesis
or
IPC 598 Special Topics in Counseling

Internship Requirement

300 hours of supervised internship and 300 hours of field placement. Students must have a minimum 3.0 GPA in order to begin internship. Students are expected to earn a minimum grade of B in their Counseling Internship (IPC 591) and Field Placement (IPC 592/593/594) in order to graduate; students will have to repeat the course if they obtain less than a B

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

EDU 511 Advanced Educational Psychology
IPC 542 Statistical Analysis
IPC 584 Individual Intelligence Testing
IPC 585 Individual Diagnostic Assessment
IPC 586 Field Placement in Diagnostic Assessment

Exit Requirements

The detailed exit requirements are described in the Professional Counseling Handbook.

In order to complete the degree, each student is required to do one of the following:

- Complete a thesis that is a report (using APA style) and research review in an area pertaining to counseling and related fields of psychology.
- Pass comprehensive exams, including a standardized Counselor Preparation Comprehensive Examination (CPCE) or the NCE given on site at Lindenwood.
- Complete the electronic portfolio demonstrating competencies as delineated by the MOSTEP standards
- Obtain a passing score on the PRAXIS exam administered by the Missouri Dept. of Elementary and Secondary Education (DESE)

Master of Arts in Professional Counseling – Illinois Practitioners

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

Curriculum:

(Required of all students who will practice in Illinois)

IPC 511 Foundations of Counseling
IPC 512 Professional Ethics and Issues
IPC 521 Human Growth and Development
IPC 522 Personality Theory and Psychopathology
IPC 524 Adult Diagnosis and Treatment Planning
IPC 531 Family Counseling
IPC 541 Research Methods and Program Evaluation
IPC 551 Counseling Theory & Practice
IPC 552 Counseling Lab Skills
IPC 561 Group Dynamics
IPC 562 Social & Cultural Foundations of Counseling
IPC 565 Introduction to Substance Abuse Counseling
IPC 581 Appraisal of Individuals
IPC 582 Lifestyle and Career Development
IPC 590 Counseling Internship

Master of Arts in School Counseling

Students seeking certification under this degree program must meet the following requirements:

A valid Missouri teaching certificate as required to teach in public schools in Missouri.

or

The completion of the following education classes:

Classroom Teaching Management
Teaching Methods
Education of the Exceptional Child

The 48-hour program at Lindenwood University required for recommendation for certification is the following:

IPC 510 Foundations of Professional Counseling (School Counselors)
IPC 513 Principles of School Counseling
IPC 521 Human Growth and Development
IPC 523 Adjustment and Learning Difficulties in Children and Adolescents
IPC 541 Research Methods and Program Evaluation
IPC 553 Theories of Counseling Children and Adolescents
IPC 561 Group Dynamics
IPC 562 Social and Cultural Foundations
IPC 575 Family & School Consulting
IPC 581 Appraisal of the Individual
IPC 582 Lifestyle and Career Development
IPC 583 Analysis of the Individual

IPC 591 Field Placement #1
and
IPC 592 Field Placement K-8

or

IPC 593 Field Placement 7-12

or
IPC 594 Field Placement K-12

Two elective options are required to complete degree:
IPC 564 Crisis Intervention

IPC 584 Individual Intelligence Testing
or
IPC 599 Culminating Project/Directed Thesis

IPC 598 Special Topics in Counseling

A complete listing of all electives is available in the School Counseling Handbook.

Field Placement Requirement

Field Placement #1 is a 150 hours of supervised internship and, Field Placement #2 is a 300 hours for a total of 450 hours of field placement. All Field Placements must be in K-12 settings under the supervision of a licensed School Counselor. Students must have a minimum 3.0 GPA in order to begin Field Placement #1 or #2.

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

EDU 511 Advanced Educational Psychology
IPC 542 Statistical Analysis
IPC 584 Individual Intelligence Testing
IPC 585 Individual Diagnostic Assessment
IPC 586 Internship in Diagnostic Assessment

Exit Requirements

- Complete the electronic a portfolio demonstrating competencies as delineated by the MOSTEP standards
- Obtain a passing score on the PRAXIS exam administered by the Missouri Dept. of Elementary and Secondary Education (DESE)

School Psychological Examiner's Certificate

Students electing this certification option must meet the following requirements:

1. Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one of the following areas:
 - a. Psychology
 - b. Educational Psychology
 - c. Guidance and Counseling
 - d. Education
2. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.
3. A minimum of 24 semester hours of professional preparation at the graduate level with competence demonstrated in all areas listed to the satisfaction of a college or university meeting approval of the Missouri Department of Elementary and Secondary Education.

EDU 511 Advanced Educational Psychology

IPC 521 Human Growth & Development

IPC 523 Adjustment and Learning Difficulties in Children and Adolescents

IPC 542 Statistical Analysis

IPC 582 Appraisal of the Individual

IPC 584 Individual Intelligence Testing (Wechsler/Binet)

IPC 585 Individual Diagnostic Assessment

IPC 586 Internship in Diagnostic Assessment

Students who earned their master's degree in Psychology, Education, Educational Psychology or Guidance and Counseling at an approved college or university other than Lindenwood University and who desire the Lindenwood Certification Official to recommend them for certification as a School Psychological Examiner must take a minimum of 15 semester hours of graduate course work at Lindenwood University. This work must include:

IPC 585 Individual Diagnostic Assessment

IPC 586 Internship in Diagnostic Assessment.

Courses of Study

IPC 510 Foundations of School Counseling (3) An introduction to the field of school counseling, services, tools and challenges of the professional school counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, counselor self-awareness and use of self and client self-awareness.

IPC 511 Foundations of Professional Counseling (3) An introduction to the field of counseling, services, tools and challenges of the professional counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, and counselor self-awareness and use of self and client self-awareness.

IPC 512 Ethics and Professional Issues (3) Study of professional programs/organizations and codes of ethics. Examines professional identity issues in the mental health field and current political, legal, and ethical issues affecting the practice of counseling. Reviews the current status of professional training standards and licensing.

IPC 513 Principles of School Counseling (3) An introduction to functions and components of a comprehensive school guidance program, with practical strategies for planning, organization and implementation of such programs. Includes program evaluation, collaboration with school personnel and legal and ethical issues related to school counseling.

IPC 521 Human Growth and Development (3) Study of human growth and development from infancy through old age. Covers psychological, sociological, and physiological aspects of development. Examines development theories and research and their implications for counseling interventions.

IPC 522 Personality Theories and Psychopathology (3) A review of current personality theories and the use of these theories in the practice of counseling. Psychopathology and maladaptive behaviors will be included.

IPC 523 Adjustment and Learning Difficulties in Children and Adolescents (3) An understanding of the factors that affect developmental crisis, disability, psychopathology and learning

difficulties in children and adolescents. Also focuses on counseling strategies in working with students who display such adjustment problems and learning difficulties.

IPC 524 Adult Diagnosis and Learning Treatment Planning (3)

Diagnostic methods will be explored with emphasis on the Diagnostic and Statistical Manual of Mental Disorders. A select overview of psychopathology, assessment, and interventions appropriate to the study of mental disorders will be included.

IPC 531 Family Counseling/Therapy (3) Intensive study of theories of family counseling. The applied focus emphasizes counseling skills with parents with whole families in a variety of family forms, i.e., traditional, single-parent, and re-marriage families. Communication, systemic and strategic therapies are a focus.

IPC 532 Marital Counseling/Therapy (3) Study of theories and research and skill development in premarital, marital, divorce, and remarriage counseling.

IPC 541 Research Methods and Program Evaluation (3) Prepares students to understand, interpret and critically analyze research-based counseling literature. Focuses on principles and methods of designing counseling outcomes research and evaluation studies as well as methods of data collection and data analysis. Provides a basic understanding of statistical analysis and interpretation in research literature.

IPC 542 Statistical Analysis (3) Introduction to statistics with emphasis on various statistical concepts and data analytic tools, including normal distributions, sampling distributions, hypothesis-testing, t-tests, analysis of variance, correlation and regression and chi-square. Hands-on experience with data management using computer software. Required for students opting to do a thesis.

IPC 551 Counseling Theory and Practice (3) Intensive study of the basic theories, principles, and methods of counseling.

IPC 552 Counseling Lab Skills (3) Experiential integration of theoretical material and counseling skills to enable the helper to understand the client's problems more fully and accurately and to intervene effectively.

IPC 553 Theories of Counseling Children and Adolescents (3) Focuses on theories of counseling as it applies to children and adolescents. Effective counseling strategies working with the population.

IPC 561 Group Dynamics (3) Study of the principles of group dynamics with an exploration of the processes of group interactions. Examines types of groups and theories and techniques of group counseling. (Outside group participation will be required).

IPC 562 Social and Cultural Foundations of Counseling (3) Study of the social bases of behavior with an emphasis on the influence of culture and cultural differences on the counseling process. Examines the impact of prejudice and discrimination on specific populations and the adoption of culturally sensitive strategies in working with these populations.

IPC 563 Consultation and Outreach (3) Study of social organizations and the impact of these organizations on individuals and vice versa.

The applied focus involves organization evaluation and consultation skills as a complement to working with clients. Social organizations studied include educational, medical, religious, business, and mental health service agencies.

IPC 564 Crisis Intervention (3) Covers the fundamental concepts, theories, strategies and skills needed to implement effective counseling intervention related to crisis situations.

IPC 565 Introduction to Substance Abuse Counseling (3) This course is designed to provide an overview of the major theories of etiology, dynamics, assessment, treatment and research issues of substance abuse. Consideration for how these aspects are applied to diverse populations is addressed.

IPC 575 Family and School Consulting (3) Development and implementation of solution-focused strategies and skills when working with students, school personnel and families in a school setting. Intensive case studies.

IPC 581 Appraisal of the Individual (3) Introduction to psychometrics and methods of appraisal. Examines several data collection approaches including interviewing and testing. Considers factors affecting data interpretation such as age, sex, and ethnic and cultural background. Students will learn how to use and interpret a variety of tests including personality, vocational interest, achievement, group intelligence, and aptitude tests.

IPC 582 Lifestyle and Career Development (3) Study of major theories of career development including career choice theories and models of career decision making. Examination of the relationship between career choice and lifestyle. Introduction to career counseling techniques and sources of occupational and educational information.

IPC 583 Analysis of the Individual (3) Intensive study and practice in the administration, scoring and interpretation of several psychological tests used with children and adolescents. Also, preparation of comprehensive case report.

IPC 584 Individual Intelligence Testing (3) Review of the historical and theoretical bases of intelligence testing in addition to instruction and supervised practice in scoring, interpreting, and reporting results for Wechsler and Binet intelligence tests.

IPC 585 Individual Diagnostic Assessment (3) Study of assessment instruments other than measures of intelligence used in diagnosing children and adolescents.

IPC 586 Field Placement for Field Psychological Examiners (3) Students work in a school or clinical setting assessing children & adolescents, participating in diagnostic teams and determining educational needs. They are supervised by a certified psychological examiner as well as a faculty member.

IPC 590 Counseling Internship (1-6) Students complete 600 hours of clinical practice in agency settings under the supervision group led by a faculty member. Advance approval from the Professional Counseling Faculty Advisor is required for registration.

IPC 591 Field Placement #1 (3) Students complete 300 hours or clinical practice in a mental health or school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a faculty advisor is required for registration.

IPC 592 Field Placement #2 K-8 (3) Students complete 300 clock hours in an elementary school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a Faculty Advisor is required.

IPC 593 Field Placement #2 econdary 7-12 (3) Students complete 300 clock hours in a secondary school setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a Faculty Advisor is required.

IPC 594 Field Placement #2 K-12 (3) Students complete 150 clock hours in an elementary setting and 150 hours in a secondary setting under the supervision of a certified counselor as well as a faculty member. Advance approval from a faculty advisor is required for registration.

IPC 598 Special Topics in Counseling (1-3) Topical issues in counseling theory, research and practice.

IPC 599 Culminating Project/Directed Thesis (3) Students register for thesis credits after completion of IPC 541 Research Methods and Program Evaluation. Students will receive an incomplete grade for their thesis credits until the thesis is finished and approved by a review committee.

IPC 605 Comprehensive Examination This includes a standardized Counselor Preparation Comprehensive Examination (CPCE) as well as case studies. There will be a fee for this examination.

Faculty

ABBOTT, MARILYN S. (1997)

Dean and Professor of Biology

B.A., Indiana University, Ph.D., Purdue University; Postdoctoral Fellow, Harvard University Biological Laboratories

AHNE, KELLY (1993)

Assistant Professor of Management

B.A., University of Missouri - Columbia; M.B.A., Lindenwood University

ALAMEDA, ANNIE (2007)

Assistant Professor of Physical Education

B.S., Illinois State University; M.S., Saint Louis University

ALSOBROOK, JOSEPH A. (2004)

Assistant Professor of Music, Program Manager of Music

B.A., Southwestern Oklahoma State University; M.A., Education, Lindenwood University

AMMANN, ELIZABETH M. (1983)

Associate Professor of Management

B.S., Southern Illinois University–Carbondale; M.B.A., Southern Illinois University–Edwardsville

ARNS, DAVID H. (1999)

Associate Professor of Management

B.S., Southern Illinois University–Carbondale; M.S., Southern Illinois University–Edwardsville

AYYAGARI, RAO (1983)

Professor of Biology

M.S., Bombay University; M.S., Ph.D., Loyola University of Chicago, Post doctoral work at University of California-Davis

BALOGH, ALEXANDER (2005)

Assistant Professor of English

B.A., University of Oregon; M.A., Southern Illinois University–Carbondale

BARGER, BRETT (2005)

Dean of Evening Admissions and Extension Campuses

B.A., M.B.A., Lindenwood University

BEARD, JULIE (2005)

Assistant Professor of Communications, Program Manager of Journalism

B.F.A., Stephens College; M.S.J., Northwestern University

BECKERLE, JACK (2001)

Assistant Professor of Nonprofit Administration

B.A., M.B.A., Lindenwood University

BELL, JOHN DAVID (1992)

Professor of English and German

B.A., Central Methodist College; A.A.S., Lincoln University of Missouri; M.A., University of Missouri-Columbia; Ph.D., Tulane University

BEST, KRISTEN (2006)

Assistant Professor of Dance

B.S., Southern Illinois University–Edwardsville; MFA, University of Iowa

BICE, CYNTHIA (2006)

Assistant Dean and Associate Professor of Education

B.A., Lindenwood University; M.S., Central Missouri State University; Ed.D., Saint Louis University; Post-Doctoral, Yale University

BIGGERSTAFF, RANDY (1997)

Athletic Trainer and Associate Professor of Physical Education

B.S., University of Missouri-Columbia; M.S., Lindenwood University; A.T.C.

BILLHYMER, CURTIS (1991)

Professor of Communications

B.A., University of Utah; M.A., Ph.D., Northwestern University

BIRI, COLLEEN (2003)

Associate Professor of Psychology

B.A., Southwest Missouri State University; M.A., Psy.D., Georgia School of Professional Psychology

BLACKBURN, WILLIAM H. (1999)

Associate Professor of Education

B.S., Murray State University; M.Ed., University of Missouri–St. Louis; Ph.D., St. Louis University

BLASI, GERALD J. (2006)

Associate Professor of Nonprofit Administration

B.A., Boston University; J.D., St. John’s University; M.A., Ph.D., Binghamton University (SUNY)

BOYLE, RICHARD A. (1997)

Vice President of Human Resources/Dean of Faculty, Professor of Education

B.S., University of Arkansas; M.S., Texas A&M University; Ph.D., St. Louis University

BRIONES, MARELLA (2005)

Assistant Professor of Music

B.M.E., Michigan State University; M.M., Michigan State University

BRICKLER, KIMBERLY K. (2003)

Assistant Professor of Management

B.S., Truman State University; M.B.A., Saint Louis University

BROWN, DAVID (2000)

Associate Professor of Philosophy and Program Manager

B.A., Gordon College; M.A., University of Houston; Ph.D., University of Toronto

BURKE, SANDRA L. (2000)

Associate Professor of Arts

B.S., Texas Woman’s University; M.F.A., Lindenwood University

CANALE, ANN (1981)

Professor of English

B.A., Rosary College; M.A., John Carroll University; M.A., Ph.D., University of Massachusetts at Amherst

CANNON, DOUGLAS (2006)

Assistant Professor of Management

B.S., University of South Dakota; M.B.A., Lindenwood University

- CARLOS, PETER** (2004)
Assistant Professor of Communications and LUTV-26 Station Manager
B.A., University of Missouri-St. Louis; M.A., Middlebury College
- CARPER, MICHAEL** (2006)
Assistant Professor of Philosophy
B.A., M.A., University of Nebraska-Kearney; M.T.S., Boston University; Ph.D. Candidate, St. Louis University
- CASTRO, MICHAEL** (1980)
Professor of Communications
B.A., State University of New York at Buffalo; M.A., Ph.D., Washington University, Post doctoral work: 1990 Fulbright Summer Seminar in Arts & Culture of India
- CERNIK, JOSEPH A.** (1990)
Professor of Public Management and International Business
B.A., Adelphi University; M.A., Ph.D., New York University; M.B.A., Lindenwood University
- CHILTON, KENNETH** (2001)
Professor of Management
B.S., M.S., Northwestern University; M.S.B.A., Ph.D., Washington University
- CLOUTIER-DAVIS, NANCY** (2003)
Associate Professor of Foreign Languages
B.A., Concordia University-Montreal, Quebec, Canada; M.A., University of Calgary-Calgary, Alberta, Canada; M.S.T., University of Ottawa-Ottawa, Ontario, Canada
- COLLIER, DARREN** (2003)
Assistant Professor of Communications
B.A., M.F.A., Lindenwood University
- CORBIN, G. PAUL** (2004)
Assistant Professor of Criminal Justice
A.A.S., Meramec Community College; B.S., M.A., Lincoln University of Missouri, Post-graduate Studies at Northwestern University of Illinois
- CREER, JOHN** (1991)
Assistant Professor of Physical Education, Dean of Intercollegiate Athletics and Recreational Sports
B.A., Western Michigan University; M.S.Ed., Troy State University
- DELGADO, RICARDO A.** (2006)
Assistant Professor of Chemistry
B.S., Texas A & I University, M. S., Ph.D., University of Missouri-St. Louis
- DEPPE, A. ROGER** (1993)
Professor of Education
B.S., Southern Illinois University-Carbondale; M.Ed., Saint Louis University; Ed.D., University of Missouri-Columbia
- DEWAN, FLORENCE** (2003)
Assistant Professor of Fashion Design, Program Manager of Fashion Design
B.S., University of Central Oklahoma; M.F.A., University of North Texas
- DEY, SAJALENDU** (2004)
Professor of Physics
B.Sc., Dhaka University, Ramna Dhaka, Bangladesh; M.Sc., Brock University, St. Catharines, Ontario; M.S., University of St. Louis-Missouri; M.Sc., Bangladeshi University, Bangladesh; Ph.D., Iowa State University
- DICKHERBER, DAVID** (1998)
Assistant Professor of Management
B.A., Southern Illinois University-Carbondale; M.B.A., Lindenwood University
- DOUCHANT, RACHEL** (2005)
Assistant Professor of Philosophy
B.A., Lindenwood University; ABD, Saint Louis University
- DOUGHERTY, JOHN** (1994)
Dean of Education, Professor of Education and Mathematics
A.A., Southwest Baptist College; B.S., Southwest Missouri State University; M.S., University of Missouri; Ph.D., St. Louis University
- DUNN, GERALD** (2007)
Associate Professor of Mathematics
B.S., University of New Orleans; Ph.D., University of Michigan
- DURBIN, NANCY** (2001)
Professor of Foreign Language
B.A., University of Missouri-Columbia; M.A., Washington University; Ph.D., Washington University
- ELDER, JAMES** (2005)
Assistant Professor of Management
B.A., University of Missouri - Columbia; M.B.A. Southern Illinois University - Edwardsville
- EDWARDS, DAN** (2004)
Assistant Professor of Education
B.S., Northern Kentucky University; Ph.D., Saint Louis University
- ELLIS, ROGER** (1997)
Professor of Management
B.S., University of Missouri-Rolla; J.D., University of Arkansas
- EMRICK, WILLIAM** (2001)
Assistant Professor of Education
B.S., St. Louis University; M.A., St. Louis University; Ed.D., Southern Illinois University-Edwardsville
- ENGLEKING, CHARLENE** (1995)
Associate Professor of English
B.A., Southwestern College; M.Ed., University of Missouri-Columbia; Ph.D., Mannin University
- EVANS, JAMES D.** (1974)
President and Professor of Psychology
B.S., Geneva College; M.S., Ph.D., Iowa State University
- EZVAN, MIRA** (1984)
Professor of Management
Technical University of Wroclaw, Poland; Ph.D., Southern Illinois University
- FASNUT, AMY** (2006)
Assistant Professor of Education and Clinical Coordinator
B.S., University of Missouri-Columbia; M.A. Lindenwood University

- FEELY, JOHN** (1996)
Associate Dean of Graduate Education Initiatives
B.A., Lindenwood University; M.Ed., University of Missouri–St. Louis
- FETTERS, MICHAEL** (2006)
Assistant Professor of English
B.A., M.A. University of Missouri - St. Louis
- FIRESTINE, JENNIFER** (2003)
Associate Professor of Chemistry
B.S., Eastern Oregon State College; Ph.D., Arizona State University
- FLYNN, SHANNON** (2007)
Assistant Professor of Biology
B.S., University of Missouri-Columbia, Ph.D. University of Tennessee-Memphis
- FRAYSHER, JASON** (2005)
Assistant Professor of Management
B.A., Oklahoma Baptist University; M.S., Lindenwood University
- FREEMAN, JANIS** (2007)
Assistant Professor of Education
B.S., M.A., Ed.D., University of Missouri-Columbia
- GALIKIN, CYNDA** (2006)
Assistant Professor of Theatre and Fashion Design
B.F.A., Webster University; M.A., Washington University; M.F.A., University of Iowa
- GISMEGIAN, MARY** (2001)
Assistant Professor of Education
B.S., Southern Illinois University; M.A., Lindenwood University
- GLOVER, KYLE S.** (1998)
Professor of English
B.A., Oklahoma Baptist University; M.A., Baylor University; Ph.D., University of Missouri–Columbia
- GODAR, TOM** (2003)
Assistant Professor of Athletic Training
B.S., Southern Illinois University–Carbondale; M.S., Lindenwood University
- GOLIK, WOJCIECH L.** (2001)
Professor of Mathematics
B.S., M.S. Poznan University of Technology, Poznan, Poland; M.S., Ph.D., New Mexico State University
- GORDON, KIM WILLIAM** (2003)
Dean of Academic Services and Assistant Professor of Communications
B.A., Webster University; M.A., Webster University
- GORZYNSKI, RICHARD** (2001)
Assistant Professor of Physical Education
B.S., M.A., Truman State University
- GRANDA, LARRY M.** (2007)
Assistant Professor of Mathematics
B.S., B.A., Webster University, M.A., Ph.D. St. Louis University
- GREEN, CHRISTINA MARIE** (1999)
Associate Professor of English
B.A., Regis University; M.A.T., Webster University; M.A., University of Missouri-St. Louis
- GREENHOUSE, TED A.** (2003)
Assistant Professor of Education, Water Polo Coach
B.A., Westminster College; M.A., Webster University
- GREGORY, TED** (2003)
Associate Professor of Theatre, Program Manager of Theatre
B.A., Lindenwood University; M.F.A., University of Texas–Austin; Herbert Beghof Studios, New York; Royal Academy of Dramatic Arts–London, England
- GRIFFIN, PETER H.** (1989)
Professor of History and Program Manager of History
B.A., M.A., Ph.D., University of California-Santa Barbara
- GUFFEY, JOHN** (1989)
Dean of Enrollment Management
B.A., Benedictine College; M.A., Truman State University
- GUFFEY, RYAN** (2003)
Assistant Vice President for Student Development and Special Projects
B.S., M.B.A., Lindenwood University; M.A., International Politics, Queen’s University, Northern Ireland; Ph.D. Candidate, Saint Louis University
- HAGHIGHI, SHAWN** (2001)
Assistant Professor of Mathematics and Computer Science
B.S., University of Tennessee; M.S., Fontbonne College
- HAMMOND, KAYA.** (1998)
Assistant Professor of Management
B.A., M.B.A., Lindenwood University
- HANNAR, CHRISTINE** (2007)
Assistant Professor of Management
B.A., M.B.A., Lindenwood University
- HARDMAN, JAMES R. (JAY)** (2000)
Associate Professor of Management
B.A., Duquesne University; M.H.A., Baylor University; F.A.C.H.E.
- HART, CATHY** (2003)
Assistant Professor of Management and Director of Student Success Center
B.S., University of Missouri-Columbia; M.S., Lindenwood University
- HARGATE, JON GRANT** (1992)
Associate Professor of Art
A.A., Meramec Community College; B.F.A., Southern Illinois University-Edwardsville; M.F.A., University of Cincinnati
- HAUCK, JOHN** (2004)
Assistant Professor of Physics
B.S. Parks College of Saint Louis University; M.S., Georgia Institute of Technology; Ph.D., University of Missouri-Columbia
- HEIDENREICH JR., DONALD** (2000)
Dean of Humanities and Professor of History
B.A., San Francisco State University; M.A., University of Arizona; Ph.D., University of Missouri-Columbia
- HELTON, REBECCA A.** (1999)
Associate Professor of Biology
B.A., B.S., University of Missouri-Kansas City; M.D., University of Kansas Medical Center

- HESS, AMY** (2006)
Assistant Professor of Management
B.A., M.B.A., Lindenwood University
- HEYDER, BETTY B.** (2000)
Professor of Foreign Languages
B.A., University of Oklahoma; M.A., New York University in Spain;
Ph.D., New York University, NY
- HEYN, HOLLIS CAROLYN** (1996)
Associate Professor of English
B.A., Lindenwood University; M.A., Southern Illinois University
- HICKENLOOPER, GEORGE L.** (1992)
Professor of English
B.S., Georgetown University; M.A., Washington University; D.F.A.,
Yale University
- HIGHLEY, SHANNON J.** (2007)
Assistant Professor of Management
B.A., B.S., M.B.A., Southern Illinois University-Edwardsville
- HORSTMEIER, JAMES** (2004)
Assistant Professor of Education
B.S., University of Missouri; M.S., Lindenwood University
- HOPKINS, DEBBIE L.** (2005)
Professor of Geology
B.S., University of Utah; M.S., University of Utah; Ph.D., Virginia
Tech
- HOUSE, STEVE** (2003)
*Campus Director of the Center for Christian Ministry Studies,
Assistant Professor of Christian Ministry Studies*
B.S., University of Missouri-Columbia; M.Div., Asbury Theological
Seminary; D.Min., Oral Roberts University School of Theology
- HUBENSCHMIDT, CARL** (2000)
Reference Librarian and Assistant Professor of Education
B.S., University of Missouri-Rolla; M.A., University of Missouri-St.
Louis
- HURST, SPENCER** (2000)
Associate Professor of English
B.A., Westminster College; M.B.A., Southern Illinois University-
Edwardsville; M.F.A., University of Missouri-St. Louis
- HUDGINS, MOLLY** (2003)
Assistant Professor of Management
B.S., Southern Illinois University-Carbondale; M.S., Florida State
University; J.D., University of Tennessee College of Law
- HUSS, FRANCIS C.** (1996)
Associate Professor of Education
A.B., M.Ed., University of Missouri; Ph.D., St. Louis University
- ISENHOUR, TONIE J.** (1984)
Assistant Professor of Psychology
B.A., M.A., Lindenwood University
- JACKSON, CHANDA** (1995)
Assistant Professor of Management, Women's Basketball Coach
B.S., Washington University; M.B.A., Lindenwood University
- JACOBSEN, G. MICHAEL** (2004)
Professor of Social Work
B.G.S., University of Iowa; M.S.W., Ph.D., University of Iowa
- JOHNSON, DEBRA L.** (2003)
Associate Professor of Criminal Justice and Social Work
B.S.W., Southeast Missouri State University; M.S.W., Washington
University
- JOHNSON, EMILIE WRIGHT** (1999)
Professor of Education
B.S., M.S., Mississippi State University; Ph.D., Southern Illinois
University - Carbondale
- JOHNSON, KENNETH** (1996)
Professor of Education
B.S., Central Missouri State University; M.Ed., University of Missouri-
Columbia; Ph.D., Southern Illinois University-Edwardsville
- JOHNSON, SHERI BETH** (2005)
Assistant Professor of Management
B.S., M.B.A., University of Missouri - St. Louis
- JOHNSTON, CHRISTOPHER** (2006)
Assistant Professor of Mathematics
B.S., University of Missouri-Columbia, M.A., Michigan State
University, Ph.D., Northeastern University
- JOHNSTON, GAIL** (2003)
Associate Professor of Biology
B.S., M.S., Mississippi State University; Ph.D. Southern Illinois
University-Carbondale
- JONES, EVE M.** (2007)
Assistant Professor of Humanities
B.S., M.F.A., University of Missouri - St. Louis
- JUMP, JAMES** (2003)
Assistant Professor of Management
B.A.A., Western Michigan University; M.B.A., Lindenwood
University
- KAMINSKI, VIRGINIA** (1996)
Professor of Education
B.A., Webster University; M.A., Ph.D., Saint Louis University
- KAMM, JUDY K.** (1996)
Associate Professor of Management
B.S., M.A., University of Missouri - St. Louis
- KAPELLER, TERRY** (1993)
Business Office Manager and Assistant Professor of Management
B.A., Tarkio College; M.B.A., Lindenwood University
- KEAO, ELLEN** (2005)
Assistant Professor of History
B.A., Webster; M.A., Saint Louis University; ABD, Saint Louis
University
- KELLY, BRUCE** (2001)
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*Dean, College for Individualized Education (LCIE) and Associate
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Professor of Mandarin Chinese, Dean of English and Director of Foreign Affairs, Wenshan Teacher College, China;
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Professor of Education and Mathematics
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