

2008/2009
Graduate Catalog

Lindenwood University • Saint Charles, Missouri
Founded 1827



Academic Programs

Listed By Program

Graduate Degrees

Master of Arts in American Studies
Master of Arts in Studio Art
Master of Arts in Arts Administration With emphasis in Art
Master of Fine Arts in Studio Art

Evening College Program

Business Administration (B.A.)
Criminal Justice (B.A.)
General Studies (B.A.)
Human Resource Management (B.A.) (B.S.)

Semester Schedule

Master of Arts in American Studies
Master of Arts in Arts Management
Master of Arts in Education
Master of Arts in Education with Library Media Certification
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 Educational Administration
Master of Arts in Professional Counseling
Master of Arts in School Counseling
School Psychological Examiner Certificate
Ed.S. in Educational Leadership
Ed.S. in Instructional Leadership
Ed.S. in School Administration
Ed.D. in Educational Leadership
Ed.D. in Instructional Leadership

Quarter Schedule

Master of Arts in Nonprofit
Administration (M.A.)

5-Term Program

Master of Business Administration (M.B.A.)
Master of Science
(business areas of concentration)
Master of Arts in Sport Management

Listed By Degree

American Studies, M.A.
Art, M.A.
Art, M.F.A.
Arts Management-Art, M.A.
Arts Management-Theatre, M.A.
Business, M.A.
Business, M.B.A.
Business-Accounting, M.B.A.
Business-Entrepreneurial Studies, M.B.A.
Business-Finance, M.B.A.
Business-Human Resource Management, M.B.A.
Business-International Business, M.B.A.
Business-Management, M.B.A.
Business-Marketing, M.B.A.
Business-Management Information Systems, M.B.A.
Business-Public Management, M.B.A.
Business, M.S.
Communications, M.A.
Education, M.A.
Education- M.A.in Education with Library Media Cert.
Education-Educational Administration, M.A.
Education-Educational Leadership, Ed.S., Ed.D.
Education-Instructional Leadership, Ed.S.,Ed.D.
Education-School Administration, Ed.S.
Education-Professional & School Counseling, M.A.
Education-Professional Counseling (MO), M.A.
Education-Professional Counseling (IL), M.A.
Education-School Counseling (MO), M.A.
Education, M.A.T.
Nonprofit Administration, M.A.
Sports Management, M.A.
Theatre, M.A.
Theatre, M.F.A.

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Introduction to Lindenwood University

This catalog contains a description of the graduate programs offered at Lindenwood University. Separate catalogs are devoted to the description and the special requirements of the Lindenwood University undergraduate programs and the quarter schedule. 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, and intimidation is unacceptable conduct. For the purpose of this policy, discrimination, harassment and intimidation may be defined as any attempt on the part of individuals, groups and recognized campus organizations to deny an individual or group those rights, freedoms or opportunities available to all members of the 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 university's Vice President of Human Resources.

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.

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 associate, bachelor, master, specialist and doctoral 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 an 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 that 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, master's and doctoral degrees. This academic year, Lindenwood University will serve more than 14,000 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 academic programs leading to the Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), and Bachelor of Science (B.S.) degrees at the undergraduate level. At the graduate level, the university offers coursework leading to the Master of Science (M.S.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), 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, the quarter system employed by the Lindenwood College for Individualized Education and the new 5-term M.B.A. 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.

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.

Since its inception, the evening format, including both LCIE courses as well as evening semester courses, has maintained a deep commitment to meet the intellectual and professional needs of adult learners with employment experience. The purpose continues to provide high-quality professional and personal competence.

Using methods based in adult learning theory, the evening programs 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.

The January term gives both students and faculty members the opportunity to concentrate on a topic of special interest. January term courses emphasize experiential education, total immersion in a topic or activity, creativity, and close interaction with one faculty member or a team of faculty.

The newest format is the 5-term M.B.A. program. The university's Master of Business Administration (M.B.A.) degree program and associated graduate business programs are offered in a five-term format—Fall I, Fall II, Spring I, Spring II and Summer. Each term is nine weeks in length, with one four-hour evening or Saturday morning class meeting held each week.

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 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. Classrooms, faculty offices, and a 600-seat auditorium are among the building's amenities.

Westport Campus: Located in the 12000 Building, 11 960 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, MO., 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, MO at 100 North Main Street, this center represents a partnership with the city of O'Fallon and provides classroom education and encompasses a variety of cultural and athletic activities.

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, Illinois, 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: The site of the Boone Home and Boonesfield Village is located on Highway F near Defiance, Missouri, 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, frontier crafts, interpretation, 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.

Graduate Admissions

Admission Standards

The standards of admission to Lindenwood University are selective, yet flexible. We expect our applicants to have a sound academic preparation for graduate school, 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 a \$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. Additional requirements, such as, a portfolio or an audition as required by various programs.

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. Affidavit of Support–Students should provide an official document or statement from their 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.

C. Official Transcripts. Graduate candidates must submit certified copies of college transcripts, which include evidence that a baccalaureate degree has been earned. Transcripts must be in their original language and accompanied by a certified English translation. These documents will not be returned to the student. They will become part of the student’s official file at Lindenwood University. The cost for the evaluation will be incurred by the applicant. However, once the applicant obtains a visa and arrives at Lindenwood University, the cost of the evaluation will be refunded, provided that the application brings in the receipt for the evaluation service.

If transfer credit is requested from an overseas school, students submit their transcripts and translations to World Evaluation Services (WES) for evaluation. Applicants should contact WES for more information about how to get transcripts evaluated. Students should make sure to list Lindenwood University as the recipient. WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy for their records.

D. Housing Application–All resident students must submit a housing application and a \$300 housing deposit made payable to Lindenwood University. Campus housing will be assigned upon receipt of the housing application and deposit. Students should include their e-mail address on their housing form.

E. Personal Statement (Essay)–Students should complete an essay concerning their education plans. For example, the essay may include why the student wishes to further his/her education, long term goals he/she possesses, or a special experience in his/her life.

F. Transfer Procedure–If transferring from another university within the United States, students should forward the transfer paperwork found in the student application to their schools’ officials for processing.

G. Passport–Students must provide a clear, readable copy of the identification page of their passports.

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

Students should send all required documents and any other relevant information to complete the application to Lindenwood University, International Office, 209 S. Kingshighway, St. Charles, Mo. 63301-1695. The e-mail address is international@lindenwood.edu, the phone number is (636) 949-4982, and FAX is: (636) 949-4108.

International Scheduling

All international students are required to sit for the Michigan Test (English Assessment) prior to finalizing their undergraduate or graduate academic schedules. This test would be offered on campus prior to the start of each academic term. Based on the test score, students will either 1) enter directly into their program of study, 2) enroll in supplemental courses either in conjunction or 3) separately from their degree program.

The Michigan Tests are administered by the university’s International Office. Students are encouraged to contact the International Office (international@lindenwood.edu) to determine and schedule a test time.

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.

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 first offense of academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course. A second offense will lead to academic probation and failure of the class, and a third offense will result in suspension or expulsion 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 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 during which 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. Fall semester begins just before Labor Day and ends before Christmas. Spring semester begins in January and ends in early May.

All Evening College programs, LCIE programs, the M.B.A. program, the M.S. (business specialty areas), and the M.A. programs (business specialty areas) are offered either on a quarter calendar or 5-term schedule.

All other programs (including the M.A. in Art and Theatre programs) are offered on a semester calendar. All academic credit is given in semester hours.

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 well-being or that of others or who does not observe the social regulations and standards of conduct of the university.

Grading System

Graduate students may receive grades of A, B, C, F, W, WP, WF, AW, AF, NG, I and Audit. A mark of "A" represents work outstanding in quality; it indicates that the student has shown initiative, skill and thoroughness and has displayed originality in thinking. The "B" grade is awarded for work of high quality, well above average. The grade of "C" indicates average work and satisfactory completion of course requirements. An "F" grade indicates one's coursework has been unsatisfactory and no credit is given.

A grade of "I" (incomplete) is given at the end of a term only for failure to complete course work due to 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 5-term otherwise it automatically becomes an "F." A faculty member may also complete an incomplete form for a student if exceptional circumstances exist and the student cannot complete the forms him/herself.

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. Requests will then be sent to the appropriate division dean to be considered for approval.

Some academic activities such as practica, internships, residencies and thesis projects are graded on the basis of Pass/Fail. The grade of "P" denotes successful completion of the assigned requirements for the aforementioned academic activity courses.

Grade reports are issued to all students at the end of each semester or term. 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 semester hours attempted. Only grades earned at Lindenwood are used in computing the GPA unless the student is seeking teacher certification.

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 five term. Students should also refer to the Withdrawal and Refund section of this catalog.

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.

Attendance Failure (AF)

This grade is for use when students stop attending a particular class prior to the published deadline to receive a grade of WP or WF 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.

Administrative Withdrawal

When in the best interest of a student or of 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 re-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.

No Grade

An administrative grade of NG 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 from 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 criteria for academic suspension.

Quarter and Five-Term

Students enrolled in the quarter and five-term systems 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/or 5-term. Faxed, emailed, mailed, or delivered appeal letters will be accepted.

Semester

If students who are starting a new semester have not had their appeals approved by the day they plan to move onto campus or, for commuters, by the first day of class, they will be dropped from their classes and notified of that action. Any residential student who has not appealed five days prior to the beginning of a term will lose his/her housing assignment.

International Students

In addition to regular mail notification, the suspension letter for all students will be e-mailed to the student's LU e-mail account by the Registrar (in coordination with the International Office). Students should check their lionmail accounts regularly.

Attention Graduate Students:

It is important that all graduate students understand the steps by which to withdraw from a class. Students may drop classes up to the 2/3 point of a term. The current catalog may be used to determine the specific dates.

If a student believes that he/she has experienced extraordinary circumstances that require him/her to drop a class after the stated deadline, the following steps must be completed:

1. Write a letter fully specifying the reasons for the drop.
2. Gather supporting documentation (physical report, court documents, etc.)
3. Meet with the academic advisor for a signature on a policy exemption form
4. Meet with the dean of the division for a signature on the exemption form
5. Submit the signed form to the Vice President for Academic Affairs

If approved, the student will receive either a Withdraw Pass (WP) or a Withdraw Fail (WF) depending upon the grade at the time the student withdrew

If the student determines, after the term has ended, that a withdrawal from a class would have been the best option, he/she may request that the grade assigned be changed to a WP/WF by using the procedure defined above.

It is also important to recognize that if a student retakes a course (rather than withdraws) at the graduate level, the second grade does NOT replace the first grade; rather, the two grades are averaged. For instance, if a student earns an "F" for a class and then retakes the class, earning an "A", the two grades as a set would be the equivalent of two "Cs" and would affect the overall grade-point average as two "Cs."

Only extraordinary, documented reasons for withdrawing after the stated deadline will be honored. Requesting a late drop due to a low grade in the class, lack of interest in the subject matter, a different learning style from that of the classroom professor, or a change of major/requirements are not reasons that will be honored.

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, the director of LCIE for LCIE students, or the provost. 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 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 complaints will be shared without the express written permission of the complainants.

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 complaints 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 5-term courses are required to meet until the end of the scheduled academic periods 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 of the exam or by changing the time of the exam. Students should plan to attend their final exams on the scheduled dates.

Re-Enroll/Stop Out

Students who leave Lindenwood University for one semester or more will need to meet with an admissions counselor to complete the re-admission process, which will include a review of major requirements and scholarship awards. Students who were suspended at the time they left the university will need to submit a letter of appeal to the Vice-President for Academic Affairs.

Students who know in advance that it will be necessary to stop out for one semester may complete an In Absentia Status Request form available either through financial aid or admissions. This form will document that the student requested and was granted a one-semester leave from study at Lindenwood University and that the student will not be required to go through the usual readmission process.

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

Registrations for extensions on undergraduate thesis/culminating projects must be completed by the student each culminating 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 the thesis/culminating project, he/she must pay the full tuition rate for the thesis/culminating project at the time of re-enrollment. 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 and adhere to the requirements set by their academic division. 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 term 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.

Course Numbering System:

Please note: 2008-2009 will be a transition year for Lindenwood University's course numbering system. All course numbers will change from 3-digit numbers to 5-digit numbers prior to the beginning of the 2009-2010 academic year. In most cases, the change will simply involve the addition of two zeros to the existing number.

Transcripts

All information in each student's university record folder is considered confidential information and is issued only to authorized individuals. Requests for official transcripts of the

academic record from any individual or agency will not be filled until authorization has been received in writing from the individual student.

A fee of \$5 is charged for each transcript requested.

A transcript will not be issued when the student is delinquent in payment of tuition or fees, has not returned library books, or has other unfulfilled obligations to the university. Students will be given 30 days after a transcript request has been made to clear any outstanding balance with the business office. After 30 days, it will be the student's responsibility to submit a new request for transcript.

A request for a transcript should be made either on a transcript request form or by letter to the Registrar's Office, including name, Social Security Number, date of attendance, and current address. Normal processing time for transcripts is three days. Students may also request a transcript online by accessing the Lindenwood University website and completing the transcript request form located in the Academics area.

Family Educational Rights and Privacy Act-In conformance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Lindenwood University has established a system to ensure that students have complete access to their educational records and the right to challenge information they believe to be inaccurate or misleading. Information about these procedures can be obtained from the Academic Services Office. Unless specifically prohibited by the student, Lindenwood University may release "Student Information" at its discretion for government-mandated reporting, news releases, and other purposes that it believes serve the student's interest. This includes (1) full name, (2) local and home addresses, (3) local and home telephone numbers, (4) e-mail address, (5) date and place of birth, (6) most recent educational institution attended, (7) enrollment status, (8) class level, (9) dates of attendance, (10) degrees, awards and honors received, (11) participation in officially recognized activities and sports, (12) weight and height of athletic team members, and (13) photographs.

Students may withhold information from some of these disclosure requests by notifying the Academic Services Office in writing the first week of each semester. All written requests for non-disclosure will be honored by the university for only one semester; therefore, authorization to withhold student information must be filed during each semester of attendance.

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.

Preparing for Graduation

It is the shared responsibility of both a student and his/her advisor to determine that all requirements for graduation have been completed by the anticipated graduation date. The advisor has the authority to approve academic work within the major; however, only the chief academic officer of the university and the registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript. Therefore, it is important that each student, as well as the advisor, track his/her own progress through a degree program by maintaining a checklist of all requirements including major and minor requirements, general education requirements, free electives, sufficient numbers of 300+ level courses, and total number of credits.

Fees and Financial Assistance

Student Expenses

2008-2009 Academic Year

Tuition

Full-time residential semester rate (9-15 credit hours)	\$6,350/semester
Full-time commuter semester rate	\$360/credit hour
Full-time residential quarter rate (Except LCIE) (9 credit hours)	\$4,320/quarter
Full-time commuter quarter rate (Except LCIE)	\$360/credit hour
Full-time residential 5-term rate (9 hours)	\$4320/term
Full-time commuter 5-term rate	\$360/credit hour
LCIE rate.	\$3240/9 hour cluster
Quarter Overload Fee (over 9 hours)	\$360/credit hour
5-Term M.B.A. Overload Fee.	\$360/credit hour
Semester Overload Fee	\$360/credit hour

Part-time Tuition

Graduate	\$360/credit hour
5-Term M.B.A.	\$360/credit hour
Specialist	\$425/credit hour
Doctor of Education	\$615/credit hour

Housing & Meals

Semester	\$3,250/term
Quarter	\$2,700/quarter
5-Term M.B.A.	\$2160
Room Fee during breaks	\$210/week

Other Fees

Housing/Enrollment Deposit (non-refundable)	\$300
Full-time Student Activity/Health Fee	\$140/term
Full-time 5-Term M.B.A. Activity/Health Fee	\$35 /term
Communications Fee - Residence Halls	\$150/term
5-Term M.B.A. Communications/Residence	\$72/term
Full-time Student E-mail Fee	\$30.00/term
5-Term M.B.A. Student E-mail Fee	\$12/term
Lab Fee (in specified courses).	\$30-\$75/course
Studio Fee (general)	\$30-\$75/course
Studio Fee (ceramics, color theory, photography and figure drawing	\$85/course
Student Teaching Fee	\$250
Applied Music Fee	\$150/credit hour
(For individual lessons in piano, voice, orchestral instruments and organ; per semester hour credit)	
Experiential Learning Fee (one-time only charge).	\$250
Experiential Learning Credit.	\$75/cr hr

Overload Fee (except LCIE).	\$360/sem hr (a charge to full-time students who take more than 18 hours in a term)
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
Specialist	\$125
Ed.D.	\$200

Ed.S. Fees

EDA 680 Specialist Experience	\$500
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Ed.D Fees

EDA 780 Capstone Experience.	\$500
Dissertation Publication	\$500

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, email, and cable TV services. The university provides complimentary Internet service to resident students living in the dormitories and some campus housing.

Enrollment Deposit

Resident students are expected to pay a \$300 non-refundable fee to reserve their rooms. 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 account at the university as long as the student 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 refunded. Continuing students must notify the Resident Life Office of plans not to return as a resident student the following term 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, and their parents and/or guardians accept all the conditions of payment as well as all the regulations of the university. In making the initial payment of \$300, the student and the 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 beginning of the term. Students should consult their student account representative in the Business Office regarding due dates or to make 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, students give Lindenwood University permission to contact their 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. Their payments can be made directly (electronically) from their checking account. 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 that

1. enrollment 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 4 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 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 and MBA 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 of withdrawal and refund calculations, or other institutional charges, from students and parents who feel that 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 the following 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 that program was not part of the student's 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) which 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 the amount owed the Title IV program(s) from the student.

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, and the fine arts.

The Lindenwood University financial aid program provides assistance to students with financial need who would otherwise be unable to receive an undergraduate education. The primary responsibility for paying 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. Upon completion of all documentation necessary to establish eligibility, financial assistance will be posted to the student accounts at least once each term.

To be considered for financial assistance, a student applying for need-based aid must complete a FAFSA (Free Application for Federal Student Aid) online at www.fafsaed.gov. The LU school code is 002480. Students are reminded to press "print" because that is what submits the application. Students should then FAX submission results to the attention of their admissions counselors at 636-949-4989 and sign and mail signature page to them. If students have any questions about their SAR (Student Aid Report), they are encouraged to call 1-800-433-3243.

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. This grant is not available to students in the doctorate program.

Any other funding may first replace the Lindenwood University grant.

Types of Federal Financial Aid

Federal Work-Study Program (FWS)

The program provides work opportunity 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 per hour.

Federal Perkins Loans

The Perkins is a federal loan to students at an interest rate of five 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, 2007 through June 30, 2008, the interest rate on a Stafford Loan is fixed at 6.8 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

Graduate Study \$12,000/academic year

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, 2007 and June 30, 2008 the interest rate is fixed at 8.5%.

Unsubsidized Loan (Formerly SLS)

Unsubsidized 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. Students must therefore pay the interest payments while in school or allow the interest to capitalize.

The interest rate for a loan originated July 1, 2007 – June 30, 2008 is fixed at 6.8 percent.

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

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. Spouses 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

The fabric of a learning community weaves itself whole. To bridge formal and out-of-classroom learning, the Student Development Office—in collaboration with the LSGA—promotes programs, services, and diverse opportunities for personal growth and development.

Lindenwood University currently serves nearly 14,000 students in more than 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 lifelong learner. In addition to the traditional offerings at Butler Library, students are encouraged to stop in for a cup of coffee and a snack at the library's recently added coffee shop, Java 201.

Butler Library is fully automated with wireless capabilities, allowing students to access its resources both on campus and off campus. Faculty and students have access to over 50 subscription databases providing them with the ability to retrieve full-text documents at no cost. In addition, the library houses the Mary E. Ambler Archives, which includes primary source material documenting the history of Lindenwood and the surrounding area.

The Library is a member of the MOBIUS consortium. MOBIUS 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.

Lindenwood Student Government Association

All students at Lindenwood, full-time and part-time, 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. For more information about LSGA, please contact the Student Development offices.

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

Intercollegiate baseball, 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 owns 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-989, All-Digital Television Channel

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.

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.

2008-2009 Academic Calendar

Semester Schedule

Fall Semester 2008

Faculty Workshops	August 18 – 22
Freshman Orientation Check-in	August 20
Freshman Orientation	August 21 - 24
Fall Residential Check-In	August 24
Classes Begin	August 25
Opening Convocation 4:00 PM	August 27
Labor Day Holiday	September 1
Last day to register for or add class, or choose audit	September 5
Last day to register for a Late Start Class	Before Sept 8th
Last day to withdraw with “W”	October 3
Late Start Classes begin	October 6
Midterm Grades due, noon	October 10
Last date to withdraw with “WP”/“WF”	October 31
Deadline to apply for March, May, June graduation	November 1
Spring semester and J-term registration Seniors and Juniors	November 10-11
Spring semester and J-term registration Sophomore and Freshman	November 17-18
Thanksgiving Holiday	November 27-28
Last Day of Classes	December 5
Final Exams	December 8-12
Deadline for making up INC grades from Spring	December 12
Lindenwood residential semester student housing closes at 4:30 PM	December 12
Final Grades due, 3 p.m.	December 15

January Term 2009

Last Day to register for J-Team class	December 29
J-Term Residential Check-In	January 4
Classes Begin	January 5
Last day to withdraw with a “W”	January 15
Last day of class	January 23
Final Grades due, 3 p.m.	January 26

Spring Semester 2009

New Student Registration/Orientation- Residential Housing Opens	January 24
Spring Residential Check-In	January 25
Classes Begin	January 26
Last day to register, add a class, or choose an audit	February 6
Last day to register for a Late Start Class	Before Feb 9
Deadline to apply for August/September/October/December Graduation	February 28
Last day to withdraw with a “W”	March 6
Late Start classes begin	March 9
Midterm grades due, noon	March 13
Fall Semester Registration and Housing Sign-up – Seniors and Junior	March 16-17
Fall Semester Registration and Housing Sign-up – Sophomores and Freshmen	March 23-24
Spring Break	March 28-April 5
Easter Break	April 10-12
Last day to withdraw with a “WP” or “WF”	April 10
Honors Convocation 2:00 pm	April 26
Last day of classes	May 8
Final Exams	May 11-15
Deadline for making up “INC” grades from Fall	May 15
Lindenwood Residential Housing closes at 4:30 p.m.	May 15
Baccalaureate Ceremony and Graduate Students’ Commencement 7:30 p.m.	May 15
Undergraduate Commencement 10 a.m.	May 16
Final Grades due, 3 p.m.	May 18

2008-2009 Academic Calendar

Quarter Schedule

Fall Quarter 2008

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	October 1
LCIE New Undergraduate and Graduate Student Opening Session (8:15 a.m.)	October 4
Quarter NPA and traditional undergraduate classes begin	October 6
Last day to drop with a "W"	October 17
Last Day to Choose an Audit	October 31
Deadline to apply for March/May/June graduation	November 1
Midterm grades due, noon	November 14
Last day to withdraw from a class with a "WP/WF"	November 21
Thanksgiving Holiday- No Classes	November 27-28
Lindenwood residential quarter/graduate housing closes at 6 p.m.	December 20
Quarter Ends	December 20
Deadline for making up "INC" from previous term	December 20
Final Grades due, 3 p.m.	December 22

Winter Quarter 2009

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	January 7
LCIE New Undergraduate and Graduate Student Opening Session (8:15 a.m.)	January 10
Quarter NPA and traditional undergraduate classes begin	January 12
Last day to drop with a "W"	January 23
Last Day to Choose an Audit	February 6
Midterm grades due, noon	February 20
Last day to withdraw from a class with a "WP/WF"	February 27
Deadline to apply for August/September/October/December graduation	February 28
Deadline for making up "INC" from previous term	March 28
Quarter Ends	March 28
Final Grades due, 3 p.m.	March 30

Spring Quarter 2009

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	April 8
Good Friday Observance- no classes	April 10
LCIE New Undergraduate and Graduate Student Opening Session (8:15 a.m.)	April 11
Quarter NPA and traditional undergraduate classes begin	April 13
Last day to drop with a "W"	April 24
Last Day to Choose an Audit	May 8
Midterm grades due, noon	May 22
Memorial Day, no classes	May 25
Last day to withdraw from a class with a "WP/WF"	May 29
Deadline for making up "INC" from previous term	June 27
Quarter Ends	June 27
Final Grades due, 3 p.m.	June 29

Summer Quarter 2009

LCIE Continuing Undergraduate Student Opening Session (6 p.m.)	July 8
LCIE New Undergraduate and Graduate Student Opening Session (8:15 a.m.)	July 11
Quarter NPA and traditional undergraduate classes begin	July 13
Last day to drop with a "W"	July 24
Last Day to Choose an Audit	August 7
Midterm grades due, noon	August 21
Last day to withdraw from a class with a "WP/WF"	August 28
Labor Day Holiday	September 1
Deadline for making up "INC" from previous term	September 26
Quarter Ends	September 26
Final Grades due, 3 p.m.	September 28

2008-2009 Academic Calendar

5-Term MBA Program Spring, 2008

Classes Begin	April 7
Last Day to Withdraw with a "W"	April 18
Last Day to Choose an Audit	April 28
Midterm	May 2
Last Day to withdraw with a "WP/WF"	May 16
Memorial Day Holiday	May 26
Final Exams	June 2-6
Deadline for making up "INC" grades from fall	June 7
Spring Term Ends	June 7
Final Grades Due, 3 p.m.	June 9

Summer, 2008

Classes Begin	June 9
Last Day to Withdraw with a "W"	June 20
Last Day to Choose an Audit	June 30
Midterm	July 3
Independence Day Holiday	July 4
Last Day to withdraw with a "WP/WF"	July 18
Final Exams	August 4-9
Deadline for making up "INC" grades from Spring	August 9
Summer Term Ends	August 9
Final Grades Due, 3 p.m.	August 11

Fall I, 2008

Classes Begin	August 18
Last Day to Withdraw with a "W"	August 29
Labor Day Holiday	September 1
Last Day to Choose an Audit	September 8
Midterm	September 12
Last Day to withdraw with a "WP/WF"	September 26
Final Exams	October 13-18
Deadline for making up "INC" grades from Summer	October 18
Fall 1 Term Ends	October 18
Final Grades Due, 3 p.m.	October 20

Fall II, 2008

Classes Begin	October 20
Last Day to Withdraw with a "W"	October 31
Deadline to apply for March, May, June graduation	November 1
Last Day to Choose an Audit	November 10
Midterm	November 14
Last Day to withdraw with a "WP/WF"	November 26
Thanksgiving Break	November 27-28
Final Exams	December 15-20
Deadline for making up "INC" grades from Fall 1	December 20
Fall 2 Term Ends	December 20
Final Grades Due, 3 p.m.	December 22

2008-2009 Academic Calendar

Spring I, 2009

Classes Begin	January 5
Last Day to Withdraw with a "W"	January 16
Last Day to Choose an Audit	January 26
Midterm	January 30
Last Day to withdraw with a "WP/WF"	February 13
Deadline to apply for August/September/October/December graduation	February 28
Final Exams	March 2-7
Deadline for making up "INC" grades from Fall 2	March 7
Spring 1 Term Ends	March 7
Final Grades Due, 3 p.m.	March 9

Spring II, 2009

Classes Begin	March 9
Last Day to Withdraw with a "W"	March 20
Spring Break	March 28-April 5
Last Day to Choose an Audit	March 30
Midterm	April 9
Easter Break	April 10-12
Last Day to withdraw with a "WP/WF"	April 17
Final Exams	May 11-16
Deadline for making up "INC" grades from Spring 1	May 16
Spring 2 Term Ends	May 16
Final Grades Due, 3 p.m.	May 18

Summer, 2009

Classes Begin	June 1
Last Day to Withdraw with a "W"	June 12
Last Day to Choose an Audit	June 22
Midterm	June 26
Independence Day Holiday	July 4
Last Day to withdraw with a "WP/WF"	July 10
Final Exams	July 27-August 1
Deadline for making up "INC" grades from Spring 2	August 1
Summer Term Ends	August 1
Final Grades Due, 3 p.m.	August 3

ACADEMIC PROGRAM DESCRIPTIONS

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, interpretation and political science, among others.

Students will work with cultural institutions, libraries, museums, agencies, historical documents, and original sources at the Nathan Boone Home and Historic site, also known as the Boone Campus, and on the main campus. The program is both academic and experiential through skills taught 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, social services, and local, state and federal park systems and museums.

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.

GRE

GRE scores are not required.

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 AST 580 are required.

Master of American Studies Students may choose from the following 300 level courses: ENG 345, ENG 337, ENG 347 (may

be taken more than once as the topic changes), HIS 308, HIS 309, HIS 310, HIS 312, HIS 314, HIS 315, HIS 316, HIS 320, HIS 322, PS 311, PS 325, PS 327, PS 345, PS 351, PS 360, SOC 318.

Students need to complete at least 18 hours at the 500-level. The courses include the following: ART 559, ART 561, ART 562, ART 585, ART 586 (special topics labeled as American), AST 586 (special topics may be taken more than once as the topic changes)

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 graduate degrees in Studio Art provide concentrations in various areas including ceramics, drawing, painting, computer art and fashion design. Students may also elect to develop an area of emphasis which combines several media with permission of the Program Manager in Art.

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, acknowledge the M.F.A. 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 M.F.A. program.

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

Master of Arts

Admission Requirements to the Program

1. Fulfillment of requirements for general admission to the University.
2. Successful completion of an undergraduate degree 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. The portfolio should consist of a minimum of 20 works presented in high resolution slide or digital format. Portfolio review should be made to the art faculty as early as possible in the admissions process.
4. A 2-page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the art faculty.
5. In addition to the portfolio and the 2-page essay, the candidate must also submit one letter of recommendation from a professional who can speak to the candidate's academic prowess and serious intent. This essay should be presented to the art faculty.
6. Conditional admission to the graduate program in Studio 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 is not applicable toward the graduate degree.
7. Full admission to the graduate program in Studio Art

requires the endorsement of the studio art faculty involved in the candidate's portfolio review.

Degree Requirements

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

- 21 hours Studio Art in area (or areas) of concentration;
- 6 hours Studio Art courses outside of the area of concentration;
- 3 hours in art history or art criticism;
- 3 hours ART 500 Research Methods in Art;
- 3 hours ART 599 Directed thesis (which includes the exhibition).

2. Satisfactory completion of an oral review and defense of the graduate exhibit and thesis conducted by the student's thesis committee consisting of three Art faculty members. Each graduate student is responsible for inviting faculty to serve on his or her committee and for inviting one of the committee members to serve as the chair.

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

4. Thirty (30) hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Program Manager in Art.

5. No more than nine (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. Fulfillment of requirements for general admission to the University.

2. Successful completion of 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 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. The portfolio should consist of a minimum of 20 works presented in high resolution slide or digital format. The request for the portfolio review should be made of the art faculty as early as possible in the admissions process.

4. A 2-page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the art faculty.

5. In addition to the portfolio and the 2-page essay, the candidate must also submit to the art faculty one letter of recommendation from a professional who can speak to the candidate's academic prowess and serious intent.

6. Conditional admission to the graduate program in Studio 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 is not applicable toward the graduate degree.

7. Full admission to the graduate program in Studio Art requires the endorsement of the studio art faculty involved in the candidate's portfolio review.

8. Candidacy is conditional until full candidacy is recommended by the Art faculty mid-program review (24-36 hours).

9. Students with an MA in Studio Art from Lindenwood University are automatically admitted to full candidacy in the M.F.A. program in Studio Art provided they are admissible to the University.

Degree Requirements

Admission to M.F.A. candidacy after the completion of 24-36 hours and the mid-program review.

Degree Requirements

1. Completion of 60 hours of graduate coursework in art, distributed as follows:

- 36 hours Studio Art in area (or areas) of concentration;
- 6 hours Studio Art courses outside of the area of concentration;
- 12 hours in art history or art criticism;
- 3 hours ART 500 Research Methods in Art;
- 3 hours ART 599 Directed thesis (which includes the exhibition).

2. Satisfactory completion of an oral review and defense of the graduate exhibit and thesis conducted by the student's thesis committee of three Art faculty members. Each graduate student is responsible for inviting faculty to serve on his or her committee and for inviting one of the committee members to serve and the chair.

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

4. Forty-eight (48) hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Program Manager in Art.

5. No more than nine (9) hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 60 hours unless the student holds the MA in Studio Art from Lindenwood University in which case, up to 36 hours earned in the MA will apply to the 60 hour requirement for the M.F.A. in Studio Art. 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 Arts in Arts Management-Art Emphasis

A Master of Arts in Arts Management is available with an emphasis in Art. The degree consists of the following 30 hours: M.B.A. 510, 543, 550, NPA 500, 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 M.F.A. requires a minimum of nine (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 M.F.A. 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 is 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 M.F.A. 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 Lindenwood University, he or she may be approved to transfer up to 30 hours toward the M.F.A. 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, 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 suspension 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 three (3) semester hours of "C" will be accepted toward the MA degree and no more than six (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. 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 core 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.

MA in Arts Management-Theatre

Program Description

A Master of Arts in Arts Management with an emphasis in Theatre consists of 30 credits hours and includes the following courses: MBA 510, MBA 543, MBA 551, NPA 570, NPA 500, TA 501, TA 510, TA 511, TA 515, and TA 525. A waiver or substitution of courses may be approved based on a student's undergraduate coursework.

Business: M.B.A., M.S., and M. A.

Program Description

Lindenwood University's Division of Management offers three business degree programs at the graduate level: Master of Business Administration (M.B.A.), Master of Science (M.S.), and Master of Arts (M.A.) in Sport Management. All business degree programs are offered on a weekday evening and Saturday format

during five nine-week terms: Fall I, Fall II, Spring I, Spring II, and Summer. Students may begin their degree programs during any of the five terms. (See “2008-09 Academic Calendar –Five Term Schedule for Business Programs”) Lindenwood University is accredited by the Higher Learning Commission and its business programs are in candidacy for specialized accreditation by the Association of Collegiate Business Schools and Programs.

Program Goals

The university’s business degree program prepares the student to pursue careers in the management of business firms or other formally organized enterprises. The programs center upon knowledge, skills and techniques useful in designing and maintaining effective organizations and relating them properly to their environments. The case method of instruction is used extensively throughout the student’s coursework to enhance decision making skills.

Admission to Programs

The following factors are considered with respect to admission:

1. Scholastic achievement as represented by official transcripts of all undergraduate and graduate course work.
2. The potential of the student to achieve academic and career goals by enrolling in the program as determined by evidence such as letters of recommendation and interviews with university officials.

Master of Business Administration (M.B.A.)

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

General M.B.A. Degree

The minimum requirements for the M.B.A. include the successful completion of the nine required three-credit-hour core courses (27 credit hours) and three elective courses (9 credit hours) for a total of 12 courses (36 credit hours). Each three-credit-hour course meets once weekly for four hour sessions for nine consecutive weeks on weekday evenings or Saturday mornings through nine week terms. With five terms offered per year, students taking two courses per term are able to complete the minimum M.B.A. requirements in slightly over a year’s time. By taking one course per term, students complete the minimum requirement in approximately two-and-a-half years.

Core Courses (27 credit hours)

The nine required courses listed below (and described in the course listings found at the back of this catalog) equip the student with the essential information and decision making skills obtained from a graduate business education. All of the required core courses are offered each term, allowing students flexibility in enrollment and course scheduling. MBA 601, however, is the capstone course and must be taken in the student’s final term.

MBA 509 Management Policies and Practices
MBA 511 Managerial Accounting
MBA 521 Management Information Systems
MBA 528 Business Law and Ethics
MBA 531 Financial Policy
MBA 550 Marketing Principles and Issues
MBA 570 International Business Operations

MBA 584 Statistics and Quantitative Analysis
MBA 601 Business Policies and Strategies

Elective Courses (9 credit hours)

For a general M.B.A. degree, the student may select any three elective MBA courses, for a total of 9 credit hours. Elective courses are described in the course listings found at the back of this catalog.

Program Prerequisite Courses (9 credit hours)

In addition to the 12 core and elective courses, the following program prerequisite courses are required for students who, in the determination of the division dean, have not completed sufficient academic course work in economics, accounting and business. Students who are required to complete the program prerequisite courses must complete such courses during the first three terms of their enrollment.

MBA 506 Business and Marketing Fundamentals
MBA 510 Financial Accounting
MBA 581 Managerial Economics

M.B.A. with an Emphasis

Students who wish to complete their M.B.A. degree with in-depth study in one or more business disciplines may do so through an emphasis. Such emphasis requires, in addition to the core courses, a minimum of four elective courses in one selected area of study. All such elective courses must be completed with a grade of at least B. An M.B.A. with an emphasis requires a minimum of 39 credit hours (27 core course credit hours and 12 elective course credit hours). Eligible elective courses are set forth by discipline and are described in the course listings found at the back of this catalog.

Description of M.B.A. Emphases

Accounting. The graduate curriculum in accounting offers advanced training in the nature, theory, and central problems of business accounting. 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 an emphasis in a M.B.A. 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. Eligible elective courses for the accounting emphasis include: MBA 512, MBA 514, MBA 515, MBA 516, MBA 517, MBA 518, MBA 590, and MBA 592.

Entrepreneurial Studies. An emphasis in entrepreneurial studies is designed to prepare individuals interested in developing and managing their own business or new enterprises within a larger business. Required elective courses are MBA 538, MBA 560, and MBA 565, and one course chosen from among the following: MBA 551, MBA 552, MBA 554, MBA 555, MBA 556, MBA 557, and MBA 574.

Finance. An emphasis in Finance is designed to prepare individuals for staff or line positions in business or with financial advisory firms. Eligible elective courses for the finance emphasis are set forth under the description of finance electives include: MBA 515, MBA 518, MBA 532, MBA 533, MBA 534, MBA 535, MBA 536, MBA 537, MBA 538, MBA 539, MBA 577, MBA 582, MBA 590, and MBA 592.

Human Resource Management. An emphasis in human resource management is designed to prepare individuals for HR

professional, HR management, HR consultant, HR leadership, and executive positions in business, government, and other organizations. The program has a strong practical base, with leading edge HR techniques and skills so that the students will be able to apply the learning in the workplace. Eligible elective courses for the human resource emphasis include MBA 541, MBA 543, MBA 561, MBA 562, MBA 563, MBA 564, MBA 569, MBA 573, and NPA 566.

International Business. An emphasis in international business offers advanced training in the nature, theory, and central problems of U.S. businesses and agencies dealing in international trade and global businesses. Eligible elective courses for the international business emphasis include MBA 570, MBA 571, MBA 572, MBA 573, MBA 574, MBA 575, MBA 576, MBA 577, MBA 578, and MBA 579.

Management. The prime mission of this program is to provide students with an in-depth graduate education in management to prepare them to competently fill administrative positions in business enterprises and in non-business organizations, such as government and not-for-profit institutions. Eligible elective courses for the management emphasis include MBA 500, MBA 504, MBA 541, MBA 545, MBA 546, MBA 547, MBA 548, MBA 560, MBA 565, and MBA 580.

Marketing. An emphasis 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. Eligible elective courses for the marketing emphasis include MBA 544, MBA 551, MBA 552, MBA 554, MBA 555, MBA 557, MBA 568, MBA 574, and MBA 575.

Management Information Systems. An emphasis in management information systems 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 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. Eligible elective courses for the management information systems emphasis include: MBA 520, MBA 522, MBA 523, MBA 524, MBA 525, MBA 526, MBA 527, MBA 529, and COM 566. (COM 565 is a prerequisite for COM 566, but does not satisfy requirements for the MIS emphasis.)

Public Management. An emphasis in public management is designed to educate students in the applications and limitations of applying business administration techniques, ideas, and practices to government operations. Elective courses are selected under the direction of the dean and the program manager for public management.

Degree Requirements and Application for Graduation

Application for graduation must occur no later than two terms 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.

M.B.A. with Advanced Standing

The M.B.A. with Advanced Standing Program is designed to further educate individuals in business management who already have a graduate degree from an accredited college or university. A person who meets this criterion is eligible to receive an M.B.A. upon completion of the 27 credit hour core course requirements. Students who have a graduate degree that included courses equivalent to Lindenwood University's core courses may substitute elective courses for the required core courses. However, under no circumstances can a student complete the program without having taken at least 27 credit hours in the Lindenwood University M.B.A. program. Required program prerequisite courses are not included in the 27 credit hour minimum, and, to the extent such courses are required, they will add to the minimum credit hour requirement for the M.B.A. with Advanced Standing.

Master of Science (M.S.)

The Master of Science (M.S.) is intended for individuals who wish to specialize in a particular business discipline and who wish to conduct an in-depth research project in that discipline. The M.S. is available in the following specialized fields: accounting, entrepreneurial studies, finance, human resource management, international business, management, management information systems, marketing and public management.

Degree Requirements

1. Completion of the curriculum for the M.B.A. with an emphasis as described above, with the exception that the candidate for the M.S. is not required to take MBA 601.
2. Completion of MS 600 Thesis. The student, under the direction of his or her advisor and a thesis committee, will prepare a thesis based on the Division of Management guidelines that explores a problem within the student's discipline. The student will enroll in a minimum of six MS 600 credit hours in connection with the thesis work.
3. Maintenance of a "B" average in all work is required for the degree, including a grade of B or better in all core and elective courses in the chosen discipline.

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

The M.A. 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 enhances the program and enables students to gain first-hand knowledge and work experience in sports management.

The program requires 39 semester hours offered in a five-term calendar.

Curriculum

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

MBA 500 Communications in the Corporate Environment
MBA 511 Managerial Accounting

MBA 531 Financial Policy
MBA 540 Management Policies and Practices
MBA 542 Principles of Management in Sport Administration
MBA 544 Sport Marketing and Promotion
MBA 545 Business Law and Ethics
MBA 548 Leadership in Structured Situations
MBA 567 Sport Law
MBA 573 Administration of Health Promotion/Wellness
SMA 598 Practicum in Sport Administration

Practicum

Students will be required to complete a three (3) 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.

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 COM 505, COM 507, COM 511, COM 554, COM 565, COM 566, COM 569, COM 571, COM 574, COM 579, COM 586, COM 592, COM 593, COM 593, COM 595, COM 596, and COM 597. ICM 601 is required of all majors. Some classes will be dual-enrollment.

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. They build upon existing skills and offer 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.

Courses labeled as EDH and EDE are offered through collaboration with the Education Division and other divisions. These courses provide teachers the opportunity to enroll in graduate studies in their subject area teaching field.

Advanced Program Certification Areas

Library Media

School Psychological Examiner*
Special Reading
Special Education Administrator
Special Education
Gifted Education

In the advanced program certification areas, the 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. Obtain approval of the dean of the education division.

Requirements for the Program

1. Four options exist for graduate students in education. The Master of Arts degree in Education requires students to complete 33 semester hours of graduate courses. 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 Media Certification is a 39 credit hour program. The Master of Arts in Teaching with elementary school preparation is a 71 credit hour program. Middle school preparation is a 57 credit hour program, and secondary school preparation is a 45 credit hour program. All include certification requirements. Content area requirements must also be met for middle and secondary education.

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 thesis extensions is \$50.00 per semester. Summer semester sessions are excluded. Failure to register for 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 according to the academic calendar.

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 Academic Services 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)

Master of Arts in Education: 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.

Master of Arts in Education: 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.

Master of Arts in Education with an Emphasis in Character Education

Program Description

For 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 on the existing skills of practicing educators to assist them in integrating character education into their curriculae. Several major perspectives in the field of character education will be explored so teachers might find a match with their grade and subject areas 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

- EDU 510 Conceptualization of Education (3)
- EDU 505 Analysis of Teaching/Learning Behavior (3)
- EDU 570 Educational Research (3)
- EDU 520 Curriculum Design or EDU 600 Master’s Project (3)

Character Education Emphasis Courses:

- EDU 538 Character Education (3)
- EDU 583 Character Education Instructional Techniques (3)
- EDU 584 Character Education Curriculum Design (3) (May replace above Curriculum Design requirement, however, 33 credit hours are still needed)
- EDU 593 Topics in Character Education (3)
- Character Education Electives (9)

Graduate Teacher Education Goals

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

1. read critically in the areas of contemporary education problems, curriculum, and educational research.
2. analyze and discuss educational issues and write about them in accepted academic formats.
3. analyze one’s own teaching behavior and plan strategies for improvement using a variety of teaching models.
4. demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
5. study curriculum theory and to design curricula pertinent to the needs of selected student populations.
6. understand, analyze,, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
7. demonstrate the ability to do effective library research.
8. effectively prescribe educational experiences for learners with special needs.
9. gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
10. 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. explore one or more areas of professional concern in some depth.

12. become, by 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 502 Psychology of Teaching and Learning (3)
- EDU 505 Analysis of Teaching Behavior (3)
- EDU 507 Reading in the Content Area (3)
- EDU 510 Conceptualization of Education (3)
- EDU 518 Meas. & Evaluation to Enhance Learning (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 elementary school preparation includes 45 hours of graduate course work listed above under secondary preparation (with the exception of EDU 507 and 535) and the courses listed below:

- EDU 503 Elementary Reading Methods (3)
- EDU 506 Elementary/Middle School Language Arts Methods (3)
- EDU 509 Analysis and Correction of Reading Disabilities (3)
- EDU 522 Reading Practicum (2)
- 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 545 Health, Safety, and Nutrition (3)
- EDU 553 Elementary/Middle School Social Studies Methods (3)
- EDU 582 Integrated Literature (3)
- EDU 274 P.E. in the Elementary School (2)

Master of Arts in Education with Library Media Certification

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 (3)
- 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 (3)

Master of Arts in Educational Administration

Program Description

The master's degree in Educational School 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:

- EDA 505 Foundations of Educational Administration (3)
- EDA 510 Elementary or EDA 512 Secondary School Administration and Organization (3)
- EDA 515 School Supervision (3)
- EDA 520 School Business Management (3)
- EDA 525 School Law (3)
- EDA 530 Public and Community Relations (3)
- EDA 535 School Facilities (3)
- EDA 599 Field Experience (3)

Those seeking middle school certification must hold a current elementary or secondary teaching certificate. Those seeking an elementary certificate must hold a current elementary teaching certification and those seeking secondary certification must hold a current secondary 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, Special Education Law (3 credit hours) and Special Education Field Experience (3 credit hours).

Graduate Administrator Education Goals

The graduate student in Educational Administration at Lindenwood University will have experiences that will enable him/her 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.

Educational Specialist Degree in Educational Leadership, Instructional Leadership, or School Administration

Program Description

The Educational Specialist (Ed. S.) 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 consisting 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 Educational Leadership degree. Twenty-one (21) semester hours of course work at the 600 level is required for the Educational Specialist in Instructional Leadership degree and 22 semester hours at the 600 level for the Educational Specialist in School

Administration degree. Six (6) semester hours of coursework taken at Lindenwood University while in the MA program may be used in the Educational Leadership program. Nine (9) semester hours may be used for the Instructional Leadership and School Administration programs. A Specialist project is required.

Program Requirements

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

Course requirements

Educational Leadership: 24 hours at the 600 level*
EDA 600 Instructional Program Leadership & Assessment (3)
EDA 605 Advanced School Law (3)
EDA 610 Personnel Administration/Employee Relations (3)
EDA 615 Advanced School Finance (3)
EDA 620 School District Administration (3)
EDA/MBA Electives 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 641 Superintendent Internship (3)
Research Project 6 hours:
EDA 645 Statistics in Educational Administration (3)
EDA 650 Specialist Project (3)
EDA 680 Specialist Experience Fee (0) Required if the Specialist Project is not completed during the semester enrolled
Instructional Leadership: 21 hours at the 600 level
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 (3)
EDA 680 Specialist Experience Fee (0) Required if the Specialist Project is not completed during the semester enrolled
EDA 525 School Law (3)
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 Educational Leadership coursework is intended to lead to certification at 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 Master's level in an organized and structured degree program.

This is not a certificate program.

The Education Division of Lindenwood University offers the Educational Specialist Degree in School Administration. The Ed.S. degree in school administration is designed for those with a MA in some field other than educational administration. This Ed.S. is a licensure program leading to the initial principal's certificate.

School Administration: 22 hours at the 600 level
EDA 608 Foundation of Elementary School Administration (4)
OR
EDA 609 Foundation Secondary School Administration (4)
EDA 616 School Supervision (3)
EDA 618 School Business Mgmt (3)
EDA 525 School Law (3)
EDA 530 Public & Community Relations (3)
EDA 535 School Facilities (3)
EDA 653 Field Experience (3)
EDA 645 Stats in Educational Administration (3)
EDA 650 Specialist Project (3)
EDA 680 Specialist Experience Fee (0) Required if the Specialist Project is not completed during the semester enrolled
The following courses are required if not completed as part of the student's MA:
EDU 520 Curriculum Analysis & Design (3)
EDU 570 Educational Research (3)

Educational Doctorate Degree (Ed.D.)

Program Description

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 degree 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 master's level in an organized and structured degree program. This is 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 Dissertation. 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.

Criteria for Admission to Doctoral Program

1. Application
2. Resume
3. 3.4 GPA in previous graduate studies
4. Interview and on-site writing sample
5. Four letters of recommendation
6. Graduate Record Examination

Doctorate in Education Course of Study in Educational Leadership (48 hours)

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 741 Superintendent Internship (3)
EDA 745 Statistics in Educational Administration (3)
(Pre-requisite – Educational research)
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)
EDA 780 Capstone Experience Fee (0) Required each semester after Capstone III if dissertation is not completed

Doctorate in Education Course of Study in Instructional Leadership (48 hours)

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)
(Pre-requisite – Educational research)
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)
EDA 780 Capstone Experience Fee (0) Required each semester after Capstone III if dissertation is not completed

Professional and School Counseling

Program Description

The programs leading to a Master of Arts in Professional and/or School Counseling are designed to prepare master's level counseling practitioners. The Professional and School Counseling Programs provide students with a broad base of psychological knowledge and theory integrated with extensive training and practice in the use of counseling skills. Graduates of

the Professional and School Counseling Programs are qualified to work in a variety of school and/or mental health settings with individuals, groups, and families.

The Professional and School Counseling Programs are intensive and comprehensive, requiring a minimum of 48 semester hours of coursework and applied experience. Admission to the Professional and School Counseling Programs is selective, yet flexible. All students are periodically reviewed to assess their academic progress. Only those students who meet program standards will be allowed to continue.

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 that provide counseling services to clients.

Internship students receive individual supervision from qualified professionals at their field sites and will also participate in a group supervision course conducted by a faculty member of the Professional Counseling Program. The Professional Counseling Handbook specifies the details for the Internship experience.

Students in the School Counseling Program must obtain a minimum of 450 hours of Field Placement experience in a school setting (additional hours are required for Illinois certification). Students completing their Field Placement experiences receive individual supervision from a certified school counselor at their site and will also participate in a group supervision course conducted a faculty member of the School Counseling Program. The School Counseling Handbook specifies the details for both Field Placement experiences.

Exit requirements vary by program. Brief descriptions of the exit requirements are provided below. Further information regarding exit requirements is provided in the Professional Counseling Handbook and the School Counseling Handbook.

Master of Arts in Professional Counseling – Missouri Practitioners

Program Description

The 48 hour program listed below is designed to meet the academic requirements toward licensure as a Professional Counselor set forth by the State of Missouri. Additional requirements for licensure can be found at <http://pr.mo.gov>.

Core Curriculum

IPC 511 Foundations of Professional Counseling
IPC 512 Ethics and Professional Issues
IPC 521 Human Growth and Development
IPC 522 Personality Theories and Psychopathology
IPC 524 Adult Diagnosis and Treatment Planning
IPC 541 Research Methods and Program Evaluation
IPC 551 Counseling Theory and Practice
IPC 552 Counseling Skills Lab
IPC 561 Group Dynamics, Process and Counseling
IPC 562 Social and Cultural Foundations of Counseling
IPC 581 Appraisal of the Individual
IPC 582 Lifestyle and Career Development
IPC 590 Counseling Internship (two semesters)

Electives

Students are to choose two of the following course offerings to fulfill degree requirements:

IPC 531 Family Counseling
IPC 532 Marital Counseling
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

Students in the Professional Counseling Program are required to complete a minimum of 600 hours of supervised internship experience over two semesters. Prior to internship, students must have a GPA of 3.0 or higher. Students are expected to earn a grade of A or B in their Counseling Internship (IPC 590) in order to graduate. Students will be required to repeat the course if they earn less than a B.

Exit Requirements

In order to fulfill degree requirements, each student completes one of the following:

IPC 606 Scholarly Paper

or

IPC 605 Comprehensive Examination.

The student must obtain a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Further information regarding exit requirements is provided in the Professional Counseling Handbook.

Master of Arts in Professional Counseling – Illinois Practitioners

Program Description

The 48 hour program listed below is designed to meet the academic requirements toward licensure as a Professional Counselor set forth by the State of Illinois. Additional requirements for licensure can be found at www.idfpr.com.

Core Curriculum

IPC 511 Foundations of Professional Counseling
IPC 512 Ethics and Professional Issues
IPC 521 Human Growth and Development
IPC 522 Personality Theories and Psychopathology
IPC 524 Adult Diagnosis and Treatment Planning
IPC 531 Family Counseling
IPC 541 Research Methods and Program Evaluation
IPC 551 Counseling Theory and Practice
IPC 552 Counseling Skills Lab
IPC 561 Group Dynamics, Process and Counseling
IPC 562 Social and Cultural Foundations of Counseling
IPC 565 Introduction to Substance Abuse Counseling
IPC 581 Appraisal of the Individual
IPC 582 Lifestyle and Career Development
IPC 590 Counseling Internship (two semesters)

Internship Requirement

Students in the Professional Counseling Program are required to complete a minimum of 600 hours of supervised Internship experience over two semesters. Prior to internship, students must have a GPA of 3.0 or higher. Students are expected to earn a grade of A or B in their Counseling Internship (IPC 590) in order to graduate. Students will be required to repeat the course if they earn less than a B.

Exit Requirements

In order to fulfill degree requirements, each student completes one of the following:

IPC 606 Scholarly Paper

or

IPC 605 Comprehensive Examination.
The students must obtain a passing score on the Counselor Preparation Comprehensive Examination (CPCE).
Further information regarding exit requirements is provided in the Professional Counseling Handbook.

Master of Arts in School Counseling – Missouri Practitioners

Program Description

The program of study at Lindenwood University required for recommendation for certification as a School Counselor in Missouri is as follows:

Core Curriculum

IPC 510 Foundations of School Counseling
IPC 512 Ethics and Professional Issues
IPC 513 Principles of School Counseling
IPC 521 Human Growth and Development
IPC 523 Adjustment and Learning Issues in Children and Adolescents
IPC 541 Research Methods and Program Evaluation
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 the Individual
IPC 582 Lifestyle and 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

Electives

Students are to choose one of the following course offerings to fulfill degree requirements:

IPC 531 Family Counseling
IPC 532 Marital Counseling
IPC 542 Statistical Analysis
IPC 564 Crisis Intervention
IPC 565 Introduction to Substance Abuse Counseling
IPC 584 Individual Intelligence Testing
IPC 585 Individual Diagnostic Assessment
IPC 598 Special Topics in Counseling

Education Courses

Students seeking certification under this degree program must hold a valid Missouri teaching certificate as required to teach in public schools in Missouri or complete the following education classes:

Classroom Teaching/Management
Methods of Teaching
Education of the Exceptional Child

Field Placement Requirement

Field Placement 1 consists of 150 hours (350 hours in Illinois) of supervised field experience, and Field Placement 2 is 300 hours (350 hours in Illinois) of supervised field experience for a total of 450 hours (700 hours in Illinois) of Field Placement experience. All Field Placements must be in K-12 settings under the supervision of a certified School Counselor. Students must have at least a 3.0 GPA in order to begin Field Placement 1 or

2. Students are expected to earn a grade of A or B in their Field Placements (IPC 591 and 592/593/594) in order to graduate. Students will be required to repeat the course if they earn less than a B.

Exit Requirements

In order to fulfill degree requirements, each student completes the following:

IPC 605 Comprehensive Examination.

The student must obtain a passing score on the Praxis II. and Electronic Portfolio. The student completes an electronic portfolio demonstrating competencies as delineated by the MoSTEP standards.

Further information regarding exit requirements is provided in the School Counseling Handbook.

Illinois Practitioners

Students who wish to practice as school counselors in Illinois may obtain Illinois Certification under certain conditions. The Illinois State Board of Education requires students who complete an out of state program to obtain additional Field Placement hours (as indicated above) and pass the Illinois Basic Skills Test. Students seeking certification in other states will need to check requirements with their state.

School Psychological Examiner's Certificate – Missouri Practitioners

Program Description

Students who desire the School Psychological Examiner's Certificate must hold 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: Psychology, Educational Psychology, Counseling, or Education.

The program of study at Lindenwood University required for recommendation for certification as a School Psychological Examiner is as follows:

Core Curriculum

EDU 541 Education of the Exceptional Child
EDU 502 Psychology of Teaching and Learning
IPC 521 Human Growth and Development
IPC 523 Adjustment and Learning Issues in Children and Adolescents
IPC 542 Statistical Analysis
IPC 581 Appraisal of the Individual
IPC 584 Individual Intelligence Testing
IPC 585 Individual Diagnostic Assessment
IPC 586 Internship in Diagnostic Assessment

Internship Requirement

The Internship in Diagnostic Assessment consists of 150 hours of supervised field experience. All Internships must be in K-12 settings under the supervision of a certified School Psychological Examiner. Students must have at least a 3.0 GPA in order to begin Internship. Students are expected to earn a grade of A or B in their Internship course (IPC 586). Students will be required to repeat the course if they earn less than a B.

Residency Requirement

Students who earned their master's degree in Psychology, Educational Psychology, Counseling, or Education 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 complete a minimum of 15 semester hours of graduate coursework at Lindenwood University. This coursework must include the following:
IPC 584 Individual Intelligence Testing
IPC 585 Individual Diagnostic Assessment
IPC 586 Internship in Diagnostic Assessment

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 coursework, a directed internship, and capstone project. The program requires 37 hours offered in a quarter calendars.

Core Curriculum

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

- NPA 500 Fundraising and Planning (3)
- NPA 503 Human Resource Management for Nonprofit Organizations (3)
- NPA 550 Management of Nonprofit Organizations (3) * must be taken within first two quarters of program.
- NPA 560 Leadership in Nonprofit Organizations (3)
- NPA 570 Organizational Behavior for Nonprofit Organizations (3)
- NPA 571 Grantwriting (3)
- NPA 580 Nonprofit Budgeting and Financial Management (3)
- NPA 598 Nonprofit Administration Internship (3)
- NPA 599 Capstone Project (1) **must be taken in last quarter of program

Elective Courses:

- NPA 501 American Humanics Student Association (1)
- NPA 581 Strategic and Program Planning for Nonprofit Organizations (3)
- NPA 589 American Humanics Management Institute (1)
- NPA 593,594 Special Topics in Nonprofit Administration (3) includes Program Evaluation, Marketing for Nonprofits, Major Gifts, Corporate and Entrepreneurial, Annual Giving and Special Events, Capital, Endowment and Planned Giving Campaigns.

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

Emphasis Courses

All students must select twelve 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.

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 manager. 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. Students should obtain a copy of the capstone project guidelines from the program manager.

COURSE DESCRIPTIONS

(NOTE: Courses are listed alphabetically by course ID)

American Studies, M.A.

AST 501 Introduction to American Studies (3) This course introduces the interdisciplinary study 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.

AST 586 Special Topics (3) A focused examination of a specific subject in the field of American Studies. May be repeated as topic varies.

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

ART 500 Research Methods in Art (3) This course is an introduction to the research methods employed in art which include 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) This course examines the techniques of art gallery management, curation, exhibits, and preparation of promotional materials for the artist and 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 503 Beginning Costume and Fashion Design Studio (3) This course focuses on the basic components of clothing and costume construction techniques. The studio feature of the class will provide students in theatre and fashion design opportunities to work together within their specific areas of study on various projects. Studio fee may apply. Co-requisite ART 507.

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

ART 507 Patternmaking I (3) This course examines the development of the basic sloper for patternmaking and its manipulation to create original designs by the flat pattern method. Co-requisite: ART 503. Studio fee may apply.

ART 508 Patternmaking II (3) This course is a continuation of sloper manipulation for flat pattern design. Prerequisite: ART 507. Studio fee may apply.

ART 509 Intermediate Costume and Fashion Design Studio (3) This studio course introduces the student to the process of creating original designs. Prerequisites: ART 503 and 507.

ART 510 Printmaking (3) This course offers 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) This course examines patternmaking, grading, and maker-marking in CAD. This course will also focus on pattern designing, grading, detailing, and on-pattern layouts. Students will use the operative tools actually employed by professionals in the fashion industry. Prerequisites: ART 507 and 508. Studio fee may apply.

ART 513 Computer-Aided Design–Flats, Illustrations (3) This course examines the use of the computer to produce fashion-related materials, designs, etc. Prerequisite: ART 515. Studio fee may apply.

ART 515 Studies in Graphic Design and Computer Art (3) This hands-on computer lab course covers the fundamentals and theory of graphic design. Students will become familiar with several design applications that are used in the visual communications industry. Students will manipulate photographs, create custom art work and illustrations, lay out pages, and use the computer as a tool to create fine art pieces. Studio fee will apply.

ART 516 Computer-Aided Design—Textile Design (3) This course focuses on textile design to create prints, patterns, and woven textile fabric, and other fashion-related design materials using U4ia software. Students will be required to build a mini-portfolio. Prerequisite: ART 513. Studio fee may apply.

ART 520 Sculpture (3) This advanced sculpture course examines 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 530 Drawing (3) This advanced drawing course examines a variety of media. Problems with figurative imagery are emphasized. Research problems directed to the needs and interests of students. Repeatable for credit.

ART 531 Figure Drawing (3) This course is an 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. Repeatable for credit. Studio fee.

ART 532 Fashion Drawing (3) This course will introduce students to basic steps of drawing fashion figures. Other facets of this course include rendering fabrics, flat sketches, and fashion accessories. Students will be required to build a mini-portfolio. Prerequisite: ART 530 (or equivalent undergraduate or graduate coursework), ART 531, and permission of the instructor.

ART 534 Fibers (3) In this course, 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 required. Studio fee.

ART 539 Fashion Draping (3) This course focuses on different methods and principles involved in draping fabric on the dress form to create original designs. Projects begin with a draping plan and fashion sketches to identify the creative elements and determine the draping techniques required. Prerequisites: ART 507 and 508. Studio fee may apply.

ART 540 Ceramics (3) This course covers the 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. This course results in the production of sculptural as well as functional works. Research problems are directed to the needs and interests of students. Repeatable for credit. Studio fee.

ART 546 Digital Imaging (3) This course explores the use of digital imaging applications. Topics such as scanning, image correction and manipulation, resolution and color space requirements, and production practices will be covered. Students will become familiar with the tools, palettes, menus, and creative capabilities of the software. This class will utilize lecture, demonstration, discussion, and hands-on experiences. Prerequisite: ART 515 or permission. Studio fee will apply.

ART 548 Vector Graphics (3) This course explores the use of vector-based illustration applications. Students will become familiar with the tools, palettes, menus, and creative capabilities of the software. This class will utilize lecture, demonstration, discussion, and hands-on experience. Prerequisite: ART 515 or permission. Studio fee will apply.

ART 549 Advanced Page Layout (3) This advanced course focuses on the design and production aspects of page layout software. This lab-based class will include the study of typography, page design, and page architecture. The use of CMYK, spot colors, and paper selection will be reviewed. At the conclusion of this class, the student will be able to conceptualize, design, and produce projects for a wide variety of pre-press demands. Additional topics may include preparing projects for web- and paper-based distribution, building self-contained high and low resolution files. Prerequisite: ART 515 or permission. Studio fee will apply.

ART 552 Advanced Costume and Fashion Design (3) This course focuses on designing and merchandising a coordinated line. Prerequisites: ART 507, 508, and 509. Studio fee may apply.

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

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

ART 557 Ancient Art (3) This course is the study of the art and architecture of the ancient Near East, Egypt, the Aegean, Greece, and Rome.

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

ART 561 Twentieth Century Art/Modern (3) This course examines 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.

ART 562 Twentieth Century Art/Contemporary (3) This course is the 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) This course is a survey of women artists and images of women in art from the prehistoric era to the present.

ART 564 Non-Western Art (3) This course is the 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. Repeatable for credit as focus changes.

ART 565 Internship (3-6) This course requires 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 566 Fashion Internship (3-6) This course requires supervised work experience for the graduate student. Individuals will be required to complete 200 hours of supervised work for every 3 hours of credit earned. A detailed evaluation of the student's performance in the work place in required and will be provided by the on-site supervisor. Prerequisite: permission of the instructor. May be repeated with departmental permission.

ART 567 Fashion Show Production (3) In this course, graduate students will work closely with the course instructor to provide leadership, guidance, and supervision for all the component parts of planning and implementing the professional and high school fashion shows in the Spring. Prerequisite: permission of the instructor. Repeatable for credit.

ART 570 Graduate Projects in Art (3) This course is 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. Repeatable for credit.

ART 571 History of Costume and Fashion Design (3) This course is structured as an overview of the history of Western dress.

ART 576 Fashion Accessories (3) This course is designed to introduce students to the study of fashion accessories. It will include an overview of the historic and contemporary components of accessories to enable students to better predict fashion trends. The specific accessories selected for study in this class may vary from semester to semester. Prerequisite: ART 503. Studio fee may apply.

ART 577 Computer Art I (3) This course is designed to stress the mastery of software systems presented in the graphic and computer art sequence of coursework. Professional design practices will be stressed. Coursework covers the advanced use of design applications to create professional portfolios.

Prerequisites: ART 546, ART 548, ART 549. Studio fee will apply.

ART 578 Computer Art II (3) This course is a continuation of ART 577. Assignments will focus on traditional and digital portfolio development. Students will also learn how to prepare their work for exhibition. Coursework will emphasize aesthetic elements with instruction and criticism appropriate to the need and level of the individual student. Prerequisite: ART 577. Studio fee will apply.

ART 581 Photography (3) This course is the study of 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) This course is the study of painting, sculpture and architecture of the Renaissance in Italy and Northern Europe from 1300 to 1600.

ART 584 Graduate Production Design Practicum (3) This course involves practical experience designing for an existing company. The company's past sales history and current fashion trends will be researched in depth and a sample line for the upcoming season will be designed and constructed. Students will merchandise the line, and the finished product line will be critiqued. Prerequisites: ART 508 and 509.

ART 586 Special Topics (3) This course consists of 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 588 Fashion Portfolio Design (3) This course is designed to help the student to create a professional portfolio. The emphasis of this course will be on further development of illustration skills as well as the use of various media and presentation techniques employed to present the portfolio. Prerequisites: ART 532 and permission of the instructor.

ART 591, 592, 593 Independent Study (1-6) This course offers an 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 is required.

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.

Communications

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

COM 507 Writing for the Electronic Media (3) This course is a laboratory experience 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) This course examines the 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) This course offers 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) This lab-based course is 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 are included

COM 566 Advanced Web Page Design (3) This lab-based course is 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) This course consists of 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 in this course. 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 through this course which is repeatable for credit, as subjects vary.

COM 592 Communications Workshop (3) This class focuses on an 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) This course consists of 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) This course consists of individually designed studies in communication.

COM 596 Special Projects II (3) This course consists of individually designed studies in communication.

COM 597 Special Projects III (3) This course consists of individually designed studies in communication.

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

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 provides practicing special educators, special education administrators, and regular school administrators with experience in dealing with common problems that 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 introduces 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 provides the student with knowledge and understanding of the effects of the legal system on education. Areas included include the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

EDA 530 Public and Community Relations (3) This course 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 545 Special Education Law (3) This course begins with an introduction to the statutory framework and major decisions affecting special education. It then turns to the topic of individual education plans and placement issues. The second half of the class focuses on dispute resolution in special education cases, including due process hearings and mediation. Emphasis is placed on procedural and substantive rights of children with disabling conditions are stressed.

EDA 598 Special Education Field Experience for Administrators Through participation, observation, and reflective practice, students will develop the fundamental skills needed to become competent, conscientious, and compassionate special educators administrators. Students will continue to build skills in the areas of observation, data collection, and assessment; adaptation of curriculum and materials; instructional planning and delivery; classroom management and supervision; and collaboration, consultation, and communication with parents, teachers, and other professionals. While delivering services in the role of a special educator administrator, students respond to the various ethical, legal, cultural, and interpersonal concerns presented and adhere to the CEC Code of Ethics and Standards for Professional Practice.

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

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 608 Foundations of Elementary School Administration and Organization (4) This course will enable the student to develop an understanding of 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. The student will apply the learned understanding, knowledge and skills to the function and role of the effective elementary school principal. This application will include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate.

EDA 609 Foundations of Secondary School Administration and Organization (4) This course will enable the student to develop an understanding of 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. The student will apply the learned understanding, knowledge and skills to the function and role of the effective secondary school principal. This application will include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate.

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 includes both instructional and classified personnel and gives 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) This course is the 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 616 School Supervision (3) This course introduces 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 618 School Business Management (3) The student will become 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 Local Education Agent.

EDA 620 School District Administration (3) This course includes an 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 626 School Law (3) This course provides 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 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) This course 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 provides 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 provides an opportunity for the student 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 examines statistical techniques used in the analysis of data and helps 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 requires the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

EDA 653 Field Experience (3) This course provides 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.

EDA 680 Specialist Experience (0) This is a non-credit course designed to keep enrollment open in the EdS program while students complete the EdS requirements.

Doctor of Education

EDA 700 Instructional Program Leadership and 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 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) This course is 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 741 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 examines statistical techniques used in the analysis of data and helps 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 748 Instructional Leadership Internship (3) Students will have meaningful and practical experiences in an actual relevant setting during the course. The internship is designed to place candidates in the cooperating setting during critical times of instructional planning. Students will demonstrate their ability to apply knowledge and skills learned in core courses under the collaborative partnership of the University and the assigned placement leadership. Experiences will include studying key concepts and skill used by effective leaders, observing good models, and by experiencing decision making in a institutional setting.

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 students can use to make better decisions. The course begins with an overview of how educators actually make decisions and then details a user-friendly process for how educators should make decisions. 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. A classroom community will be created as the primary resource for supporting each student's interests in school administration and development as an educational leader, researcher, and team player. 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 EdD program while students complete the EdD requirements.

Library Media Specialist Certificate

EDL 500 Libraries and Librarianship (1) This course 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) This course investigates principles of organization and administration of the library and media center and its relationship to its many publics.

EDL 510 Cataloging and Classification (3) This course examines principles and practices of organizing information and creating bibliographic records.

EDL 515 Information Technologies for the Media Center (3) This course consists of 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) This course consists of an 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) This course examines the selection, evaluation, and use of traditional and electronic reference sources for school library media centers.

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

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

EDL 540 Material Production (3) This course is 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) This course 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.

Special Education

EDS 502 Behavior Management (3) This course is 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 course 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) This course includes a 30-hour practicum 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 Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4) This course is 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. This course does not include instruction in IEP writing. Prerequisites: certification in elementary, secondary, or learning disabilities, behavior disorders, mental retardation.

EDS 529 Intro and Methods of Teaching Children with Mental Handicaps (4) This course allows the student to examine theories, classification system, characteristics, historical data and related resources related to students with mental disabilities. 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 behavior disorders, or 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 traditional 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) 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. 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.

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; and 3) the teacher's sensitivity and willingness to adapt instruction to experiential needs of students. Graduate students are expected to examine research literature.

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

EDU 500 Foundations of K-12 Education (3) This course consists of 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 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) In this course, 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. This course includes a ten-hour practicum. Prerequisites: EDU 502 and EDU 521.

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) This course is 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) This course is designed to provide students with various organizational patterns for establishing educational programs for young children. Issues and concerns of administering 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 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) This course includes entry-level concepts and is a prerequisite for future study in the field. The course introduces students to basic terminology, theories, and general approaches and 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) This course is 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) This course involves a study of the nature of language, the normal sequence of language development, and an introduction to the theories of language acquisition. The course includes a concern for understanding the influence of the

environment and culture in language development, development of techniques and materials for stimulating language growth, identification of speech and articulation problems and appropriate referral methods, familiarity with instruments and techniques for assessing language development.

EDU 517 Introduction to Early Childhood/Special Education (3) 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. Students will discuss 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 is designed so that 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 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 (3): Practicum: 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 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 527 Early Childhood Cognitive Curriculum Concepts (3)

This course will provide the student with techniques, methods and materials used in the curriculum areas of science and social studies for the young child (ages 3-8). Students will review relevant child development issues, learn the rationale for teaching these curriculum areas, and the importance of integrating them into the entire curriculum. Development and implementation of lesson plans are a part of this course.

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 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 issues of teaching the specialty subject in middle and high schools. New materials and methods are examined, implemented and evaluated.

EDU 538 Character Education (3) This course 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. The 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 involves 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. A practicum will be individualized to address the needs, abilities; and prior educational and professional experiences of the students and 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) This course focuses on 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 designed to update practicing teachers in educational research, theory, strategies and techniques that will provide added expertise to the schools. This course 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) This course 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) This course develops an understanding within the student 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 573 Implementing Vocational Business Education Programs (3) This course fulfills the necessary requirements for DESE to become vocationally certified for Business High School teachers. After successful completion of this class, the student will be qualified for Business Vocational Education Certification. This class covers the procedure to begin, expand, and continue Vocational Business classes within the school. The process of conducting a Vocational Business Education Class within the high school setting will be addressed.

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 583 Character Education Instructional Techniques

This course is designed to provide educators with opportunities to learn about and share instructional techniques regarding character education in educational settings. Students will develop, implement, and participate in a variety of K-12 learning activities that can be used in schools and classrooms to promote and enhance student character education. Activities and teaching strategies in this course could be used in the implementation and expansion of character education programs at the building level.

EDU 584 Character Education Curriculum Design

This course focuses on the writing and development of character education curriculum. Students will research the field of character education and develop a unique curriculum with a character education emphasis for their particular educational setting. Students who have successfully completed EDU 570 may take this course in place of EDU 520: Curriculum Analysis and Design. This course may be taken in addition to EDU 520 for students wishing to take an additional elective curriculum course. This course is not recommended for Educational Administration students.

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) This course 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) This course 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 500 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 500-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 500-hour internship.

EDU 597 Marketing Field Experience IV (3) This course is a continuation of EDU 596. The student will continue to accumulate hours toward the state requirement for certification. Requirements for this course include a 500-hour internship.

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

EDU 600 Master's Project (3) This course 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.

Professional and School Counseling

IPC 510 Foundations of School Counseling (3) This course is 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) This course is 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) This course is the study of professional programs/organizations and codes of ethics. Students examine professional identity issues in the mental health field and current political, legal, and ethical issues affecting the practice of counseling and review the current status of professional training standards and licensing.

IPC 513 Principles of School Counseling (3) This course is an introduction to functions and components of a comprehensive school guidance program, with practical strategies for planning, organization and implementation of such programs. The course includes program evaluation, collaboration with school personnel and legal and ethical issues related to school counseling.

IPC 521 Human Growth and Development (3) This course is a study of human growth and development from infancy through old age and covers psychological, sociological, and physiological aspects of development as students examine development theories and research and their implications for counseling interventions.

IPC 522 Personality Theories and Psychopathology (3) This course is 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 Issues in Children and Adolescents (3) Students will develop an understanding of the factors that affect developmental crisis, disability, psychopathology and learning difficulties in children and adolescents. The course also focuses on counseling strategies in working with students who display such adjustment problems and learning difficulties.

IPC 524 Adult Diagnosis and 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 (3) This course is an 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 (3) This course is a study of theories, research, and skill development in premarital, marital, divorce, and remarriage counseling.

IPC 541 Research Methods and Program Evaluation (3) This course prepares students to understand, interpret and critically analyze research based counseling literature and focuses on principles and methods of designing counseling outcomes research and evaluation studies as well as methods of data collection and data analysis. Students will be provided with a basic understanding of statistical analysis and interpretation in

research literature.

IPC 542 Statistical Analysis (3) This course is the 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. Students will receive hands-on experience with data management using computer software. This course is required for students opting to do a scholarly paper.

IPC 551 Counseling Theory and Practice (3) This course is an intensive study of the basic theories, principles, and methods of counseling.

IPC 552 Counseling Skills Lab (3) This course consists of experiential integration of theoretical material and counseling skills to enable the counselor to understand the client's problems more fully and accurately and to intervene effectively.

IPC 553 Theories of Counseling Children and Adolescents (3) This course focuses on theories of counseling as they apply to children and adolescents and examines effective counseling strategies for working with the population.

IPC 561 Group Dynamics, Process and Counseling (3) This course is the study of the principles of group dynamics with an exploration of the processes of group interactions. Students will examine 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) This course is the study of the social bases of behavior with an emphasis on the influence of culture and cultural differences on the counseling process. Students will examine 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) This course is the 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) This course 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) This course examines the development and implementation of solution-focused strategies and skills when working with students, school personnel, and families in a school setting. The course requires intensive case studies.

IPC 581 Appraisal of the Individual (3) This course is an introduction to psychometrics and methods of appraisal.

Students will examine several data collection approaches including interviewing and testing and consider 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. Lab fee.

IPC 582 Lifestyle and Career Development (3) This course is the study of major theories of career development including career choice theories and models of career decision making. Students will examine the relationship between career choice and lifestyle. The course serves as an introduction to career counseling techniques and sources of occupational and educational information. Lab fee.

IPC 583 Analysis of the Individual (3) This course offers intensive study and practice in the administration, scoring and interpretation of several psychological tests used with children and adolescents and the preparation of comprehensive case reports. Lab fee.

IPC 584 Individual Intelligence Testing (3) This course is a 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. Lab fee.

IPC 585 Individual Diagnostic Assessment (3) This course is the study of assessment instruments other than measures of intelligence used in diagnosing children and adolescents. Lab fee.

IPC 586 Internship in Diagnostic Assessment (3) Students work in a school or clinical setting assessing children and adolescents, participating in diagnostic teams, and determining educational needs. They are supervised by a certified School Psychological Examiner as well as a faculty member.

IPC 590 Counseling Internship (3-6) Students complete 600 hours of clinical practice in agency settings. 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. Advance approval from the Professional Counseling Faculty Advisor is required for registration.

IPC 591 Field Placement 1 (3) Students complete 150 hours of clinical practice in a mental health or school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee.

IPC 592 Field Placement 2 K-8 (3) Students complete 300 clock hours in an elementary school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee.

IPC 593 Field Placement 2 Secondary 7-12 (3) Students complete 300 clock hours in a secondary school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee.

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 school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee.

IPC 598 Special Topics in Counseling (1-6) This course examines topical issues in counseling theory, research, and practice.

IPC 605 Comprehensive Examination (0) This includes the standardized Counselor Preparation Comprehensive Examination (CPCE) or the Praxis II examination. There will be a fee for the examination.

IPC 606 Scholarly Paper (0) Students complete a scholarly paper. Students register for the culminating project after completion of IPC 541 Research Methods and Program Evaluation. Students will receive an incomplete grade for this project until the scholarly paper is finished and approved by a review committee.

Business: M.B.A and M.S.

MBA 500 Communications in the Corporate Environment (3) This course consists of 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 504 Business and Management Ethical Issues (3) Through the use of case studies, course ethical dimensions and issues confronting business decision making.

MBA 506 Business and Marketing Fundamentals (3) This course includes basic studies of business and marketing environments and trends and business implications. Emphasis is given to managing, marketing, finance, business strategies, decision-making, business terms and concepts. This course includes the use of case studies to apply theory through practice.

MBA 509 Management Policies and Practices (3) In this course, students will study classical and modern management theories of organization; the functions of management; external and/or environmental aspects bearing on managerial responsibility; development of practical management policy as guides to managerial decision-making; and human aspects of management including motivation, workplace equity and demographic diversity. This course includes the use of case studies to apply theory through practice. Prerequisite: MBA 506 or equivalent – may be taken concurrently.

MBA 510 Financial Accounting Concepts (3) This course is the examination of generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports. It is 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 will be examined in this course. Topics include 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 will be examined in this course. 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.

MBA 513 Advanced Accounting (3) This course examines specialized topics in advanced financial accounting; partnership accounting; and corporate consolidations and mergers, estates and trusts. Prerequisite: MBA 515.

MBA 514 Auditing (3) This course investigates 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.

MBA 515 Intermediate Accounting I (3) This course examines 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.

MBA 516 Individual Tax Planning (3) This course examines concepts of Federal and State income taxes as applicable to individuals with a detailed approach with emphasis on planning and compliance reporting.

MBA 517 Governmental & Nonprofit Accounting (3) This course examines concepts of accounting and financial reporting for federal, state, and local government and nonprofit organizations. Prerequisite: MBA 510.

MBA 518 Business Tax Planning (3) This course examines 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.

MBA 519 Special Topics in Accounting (3-6) This course is 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 emphasis. Subject areas examined 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 520 Java Programming (3) This course is designed to give the student a working knowledge of the Java programming language. 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 databases access. Prerequisite: MBA 522.

MBA 521 Management Information Systems (3) This course examines concepts of computer and communications technology for user-managers. The focus is 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) This course examines the development of business applications using Visual Basic. 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) This course consists of 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. The course covers linear programming, transportation problems, inventory models, project management, decision analysis, simulation and forecasting. Prerequisite: MBA 521.

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.

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.

MBA 526 Database Management Systems (3) This course provides a 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) This course is a continuation of program development using the latest version of Visual Basic. Emphasis on writing database programs using ActiveX data objects (ADO) and creation of class modules. Prerequisite: MBA 522.

MBA 528 Business Law and Ethics (3) This course is the study of terminology, principles of contract law and ethical issues applicable to the contractive problems in the operations of a business, including relevant provisions of the uniform commercial code. The application of the principles of law by the entrepreneur/manager in operating the business, legal liability with whom he/she deals, and the legal aspects of business in difficulty. Prerequisite: MBA 506.

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. Prerequisite: Permission of instructor, MBA 522.

MBA 531 Financial Policy (3) In-depth issues and techniques of financial management, cost of capital, capital budgeting and value creation are examined. The course includes the study of financial markets, instruments and institutions. Prerequisite: MBA 510.

MBA 532 Managerial Finance (3) The focus of this class is on 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 are discussed. Prerequisite: MBA 531.

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

MBA 534 Real Estate Finance (3) This course consists of the study of techniques and conventions of real estate finance and 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.

MBA 535 Mergers & Acquisitions (3) This course examines corporate mergers, acquisitions and divestitures from a strategic and financial perspective as well as 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.

MBA 536 Money and Banking (3) This course is the study of macroeconomic policy analysis as related to financial markets, institutions, and monetary authority. Money, interest rates, monetary policy and financial market structure are examined. Prerequisite: MBA 531.

MBA 537 Consumer Finance (3) This course examines 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) This course consists of an 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 539 Special Topics in Finance (3-6) This course is 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 emphasis. The subject area will cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topics 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.

MBA 541 Organizational Behavior & Development (3) This course is an analysis of primary factors affecting individual and group behavior in organizations and examines the structure and behavior within organizations that impact performance, morale, and profitability.

MBA 542 Principles of Management in Sport Administration (3) This course is the study of the management and decision making processes of sport organizations. The class overviews the skills required to successfully run a sport company or organization at the youth, amateur, professional and international levels. The functions of management, marketing, decision making and leadership styles are examined.

MBA 543 Human Resource Management (3) This course is an overview of 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 544 Sports Marketing and Promotion (3) This course focuses 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) is included.

MBA 545 Management and Business Law (3) This course is a study 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 is investigated. Prerequisite: MBA 541.

MBA 546 Managerial Problem Solving (3) This course is the 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 509.

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.

MBA 548 Leadership in Structured Situations (3) This course is designed to develop an understanding of the function and the context of the leadership role in formal organizations through the examination of leadership research and theories of leadership effectiveness. The basis for exercising influence and the situational factors affecting leadership are examined. Emphasis will be on understanding the leadership function as well as developing thinking and action capabilities for improving leadership effectiveness.

MBA 549 Special Topics in Management (3-6) This course is 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. Prerequisite: MBA 509.

MBA 550 Marketing Principles and Issues (3) This course is an introduction to the principles of marketing, the role of marketing in society and in organizations (for-profit and non-profit), and the various factors that influence marketing decision-making. Activities include the study of planning, pricing, promotion, and distribution of products and services to consumer and business markets. Increase overall understanding of marketing as a business discipline, utilize systematic approaches to diagnosing and solving marketing problems and issues, and analyze and develop organization-wide marketing strategies, as well as strategies for individual programs, services, or products.

MBA 551 Marketing Strategy and Management (3) This course examines the application of marketing concepts with an emphasis on strategic marketing planning and marketing decision making. Dynamics of developing a marketing plan with a focus on matching opportunities with a company's resources are reviewed. Prerequisite: MBA 550.

MBA 552 Marketing Information and Research (3) This course is the 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.

MBA 554 Advertising and Promotional Strategy (3) This course is the 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 is examined. Prerequisite: MBA 550.

MBA 555 Product Management (3) This course consists of a review and study of the product management system, the role of the product manager in the firm, and the required with other areas with 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.

MBA 556 Business-to-Business Marketing (3) This course is the

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.

MBA 557 Personal Selling and Sales Management (3) This course is the in-depth analysis of both personal selling as a marketing component and the organization and management of the selling function within a firm. The course will explore sales force interaction with customers and prospects to make sales and build relationships and examine staffing, training, evaluation, budgeting, goal-setting, motivation, and compensation of the sales force. Prerequisite: MBA 550.

MBA 559 Special Topics in Marketing (3-6) This course is 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 emphasis. The 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 560 Small Business Management (3) This course is an examination of principles and methods in the operation of a small business. Emphasis will be 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 531 and MBA 550.

MBA 561 Labor Relations (3) This is an 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.

MBA 562 Employee Training and 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 are examined in this course Prerequisite: MBA 543.

MBA 563 Personnel Law (3) This course examines basic law as applied to personnel issues. Topics include 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.

MBA 564 Compensation and Benefits (3) This course is an overview 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.

MBA 565 Entrepreneurship & Growth (3) This course covers the steps involved in selecting, launching, financing, and managing a new business. Preparation of a business plan is a central focus. Prerequisite: MBA 509, MBA 511, and 550. Recommended MBA 531.

MBA 566 / NPA 566 Human Resource Management for Nonprofit Organizations (3) This course is 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 is taught by an instructor with experience in the nonprofit field.

MBA 567 Sports Law (3) This course is the 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 568 Public Relations (3) This course is the 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 will include 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.

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

MBA 570 International Business Operations (3) This course is an introductory class 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. The course includes an analysis of import/export opportunities, problems, and constraints, particularly from the American business point of view.

MBA 571 International Risk and Politics (3) This course consists of an 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 will be 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 are examined.

MBA 572 International Management (3) This course examines organizing, staffing, and managing the international enterprise.

Topics include 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 are investigated.

MBA 573 Administration of Health Promotion/Wellness (3) This course is the examination of the design, implementation and evaluation of health promotion programs. Interfacing of the major current health issues and health promotions/wellness programs will be examined.

MBA 574 International Marketing (3) This course 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 are discussed. Prerequisite: MBA 550.

MBA 575 International Business Communications (3) This course is 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 will be discussed along with the study of interpersonal communications for business in various cultures.

MBA 576 International Business and Cross-Cultural Communications (3) This course is one of two introductory classes for the International Business Program. It 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.

MBA 577 International Finance (3) This course is the investigation of the international financial environment including the 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 are investigated. Prerequisite: MBA 531.

MBA 578 International Business Law (3) This course examines the process of adjudication across national boundaries relating to transactional business activities. The legal interrelationships among countries, individuals and business organizations are discussed. Areas covered include taxation, antitrust and restrictions, trade practices legislation as well as tariffs, quotas, and other trade obstacles, 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 is paid to patents, trademarks, trade names, copyrights and trade secrets in the international market and the agencies enforcing these areas.

MBA 579 Special Topics in International Business (3-6) This course is 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 emphasis. The 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.

MBA 580 Operations Management (3) This course examines a blend of concepts relating to operations management systems in both the manufacturing and service sectors. Operations management topics include: e-business, forecasting, global operations, just-in-time inventory, logistics, outsourcing, project management, supply chain management, system design, and TQM (total quality management).

MBA 581 Managerial Economics (3) This course discusses the tools and techniques for analyzing economic developments that impact management decisions and policy and includes application of microeconomic principles to the management of the firm.

MBA 582 Analysis of Business Conditions (3) This course consists of interpretation of economic trends and analysis of business conditions. It emphasizes macroeconomic and monetary policy and the institutional environment of the U.S. economy.

MBA 583 International Economics (3) In this course, 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 are examined. 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 581.

MBA 584 Statistics and Quantitative Analysis (3) This course consists of an examination of the application of statistical analysis in business and the use of quantitative techniques in managerial decision making. Topics include measures of central tendency, probability and distribution, sampling and statistical inference, techniques of statistical analysis, and modeling techniques.

MBA 590 Intermediate Accounting II (3) This course examines the development, application and importance of accounting standards, principles, and conventions, including current FASB opinions. Issues covered relate to debt classification, contributed capital, retained earnings, statement of cash flows, leases and pensions. Prerequisite: MBA 510. Recommended MBA 515.

MBA 592 Financial Statement Analysis (3) This course examines 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. Case studies are included. Prerequisite: MBA 511 and MBA 531.

MBA 593 Governmental Budgeting (3) This course is 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 are examined.

MBA 594 Public Management: Principles, Applications, and Ethics (3) This course is the 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 address the applications and limitations of applying business thinking to government programs.

MBA 595 Economic Issues for Contemporary Business (3) This course is the 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 596 Program Implementation and Evaluation (3) What is effective policy? Studying how to implement new programs and evaluate existing programs provides the framework for this course. In addition, conflict and cooperation 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, and 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 599 Special Topic in Public Management (3) The purpose of this course is to offer specific topics not addressed by the four required course in Public Management (MBA 593, 594, 596, 598).

MBA 601 Business Policies and Strategies (3) This course is the capstone MBA offering utilizing a top management perspective. Students explore the practices and problems that confront the modern business organization through business simulation studies or case study analysis. To be taken during students last term.

MS 600 Thesis (6) This class consists of a comprehensive examination of a problem in the student's emphasis discipline. The course is a requirement for the Master of Science in business degree.

SMA 598 Practicum in Sport Administration (3-6) 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. The setting for the practicum will be decided by the organization, the advisor, and the student.

Nonprofit Administration: M.A.

NPA 500 Fundraising and Planning (3) This course is the 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 501 American Humanics Student Association (1) This course consists of participation on the American Humanics Student Association and its projects.

NPA 503 Human Resource Management for Nonprofit Organizations (3) This course is an exploration of human resource management from the beginning of job analysis and design, to 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.

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

NPA 560 Leadership (3) Students will gain 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 570 Organizational Behavior for Nonprofit Organizations (3) Effective and responsible management of organizational behavior requires that managers understand and develop a capacity to manage their own behavior, influence the behavior of others at the interpersonal and group levels, and act as individual public leaders in their interactions with the public and its representatives. As a result, this course will be organized around three central themes: 1) the importance of understanding the behavior, motivations and actions of individuals in the public service; 2) a focus on the distinctiveness of management and leadership in nonprofit organizations; and 3) an emphasis on students learning not only from required reading but also from experience.

NPA 571 Grantwriting (3) This course is a study of the realities of the grant seeking process and the methods of preparing a high-quality grant proposal and focuses on developing and refining nonprofit management skills that contribute to more effective grant writing: 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) This course is a 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) This course is 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) This course consists of attendance and participation at the annual AH management institute.

NPA 593 Special Topics in Nonprofit Administration (3—may be repeated with different topics) This course consists of directed studies in the management and leadership of nonprofit organizations or a special 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. The setting of the internship will be decided by the nonprofit supervisor, faculty advisor, and student.

NPA 599 Capstone Project (1) This course is an individualized graduate project that 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.

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

TA 500 Graduate Practicum (1-3) This course consists of 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) This course offers an 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 of the instructor.

TA 509 Theory and Composition of Dance II (3) This course offers further study of dance theory and composition through analysis and performance. Prerequisite: TA 508 or permission of the instructor.

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) (3) (3) This course consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's 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 (3) This course offers 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. Should be taken in conjunction with TA 511.

TA 517 Graduate History of Costume and Fashion (3) This course is structured as an overview of the history of Western dress.

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) This course is the 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) This course examines specific genre in dramatic literature.

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

TA 548 Graduate Stage Management (3) This advanced course investigates 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) (3) (3) This course consists of the application of theories and styles of costuming, lighting and/or scenic design for various kinds of plays. Portfolio materials will be developed following is a list of the topics for each studio. Each studio is repeatable for credit. Prerequisite for all studios in this sequence is TA 515 or TA 517. Each course in this sequence requires permission of the instructor.

TA 551 Scenographic Techniques.

TA 552 Lighting Design.

TA 553 Costume Design.

TA 554 Technical Direction

TA 556, 557, 558, 559 Graduate Technique Studio I, II, III, IV (3) (3) (3) (3) This course offers 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) Students participate 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) This course is 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) This course is 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. Prerequisite: permission of the instructor.

TA 574 Graduate Dance Theory and Composition (3) This course is an exploration of the basic compositional theories of dance through the mastery of improvisational movement techniques and the creation of dance compositions. Significant performing is required as are moderate reading and written assignments. Repeatable for credit. Prerequisite: two semesters of dance technique or permission of the instructor. It is recommended that the course be taken with a dance technique course.

TA 575 Graduate Seminar in Dance (1-3) This course offers 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 of the instructor.

TA 579 Graduate Seminar in Voice (1-3) This course offers 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) This course is an advanced studio offering 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 6 credit hours or the equivalent in jazz dance, and a minimum of 3 credit hours or the equivalent in tap dance. Repeatable for credit. Prerequisite: 8 credit hours or the equivalent of formal training in vocal music, a minimum of 6 credit hours or the equivalent in jazz dance, and a minimum of 3 credit hours or the equivalent in tap dance.

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.

Faculty

Abbott, Marilyn S. (1997)

Professor of Biology and Dean of Sciences
A.B., Indiana University, Ph.D., Purdue University; Postdoctoral Fellow, Harvard University Biological Laboratories

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, Music Program Manager, and Band Director
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

Andreoff, Marsha (2006)

Assistant Professor of Counseling
B.A., Saint Louis University; M.Ed., Wayne State University; M.A., Washington University; ABD, Saint Louis University

Arns, David H. (1999)

Program Manager of Marketing and Program Manager of Marketing
B.S., Southern Illinois University-Carbondale; M.S., Southern Illinois University-Edwardsville

Ayres, Deb (2008)

Assistant Professor of Education
B.S., Missouri State University; M.S. University of Missouri-St. Louis; Ed.D., University of Missouri-Columbia

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

Barnes, Janet L. (2007)

Assistant Professor of Education
B.S., M.Ed., University of Missouri-St. Louis

Beckerle, Jack (2001)

Associate 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 and Dance Coach
B.S., Southern Illinois University-Edwardsville; MFA, University of Iowa

Bice, Cynthia (2006)

Associate Professor of Education and Dean of Teacher Certification Programs
B.A., Lindenwood University; M.S., Central Missouri State University; Ed.D., Saint Louis University; Post-Doctoral, Yale University

Biggerstaff, Randy (1997)

Associate Professor of Education and Athletic Trainer
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

Bishop, Melanie (2008)

Assistant Professor of Education
B.S., Southwest Baptist University; M.A., Lindenwood University

Blackburn, William H. (1999)

Associate Professor of Education
B.S., Murray State University; M.Ed., University of Missouri-Saint Louis; Ph.D., St. Louis University

Blasi, Gerald J. (2006)

Associate Professor of Nonprofit Administration and Program Manager of Nonprofit Administration
B.A., Boston University; J.D., St. John's University; M.A., Ph.D., Binghamton University (SUNY)

Bobo, Luke B. (2007)

Assistant Professor of Christian Ministry Studies and Director of Christian Ministry Studies Degree Program
B.S., University of Kansas; M.S., University of Missouri-Columbia

Boyd, James W. (2008)

Associate Professor of Management, and Program Manager of Finance
B.A., University of Texas at Austin; M.B.A., Ph.D., University of Arkansas

Boyle, Richard A. (1997)

Professor of Education, Vice President for Human Resources, and Dean of Faculty
B.S., University of Arkansas; M.S., Texas A&M University; Ph.D., Saint Louis University

Brennan, Daniel J. (2007)

Assistant Professor of Education and Athletic Trainer
B.S., M.A., Western Kentucky University

Brickler, Kimberly K. (2003)

Assistant Professor of Management
B.S., Truman State University; M.B.A., Saint Louis University

Briones, Marella (2005)

Assistant Professor of Music
B.M.E., Michigan State University; M.M., Michigan State University

Brown, David (2000)

Associate Professor of Philosophy and Program Manager of Philosophy
B.A., Gordon College; M.A., University of Houston; Ph.D., University of Toronto

Brown, Linda (2006)

Assistant Professor of Education
B.A., Southwest Baptist University; M.Ed., Drury University

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 and Program Manager of Retail Merchandising
B.S., University of South Dakota; M.B.A., Lindenwood University

Carlos, Peter (2004)

Associate 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, Saint Louis University

Castro, Michael (1980)

Professor of Communications and Director of Communications Degree Programs
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 Political Science and Humanities and Program Manager of Political Science
B.A., Adelphi University; M.A., Ph.D., New York University; M.B.A., Lindenwood University

Clark, Anthony (2008)

Associate Professor of Management, Director of ISEE and Program Manager of Economics
B.S., M.A., Ph.D., University of Missouri-Columbia

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

Delgado, Ricardo A. (2006)

Assistant Professor of Chemistry and Program Manager of Chemistry
B.S., Texas A&I University, M.S., Ph.D., University of Missouri-St. Louis

Dewan, Florence (2003)

Assistant Professor of Fashion Design and 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.S., Dhaka University, Ramna Dhaka, Bangladesh; M.S., Brock University, St. Catharines, Ontario; M.S., University of Missouri-St. Louis; M.S., Bangladeshi University, Bangladesh; Ph.D., Iowa State University

Douchant, Rachel (2005)

Assistant Professor of Philosophy
B.A., Lindenwood University; ABD, Saint Louis University

Dougherty, John (1994)

Professor of Education and Mathematics, and Dean of Education
A.A., Southwest Baptist College; B.S., Southwest Missouri State University; M.S., University of Missouri; Ph.D., Saint 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

Eberhart, Judith K. (2007)

Assistant Professor of Marketing
B.S., M.B.A., Southern Illinois University-Edwardsville; D.Mgmt., Webster University

Elder, James (2005)

Assistant Professor of Management and Program Manager of Entrepreneurial Studies
B.A., University of Missouri-Columbia; M.B.A. Southern Illinois University-Edwardsville

Ellis, Roger (1997)

Professor of Management and Associate Dean and Director of Golf
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., Saint Louis University; Ed.S., Southern Illinois University-Edwardsville

Engleking, Charlene (1995)

Associate Professor of English and Director of Communications Clusters
B.A., Southwestern College; M.Ed., University of Missouri-Columbia; Ph.D., Mannin University

Evans, James D. (1974)

Professor of Psychology and President
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

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 James (2007)

Assistant Professor of Biology
B.A., University of Missouri-Columbia; Ph.D., University of Tennessee

Fournier, Rift (2006)

Artist in Residence, Communications
B.S., Creighton 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 and Program Manager of English
B.A., Oklahoma Baptist University; M.A., Baylor University; Ph.D., University of Missouri-Columbia

Godar, Tom (2003)

Assistant Professor of Education and Athletic Trainer
B.S., Southern Illinois University-Carbondale; M.S., Lindenwood University

Golik, Wojciech L. (2001)

Professor of Mathematics and Mathematics Program Manager
B.S., M.S. Poznan University of Technology, Poznan, Poland; M.S., Ph.D., New Mexico State 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.A., B.S., Webster University; M.A., Ph.D., Saint 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

Gregory, Ted (2003)

Associate Professor of Theatre and 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

Grooms, Pamela (2007)

Assistant Professor of Music
B.A., Central Missouri State University; M.A., University of Missouri-St. Louis

Haghighi, Shawn (2001)

Associate Professor of Mathematics and Computer Science and Program Manager of Computer Science
B.S., University of Tennessee; M.S., Fontbonne College

Hammond, Kay A. (1998)

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.

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)

Associate 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)

Professor of History and Dean of Humanities
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

Hendrix, Evelyn K. (2007)

Assistant Professor of Management and Program Manager of
Human Resource Management
B.A., Southern Illinois University-Carbondale; M.B.A.,
Louisiana State University; D.Psy., George Mason University

Heyder, Betty B. (2000)

Professor of Foreign Languages and Program Manager 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

Hopkins, Debbie L. (2005)

Professor of Geology
B.S., University of Utah; M.S., University of Utah; Ph.D.,
Virginia Tech

Horstmeier, James (1996)

Assistant Professor of Education and Director of Human
Resource Management
B.S., University of Missouri; M.S., Lindenwood University

House, Steve (2003)

Associate Professor of Christian Ministry Studies,
Director of the Center for Christian Ministry Studies, and
Program Manager of Christian Ministry Studies
B.S., University of Missouri-Columbia; M.Div., Asbury
Theological Seminary; D.Min., Oral Roberts University School
of Theology

Hudgins, Molly (2003)

Assistant Professor of Management and Program Manager of
Sport Management
B.S., Southern Illinois University-Carbondale; M.S., Florida
State University; J.D., University of Tennessee College of Law

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

Isenhour, Tonie J. (1984)

Assistant Professor of Psychology
B.A., M.A., Lindenwood University

Jacobsen, G. Michael (2004)

Professor of Social Work and Program Manager 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 and
Program Management of Criminal Justice
B.S.W., Southeast Missouri State University; M.S.W.,
Washington University

Johnson, Emilie Wright (1999)

Professor of Education
B.S., M.S., Missouri State University; Ph.D., Saint Louis
University

Johnson, Kenneth (1996)

Professor of Education
B.S., Central Missouri State University; M.Ed., University
of Missouri-Columbia; Ed.D., Southern Illinois University-
Edwardsville

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)

Professor of Biology
B.S., M.S., Mississippi State University; Ph.D., Southern Illinois
University-Carbondale

Jones, Eve M. (2007)

Assistant Professor of Humanities and Director of the MFA in
Writing Degree Program
B.S., M.F.A., University of Missouri-St. Louis

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

Karraker, Holly Beth (2007)

Assistant Professor of School Counseling
B.A., M.A., Ph.D., Saint Louis University

Keao, Ellen (2005)

Assistant Professor of History
B.A., Webster; M.A., Saint Louis University; ABD, Saint Louis
University

Kelly, Bruce (2001)

Associate Professor of Psychology and Program Manager of Psychology
B.S., Southeast Missouri State University; Ed.M., University of Illinois; M.A., M.S., Lindenwood University; Ed.D., University of Illinois

Kemper, Daniel W. (1989)

Associate Professor of Management, Director of Business Administration Degree Programs in LCIE and Dean of LCIE
B.S., M.B.A., Lindenwood University; Diploma-Funeral Service, Worsham College of Mortuary Science

Kerksiek, Jo Ellen (1997)

Professor of History
B.S., M.A., Northwest Missouri State University; Ph.D., University of Kansas

Knotts, David (2005)

Associate Professor of Forestry, Recreation, Interpretation and Dean of the Boone Campus
B.S., Brigham Young University; M.S.F., Ph.D., Stephen F. Austin State University

Kottmeyer, Rita (1990)

Professor of Mathematics, Director of Mathematics/Natural Science Clusters, and Director of Information Technology Degree Programs
B.S., M.A., Ph.D., Saint Louis University

Kubicek, Kenneth (2006)

Assistant Professor of Education
B.S., M.S., Southern Illinois University-Edwardsville; Ph.D., Saint Louis University

Lively, Jason Dude (2007)

Associate Professor of Communications and Program Manager of Multimedia
B.S., Howard Payne University; M.B.A., Tarleton State University; Ph.D., Nova Southeastern University

Manjounes, Cindy (2006)

Assistant Professor of Health Management and Director of Gerontology and Health Management Degree Programs
B.A., University of Missouri-St. Louis; M.S., Lindenwood University

Marhanka, Darren (2004)

Assistant Professor of Criminal Justice and Cycling Coach
A.A.S., Florissant Valley Community College; B.A., M.B.A., Lindenwood University

Mason, Michael M. (1991)

Professor of Religion and Program Manager of Religion
B.S., Iowa State University; M.A., Loras College; M.Div., University of Dubuque Theological Seminary; D. Min., San Francisco Theological Seminary

Matthews, William L. (Larry) (2000)

Professor of Education and Mathematics
B.S., The University of Tennessee-Knoxville; M.S., The University of Tennessee-Martin; Ph.D., Saint Louis University

Mead, Mary Elizabeth (2004)

Assistant Professor of Communication and Director of Humanities, Social Science and Cross Cultural Clusters, and Fire Science Management Degree Program
B.A., M.F.A., University of Missouri-St. Louis

Menninga, Nadine L. (2007)

Assistant Professor of Mathematics
B.A., North Central College; Ph.D., University of Illinois

Mettler-Cherry, Paige (2004)

Assistant Professor of Biology and Program Manager for Biology
B.A., M.S., Ph.D., Southern Illinois University-Carbondale

Meyers, Alan G. (1989)

Professor of Religion
A.B., Princeton University; M. Div., Princeton Theological Seminary; Ph.D., Union Theological Seminary in Virginia

Morris, Edward L. (2002)

Professor of Management and Dean of Management
B.A., Washington University; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University

Mueller, Carla (1998)

Associate Professor of Social Work and Dean of Human Services
B.S., Southern Illinois University-Carbondale; M.S.W., University of Illinois-Champaign-Urbana; Post-graduate studies, University of Illinois-Chicago

Munro, Janice (2006)

Assistant Professor of Counseling and Assistant Dean of Counseling
B.A., M.Ed., Ed.D., University of Missouri-St. Louis

Nack, Donna (2004)

Assistant Professor of Education
B.A., Harris-Stowe; M.A., Truman State University; Ed.S., Truman State University; Ed.D., Lindenwood University

Nagel, Shawn (2004)

Assistant Professor of Physical Education and Assistant Football Coach
B.S., Fort Hays State University; M.S. Ed., University of Kansas

Najjar, Annette Juliana (2001)

Associate Professor of Management
B.A., University of West Indies; B.Ed., University of Toronto; M.B.A., Millsaps College; Ph.D., Kennedy-Western University

Nicolai, Deborah (1993)

Assistant Professor of Communications
B.A., M.A., Lindenwood University

Nohara-Leclair, Michiko (2002)

Associate Professor of Psychology
B.S., University of Toronto; M.S., University of Waterloo; Ph.D., University of Connecticut, Postdoctoral Fellow, Concordia University (Montreal) & University of Kansas

Northcott, Donna (2007)

Assistant Professor of Theatre
B.A., Saint Louis University, M.A., Northwestern University

Oldani, John (2007)

Associate Professor of Education and Vice President for Student Development
B.A., M.S.Ed., Southern Illinois University-Carbondale; M.Ed., Ed.D., University of Missouri-St. Louis

Otto, Donald C. (1998)

Associate Professor of Management
B.A., Westminster College; Woodrow Wilson Fellow, Washington University, M.A., Webster University

Overall, Gene (2006)

Assistant Professor of Criminal Justice
B.A., Arkansas State University; M.A., Webster University; J.D., Saint Louis University

Panagos, Rebecca Jean (1996)

Professor of Education
B.A., M.A., Louisiana Tech University; Ph.D., University of Missouri-Columbia

Parker, Marsha Hollander (1987)

Professor of Fine and Performing Arts and Dean of Fine and Performing Arts
B.A., M.F.A., Lindenwood University

Patterson, Marilyn Miller (1992)

Professor of Psychology
B.A., Florida State University; M.S., Ed.D., Memphis State University

Patzius, Billi J. (2007)

Assistant Professor of Criminal Justice and Director of Hospitality Services
B.A., University of Missouri-St. Louis; M.A., University of Missouri-St. Louis

Pavelec, Tammi Gahimer (2000)

Associate Professor of Chemistry
B.S., Ohio State University; M.S., Ph.D., University of Missouri-St. Louis

Peckron, Kathy Bearden (2008)

Assistant Professor of Education
B.S., University of Missouri-Columbia; M.S. University of Missouri-St. Louis; Ph.D., University of Missouri-Columbia

Perantoni, Edward (1994)

Associate Professor of Earth Sciences
B.S., University of Nebraska; B.S., Maryville College; M.A., California State University; Graduate Certificate in Meteorology, University of Oklahoma

Pettit, Thomas (2006)

Assistant Professor of Communications
B.A., M.A., University of Kansas

Plate, Daniel (2004)

Assistant Professor of English
B.A., Taylor University; M.F.A. University of Arkansas; M.A., Washington University; Ph.D., Washington University

Poertner, Tim (2008)

Associate Professor of Theatre
B.A. University of Missouri-Columbia, M.F.A., University of Texas-Austin

Porter, Renee (2007)

Assistant Professor of Management and Program Manager of Management
B.S., University of Southern Mississippi; M.B.A. Southern Illinois University-Edwardsville; Ph.D., Saint Louis University

Powers, P. Joseph (2007)

Assistant Professor of Education
B.A., Southeast Missouri State University; M.A., Southern Illinois University-Carbondale; Ph.D., Saint Louis University

Qualls, Melissa (2002)

Assistant Professor of English and Director of English Preparedness Program
B.A., M.A., Truman State University

Quiggins, Larry (2002)

Associate Professor of Fine and Performing Arts
B.A., M.F.A., Lindenwood University

Reighard, Richard (1987)

Associate Professor of Communications and KCLC Operations Director
B.A., M.A., Lindenwood University

Russell II, Keith A. (2007)

Assistant Professor of Humanities
B.A., Truman State University; M.A., Southeast Missouri State University; Ph.D., Southern Illinois University-Carbondale

Sakahara, Suzanne A. (1978)

Associate Professor of Art
B.S., Fontbonne College; M.A., Saint Louis University; M.A., Washington University

Schneider, Nancy (1999)

Associate Professor of Education
B.S., M.S., Ed.S., Southwest Missouri State University; Ed.D., University of Missouri-Columbia

Scholle, Benjamin A. (2002)

Associate Professor of Communications and Program Manager of Video
B.A., Washington University; M.F.A., American University

Schnellmann, Ana (1995)

Professor of English
B.A., The College of St. Benedict; Graduate Certificate, M.A., Ohio University; Ph.D., Saint Louis University

Schroeder, Jill (2006)

Assistant Professor of Communications
B.A., Eastern Illinois University; M.A., University of Illinois

Schuler, Craig (2004)

Assistant Professor of Education, Assistant Football Coach, and Fitness Center Supervisor
B.A., Benedictine College; M.Ed., University of Kansas

Scribner, Christopher. (2000)

Professor of Psychology
B.A., Earlham College; Ph.D., University of Tennessee

Scupin, Ray (1981)

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

Smith, Jeffrey (1996)

Professor of History
B.A., Mount Union College; M.F.A., Syracuse University; Ph.D., University of Akron

Smith, Kris Runberg (2002)

Assistant Professor of History
B.A., University of Idaho; M.A., Washington State University; Ph.D. Saint Louis University

Soda, Dominic (1969)

Professor Emeritus of Mathematics and Computer Science and Chief Information Officer
B.S., Queen's University; M.Sc., University of Missouri-Rolla; Ph.D. Yale University

St. Clair, Terry L. (2004)

Assistant Professor of Criminal Justice and Director of Criminal Justice Degree Program
A.S., Drury College; B.S., Tarkio College; M.S., Lindenwood University

Stein, Michael Carl (1992)

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

Stephens, Robert J. (2007)

Associate Professor of Humanities
B.A., Missouri State University; M.A., University of Kansas; Ph.D., University of Iowa

Stewart, Terrance A. (2007)

Assistant Professor of Education
B.S., University of Missouri-Columbia; M.S., Central Missouri State University; Ed.S., University of Missouri-Columbia; Ed.D., University of Missouri-Columbia.

Strzelec, Janet (2005)

Assistant Professor of Dance and Program Manager of Dance
B.S., Southern Illinois University-Edwardsville; M.F.A., Lindenwood University

Talbott, F. Robert (2007)

Assistant Professor of Management and Program Manager of Management Information System
B.S., Southern Illinois University-Edwardsville; M.B.A., Lindenwood University

Thies, Jeanie (2007)

Assistant Professor of Criminal Justice
B.A., University of Missouri-Columbia; M.A., Ph.D, University of Missouri-St. Louis

Thomason, Andrew (2004)

Assistant Professor of English and American Studies
B.A., Lindenwood University; M.A., M.L.A., Washington University

Thouvenot, Frank (2005)

Assistant Professor of Education
B.S.E., M.Ed., University of Missouri-St. Louis; Ph.D., Saint Louis University

Tillinger, Elaine C. (1991)

Professor of Art and American Studies
B.A., University of Missouri-St. Louis; M.A., Ph.D., Saint Louis University

Towers, Donna (2001)

Assistant Professor of Education
B.S., Lindenwood University; M.A., Ed.S., Northeast Missouri State University; Ed.D., California Coast University

Tretter, Sue Ann (1994)

Professor of English and American Studies
B.A. Maryville University; M.A.T., Webster University; M.A., Ph.D., Saint Louis University

Troy, John (2002)

Associate Professor of Art and Program Manager of Art
B.F.A., Washington University; M.F.A., Temple University

Turner, Julie (2007)

Assistant Professor of Human Services
B.A., Hope College; M.A., Michigan State University; Ph.D. University of Missouri

Vahle, William B. (2004)

Assistant Professor of Management and Tennis Coach
B.S., Purdue University; M.B.A., University of Michigan

Van Dyke, C. Renee (2001)

Associate Professor of Mathematics and Computer Science
B.S., Towson State University; M.S., Midwestern State University

Vazis, Dean (2006)

Assistant Professor of Education
B.S., Southwest Missouri State University; M.A., Truman State University; Ed.S., Ed.D., University of Missouri-Columbia

Vitale, Cynthia (2004)

Assistant Professor of Education and Dean of Graduate Programs in Education
B.S.E., M.Ed., Ed.D., University of Missouri-St. Louis

Wall, Mike (2001)

Associate Professor of Communications, Program Manager of Mass Communications, Dean of Communications, and KCLC Radio General Manager
B.A., M.A., Lindenwood University

Walsh, Donnell (1991)

Professor of Theatre
B.A., University of San Francisco; M.F.A., Stanford University

Weitzel, Jann Rudd (1995)

Professor of Education and Vice President for Academic Affairs and Provost
 B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa

West, Joyce (2007)

Assistant Professor of Education
 B.A., Washington University; M.A.T., University of North Carolina; Ph.D., Saint Louis University

Whaley, Michael J. (2002)

Associate Professor of History
 B.A., University of Missouri-Columbia; M.A., University of Missouri-St. Louis; ABD, Southern Illinois University

White, Scott D. (2002)

Assistant Professor of Management and Program Manager of Accounting
 B.S., M.Acc., University of Missouri-Columbia

Wiedner, Ralph C. (2002)

Assistant Professor of Management
 B.S., Washington University; M.A., Lindenwood University

Williams, Wm. Shane (2005)

Assistant Professor of Music
 B.S., Austin Peay State University; M.M., University of Missouri-Columbia

Williamson, Shane Y. (2007)

Associate Professor of Education and Director of First-Year Programs
 B.S.B.A, M.S., Shippensburg University; Ed.D., Rutgers University

Witherspoon, Pernell (2005)

Assistant Professor of Criminal Justice
 B.S., M.S., A.B.D., University of Missouri-St. Louis

Wright, Paul (2007)

Associate Professor of Education, Track and Field Coach
 B.S. M.A., Clemson University; Ph.D., University of Utah

Young, Delaine C. (2001)

Associate Professor of Education and Athletic Trainer
 B.A., Lakeland College; M.Ed., Southern Illinois University-Edwardsville

STAFF WITH FACULTY RANK

Ahne, Kelly (1993)

Assistant Professor of Management and Accounting Assistant
 B.A., University of Missouri-Columbia; M.B.A., Lindenwood University

Barger, Brett (2005)

Assistant Professor of Management, and Dean of Evening Admissions and Extension Campuses
 B.A., M.B.A., Lindenwood University

Bezemes, Peter (2008)

Executive Director of the Center for Fine and Performing Arts
 B.A., Lindenwood University; M.S., Boston University

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

Cribbin, Jack (2007)

Assistant Professor of Education, Admissions and Financial Aid Counselor, and Women's Lacrosse and Field Hockey Coach
 B.A., M.A., Lindenwood University

Dickherber, David (1998)

Assistant Professor of Management and Spirit Shoppe Manager
 B.A., Southern Illinois University-Carbondale; M.B.A., Lindenwood University

Dorlac, Michael Anthony (2006)

Assistant Professor of Education and Librarian
 B.A., Webster University; M.A., University of Missouri-Columbia

Duggan, Christopher (2006)

Assistant Professor of Communications and Public Relations Coordinator
 B.A., University of Missouri-St. Louis; M.A., Lindenwood University

Edele, Susan (2007)

Assistant Professor of Humanities and Writing Center Coordinator
 B.S., Truman State University; M.A., University of Missouri-St. Louis

Edwards, George (2006)

Assistant Professor of Education and North County Coordinator
 B.S., University of Arkansas-Pine Bluff; M.A., Truman State University

Feely, John (1996)

Assistant Professor of Humanities and Associate Dean of Graduate Education Initiatives
 B.A., Lindenwood University; M.Ed., University of Missouri-St. Louis

Finnegan, Barry (2002)

Assistant Professor of Management and Associate Dean of Academic Services
 B.A., M.B.A., Lindenwood University

Gleason, Suzanne (2006)

Assistant Professor of Education and Librarian
 B.A., University of Nebraska-Lincoln; M.A., University of Missouri-Columbia

Guffey, John (1989)

Assistant Professor of Management, Dean of Enrollment Management, and Student Ombudsman
 B.A., Benedictine College; M.A., Truman State University

Guffey, Ryan (2003)

Assistant Professor of Humanities and Assistant Vice President for Student Development
 B.S., M.B.A., Lindenwood University; M.A., International Politics, Queen's University, Northern Ireland; Ph.D. Candidate, Saint Louis University

Hannar, Christine (2007)

Assistant Professor of Management and Registrar
B.A., M.B.A., Lindenwood University

Harris, Edward (2003)

Assistant Professor of Education and Assistant Track and Field Coach
B.S., Central Missouri State University; M.S., Ed.S., Southern Illinois University-Edwardsville

Hart, Cathy (2003)

Assistant Professor of Management and Director of Student Success Center
B.S., University of Missouri-Columbia; M.S., Lindenwood University

Hess, Amy (2006)

Assistant Professor of Management and Accountant
B.A., M.B.A., Lindenwood University

Hubenschmidt, Carl (2000)

Assistant Professor of Education and Reference Librarian
B.S., University of Missouri-Rolla; M.A., University of Missouri-St. Louis

Huss, Francis C. (1996)

Associate Professor of Education and Graduate Education Consultant
A.B., M.Ed., University of Missouri; Ph.D., Saint Louis University

Hutter, Carl (1993)

Assistant Professor of Management, Assistant Athletic Director-Stadium Sports, Admissions and Financial Aid Counselor, and Men's Soccer Coach
B.A., Missouri Valley College; M.S., Lindenwood University

Ingram, Daniel (2005)

Assistant Professor of Science and Director of Enhanced Learning Center
B.S., M.B.A., Lindenwood University

Jackson, Chanda (1995)

Assistant Professor of Management and Assistant Athletic Director
B.S., Washington University; M.B.A., Lindenwood University

Johnson, Sheri Beth (2005)

Assistant Professor of Management and Controller
B.S., M.B.A., University of Missouri-St. Louis

Jump, James (2003)

Assistant Professor of Management and Site Director NorthCounty
B.A.A., Western Michigan University; M.B.A., Lindenwood University

Kaminski, Laurie (2004)

Assistant Professor of Management, Women's Soccer Coach, and Assistant Softball Coach
B.A., Saint Louis University; M.A., Lindenwood University

Kapeller, Terry (1993)

Assistant Professor of Management and Chief Business Officer
B.A., Tarkio College; M.B.A., Lindenwood University

Kruse, Robert C. (2008)

Assistant Professor of Mathematics and Assistant Information Services Administrator
B.S., Lindenwood University; M.A., University of Missouri

Little, George (2007)

Assistant Professor of Management, Women's Basketball Coach, and Event Supervisor
B.A., Columbia College; M.A., Lindenwood University

Mahan, Dale (2002)

Assistant Professor of Information Services, LCIE
B.S., Webster University; M.B.A., Lindenwood University

Marler, Sara (2007)

Assistant Professor of Humanities and English Proficiency Coordinator
B.A., Truman State University; M.A., Southern Illinois University-Edwardsville

Morros, Boyd Richard (2008)

Professor of Education and Interim Dean of the Belleville Campus
B.A., M.A., Ph.D., Washington University

Morros, Lucy S. (2007)

Professor of Humanities and Vice President for Institutional Advancement
B.A., M.A., Ph.D., Washington University

MacDonald, Elizabeth B. (2003)

Assistant Professor of History and Director of Library Services
B.S., M.A., Southern Illinois University-Edwardsville; M.A., University of Missouri-Columbia

Miller, Abby (2007)

Assistant Professor of Education and Athletic Trainer
B.S., Central Methodist College; M.A., University of Nebraska-Kearney

Miller, Amy (2007)

Assistant Professor of Sciences and Site Director-Westport
B.S., Ashland University; M.S., University of Akron

Mueller, Julie M. (2000)

Assistant Professor of Management, Vice President for Operations and Finance, and Chief Operating Officer
R.N., Deaconess College of Nursing; B.A., Tarkio College; M.B.A., Lindenwood University

Parisi, Joseph A. (1998)

Assistant Professor of Human Services, Dean of Undergraduate Admissions, and Wrestling Coach
A.A., St. Louis Community College at Meramec; B.S., Missouri Valley College; M.S., Lindenwood University

Penrose, Craig (2001)

Assistant Professor of Education and Swimming and Diving Coach
B.S., Southeast Missouri State University; M.B.A., Lindenwood University

Radcliff, Mary (2004)

Assistant Professor of Education and Director of Community Development—Belleville Campus
B.A., M.A., Lindenwood University

Raisbeck, Rene (2006)

Assistant Professor of Management and Student Athletic Eligibility Officer
B.A., M.S., Lindenwood University

Reid, Terry (2002)

Assistant Professor of Education and Southwest Missouri Coordinator
B.S., M.S., Ed.S., Southwest Missouri State University; Ed.D., University of Missouri-Columbia

Ross, Patrick (2004)

Assistant Professor of Management and Football Coach
B.A., University of Puget Sound; M.B.A., Kansas Wesleyan University

Rothermich, Don (2007)

Assistant Professor of Management and Admissions and Financial Aid Counselor
B.A., M.B.A., Lindenwood University

Russell, Terry (2000)

Assistant Professor of Human Service Agency Management and Dean of Students
B.A., M.A., Lindenwood University

Simmons, Kathy (2008)

Assistant Professor of Education and Grants Manager
B.S., University of Missouri-St. Louis, M.S., Southern Illinois University-Carbondale

Stuhler, Eric (2006)

Assistant Professor of Management, Director of Planned Giving, and Internal Legal Counsel
B.A., Lindenwood University; J.D. University of Missouri-Kansas City

Townsend, Maryann (1995)

Assistant Professor of Management and Assistant Dean of Academic Services
B.A., M.B.A., Ed.D., Lindenwood University

Ulrich, Adam (1995)

Assistant Professor of Management and Director of Comprehensive Academic Management System (CAMS)
B.A., M.B.A., M.A., Lindenwood University

Virgil, Candance (2003)

Assistant Professor of Management and Librarian
B.S., Washington University; M.A., University of Missouri-Columbia

Vines, Shannon (2006)

Assistant Professor of Education and Director of Cooperative Credit
B.A., M.B.A., Lindenwood University

Voss, Edward (2006)

Assistant Professor of Communications and LUTV-26 Operations Manager
B.A., University of Missouri; M.A., Webster University

Wallace, Tom (2008)

Assistant Professor of Management and Director of Corporate and Foundation Giving
B.A., University of Missouri-St. Louis; M.B.A., Saint Louis University

Weber, Abigail E. (2008)

Instructor of Management and Women's Golf Coach
B.A., M.B.A., Lindenwood University

Weinrich, Jeff (2007)

Assistant Professor of Management and Registrar for Informatics
B.A., M.B.A., Lindenwood University

Wolfe, Terry (2005)

Assistant Professor of Education and Central Missouri Coordinator
B.S., M.S., Ed.S., Central Missouri State University; Ed.D., University of Missouri

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