

# Graduate Catalog

2013 / 2014



**LINDENWOOD**  
*UNIVERSITY*

Saint Charles, Missouri  
Founded 1827

# LINDENWOOD UNIVERSITY

## The Lindenwood Mission Statement

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

- Providing an integrative liberal arts curriculum,
- Offering professional and pre-professional degree programs,
- Focusing on the talents, interests, and future of the student,
- Supporting academic freedom and the unrestricted search for truth,
- Affording cultural enrichment to the surrounding community,
- Promoting ethical lifestyles,
- Developing adaptive thinking and problem-solving skills,
- Furthering lifelong learning.

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

# Lindenwood University Graduate Degrees & Programs

|  |  |
|--|--|
| <b>School of American Studies</b>                | Education—Education, interpretation emphasis, MA   |
| <b>School of Business &amp; Entrepreneurship</b> | Accountancy—Master of Accountancy, MAcc<br>Business—Finance, MS<br>Business—Leadership, MA<br>Business—Marketing, MS<br>Business—Master of Business Administration, MBA<br>Business—Master of Business Administration, accounting emphasis, MBA<br>Business—Master of Business Administration, entrepreneurial studies emphasis, MBA<br>Business—Master of Business Administration, finance emphasis, MBA<br>Business—Master of Business Administration, human resource management emphasis, MBA<br>Business—Master of Business Administration, international business emphasis, MBA<br>Business—Master of Business Administration, management emphasis, MBA<br>Business—Master of Business Administration, marketing emphasis, MBA<br>Business—Master of Business Administration, supply chain management emphasis, MBA<br>Business—Sport Management, MA<br>Graduate Certificate Program in Finance<br>Graduate Certificate Program in International Business<br>Graduate Certificate Program in Leadership<br>Graduate Certificate Program in Marketing<br>Graduate Certificate Program in Supply Chain Management   |
| <b>School of Communications</b>                  | Communications—Communications, MA<br>Communications—Communications, broadcast emphasis, MA<br>Communications—Communications, communications studies emphasis, MA<br>Communications—Communications, interactive media and web design emphasis, MA<br>Communications—Communications, journalism emphasis, MA   |
| <b>School of Education</b>                       | Education—Counseling, professional counseling track, MA<br>Education—Counseling, school counseling track, MA<br>Education—Education, autism spectrum disorders emphasis K-12, MA<br>Education—Education, character education emphasis, MA<br>Education—Education, early interventions in autism and sensory impairment emphasis, MA<br>Education—Education, educational technology emphasis, MA<br>Education—Education, English for Speakers of Other Languages (ESOL) emphasis, MA<br>Education—Education, gifted education emphasis, MA<br>Education—Education, interpretation emphasis, MA<br>Education—Education, library media certification, MA<br>Education—Education, mathematics specialist K-6, MA<br>Education—Education, special education emphasis K-12, MA<br>Education—Education, special reading emphasis K-12, MA<br>Education—Educational Administration, EdS, EdD<br>Education—Human Performance, MS<br>Education—Instructional Leadership, mathematics education specialist-elementary K-6, EdS<br>Education—Instructional Leadership, andragogy emphasis, EdD<br>Education—Instructional Leadership, higher education emphasis, EdD<br>Education—Instructional Leadership, literacy education K-12, EdS<br>Education—Instructional Leadership, PK-12 education emphasis, EdS, EdD<br>Education—School Administration, MA, EdS<br>Education—School Psychological Examiner Certificate<br>Education—Teaching, early childhood education certification preparation, MAT<br>Education—Teaching, early childhood special education certification preparation, MAT<br>Education—Teaching, elementary education certification preparation, MAT<br>Education—Teaching, middle school education certification preparation, MAT<br>Education—Teaching, secondary education certification preparation, MAT |
| <b>School of Fine and Performing Arts</b>        | Fine Arts—Arts Management, MA<br>Fine Arts—Fashion Design, MA, MFA<br>Fine Arts—Studio Art, MA<br>Fine Arts—Studio Art, MFA<br>Fine Arts—Theatre, MA<br>Fine Arts—Theatre, MFA   |
| <b>School of Human Services</b>                  | Human Services—Public Administration, MPA<br>Nonprofit Administration, MA  |
| <b>School of Humanities</b>                      | Humanities—Teaching English to Speakers of Other Languages (TESOL), MA   |

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# Graduate Semester Academic Calendar

## Fall Semester 2013

|   |                               |
|---|-------------------------------|
| International student orientation and check-in.....                                 | August 19                     |
| Faculty workshops.....  | August 19-23                  |
| Fall residential student check-in.....  | August 24-25                  |
| Last day for in-season athletes to add/drop via student portal.....                 | August 25                     |
| Classes begin.....  | August 26                     |
| Last day to register for or add class, or choose audit.....                         | August 30                     |
| Labor Day holiday.....  | September 2                   |
| First day to request to change housing assignment.....                              | September 9                   |
| Last day to withdraw with “W”.....  | October 4                     |
| Late start classes begin.....   | October 7                     |
| Last day to register for a late start class.....                                    | Before the third day of class |
| Midterm grades due, 5:00 PM.....  | October 14                    |
| Last date to withdraw with “WP”/“WF”.....   | November 1                    |
| Spring semester and J-term registration begins.....                                 | November 4                    |
| Last day to request to change housing assignment.....                               | November 14                   |
| Faculty in-service day—no classes held except for MBA and LCIE evening classes..... | November 27                   |
| Thanksgiving holiday.....   | November 28-Dec 1             |
| Last day of classes.....  | December 6                    |
| Final exams.....  | December 9-13                 |
| Deadline for making up INC grades from spring semester.....                         | December 13                   |
| Lindenwood residential semester student housing closes, 4:30 PM.....                | December 13                   |
| Commencement, 7:00 PM.....  | December 13                   |
| Final grades due, 5:00 PM.....  | December 17                   |
| Deadline to apply for March/May/June graduation.....                                | December 30                   |

## January Term 2014

|  |                           |
|--|---------------------------|
| Last Day to register for J-term class.....           | December 27               |
| J-term and student teacher residential check-in..... | January 5                 |
| Classes begin.....                                   | January 6                 |
| Days on which J-term classes will meet.....          | January 6-9, 13-16, 20-23 |
| Last day to withdraw with a “W”.....                 | January 17                |
| Last day of classes.....                             | January 23                |
| Final Grades due, 5:00 PM.....                       | January 29                |

## Spring Semester 2014

|  |                               |
|--|-------------------------------|
| International student orientation and check-in.....                    | January 20                    |
| Spring residential student check-in.....                               | January 26                    |
| Last day for in-season athletes to add/drop via student portal.....    | January 26                    |
| Classes begin.....   | January 27                    |
| Last day to register or add a class, or choose an audit.....           | January 31                    |
| Fall housing registration for “KEEP SAME ROOM” via student portal..... | February 1 - 28               |
| Sibley Day.....  | February 19                   |
| Deadline to apply for August graduation.....                           | February 28                   |
| Last day to withdraw with a “W”.....                                   | March 7                       |
| Late start classes begin.....  | March 10                      |
| Last day to register for a late start class.....                       | Before the third day of class |
| Fall semester registration and housing sign-up begins.....             | March 10                      |
| Midterm grades due, noon.....  | March 18                      |
| Deadline to apply for September graduation.....                        | March 28                      |
| Spring Break.....  | March 29-April 6              |
| Last day to withdraw with a “WP” or “WF”.....                          | April 11                      |
| Good Friday—no classes will meet.....                                  | April 18                      |
| Honors convocation.....  | April 27                      |
| Last day of classes.....   | May 9                         |

|  |           |
|--|-----------|
| Final exams.....   | May 12-16 |
| Deadline for making up INC grades from fall semester.....              | May 16    |
| Lindenwood residential housing closes, 4:30 PM.....                    | May 16    |
| Baccalaureate ceremony and graduate student commencement, 7:00 PM..... | May 16    |
| Undergraduate commencement, 10:00 AM.....                              | May 17    |
| Final grades due, 5:00 PM.....   | May 20    |
| Deadline to apply for September/October/December graduation.....       | May 30    |

\*Summer session dates vary by program. Contact your advisor for exact dates.

## Graduate 5-Term Academic Calendar

### Fall I 2013

|  |              |
|--|--------------|
| International student move in .....              | August 2 & 5 |
| International student orientation .....          | August 6-9   |
| Classes begin .....                              | August 12    |
| Last day to withdraw with a “W”.....             | August 23    |
| Labor Day holiday .....                          | September 2  |
| Last day to choose audit .....                   | September 4  |
| Last day to withdraw with a “WP” or “WF”.....    | September 20 |
| Final exams .....                                | October 7-12 |
| Last day to make up INC grades from summer ..... | October 12   |
| Fall I term ends .....                           | October 12   |
| Final grades due from faculty, 5:00 PM .....     | October 14   |

### Fall II 2013

|   |                    |
|---|--------------------|
| International student move in .....                   | October 4 & 7      |
| International student orientation .....               | October 8-11       |
| Classes begin .....                                   | October 14         |
| Last day to withdraw with a “W”.....                  | October 25         |
| Last day to choose audit .....                        | November 6         |
| Last day to withdraw with a “WP” or “WF”.....         | November 22        |
| Thanksgiving break.....                               | November 28- Dec 1 |
| Final exams .....                                     | December 9-14      |
| Commencement, 7:00 PM .....                           | December 13        |
| Last day to make up INC grades from Fall I .....      | December 14        |
| Fall II term ends .....                               | December 14        |
| Final grades due from faculty, 5:00 PM.....           | December 16        |
| Deadline to apply for March/May/June graduation ..... | December 30        |

### Spring I 2014

|   |                  |
|---|------------------|
| International student move in .....               | December 27 & 30 |
| New Year’s Day observed .....                     | January 1        |
| International student orientation .....           | January 2-4      |
| Classes begin .....                               | January 6        |
| Last day to withdraw with a “W”.....              | January 17       |
| Last day to choose audit .....                    | January 27       |
| Last day to withdraw with a “WP” or “WF”.....     | February 14      |
| Deadline to apply for August graduation .....     | February 28      |
| Final exams .....                                 | March 3-8        |
| Last day to make up INC grades from Fall II ..... | March 8          |
| Spring I term ends .....                          | March 8          |
| Final grades due from faculty, 5:00 PM.....       | March 10         |



## Spring II 2014

|   |                       |
|---|-----------------------|
| International student move in .....                     | February 28 & March 3 |
| International student orientation .....                 | March 4-7             |
| Classes begin .....                                     | March 10              |
| Last day to withdraw with a "W" .....                   | March 21              |
| Spring Break .....                                      | March 29-April 6      |
| Last day to choose audit .....                          | April 2               |
| Good Friday observed .....                              | April 18              |
| Last day to withdraw with a "WP" or "WF" .....          | April 25              |
| Final exams .....                                       | May 12-17             |
| Graduate commencement, 7:00 PM .....                    | May 16                |
| Last day to make up INC grades from Spring I .....      | May 17                |
| Spring II term ends .....                               | May 17                |
| Final grades due from faculty, 5:00 PM .....            | May 19                |
| Deadline to apply for October/December graduation ..... | May 30                |

## Summer 2014

|   |            |
|---|------------|
| Memorial Day observed .....                         | May 26     |
| Classes begin .....                                 | May 27     |
| Last day to withdraw with a "W" .....               | June 6     |
| Last day to choose audit .....                      | June 18    |
| Last day to withdraw with a "WP" or "WF" .....      | July 3     |
| Independence Day observed .....                     | July 4     |
| Final exams .....                                   | July 21-26 |
| Last day to make up INC grades from Spring II ..... | July 26    |
| Summer term ends .....                              | July 26    |
| Final grades due from faculty, 5:00 PM .....        | July 28    |

# GRADUATE CATALOG 2013-2014

## Introduction

This catalog contains a description of the graduate programs offered at Lindenwood University in the semester and five-term formats. Separate catalogs are devoted to the description and requirements of the Lindenwood University semester undergraduate programs, LCIE programs, and programs offered at Lindenwood University-Belleville. 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 strives to make higher education accessible to both traditional and nontraditional students and serves both full and part-time students. The University offers a variety of programs leading both to baccalaureate and master's degrees. This academic year, Lindenwood University will serve more than 16,000 full-time and part-time students, more than 4000 of whom will live on the University's main campus.

## Lindenwood University History

Lindenwood University was founded in 1827 by pioneering educators Mary Easton Sibley and George Sibley. The Sibleys sought to establish an institution that educated students across disciplinary fields, provided a solid core curriculum, and promoted the desire to serve the community. The Sibleys envisioned a college that would educate the "whole person" by encouraging students to pursue the liberal arts as well as focused studies. Their vision survives to this day.

## Lindenwood University Accreditation

Lindenwood University is a member of and/or accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411 tel: (800) 621-7440/(312) 263-0456, fax: (312) 263-7462, info@hlcommission.org), the Accreditation Council for Business Schools and Programs (11520 West 119th Street Overland Park, KS 66213, tel: (913) 339-9356, fax: (913) 339-6226, www.acbsp.org), the Council on Social Work Education (1701 Duke Street, Suite 200 Alexandria, VA 22314-3457, tel: (703) 683-8080, fax: (703) 683-8099, info@cswe.org), the Commission on Accreditation of Athletic Training Education (2201 Double Creek Drive Suite 5006 Round Rock, TX 78664, tel: (512) 733-9700, fax: 512-733-9701, www.caate.net/), and the Missouri Department of Elementary and Secondary Education (PO Box 480 Jefferson City, MO 65102, tel: 573-751-4212, fax: 573-751-8613, http://dese.mo.gov/), and is fully endorsed by the Society for Human Resource Management (1800 Duke Street Alexandria, Virginia 22314, tel: (800) 283-7476,

www.shrm.org). Lindenwood is a member of the Teacher Education Accreditation Council (One Dupont Circle NW Suite 320 Washington, DC 20036, tel: (202) 466-7236, www.teac.org/) and the Council for Higher Education Accreditation (One Dupont Circle NW, Suite 510 Washington, DC 20036, tel: (202)-955-6126, fax: (202)-955-6129, chea@chea.org).

## Lindenwood University Commitments

### Assessment Statement

The faculty, administration, and staff of Lindenwood University are dedicated to sustaining excellent educational programs and learning environments. Therefore, we are also committed to mission-based, comprehensive, and data-driven assessment for the purpose of continuous institutional improvement and effectiveness.

### Equal Opportunity Statement

Lindenwood University is an Equal Opportunity 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 that prohibits discrimination in employment and access to educational programs because of race, color, national origin, sex, age, or physical handicap.

Lindenwood University is committed to a policy of non-discrimination and dedicated to providing a positive discrimination-free educational and work environment. Any kind of discrimination, harassment, or intimidation is unacceptable. For the purpose of this policy, discrimination, harassment, and intimidation may be defined as any attempt on the part of individuals, groups, or 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 nondiscrimination should be directed to the University's Vice President for 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 Acts 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 Patriot Act of 2001 and seeks to provide a healthy, safe, and secure environment for students and employees.

### **Diversity, Equality, and Inclusion**

Lindenwood University is proud of its diverse population, which includes faculty and staff from all corners of the world and students from six continents and nearly 100 countries. We believe that our diversity and commitment to valuing diversity, both in and out of the classroom, places us on the cutting edge of scholastic and pedagogical innovations, preparing our students to be educated, responsible citizens of a global community. Intentionally, we design our policies in such a manner that all stakeholders (whether students, employees, or visitors) will be treated with respect, dignity, fairness, equality, and inclusiveness in the pursuit and achievement of the objectives of their relationship with the University.

Additionally, we strive to ensure the opportunities afforded by the University for learning, personal advancement, and employment are offered to all without discrimination; and that we always provide a safe, supportive, and welcoming environment for all students, employees, and visitors. Upholding a culture of *diversity, equality, and inclusion* means that we fully understand and accept the fact that people of different cultures, races, colors, genders, ages, qualifications, skills, experiences, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, abilities, disabilities, or countries of origin are simply fellow human beings who are different and have the right to be different without being mistreated or discriminated against on the basis of their differences. Therefore, all Lindenwood policies, facilities, resources, activities, and privileges, irrespective of individual differences, are made available and accessible to everyone in our community.

At Lindenwood University, we will strive to

- Offer collaborative and integrated academic and sporting programs that provide mutually beneficial experiences (locally and internationally) to our diverse body of students.
- Pursue and promote mutual understanding, respect, and cooperation among our teaching and non-teaching staff, contractors, suppliers, and visitors to our community who represent the aforementioned differences.
- Respect the knowledge, skills, and experiences that every person in our community brings to the University.
- Design and operate flexible and easily accessible services, facilities, and activities whose procedures appropriately recognize the needs of both the able and disabled.

- Make every effort to ensure that no discrimination occurs among individuals or groups in the daily discharge of the University's work.
- Protect every member of our community against all forms of discrimination.
- Encourage and promote the empowerment and advancement of ethnic and gender minority groups within our community through academic and social activities, offering activities of special interest to them, and affording them equal-opportunity integration within our community.
- Make every effort to ensure that our current and future contractual agreements and obligations fully reflect and embrace our commitment to the philosophy and culture of *diversity, equality, and inclusion* as delineated in this statement.

Encourage all faculty and staff members to promote diversity, equality, and inclusion in all locations within our community.

## **Lindenwood University System**

### **Lindenwood University-St. Charles**

The St. Charles, Missouri campus, located at 209 South Kingshighway in the heart of St. Charles is a 500-acre site and is the original campus founded by George and Mary Sibley in 1827. Historic buildings grace the tree-lined walks and house classrooms, administrative offices, and student residences.

### **Lindenwood University-Belleville**

The Belleville, Illinois campus of the Lindenwood University System is a full-service campus offering a wide range of traditional undergraduate degrees, as well as evening undergraduate and graduate programs. Within 15 miles of downtown St. Louis, LU-Belleville offers on-campus housing, intercollegiate athletics, campus dining, student activities, as well as modern educational facilities. Complete information on all academic programs at LU-Belleville may be found at <http://belleville.lindenwood.edu/>.

### **Lindenwood University Learning Centers**

The Daniel Boone Campus and Boonesfield Village are located on Highway F near Defiance, Mo., 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, remains a popular St. Charles County tourist attraction. The historic site also serves as a "laboratory" where students can study a variety of hands-on programs, learning the values, culture, and history of the American frontier. Classes held at the site involve historic preservation, frontier crafts, interpretation, museology, archaeological digs, and recreation skills. The Boone Home also provides opportunities for students to conduct internships or practica at the Boone location and earn credit toward nearly any major, from accounting and marketing to

theatre and education. Contact (636) 798-2005 for more information.

- The Center for Nursing and Allied Health Sciences is the home of the School of Nursing and Allied Health Sciences. This facility consists of a 70,000 square foot classroom and laboratory building on approximately 28 acres. It is located at #1 Academy Place, Dardenne Prairie MO 63368. For more information please call 636-627-2932.
- Located at the intersection of Elm Street and Kingshighway, the Elm Street location features three classrooms.
- 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 College for Individualized Education. Classrooms, faculty offices, and a 600-seat auditorium, and the Student Counseling and Resource Center are among the building's amenities. Contact (636) 949-4500 for more information.
- County Center: Students in the Florissant, Mo., area can take classes conveniently at Lindenwood's center located at 4500 Washington Street. Contact (636) 627-6640 for more information.
- O'Fallon South Center: Located just off Highway 40 at Highway K and Technology Drive in O'Fallon, Mo., this contemporary center is situated in the Labourer Center, a retail district. The O'Fallon South Center provides ample parking and a convenient option for undergraduate and graduate evening students in a growing corporate and residential community. Contact (636) 627-6600 for more information.
- Saint Louis City Center: Located at 1409 Washington Avenue, the campus is strategically located to meet the needs of downtown residents as well as workforce commuters. This thoroughly modern facility serves both undergraduate and graduate students. Contact (636) 627-6650 for more information.
- South County Center: Located at 12224 Tesson Ferry Rd. St. Louis, Mo., the center meets the needs of working adults by offering undergraduate and graduate evening programs. Classrooms and administrative offices are housed in a modern facility with ample parking. Contact (636) 627-6610 for more information.
- Wentzville Center: Located at 1102 East Pitman, this extension center serves not only students in Wentzville but also those living in Lincoln, Warren, and Western St. Charles counties. The site offers undergraduate and graduate programs designed to meet the needs of adult students. Contact (636) 627-6623 for more information.
- Westport Center: Located in the 12000 Building, 11960 Westline Industrial Drive, Suite 250, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the Lindenwood University evening school (LCIE). Classrooms and

administrative offices are housed in a modern facility with ample free parking. Contact (636) 627-6630 for more information.

- Wildwood Center: Located in the beautiful Wildwood Town Center at 16747 Main Street, this location offers a vibrant graduate and undergraduate learning experience in a comfortably appointed setting. Parking is plentiful, and the center is surrounded by numerous shops where students can get a cup of coffee or a bite to eat before or after classes. Call (636) 627-6670 for more information.

In addition to the extension locations listed above, the University also provides onsite instruction at a number of businesses and school districts in the region and throughout the state.

### **Degree Programs**

At the graduate level, the University offers coursework leading to a Master of Arts (MA), Master of Science (MS), and Master of Fine Arts (MFA); the University also offers coursework leading to Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Public Administration (MPA), Doctor of Education (EdD), and Education Specialist (EdS) degrees. In all schools, individualized degrees may be developed on a contract basis for interdisciplinary studies or specialties. Descriptions of degree programs are listed in the *Academic Programs* section of this catalog.

### **Program Formats**

Lindenwood University strives to make quality higher education accessible to traditional and non-traditional students. Graduate academic programs are offered in three distinct formats: the semester calendar, the quarter calendar, employed by the Lindenwood College for Individualized Education, and the 5-term calendar, employed by the School of Business & Entrepreneurship for all graduate business programs and by the Department of Human Services for the Master of Public Administration. Graduate degree courses in education, counseling, human performance, TESOL, communications, art, nonprofit administration, theatre, and American studies are held on a semester basis, with some classes meeting in the evenings

## **Student Resources and Services**

### **Butler Library**

Built in 1929, the Margaret Leggat Butler Library provides a warm environment for scholarly pursuit. The library contains a 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. Students may also access the resources of Butler Library remotely using their Lionmail account login and password.

More than 50 subscription databases are available to students and faculty at no cost. In addition, the library houses the Mary E. Ambler Archives, which include

primary source material documenting the history of Lindenwood and the surrounding area. The Library is also a member of the MOBIUS consortium, which 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, the Lindenwood 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 by email.

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 coffee shop, Java 201.

### **The Writing Center**

The Lindenwood University Writing Center, located in Butler Library, offers tutorial assistance to students working on written assignments. Students are highly encouraged to make appointments on the Writing Center website. Tutors are prepared to help students in all disciplines create and revise assigned work. Common issues tutors address include organization, sentence clarity, development, grammar, and usage.

### **Tutoring Services**

Lindenwood offers online tutoring from Smarthinking which is available to any Lindenwood student. Online tutors are available to work with students as many as 24 hours a day, depending upon the subject area. Tutors are available in many subjects including writing, math, accounting, statistics, finance, economics, biology, anatomy & physiology, physics, chemistry, and Spanish. Completed drafts of writing assignments may also be submitted to Smarthinking's Essay Center for detailed, personalized feedback typically within 24 hours. Students may access online tutoring through Blackboard and the student portal.

### **Student and Academic Support Services (SASS) and Student Ombudsman**

Students who experience problems of any type are encouraged to visit The Office of Student and Academic Support Services (SASS). SASS assists students in the resolution of obstacles that impede academic progress. SASS staff can assist with inter-office facilitation, institutional guidance, academic mentoring, and dispute resolution. The Dean of Student and Academic Support Services also works as a liaison between students and other University offices and serves as the official University-student ombudsman. SASS is located in the Memorial Arts Building and can be contacted at

croddgers@lindenwood.edu or by phone at (636) 949-4697.

### **The Student Counseling and Resource Center**

The Student Counseling and Resource Center offers free, confidential individual and group counseling services as well as exploration of personality type for career choice. Counseling is provided by graduate students in their final term of the Professional Counseling Program. Contact SCRC coordinator Dr. Marsha Andreoff at (636) 949-4528 to make an appointment.

Also available at the SCRC is pastoral counseling provided by the Christian Ministry Studies Department Chair. Contact Dr. Luke Bobo at (636) 949-4676 for more information.

### **Student Health Center**

The Sisters of St. Mary (SSM) Student Health Center serves on-campus resident students for a variety of medical conditions, from flu-like symptoms and minor injuries to physical examinations and immunizations. The clinic has an onsite nurse practitioner to assist students with their healthcare needs. Walk-ins are welcome, but students with appointments take first priority. The center is located in the Connection Center on the first floor of the Spellmann Center.

### **Campus Accessibility for Students with Disabilities**

The guiding philosophy of Lindenwood University is to make programs and facilities as accessible as possible to students with disabilities. The coordinator for campus accessibility services acts to ensure the accessibility of programs and assists and supports students with disabilities. Students who need assistance or accommodations regarding certified disabilities should contact the Student Support and Accessibility Coordinator at (636) 949-4510.

Each student is encouraged to serve as her or his own advocate and to 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 office of the Dean of Student and Academic Support Services, located in the Memorial Arts Building.

### **Lionmail**

Lionmail is the University's internal email system. Important messages including information about academic standing and financial aid are sent via Lionmail. Students will be held accountable for any information or due dates sent via the campus email system. Lionmail accounts are available for all students and may be accessed from the Lindenwood homepage.

## **Campus Policies**

### **Campus Tobacco Use**

Both smoking and smokeless tobacco are prohibited in all buildings on campus. This includes classrooms, laboratories, hallways, offices, restrooms, residence halls and lounges. Smoking areas outside of buildings are marked. No smoking is allowed in front of entry doors to buildings unless otherwise indicated by signage.

### **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.

### **Abuse of Student Portals**

Any student who gains unauthorized entrance to another student's portal, makes changes to another student's schedule via the student portal, or otherwise tampers with or compromises private or privileged communications will be expelled from Lindenwood University. Additionally, such actions will be brought to the attention of law enforcement officials and may be prosecuted through the legal system.

### **Printing Policy**

Students are entitled to print an allotted number of pages from any on-campus computer at no cost per term. Resident students may print up to 500 pages per term; commuter students may print up to 300 pages per term, and doctoral students may print up to 1000 pages per term. Once the total number of allotted pages has been reached, students may obtain an additional allotment for the remainder of the term, purchased through the student portal at a rate of \$3.00 per hundred pages.

### **Policy on Recording Classroom Activity**

During classroom instruction, the use of cameras, video, audio taping devices, or any other kinds of recording devices (including telephones) is allowed only after obtaining written permission from the instructor; otherwise, the use of such devices is prohibited. Such recordings may not be redistributed to anyone not a member of the class without the express written permission of the instructor and all student subjects of the recording.

# Admission, Application, and Fees & Financial Assistance

## Graduate Admission

### Admission Standards

Lindenwood University consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. The University also values geographical diversity and welcomes international students. Admission to graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence.

Applications for admission to Lindenwood University graduate programs will be reviewed by the Dean of Admissions and may be reviewed by the dean of the specific discipline of the degree being sought or the designated faculty advisor within that discipline. For admission standards and criteria specific to particular graduate programs or schools, please refer to the sections of this catalog that describe those programs specifically.

### Application Procedures

#### U.S. Citizen/Permanent Resident Application

U.S. citizens and U.S. permanent residents wishing to apply to a Lindenwood University graduate program should visit the Office of Evening and Graduate Admissions at the Lindenwood University Welcome Center on the Lindenwood main campus, any of the extension campuses, or online [www.lindenwood.edu/admissions/graduate.index.html](http://www.lindenwood.edu/admissions/graduate.index.html).

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

- Electronic or paper application, along with a non-refundable \$30 application fee.
- Current résumé.
- Personal statement indicating why the applicant wishes to further his/her education or describing the applicant's long-term goals or a specific life experience.
- An official undergraduate transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
- Additional requirements, such as letters of recommendation, a portfolio, or an audition, as required by various programs.

Once the application is submitted, an admissions counselor will contact the applicant to answer any questions and assist in the admission process. The application and application materials may be mailed to The Office of Evening and Graduate Admissions Lindenwood University 209 South Kingshighway Saint Charles, MO 63301. The applicant may email

[eveningadmissions@lindenwood.edu](mailto:eveningadmissions@lindenwood.edu) or call (636) 949-4933 with any questions.

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

For application procedures specific to particular graduate programs or schools, please refer to the sections of this catalog that describe those programs.

### International Citizen Application

International citizens wishing to apply to a Lindenwood University graduate program should visit the University website and select *International Admissions*. Visit the *Admissions Process*, *Required Documents*, and *Admissions* links and complete the international application.

*Note: International applicants to graduate programs should complete the International Application not the Evening & Graduate Admissions Application.*

To be considered for admission to the University, all international students are required to submit the following documents:

- Electronic or paper international student application, along with a non-refundable \$100 application fee.
- Current résumé.
- Personal statement indicating why the applicant wishes to further his/her education or describing the applicant's long-term goals or a specific life experience.
- An affidavit of Support or official bank document or statement verifying the amount of personal/family funds, in U.S. dollars, available for tuition and educational expenses (books, insurance, and personal expenses.) All documents must be in English.
- Official Transcripts (or certified copies of university transcripts) showing that a baccalaureate degree has been conferred. 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 of the transcript 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 applicant brings the receipt for the evaluation service.
- Official TOEFL or IELTS score. For score reporting, the Lindenwood University code is 6367.
  - Required minimum TOEFL scores:
    - 550 (paper-based)
    - 213 (computer-based)
    - 81 (Internet-based)
  - Required minimum IELTS score: 6.0
    - Note: Applicants to the online MBA program must submit a minimum GMAT score of 500.

- Passport (clear, readable copy of the identification page).
- Housing application, along with a \$300 housing deposit, made payable to Lindenwood University. (International residential students are obligated to pay the housing costs for the entire academic year once a housing form is signed and submitted to the Housing Office.) Campus housing will be assigned upon receipt of the housing application and deposit. Students should include an email address on the housing form.

Once all application materials have been received, a member of the Office of International Students and Scholars will contact the applicant. For questions regarding international application, the applicant should refer to the International Student Center page from the university website or contact the Office of International Students and Scholars.

The International Student Application and all required application materials may be mailed to Lindenwood University, Office of International Students and Scholars, 209 South Kingshighway, Saint Charles, MO 63301 USA.

Please email [international@lindenwood.edu](mailto:international@lindenwood.edu) or call (636) 949-4982 with any questions. To fax any information, send to (636) 949-4108.

#### *Application for the Transfer of International Credit*

If an international candidate wishes to transfer credit to Lindenwood from an international institution, the applicant must submit, along with all documentation required for international application, a *course-by-course evaluation* and translation of all international transcripts, performed by World Evaluation Services (WES). No application for the transfer of international credit will be complete until the WES evaluation is provided. Applicants should list Lindenwood University as the recipient of the evaluation. WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy of the evaluation for his/her records. For more information about transcript evaluation, contact WES at [www.wes.org](http://www.wes.org). Also see *Transferring Credit from International Institutions* from the *Academic Services* section of this catalog.

*Note: Students must request a course-by-course evaluation (not a document-by-document evaluation) in order to transfer credit to Lindenwood for particular coursework.*

#### *Transfer Student Application (International Students)*

In addition to submitting the materials required for admission, international students wishing to transfer to Lindenwood from a SEVIS-sponsored school should also submit the following documents:

- Official transcripts from the college or university previously attended, sent directly to Lindenwood University from the institution previously attended.
- The transfer student application (found on the University website on the international homepage), sent to the appropriate official at the school the

student previously attended, where it will be processed and returned to the Lindenwood University Office of International Students and Scholars.

- The student's transfer will not be considered complete until Lindenwood University receives the completed transfer paperwork. Once the transfer application has been processed, Lindenwood will issue the student a Lindenwood I-20, permitting the student to legally reside in the U.S. as a full time international student.

Transfer applications should be sent to Lindenwood University, Office of International Students and Scholars, 209 S. Kingshighway, St. Charles, MO 63301-1695. The email address is [international@lindenwood.edu](mailto:international@lindenwood.edu); the phone number is (636) 949-4982, and the FAX is (636) 949-4108.

#### **Health Insurance for International Students**

Students are encouraged to be insured while studying in the United States. Lindenwood University does not provide insurance for students. Students may carry any health insurance policies they choose.

#### **Fees and Payments**

Upon acceptance of admission to the University, the student likewise accepts all conditions of payment as well as all terms and regulations of the University. 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.

#### **Student Expenses**

##### *Semester Graduate Tuition*

|   |                     |
|---|---------------------|
| Full-time residential semester rate (9-15 credit hours) | \$7,400 / semester  |
| Full-time commuter semester rate                        | \$428 / credit hour |
| Part-time semester rate                                 | \$428 / credit hour |
| Semester graduate overload fee                          | \$428 / credit hour |
| Part-time Education Specialist (EdS) rate               | \$485 / credit hour |
| Part-time Doctor of Education (EdD) rate                | \$700 / credit hour |

##### *Five-term Graduate Tuition*

|                        |                             |
|------------------------|-----------------------------|
| Full-time 5-term rate  | \$450 / credit hour         |
| Part-time 5-term rate  | \$450 / credit hour         |
| 5-term MBA online rate | 10% surcharge / credit hour |

##### *Housing and Meals*

|                        |              |
|------------------------|--------------|
| Semester               | \$3,715/term |
| 5-term MBA             | \$2,466/term |
| Room fee during breaks | \$239/week   |

*Note: An additional charge may be added for all single rooms in the dormitories and/or apartment/house living quarters (as available).*



## Other Fees

|   |                   |                   |
|---|-------------------|-------------------|
| Online Surcharge  | 10%/course        |                   |
| Housing/Enrollment Deposit (non-refundable)   | \$300             |                   |
| Resident Student Activity/Health fee  | \$175/term        |                   |
| Resident 5-term MBA Activity/Health fee   | \$70/term         |                   |
| Communications fee* - Residence Halls (semester)  | \$150/term        |                   |
| 5-term MBA Communications/Residence   | \$60/term         |                   |
| Resident Semester Student Email fee   | \$30/term         |                   |
| Resident 5-term MBA Student Email Fee   | \$12/term         |                   |
| Lab fee (in specified courses)  | \$30-\$75/course  |                   |
| Studio fee (general)  | \$30-\$75/course  |                   |
| Studio fee (ceramics, color theory, photography and drawing)  | \$85/course       |                   |
| Student Teaching fee  | \$250             |                   |
| Counseling Internship fee   | \$65/term         |                   |
| Applied Music fee: for individual lessons in piano, voice, orchestral instruments and organ; per semester hour credit                                     | \$150/credit hour |                   |
| Experiential Learning Credit  | \$90/credit hour  |                   |
| Overload fee for residents --a charge to full-time students who take more than 15 credit hours in a semester program or 9 credit hours in 5-term program. | MBA               | Semester          |
|   | \$450/credit hour | \$428/credit hour |
| Late Registration fee   | \$25              |                   |
| Promissory Note Origination fee   | \$25              |                   |
| Late Payment fee (per month)  | \$50              |                   |
| Culminating Project Extension fee   | \$150             |                   |
| Graduation/diploma fee Masters  | \$125             |                   |
| Graduation/diploma fee EdS  | \$125             |                   |
| Graduation/diploma fee EdD  | \$200             |                   |
| EdS fee – EDA 68000 Specialist Experience   | \$500             |                   |
| EdD fee – EDA 78000 Capstone Experience   | \$500             |                   |
| EdD fee – Dissertation publication  | \$500             |                   |

\* 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.

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.

## Housing Deposit

An initial \$300 housing deposit is required to reserve campus housing for residential students. By making the housing deposit, the student and the student's parent or guardian indicate acceptance of the terms and conditions of the University. No refund of this housing deposit will be granted to any student who withdraws from the University after making this deposit but prior to the start of an academic term.

The housing deposit becomes a refundable room-damage deposit once the student has attended classes, and the semester charges have been paid. This deposit remains on account at the University for as long as the student resides in University housing. The cost for any damages to the

student's University housing will be deducted from the deposit.

Students are eligible for this refund upon departure from campus housing (coinciding with graduation or any move from University housing). In order to qualify for this refund, students must meet all financial obligations to the University, satisfy all outstanding debts, and complete the Residential Check-Out process. Any student wishing to move off campus and receive a refund of the housing deposit must also personally notify the Housing Office in writing of his or her plans to move out of University housing. Failure to do so by the date of the last class or exam of the semester or prior to vacating campus housing will result in forfeiture of the deposit.

Application materials for the refund of the room-damage deposit are available in the Business Office; materials for the residential check out process are available through the Office of Student and Academic Support Services (Memorial Arts Building.)

## Payment Options

All tuition charges and fees are due prior to the beginning of the term. Students should consult their student account representatives in the Business Office regarding due dates or to make other payment arrangements prior to the beginning of the term. Alternately, students may also utilize their student portals to remit payment. Payment options include the following items:

- 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 employers if the note is not paid by the date due. 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.
- Direct Debit Payment Note (DDP): Lindenwood University offers a Direct Debit Payment Plan for the convenience of students. Payments can be made directly (electronically) from a checking or savings account; there are no fees associated with this method of payment.

## Delinquent Accounts

Students must meet all financial obligations to the University in order to qualify for continued enrollment or graduation. Each semester or term, students must pay all money due to the University, including tuition, fees, traffic fines, library fines, and any other financial

obligation. A student with a delinquent account can expect the following:

- Enrollment for the subsequent term will not be allowed.
- Grades for the current term will be withheld.
- A transcript will not be issued.
- Graduation will not be permitted.

### Withdrawal & Refund Calculation

In the event that a student wishes to withdraw from the University by withdrawing from all classes in which he or she is enrolled—not from a single class—the conditions below apply with respect to the refund of tuition charges:

1. Any student who withdraws from the University prior to the beginning of a term is eligible for a refund of all payments for that term except the initial \$300 housing deposit.
2. Any student who withdraws from all of his or her courses after a term has begun is eligible for a refund of the tuition charges (including course-overload charges) for the courses he or she attended upon the start of the term. Refunds are granted according to the schedule in the tables at the top of this page.

#### Refunds for Semester Schedule Courses

| Time of Withdrawal from University            | Tuition Refund |
|---|----------------|
| Withdrawal before 1 <sup>st</sup> class meets | 100%           |
| During weeks 1 and 2 of term                  | 75%            |
| During week 3 of term                         | 50%            |
| During week 4 of term                         | 25%            |
| After week 4 of term                          | No refund      |

#### Refunds for Five-Term Schedule Courses

| Time of Withdrawal from University     | Tuition Refund |
|--|----------------|
| Before 1 <sup>st</sup> class meets     | 100%           |
| Before 2 <sup>nd</sup> class meets     | 75%            |
| Before 3 <sup>rd</sup> class meets     | 50%            |
| Before the 4 <sup>th</sup> class meets | 25%            |
| After 4 <sup>th</sup> class meets      | No refund      |

Full-time resident semester students whose academic status is not affected by the withdrawal from a course or courses they have already attended are not eligible for any refund of tuition for the withdrawal from those courses. *No refunds are granted to students who remain enrolled unless the student never attended the course being dropped.*

*Note: The reduction in credit hours resulting from withdrawing from a course will also result in a review and adjustment of the student's financial scholarship, if applicable.*

Students wishing to withdraw from Lindenwood University should submit a completed withdrawal form (with the signatures of the instructors for each of the courses the student attended and the signature of the student's advisor) to the Academic Services Office, located in the lower level of Roemer Hall, between the

hours of 8 a.m. - 6 p.m. Monday through Thursday, 8 a.m. - 5 p.m. Fridays, or 8 a.m. - 4 p.m. Saturdays.

*Notes: (1) Calculations of the return of Title IV aid for withdrawals occurring during the first two weeks of a term will be based on the last date of attendance for the term in which the student withdraws. Students who initiate a withdrawal from the University after the first two weeks of the term will be eligible for a refund of Title IV aid according to the refund schedule outlined in the table above.*

*(2) 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.*

*(3) No refund for housing 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, miscellaneous fees, and room reservation deposits are nonrefundable.*

### Appeals of Refund Calculation

Appeals of withdrawal and refund calculations or other institutional charges from students 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 Chief Business Officer at the Business Office 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 US Secretary of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined:

1. Outstanding balances on Direct Loans (Unsubsidized Stafford, Subsidized Stafford)
2. PLUS
3. Federal Pell Grant awards
4. Federal SEOG awards
5. Other Title IV student assistance
6. Other federal, state, private, or institutional aid
7. 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 Lindenwood 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 federal loans and institutional aid.

The Lindenwood University (LU) financial aid program provides assistance to students with financial need who would otherwise be unable to receive a graduate education. Financial need is calculated as the difference between the cost of attendance and aid received.

Financial aid is provided in the form of an award that will help meet this need. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal student loans and institutional assistance. Upon completion of all documentation necessary to establish eligibility, financial assistance will be posted to the students' account at least once each term.

To be considered for financial assistance, a student must complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The LU school code is 002480. If students have any questions about the application process, they are encouraged to call 1-800-433-3243. Lindenwood University does not require students to fill out any supplementary fee-based forms to determine eligibility for institutional financial aid.

## **Institutional Scholarships and 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 may only be applied toward courses taken for credit and do not apply to courses that are audited, taken online, or taken at the doctoral level. Any other funding may first replace the Lindenwood University funding. It is the responsibility of the student to inform the admissions counselor of any scholarship opportunities for which the student may be eligible.

## **Graduate Assistant Positions**

Graduate assistant positions are available on an as-needed basis within various departments of the University. Candidates must interview with the person in charge of the department where they wish to work. No position will be awarded until the Vice President for Human Resources gives final approval and confirms the terms of the arrangement. Graduate assistant positions are renewable each term, subject to the candidate maintaining a 3.0 cumulative GPA and the approval of the immediate supervisor.

No candidates will be considered for a GA position until they have been officially admitted to the university. Once admitted, students interested in a GA position must

complete a Graduate Assistant application available from the office of the Vice President for Human Resources, located in the Executive Suite in Roemer Hall. To be eligible for a graduate assistantship, students must provide evidence of an undergraduate cumulative GPA of 3.0 or greater.

## **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.

### **William D. Ford Direct Loan Program**

The federal government guarantees loans up to \$20,500 for eligible graduate students per academic year.

Students must file the FAFSA to determine eligibility for a Stafford Loan. New borrowers can complete a Master Promissory Note online at [studentloans.gov](http://studentloans.gov). Lindenwood will receive electronic notification once the application is complete.

### **Unsubsidized Federal Stafford Loan**

This loan provides for a maximum \$20,500 a year for graduate students. Unsubsidized Stafford Loans are not need based 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 or allow the interest to capitalize. The interest rate for loans originated July 1, 2013- June 30, 2014 is fixed at 6.8%

### **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.

### **Vocational Rehabilitation**

Assistance may be available for students with disabilities. Students should contact their regional office of Vocational Rehabilitation in regard to benefits.

### **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 of the students to notify the V.A. coordinator of any changes in their class schedules. The Registrar's Office promptly reports to the Veterans Administration when notified that a veteran 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, which may differ from those required of other students at Lindenwood:

- The University will notify the V.A. of all terminations, interruptions, or changes in semester-hour load within 30 days. This may change the benefits available to the student.
- 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.
- 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 excessive absence.
- The Veterans Administration will be informed that progress is no longer satisfactory with the accumulation of 12 or more hours of F grades.

Students receiving benefits through the Veterans' Administration must comply with the University's general policies regarding withdrawal, attendance, and satisfactory progress.

## Maintaining Financial Aid Eligibility

### Satisfactory Academic Progress for Financial Aid

In order to maintain eligibility for Title IV financial aid, students must maintain satisfactory academic progress, which requires a student to earn a minimum number of credit hours over a maximum number of enrollment periods and achieve a minimum cumulative grade point average for each period of attendance. Progress is considered satisfactory based on the requirements are outlined in the table.

### Satisfactory Academic Progress Minimum Requirements for Graduate Students

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

## Financial Aid Warning/ Suspension

If a student fails to meet the minimum requirements outlined in the Satisfactory Academic Progress table, the student will be placed on financial aid warning for the subsequent term of enrollment. If, at the end of the financial aid warning term, the student does not meet the minimum requirements for satisfactory academic progress, 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. Institutional grants awarded to students later placed on financial warning or suspension will also be reevaluated. Financial aid warning and suspension are calculated and applied independently from academic warning or academic suspension.

*Notes: (1) Transfer credit hours that are accepted by Lindenwood University will be included in the calculation of satisfactory academic progress and will count as both "attempted" and "completed" hours.*

*(2) 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. Failure to maintain minimum academic progress will result in a student being ineligible to receive Title IV financial assistance following one financial aid warning term (semester or quarter).*

## Reinstatement of Aid after Financial Aid Suspension

Financial aid will be reinstated only after the student achieves the minimum cumulative requirements for satisfactory academic progress outlined in the table.

*Note: Withdrawal from the University has no effect on the student's satisfactory progress upon readmission.*

## Appeals of Financial Aid Suspension

A student has the right to appeal the suspension of his or her financial aid if he/she feels that the requirements of the satisfactory academic progress were met and that the suspension of aid is inappropriate, or if the student believes that undue hardship (death of a relative, injury, or illness, or similar special circumstances) directly affected his or her academic performance.

To appeal the suspension of financial aid, the student must submit a letter of appeal, along with any relevant supporting documentation to the Director of Financial Aid. If the student's appeal is granted, the student will be placed on financial aid probation and will be given one subsequent term of enrollment to meet the minimum satisfactory academic progress requirements. If the appeal is denied, the student will be ineligible to receive Title IV aid until the academic requirements are met.

# Academic Policies, Procedures, and Academic Services

## Academic Policies

### Academic Calendar

Graduate degrees in American studies, art, education, counseling, communications, nonprofit administration, teaching English to speakers of other languages (TESOL), and theatre are offered on a semester schedule. School of Business & Entrepreneurship programs and the Master of Public Administration, offered by the School of Human Services, are offered on a 5-term/year schedule. Programs offered through the College of Individualized Education are offered on a quarter schedule and are outlined further in the LCIE catalog.

### Academic Load and Enrollment Designations

All academic credit is given in credit hours. Full- and half-time student status is determined by the number of credit hours in which a student is enrolled during a given term. In credit hours, the academic load designations for graduate students are as follows:

#### Semester Programs

##### *Full time Enrollment*

- Nine credit hours

##### *Half-time Enrollment*

- Six to eight credit hours

##### *Less than Half-time Enrollment*

Five or fewer credit hours

#### Five-term Programs

##### *Full time Enrollment*

- Six or more credit hours

##### *Half-time Enrollment*

- Four to five credit hours

##### *Less than Half-time Enrollment*

- Three or fewer credit hours

*Notes: (1) In order to remain in compliance with US visa regulations, students on an F1 visa must maintain full-time enrollment status by enrolling in a minimum of 6 credit hours per term.*

*(2) Course extensions (including culminating project extensions, capstone extensions, and thesis extensions) are not counted among a student's "hours enrolled." For this reason, students who are only enrolled in the completion of a thesis, capstone experience, or culminating project are considered less than half-time students.*

*(3) Active duty military personnel pursuing certain online graduate programs in the semester format may qualify for full-time enrollment status at 6 credit hours. Such students should contact the VA Certifying Official for more information.*

## Non-Degree Seeking Students

A student who is not seeking certification or any degree with Lindenwood University may be accepted as a Non-Degree, "Special Status" student. Students accepted with Special Status may not take more than twelve (12) credit hours of regular, undergraduate, or graduate credit without being fully admitted. This policy does not apply to Cooperative (Workshop) credit. Students accepted with Special Status will not be eligible for financial aid or student loans as they are not fully admitted to the university. Payment arrangements must be made with the Business Office prior to attending class.

### Extra Credit

No extra credit is permitted at the graduate level.

### Expectation of Student Work

Student work is understood to include the assignments, homework, and other academic activities that are to be completed outside of instructional time (e.g. reading, studying, writing, and conducting research, etc.). Students should expect to spend a minimum of two hours per credit hour per week completing this work. Thus, for example, a minimum of six hours of work outside of class should be expected for a three credit hour course. Note that the time spent on completing work outside of class may increase based on the topic and level of the course.

## Academic Standards

In addition to making the satisfactory academic progress required to maintain financial aid eligibility, students must also meet an additional set of academic expectations in order to remain in good academic standing with the University. Failure to meet these standards will result in academic warning, academic probation, academic suspension, or dismissal from the University.

### Maintaining Good Academic Standing

To remain in good academic standing, graduate students must

- Maintain a cumulative grade point average of 3.0 or higher.
- Maintain a grade point average of 3.0 or higher in the subject major or emphasis area.
- Adhere to requirements set by their academic programs.

In addition to these criteria, students must attain a final cumulative 3.0 in the major field or emphasis area in order to qualify for graduation. Students may be permitted to take additional coursework beyond the degree requirements to achieve the necessary minimum 3.0 GPA in order to graduate. These additional courses must be approved by the chair of the department offering the degree or emphasis.

*Note: If individual programs have more stringent definitions of probationary or suspension status than does the University as a*

whole, that program's definitions will prevail over the University's definition.

### **Failure to Maintain Good Academic Standing**

Any student who falls out of good academic standing may be suspended. The academic advisor for any student who is suspended or placed on academic probation shall receive a copy of the letter that informs the student of his or her suspension or probation.

#### *Academic Suspension*

A graduate student will be placed on academic suspension if he or she does not meet the minimum cumulative grade point averages listed below.

- After attempting 18 or fewer credit hours: 2.66 GPA
- After attempting 19-27 credit hours: 2.75 GPA
- After attempting 28-32 credit hours: 2.8 GPA
- After attempting 33 or more credit hours: 3.0 GPA.

In addition, any student with a term GPA less than 3.0 will be reviewed for possible suspension or probation. Note that suspension must be appealed in writing before a student may continue with a subsequent term.

### **Academic Probation**

Students failing to maintain a cumulative 3.0 GPA who are not placed on academic suspension will be placed on academic probation. Students placed on academic probation may be subject to conditions (provided to the student in writing) under which he or she will be allowed to continue. 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 averaged to determine the cumulative grade point average.

### **Appealing Academic Suspension**

Upon academic suspension, a student who wishes to resume his or her studies must first appeal the suspension in writing. The appeal must be received and reviewed prior to the beginning of the term following the student's suspension. The University Provost and an appeals committee will review the student's letter of appeal, along with the student's academic history and overall academic performance. The student's instructors and academic advisor may provide feedback that contributes to the ultimate approval or denial of the student's appeal of academic suspension. Students whose appeals of academic suspension are denied are ordinarily not again admitted to the graduate programs of Lindenwood University. Continuously enrolled students whose appeals of academic suspension are granted will resume their studies on probation.

Any student who discontinued his or her studies for more than two years and who departed the University under academic suspension must appeal his or her suspension before being readmitted. Upon readmission, such students will be subject to the requirements in the catalog in effect at the time of their return.

*Note: Students will be notified of their academic suspension by US mail and by Lionmail and will be provided with guidelines for writing a letter of appeal, including a specific date by which the*

*appeal must be received. If a student's appeal is not received by the date specified, the student will be dropped from all classes, and, if the student is a resident, his or her campus housing will be cancelled.*

### **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.

### **Academic Honesty Policy**

Academic dishonesty is a serious offense to oneself and one's colleagues. Students wishing to maintain formal membership in the Lindenwood 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, plagiarizing, or lying will be sent to the university provost. A first offense of academic dishonesty by a graduate student will result in a penalty determined by the course instructor which may include a failing grade in the course. A second offense will result in expulsion from the university.

### **Attendance Policy**

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 university activity. A student who has been hospitalized should offer a doctor's verification to his/her instructors. 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*.)

### **Grading System**

Lindenwood University operates under the 4.0 grading system. An A carries 4 quality points; a B, carries 3 quality points; and a C, carries 2 quality points. A grade of F carries no quality points and no credit. Thus, a course worth 3 credit 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.

Graduate students may receive grades of A, B, C, F, W, WP, WF, AF, NG, I, and Audit. A grade of A represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking. A grade of B grade is awarded for

work of high quality, well above average. The grade of C indicates below average work yet completion of course requirements. An F grade indicates one's coursework has been unsatisfactory and no credit is given. No grade of D is awarded at the graduate level.

### **Withdraw (W), Withdraw Pass (WP), Withdraw Fail (WF)**

A grade of W indicates that the student withdrew from a class with no effect to the student's GPA. A student wishing to withdraw from a class for a grade of W may do so by completing an Add/Drop form and securing the signature of his or her advisor and course instructor before the appropriate deadline. If the student misses the first Withdrawal deadline, a second date, set at the two-thirds mark of the semester or term marks the deadline to apply for a WP or WF. A grade of WP indicates that a student wishing to withdraw from a class was passing the course at the time of the request to withdraw; a grade of WF indicates that the student was failing the course at the time of the request to withdraw. Neither WP nor WF will affect the student's GPA.

### **Administrative Withdrawal**

When it is in the best interest of a student or of Lindenwood University for a student to withdraw, a student may be given a WP/WF and put on administrative hold. This action of administrative withdrawal 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 Associate Provost. An Administrative Withdrawal does not affect one's grade point average.

### **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.

### **No Grade**

An administrative grade of NG is assigned by the registrar when final course grades have not been submitted prior to making grades accessible to students. 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.

### **Incomplete (I)**

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. An I grade must be resolved prior to the end of the next semester or term; otherwise, it automatically becomes an F.

Any request to extend the time needed to complete a grade of incomplete 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 school dean to be considered for approval.

### **Pass/Fail (P/F)**

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

### **Audit**

A student may register to audit lecture courses, not to include studio or photography courses. 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 one week into a regular semester and two class meetings into a 5-term 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.

### **Adding a Course**

Students may not add a course (except for tutorials or independent studies) after 5:00 p.m. on Friday of the first week of the regular semester or the Friday before the first week of an 8- or 9-week term. Students may add a class during the second week of a regular semester only under extenuating circumstances and only with the signatures of the course professor, the dean of the appropriate academic school, and the Associate Provost.

### **Retaking a Course**

Note that if a student fails and retakes a course, the second grade does not replace the first grade; the two grades are averaged. For instance, if a student earns an F for a class and retakes the class, earning an A, the two grades would be the equivalent of two Cs and would affect the overall grade-point average as two Cs.

### **Grade reports**

Grades are made available to all students at the end of each term and may be accessed through the student portal. Cumulative records are maintained for each student on individual transcripts.

### **Final Exams**

All semester and 5-term program courses are required to meet until the end of the scheduled academic periods as stated in the university calendar. Professors are 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.

Faculty members are not to change the schedule 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.

In the event that classes are officially cancelled during final exams, the students' final course grades will be calculated

based on the work in the course completed to that point, if 75% of the graded work in the class has already been assigned. If 75% of the graded work in the class has not been assigned by the final exam, a makeup exam will be scheduled.

### **Thesis/Capstone Experience/Culminating Project Extensions**

Registrations for extensions on graduate thesis, capstone experience or culminating projects must be completed by the student each succeeding term after the initial enrollment for his/ her thesis, Capstone III, or culminating project. The fee charged for extension is listed on the fee page of this catalog. If the student fails to register for a term during which he/she plans to complete the thesis, capstone experience or culminating project, he/she will no longer be considered a degree candidate. Should the student wish to resume the thesis, capstone experience, or culminating project, he/she must pay the full tuition rate for the thesis, capstone experience, or 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.

## **Academic Procedures**

### **Appealing Grades and Academic Grievances**

Students who wish to appeal a final grade will first contact the course instructor. If the matter cannot be resolved through the instructor, the student may appeal in writing to the appropriate school dean or the Associate 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 Associate Provost. Notice of intent to file a grievance must be made in writing to the appropriate school 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 has established a number of appeal and grievance processes (see, e.g., the process for “Appeal of Financial Aid Suspension”) in various university publications. Once the normal appeal and grievance procedures (for appeals of any kind) have been exhausted, students may make formal written complaints concerning academic matters to the provost and those complaints concerning student services to the vice president for student development. All other formal written student complaints should be directed to the president’s office.

Note that 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.

### **Transferring Credits from another University**

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request that 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 appropriate school 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 Dean of Academic Services.

If transfer credit is requested from an international institution, students must submit their transcripts and their English translations to World Evaluation Services (WES) for evaluation. For more information regarding obtaining a WES transcript evaluation, please refer to the International Application Procedures section of this catalog or contact the Office of International Students and Scholars.

For policies regarding transfer credit into a specific graduate program or school, please refer to the section of this catalog that describes that program.

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.

### **Withdrawing from Classes**

To withdraw from a course with a W, students must complete and sign a withdrawal form before the last day to withdraw with a W, secure the signature of their academic advisor, and, if they have attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from a course after the deadline to withdraw with a W will receive either a grade of WP (withdraw passing) or WF (withdraw failing.)

The deadline for WP/WF grades shall be a date for each term as set annually on the Academic Calendar at the two-thirds mark of the term. Neither grade will affect the student’s grade point average. (Students should also refer to the Withdrawal and Refund section of this catalog.) Late withdrawals will be approved only under extreme circumstances. 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. If a



student believes that extraordinary circumstances require withdrawing from a class after the deadline, the student must complete the following steps:

- Write a letter fully specifying the reasons for the withdrawal.
- Gather supporting documentation (physical report, court documents, hospital documents, etc.)
- Meet with the academic advisor for a signature on a policy exemption form.
- Meet with the dean of the school for a signature on the exemption form.
- Submit the signed form to the Associate Provost.

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 a 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 described above.

### Preparing for Graduation

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, each student must track his or her own progress through a degree program by maintaining a checklist of all degree requirements and his or her completion of each requirement. The academic advisor will confirm that all degree requirements have been met; however, the student is ultimately responsible for tracking his/ her own progress through his/her program and meeting all requirements for graduation. The advisor has the authority to approve academic work within the major; however, only the chief academic officer (Provost) 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.

Students must submit an application to graduate. The application must be signed by the student and the student's academic advisor and be submitted to the Office of Academic Services. Failure to submit an application by the appropriate deadline may postpone the posting of the student's degree. The application deadlines are as follows:

| <i>Students graduating in</i> | <i>Must apply by</i>         |
|-------------------------------|------------------------------|
| March                         | Dec 30 of previous year      |
| May                           | Dec 30 of previous year      |
| June                          | Dec 30 of previous year      |
| August                        | February 28 of the same year |
| September                     | March 30 of the same year    |
| October                       | May 30 of the same year      |
| December                      | May 30 of the same year      |

## Academic Services

### Requesting Transcripts

A request for a transcript should be made either on a Transcript Request Form or by letter to the office of academic services, including name, student ID number, dates

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

Requests for official transcripts of the academic record will not be filled until authorization has been received in writing from the individual student.

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

*Note: all information in each student's university record folder is considered confidential and is issued only to authorized individuals.*

### Requesting Grade Reports

Grade cards are available through the student portals, as are transcripts, class schedules, and information about the business office statements and financial aid. Because grade reports are available online to all students, Lindenwood University no longer mails grade reports to students. If a student needs a copy of his/her grades for reimbursement by an employer, a copy of all grades can be printed by the student from his/her portal and submitted for reimbursement. If the student's workplace will not accept the printed copy, the student should submit a written request to the dean of academic services ([academicservices@lindenwood.edu](mailto:academicservices@lindenwood.edu)) and a copy will be sent to the employer. The request must include the mailing address to which the report should be sent, student ID number, term for which grades are requested, signature of the student making the request, and a call back number. The request can be sent by fax to (636) 949-4776.

If students have any questions about their Lionmail accounts or their student portals, they can contact [CAMSSupport@lindenwood.edu](mailto:CAMSSupport@lindenwood.edu).

### The 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 office of academic services. Unless specifically prohibited by the student, Lindenwood University may release "Directory Information" at its discretion for government-mandated reporting, news releases, and other purposes that it believes serve the student's interest. This includes:

- Full name
- Local and home addresses
- Local and home telephone numbers
- Email address

- Date and place of birth
- Most recent educational institution attended
- Enrollment status
- Class level
- Dates of attendance
- Degrees, awards, and honors received
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Photographs.

Students may withhold information from some of these disclosure requests by notifying the office of academic services in writing the first week of each term. All written requests for non-disclosure will be honored by the university for only one term; therefore, authorization to withhold student information must be filed during each term of attendance. Students have a right to voice any concerns with the US Department of Education.

# Courses and Programs

## Course Numbering

Graduate courses at Lindenwood are numbered sequentially, as follows:

50000-70000: Masters, Thesis, Ed. S., or Ed. D. courses.  
80000-99999: Doctoral level courses and graduate workshops.

## Course Offering

Course offerings are dependent on student enrollment and availability of qualified instructors. The University reserves the right to cancel any course when enrollment is below minimum requirements or an instructor is not available.

## Special Topics

Special topics courses are offered on an intermittent basis. The special topics courses will be listed alphabetically according to department prefix (indicated here by "XXX"), followed by a course number, as follows: XXX 59000-59999, XXX 69000-69999, XXX 79000-79999. These courses are offered to cover special topics within a school or department. Special topics courses may be worth 1 to 6 credit hours and may be repeated, as topics will vary. Departments may designate specific course numbers for special topics courses if the courses meet general education or major requirements.

## Online Courses

In an online course, 100% of course instruction is delivered using an online learning management system. There is no time spent in a physical classroom. In some cases, students may meet for an introductory and/or summary meeting; however, these meetings are not mandatory.

## Hybrid Courses

A hybrid course is a method of instruction in which 75% or more of the course is taught using a learning management system. Time in the classroom is reduced but not eliminated.

## Independent Study

An independent study is an innovative, nonstandard class involving independent research/study on the part of the student under the guidance of an instructor. The contact time requirement for an independent study is one documented contact hour every two weeks. It is strongly recommended that students who are granted independent studies have at least a 3.0 cumulative GPA.

To enroll in an independent study course, the Independent Study Proposal form must be completed, signed, and returned to the Registrar's office no later than the third week of the term in which the work is to be done. An add/drop/enrollment form and a 1-2 page course outline

prepared by the student after consultation with the instructor must be attached.

## Tutorial

A tutorial is a class listed in the catalog taught to a student on an individual basis. The content of the course is the same as the material taught in the regular class. The contact time requirement for a tutorial is one documented contact hour per week during which the subject matter will be discussed and student progress evaluated. Only instructors who have previously taught the class in the regular session will be allowed to teach a tutorial unless permission is granted by the dean. Only students with a true need will be considered for a tutorial, and it is up to the academic school and instructor whether to grant a tutorial. It is strongly recommended that students who are granted tutorials have at least a 3.0 cumulative GPA.

To enroll in a tutorial course, the Tutorial Proposal form must be completed, signed, and returned to the Registrar's Office no later than the third week of the term in which the work is to be done. An add/drop/enrollment form and a syllabus must be attached.

## Degree Time Limit

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

## Change in Degree Program

A student wishing to pursue a degree or program other than the one he/she originally sought should consult with an advisor in the new program to determine whether additional application materials must be submitted for admission to the new program.

## Second Graduate Degrees

A student who has earned a master's degree from Lindenwood and desires another master's degree may transfer a maximum of 9 hours of 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. For questions concerning transfer of hours from a master's degree to an Education Specialist or Education Doctorate, please see the School of Education section of this catalog.

# PROGRAM DESCRIPTIONS

## School of American Studies

### Master of Arts

Working in concert with the School of Education, the School of American Studies offers a Master of Arts in Education with an emphasis in interpretation. This degree program provides students with advanced study in the field of interpretation. This highly specialized communication process is used in museums, open-air museums, historic sites, nature centers, art galleries, zoos, aquariums, botanical gardens, tourism, and eco-tourism. The education foundation of this degree, coupled with access to the University owned and operated resources of the Daniel Boone home and village, a national historic site, prepares graduates for positions in program development, management, planning, and curriculum design for interpretive sites. This is a highly competitive field, and this program is designed to prepare qualified candidates with a foundation in theory and hands-on application.

Admission to the master's program requires no specific course prerequisites; however, a student must have received a baccalaureate degree from an accredited institution in order to be admitted.

### Master of Arts in Education *Interpretation Emphasis*

Students in the Master of Arts in Education with interpretation emphasis are required to take a minimum of 36 credit hours. The degree requirements include a 12 credit education core, a 15 credit American studies core and 9 credit hours of elective coursework.

#### Education Core

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 52000    | Curriculum Analysis and Design                        |
| EDU 57000    | Educational Research                                  |

#### Interpretation Core

|           |                               |
|-----------|-------------------------------|
| AST 50300 | Foundations of Interpretation |
| AST 56000 | Interpretation Research       |
| AST 60000 | Masters Project               |

Plus six credits from the following courses (or courses approved by the academic advisor):

|           |                         |
|-----------|-------------------------|
| AST 58300 | Interpretive Planning   |
| AST 58400 | Heritage Interpretation |
| AST 58501 | Interpretive Management |

*Note: Courses earn three credit hours unless otherwise indicated.*

### Electives

The remaining 9 credits are selected by the student and advisor with the final plan of study reviewed and approved

by the Dean of American Studies. Electives are selected from a variety of disciplines to support the student's focus.

Recommended courses include but are not limited to NPA 53000 Volunteer Management, NPA 55000 Management of Nonprofit Organizations, and NPA 57100 Grant Writing. Students are required to produce a viable research paper or project approved by Dean of American Studies.

Students will have the option to apply for professional certification through the National Association for Interpreters (NAI) as a Certified Interpretive Guide (CIG), Certified Interpretive Planner (CIP), Certified Heritage Interpreter (CHI), Certified Interpretive Manager (CIM), or Certified Interpretive Trainer (CIT). Students who have received certification from NAI through previous training may apply for up to 9 transfer credit hours upon completion of a proficiency evaluation and submission of documentation.

### 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 or higher (paper-based exam).

### Language Requirement

There is no language requirement for the MA.

### GRE

GRE scores are not required for admission.

# School of Business & Entrepreneurship

## SB&E Mission Statement

Set forth below, the mission of the School of Business & Entrepreneurship complements and expands upon the Lindenwood University mission statement. In furtherance of the University's mission, the School of Business & Entrepreneurship is committed to

- Providing a comprehensive core curriculum of business subjects.
- Instilling a strong and enduring sense of ethical business practices.
- Providing theoretical tools and analytical skills for lifelong use.
- Developing the student's communication and presentation skills.
- Offering major fields of study to equip students for specialized careers.
- Providing opportunities to supplement classroom education with real world experience.
- Expanding the student's geographical and cultural horizons for success in an increasingly global economy.
- Instilling the entrepreneurial model as an essential component of American free enterprise.
- Fostering the scholarship of teaching, application, integration, and discovery among its students and faculty, as appropriate.

## Graduate Outcomes

The School of Business & Entrepreneurship provides instruction, knowledge, and experience in an environment that encourages students to develop self-motivation and the ethical standards essential to becoming citizens in the global business community. The Lindenwood University School of Business & Entrepreneurship expects that its graduates should

- Have the contemporary business competencies of their chosen discipline and the aptitude required for life-long learning and personal development.
- Have the technical, human, and conceptual skills that would contribute to critical analysis, problem solving, operational recommendations, and continuous improvement of dynamic and changing organizations and the ability to professionally communicate those recommendations and improvements.
- Demonstrate the entrepreneurial spirit of being enterprising, resourceful, and productive in their professional lives.
- Be able to act and build upon the foundation of their course work for the furtherance of their professional careers.

## Description of Graduate Programs

Lindenwood University is accredited by the Higher Learning Commission ([info@hlcommission.org](mailto:info@hlcommission.org)), and the SB&E has received specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP,

[www.acbsp.org](http://www.acbsp.org)). The SB&E's graduate degree programs prepare students to pursue careers in the management of business firms or other formally organized enterprises. The programs emphasize knowledge, skills, and techniques useful in designing and maintaining effective organizations. The case method of instruction is used extensively throughout the student's coursework to enhance decision making skills. For information on all SB&E programs, students and applicants may visit the school of business website.

Graduate programs at the school of business operate on a 5-term calendar, meeting in the Fall I, Fall II, Spring I, Spring II, and Summer terms. Students may begin their degree programs during any of the five terms. Most courses meet once weekly in four hour sessions for nine consecutive weeks on weekday evenings or Saturday mornings. Online courses meet asynchronously, and students are expected to participate in their online courses multiple times throughout each of the nine weeks.

## SB&E Graduate Degrees

The SB&E offers the following graduate degrees:

- Master of Accountancy
- Master of Arts in Leadership
- Master of Arts in Sport Management
- Master of Business Administration\*
- Master of Business Administration with an emphasis in any of the following areas:
  - Accounting
  - Entrepreneurial studies
  - Finance
  - Human resource management
  - International business
  - Management
  - Marketing
  - Supply chain management
- Master of Science in Finance\*\*
- Master of Science in Marketing\*\*

*\*The Master of Business Administration may be earned online.*

*\*\*Master of Science programs have a recommended sequencing of courses; students are encouraged to begin an MS degree in a Fall I or SP I term.*

## SB&E Graduate Certificates

Graduate certificate programs provide students with a mastery of content within a sub-field of a business discipline. The SB&E offers the certificate programs in the following areas:

- Finance
- International business
- Leadership
- Marketing
- Supply chain management

## SB&E ACADEMIC OFFERINGS

### Master of Accountancy Program

#### Master of Accountancy

**30-69 credit hours**

The Master of Accountancy program is intended for students who have completed an undergraduate degree in accounting. The program is designed to provide the last 30 hours of the Lindenwood accountancy program; the program presumes that students have completed the undergraduate portion of the accountancy program or its equivalent. Students whose undergraduate education is not equivalent to the Lindenwood accountancy undergraduate program may become eligible to complete the Master of Accountancy by taking additional courses as outlined by this program.

#### Master of Accountancy Foundation Courses

When a Master of Accountancy student's undergraduate degree was not in business or the student's undergraduate program did not contain sufficient business coursework, the following Master of Accountancy foundation courses may be required:

|            |                                   |
|------------|-----------------------------------|
| EPB 50100  | Academic Writing (6)              |
| ECON 53081 | Economic Concepts                 |
| FIN 52010  | Financial Policy                  |
| MRKT 55010 | Marketing Principles and Issues   |
| MGMT 56035 | Organizational Behavior           |
| MGMT 56030 | Management Practices              |
| MGMT 56060 | Business Law and Ethics           |
| MIS 54001  | Management Information Systems    |
| INTL 58001 | International Business Operations |
| ECON 53085 | Macroeconomic Analysis            |

*Note: Courses are three credit hours unless otherwise indicated.*

#### Master of Accountancy Prerequisite Courses

In addition to the courses listed above, the following two prerequisite courses may be required for (1) Master of Accountancy students who have not completed sufficient academic coursework in financial accounting and/or managerial accounting or (2) students who have not earned a grade of B or better in courses previously taken from a regionally accredited institution in those content areas:

|            |                               |
|------------|-------------------------------|
| ACCT 51010 | Financial Accounting Concepts |
| ACCT 51011 | Managerial Accounting         |

#### Master of Accountancy Degree Requirements

To earn a Master of Accountancy, the student must complete the following degree requirements:

- Foundation and prerequisite courses (0-39 credit hours)
- Seven core courses (21 credit hours)

|            |   |
|------------|---|
| ACCT 51015 | Ethics in Accounting                      |
| ACCT 21020 | Financial Accounting Theory I             |
| ACCT 21021 | Financial Accounting Theory II            |
| ACCT 51065 | International Accounting                  |
| ACCT 51085 | Fraud Examination and Forensic Accounting |
| ACCT 61000 | Professional Accounting Research          |
| MGMT 56070 | Statistics and Quantitative Analysis      |

- Three elective courses (9 credit hours), of which one shall be selected from the following options:

|            |                         |
|------------|-------------------------|
| ACCT 51055 | Business Tax Planning   |
| ACCT 51050 | Individual Tax Planning |

The remaining two electives shall be selected from among the following options:

|            |   |
|------------|---|
| ACCT 51055 | Business Tax Planning (if not selected above)   |
| ACCT 51050 | Individual Tax Planning (if not selected above) |
| ACCT 51030 | Advanced Cost Management                        |
| ACCT 51060 | Government and Non-Profit Accounting            |
| ACCT 51070 | Financial Statement Analysis                    |
| ACCT 51080 | Auditing Theory and Practices                   |

### Master of Arts and Master of Business Administration Programs

#### MA and MBA Foundation Courses

The foundation courses appearing below may be required for students in MBA and MA programs. (Note that foundation courses for MS programs are listed within the description of each MS degree.) The Business Concepts, Accounting Concepts, and Economics Concepts foundation courses are required for (1) MA or MBA students who have not completed sufficient academic coursework in business, marketing, accounting, or economics or (2) students who have not earned a grade of B or better in courses previously taken (from regionally accredited institutions) in those areas. These courses or their equivalents, if required, must be completed during the students' first 18 credit hours of an SB&E graduate program.

|               |                                    |
|---------------|------------------------------------|
| MGMT 56025    | Business Concepts                  |
| or MGMT 26032 | Principles of Management           |
| ACCT 51010    | Financial Accounting Concepts      |
| or ACCT 21010 | Principles of Financial Accounting |
| ECON 53081    | Economic Concepts                  |
| or ECON 23020 | Principles of Microeconomics       |
| EPB 50100     | Academic Writing (6)               |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) Students may opt to meet the course foundation requirements by (a) taking these courses at the graduate level at Lindenwood or at another regionally accredited institution or (b) taking the equivalent undergraduate courses at Lindenwood or any regionally accredited institution. In either case, students must have received a grade of B or better in order to waive the foundation course.*

*(3) Alternatively, students wishing to waive one or more of the business foundation courses without a transcript showing equivalent coursework may attempt to do so by achieving a score of 70% or better on a diagnostic exam (one exam per course) prior to the start of the business program. To schedule an appointment to take this exam, contact the School of Business & Entrepreneurship.*

The prerequisite Academic Writing for Graduate Students may be required for any international student whose first language is not English, based on the results of the student's academic writing placement exam, taken prior to the start of the business program. The writing prerequisite course must be taken during the student's first term of the program.

## Master of Arts in Leadership 36-51 credit hours

### Degree Requirements

The Master of Arts in Leadership is offered online. To earn a Master of Arts in Leadership, the student must complete the following degree requirements:

- Foundation courses (0-15 credit hours)
- Nine core business courses (30 credit hours)

|            |                                       |
|------------|---------------------------------------|
| FIN 52010  | Financial Policy                      |
| HRM 56510  | Strategic Human Resource Management   |
| HRM 56545  | Employment and Labor Law              |
| INTL 58001 | International Business Operations     |
| MGMT 56020 | Organizational Communications         |
| MGMT 56030 | Management Practices                  |
| MGMT 56056 | Leadership Theory                     |
| MGMT 56037 | Organizational Change and Development |
| MGMT 56057 | Leadership Strategies                 |
| MGMT 56058 | Leadership Program Capstone           |

- Two elective courses (6 credit hours), selected from among the following options:

|            |                                 |
|------------|---------------------------------|
| HRM 56530  | Employee Training & Development |
| MGMT 56035 | Organizational Behavior         |
| MGMT 56060 | Business Law & Ethics           |
| MGMT 66058 | Leadership Research             |
| MGMT 56055 | Group & Team Dynamics           |

## Master of Arts in Sport Management 39-54 credit hours

The Master of Arts in Sport Management is designed to prepare students for a career within the 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 collaboration of 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 sport management. To earn a Master of Art in Sport Management, students must complete the following degree requirements:

- Foundation courses (0-15 credit hours)
- Ten core courses (30 credit hours)

|             |  |
|-------------|--|
| ACCT 51011  | Managerial Accounting                            |
| FIN 52010   | Financial Policy                                 |
| MGMT 56020  | Organizational Communications                    |
| MGMT 56030  | Management Practices                             |
| MGMT 56056  | Leadership Theory                                |
| MGMT 56060  | Business Law and Ethics                          |
| SPMGT 57020 | Principles of Management in Sport Administration |
| SPMGT 57040 | Sport Marketing and Promotion                    |
| SPMGT 57050 | Sport Venue and Event Management                 |
| SPMGT 57060 | Sport Law  |

- Sport Practicum Placement (3 credit hours)

|             |                                    |
|-------------|------------------------------------|
| SPMGT 57095 | Practicum in Sport Administration* |
|-------------|------------------------------------|

\*Students are required to complete a three credit-hour structured practicum. Under the supervision of the Sport

Management Department, the student must complete 150 working hours in the sport industry. Students must gain approval for the practicum location from the Sport Management Department chair. Students will be evaluated on their practicum coursework both weekly and at the completion of the term.

- Two business elective courses (6 credit hours), selected from within any business discipline.

*\*Students with extensive experience may have part of the practicum waived at the discretion of the dean.*

## Master of Business Administration 39-54 credit hours

### Degree Requirements

To earn a Master of Business Administration, the student must complete the following degree requirements:

- Foundation courses (0-15 credit hours)
- Nine core business courses (27 credit hours)

|            |                                      |
|------------|--------------------------------------|
| ACCT 51011 | Managerial Accounting                |
| FIN 52010  | Financial Policies                   |
| INTL 58001 | International Business Operations    |
| MGMT 56030 | Management Practices                 |
| MGMT 56060 | Business Law and Ethics              |
| MGMT 56070 | Statistics and Quantitative Analysis |
| MIS 54001  | Management Information Systems       |
| MRKT 55010 | Marketing Principles and Issues      |
| MGMT 66080 | Business Policies and Strategies*    |

*Note: MGMT 66080 is the capstone course, to be taken in the last term of the student's program.*

- Four elective courses (12 credit hours), selected from one or more business disciplines.

Students with an undergraduate degree in business may be advised to select a higher level course in place of a business core course or courses. In the event that taking a core course would require a student to repeat coursework equivalent to that which the student has already taken, the school dean or the student's academic advisor may advise the student to select an alternative, higher level elective course (from within the same discipline) to fulfill the core requirement. Note that no such core-alternative may simultaneously serve to fulfill the core requirement and the student's emphasis coursework. In the event that a core alternative course is chosen, the student must still complete four courses within a single business discipline in order to earn an emphasis in that area.

## Master of Business Administration with an Emphasis 39-54 credit hours

### Degree Requirements

In addition to earning an MBA, students may choose to customize their degree with an emphasis in a particular area of study. An area of emphasis is intended for students who wish to add an area of in-depth study to the business administration degree.

To earn an emphasis, students must achieve a grade of B (3.0) or better in a minimum of four emphasis area elective

courses. A student receiving a grade of C in any emphasis area elective course may select additional courses, as necessary, in order to maintain eligibility to earn the emphasis.

To earn a Master of Business Administration with an emphasis, the student must complete the following degree requirements:

- Foundation Courses (0-15 credit hours)
- Nine core business courses (27 credit hours)

|            |                                      |
|------------|--------------------------------------|
| ACCT 51011 | Managerial Accounting                |
| FIN 52010  | Financial Policies                   |
| INTL 58001 | International Business Operations    |
| MGMT 56030 | Management Practices                 |
| MGMT 56060 | Business Law and Ethics              |
| MGMT 56070 | Statistics and Quantitative Analysis |
| MIS 54001  | Management Information Systems       |
| MRKT 55010 | Marketing Principles and Issues      |
| MGMT 66080 | Business Policies and Strategies*    |

*Note: MGMT 66080 is the capstone course, to be taken in the last term of the student's program.*

- For an MBA with an emphasis, four elective courses (12 credit hours), selected from within one business discipline. Elective courses are listed by discipline later in this section of the catalog.

### **MBA Emphasis Area Courses**

#### ***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 an MBA program, when added to the Bachelor of Arts with a major in accounting may satisfy the 150 credit hour requirement for the Uniform CPA Exam. Please consult an advisor in the School of Business & Entrepreneurship for further information on this option. (Students who aspire to become CPAs will be required to complete a total of 150 credit hours before sitting for the Uniform CPA exam; any student who has not completed a Bachelor of Arts in Accounting may be required to complete additional coursework at the graduate level in order to accrue sufficient credit hours before taking the Uniform CPA Exam.)

For an emphasis in accounting, select four courses from among the following options:

|                  |                                      |
|------------------|--------------------------------------|
| ACCT 51020       | Financial Accounting Theory I        |
| ACCT 51021       | Financial Accounting Theory II       |
| ACCT 51030       | Advanced Cost Management             |
| ACCT 51050       | Individual Tax Planning              |
| ACCT 51055       | Business Tax Planning                |
| ACCT 51060       | Government and Non-Profit Accounting |
| ACCT 51065       | International Accounting             |
| ACCT 51070       | Financial Statement Analysis         |
| ACCT 51080       | Auditing Theory and Practices        |
| ACCT 51090-51099 | Special Topics in Accounting         |

*Note: It is recommended that students avoid taking accounting elective courses that may be equivalent to accounting courses taken at the undergraduate level.*

#### ***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 courses for an emphasis in entrepreneurial studies are as follows:

|            |                           |
|------------|---------------------------|
| ENTR 57515 | Small Business Management |
| ENTR 57525 | Entrepreneurial Finance   |
| ENTR 57535 | Entrepreneurship & Growth |

In addition to the three courses listed above, students must choose one course from the following options:

|                  |   |
|------------------|---|
| ENTR 57590-57599 | Special Topics in Entrepreneurial Studies |
| HRM 56510        | Strategic Human Resource Management       |
| INTL 58010       | International Marketing                   |
| INTL 58050       | International Entrepreneurship            |
| MRKT 55020       | Marketing Information and Research        |
| MRKT 55040       | Advertising and Promotional Strategy      |
| MRKT 55050       | Personal Selling and Sales Management     |
| MRKT 55080       | Marketing Strategy and Management         |
| SPMGT 57040      | Sport Marketing and Promotion             |

#### ***Finance***

An emphasis in finance is designed to prepare individuals for staff or line positions in business or with financial advisory firms. For an emphasis in finance, select four courses from among the following options:

|                 |                                    |
|-----------------|------------------------------------|
| ACCT 51070      | Financial Statement Analysis       |
| ECON 53085      | Macroeconomic Analysis             |
| INTL 58020      | International Finance              |
| ENTR 57525      | Entrepreneurial Finance            |
| FIN 52020       | Cases in Managerial Finance        |
| FIN 52030       | Investments                        |
| FIN 52031       | Derivatives                        |
| FIN 52032       | Portfolio Management               |
| FIN 52033       | Fixed Income Securities            |
| FIN 52065       | Financial Markets and Institutions |
| FIN 52080       | Ethics and Compliance              |
| FIN 52090-52099 | Special Topics in Finance          |

#### ***Human Resource Management***

An emphasis in human resource management is designed to prepare individuals for professional, management, consultant, leadership, and executive human resource positions in business, government, and other organizations. The emphasis has a strong practical base, along with leading edge HR techniques and skills, so that the students will be able to apply their learning to the workplace. For an emphasis in human resource management, the student must complete the following courses:

|           |                                     |
|-----------|-------------------------------------|
| HRM 56510 | Strategic Human Resource Management |
| HRM 56530 | Employees Training and Development  |
| HRM 56545 | Employment and Labor Law            |
| HRM 56550 | Compensation and Benefits           |

#### ***International Business***

An emphasis in international business offers advanced training in the nature, theory, and issues central to U.S.



businesses dealing in international trade. For an emphasis in international business, select four courses from among the following options:

|                  |   |
|------------------|---|
| ACCT 51065       | International Accounting                                |
| INTL 58010       | International Marketing                                 |
| INTL 58020       | International Finance                                   |
| INTL 58032       | International Management                                |
| INTL 58040       | International Economics                                 |
| INTL 58050       | International Entrepreneurship                          |
| INTL 58060       | International Risk and Politics                         |
| INTL 58070       | International Business and Cross Cultural Communication |
| INTL 58090-58099 | Special Topics in International Business                |

### Management

The prime mission of the management emphasis is to provide students with an in-depth graduate education in management to prepare them to competently fill administrative positions in business enterprises and non-business organizations, such as government and not-for-profit institutions. For an emphasis in management, select four courses from among the following options:

|                  |                                     |
|------------------|-------------------------------------|
| ENTR 57515       | Small Business Management           |
| ENTR 57535       | Entrepreneurship and Growth         |
| MGMT 56035       | Organizational Behavior             |
| HRM 56510        | Strategic Human Resource Management |
| MGMT 56020       | Organizational Communications       |
| MGMT 56040       | Supply Chain Management             |
| MGMT 56045       | Logistics Management                |
| MGMT 56048       | Procurement Management              |
| MGMT 56056       | Leadership Theory                   |
| MGMT 56085       | Operations Management               |
| MGMT 56090-56099 | Special Topics in Management        |

### 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. For an emphasis in marketing, select four courses from among the following options:

|                  |                                       |
|------------------|---------------------------------------|
| INTL 58010       | International Marketing               |
| MGMT 56040       | Supply Chain Management               |
| MRKT 55015       | Electronic Marketing and New Media    |
| MRKT 55020       | Marketing Information and Research    |
| MRKT 55025       | Integrated Marketing Communications   |
| MRKT 55030       | Services Marketing                    |
| MRKT 55035       | Product Management                    |
| MRKT 55040       | Advertising and Promotional Strategy  |
| MRKT 55050       | Personal Selling and Sales Management |
| MRKT 55060       | Public Relations                      |
| MRKT 55075       | Business to Business Marketing        |
| MRKT 55080       | Marketing Strategy and Management I   |
| MRKT 55085       | Marketing Strategy and Management II  |
| MRKT 55090-55099 | Special Topics in Marketing           |
| SPMGT 57040      | Sport Marketing and Promotion         |

### Supply Chain Management

An emphasis in supply chain management (SCM) enables MBA students to gain principles and application knowledge in supply chain management. SCM includes procurement, operations, and logistics functions and integrates them within the firm, as well as between the firm and its supplier and distribution channel partners. This discipline is recognized and practiced by many businesses within manufacturing and service industries, worldwide. To complete an emphasis in SCM, students select four courses from among the following options:

|            |                         |
|------------|-------------------------|
| MGMT 56040 | Supply Chain Management |
| MGMT 56085 | Operations Management   |
| MGMT 56045 | Logistics Management    |
| MGMT 56048 | Procurement Management  |
| MGMT 56065 | Project Management      |

### Master of Business Administration Online

#### 39-54 credit hours

Students may opt to earn their MBA or MBA with an emphasis in management online. This option suits the non-traditional student, who may desire the flexibility and the autonomy of an online degree program.

*Note: Online courses are subject to an additional 10% tuition surcharge and may additionally require fees to cover online testing and presentation facilitation capabilities.*

To earn a Master of Business Administration online, the student must complete the following degree requirements:

- Foundation Courses (0-9 credit hours)\*
- Nine core business courses (27 credit hours)

|            |                                      |
|------------|--------------------------------------|
| ACCT 51011 | Managerial Accounting                |
| FIN 52010  | Financial Policies                   |
| INTL 58001 | International Business Operations    |
| MGMT 56030 | Management Practices                 |
| MGMT 56060 | Business Law and Ethics              |
| MGMT 56070 | Statistics and Quantitative Analysis |
| MIS 54001  | Management Information Systems       |
| MRKT 55010 | Marketing Principles and Issues      |
| MGMT 66080 | Business Policies and Strategies**   |

*Notes (1): MGMT 66080 is the capstone course, to be taken in the last term of the student's program.*

*(2) Students completing the online program must submit a minimum GMAT score of 500 in place of the Academic Writing foundation course requirement.*

- For an online MBA, four elective courses (12 credit hours), selected from one or more business disciplines. For an online MBA with an emphasis in management, four elective courses (12 credit hours) from the management discipline.

### Master of Science Programs

Descriptions of the Master of Science in Finance and the Master of Science in Marketing appear on the next page.

## Master of Science Programs

### Master of Science in Finance

#### 45-63 credit hours

To earn a Master of Science in Finance, the student must complete the following degree requirements:

- MS foundation courses (0-18 credit hours)
  - EPB 50100 Academic Writing (6)
  - ACCT 51010 Financial Accounting Concepts  
or ACCT 2010 Principles of Financial Accounting
  - ECON 53081 Economic Concepts  
or ECON 23020 Principles of Microeconomics
  - FIN 52010 Financial Policy  
or FIN 32000 Principles of Finance
  - MGMT 56070 Statistical and Quantitative Analysis  
or MTH 14100 Basic Statistics

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) Students may opt to meet the course foundation requirements by (a) taking these courses at the graduate level at Lindenwood or at another regionally accredited institution or (b) taking the equivalent undergraduate courses at Lindenwood or any regionally accredited institution. In either case, students must have received a grade of B or better in order to waive the foundation course.*

*(3) Students wishing to waive ACCT 51010, ECON 53081, or MGMT 56025 without a transcript showing equivalent coursework may attempt to do so by achieving a score of 70% or better on a diagnostic exam (one exam per course) prior to the start of the business program. To schedule an appointment to take this exam, contact the School of Business & Entrepreneurship.*

- Fifteen core business courses (45 credit hours)
  - ACCT 51011 Managerial Accounting
  - ACCT 51070 Financial Statement Analysis
  - ECON 53085 Macroeconomic Analysis
  - FIN 52020 Cases in Managerial Finance
  - FIN 52030 Investments
  - FIN 52031 Derivatives
  - FIN 52032 Portfolio Management
  - FIN 52033 Fixed Income Securities
  - FIN 52065 Financial Markets and Institutions
  - FIN 52080 Ethics and Compliance
  - INTL 58020 International Finance
  - MGMT 56075 Linear Statistical Models
  - MGMT 56075 Quantitative Research Methods in Business
  - FIN 62095 Finance Thesis I
  - FIN 62096 Finance Thesis II

### Master of Science in Marketing

#### 45-63 credit hours

To earn a Master of Science in Marketing, the student must complete the following degree requirements:

- MS foundation courses (0-18 credit hours)
  - EPB 50100 Academic Writing (6)
  - ACCT 51010 Financial Accounting Concepts  
or ACCT 2010 Principles of Financial Accounting
  - ECON 53081 Economic Concepts  
or ECON 23020 Principles of Microeconomics
  - FIN 52010 Financial Policy  
or FIN 32000 Principles of Finance

MGMT 56070 Statistical and Quantitative Analysis  
or MTH 14100 Basic Statistics

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) Students may opt to meet the course foundation requirements by (a) taking these courses at the graduate level at Lindenwood or at another regionally accredited institution or (b) taking the equivalent undergraduate courses at Lindenwood or any regionally accredited institution. In either case, students must have received a grade of B or better in order to waive the foundation course.*

*(2) Students wishing to waive ACCT 51010, ECON 53081, or MGMT 56025 without a transcript showing equivalent coursework may attempt to do so by achieving a score of 70% or better on a diagnostic exam (one exam per course) prior to the start of the business program. To schedule an appointment to take this exam, contact the School of Business & Entrepreneurship.*

- Fourteen core business courses (42 credit hours)
  - ACCT 51011 Managerial Accounting
  - MRKT 55010 Marketing Principles & Issues
  - MRKT 55020 Marketing Information & Research
  - MRKT 55035 Product Management
  - MRKT 55025 Integrated Marketing Communications
  - MRKT 55015 Electronic Marketing & New Media
  - MRKT 55030 Services Marketing
  - MRKT 55080 Marketing Strategies and Management I
  - MRKT 55085 Marketing Strategies and Management II
  - INTL 58010 International Marketing
  - MGMT 56075 Linear Statistical Models
  - MGMT 66075 Quantitative Research Methods in Business
  - MRKT 65095 Marketing Thesis I
  - MRKT 65096 Marketing Thesis II
- In addition, students must select one elective course (3 credit hours) from among the following options:
  - MGMT 56040 Supply Chain Management
  - MRKT 55050 Personal Selling and Sales Management
  - SPMGMT 57040 Sport Marketing and Promotion

## Graduate Certificate Programs

Graduate certificate programs require between 12 and 18 credit hours of coursework. Students must maintain a GPA of 3.0 or higher in all certificate courses. Certificate programs must be completed within three years of enrollment in the first course.

### Graduate Certificate Foundation Courses

Candidates with undergraduate degrees from areas other than business or candidates whose graduate or undergraduate programs in business did not contain appropriate coursework may be required to take foundation courses before completing the certificate program. Such foundation courses must be completed with a GPA of 3.0 or better prior to beginning the certificate courses.

The following four graduate certificate foundation courses may be required:

|            |                               |
|------------|-------------------------------|
| MGMT 56025 | Business Concepts             |
| ACCT 51010 | Financial Accounting Concepts |
| ECON 53081 | Economic Concepts             |
| EPB 50100  | Academic Writing (6)          |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) Additional foundation courses may vary by specific graduate certificate programs.*

*(3) Any and all of the foundation courses may be waived if in the judgment of SB&E the applicant has earned, within the past 5 years, university level credit covering the topics of the prerequisite course with a GPA of 3.0 or better or the equivalent.*

### Graduate Certificate: Finance

To earn a graduate certificate in finance, the student must complete the following courses:

- Foundation courses (0-15 credit hours)
- Additional foundation course requirement:

FIN 52020 Financial Policy (3)

- Three certificate core courses (9 credit hours):

FIN 52020 Cases in Managerial Finance  
 FIN 52030 Investments  
 FIN 52065 Financial Markets & Institutions

- Two elective courses (6 credit hours), selected from among the following options:

ACCT 51070 Financial Statement Analysis  
 FIN 52031 Derivatives  
 FIN 52032 Portfolio Management  
 FIN 52033 Fixed Income Securities  
 INTL 58020 International Finance

### Graduate Certificate: International Business

To earn a graduate certificate in international business, the student must complete the following courses:

- Foundation courses (0-15 credit hours)
- Additional foundation course requirement:

INTL 58001 International Business Operations (3)

- Three certificate core courses (9 credit hours):

INTL 58010 International Marketing  
 INTL 58020 International Finance  
 INTL 58032 International Management

- Two elective courses (6 credit hours), selected from among the following options:

INTL 58040 International Economics  
 INTL 58060 International Risk & Politics  
 INTL 58070 International Business & Cross Cultural Communications

### Graduate Certificate: Leadership

To earn a graduate certificate in leadership, the student must complete the following courses:

- Foundation courses (0-15 credit hours)
- Additional foundation course requirement:

MGMT 56030 Management Practices (3)

- Three certificate core courses (9 credit hours):

MGMT 56056 Leadership Theory  
 MGMT 56037 Organizational Change & Development  
 MGMT 56057 Leadership Strategies

- Three elective courses (9 credit hours), selected from among the following options:

HRM 56530 Employee Training & Development  
 MGMT 56035 Organizational Behavior  
 MGMT 56060 Business Law & Ethics  
 MGMT 56055 Group & Team Dynamics  
 HRM56510 Strategic Human Resource Management

### Graduate Certificate: Marketing

To earn a graduate certificate in marketing, the student must complete the following courses:

- Foundation courses (0-15 credit hours)
- Additional foundation course requirement:

MRKT 55010 Marketing Principles and Issues (3)

- Four certificate core courses (12 credit hours):

MRKT 55015 Electronic Marketing & New Media  
 MRKT 55020 Marketing Information & Research  
 MRKT 55025 Integrated Marketing Communications  
 MRKT 55035 Product Management

- Two elective courses (6 credit hours), selected from among the following options:

MRKT 55030 Services Marketing  
 MRKT 55040 Advertising and Promotion Strategy  
 MRKT 55075 Business to Business Marketing

### Graduate Certificate: Supply Chain Management

To earn a graduate certificate in supply chain management, the student must complete the following courses:

- Foundation courses (0-15 credit hours)
- Additional foundation course requirement:

MGMT 56070 Statistics and Quantitative Analysis (3)

- Four certificate core courses (12 credit hours):

MGMT 56040 Supply Chain Management  
 MGMT 56045 Logistics Management  
 MGMT 56048 Procurement Management  
 MGMT 56085 Operations Management

## SB&E POLICIES AND PROCEDURES

### Academic Load and Student Status Designations

Student status is determined by the number of credit hours in which a student is enrolled in a given term. Graduate student status designations are indicated below. Note that to enroll in more than nine credit hours per graduate/MBA, term a student must have permission of the Dean of the School of Business and Entrepreneurship.

#### *Full time Enrollment*

- Six or more credit hours

#### *Half-time Enrollment*

- Four to five credit hours

#### *Less than Half-time Enrollment*

- Three or fewer credit hours

*Notes: In order to remain in compliance with US visa regulations, students on an F1 visa must maintain full-time enrollment status by enrolling in a minimum of 6 credit hours per term.*

### MBA with Advanced Standing Program

The MBA with Advanced Standing Program is designed to further educate individuals in business management who hold a graduate degree from a regionally accredited college or university in a field related to business or management. A person who meets this criterion is eligible to receive an MBA upon completion of the 30 credit hours, including the 27 credit hours that make up the core curriculum. Students who have a graduate degree that includes 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 30 credit hours in the Lindenwood University MBA program. Required program prerequisite courses are not included in the 30 credit hour minimum, and, to the extent such courses are required, they will add to the minimum credit hour requirement for the MBA with Advanced Standing.

### Transferring U.S. Graduate Credit into a Business Program

A student wishing to transfer up to nine semester hours of graduate level coursework from a regionally accredited (U.S.) institution may do so by requesting that an official transcript be sent directly to Lindenwood University's Office of Graduate Admissions by the school or schools that the candidate previously attended. Students should bring copies of these official transcripts when meeting with their academic advisors. An evaluation of transfer credit will be made by the student's advisor and the dean of the School of Business and Entrepreneurship.

### Transferring International Graduate Credit into a Business Program

A student wishing to transfer up to 9 semester hours of graduate level coursework from an international institution must bring to Lindenwood the following items and present them to his or her academic advisor to review:

- An official WES\* course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.
- A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.
- An official WES document evaluation of the international undergraduate transcript, confirming that a baccalaureate degree has been conferred.

Upon arrival to Lindenwood, the student should bring these items to his or her academic advisor. These items will be reviewed by the advisor and will be forwarded to the dean of the School of Business and Entrepreneurship for approval.

*\*For further information on WES, visit [www.wes.org](http://www.wes.org) or the International Applications Procedures section of this catalog.*

### Attendance

Graduate evening programs are designed for motivated learners who take responsibility for their education. In a nine week program, it is assumed that a student will not miss any classes. However, recognizing that graduate students may be working adults, one absence may be compensated for (at the instructor's discretion) through additional assigned work. Two unexcused absences will result in a grade drop. Three unexcused absences are unacceptable, as three missed classes is equivalent to missing one third of a nine-week term. A student with three or more unexcused absences may, at the discretion of the professor, fail the course and be required to re-take it. (Note that excessive absences will also jeopardize international students' F-1 visa compliance.)

### Requirements for Degree

Completion of School of Business & Entrepreneurship requirements for degree, completion of all course work, and a minimum 3.0 GPA in all work completed as a graduate student at this university are required in order to receive a graduate degree.

### Orientation to Business Programs for International Students

Graduate programs for all international students begin on the first day of international student orientation. During orientation, students will complete an English language assessment, receive information regarding business program requirements, meet with an academic advisor, and enroll in classes. Any international student who is not able to arrive to the university in time to participate in the orientation program may be required to wait to begin his or her business program until the start of the subsequent term.

### International Student Programming

To best serve the needs of the international graduate student community, an international student program exists within the business school, working in conjunction with the university Office of International Students and Scholars to support graduate business students. Among the support services coordinated from within the business program are

- (1) international advising
- (2) new student orientation, and
- (3) academic writing instruction.

## Degree Program Admission Standards

Admission to the School of Business & Entrepreneurship graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence. Once accepted, students must maintain a minimum cumulative grade point average of 3.0. Students whose GPA falls below the 3.0 minimum will be subject to academic probation or suspension, as outlined in the Academic Standards section of this catalog. For more information about academic standards, please refer to that section of the catalog.

Applicants to the School of Business & Entrepreneurship's graduate programs who do not meet the admission requirements may be granted conditional acceptance. In this case, the submission of a GRE or GMAT score may be considered in support of an application for admission.

Conditionally admitted students may remain in conditional status for no more than 18 credit hours. Before advancing to degree candidacy, conditionally accepted candidates' academic performances will be reviewed twice by the school dean—once upon completion of the first nine credit hours, and again upon completion of 18 credit hours. Failure to meet the required 3.0 G.P.A. upon the completion of 18 credit hours will result in dismissal from the degree program. In addition, any conditionally accepted student receiving one course grade of F or two course grades of C during the first nine credit hours will be dismissed from the program without the option to complete 18 credit hours.

## Degree Program Application Procedures

### U.S. Citizen/Permanent Resident Application

To be considered for admission to the School of Business & Entrepreneurship, applicants should complete the online Evening & Graduate Admissions Application and submit the following items:

- A completed and signed application form with a nonrefundable \$30 application fee. Checks or money orders should be made payable to Lindenwood University.
- An official undergraduate transcript from a regionally accredited institution of higher learning showing that a bachelor's degree has been conferred, as well as any official transcript(s) from any graduate school(s) attended if transfer credit is desired. (For further information on the transfer of credit, refer to the SB&E Academic Policies section.)
- A resume.
- A personal statement.
- Three letters of recommendation.

The following additional admission requirement applies to those students seeking an MBA online:

- Applicants to the online MBA program who do not already possess a Lindenwood transcript must submit either a notarized photo ID or an official GMAT or GRE score. For score reporting, the Lindenwood University code is 6367.

### Citizen/Permanent Resident Application Deadlines

|                     |              |
|---------------------|--------------|
| Fall I deadline:    | July 26      |
| Fall II deadline:   | September 27 |
| Spring I deadline:  | December 13  |
| Spring II deadline: | February 21  |

Citizens and U.S. residents should mail applications to The Office of Evening & Graduate Admissions, Lindenwood University, 209 South Kingshighway, Saint Charles, MO 63301. Please email [eveningadmissions@lindenwood.edu](mailto:eveningadmissions@lindenwood.edu) or call (636) 949-4933 with any questions.

### International Citizen Application

To be considered for admission to the School of Business & Entrepreneurship, international applicants should complete the online International Application and submit the following items:

- International Student Application—A completed and signed copy of the application form must be submitted, along with a non-refundable \$100 application fee.
- A current resume.
- A personal statement.
- Three letters of recommendation.
- An Affidavit of Support—Students should provide an official document or statement from a bank verifying the amount (in U.S. dollars) of personal or family funds available for tuition (personal cost) and educational expenses (books, insurance). All documents must be in English.
- Official Transcripts—Graduate candidates must submit certified copies of university transcripts showing that a baccalaureate degree has been conferred. 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 of the transcript 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 applicant brings the receipt for the evaluation service.
- If transfer credit is requested from an international school, students should submit all transcripts and translations to World Evaluation Services (WES) for evaluation. Refer to [wes.org](http://wes.org) for more information about transcript evaluation. Lindenwood University must be listed as the recipient of the evaluation. WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy for his/her records. (For further information regarding the transfer of international credit to a business program, please refer to the Academic Policies section of this catalog, below.)

- 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 an e-mail address on their housing form.
- Personal Statement—Students should write an essay concerning their education plans. A personal statement may explain why the student wishes to pursue a business degree, long term goals, or a meaningful life experience.
- Passport—Students must provide a clear, readable copy of the identification page of their passports.
- Insurance—All students are required to 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.
- If an international student applicant is transferring from another university within the United States, the student should forward the Lindenwood University transfer paperwork (found in the application) to their schools' officials for processing.
- An official TOEFL or IELTS score. Required minimum TOEFL scores: 550 (paper-based exam), 213 (computer-based exam), 80 (Internet-based exam). Required minimum IELTS score: 6.0. For score reporting, the Lindenwood University code is 6367.

*Note: The following additional admission requirement applies to those students seeking an MBA online:*

- International citizens applying to the online MBA program who do not already possess a Lindenwood transcript must submit an official minimum GMAT score of 500. For score reporting, the Lindenwood University code is 6367.

### **International Citizen Application Deadlines**

Fall I deadline: July 13  
 Fall II deadline: September 14  
 Spring I deadline: December 5  
 Spring II deadline: February 8

Note that there is no international student intake or orientation beginning in the summer.

International residents should mail applications to The Office of International Students and Scholars, Lindenwood University, 209 South Kingshighway, Saint Charles, MO 63301 USA.

Please email [international@lindenwood.edu](mailto:international@lindenwood.edu) or call (636) 949- 4982 with any questions.

### **Certificate Program Application and Admission**

For admission into a graduate certificate program, candidates must have a bachelor's degree from a regionally accredited U.S. university and a minimum undergraduate GPA of 3.0. Applicants should follow the application procedures required for admission to the MBA program.

International applicants must meet the Lindenwood University admissions standards for the year of their admission.

### **Transferring Graduate Credit into a Certificate Program**

Students who have taken graduate level courses may request an SB&E review of their previous coursework. Previously completed courses will be evaluated, and the SB&E will determine whether any of those courses and their corresponding credit hours will be accepted in transfer into a graduate certificate program.

The transfer of credit is subject to the following conditions:

- A student may transfer up to nine semester hours of coursework from a regionally accredited (U.S.) institution.
- A minimum of 50% of the graduate certificate courses must be earned from the Lindenwood University School of Business and Entrepreneurship.
- Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood School of Business and Entrepreneurship or elsewhere, is counted toward a certificate.

A student wishing to transfer up to nine semester hours of graduate level coursework from a regionally accredited (U.S.) institution may do so by requesting that an official transcript be sent directly to Lindenwood University's Office of Graduate Admissions by the school or schools that the candidate previously attended. Students should bring copies of these official transcripts when meeting with their academic advisors.

Students seeking to transfer international credit into a certificate program must bring to Lindenwood the following items and present them to his or her academic advisor:

- An official WES course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.
- A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.
- An official WES document evaluation of the international undergraduate transcript, confirming that a baccalaureate degree has been conferred.

Upon arrival to Lindenwood, the student should bring these items to his or her academic advisor. These items will be reviewed by the advisor and will be forwarded to the dean of the School of Business and Entrepreneurship for approval.

*Note: The request for a transfer of credit must follow the SB&E procedures for transferring credit outlined in the catalog year of the applicant's admission into the program. For more information, refer to earlier sections Transferring U.S. Graduate Credit into a Business Program, and Transferring International Graduate Credit into a Business Program.*

### **Change of Status from Certificate to Degree Program**

A student wishing to pursue a degree or program other than the graduate certificate program should consult with an advisor in the new program to determine whether additional application materials must be submitted for admission to the new program.

### **Master Graduate Pursuing a Graduate Certificate**

A student who has earned a master's degree from the SB&E and is interested in pursuing a graduate certificate must complete the required core courses of the certificate program. A minimum of 50% of the graduate certificate courses must be earned from the School of Business and Entrepreneurship. Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood School of Business and Entrepreneurship or elsewhere, maybe counted toward a certificate.

### **Master Candidate Pursuing a Graduate Certificate**

A student who is currently seeking to earn an MBA or MS degree from the SB&E and is interested in pursuing a graduate certificate must complete the required courses for the certificate program. A minimum of 50% of the graduate certificate courses must be earned from the School of Business and Entrepreneurship. Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood School of Business and Entrepreneurship or elsewhere, is counted toward a certificate.

Note that students must determine whether they wish to complete the certificate program and/or pursue a graduate business degree such as an MA, MAcc, MBA, or MS prior to the completion of their third certificate course (9 credit hours). In the scenario in which a student decides to pursue both a certificate and a graduate degree (MBA or MS), the credit hours required for the graduate degree must be taken in addition to the credit hours required for their graduate certificate program. The graduate must complete the total number of credit hours sufficient to satisfy both the certificate and degree program requirements.

If, by the 9 credit hour mark, a student decides to pursue a graduate degree, the graduate certificate courses the student has taken may be used to fulfill the degree requirements of the MA, MAcc, MBA, or MS. In this case, the graduate courses taken will satisfy only the requirements of the degree program, and no graduate certificate will be earned or issued.

# School of Communications

## Master of Arts in Communication

### Program Description

The master's program in communications offers a great deal of flexibility in planning and design. With the help of an advisor, students plan a 36-hour master's program that best suits their individual needs.

### Admission Requirements

In addition to Lindenwood's general admission requirements, students applying to the School of Communications must meet the following requirements:

- Submission of a 300-word statement of purpose.
- A 3.0 undergraduate grade point average (GPA)

Students who do not meet the 3.0 GPA should contact the School of Communications.

A graduate student in communications may take only one tutorial or independent study course and may enroll in a maximum of 9 graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually-enrolled course, if that student received credit for the undergraduate version of that course.

### Core Curriculum

|           |   |
|-----------|---|
| COM 50300 | Research and Scholastic Writing         |
| COM 50310 | Contemporary Digital Rights             |
| COM 50320 | Critical Analysis of Media              |
| COM 50330 | Media and Politics                      |
| COM 50340 | Audience Analysis in an Interactive Age |
| COM 60101 | Communications Capstone                 |

Specialized coursework will determine the major emphasis area. The degrees and their additional requirements are listed below. Some classes will be dual enrollment.

### Broadcast Emphasis

A Master of Communications with a broadcast emphasis requires the completion of COM 15400 Video Production or the demonstration of basic video skills. In addition to the core courses, the broadcast emphasis requires 18 credit hours chosen from among the following options:

|           |                                  |
|-----------|----------------------------------|
| COM 50400 | Broadcast Newswriting            |
| COM 50700 | Writing for the Electronic Media |
| COM 54300 | Television News Production       |
| COM 55100 | Radio Production                 |
| COM 55700 | Non-linear Editing               |
| COM 57000 | History of Film                  |
| COM 57100 | Advanced Audio                   |
| COM 57400 | Advanced Video                   |
| COM 57900 | Production for Television        |
| COM 58000 | Television News Reporting        |

### Journalism Emphasis

A Master of Communications with a journalism emphasis requires the completion of COM 24200 Basic Reporting or the demonstration of basic journalistic skills. In addition to

the core courses, the journalism emphasis requires 18 credit hours chosen from among the following options:

|           |                             |
|-----------|-----------------------------|
| COM 50000 | Writing for Converged Media |
| COM 50400 | Broadcast Newswriting       |
| COM 50600 | Investigative Reporting     |
| COM 52500 | Photojournalism             |
| COM 52600 | Advanced Reporting          |
| COM 54300 | Television News Production  |
| COM 58000 | Television News Reporting   |
| COM 58100 | Editing                     |

### Interactive Media and Web Design Emphasis

A Master of Communications with an interactive media and web design emphasis requires the completion of COM 23300 Foundation of the Internet or the demonstration of basic web design skills. In addition to the core courses, the media and web design emphasis requires 18 credit hours chosen from among the following options:

|           |                                 |
|-----------|---------------------------------|
| COM 50000 | Writing for Converged Media     |
| COM 50500 | Desktop Publishing              |
| COM 52400 | Applications for Mobile Devices |
| COM 53700 | Design with Illustrator         |
| COM 54200 | Interactive Web Development     |
| COM 54400 | Advanced Interactive Scripting  |
| COM 55500 | 3D Graphics                     |
| COM 55700 | Non-linear Editing              |
| COM 56600 | Advanced Web Design             |
| COM 57100 | Advanced Audio                  |

### Communications Studies Emphasis

A Master of Communications with a communications studies emphasis requires the completion of COM 15400 Video Production or the demonstration of basic video skills and the completion of COM 23300 Foundation of the Internet or the demonstration of basic web design skills. In addition to the core courses, the communications studies emphasis requires 18 credit hours chosen from among the following options:

|                 |                                  |
|-----------------|----------------------------------|
| COM 50000       | Writing for Converged Media      |
| COM 50400       | Broadcast Newswriting            |
| COM 50500       | Desktop Publishing               |
| COM 50700       | Writing for the Electronic Media |
| COM 52400       | Applications for Mobile Devices  |
| COM 53700       | Design with Illustrator          |
| COM 54200       | Interactive Web Development      |
| COM 54400       | Advanced Interactive Scripting   |
| COM 55700       | Non-linear Editing               |
| COM 56600       | Advanced Web Design              |
| COM 57000       | History of Film                  |
| COM 57100       | Advanced Audio                   |
| COM 57400       | Advanced Video                   |
| COM 57900       | Production for Television        |
| COM 58600-58699 | Special Topics                   |
| COM 52500       | Photojournalism                  |
| COM 52600       | Advanced Reporting               |
| COM 58100       | Editing                          |



# School of Education

The School of Education is divided into four departments:

1. Department of Counseling
2. Department of Educational Leadership
3. Department of Health and Fitness Science
4. Department of Teacher Education

The following graduate degree programs are offered through each department:

## Department of Counseling

- Master of Arts in Counseling-Professional Counseling, (Missouri)
- Master of Arts in Counseling-Professional Counseling (Illinois)
- Master of Arts in Counseling-School Counseling
- School Psychological Examiner Certification (add-on certification)

## Department of Educational Leadership

### *Master of Arts*

- Master of Arts in School Administration (initial certification-school principal)
- Master of Arts in School Administration with special education administration certification

### *Educational Specialist*

- Educational Specialist in Educational Administration (advanced certification-superintendent)
- Educational Specialist in School Administration (initial certification-school principal)
- Educational Specialist in Instructional Leadership
  - Educational Specialist in Instructional Leadership with an emphasis in literacy education K-12
  - Educational Specialist in Instructional Leadership with an emphasis in mathematics-elementary K-6
  - Educational Specialist in PK-12 Instructional Leadership

### *Doctor of Education*

- Doctor of Education in Educational Administration (advanced certification-superintendent)
- Doctor of Education in Instructional Leadership
  - Doctor of Education in Instructional Leadership with an emphasis in andragogy
  - Doctor of Education in Instructional Leadership with an emphasis in higher education
  - Doctor of Education in Instructional Leadership with an emphasis in PK-12

## Department of Health and Fitness Science

### *Master of Science in Human Performance*

## Department of Teacher Education

### *Master of Arts in Education Model I, Add-on Certification*

- Master of Arts in Education with an emphasis in English for speakers of other languages (ESOL)

- Master of Arts in Education with an emphasis in gifted education
- Master of Arts in Education with an emphasis in library media (certification)
- Master of Arts in Education with an emphasis in special education K-12
- Master of Arts in Education with an emphasis in reading specialist
- Master of Arts in Education with an emphasis in mathematics education specialist: elementary

### *Master of Arts in Education Model II, Non-certification*

- Master of Arts in Education with an emphasis in autism spectrum disorders K-12
- Master of Arts in Education with an emphasis in character education
- Master of Arts in Education with an emphasis in early intervention in autism & sensory impairments
- Master of Arts in Education with an emphasis in educational technology
- Master of Arts in Education with an emphasis in interpretation
- Master of Arts in Education with an emphasis in specific content specialty

### *Master of Arts in Teaching Model III, Leading to Initial Certification*

- Master of Arts in Teaching-Early Childhood
- Master of Arts in Teaching-Early Childhood Special Education
- Master of Arts in Teaching-Elementary School
- Master of Arts in Teaching-K-12 (with content area)
- Master of Arts in Teaching-Middle School
- Master of Arts in Teaching-Secondary School

## Department of Counseling

### *Master of Arts in Counseling*

The programs leading to a Master of Arts in Counseling are designed to prepare master's level counseling practitioners. The professional counseling 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 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 counseling and school counseling programs are intensive and comprehensive, requiring a minimum of 48 credit hours of coursework and applied experience. Admission to the counseling program is selective, yet flexible. Please see an earlier section of the catalog for general University admissions requirements. Students who do not meet those requirements should contact the Counseling Department in order to discuss options.

The American Counseling Association *Code of Ethics* (2005) requires that institutions providing counselor education screen students for professional, personal, and academic fit within the profession of counseling. Completion and graduation from the M. A. in Counseling program requires successful completion of all graduate courses with appropriate academic success; development of appropriate interpersonal and counseling skills evidencing competency as a counselor; and being deemed fit for the counseling profession by program faculty as determined by development of counseling knowledge, skills, and counselor formation; interpersonal relations with others in the program, and openness to supervision and feedback.

Acceptance into the MA in Counseling is required in order for potential counseling candidates to enroll in the preliminary courses, IPC 51000 Foundations of School Counseling (3) or IPC 51100 Foundations of Professional Counseling (3). These foundations classes will be considered screening classes. Foundations instructors will evaluate all students, using the *Comprehensive Counselor Candidate Assessment (CCCA)* introduced at the beginning of the Foundations class (see Program Handbooks at [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling)). Any student identified by Foundations instructors as lacking clinical or academic potential to develop a career as professional counselors will be referred to the Counseling Review Board to determine whether or not the candidate will continue in the program or receive remedial actions, e.g., personal counseling or an action plan developed by the candidate and his or her advisor. This review board will be made up of the head of the department, a full-time faculty member, an adjunct faculty member, and an alumnus of the program. The review board will make recommendations to rehabilitate the student. Efforts at rehabilitation will be reviewed again the following semester. If sufficient progress has been made, the student will continue in the program. If the student demonstrates the same or additional deficits, as described above, the student may be removed from the program.

Students admitted to the MA degree programs in counseling must attain a 3.0 GPA for the first 12 hours of graduate course work with no grade less than a B or a report from any instructor for deficits according to the CCCA. Failure to maintain such standards will result in the candidate being referred to the Counseling Review Board to determine if the student will continue in the program. It is the objective of the counseling program to, as early as possible, identify students who demonstrate difficulty achieving the standards for competent practice and to initiate appropriate intervention to assist them. Thus, the faculty of the counseling program reserves the right to review students at any stage of their coursework. A student earning any grade less than a B in IPC 51000 or 51100, IPC 55100 or IPC 55300, IPC 52400, or IPC 62000 (professional internship) or IPC 62100-62400 (school field placements) will be allowed to repeat the course one time and must earn a grade of B or better to continue in the program. Any instructor may submit a CCCA form to the Counseling Review Board to insure appropriate clinical skills at any time during the program. The Counseling Review Board process, however

initiated, may result in the termination of the student's degree program or other required or recommended remedies to address deficiencies judged by the Counseling Review Board as related to the skills that are essential to the development of competent and ethical practices as a professional counselor.

After a candidate has successfully completed the first 12 hours of coursework, completion of the Counseling Program is contingent on the following criteria:

1. Maintaining a minimum GPA of 3.0; and
2. Completing the required number of courses, based on the current curriculum; and
3. Completing an electronic portfolio (school) as a project of Field Placement 2; and
4. Satisfactory resolution of any Disposition documentation provided by candidates' instructors; and
5. Receiving satisfactory evaluations from site supervisors during internship or field placement experiences; and
6. Passing the CPCE (professional) or PRAXIS II0421 (school) as an exit requirement.

NOTE: Missouri's Department of Elementary and Secondary Education (DESE) has raised the criteria for certification as a school counselor. At present, DESE is requiring an overall GPA (including undergraduate work) of 2.75. State regulations can and do change and all counseling candidates must meet Missouri DESE requirements to complete this Missouri approved certification program.

Current Missouri requirements can be found online at <http://dese.mo.gov/eq/> and your Counseling advisor will help you understand what you are required to do to meet those standards. Currently, a minimum GPA of 3.0 is required for all school counseling coursework.

### **Background Check**

Some states will not provide a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, check with the state professional counseling licensure board, preferably prior to applying to the MA in Counseling program. A conviction, guilty plea, or *nolo contendere* plea involving a crime involving drugs, moral turpitude, or other criminal charges may prohibit licensure or employment as a school or professional counselor.

Students submitting applications for field placements in school counseling are required to complete a background check at their own expense. Also note that some professional internship sites require completion of a background check prior to commitment to the field experience. All background checks are at the expense of the student. See the Assistant Dean (Lindenwood-St. Charles) or Department Chair (Lindenwood-Belleville) for more information. Citizenship/authorized alien/immigrant status is now a prerequisite for a professional license by an agency of a State or local government under Title 8 US Code Section 1621.

All students are periodically reviewed to assess their academic progress. Only those students who meet program standards will be allowed to continue. Students completing the professional counseling track 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 Department of Counseling. The Professional Counseling Handbook specifies the details for the internship experience.

Students completing the school counseling track 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 by a faculty member of the Department of Counseling. 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.

### **Professional Counseling Track Missouri Practitioners**

The 48 credit 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/counselors.asp>.

#### **Core Curriculum**

|           |  |
|-----------|--|
| IPC 51100 | Foundations of Professional Counseling                   |
| IPC 51200 | Ethics and Professional Issues                           |
| IPC 52100 | Human Growth and Development                             |
| IPC 52200 | Personality Theories and Psychopathology                 |
| IPC 52400 | Adult Diagnosis and Treatment Planning                   |
| IPC 54100 | Research Methods and Program Evaluation                  |
| IPC 55100 | Counseling Theory and Practice                           |
| IPC 55200 | Counseling Skills Lab                                    |
| IPC 56100 | Group Dynamics, Process and Counseling                   |
| IPC 56200 | Social and Cultural Foundations of Counseling            |
| IPC 58100 | Appraisal of the Individual (fee required)               |
| IPC 58200 | Lifestyle and Career Development (fee required)          |
| IPC 62000 | Counseling Internship (3-6) two semesters (fee required) |

*Note: Courses are three credit hours unless otherwise indicated.*

#### **Electives**

Students are to choose six hours of elective credit from among the following course offerings to fulfill degree requirements:

|           |                   |
|-----------|-------------------|
| IPC 53100 | Family Counseling |
|-----------|-------------------|

|                 |  |
|-----------------|--|
| IPC 53200       | Marital Counseling                                 |
| IPC 55300       | Theories of Counseling Children and Adolescents    |
| IPC 56400       | Crisis Intervention                                |
| IPC 56500       | Introduction to Substance Abuse Counseling         |
| IPC 58300       | Analysis of the Individual                         |
| IPC 59000-59999 | Special Topics in Counseling                       |
| IPC 61001       | College Admission Counseling                       |
| IPC 61002       | Peer Helping Programs                              |
| IPC 61003       | Spirituality and Counseling                        |
| IPC 61004       | Adult Survivors of Trauma                          |
| IPC 61005       | Clinical Hypnotherapy (6)                          |
| IPC 61006       | Grief Counseling                                   |
| IPC 61007       | Core Communication                                 |
| IPC 62001       | Counseling Internship Extension (0) (fee required) |

*Note: Courses are three credit hours unless otherwise indicated.*

### **Internship Requirement**

Students in the professional counseling track 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 Counseling Internship (IPC 62000) in order to graduate. Students will be required to repeat the course if they earn less than a B. If students take an Incomplete during their first semester of Internship and have less than half the required internship hours, they must enroll in IPC 62001 for 0 credit hours to allow them to attend internship classes while completing the required hours. If students take an incomplete during their second internship, regardless of how many hours are needed, they must enroll in IPC 62001 for 0 credit hours to allow them to attend internship class while completing the required internship hours. For each extension a fee of \$50 will be incurred.

### **Exit Requirements**

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

|              |                               |
|--------------|-------------------------------|
| IPC 60600    | Scholarly Paper (0)           |
| or IPC 60500 | Comprehensive Examination (0) |

*Note: Courses are three credit hours unless otherwise indicated.*

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.

### **Professional Counseling Track Illinois Practitioners**

#### **Program Description**

The 48 credit 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](http://www.idfpr.com).

## Core Curriculum

|           |  |
|-----------|--|
| IPC 51100 | Foundations of Professional Counseling                   |
| IPC 51200 | Ethics and Professional Issues                           |
| IPC 52100 | Human Growth and Development                             |
| IPC 52200 | Personality Theories and Psychopathology                 |
| IPC 52400 | Adult Diagnosis and Treatment Planning                   |
| IPC 53100 | Family Counseling  |
| IPC 54100 | Research Methods and Program Evaluation                  |
| IPC 55100 | Counseling Theory and Practice                           |
| IPC 55200 | Counseling Skills Lab                                    |
| IPC 56100 | Group Dynamics, Process and Counseling                   |
| IPC 56200 | Social and Cultural Foundations of Counseling            |
| IPC 56500 | Introduction to Substance Abuse Counseling               |
| IPC 58100 | Appraisal of the Individual (fee required)               |
| IPC 58200 | Lifestyle and Career Development (fee required)          |
| IPC 62000 | Counseling Internship (3-6) two semesters (fee required) |

*Note: Courses are three credit hours unless otherwise indicated.*

## Internship Requirement

Students in the professional counseling track 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 Counseling Internship (IPC 62000) in order to graduate. Students will be required to repeat the course if they earn less than a B. If students take an Incomplete during their first semester of Internship and have less than half the required internship hours, they must enroll in IPC 62001 for 0 credit hours to allow them to attend internship classes while completing the required hours. If students take an incomplete during their second internship, regardless of how many hours are needed, they must enroll in IPC 62001 for 0 credit hours to allow them to attend internship class while completing the required internship hours. For each extension a fee of \$50 will be incurred.

## Exit Requirements

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

|              |                               |
|--------------|-------------------------------|
| IPC 60600    | Scholarly Paper (0)           |
| or IPC 60500 | Comprehensive Examination (0) |

*Note: Courses are three credit hours unless otherwise indicated.*

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.

## School Counseling Track

### Missouri Practitioners

## Program Description

The 48 credit hour listed below is designed to meet the academic requirements recommended certification as a school counselor in Missouri.

## Core Curriculum

|           |                                  |
|-----------|----------------------------------|
| IPC 51000 | Foundations of School Counseling |
| IPC 51200 | Ethics and Professional Issues   |
| IPC 51300 | Principles of School Counseling  |

|              |  |
|--------------|--|
| IPC 52100    | Human Growth and Development                               |
| IPC 52300    | Adjustment and Learning Issues in Children and Adolescents |
| IPC 54100    | Research Methods and Program Evaluation                    |
| IPC 55300    | Theories of Counseling Children & Adolescents              |
| IPC 56100    | Group Dynamics, Process and Counseling                     |
| IPC 56200    | Social and Cultural Foundations of Counseling              |
| IPC 57500    | Family and School Consulting                               |
| IPC 58100    | Appraisal of the Individual (fee required)                 |
| IPC 58200    | Lifestyle and Career Development (fee required)            |
| IPC 58300    | Analysis of the Individual (fee required)                  |
| IPC 62100    | Field Placement 1 (fee required)                           |
| IPC 62200    | Field Placement 2 K-8 (fee required)                       |
| or IPC 62300 | Field Placement 2 7-12 (fee required)                      |
| or IPC 62400 | Field Placement 2 K-12 (fee required)                      |

## Electives

Students are to choose three hours of elective credit from among the following course offerings to fulfill degree requirements:

|                 |   |
|-----------------|---|
| IPC 53100       | Family Counseling                               |
| IPC 53200       | Marital Counseling                              |
| IPC 54200       | Statistical Analysis                            |
| IPC 56400       | Crisis Intervention                             |
| IPC 56500       | Introduction to Substance Abuse Counseling      |
| IPC 59000-59999 | Special Topics in Counseling                    |
| IPC 61001       | College Admission Counseling                    |
| IPC 61002       | Peer Helping Programs                           |
| IPC 61003       | Spirituality and Counseling                     |
| IPC 61004       | Adult Survivors of Trauma                       |
| IPC 61005       | Clinical Hypnotherapy (6)                       |
| IPC 62101       | Field Placement Extension (0) (fee required)    |
| IPC 62201       | Field Placement Extension (0) (fee required)    |
| IPC 62301       | Field Placement Extension (0) (fee required)    |
| IPC 62401       | Field Placement Extension (0) (fee required)    |
| IPC 62500       | Individual Intelligence Testing (fee required)  |
| IPC 62600       | Individual Diagnostic Assessment (fee required) |

*Note: Courses are three credit hours unless otherwise indicated.*

## 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 to be eligible for certification:

|           |   |
|-----------|---|
| EDC 52100 | Classroom Teaching/Management for Counselors      |
| EDC 53500 | Methods of Teaching for Counselors                |
| EDC 54100 | Education of the Exceptional Child for Counselors |

The Counseling Department offers a cluster of these three education courses, to be taken concurrently, which requires access to and familiarity with the internet and Blackboard. If students elect to take these education courses separately (or have taken one or two equivalent education classes previously), they may take the education classes through another program or as tutorials through the Department of Counseling. Undergraduate equivalent courses are accepted.

## Field Placement Requirement

Students in the school counseling track are required to complete a minimum of 450 hours (700 in Illinois) of supervised field placement experience. Field Placement 1

requires a minimum of 150 clock hours (350 in Illinois). Field Placement 2 requires a minimum of 300 clock hours (350 in Illinois). 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 to begin Field Placement 1 or Field Placement 2. Students are expected to earn a grade of A or B in Field Placement (IPC 62100 and 62200/62300/62400) in order to graduate. Students will be required to repeat the course if they earn less than a B. If students take an Incomplete and are unable to complete at least half the required field placement hours, they must enroll in IPC 62101 (for Field Placement 1) or IPC 62201, 62301, or 62401 (for the various levels of Field Placement 2) for 0 credit hours to allow them to attend field placement classes while completing the required hours. For each extension a fee of \$50 will be incurred.

### Exit Requirements

In order to fulfill degree requirements, each student completes IPC 60500 Comprehensive Examination by passing the PRAXIS III for School Counselors (test 0421). In addition, during the program, each student will purchase and compile an electronic portfolio demonstrating competencies as delineated by the Missouri Department of Elementary and Secondary Education standards, to be completed by the end of Field Placement 2. 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. Illinois candidates must fulfill all Missouri requirements and obtain Missouri certification. In addition, the Illinois State Board of Education requires students who complete an out of state program to obtain additional field placement hours (700 total, as indicated above) and pass the Illinois Content Area Test. Students seeking certification in other states must check requirements with their state.

### School Psychological Examiner Certification

#### Missouri Practitioners

#### Program Description

Students seeking certification as a school psychological examiner 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. In addition, students seeking school psychological examiner certification must hold some form of prior teacher certification (i.e., teacher, school counselor, etc.).

The 27 credit hour program of study at Lindenwood University required for recommendation for certification as a school psychological examiner is as follows:

#### Core Curriculum

EDC 54100 Education of the Exceptional Child

|           |  |
|-----------|--|
| EDU 50200 | Psychology of Teaching and Learning                              |
| IPC 52100 | Human Growth and Development                                     |
| IPC 52300 | Adjustment and Learning Issues in Children and Adolescents       |
| IPC 54200 | Statistical Analysis   |
| IPC 58100 | Appraisal of the Individual (fee required)                       |
| IPC 62500 | Individual Intelligence Testing (fee required)                   |
| IPC 62600 | Individual Diagnostic Assessment (fee required)                  |
| IPC 62700 | Internship in Diagnostic Assessment                              |
| IPC 62701 | Internship in Diagnostic Assessment Extension (0) (fee required) |

*Note: Courses are three credit hours unless otherwise indicated.*

### Internship Requirements

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 Internship (IPC 62700). Students will be required to repeat the course if they earn less than a B. If students take an Incomplete and are unable to complete at least half the required internship hours, they must enroll in IPC 62701 for 0 credit hours to allow them to attend internship classes while completing the required hours. For each extension a fee of \$50 will be incurred.

### Residency Requirements

Students who earned their Master of Arts in Psychology, Educational Psychology, Counseling, or Education at an approved college or university other than Lindenwood University and who desire the Lindenwood University Certification Officer to recommend them for certification as a school psychological examiner must complete a minimum of 15 credit hours of graduate coursework at Lindenwood University. This coursework must include the following:

|           |   |
|-----------|---|
| IPC 62500 | Individual Intelligence Testing (fee required)  |
| IPC 62600 | Individual Diagnostic Assessment (fee required) |
| IPC 62700 | Internship in Diagnostic Assessment             |

### Department of Educational Leadership

The Department of Educational Leadership offers the following educational leadership degrees and certifications:

#### Master of Arts (MA)

- Master of Arts in School Administration (initial certification-school principal)
- Master of Arts in School Administration with special education administration certification

#### Educational Specialist (EdS)

- Educational Specialist in Educational Administration (advanced certification-superintendent)
- Educational Specialist in School Administration (initial certification-school principal)
- Educational Specialist in Instructional Leadership (non-certification; students select one emphasis area)
  - Educational Specialist in Instructional Leadership with emphasis in literacy education (K-12)

- Educational Specialist in Instructional Leadership with emphasis in mathematics education (K-6)
- Educational Specialist in PK-12 Instructional Leadership

### **Doctor of Education (EdD)**

- Doctor of Education in Educational Administration (advanced certification-superintendent)
- Doctor of Education in Instructional Leadership (non-certification; students select one emphasis area)
  - Doctor of Education in Instructional Leadership with an emphasis in andragogy
  - Doctor of Education in Instructional Leadership with an emphasis in higher education
  - Doctor of Education in Instructional Leadership with an emphasis in PK-12 education

### **Master of Arts in School Administration**

#### *Initial certification, School Principal*

The Lindenwood University school principal preparation program is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools ([info@hlcommission.org](mailto:info@hlcommission.org)) and the Missouri Department of Elementary and Secondary Education (<http://dese.mo.gov/>). The School of Education is also a member in good standing of the Teacher Education Accreditation Council ([www.teac.org/](http://www.teac.org/)).

The Master of Arts in School Administration 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. To be admitted into the Master of Arts in School Administration program, all students must meet the following criteria:

- Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Complete 36 hours of the required graduate coursework.
- Maintain a GPA of 3.0 or higher.
- Have passing credit for Education of the Exceptional Child.

To receive the initial principal administration certificate in Missouri, students must

- Hold a valid professional initial teaching certificate\*.
- Have had two years' teaching experience.

*\*Note: In Missouri, School Counselor Certificates, Speech-Language Pathologist certificates, etc. are not considered initial teacher certificates. Students pursuing special education administration will be able to work as administrators in these fields but not as building principals unless the valid professional initial teaching certificate is also held, in addition to two years teaching experience. See the Missouri Department of Elementary and Secondary Education for more information.*

### **Core Curriculum**

The following core courses are required for all students completing a master of arts in education:

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 57000    | Educational Research                                  |
| EDU 52000    | Curriculum Design                                     |

### **Content Curriculum**

In addition to the core courses listed above, all master's level students in the MA in School Administration must complete the following courses:

|              |   |
|--------------|---|
| EDA 50500    | Foundations of Educational Administration         |
| EDA 51000    | Elementary School Administration and Organization |
| or EDA 51200 | Secondary School Administration and Organization  |
| EDA 51500    | School Supervision                                |
| EDA 52000    | School Business Management                        |
| EDA 52500    | School Law  |
| EDA 53000    | Public and Community Relations                    |
| EDA 55300    | Field Experience                                  |
| EDA 53500    | School Facilities                                 |

Those students seeking middle school administration certification must hold a current elementary or secondary teaching certificate. Those seeking elementary school administration certification must hold a current elementary teaching certificate, and those students seeking secondary school administration certification must hold a current secondary certificate.

### **Special Education Administration Certification, Add-on Certification**

Students pursuing a Master of Arts in School Administration may also pursue special education administration certification. To do so, the student must complete all requirements for the degree and meet the following additional criteria: hold a valid special education teaching certificate, have a minimum of two years of teaching experience in an approved program, and complete the following courses:

|           |   |
|-----------|---|
| EDA 51400 | Foundations and Administration of Special Education |
| EDA 54500 | Special Education Law                               |
| EDA 58598 | Special Education Field Experience                  |

### **Educational Specialist (EdS)**

The educational specialist program consists of a minimum of 28-30 credit hours beyond the requirements for the Master of Arts in School Administration or Master of Arts in Education. 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 EDA 64500 Statistics in Educational Administration.

If not completed as a part of the Master of Arts, the education specialist 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. A specialist project that researches significant issues related to the field of education is required.

A minimum of 24 credit hours of coursework is required at the 60000 level for the Educational Specialist in Educational Administration. Twenty-two credit hours of course work at the 60000 level is required for the Educational Specialist in School Administration, and 21 credit hours at the 60000 level is required for the Educational Specialist in Instructional Leadership.

*Note: Six credit hours of coursework taken for completion of the Master of Arts in School Administration may be applied toward the Education Specialist in Educational Administration. Nine credit hours may be applied toward the Education Specialist in Instructional Leadership and School Administration programs.*

### Program Requirements

Requirements for an educational specialist degree include the following:

- A minimum of 28-30 graduate education credit hours earned after completion of the Master of Arts.
- Satisfactory completion of an educational research course.
- A minimum of 24 credit hours of coursework taken at Lindenwood University.
- A minimum residency requirement of two consecutive terms approved by the student's advisor.
- Successful completion of a Specialist Project. (Prerequisites include EDU 57000 Educational Research and EDU 52000 Curriculum Design.)

### Educational Specialist in Educational Administration

The Educational Specialist in Educational Administration is intended to lead to certification at the superintendent level. The proposed coursework will be designed to meet the competencies and specific course requirements established by the Missouri Department of Elementary and Secondary Education for certification for those positions.

This program requires a minimum of 24 credit hours of coursework at the 60000 level.

#### Core Curriculum

|            |   |
|------------|---|
| EDA 60000  | Instructional Program Leadership & Assessment |
| EDA 60500  | Advanced School Law                           |
| EDA 61000  | Human Resource Administration                 |
| EDA 61500  | Advanced School Finance                       |
| EDA 62000  | School District Administration                |
| EDA 53000* | Public and Community Relations                |
| EDA 53500* | School Facilities                             |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Up to 6 credit hours of starred coursework completed in the Lindenwood University MA in School Administration may be*

*applied toward the Education Specialist in Educational Administration.*

Students must also select two elective courses from EDA or MBA coursework.

#### Internship Requirement

Students must complete three internship credit hours.

|           |                                       |
|-----------|---------------------------------------|
| EDA 64100 | Educational Administration Internship |
|-----------|---------------------------------------|

#### Research Requirement

Students must also complete six research project credit hours.

|            |  |
|------------|--|
| EDA 64500  | Statistics in Educational Administration   |
| EDA 65000  | Specialist Project   |
| EDA 68000* | Specialist Experience (0). Required if the Specialist Project is not completed during the semester enrolled in EDA 65000 |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Students who have not completed their Educational Specialist Project during the semester enrolled must enroll in EDA 68000 Specialist Experience each fall and spring semester until the project is completed.*

### Educational Specialist in School Administration

The School of Education also offers the Educational Specialist in School Administration. The EdS in School Administration is designed for those with a MA in a field other than School Administration. This EdS program leads to initial principal certification.

This program leads to eligibility for initial principal certification and requires 22 credit hours of coursework at the 60000 level.

#### Core curriculum

|              |  |
|--------------|--|
| EDA 60800    | Foundation of Elem School Administration (4)   |
| or EDA 60900 | Foundation Secondary School Administration (4) |
| EDA 61600    | School Supervision                             |
| EDA 61800    | School Business Management                     |
| EDA 62600    | School Law                                     |
| EDA 53000*   | Public and Community Relations                 |
| EDA 53500*   | School Facilities                              |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2)\*Up to 6 credit hours of starred coursework completed in the Lindenwood University MA in School Administration program may be applied toward the Specialist Program in School Administration.*

The student must also take six credit hours of EDA or MBA elective coursework.

#### Internship Requirement

Students must complete three field experience credit hours.

|           |                  |
|-----------|------------------|
| EDA 65300 | Field Experience |
|-----------|------------------|

Students must also complete six research project credit hours.

|            |   |
|------------|---|
| EDA 64500  | Statistics in Educational Administration  |
| EDA 65000  | Specialist Project  |
| EDA 68000* | Specialist Experience (0) Required if the Specialist Project is not completed during the semester enrolled in 65000 |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2)\* Students who have not completed their Educational Specialist Project during the semester enrolled must enroll in EDA 68000 Specialist Experience each semester until the project is completed.

### **Educational Specialist in Instructional Leadership** *Emphasis in Literacy Education (K-12)*

The Educational Specialist in Instructional Leadership with an emphasis in literacy is designed to train teacher leaders to provide support for elementary, middle, and high school reading specialists/literacy coaches, department chairs and classroom teachers. This degree is designed as an option for in-service teachers experienced in the teaching of literacy who want to pursue post-graduate studies to further their knowledge base in the field of literacy studies. Candidates will prepare for the roles and responsibilities of effective faculty and staff development leader, supervisor of reading specialists/literacy coaches, curriculum coordinator, and administrative team member. Although a Master of Arts + 30 hours is required prior to application, certification in K-12 Special Reading is not required. Potential candidates for this program are expected to have extensive experience in teaching literacy. It is also important to note that courses required by the Missouri Department of Elementary and Secondary Education for the K-12 Special Reading certificate would not be accepted in lieu of the EdS Literacy Education Specialist program.

This is a non-certification program requiring 30 hours of 60000 level coursework

#### **Curriculum**

|             |   |
|-------------|---|
| EDA 60000   | Instructional Program Leadership & Assessment   |
| EDARL 67000 | Foundations of K-12 Literacy Administration/Organization  |
| EDARL 67100 | Pedagogy for Effective Literacy Practices   |
| EDARL 67200 | Student Achievement Enhancement Elementary Literacy   |
| EDARL 67300 | Student Achievement Enhancement Techniques for Techniques for Secondary Literacy  |
| EDARL 67400 | Literacy leadership: Influencing and Facilitating Program Improvement   |
| EDARL 67500 | Cognitive Coaching for Teaching Diverse Populations and Adult Learners  |
| EDA 64500   | Statistics in Educational Administration  |
| EDA 64200   | Instructional Leadership Internship   |
| EDA 65000   | Specialist Project  |
| EDA 68000*  | Specialist Experience (0) Required if the Specialist Project is not completed during the semester enrolled in EDA 65000 |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*Students who have not completed their educational specialist project during the semester enrolled must enroll in EDA 68000

*Specialist Experience each fall and spring semester until the project is completed.*

### **Educational Specialist in Instructional Leadership** *Emphasis in Mathematics, Elementary* *Grades K-6*

The Education Specialist in Instructional Leadership with an emphasis in K-6 mathematics education is designed to train teacher leaders to provide support for elementary classroom teachers. Students will study mathematics concepts, teaching pedagogy, and leadership strategies in a program focused on four major content strands: numbers and operations; geometry and measurement; algebraic reasoning; and data, statistics, and probability. The program will also provide valuable leadership training for the emphasis in K-6 mathematics education.

This is a non-certification program requiring 21 credit hours of coursework at the 60000 level.

Note: The program is open to educators certified in early childhood (B-3), elementary (1-6) middle school (5-9), secondary (9- 12) and/or K-12). Coursework includes 25 hour in the core specialty area.

#### **Prerequisites**

Teacher certification with a minimum of 10 hours of mathematics from the following: MTH 13400, MTH 13500, MTH 14100, MTH 15100, MTH 15200, MTH 17300, CSC 10011. (Substitution may be made with advanced mathematics coursework in the same subject area.)

|           |                      |
|-----------|----------------------|
| EDU 57000 | Educational Research |
| EDU 52000 | Curriculum Design    |

#### **Core Curriculum**

|             |  |
|-------------|--|
| EDAM 63800  | Numbers and Operations   |
| EDAM 64000  | Geometry and Measurement   |
| EDAM 65000  | Algebraic Reasoning  |
| EDAM 66000  | Data Analysis, Statistics, and Probability                                   |
| EDAM 63900  | Seminar with Internship I – Numbers and Operations (1)                       |
| EDAM 64500  | Seminar with Internship II – Geometry and Measurement (1)                    |
| EDAM 65500  | Seminar with Internship III – Algebraic Reasoning (1)                        |
| EDAM 66500  | Seminar with Internship IV – Data Analysis, Statistics, and Probability (1)  |
| EDAM 68000* | Foundations of Mathematics Education Leadership                              |
| EDAM 68090  | Mathematics Leadership: Influencing and Facilitating Improvement             |
| EDAM 68095  | Elementary Mathematics Specialists: Influencing and Facilitating Improvement |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) Students who have not completed their educational specialist project during the semester enrolled must enroll in EDA 68000 Specialist Experience each fall and spring semester until the project is completed.



Students must also complete the following courses:

|            |   |
|------------|---|
| EDA 60000  | Instructional Program Leadership & Assessment   |
| EDA 65000  | Specialist Project  |
| EDA 68000* | Specialist Experience (0) Required if the Specialist Project is not completed during the semester enrolled in EDA 65000 |

*Note: \*Students who have not completed their educational specialist project during the semester enrolled must enroll in EDA 68000 Specialist Experience each fall and spring semester until the project is completed.*

### **Education Specialist Instructional Leadership** *Emphasis in PK-12 Education*

The Educational Specialist in Instructional Leadership with an emphasis in PK-12 coursework 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 certification program. This is a non-certification program requiring 21 credit hours of coursework at the 60000 level.

#### **Core Curriculum**

|            |   |
|------------|---|
| EDA 52500* | School Law                                    |
| EDA 53000* | Public and Community Relations                |
| EDA 52000* | School Business Management                    |
| EDA/MBA    | Elective from EDA or MBA coursework (9)       |
| EDA 60000  | Instructional Program Leadership & Assessment |
| EDA 61000  | Human Resource Administration                 |
| EDA 62500  | Student Achievement Enhancement Techniques    |
| EDA 63000  | Instructional Program Improvement Strategies  |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Up to 9 credit hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the Specialist Program.*

#### **Internship Requirement**

Students must complete three internship credit hours.

|           |                                     |
|-----------|-------------------------------------|
| EDA 64200 | Instructional Leadership Internship |
|-----------|-------------------------------------|

#### **Research Requirement**

Students must also complete six research project credit hours.

|            |   |
|------------|---|
| EDA 64500  | Statistics in Education   |
| EDA 65000  | Specialist Project  |
| EDA 68000* | Specialist Experience (0) Required if the Specialist Project is not completed during the semester enrolled in EDA 65000 |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Students who have not completed their educational specialist project during the semester enrolled must enroll in EDA 68000 Specialist Experience each fall and spring semester until the project is completed.*

## **Doctor of Education (EdD)**

The purpose of the Doctor of Education (EdD) program is to improve professional practice, strengthen students' understanding and practice of educational administration, and develop skills in leadership and policy development. The doctor of education degree is designed to deepen the content competencies and applied leadership skills of candidates following the completion of a Master of Arts or Master of Science. The program is also designed to develop applied research competencies in obtaining and synthesizing information for the solution of educational problems.

The Doctor of Education applies theory and coursework to current issues arising from practice; research will reflect application skills in the candidate's chosen field of study. During this program, students will typically be engaged in 6 hours of course work per semester and identified as part time graduate students. Entering doctoral students who already possess a Master of Arts in School Administration or in a related field must complete a minimum of 48 semester hours of graduate credit beyond the master's level 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 a committee chair and a committee to develop and carry out a research study.

Students must maintain a 3.5 GPA throughout the course of the EdD program with a 3.66 GPA in the first 9 credit hours taken. No more than two C's are allowed in the entire course of doctoral study. If a student receives an F, he or she must retake the course in the appropriate sequence. The F is not replaced on the transcript, but the two grades are averaged. EdD students are expected to complete the degree within five years. Students who do not meet the requirements of the EdD program will be able to apply earned credit toward the Educational Specialist (EdS) program. Students must complete and submit a Change of Major form to change their degree program from EdD to EdS

#### **Criteria for Admission to Doctoral Program**

- A master's degree
- Application to Graduate Admissions
- Application to EdD program
- Resume
- GPA of 3.40 or higher in previous graduate studies
- Interview and on-site writing sample
- Four letters of recommendation
- Graduate Record Examination

In addition to passing doctorate level coursework and a comprehensive exam, the final requirement is completion and approval of the doctoral dissertation. For specific deadlines and guidelines, please see the Lindenwood University EdD Handbook.

There are two distinct paths toward an EdD at Lindenwood: educational administration and instructional leadership. For

more information about these two options, refer to each degree description.

### Doctoral Continuous Enrollment Policy

To promote continuous quality and progression toward current best practices in learning and leading, all doctoral students must remain continually enrolled in each fall and spring semester from the time of first enrollment in the doctoral program until completion of the EdD degree. Students can maintain continuous enrollment either by being enrolled as a regular student or being enrolled in a special course designated for this purpose during the fall or spring semester in which they are not regularly enrolled. The course is EDA 78000 Capstone Experience and carries a cost of \$500.00 for no credit. Students can also request a leave of absence, which may not exceed two semesters throughout the student's degree program. Students should request a leave of absence utilizing the policy exemption form. Approval must be given by the Dean for the School of Education and the Provost of Lindenwood University. If the student fails to apply or be approved for a leave of absence or does not maintain continuous enrollment, he or she will be required to apply for readmission. A student who is considering reapplication should first check with the Office of Evening and Graduate Admission for requirements.

### Transfer of Credit from EdS to EdD Programs

Upon completion of EdS in Educational Administration (Advanced Certification), up to 24 hours may be transferred to the EdD program. Upon completion of the EdS in Instructional Leadership, up to 24 hours may be transferred to the EdD program. Upon completion of the EdS in School Administration, up to 6 hours (EDA 53000, EDA 53500) may be transferred into the EdD program.

### Doctor of Education in Educational Administration

The Doctor of Education in Educational Administration is a 48 credit hour program leading to certification and is intended for students who wish to seek advanced certification for the position of superintendent. The coursework is designed to meet the competencies and specific course requirements established by the Department of Elementary and Secondary Education for certification for those positions. Students in this program should hold an initial certificate in administration.

#### Prerequisites

The student must have completed the following program prerequisites to begin the Doctor of Education in Educational Administration:

- EDU 57000 Educational Research
- EDA 52500 School Law or equivalent courses

#### Core Curriculum

|           |   |
|-----------|---|
| EDA 70000 | Instructional Program Leadership & Assessment |
| EDA 70500 | Advanced School Law                           |
| EDA 71000 | Human Resource Administration                 |
| EDA 71500 | Advanced School Finance                       |
| EDA 72000 | School District Administration                |

|              |  |
|--------------|--|
| EDA 74500    | Statistics in Educational Administration   |
| EDA 75500    | Seminar in 21st Century Issues in Education: Perspectives on Policy and Practice |
| EDA 76500    | Administrative Decision Making   |
| EDA 76700    | Quantitative Method Design in Educational Research                               |
| or EDA 76800 | Qualitative Methods in Educational Research                                      |
| EDA 53000*   | Public and Community Relations   |
| EDA 53500*   | School Facilities  |

*Note: \*Up to 9 credit hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.*

Students must also choose two elective courses from EDA or MBA coursework.

#### Internship Requirement

Students must complete three internship credit hours.

|           |                               |
|-----------|-------------------------------|
| EDA 74100 | Superintendent Internship (3) |
|-----------|-------------------------------|

#### Research Requirement

Students must also complete twelve research project credit hours:

|            |  |
|------------|--|
| EDA 75000  | Capstone I (3)   |
| EDA 77000  | Capstone II (3)  |
| EDA 77500  | Capstone III and Leadership Seminar (6)<br>Dissertation Publication Fee Required |
| EDA 78000* | Capstone Experience (0)  |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Students who have not completed their dissertation by the end of Capstone III must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed.*

### Doctor of Education in Instructional Leadership 48 credit hours

The Doctor of Education in Instructional Leadership is intended for students who wish to advance beyond the master's level in the area of instructional leadership. This degree does not lead to certification. The instructional leadership track has three emphasis areas, of which students must select one: andragogy, higher education, and PK-12 instructional leadership.

#### Andragogy Emphasis

Andragogy focuses on the unique characteristics of adult learners. The andragogy emphasis is for those in positions educating adults rather than PK-12 students. This can include instruction in higher education settings, human resource personnel, private business, and healthcare, among others.

#### Prerequisites

|            |   |
|------------|---|
| EDA 53000* | Public and Community Relations          |
| EDA 52000* | School Business Management              |
| EDA/MBA    | Elective from EDA or MBA coursework (9) |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

(2) \*Up to 9 credit hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.

In addition, students must have completed one master's level research and law/ethics course.

### **Core Curriculum**

|              |   |
|--------------|---|
| EDA 70000    | Instructional Program Leadership & Assessment   |
| EDA 71000    | Human Resource Administration   |
| EDA 74500    | Statistics in Educational Administration  |
| EDA 76700    | Quantitative Method Design in Ed Research   |
| or EDA 76800 | Qualitative Methods in Ed Research  |
| EDA 76500    | Administrative Decision Making  |
| EDAA 70100   | Building Blocks/Adult Learning Foundations  |
| EDAA 70105   | Foundational Development and Implementation of Learning Contracts with Adult Learners |
| EDAA 70110   | Improvement of Instruction in Adult Education   |
| EDAA 70115   | Assessment in the Adult Classroom   |

### **Electives**

Student may select one 3 hour elective below to substitute for one of the core andragogy courses required above.

|            |  |
|------------|--|
| EDAA 70120 | Applying Andragogical Principles to Internet Learning                          |
| EDAA 70125 | Changing Functions of Corporate Education Divisions toward Performance Support |
| EDAA 70130 | Trust Building for Organizations and Individuals through Andragogy             |

### **Internship Requirement**

Students must complete three internship credit hours.

|           |                                     |
|-----------|-------------------------------------|
| EDA 74800 | Instructional Leadership Internship |
|-----------|-------------------------------------|

### **Research Requirement**

Students must also complete twelve research project credit hours.

|            |   |
|------------|---|
| EDA 75000  | Capstone I  |
| EDA 77000  | Capstone II   |
| EDA 77500  | Capstone III and Leadership Seminar (6)<br><i>Dissertation Publication Fee Required</i> |
| EDA 78000* | Capstone Experience (0)   |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*Students who have not completed their dissertation during the Capstone III course must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed.

### **Higher Education Emphasis**

The Doctor of Education in Instructional Leadership with an emphasis in higher education is a 48 credit hour program. The program is for those intending to be instructional administrators in a higher education setting.

### **Prerequisites**

|            |                                |
|------------|--------------------------------|
| EDA 53000* | Public and Community Relations |
| EDA 52000* | School Business Management     |

Students must also choose three elective courses from EDA

or MBA coursework.

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*Up to 9 hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.

In addition, students must have completed one master's level research and law/ethics course.

|            |  |
|------------|--|
| EDAH 70500 | Legal Aspects of Higher Education                      |
| EDAH 71500 | Business Management in Higher Education Administration |
| EDAH 72500 | Student Affairs in Higher Education Administration     |
| EDAH 75500 | Seminar in 21st Century Issues in Higher Education     |

### **Core Curriculum**

|              |  |
|--------------|--|
| EDA 70000    | Instructional Program Leadership & Assessment          |
| EDA 71000    | Human Resource Administration                          |
| EDA 74500    | Statistics in Educational Administration               |
| EDA 76700    | Quantitative Method Design in Ed Research              |
| or EDA 76800 | Qualitative Methods in Ed Research                     |
| EDA 76500    | Administrative Decision Making                         |
| EDAH 70500   | Legal Aspects of Higher Education                      |
| EDAH 71500   | Business Management in Higher Education Administration |
| EDAH 72500   | Student Affairs in Higher Education Administration     |
| EDAH 75500   | Seminar in 21st Century Issues in Higher Education     |

The following master's level courses or equivalent are required:

|            |   |
|------------|---|
| EDA 53000* | Public and Community Relations          |
| EDA 52000* | School Business Management              |
| EDA/MBA    | Elective from EDA or MBA coursework (9) |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*Up to 9 credit hours of starred coursework completed in Lindenwood University MA in Education Administration program may be applied toward.

### **Internship Requirement**

Students must complete three internship credit hours.

|           |                                     |
|-----------|-------------------------------------|
| EDA 74800 | Instructional Leadership Internship |
|-----------|-------------------------------------|

### **Research Requirement**

Students must also complete twelve research project credit hours.

|            |   |
|------------|---|
| EDA 75000  | Capstone I  |
| EDA 77000  | Capstone II   |
| EDA 77500  | Capstone III and Leadership Seminar (6)<br><i>Dissertation Publication Fee Required</i> |
| EDA 78000* | Capstone Experience (0)   |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*Students who have not completed their dissertation during Capstone III must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed.

### **PK-12 Instructional Leadership Emphasis**

The Doctor of Education in Instructional Leadership with an emphasis in PK-12 is a 48 credit hour program. The program does not lead to certification and is intended for those seeking to fill curriculum and instruction leadership roles in school districts, those intending to teach or hold an administrative role in higher education or those in a corporate or government training setting.

#### **Prerequisites**

The following master's level courses or equivalent are required:

|            |                                |
|------------|--------------------------------|
| EDA 52000* | School Business Management     |
| EDA 52500* | School Law                     |
| EDA 53000* | Public and Community Relations |
| EDU 57000  | Educational Research           |

Note: \*Up to 9 hours of starred coursework completed in Lindenwood University MA in Education Administration program may be applied toward the doctorate program.

Students must also complete three elective courses from EDA or MBA coursework.

#### **Core Curriculum**

|                           |   |
|---------------------------|---|
| EDA 70000                 | Instructional Program Leadership & Assessment                                       |
| EDA 71000                 | Human Resource Administration   |
| EDA 72500                 | Student Achievement Enhancement Techniques  |
| EDA 73000                 | Instructional Program Improvement Strategies  |
| EDA 74500                 | Statistics in Educational Administration  |
| EDA 75500                 | Seminar in 21st Century Issues in Education:<br>Perspectives on Policy and Practice |
| EDA 76700<br>or EDA 76800 | Quantitative Method Design in Ed Research<br>Qualitative Methods in Ed Research     |
| EDA 76500                 | Administrative Decision Making  |

#### **Internship Requirement**

Students must complete three internship credit hours.

|           |                                     |
|-----------|-------------------------------------|
| EDA 74800 | Instructional Leadership Internship |
|-----------|-------------------------------------|

#### **Research Requirement**

Students must also complete twelve research project credit hours:

|            |   |
|------------|---|
| EDA 75000  | Capstone I  |
| EDA 77000  | Capstone II   |
| EDA 77500  | Capstone III and Leadership Seminar (6)<br><i>Dissertation Publication Fee Required</i> |
| EDA 78000* | Capstone Experience (0)   |

Note:s (1) Courses are three credit hours unless otherwise indicated.

(2) \*Students who have not completed their dissertation during the Capstone III course must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed.

## **Department of Teacher Education**

### **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 (info@hlcommission.org), and the Missouri Department of Elementary and Secondary Education (DESE <http://dese.mo.gov>). The School of Education is also a member in good standing of the Teacher Education Accreditation Council (TEAC [www.teac.org](http://www.teac.org)). The Lindenwood University graduate degrees in education are designed to meet the needs of practicing educators as well as those interested in the discipline of education. These degree programs offer new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include developing a one-to-one relationship with an experienced and highly trained educator; participating in courses which provide strong foundations for professional growth such as problem-solving opportunities and the opportunity to prescribe an individualized program of study

Lindenwood University is committed to offering excellent programs in teacher education both at the pre-service and graduate levels of instruction. In response to the needs of beginning and veteran educators, Lindenwood has developed several alternatives by which the practicing educator may complete a Master of Arts. Program options are designed to meet the needs of first and second year teachers as well as satisfy the advanced certification requirements of veteran educators. Courses labeled as EDH and EDE are offered through collaboration with the School of Education and other schools. These courses provide teachers the opportunity to enroll in graduate studies in their subject area teaching field.

### **Graduate Teacher Education Goals**

The goal of the teacher education 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.

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

- Read critically in the areas of contemporary education problems, curriculum, and educational research.
- Analyze and discuss educational issues and write about them in accepted academic formats.
- Analyze one's own teaching behavior and plan strategies for improvement using a variety of instructional models.
- Demonstrate knowledge of human growth and development as it relates to the teaching-learning-leading process.
- Study curriculum theory and design curricula pertinent to the needs of selected student populations.

- Understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
- Demonstrate the ability to conduct effective library research.
- Effectively prescribe educational experiences for learners with special needs.
- Gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
- Design research projects in education or specific areas that will enable the practicing educator to meet his/her professional goals.
- Explore one or more areas of professional concern in some depth.
- Become an informed decision maker, capable of self and educational program evaluation, who recognizes the value of continuing education and who has succeeded in developing within him or herself the art and the science of teaching and leading.

The Department of Teacher Education offers the following degrees:

- Master of Arts in Education (33 credit hours)
- Master of Arts in School Administration (36 credit hours)
- Master of Arts in Education with library media certification (40 credit hours)
- Master of Arts in Teaching (minimum 45 credit hours)
  - Elementary school certification preparation
  - Middle school certification preparation
  - Secondary school certification preparation

*Note: All of the MAT degrees include certification requirements. Content area coursework required by the Missouri Department of Elementary and Secondary Education must also be met for middle and secondary education.*

### Advanced Program Certification Areas

Library Media  
 School Psychological Examiner\*  
 Special Reading  
 Special Education Administrator  
 Special Education\*  
 Gifted Education

For students who pursue a Missouri certification in the areas listed above, a professional initial teaching certificate issued from the Missouri Department of Elementary and Secondary Education and two years of teaching experience is required.

*Note: \*Two years of teaching experience is not required for Special Education or School Psychological Examiner. For more information on all counseling programs, refer to the Department of Counseling.*

The transcript of the completed advanced program degree acknowledges program completion in an “area of emphasis.” Application for certification in that emphasis (content) area must be made directly to the Missouri Department of Elementary and Secondary Education.

### Criteria for Admission to the Graduate Education Program

- Completion of application.
- A baccalaureate degree from an accredited college or university with a minimum grade point average of a 3.0 on a 4.0 scale. Candidates with cumulative undergraduate GPAs from 2.5 to 2.99 will be considered on a case by case basis.
- Completion of a program overview with the assistance of a professor who teaches in the specific department in which the applicant is interested.

### Requirements for the Program

- 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.
- Graduate students who have not had a course in Education of the Exceptional Child will be required to take the course.
- Graduate students in Master of Arts programs who register for the Master of Arts Project in one term must continue to register each subsequent term until the project is completed and accepted. The fee for the Master of Arts project extension 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.
- Graduate students must complete an Application for Degree 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

Students in master’s programs may transfer no more than nine graduate hours of credit to Lindenwood from other accredited institutions.

- All graduate transfer credit must be from an accredited graduate institution and must meet the approval of the Dean of the School of Education and the Registrar.
- All transfer credits must carry a letter grade of B or higher. An official transcript must be provided for verification.
- “Pass-Fail” or “Credit” courses will be accepted in transfer.
- 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.
- Once admitted, the student must obtain prior permission from the Dean of the School of Education and the Registrar in order to apply credit from any other college or university toward the degree. Prior Approval forms are available in the Office of Academic Services for this purpose.

- Students may elect to take a maximum of six credit 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 Curriculum**

All students seeking a Master of Arts in Education are required to complete the following courses:

|                           |   |
|---------------------------|---|
| EDU 50500                 | Analysis of Teaching and Learning Behavior  |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning Teachers |
| EDU 57000                 | Educational Research  |
| EDU 52000<br>or EDU 60000 | Curriculum Analysis and Design<br>Master's Project                                      |

## **Master of Arts in Education**

### **Model I: Certification Areas**

Model I provides add-on certification after initial certification has been earned. Model I programs are advanced programs for educators who have had experience in either elementary or secondary schools. A student may complete coursework required to be recommended and/or apply for Missouri DESE teacher certification in reading, an area of special education, early childhood education, early childhood special education, or gifted education. In Model I, elective courses are selected from courses 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 selected by the student in consultation with the advisor from existing graduate courses to meet state certification standards for application to the selected program.

### **National Board for Professional Teaching Standards (NBPTS)**

In addition to the Missouri DESE certification programs listed for Model I, Lindenwood University is committed to providing opportunities for teachers seeking National Board Certification.

National Board Certification is a demonstration of a teacher's practice as measure against high and rigorous standards. It is a symbol of commitment to excellence in teaching. The National Board certificate is a credential attesting that the teacher has successfully completed a peer reviewed program demonstrating his/her ability to make sound professional judgments about student learning as well as acting effectively with those judgments.

Teachers pursuing National Board certification must have completed a baccalaureate degree from an accredited institution, must complete three years of successful teaching as a state approved certified teacher, and must hold a valid teaching license. See the NBPTS website at [www.nbpts.org](http://www.nbpts.org) for more information.

The School of Education offers four courses which can assist teachers in learning about and pursuing National Board Certification. The first course is for the Pre-Candidate. Three subsequent courses are designed to support the candidate by focusing on the Five Core Propositions, standards, and rubrics as required by the National Board for Professional Teaching Standards as well as the National Board's specific directions as related to each candidate's area of certification.

|            |   |
|------------|---|
| EDNB 50000 | National Board for Professional Teaching Pre-Candidate Course   |
| EDNB 50001 | National Board for Professional Teaching Preparation Course I   |
| EDNB 50002 | National Board for Professional Teaching Preparation Course II  |
| EDNB 50003 | National Board for Professional Teaching Preparation Course III |

### **Master of Arts in Education**

*English for Speakers of Other Languages  
Add-on certification*

Lindenwood University's School of Education offers a Master of Arts in Education with an emphasis in English for Speakers of Other Languages (ESOL). Students develop an understanding of the basic principles of learning and teaching a second language, as well as the pedagogical implications of those principles for English language teaching. Graduates are prepared to meet the current demand for highly trained, competent teachers of ESOL in the K-12 teaching context. This Missouri Department of Elementary and Secondary Education approved certification program requires a valid Missouri teaching certificate. Domestic students are required to successfully complete two semesters of college level foreign language instruction or successfully complete a foreign language proficiency exam. International students are required to obtain a minimum TOEFL score of 570 and successfully complete the University administered English placement exam.

The Master of Arts in Education with an emphasis in English for speakers of other languages (ESOL) is a 33 credit hour program based on theory, research, and practice.

### **Prerequisite Courses**

|            |                                    |
|------------|------------------------------------|
| EDU 54100* | Education of the Exceptional Child |
| EDU 50700* | Reading in the Content Field       |

*Note: \*Undergraduate level courses are accepted, but graduate replacement courses are required to meet the 33 credit hour MA requirement.*

### **Core Curriculum**

|                           |  |
|---------------------------|--|
| EDU 50500                 | Analysis of Teaching and Learning Behavior   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for<br>Beginning Teachers |
| EDU 52000                 | Curriculum Analysis and Design   |

### **TESOL Curriculum**

|                               |   |
|-------------------------------|---|
| TESOL 50400<br>or TESOL 57200 | History of the English Language<br>Modern Grammar |
| TESOL 51000                   | Linguistics and English Language Teaching         |
| TESOL 52000                   | Sociolinguistics                                  |
| TESOL 53000                   | Second Language Acquisition                       |
| TESOL 54000                   | TESOL Methods                                     |
| TESOL 55000                   | Assessment in TESOL                               |
| TESOL 56000                   | TESOL Practicum                                   |

### **Master of Arts in Education**

#### *Gifted Education*

#### *Add-on certification*

The Master of Arts in Education with an emphasis in gifted education program provides professional education courses required for gifted education (add-on) teaching certification in Missouri. Master of Arts in Education students may also enroll in these courses as electives as allowed by their specific program.

|                           |  |
|---------------------------|--|
| EDU 51300                 | Survey of Gifted and Talented Education  |
| EDU 54200                 | Supervision of Gifted Programs   |
| EDU 52400                 | Assessment of Intellectual Skills  |
| EDU 54400                 | Meeting the Affective Needs of Gifted Children   |
| EDU 54900                 | Gifted Practicum   |
| EDU 50500<br>or EDU 50200 | Analysis of Teaching and Learning Behavior<br>Psychology of Teaching and Learning          |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning<br>Teachers |
| EDU 57000                 | Educational Research   |
| EDU 52000                 | Curriculum Analysis and Design   |

Students must also complete 6 credit hours of electives. EDU 53000 Survey of Learning Styles and three hours of conference credit are recommended.

### **Master of Arts in Education**

#### *Library Media*

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 of Arts in Education with an emphasis in library media 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.

For those possessing a teaching certificate, the completion of 41 credits is required.

### **Core Curriculum**

|                           |  |
|---------------------------|--|
| EDU 50500                 | Analysis of Teaching and Learning Behavior   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning<br>Teachers |
| EDU 52000                 | Curriculum Analysis and Design   |

### **Library Media Curriculum**

|           |   |
|-----------|---|
| EDL 50000 | Libraries and Librarianship                   |
| EDL 50500 | Administration of the Media Center            |
| EDL 51000 | Cataloging and Classification                 |
| EDL 51500 | Information Technologies for the Media Center |
| EDL 52000 | Selection and Acquisition of Materials        |
| EDL 52500 | Introduction to Reference Sources             |
| EDL 53000 | Integration and Utilization                   |
| EDL 53500 | Library Materials for Children and Youth      |
| EDL 54000 | Material Production                           |
| EDL 54500 | Seminar and Media Center Practicum (2)        |
| EDU 57000 | Educational Research*                         |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*Action research focus in library media required for library media certification.*

### **Master of Arts in Education**

#### *Special Education K-12*

#### *Add-on certification*

The Master of Arts in Education with an emphasis in special education K-12 provides professional education courses required for the special education mild/moderate disabled (K-12) (add-on) teaching certification in Missouri. Master of Arts in Teaching (MAT) students who wish to add on the special education certification will receive the Missouri Department of Elementary and Secondary Education required practicum experiences through student teaching.

Students in the Master of Arts in Education with two years of special education experience, who wish to add on the special education certification are required to complete only 3 credit hours of special education practicum coursework.

Master of Arts in Education students who wish to earn the emphasis in Special Education, and who also have earned an initial teacher certificate may fulfill the practicum requirement through EDS 55000 Practicum: Cross Categorical and EDS 55100-55400 Practicum: Cross Categorical.

Master of Arts students who have 2 or more years of experience in teaching are only required to take one 3 credit hour practicum. Upon completion of the coursework it is recommended that all students take and pass the Mild-Moderate: Cross Categorical Disabilities K-12 and Special Education: Core Knowledge and Mild to Moderate

Applications PRAXIS II exams to be considered “highly qualified” in the State of Missouri.

All courses below have a prerequisite of EDU 34100/54100 Education of the Exceptional Child.

|             |  |
|-------------|--|
| EDS 53000   | Intro & Methods of Teaching Children with Disabilities in Cross Categorical Settings |
| EDU 52400   | Assessment of Intellectual Skills  |
| EDS 50200   | Behavior Management  |
| EDU 50300   | Elementary Reading Methods   |
| EDU 50900   | Analysis and Correction of Reading Disabilities                                      |
| EDU 52200   | Practicum: Diagnosis of Reading Difficulties (2)                                     |
| EDS 53300   | Speech and Language Development for the Exceptional Learner                          |
| EDS 53700   | Special Education Counseling   |
| EDS 55700   | Remediation in Elementary Math   |
| EDS 54000   | Career Development   |
| EDU50200*   | Psychology of Teaching and Learning*   |
| EDS 55000   | Cross Categorical Practicum  |
| EDU 55100-  | Special Education Practicum**  |
| EDU 55400** |  |

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) \*EDU50200 is required only for students who have not had a Child Psychology or Human Growth and Development course, which is the study of the individual birth through adolescence (not birth through death).

(3)\*\* Students should only enroll in one practicum per semester.

### Master of Arts in Education

*Special Reading K-12  
Add-on certification*

The Master of Arts in Education with an emphasis in special reading K-12 prepares certified teachers with extensive expertise in the use of strategies and techniques to strengthen the reading capabilities of young children, adolescents, and adults. The need for specialized teacher training in literacy development has evolved as teachers strive to assist individuals in reaching proficiency levels in literacy. Program emphasis is placed upon the study of varied methods for teaching and remediating reading and writing difficulties, assessing literacy capabilities, and designing individual reading plans to enhance student strengths and address weaknesses in literacy development. Candidates must possess an initial professional teaching certificate and have two years of teaching experience to qualify for special reading certification through the Missouri Department of Elementary and Secondary Education (DESE). Graduate students will complete a minimum of 33 credit hours of coursework, including the four required core courses to earn the Master of Arts in Education. However, students must also complete all of the classes required for special reading certification in order to receive the Missouri certificate. This may exceed 33 hours.

#### Core Curriculum

|                           |  |
|---------------------------|--|
| EDU 50500                 | Analysis of Teaching and Learning Behavior   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for<br>Beginning Teachers |
| EDU 52000                 | Curriculum Design  |

EDU 57000 Educational Research or EDU 60000  
Master’s Project

Students should send all transcripts to the Missouri Department of Elementary and Secondary Education to determine the exact courses necessary for certification. The list of courses required (besides the core courses) will depend on the student’s previous transcripts. Students will take courses from the following:

|              |   |
|--------------|---|
| EDU 58890    | Adolescent Psychology                                       |
| EDU 52400    | Assessment of Intellectual Skills                           |
| EDU 58700    | Reading and Writing Across the Curriculum                   |
| EDU 50700    | Teaching Reading in the Content Area                        |
| EDS 53300    | Speech and Language Development for the Exceptional Learner |
| or EDU 51600 | Language Acquisition and Development of the Young Child     |
| EDS 50200    | Behavior Management   |
| EDS 53700    | Special Education Counseling                                |
| EDU 50900    | Analysis and Correction of Reading Disabilities             |
| EDU 52300    | Practicum: Diagnosis of Reading Difficulties                |
| EDU 52600    | Practicum: Remediation of Reading Difficulties              |

### Master of Arts in Education

#### Model II: Specialty Areas

Model II programs do not lead to additional certification. These programs allow 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 selected by the student in consultation with the advisor from existing graduate courses to meet individual needs.

#### Master of Arts in Education

*Autism Spectrum Disorders K-12  
Non-certification*

The Master of Arts in Education with an emphasis in autism spectrum disorders K- 12 program is designed to prepare certified teachers and other certified school personnel such as school counselors, speech/language pathologists, occupational therapists, etc. to effectively understand, teach, and work with students within the autism spectrum. This program highlights the various spectrums of autism and best practices which include assessments, programming, positive behavioral supports, communication and language skills, and current research. Upon the completion of this Master’s program teachers will be able to apply their knowledge when planning, coordinating, and implementing programs for students with ASD. The program does not offer teacher certification from the Missouri Department of Elementary and Secondary Education.

#### Prerequisite Courses

|                           |  |
|---------------------------|--|
| EDU 54100<br>or EDU 34100 | Education of the Exceptional Child<br>Education of the Exceptional Child |
| EDS 53700<br>or EDS 33700 | Special Education Counseling<br>Special Education Counseling             |



### **Core Curriculum**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 57000    | Educational Research                                  |
| EDU 52000    | Curriculum Design                                     |
| or EDS 52000 | Master's Project                                      |

### **Autism Spectrum Disorder Curriculum**

|            |   |
|------------|---|
| EDS 58000  | Characteristics of K- 12 children with Autism Spectrum Disorders                |
| EDS 58100  | Formal and Informal Assessments and Planning for Students with Autism           |
| EDS 58200  | Methodologies for Teaching K-12 Children with Autism Spectrum Disorders         |
| EDS 58300  | Enhancing Social-Communication and Language Skills for Students with Autism     |
| EDS 58400  | Designing Effective Classrooms for K-12 Children with Autism Spectrum Disorders |
| EDS 58500  | Trends, Issues, and Research in Autism  |
| EDS 586 00 | Practicum/Clinical Experience   |

### **Master of Arts in Education**

#### *Character Education*

#### *Non-Certification*

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 with an emphasis in character education. This program builds on the existing skills of practicing educators to assist them in integrating character education into their curriculum. Several major perspectives in the field of character education will be explored so teachers may 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 credit 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 Curriculum**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching/Learning Behavior                |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 52000*   | Curriculum Design                                     |
| or EDU 58400 | Character Education Curriculum                        |
| EDU 57000    | Educational Research                                  |
| or EDU 60000 | Master's Project                                      |

*Note: \*Character education students may replace EDU 52000 Curriculum Design with another graduate course since they are required to take EDU 58400 Character Education Curriculum Design in the core character education courses below; however, 33 credit hours are still needed.*

### **Character Education Emphasis Curriculum**

|            |  |
|------------|--|
| EDU 53800  | Character Education                          |
| EDU 58300  | Character Education Instructional Techniques |
| EDU 58400* | Character Education Curriculum Design        |
| EDU 59300  | Topics in Character Education                |

*Note: \*Character education students may replace EDU 52000 Curriculum Design with another graduate course since they are required to take EDU 58400 Character Education Curriculum Design in the core character education courses below; however, 33 credit hours are still needed.*

Students must also complete 9 hours of character education electives.

### **Master of Arts in Education**

#### *Early Interventions in Autism & Sensory Impairments*

#### *Non-certification*

The Master of Arts in Education with an emphasis in early interventions in autism and sensory impairments program provides early childhood professionals with training to partner with parents of young children who have learning needs in the area of autism and/or sensory impairment. The need for specialized teacher training in early interventions is evidenced through the increasing prevalence of children born prematurely with low birth weights with co-occurrence of one or more developmental disabilities. Teachers of young children who are on the autism spectrum and/or demonstrate sensory impairment face challenges that are outside the scope of pre-service training.

To complete this degree, students must complete the Master of Arts in Education core (12 credit hours), along with 12-18 credit hours of early interventions coursework. Students will additionally choose an emphasis in one of three areas by completing the coursework required for one of the following three strands: autism, vision impairment, or deaf/hearing impairment. Note that all candidates will complete a study of family centered practices and characteristics of autism and sensory impairments before selecting a strand of specialization in autism, visual impairment, or deaf/hearing impairment.

Potential candidates for this program include teachers, parents, speech and language therapists and related services professionals, certified pre-K-12 teachers, certified VI teachers who want to learn more about autism and sensory impairments, sign language professionals with a BA degree, early childhood professionals who may not hold Missouri Department of Elementary and Secondary Education teacher certification but hold a BA degree in early childhood or childhood development, and those who have a BA/BS and interest and work experience in the field of early childhood or special education. The program does not offer teacher certification from the Missouri Department of Elementary and Secondary Education.

### **Prerequisite Courses**

|              |                                    |
|--------------|------------------------------------|
| EDU 54100    | Education of the Exceptional Child |
| or EDU 34100 | Education of the Exceptional Child |
| EDS 53700    | Special Education Counseling       |
| or EDU 33700 | Special Education Counseling       |

## **Core Curriculum**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 57000    | Educational Research                                  |
| EDU 52000    | Curriculum Design                                     |
| or EDS 60000 | Master's Project                                      |

## **Early Interventions Emphasis Curriculum**

|            |  |
|------------|--|
| EDS 56000  | Introduction to Family Centered Practices for Early Interventions in autism, Visual Impairment, Deaf/Hard of Hearing |
| EDS 50200* | Behavior Management  |
| EDS 56100  | Characteristics of Young Children with Autism Spectrum Disorders   |
| EDU 55100* | Early Childhood Screening, Diagnosing and Prescribing Instruction  |
| EDS 56200  | Characteristics of Infants and Young Children with Visual Impairments  |
| EDS 56300  | Characteristics of Infants and Young Children with Deaf/Hard of Hearing Impairments                                  |

*Note: \*Starred courses may be taken as undergraduate courses.*

### **Autism Strand Emphasis Courses**

|           |   |
|-----------|---|
| EDS 57000 | Methodologies for Teaching Young Children with Autism Spectrum Disorders                                  |
| EDS 57100 | Parents and Teachers as Partners: First Steps to Third Grade with Children with Autism Spectrum Disorders |
| EDS 57200 | Designing Effective Classrooms for Young Children with Autism Spectrum Disorders                          |

### **Vision Impairment Strand Emphasis Courses**

|           |   |
|-----------|---|
| EDS 57400 | Methodologies for Teaching Young Children with Vision Impairments                                 |
| EDS 57500 | Parents and Teachers as Partners: First Steps to Third Grade for Children with Vision Impairments |
| EDS 57600 | Designing Effective Classrooms for Young Children with Vision Impairment                          |

### **Deaf/Hearing Impairment Strand Emphasis Courses**

|           |  |
|-----------|--|
| EDS 57700 | Methodologies for Teaching Young Children with Deaf/Hard of Hearing Impairments                                  |
| EDS 57800 | Parents and Teachers as Partners: First Steps to Third Grade with Children with Deaf/Hard of Hearing Impairments |
| EDS 57900 | Designing Effective Classrooms for Young Children with Deaf/Hearing Impairments                                  |

## **Master of Arts in Education**

### **Educational Technology**

#### *Non-certification*

The Master of Arts in Education with an emphasis in educational technology prepares graduate students to assume roles of leadership in instructional technology settings in school, business and industry. Graduates will apply acquired technical skills, research, and knowledge about equipment, software, current issues, trends, theories, and principles of instructional design to the successful development, implementation, and integration of hypermedia, hypertext, and multimedia in instructional settings. The culminating student project will provide evidence of the student's

expertise in the design and utilization of educational technology. The MA in Education with Emphasis in Educational Technology is a 33 hour program.

## **Core Courses**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 57000    | Educational Research                                  |
| EDU 52000    | Curriculum Design                                     |
| or EDU 60000 | Master's Project                                      |

## **Educational Technology Curriculum**

|           |   |
|-----------|---|
| EDT 50010 | Educational Technology Theory and Practice  |
| EDT 50020 | Transforming Learning with Technology       |
| EDT 50030 | Multimedia Applications                     |
| EDT 50040 | Digital Communication                       |
| EDT 50050 | Adult Learning and Distance Education       |
| EDT 50060 | Ethics and Issues in Educational Technology |
| EDT 50070 | Educational Technology Seminar and Project  |

## **Master of Arts in Education**

### **Interpretation Emphasis**

#### *Non-certification*

Working in concert with the School of Education, the School of American Studies offers a Master's of Arts in Education with an emphasis in interpretation. The Master of Arts in Education with an emphasis in Interpretation program provides students with advanced study in the field of Interpretation. This highly specialized communication process is used in museums, open-air museums, historic sites, nature centers, art galleries, zoos, aquariums, botanical gardens, tourism, and eco-tourism. The Education foundation of this degree, coupled with access to the University owned and operated resources of the Daniel Boone Home and Village, a National Historic site, prepares graduates for positions in program development, management, planning, and curriculum design for interpretive sites. This is a highly competitive field and this program is designed to prepare qualified candidates with a foundation in theory and hands-on application.

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.

### **Program Requirements**

Students in the Master of Arts in Education with an emphasis in Interpretation program are required to complete a minimum of 36 credit hours. The degree requirements include a 12 credit hour Education core, a 15 credit hour American Studies core, and 9 credit hours of electives.

### **Core Education Curriculum**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 52000    | Curriculum Analysis and Design                        |
| EDU 57000    | Educational Research                                  |

### **Core American Studies Curriculum**

|           |                               |
|-----------|-------------------------------|
| AST 50300 | Foundations of Interpretation |
| AST 56000 | Interpretation Research       |
| AST 60000 | Master's Project              |

Students must also choose two courses (6 credit hours) from among the following options:

|           |                         |
|-----------|-------------------------|
| AST 58300 | Interpretive Planning   |
| AST 58400 | Heritage Interpretation |
| AST 58501 | Interpretive Management |

### **Interpretation Elective Courses**

The remaining nine credit hours are selected by the student and advisor with the final plan of study reviewed and approved by the Dean of American Studies. Electives are selected from a variety of disciplines to support the student's focus.

Recommended courses include, but are not limited to, NPA 53000 Volunteer Management, NPA 55000 Management of Nonprofit Organizations, and NPA 57100 Grant Writing. Students are required to produce a viable research paper or project approved by the Dean of American Studies.

Students will have the option to apply for professional certification through the National Association for Interpreters (NAI) as a Certified Interpretive Guide (CIG), Certified Interpretive Planner (CIP), Certified Heritage Interpreter (CHI), Certified Interpretive Manager (CIM), or Certified Interpretive Trainer (CIT.) Students who have received certification from NAI through previous training may apply for up to 9 transfer credit hours upon completion of a proficiency evaluation and submission of documentation.

### **Master of Arts in Education**

#### *Mathematics Education Specialist Elementary K-6 Non-certification*

The Master of Arts in Education with an emphasis in K- 5 mathematics education is designed to train teacher leaders to provide support for elementary classroom teachers. Students will study mathematics concepts, teaching pedagogy, and leadership strategies in a program focused on four major content strands: Numbers and Operations; Geometry and Measurement; Algebraic Reasoning; and Data, Statistics, and Probability. The program will also provide valuable leadership training for the emphasis in K- 5 Mathematics Education.

### **Prerequisite Courses**

Teacher certification with a minimum of 10 hours of mathematics from the following: MTH 13400, MTH 13500,

MTH 14100, MTH 15100, MTH 15200, MTH 17300, CSC 10011. (Substitution may be made with advanced mathematics coursework in the same subject area.)

### **Core Curriculum**

|              |   |
|--------------|---|
| EDU 50500    | Analysis of Teaching and Learning Behavior            |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 57000    | Educational Research                                  |
| EDU 52000    | Curriculum Design                                     |
| or EDU 60000 | Master's Project                                      |

### **Mathematics Specialist Curriculum**

|           |  |
|-----------|--|
| EDM 53800 | Numbers and Operations   |
| EDM 54000 | Geometry and Measurement   |
| EDM 55000 | Algebraic Reasoning  |
| EDM 56000 | Data Analysis, Statistics, and Probability                                   |
| EDM 53900 | Seminar with Internship I-Numbers and Operations (1)                         |
| EDM 54500 | Seminar with Internship II-Geometry and Measurement (1)                      |
| EDM 55500 | Seminar with Internship III-Algebraic Reasoning (1)                          |
| EDM 56500 | Seminar with Internship IV-Data Analysis, Statistics, and Probability (1)    |
| EDM 58000 | Foundations of Mathematics Education Leadership                              |
| EDM 58090 | Mathematics Leadership: Influencing and Facilitating Improvement             |
| EDM 59500 | Elementary Mathematics Specialists: Influencing and Facilitating Improvement |

*Note: Courses are three credit hours unless otherwise indicated.*

### **Master of Arts in Education**

#### *Specialty Area*

The specialty area degree 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 selected by the student in consultation with the advisor from existing graduate courses to meet individual needs.

### **Master of Arts in Education**

#### *Higher Education Emphasis*

Lindenwood University's School of Education offers a Master of Arts in Education with an emphasis in Higher Education. The degree program is designed specifically to prepare highly skilled and knowledgeable practitioners for teaching, administrative, and managerial careers in higher education institutions. Graduates will be qualified to pursue careers as professionals in university and college offices as well apply current research-based pedagogical methods in the collegiate classroom. Graduates will possess outstanding leadership, organizational, interpersonal and advocacy skills, including the ability to communicate effectively with external and internal publics. Students will be provided with in-depth knowledge regarding both public and private two and four-year post secondary institutions. The program integrates leading learning strategies and instructional technologies into course delivery. The Practicum and

Project components of the program allow students to concentrate on particular areas of interest within higher education.

The MA in Education with an emphasis in Higher Education is a 33-credit hour program incorporating the four (4) core courses and seven (7) core specific courses in higher education

### **Core Curriculum**

|               |   |
|---------------|---|
| EDU 50500     | Analysis of Teaching and Learning Behavior            |
| EDU 51000     | Conceptualization of Education                        |
| or EDU 51010* | Conceptualization of Education for Beginning Teachers |
| EDU 57000     | Educational Research                                  |
| EDU 52000     | Curriculum Design                                     |

\*For students with 1-3 years of teaching experience

### **Higher Education Specialty Curriculum**

|            |  |
|------------|--|
| EDHE 50500 | Foundations of Higher Education                                |
| EDHE 51000 | Governance, Management, and Administration in Higher Education |
| EDHE 51500 | Outcomes Assessment and Instructional Improvement              |
| EDHE 52000 | Transformational Leadership                                    |
| EDHE 52500 | Student Development and Student Affairs                        |
| EDHE 53000 | Practicum in Higher Education                                  |
| EDHE 55000 | Project in Higher Education                                    |

## **Master of Arts in Teaching (MAT)**

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

Note: Missouri's Department of Elementary and Secondary Education (DESE) has raised the criteria for certification as a teacher. At present, DESE is requiring an overall GPA (including undergraduate work) of 2.75. Currently, a minimum GPA of 3.0 is required for all teacher education and content area coursework.

State regulations can and do change and all counseling candidates must meet Missouri DESE requirements to complete this Missouri approved certification program.

Current Missouri requirements can be found online at <http://dese.mo.gov/eq/> and your education advisor will help you understand what you are required to do to meet those standards.

### **Background Check**

Conviction, guilty plea, or *nolo contendere* plea involving a crime involving drugs, moral turpitude, or other criminal charges may prohibit licensure or employment as a professional educator.

The Master of Arts in Teaching with secondary school certification as well as the Master of Arts in Teaching with K-12 certification preparation are both 45 credit hour

programs. Middle school certification preparation is a 57 credit hour program. Elementary school certification preparation is a 71 credit hour program. Early childhood certification preparation is a 71 credit hour program, and early childhood special education certification preparation is a 93 credit hour program. All areas include certification requirements. Note that for middle, secondary, and K-12 certification, further coursework in the content area *beyond that which was required for the bachelor's degree* may be required by the Department of Elementary and Secondary Education in order to be eligible for certification.

The education courses required for certification, (not including specific content area coursework that may be required by the Department of Elementary and Secondary Education for a subject certification) are described below.

### **Master of Arts in Teaching**

#### ***K-12 Certification Preparation***

Students wishing to be certified in K-12 education must select one of the following content areas in which to specialize: art, instrumental music, vocal music, dance, physical education, health, Spanish, French, or Chinese. The Master of Arts in Teaching with K-12 certification preparation includes 45 credit hours of graduate course work:

#### **Core MAT Curriculum**

|              |  |
|--------------|--|
| EDU 50500    | Analysis of Teaching and Learning Behavior |
| EDU 57000    | Educational Research                       |
| EDU 52000    | Curriculum Design or EDU 60000             |
| or EDU 60000 | Master's Project                           |

#### **Core K-12 Certification Curriculum**

|              |   |
|--------------|---|
| EDU 50000    | Foundations of K-12 Education                         |
| EDU 50200    | Psychology of Teaching and Learning                   |
| EDU 50700    | Reading in the Content Area                           |
| EDU 51000    | Conceptualization of Education                        |
| or EDU 51010 | Conceptualization of Education for Beginning Teachers |
| EDU 51500    | PRAXIS-Foliotek Seminar (0-3)                         |
| EDU 51800    | Measurement and Evaluation to Enhance Learning        |
| EDU 52100    | Classroom Teaching/Management                         |
| EDU 535XX    | Subject Area Teaching Methods                         |
| EDU 54100    | Education of the Exceptional Child                    |
| EDU 60599    | Field Experience (Student Teaching) (12)              |

*\*This student teaching course will only count toward hours in the MAT program.*

### **Master of Arts in Teaching**

#### ***Secondary School Certification Preparation Grades 9-12***

Students wishing to be certified in secondary education must select one of the following content areas in which to specialize: math, biology, chemistry, unified science-biology, unified science-chemistry, speech-theatre, English, history (social science), engineering and technology, business education, or business education with marketing emphasis.

The Master of Arts in Teaching with secondary school certification preparation program includes 45 credit hours of graduate course work.

### **Core MAT Curriculum**

|                           |  |
|---------------------------|--|
| EDU 50500                 | Analysis of Teaching and Learning Behavior         |
| EDU 57000                 | Educational Research                               |
| EDU 52000<br>or EDU 60000 | Curriculum Design or EDU 60000<br>Master's Project |

### **Core Secondary Certification Curriculum**

|                           |   |
|---------------------------|---|
| EDU 50000                 | Foundations of K-12 Education   |
| EDU 50200                 | Psychology of Teaching and Learning   |
| EDU 50700                 | Reading in the Content Area   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning Teachers |
| EDU 51500                 | PRAXIS-Foliotek Seminar (0-3)   |
| EDU 51800                 | Measurement and Evaluation to Enhance Learning  |
| EDU 52100                 | Classroom Teaching/Management   |
| EDU 535XX                 | Subject Area Teaching Methods   |
| EDU 54100                 | Education of the Exceptional Child  |
| EDU 60599*                | Field Experience (Student Teaching) (12)  |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2)\* EDU 60599 will only count toward hours in the MAT program.*

*(3) Content area coursework required by the Department of Elementary and Secondary Education must also be met for middle and secondary education.*

### **Master of Arts in Teaching**

#### *Middle School Certification Preparation Grades 5-9*

Middle school education certification may be achieved in any of the following areas: language arts, speech/theatre, industrial technology, science, social science, business education, and engineering and technology

The Master of Arts in Teaching with middle school certification preparation program is a 57 credit hour program. It includes the 45 credit hours of graduate course work listed above (see Secondary School Certification Preparation), possible content area course work, plus:

|           |                                       |
|-----------|---------------------------------------|
| EDU 58500 | Middle School Philosophy/Organization |
| EDU 58600 | Middle School Curriculum/Instruction  |
| EDU 58700 | Reading/Writing Across Curriculum     |
| EDU 58800 | Middle School Psychology              |

*Note: Content area coursework required by the Department of Elementary and Secondary Education must also be met for middle and secondary education.*

### **Master of Arts in Teaching**

#### *Elementary School Certification Preparation Grades 1-6*

The Master of Arts in Teaching with Elementary School Certification Preparation program is a 71 credit hour program. It includes the following coursework:

### **Core MAT Curriculum**

|                          |  |
|--------------------------|--|
| EDU 50500                | Analysis of Teaching/Learning Behavior |
| EDU 57000                | Educational Research                   |
| EDU 52000<br>or EDU 6000 | Curriculum Design<br>Master's Project  |

### **Core Elementary Certification Curriculum**

|                           |   |
|---------------------------|---|
| EDU 50000                 | Foundations of K-12 Education   |
| EDU 50200                 | Psychology of Teaching and Learning   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning Teachers |
| EDU 51500                 | PRAXIS-Foliotek Seminar (0-3)   |
| EDU 51800                 | Measurement and Evaluation to Enhance Learning  |
| EDU 52100                 | Classroom Teaching/Management   |
| EDU 54100                 | Education of the Exceptional Child  |
| EDU 50300                 | Elementary Reading Methods  |
| EDU 50600                 | Elementary/Middle School Language Arts Methods  |
| EDU 50900                 | Analysis and Correction of Reading Disabilities   |
| EDU 52200                 | Reading Practicum (2)   |
| EDU 51200                 | Elementary/Middle School Mathematics Methods  |
| EDU 51900                 | Elementary/Middle School Science Methods  |
| EDU 54500                 | Health, Safety, and Nutrition   |
| EDU 55300                 | Elementary/Middle School Social Studies Methods   |
| EDU 57600                 | Methods of Integrating Art, Music, and Movement in Elementary Education                 |
| EDU 58200                 | Integrated Literature   |
| EDU 60599                 | Field Experience (Student Teaching) (12)  |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) EDU 60599 will only count toward hours in the MAT program.*

Students must also complete 3 credit hours of electives.

### **Master of Arts in Teaching**

#### *Early Childhood or Early Childhood Special Education Certification Preparation Birth-Grade 3*

The Master of Arts in Teaching with early childhood certification preparation program is a 71 credit hour program. The Master of Arts in Teaching with early childhood special education (add-on) certification preparation program is a 93 credit hour program. Both programs include the following core MAT and Core early childhood certification courses:

### **Core MAT Curriculum**

|                           |  |
|---------------------------|--|
| EDU 50500                 | Analysis of Teaching and Learning Behavior |
| EDU 57000                 | Educational Research                       |
| EDU 52000<br>or EDU 60000 | Curriculum Design<br>Master's Project      |

### **Core Early Childhood Certification Curriculum**

|                           |   |
|---------------------------|---|
| EDU 50000                 | Foundations of K-12 Education   |
| EDU 50200                 | Psychology of Teaching and Learning   |
| EDU 51000<br>or EDU 51010 | Conceptualization of Education<br>Conceptualization of Education for Beginning Teachers |
| EDU 51500                 | PRAXIS-Foliotek Seminar (0-3)   |
| EDU 51800                 | Measurement and Evaluation to Enhance Learning  |
| EDU 52100                 | Classroom Teaching/Management   |
| EDU 54100                 | Education of the Exceptional Child  |
| EDU 50300                 | Elementary Reading Methods  |

|           |   |
|-----------|---|
| EDU 50600 | Elementary/Middle School Language Arts Methods  |
| EDU 50900 | Analysis and Correction of Reading Disabilities   |
| EDU 52200 | Reading Practicum (2)   |
| EDU 51200 | Elementary/Middle School Mathematics Methods  |
| EDU 51400 | Utilizing Family and Community Resources  |
| EDU 51600 | Language Acquisition and Development for Young Children                                 |
| EDU 51700 | Intro to Early Childhood/Special/Education  |
| EDU 52500 | Perceptual Motor Development (2)  |
| EDU 52700 | Early Childhood Cognitive Curriculum Concepts   |
| EDU 52900 | Creative Curriculum Materials for Early Childhood/Early Childhood Special Education (4) |
| EDU 54500 | Health, Safety, and Nutrition   |
| EDU 55100 | Early Childhood Screening, Diagnosing and Prescribing Instruction                       |
| EDU 58200 | Integrated Literature   |
| EDU 60599 | Field Experience (Student Teaching) (12)  |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2)\* EDU 60599 will only count toward hours in the MAT program.*

*\*For students with one to three years of teaching experience.*

In addition, students seeking a Master of Arts in Teaching with early childhood special education add-on certification must complete the following core coursework:

#### **Core Early Childhood Special Education Curriculum**

|            |   |
|------------|---|
| EDS 53000  | Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4) |
| EDS 50200  | Behavior Management   |
| EDU 52400  | Assessment of Intellectual Skills   |
| EDS 533000 | Speech and Language of the Exceptional Learner  |
| EDS 53700  | Special Education Counseling  |
| EDS 55700  | Remediation in Elementary Math  |
| EDS 55000  | Practicum for Teaching Children with Disabilities in Cross-Categorical Settings                   |

*Note: Courses are three credit hours unless otherwise indicated.*

## **Department of Health and Fitness Science**

### **Master of Science in Human Performance**

The graduate curriculum for the human performance program provides a strong scientific basis for students seeking advanced degrees in the exercise physiology, strength and conditioning, and allied health professions as well as those seeking practical skills for employment in the health and fitness profession. The program is designed for four consecutive semesters of nine credits each, and an additional lab credit, totaling 37 credits.

Students will have the unique opportunity to use state-of-the-art equipment and protocols from the High Intensity Training (HIT) Center of Lindenwood University, which gives our students a great advantage in the health and fitness profession. The HIT Center is the University's exercise physiology laboratory inside a 12,000 square foot conditioning facility used for Lindenwood University athletic teams. This is the only such facility located on a university campus in the United States.

The Master of Science in Human Performance is consistent with the American College of Sports Medicine (ACSM) professional standards. This program prepares students for certifications in personal training, as well as strength and conditioning, and it gives students the optimal experience in human performance. Graduates of this program are eligible for the certifications listed below.

- ACSM
- Certified Personal Trainer (CPT)
- Health Fitness Specialist (HFS)
- Clinical Exercise Specialist (CES)

National Strength and Conditioning Association (NSCA)

- Certified Personal Trainer (NSCA-CPT)
- Certified Strength and Conditioning Specialist (CSCS)

Aerobic Fitness Association of American (AFAA)

- Various certifications

#### **Program Admission**

Current CPR card, strength training, nutrition, health and wellness, psychology, basic statistics, and Anatomy and Physiology I and II with labs\*, Exercise Physiology and Lab\*, and Exercise Testing and Prescription\*.

*\*Taken within 5 years.*

An interview and a written exam may be required to assess writing skills.

#### **Core Curriculum**

|          |   |
|----------|---|
| HP 52100 | Exercise & Sports Nutrition                                       |
| HP 52500 | Performance Psychology  |
| HP 53500 | Advanced Exercise Testing and Prescription (4)                    |
| HP 57100 | Bioenergetics and Neuromuscular Aspects of Exercise               |
| HP 57500 | Cardiovascular and Pulmonary Pathology and Prescription           |
| HP 58000 | Chronic Disease Pathology and Prescription                        |
| HP 54000 | Research Methods  |
| HP 54200 | Statistical Analysis  |
| HP 65000 | Thesis (6) or 2 electives from below for the non-thesis route (6) |

*Note: Courses earn three credit hours unless otherwise indicated.*

#### **Electives**

|          |  |
|----------|--|
| HP 51100 | Human Movement Impairment and Corrective Exercise Strategies |
| HP 53000 | Orthopedic Injuries Pathology and Exercise                   |
| HP 53600 | Psychology and Sociology of Physical Education (4)           |
| HP 53700 | Community Health   |
| HP 54100 | Internship   |
| HP 54300 | Biomechanics   |
| HP 54400 | Foundations of Therapeutic Recreation                        |
| HP 54500 | Recreation Administration and Risk Management                |
| HP 54600 | Program Planning, Marketing and Leadership                   |

*Note: Courses earn three credit hours unless otherwise indicated.*

#### **Early Access**

Students with an undergraduate GPA of 3.0 or higher may take up to seven semester hours at the graduate level during

the last 12 credits of their undergraduate degree program. These hours will count toward the Master of Science in Human Performance but not toward the bachelor's degree. The early access option requires that the student be enrolled in at least 12 semester hours of undergraduate classes while he or she is taking human performance courses under this option. Students in the early access program must maintain a 3.0 in all master's credits.

# School of Fine and Performing Arts

## Department of Art and Design

The School of Fine and Performing Arts offers the following degrees:

- Master of Arts in Studio Art
- Master of Arts in Fashion Design
- Master of Fine Arts in Studio Art
- Master of Fine Arts in Fashion Design

The graduate degrees in studio art provide concentrations in various areas including ceramics, drawing, painting, and graphic design. Students may also elect to develop an area of emphasis that combines several media with permission of the Art and Design Department chairperson. The graduate degrees in fashion design focus on research, design, production, and marketing.

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

### Master of Arts in Studio Art

*36 credit hours*

#### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- 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 school dean.
- 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. A two page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the art faculty.
- In addition to the portfolio and the essay, the candidate must also submit three letters of recommendation from professionals who can speak to the candidate's academic prowess and serious intent.
- 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.

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

#### Admission Deadline

All application materials for fall admission must be received by the previous April 1. All application materials for spring admission must be received by the previous November 1.

#### Degree Requirements

- Completion of 36 hours of graduate courses in art, distributed as follows:
  - Twenty one credit hours studio art in area(s) of concentration
  - Six credit hours studio art courses outside of the area of concentration
  - Three credit hours in art history or art criticism
  - Three credit hours ART 50000 Research Methods in Art
  - Three credit hours ART 60000 Directed thesis (which includes the exhibition.) Presentation of recent work at two scheduled graduate critiques each semester the student is enrolled.
- 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.
- Completion of graduate studies with a minimum grade point average of 3.0.
- Thirty hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Department Chair in Art.
- No more than nine hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 36 hours. The school dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The school dean may also waive credits under special circumstances.
- All graduate students in studio art must surrender one work approved by the faculty in their final semester, which will become a part of the University collection.



## Master of Fine Arts in Studio Art

60 credit hours

### Admission Requirements

Students are eligible to apply for admission to the master of fine arts after the completion of 24-36 hours in the Master of Arts program and the mid-program review.

Requirements for admission are as follows:

- Fulfillment of requirements for general admission to the University.
- Successful completion of a Bachelor of Fine Arts in Studio Art. Students of exceptional merit, who have earned a Bachelor of Arts in Studio Art or a Bachelor of Science in Studio Art or Design (or the equivalent), will also be considered contingent upon faculty approval. Students without either a Bachelor of Fine Arts in Studio Art or Bachelor of Arts in Studio Art who have significant studio art experience will submit 20 slides, plus additional portfolio material for faculty review.
- 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 full 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.
- A two page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the art faculty.
- In addition to the portfolio and the 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.
- 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.
- Full admission to the graduate program in studio art requires the endorsement of the studio art faculty involved in the candidate's portfolio review.
- Candidacy is conditional until full candidacy is recommended by the art faculty mid-program review (24- 36 hours).
- Students with an MA in Studio Art from Lindenwood University are automatically admitted to full candidacy in the MFA program in studio art provided they are admissible to the University.

### Admission Deadline

All application materials for fall admission must be received by the previous April 1. All application materials for spring admission must be received by the previous November 1.

## Degree Requirements

- Completion of 60 hours of graduate coursework in art, distributed as follows:
  - Thirty six credit hours studio art in area (or areas) of concentration
  - Six credit hours studio art courses outside of the area of concentration
  - Twelve credit hours in art history or art criticism
  - Three credit hours ART 50000 Research Methods in Art
  - Three credit hours ART 60000 Directed Thesis (including exhibition)
- 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.
- Completion of graduate studies with a minimum grade point average of 3.0.
- Presentation of recent work at two scheduled graduate critique each semester the student is enrolled.
- Forty eight hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Department Chair in Art.
- No more than nine 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 MFA in Studio Art. The school dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The school dean may also waive credits under special circumstances.
- All graduate students in studio art must surrender one work approved by the faculty in their final semester, which will become a part of the University collection.

## Master of Arts in Fashion Design

36 credit hours

### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- Successful completion of an undergraduate degree in fashion design or studio art, with a minimum of 3.0 in all art courses. Exceptions may be granted by the school dean.
- Submission of a resume and a portfolio of the applicant's creative work for review by the fashion design faculty. The portfolio should consist of a minimum of 20 works presented in high resolution slide or digital format. A two page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the faculty.
- In addition to the portfolio and the essay, the candidate must also submit three letters of recommendation from

professionals who can speak to the candidate's academic prowess and serious intent.

- Conditional admission to the graduate program in fashion design, 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. This includes but is not limited to FD 11000, FD 21200, FD 23000, FD 23500, and FD 30900. Undergraduate credit will be awarded for courses completed during the conditional status and is not applicable toward the graduate degree.
- Full admission to the graduate program in fashion design requires the endorsement of the fashion design faculty involved in the candidate's portfolio review.
- Candidacy is conditional until full candidacy is recommended by the faculty at the mid-program review (after 18 hours).

### Admission Deadline

All application materials for fall admission must be received by the previous April 1. All application materials for spring admission must be received by the previous November 1.

### Degree Requirements

- Completion of 36 hours of graduate courses in fashion and art, distributed as follows:
  - 21 credit hours in fashion studio courses
  - Six credit hours in visual media courses
  - Three credit hours in art history or art criticism
  - Three credit hours ART 50000 Research Methods in Art
  - Three credit hours ART 60000 Directed Thesis
- Satisfactory completion of an oral review and defense of the fashion project and thesis conducted by the student's thesis committee consisting of three 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. All committee members must have a terminal degree in an art or design discipline. At least two of the committee members must be LU faculty. At least one of the committee members must be full-time LU faculty.
- Part-time status is six credit hours per semester. Full-time status is nine to twelve credit hours per semester.
- Completion of graduate studies with a minimum grade point average of 3.0.
- Thirty hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Art and Design Department Chair.
- No more than nine hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 36 hours. The school dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The

School dean may also waive credits under special circumstances.

- At least one-half of the credits earned toward the MA in Fashion Design degree must be from courses intended for graduate students only.

### Master of Fine Arts in Fashion Design

*60 credit hours*

### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- Successful completion of an undergraduate degree in fashion design or studio art, with a minimum of 3.0 in all art courses. Exceptions may be granted by the school dean.
- Submission of a resume and a portfolio of the applicant's creative work for review by the fashion design faculty. The portfolio should consist of a minimum of 20 works presented in high resolution slide or digital format. A two page essay indicating goals and expectations for graduate school must accompany the portfolio and will be reviewed by the faculty.
- In addition to the portfolio and the essay, the candidate must also submit three letters of recommendation from professionals who can speak to the candidate's academic prowess and serious intent.
- Conditional admission to the graduate program in fashion design, 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. This includes but is not limited to FD 11000, FD 21200, FD 23000, FD 23500, and FD 30900. Undergraduate credit will be awarded for courses completed during the conditional status and is not applicable toward the graduate degree.
- Full admission to the graduate program in fashion design requires the endorsement of the fashion design faculty involved in the candidate's portfolio review.
- Candidacy is conditional until full candidacy is recommended by the faculty at the mid-program review (before the completion of 27 hours).
- Students with an MA in Fashion Design from Lindenwood University are automatically admitted to full candidacy in the MFA program in Fashion Design provided they are admissible to the University.

### Admission Deadline

All application materials for fall admission must be received by the previous April 1. All application materials for spring admission must be received by the previous November 1.

### Degree Requirements

- Completion of 60 hours of graduate courses in fashion and art, distributed as follows:
  - 39 credit hours in fashion studio courses
  - Nine credit hours in visual media courses
  - Six credit hours of electives

- Three credit hours ART 50000 Research Methods in Art
- Three credit hours ART 60000 Directed Thesis
- Satisfactory completion of an oral review and defense of the fashion project and thesis conducted by the student's thesis committee consisting of three 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. All committee members must have a terminal degree in an art or design discipline. At least two of the committee members must be LU faculty. At least one of the committee members must be full-time LU faculty.
- Part-time status is six credit hours per semester. Full-time status is nine to twelve credit hours per semester.
- Completion of graduate studies with a minimum grade point average of 3.0.
- Thirty hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Art and Design Department Chair.
- No more than nine hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of 60 hours. The school dean may approve substitutions in the core curriculum if the student has a significant and demonstrable proficiency in a specific area. The School dean may also waive credits under special circumstances.
- At least one-half of the credits earned toward the MFA in Fashion Design degree must be from courses intended for graduate students only.

- Writing sample to demonstrate general writing proficiency.

Those students applying for the Master of Fine Arts are additionally required to

- Audition
- Submit a resume or portfolio
- Participate in an interview. An on-site audition may be required; the process will depend upon the student's career emphasis.

Those students who have completed 30 hours of graduate work will be assessed by the Dean of Fine and Performing Arts and the Director of Theatre to determine their ability to successfully continue in the program. At the discretion of the Dean of Fine and Performing Arts and the Director of Theatre, and based on the results of the assessment, the student may be required to graduate with a Master of Arts.

The theatre faculty will evaluate the transcripts of those students who have received a Master of Arts in Theatre from an accredited institution to determine how many credits, if any, will be applied toward the MFA. 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 MFA in Theatre. Determination of the number of transfer credits allowed will be at the discretion of the Dean of Fine and Performing Arts in consultation with the Director of Theatre.

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 semester hours of C will be accepted toward the MA degree and no more than six hours of C toward the MFA A Program in Arts Management (30 hours) is individualized and requires a minimum of 12 hours of coursework in Business Administration.

## Department of Theatre

The School of Fine and Performing Arts at Lindenwood offers the following degrees:

- Master of Arts in Theatre
- Master of Fine Arts in Theatre
- Master of Arts in Arts Management - Entertainment Production

The Master of Arts in Theatre (30 hours) is a general theory-based program, particularly applicable to public school and junior college teachers.

The Master of Fine Arts is a terminal performance-oriented degree with specific emphasis in acting, directing, or design/technical theatre. The MFA requires a minimum of nine semester hours of enrollment per semester. Students who matriculate into the program with a significant amount of professional experience may be allowed, at the discretion of the department, to pursue the MFA part-time.

### Admission Requirements

- An undergraduate degree from an accredited college or university. An undergraduate major in a theatre-related area is not required but is definitely recommended.

### Master of Arts in Theatre

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 the following:

|          |                             |
|----------|-----------------------------|
| TA 50100 | Graduate Acting Studio      |
| TA 51000 | Graduate Script Analysis    |
| TA 51100 | Graduate Directing Studio   |
| TA 52500 | Research Methods in Theatre |

Students must also complete three credit hours in theatre history and three credit hours in dramatic literature. Note that the three hour requirement in theatre history and the three credit hours in dramatic literature may be waived and replaced with six 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 in Theatre**

*60 credit hours*

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 MFA candidates are as follows:

|          |                                 |
|----------|---------------------------------|
| TA 51000 | Graduate Script Analysis        |
| TA 52500 | Research Methods in Theatre     |
| TA 56500 | Professional Internship (3-9)   |
| TA 60000 | Master's Project and Thesis (6) |

*Note: Courses are three credit hours unless otherwise indicated.*

Students must also complete three credit hours in theatre history and three credit hours in dramatic literature, along with 18 credit hours in the specialty area and 15-21 credit hours of elective coursework.

Note that the three credit hour requirement in theatre history and the three credit hour requirement in dramatic literature may be waived and replaced with six credit hours from the graduate theatre curriculum at the discretion of the Director of Theatre.

### **Master of Arts in Arts Management**

*30 credit hours*

The Master of Arts in Arts Management-Entertainment Production degree integrates and synthesizes knowledge of the arts and entertainment industries, business and management principles, and audience development and marketing. The program requires both an internship and apprenticeship in the sector of the industry that is of primary interest to the student.

The Master of Arts in Arts Management program consists of 30 credits hours and includes the following courses:

|                 |                                |
|-----------------|--------------------------------|
| TA 54600        | Box Office Management          |
| TA 54800        | Graduate Stage Management      |
| TA 56600        | Producer's Apprenticeship      |
| TA 58900        | Industry Internship            |
| COM 50500       | Desktop Publishing             |
| ACCT 51011      | Financial Accounting Concepts  |
| MGMT 56025      | Business Concepts              |
| MGMT 56060      | Business Law and Ethics        |
| NPA 57100       | Grant Writing                  |
| MUS 58600-58699 | Special Topics: Music Business |

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

# School of Human Services

## Master of Arts in Nonprofit Administration

37 credit hours

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 core curriculum requirements, students will have the opportunity to develop an area of concentration by supervised selection of elective course work, a directed internship, and capstone project.

## Online Executive Master in Nonprofit Administration

37 credit hours

The online executive 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 core curriculum requirements, students will take a variety of skill-based elective coursework and complete a capstone research project.

## Admission Requirements

Students are expected to meet the University admissions requirements discussed earlier in this catalog.

## Core Curriculum

The following courses are required for all students completing the nonprofit administration degree:

|           |   |
|-----------|---|
| NPA 50000 | Fundraising and Planning                              |
| NPA 50300 | Human Resource Management for Nonprofit Organizations |
| NPA 55000 | Management of Nonprofit Organizations                 |
| NPA 56000 | Leadership  |
| NPA 57000 | Organizational Behavior for Nonprofit Organizations   |
| NPA 57100 | Grantwriting  |

|           |  |
|-----------|--|
| NPA 58000 | Nonprofit Budgeting and Financial Management |
| NPA 58500 | Marketing for Nonprofit Organizations        |
| NPA 58800 | Capstone Project* (1)                        |

*Notes: (1) Courses are three credit hours unless otherwise indicated.*

*(2) \*NPA 58800 must be taken in last semester of program*

## Elective Courses

|                 |  |
|-----------------|--|
| NPA 50100       | Nonprofit Leadership Alliance (1)                          |
| NPA 50200       | Individual Giving and Special Events                       |
| NPA 52000       | Program and Organizational Evaluation                      |
| NPA 53000       | Volunteer Management                                       |
| NPA 54000       | Problem Solving Case Analysis                              |
| NPA 58100       | Strategic and Program Planning for Nonprofit Organizations |
| NPA 58600       | Research Project (1-3)                                     |
| NPA 58700       | Nonprofit Administration Internship                        |
| NPA 59000-59999 | Special Topics in Nonprofit Administration (1-3)           |

*Note: Courses are three credit hours unless otherwise indicated.*

With department chair approval, students may transfer in up to nine semester hours.

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 should do an internship in an assigned agency under the supervision of the faculty of the NPA program. This elective requires an agreed upon number of hours (not less than 100 field hours) at a nonprofit agency and a written research paper analyzing the experience in the context of completed course work.

## Capstone Project

The capstone to the degree program will be the successful completion of an individualized graduate project which may either be an analytical or case study project. Topics will be selected and explored in collaboration with the advisor. Students should obtain a copy of the capstone project guidelines from the department chair.

## Master of Public Administration

36 credit hours

The Master of Public Administration (MPA) is offered online. All required and elective courses are available online, although they may not be offered every graduate session. Students and prospective students will work with an advisor who will help plan a schedule regarding courses, given the schedule of offerings.

The MPA is a professional graduate program that prepares individuals to serve as managers in the executive arm of local, state, and federal/national government; the MPA is also useful if a student is interested in employment with an international organization or agency. Working in the public sector often requires skills that cannot be confined to a single discipline: the public sector and the private sector cross paths, and public officials need the skills of both to function effectively. Public Administration is a blending of business administration, human services, and additional core topics covered in the required public administration courses. The degree is designed to educate students in the applications of inter-disciplinary skills needed in government operations.

While the MPA is a 36 credit hour program, students who have not had an undergraduate course in accounting will need to take an online accounting course that prepares them for ACCT 51011 Managerial Accounting. Contact the MPA department chair for more details.

### Admission Requirements

Students are expected to meet the University admissions requirements outlined in an earlier section of this catalog.

### Core Curriculum

The following courses (21 credit hours) are required for all students completing the public administration degree:

|            |   |
|------------|---|
| ACCT 51011 | Managerial Accounting                                     |
| FIN 52010  | Financial Policy  |
| MPA 58300  | Governmental Budgeting                                    |
| MPA 58400  | Public Administration: Principles, Applications, & Ethics |
| MPA 58600  | Program Implementation and Evaluation                     |
| MPA 58800  | The Business-Government Environment                       |
| NPA 50300  | Human Resource Management/Nonprofit Organizations         |

### Elective Courses

Students must choose 15 credit hours from the following options:

|            |                                       |
|------------|---------------------------------------|
| MGMT 56030 | Management Practices                  |
| MIS 54001  | Management Information Systems        |
| INTL 58001 | International Business Operations     |
| MGMT 56070 | Statistics and Quantitative Analysis  |
| MGMT 56035 | Organizational Behavior               |
| ENTR 57515 | Small Business Management             |
| MGMT 56056 | Leadership Theory                     |
| MGMT 56085 | Operations Management                 |
| NPA 50000  | Fundraising and Planning              |
| NPA 55000  | Management of Nonprofit Organizations |
| NPA 56000  | Leadership                            |

|           |   |
|-----------|---|
| NPA 57000 | Organizational Behavior for Nonprofit Organizations       |
| NPA 57100 | Grantwriting  |
| NPA 58000 | Nonprofit Budgeting and Financial Management              |
| NPA 58500 | Marketing for Nonprofit Organizations                     |
| NPA 52000 | Program and Organizational Evaluation                     |
| NPA 53000 | Volunteer Management                                      |
| NPA 54000 | Problem Solving Case Analysis                             |
| NPA 58100 | Strategic and Program Planning for Nonprofit Organization |
| EDT 50010 | Educational Technology Theory and Practice                |
| EDT 50020 | Transforming Learning with Technology                     |
| EDT 50030 | Multimedia Applications                                   |
| EDT 50040 | Digital Communication                                     |
| EDT 50050 | Adult Learning and Distance Education                     |

# School of Humanities

## Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

33 credit hours

### Program Description

Lindenwood University's School of Humanities offers a Master of Arts in Teaching English to Speakers of Other Languages (TESOL). The TESOL program develops students' understanding of the basic principles of learning and teaching a second language, as well as the pedagogical implications of those principles for English language teaching. The program prepares graduates to meet the current demand for highly trained, competent teachers of ESOL in a variety of national and global contexts, including K-12, higher education, and adult/refugee education. The Masters of Arts is based on theory, research, and practice.

### Admission Requirements

Students are expected to meet the University admissions requirements discussed in an earlier section of this catalog.

A degree in TESOL requires the completion of the following courses:

|                   |   |
|-------------------|---|
| TESOL 50400       | History of the English Language           |
| TESOL 57200       | Modern Grammar                            |
| TESOL 51000       | Linguistics and English Language Teaching |
| TESOL 52000       | Sociolinguistics                          |
| TESOL 53000       | Second Language Acquisition               |
| TESOL 54000       | TESOL Methods                             |
| TESOL 55000       | Assessment in TESOL                       |
| TESOL 56000       | TESOL Practicum                           |
| TESOL 57000-57999 | Special Topics in TESOL                   |
| TESOL 58000       | Research Methods in TESOL                 |
| TESOL 58500       | TESOL Capstone                            |

# COURSE DESCRIPTIONS

## Accounting

**ACCT 51010 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. Lab fee may be required.

**ACCT 51011 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. Lab fee may be required. Prerequisite: ACCT 51010 or ACCT 21010.

**ACCT 51015 Ethics in Accounting (3)** This course investigates the ethical obligations of accountants and auditors. Specifically, this course will focus on professional responsibilities in the following contexts: corporate governance, financial reporting, audit function, and obligations to prevent and detect fraud. This course also addresses the importance of an accounting professional's ethical commitment to ensure that their work meets the highest standards of integrity, independence, and objectivity. Prerequisite: a grade of C or better in ACCT 51010 and ACCT 51011 or permission of the dean.

**ACCT 51020 Financial Accounting Theory I (3)** This course examines financial accounting concepts and theory with emphasis on development and usage of Generally Accepted Accounting Principles. Variances between the Financial Accounting Standards Board regulations and the International Financial Reporting Standards will be addressed. Prerequisite: ACCT 51011.

**ACCT 51021 Financial Accounting Theory II (3)** This course examines the development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions and IFRS standards. Issues covered relate to debt classification, contributed capital, retained earnings, statement of cash flows, leases, and pensions. Prerequisite: ACCT 51020.

**ACCT 51022 Advanced Accounting (3)** This course examines specialized topics in advanced financial accounting; partnership accounting; and corporate consolidations and mergers, estates and trusts. Prerequisite: ACCT 51020.

**ACCT 51030 Advanced Cost Management (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: ACCT 51011.

**ACCT 51050 Individual Tax Planning (3)** This course examines the concepts of federal and state income taxes as applicable to the individual. Particular emphasis will be given to planning and compliance reporting. Prerequisite: ACCT 51011 or FIN 52010.

**ACCT 51055 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: ACCT 51011 or FIN 52010.

**ACCT 51060 Governmental & Nonprofit Accounting (3)** This course examines concepts of accounting and financial reporting for

federal, state, and local government and nonprofit organizations. Prerequisite: ACCT 51011.

**ACCT 51065 International Accounting (3)** This course examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of U.S. and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. Prerequisite: ACCT 51011 and ACCT 51020.

**ACCT 51070 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: ACCT 51011 or FIN 52010.

**ACCT 51080 Auditing Theory and Practices (3)** This course investigates concepts of auditing with emphasis on techniques and issues as applied by Certified Public Accountants. Professional standards, Generally Accepted Auditing Standards, legal liabilities of auditors, and specific auditing techniques are emphasized. Prerequisite: ACCT 51021.

**ACCT 51085 Fraud Examination and Forensic Accounting (3)** This course provides comprehensive exposure to fraud examination and forensic accounting. Topics range from the theories of fraud examination to types of fraud committed. Specifically, the theory, processes, and methods of fraud examination; occupational and organizational fraud; and various specialized non-occupational areas of fraud will be covered. Prerequisite: a grade of C or better in ACCT 51020.

**ACCT 51090-51099 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 an 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. Prerequisite: varies according to the content of the special topics course.

**ACCT 61000 Professional Accounting Research (3)** This course emphasizes the importance of research skills in the accounting profession as well as the ability to communicate those results in a proficient manner. Research tools and methods available to resolve questions concerning accounting standards and practices will be discussed. Accounting literature and authoritative databases will be utilized to analyze contemporary issues in accounting. Prerequisite: a grade of C or better in ACCT 51020 and a C or better in either ACCT 51055 or ACCT 51050.

**ACCT 61095 Accounting Thesis I (3)** 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. Thesis sections I and II are to be taken sequentially.

**ACCT 61096 Accounting Thesis II (3)** 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. Thesis sections I and II are to be taken sequentially. Prerequisite: ACCT 61095.



**ACCT 61097 Accounting Thesis Extension (0)** This is a non-credit bearing course required for any student who has completed all required MS coursework (as well as master's thesis course sections I and II) but has not yet completed the master's thesis. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while he or she completes the master's thesis. The fee for this course is \$500.00 per term. The student must complete the master's thesis within five years of beginning the MS program.

## Art

**ART 50000 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 50100 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 50300 Beginning Costume and Fashion Design Studio (3)** This course focuses on the basic components of clothing and costume construction techniques. Studio feature of the class will provide students in Theatre and Fashion Design opportunities to work together and within their specific areas of study on various projects. Studio fee may apply.

**ART 50500 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.

**ART 50700 Patternmaking I (3)** Development of the basic sloper for patternmaking and its manipulation to create original designs by the flat pattern method. Prerequisite: ART 50300, concurrent enrollment, or permission of instructor. Studio fee may apply.

**ART 50800 Patternmaking II (3)** Continuation of sloper manipulation for flat pattern and some basic draping techniques. Prerequisites: ART 50300. Studio fee may apply.

**ART 50900 Intermediate Costume and Fashion Design Studio (3)** This studio course introduces the student to the process of creating original designs. Prerequisites: ART 50300 and 50700.

**ART 51000 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 51200 Computer-Aided Design—Patternmaking (3)** Patternmaking, grading and marker 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 50700 and ART 50800. Studio fee may apply.

**ART 51300 Computer-Aided Design—Flats, Illustrations (3)** Use of the computer to produce fashion-related materials, designs, etc. Prerequisites: ART 51500 (or undergraduate or graduate equivalent coursework). Studio fee may apply.

**ART 51500 Studies in Graphic Design (3)** This course familiarizes students with the fundamentals of graphic design. It emphasizes the design process; developing an idea from thumbnail sketch, through tight roughs, to a comprehensive design. Focuses on the importance of presentation, industry standards and professional tools and techniques. Students will be introduced to software applications that are used in the visual communications industry. Lab fee required. Offered every semester.

**ART51600 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 U-4ia software. Students will be required to build a mini-portfolio. Prerequisite: ART 51300. Studio fee may apply.

**ART 52000 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 52200 Motion Graphics (3)** This course introduces time as a design element and surveys the potential applications for motion in visual communication. Students will be exposed to the basic principles of animation and motion graphics. Students will develop the technical skills to apply these principles using industry standard software. Projects will integrate graphic form, typography, and message with movement, time, sequence, and sound. Offered intermittently. Studio fee may apply.

**ART 52500 Graduate Projects in Art – 3-D (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 in the 3-dimensional arts of ceramics, glass, fibers, and/or sculpture.

**ART 53000 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 53100 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 53200 Fashion Drawing (3)** 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. Prerequisites: ART 53000 (or equivalent graduate or undergraduate coursework), ART 53100, and permission of the instructor. Studio fee may apply.

**ART 53400 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. This course is repeatable for credit. Studio fee.

**ART 53500 Graduate Projects in Art – Graphic Design (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 in Graphic Design.

**ART 53900 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 50700 and 50800. Studio fee may apply.

**ART 54000 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 54600 Digital Imaging (3)** This course covers the creation and manipulation of digital imagery. Projects will address visual problem solving for commercial of fine art purposes. Topics such as scanning, masking, compositing, color correction, resolution requirements, and production practices will be covered. File formats, techniques, and tools used in the graphic design field are emphasized. Imagery will be created for printed and screen use. This class will utilize lecture, demonstration, discussion, and hands-on experiences. Lab fee required. Offered every semester. Prerequisites: ART 51500 or permission.

**ART 54800 Digital Illustration (3)** This computer-based course addresses the concepts and techniques necessary to create illustrations for print, web, and multimedia applications. Students learn a graphic and conceptual approach to illustration through demonstrations and projects, which builds on the existing knowledge of design and drawing. Projects range from business and information graphics to editorial, advertising, and technical illustration. Creativity, content, communication, and technical proficiency are emphasized. Offered every semester. Prerequisite: ART 51500 or permission. Studio fee will apply.

**ART 54900 Print Design and Production (3)** This course focuses on the design and production of printed material. Professional graphic design and pre-press production practices are emphasized. This computer studio will be discussed. Aspects of working with long documents will be covered including: grid design, master pages, and character/paragraph styles. At the conclusion of this class, the student will be able to conceptualize, design, and produce projects of a wide variety of pre-press demands. Additional topics may include preparing projects of screen-based and paper-based distribution; building self-contained high and low resolution files. Offered every semester. Prerequisite: ART 51500 or permission. Studio fee will apply.

**ART 55100 Typography (3)** Typography is the visualization of the spoken language. Through lectures, demonstrations, and studio projects, students are introduced to all aspects of typography. Student exercises include type as image and the relationship between visual and verbal language, the expressive characteristics of letterforms, and type design classifications. Course covers type terminology, typographic grids, hierarchy, typographic design, and history. Prerequisite: ART 51500 or permission of instructor. Offered every semester. Studio fee may apply.

**ART 55200 Advanced Costume and Fashion Design (3)** This course focuses on designing and merchandising a coordinated line. Prerequisites: ART 50700, 50800, and 50900. Studio fee may apply.

**ART 55400 Nineteenth Century Art (3)** This course is the study of Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in Europe during the 19th century.

**ART 55600 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 55700 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 55800 Medieval Art (3)** This course is a study of European art from the fall of the Roman Empire in the fifth century through

the end of the Middle Ages in 1400. Beginning with Early Christian and Byzantine art, the major periods, works and monuments shall be discussed including those in the Early Medieval era—Hiberno-Saxon, Carolingian and Ottonian—as well as the later Middle Ages with Romanesque and Gothic art, focusing on the relationship between art, society, culture, religion and politics. Offered intermittently. Prerequisite: History of Art I and History of Art II; or consent of the dean.

**ART 55900 American Art (3)** This course is the study of American painting, sculpture and architecture from the Colonial period to 1900.

**ART 56000 Fashion Show Production (3)** 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 term. Prerequisite: permission of the instructor. Repeatable for credit.

**ART 56100 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 56200 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 56300 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 56400 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 56500 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 are generally required. Prerequisite: permission of the instructor. May be repeated with permission.

**ART 56600 Fashion Internship (3-6)** Supervised work experience for the graduate student. Individuals are 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 workplace provided by the on-site supervisor is required. Prerequisite: Permission of the instructor. May be repeated with departmental permission.

**ART 56700 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 term. Prerequisite: permission of the instructor. Repeatable for credit.

**ART 56900 History of Graphic Design (3)** This course is a study of the history of graphic design from its appearance in prehistory to the present with an emphasis on the influence of technology, culture, major artistic movements, and socio-political factors on the evolution of graphic design. The work and philosophies of historically significant design movements, designers, and design firms will be studied in depth through readings, lectures, as well as technical application. Offered intermittently.

**ART57000 Graduate Projects in Art 2-D (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 in the 2-dimensional arts of drawing, painting, photography, and/or printmaking.

**ART 57100/TA 51700 Graduate History of Costume and Fashion Design (3)** This course is structured as an overview of the history of Western dress.

**ART 57600 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 50300. Studio fee may apply.

**ART 57700 Graphic Design Portfolio (3)** This portfolio development course prepares graphic design majors for entering the workforce. Coursework covers the advanced use of design applications to create professional, portfolio-worthy artwork. Student portfolios will showcase a unique style and demonstrate overall conceptual abilities and technical competencies. Professional design practices will be stressed. Studio fee will apply. Offered fall semester only.

**ART 57800 Graphic Design Studio (3)** This course is a continuation of ART 57700. In addition to preparing the traditional and digital portfolios, students will be exposed to the legal and business issues affecting graphic designers today. Design topics such as freelancing, pricing, estimating, invoicing and copyright will be examined. Case studies and role-playing will be used to strengthen professional conduct and introduce best practices. An emphasis will be placed on the designer-client relationship. Offered spring semester. Prerequisite: ART 57700 or permission of instructor. Lab fee required

**ART 58100 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 58300 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 58400 Production Design Practicum (3)** Practical experience designing for an existing company. The company's past sales history and current fashion trends will be researched and a sample line for the up-coming season will be designed and constructed. Students will merchandise the line and the finished product line will be critiqued. Prerequisite: ART 50800 and ART 50900.

**ART 58600-58699 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 58800 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 53200 and permission of the instructor.

**ART 58901, 558902, 58903 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 are required.

**ART 60000 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.

## American Studies

**AST 50100 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 50101 American Nature Writing (3)** Students will study the strategies of nature writing. Students will cull a descriptive style and vocabulary from seasoned nature writers and visit sites to provoke or stimulate subject matter. We will discuss the importance of the genre and hone our own skills as we delve into the natural mysteries of the pristine areas such as the Boone Campus, Creve Coeur Lake, the Katy Trail, and other possible local areas. This course is especially attractive to those who wish to elevate their perceptions and become one with nature, away from the noise, hubbub, and restrictions of a traditional classroom. Offered intermittently.

**AST 50105 Fundamentals of Oral History (3)** This course will present the basics of conducting, interpreting, processing, and publishing oral history interviews as well as managing oral history programs and projects. A special emphasis will be placed on the legal guidelines for collecting, storing, and publishing oral histories. Students will conduct a variety of live interviews in person and over the phone as assigned by the instructor.

**AST 50106 Fundamentals of Genealogical Research (3)** This course is designed to provide students in the profession of historic interpretation and related fields with the skills to conduct basic family history research on targeted individuals.

**AST 50200 Public History Theory and Methods (3)** This course is designed to provide an intensive introduction to the theory underlying public history and to some basics of its practice. Based on readings, lectures, and class discussion, students will begin this course by investigating some of the ethical issues in the field. Students will proceed to study the nature of history, the practice of the historical profession, the definition of public history, and the relationship between the public and the past as well as the power of individual and collective memory. They will examine the importance of local history and historic preservation. Finally, students will study some of the various ways in which historians work outside the classroom in arenas that allow their work to be read, seen, heard, and interpreted by popular audiences. Offered intermittently.

**AST 50300 Foundations of Interpretation (3)** This course will introduce the effective technique for interpretation of natural and cultural resources. Also discussed is the use of these interpretation methods and techniques in planning and managing an interpretive program. Students will be given the option to become a certified interpretive guide. Offered every semester.

**AST 51000-51999 Topics in Interpretation (1-6)** This course is designed to meet the individual needs of interpretation students who desire or are required to explore advanced areas of study or investigate a specific issue, problem, current topic or topic offered as a limited opportunity and/or a unique educational experience appropriate to the field. Permission to register and approval for the topic of this course must be obtained for the student's advisor and dean. Offered intermittently.

**AST 55000 Interpretation Practicum (1-6)** Students are placed in approved interpretive settings to serve in management and administrative functions. Under the supervision of the host organization, students observe and practice skills necessary for successful interpretation and/or interpretive site management. The work to be done will be based on the number of credit hours selected. Permission to register and approval for the topic of this course must be obtained by the student's advisor and dean. Offered intermittently.

**AST 56000 Interpretation Research (3)** This course is designed to demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment, and conclusions. Permission to register and approval for the topic of this course must be obtained for the student's advisor and dean. Offered intermittently.

**AST 58300 Interpretive Planning (CIP) (3)** This course provides the professional training needed for those who will be preparing master plans, exhibit plans, or other comprehensive planning efforts. Covers key components of interpretive planning model in lecture/discussion.

**AST 58400 Heritage Interpretation (CHI) (3)** This course is designed to prepare one to take a position on the "front line" and be prepared to professionally equipped to give programs and develop non-personal media. Covers overview of interpretation; personal interpretation; non-personal media (publications, interpretive writing, exhibits, signs, and self-guided trails).

**AST 58501 Interpretive Management (CIM) (3)** This course is designed to prepare one to manage an interpretive facility, supervise staff, prepare budgets, or be otherwise responsible for the daily operations of an interpretive site. Covers overview of interpretation; planning strategies with heavy emphasis on business planning, marketing, and budgeting; personnel and time management; and contract management.

**AST 58601 Interpretive Trainer (CIT) (3)** This course provides the student with the professional training needed to train others interpretation related activities. Designed for those who want to teach the CIG curriculum; includes entire CIG curriculum (see below); evaluation of CIG students; setting up and teaching the CIG course. This course is required for those wanting to teach the CIG course and certify Interpretive Guides.

**AST 58602 Advanced Interpretive Methodology (3)** This course is designed to acquaint students with the various approaches and methods used in the presentation of interpretive programs and materials. Special attention will be given to first person methodology. Areas that are covered in this course include: definitions and applications, determining appropriate methods, preparing your audience, and creating the perfect picture. Offered intermittently.

**AST 58700 Interpretive Internship (3-6)** Students participate in a recognized interpretive site serving in functions to enhance their hands on experience with in Interpretation. Under the supervision of faculty and professional site managers, students will observe and practice skills necessary for success in the field. The Daniel Boone Home and Boonesfield Village serves as the primary field lab for such experiences. Should the student elect to participate elsewhere,

the selection of the site and internship duties will be approved by the faculty advisor and the student.

**AST 58800 Investigations and Assessment of Interpretive Sites (3)** Students will visit 15-18 interpretive sites in the region to meet with managers to discuss and observe interpretive site operational issues from programs to facility maintenance.

**AST 59600-59699 Special Topics (1-3)** This course consists of directed studies related to Interpretation with approval of advisor. Special topics courses may include such topics as Architectural Forensics, First Person Interpretation Techniques and Methodology, Historic Sites Visits and Operations Analysis and so on. (May be repeated with different topics)

**AST 60000 Master's Project (3)** The topic of the Master's Project may focus on a particular issue related to interpretive activities, techniques, facilities, and other related resource applications. The student is responsible for the preparation of the project under the direction of the student's advisor. The proposal must be submitted to the dean of the School of American Studies for approval. A committee of graduate faculty with the option to include working interpretive professionals will supervise and assist the student with the project. Offered intermittently.

## Communications

**COM 50000 Writing for Converged Media (3)** Reporting, writing and editing for the Internet will be practiced in this course including instruction in the latest formats for converged media, with practical application through the production of electronic publication of the student newspaper. Special focus on blogs, podcasts, reader forums and content management.

**COM 50300 Research and Scholastic Writing (3)** This course explores the tools and methods used to write graduate-level research papers. Students will have the opportunity to discover the various approaches to designed research and recognize and address the strengths and weaknesses in their critical thinking and writing skills. Students will be asked to produce assignments essential to successful research projects as well as written pieces designed to demonstrate knowledge of topics and proficiency in writing skills. Topics vary.

**COM 50310 Contemporary Digital Rights (3)** This course provides media and communications majors with an in-depth look at the growing conflict between the rights of owners and users of intellectual property in the "on-line" era. The history and legal precedents of issues such as copyright and privacy will be reviewed and the effects of legal mechanisms such as the Digital Millennium Copyright Act (DMCA) and Digital Rights Management (DRM) systems will be discussed.

**COM 50320 Critical Analysis of Media (3)** Students study mass media through the perspective of media critics, researchers, observers, and watchdogs – the media that cover the media. Working with public opinion surveys, research that tracks media trends, and other tools that reveal information about media production and consumption, students research contemporary topics of debate and subjects of scrutiny, paying particular attention to scholarly reviews and work in peer-reviewed publications. In addition to studying the various approaches to media analysis, students will also perform and share their own critical analyses of media in their areas of interest.

**COM 50330 Media and Politics (3)** Students will examine the media's influence on the global landscape. They will gain an understanding of the media's role in historical events as well as its impact in today's 24/7 media world. Through research and analysis, students survey today's political climate and the media's ubiquitous role in policy-making processes.

**COM 50340 Audience Analysis in an Interactive Age (3)** The primary subject of examination for this course will be the growing body of both scholarly academic and practical professional examination of media audience behavior analysis in an increasingly interactive digital media environment. Students will concentrate on the work of scholars and media industry professionals whose interest is in how interactive users make sense, or meaning, of the social, cultural, and political dimensions of an increasingly mediated world. Particular questions that those interests raise about the meaning of the concept of “activity” itself, including intention, intensity, purpose, etc. will be explored.

**COM 50400 Broadcast Newswriting (3)** This lab course examines the preparation and presentation of newscasts and special news programs. Consideration of reporting, interviewing, documentaries, and special events.  
Lab fee.

**COM 50500 Desktop Publishing (3)** Using desktop publishing tools, students design projects that meet personal and professional goals. Page maker and page layout program are explored.  
Prerequisite: Demonstrated proficiency in Adobe Photoshop or COM 20200

**COM 50600 Investigative Reporting (3)** Mining databases and primary source material is central to investigative journalism, often considered a vital component of a free and democratic society. Students study a variety of investigative techniques while they plot out and complete their own investigations.

**COM 50700 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 52400 Applications for Mobile Devices (3)** This is an introductory hands-on course focused on the creation of web applications for deployment on multiple platforms such as personal computers, tablets, and smartphones. Topics will include connectivity, interface design, application architectures, and programming. Students will gain skills necessary to develop applications that utilize the unique hardware and communication capabilities of a variety of devices. This course is project based and will likely require extensive time commitment outside of class time.  
Lab fee.

**COM 52500 Photojournalism (3)** This course focuses on the fundamental techniques and principles of photojournalism. Students integrate photography with editorial design to create a portfolio of visually-oriented and journalistically sound packages appropriate for print and Internet. The course will emphasize news photography, typography, info-graphics and other compelling visual components.  
Lab fee required.

**COM 52600 Advanced Reporting (3)** Students expand on basic journalistic skills through in-depth interviews, computer-assisted reporting, electronic newsgathering, and other data-mining available to today’s reporters. The course emphasizes informative stories written from fact-based reporting.

**COM 53700 Design with Illustrator (3)** Students will receive specialized hands-on training in the creation of computer-generated vector graphics through the use of Adobe’s Illustrator. Attention will be placed on fundamental techniques, corporate branding, logo design, interactive illustrations and illustration for use in both print and screen. Additional focus will be given to the integration of both raster and vector graphics across multiple applications. This class will culminate with the rendering of a professional portfolio component. Lab fee.

**COM 54200 Interactive Web Development (3)** This course is lab based and focuses on the development of web environments and components that provide enhanced methods of interaction to the

user. Emphasis on animation, programming, and manipulation of both vector and bitmap images should be expected. Lab Fee.

**COM 54300 Television News Production (3)** An experiential study in the basic skills of television news production, this course combines theory and practice as students learn the essentials in writing, producing, directing, and performing. Course work includes both in-studio and field production.

**COM 54400 Advanced Interactive Scripting (3)** Advanced Interactive Scripting provides students with a continuation of Interactive Web Development, allowing focus on the use of scripting to facilitate interaction in a variety of venues. Through a hands-on approach, students will gain exposure and experience in the creation of games for entertainment, education, and advertising; as well as Computer Based Training methodologies used in a variety of industries. Lab Fee.

**COM 55500 3-D Graphics (3)** This hands-on course provides students with the skills needed to design 3D models, materials, lighting, and animation using a popular 3D software application. Rendering techniques, camera usage, and surface-mapping will be covered in an effort to have students capable of producing photo-realistic images.

**COM 55700 Non-linear Video Editing (3)** This hands-on computer course is designed to advance the student’s editing skills using non-linear editing systems. Instruction will also include the integration of video, graphics, and audio imported from other multimedia production programs. Students will be instructed in the use of editing software and will be given class assignments that require practical application of theories and software. Lab fee.

**COM 56600 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 56500 or web page design experience.

**COM 57000 History of Film (3)** This course is a study of the historical perspective of film from the efforts of early American and European filmmakers through the works of contemporary artists around the world. Emphasis will be placed on the art of film making, and its reflection of culture. Films would include works from Griffith, Eisenstein, Truffaut, Bergman, Kurosawa, and others.

**COM 57100 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 57400 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 57900 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 59000-59999 Special Topics (3)** A range of topics will be available through this course that is repeatable for credit, as subjects vary.

**COM 58000 Television News Reporting (3)** Students will develop mastery of the television news package as the preeminent format of broadcast journalism. Students learn to plan, shoot, report, and edit

news stories as reporter packages for use in traditional television newscasts.

**COM 58200 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 58400 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 60100 Communications Policies and Strategies (3)** This course explores communication theories and current techniques, trends, and issues. (Available in evenings only—on quarter schedule).

**COM 60101 Communications Project (3)** This course is an examination of the relationship between communication theory and the evolution of the communication industry. Students will develop a written project and presentation in their area of concentration.

## Economics

**ECON 53081 Economics Concepts (3)** This course focuses on the microeconomic concepts used in business, although various macroeconomic factors are also addressed. Emphasis is placed on practical application of course material. Topics to be covered include supply and demand, elasticity, consumer choice theory, firm production and costs (short-run and long-run), profit maximization, market structures, basic oligopoly models, pricing strategies, market failures, government's role in the economy, and macroeconomic factors affecting business managers. Through readings, lectures and course assignments, students will learn to use various economics tools and concepts to inform and improve business decision-making. Lab fee may be required.

**ECON 53085 Macroeconomic Analysis (3)** This course prepares students to use macroeconomic measures and models as the environment for effective financial analysis. It covers an understanding of the structure of the national economy, indicators of economic performance, knowledge of business cycles, and a study of financial institutions and the conduct of monetary policy. Prerequisite: ECON 53081 or ECON 23020.

**ECON 53090-53099 Special Topics in Economics (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 an 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. Prerequisite: varies according to the content of the special topics course.

## Education: Educational Administration

**EDA 50500 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 51000 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. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course.

**EDA 51200 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. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course.

**EDA 51400 Foundations and Administration of Special Education (3)** Through direct experience, observation, and reflective practice, students will develop the fundamental skills need to become competent, conscientious, and compassionate special education administrators. Students will learn to analyze and apply administrative skills in the areas of school finance, planning, data collection, personnel preparation and supervision, assessment of student with disabilities, adaptation of curriculum and specialized materials as related to students who have English as a Second Language (ESL), the referral process for considering special education (Response to Intervention – RtI), the use of assistive technology as an instructional modality. Additionally, this course will address the needs of diverse learners within the context of assessment, instructional planning and delivery, particularly in the core subjects which include numeracy and age appropriate literacy instruction, as well as classroom management. Finally, this course will provide guidance in the supervision of school personnel, current topics, including bullying, and the importance of collaboration, consultation, and communication with parents, teachers and other professionals. While delivering services in the role of a special education administrator, students will respond to the various ethical, legal, cultural, and interpersonal concerns presented and will adhere to the CEC Code of Ethics and Standards for Professional Practice.

**EDA 51500 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 52000 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 52500 School Law (3)** This course provides the student with knowledge and understanding of the effects of the legal system on education. Areas 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 53000 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 53500 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 54500 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.

**EDA 55300 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.

**EDA 58598 Special Education Field Experience for Administrators (3)** Through participation, observation, and reflective practice, students will develop the fundamental skills need to become competent, conscientious, and compassionate special education administrators. Students will continue to build skills in the areas of observations, data collection, and assessment, adaptation of curriculum and materials as related to students who have English as a Second Language (ESL), the referral process for considering special education (Response to Intervention – RtI), the use of assistive technology as an instructional modality. Additionally, this course will address the needs of diverse learners within the context of assessment, instructional planning and delivery, particularly in the core subjects which include numeracy and age appropriate literacy instruction, as well as classroom management. Finally, this course will provide guidance in the supervision of school personnel, current topics, including bullying, and the importance of collaboration, consultation, and communication with parents, teachers and other professionals. While delivering services in the role of a special education administrator, students will respond to the various ethical, legal, cultural, and interpersonal concerns presented and will adhere to the CEC Code of Ethics and Standards for Professional Practice. This course will require 30 hours of field experience.

**EDA 60000 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 60500 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 60800 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. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course.

**EDA 60900 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. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course.

**EDA 61000 Human Resource Administration (3)** This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This include both instructional, administrative and support personnel.

**EDA 61500 Advanced School Finance (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 61600 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 61800 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 62000 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 62500 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 62600 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 63000 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 64000 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 64100 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 64200 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 64500 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 65000 Specialist Project (3)** This course requires the student to identify, analyze, and report on issues of significant concern to practitioners of educational administration.

**EDA 65300 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 68000 Specialist Experience (0)** This is a non-credit course designed to keep enrollment open in the EdS program while students complete the EdS requirements. Students in the educational specialist degree program are required to continually register for EDA 68000 each semester until the project is completed and accepted. Please see fee schedule located in this catalog.

**EDA 70000 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 70500 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 71000 Human Resource Administration (3)** This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This includes both instructional, administrative and support personnel.

**EDA 71500 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 72000 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 72500 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 73000 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 74100 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 74500 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 74800 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 skills used by effective leaders, observing good models, and by experiencing decision making in an institutional setting.

**EDA 75000 Capstone I (3)** This course is the first in a series of three Capstone courses. Students will be required to identify, analyze, and report on a variety of topics related to educational leadership. Students will also be required to begin Literature Reviews in areas related to their proposed studies. General procedures regarding dissertation writing and conducting research are offered throughout the course. A significant amount of class time is devoted to writing as students develop skills in designing and evaluating research in education.

**EDA 75500 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 7600 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 7650 Administrative Decision-Making in Schools (3)** This course is designed to improve the quality of educators' decisions by presenting a practical framework used to make better decisions. The course begins with a discussion of diversity, ethics, and personal and professional beliefs and their impact on decision-making. The discussion then turns to administrator decision making in six areas, each of which contributes to improving student achievement. Next, the discussion focuses on categories of principal behavior that positively affect students and teachers. The last topic for the course looks at leadership responsibilities, the decisions necessary to fulfill those responsibilities, and their correlation with student academic achievement.

**EDA 7670 Quantitative Methods Design in Educational Research (3)** This course is appropriate for students considering a quantitative methodology for the dissertation. The course continues a more in-depth examination of statistical techniques employed in educational research including correlation and regression, Chi Square analysis, Analysis of Variance (ANOVA), nonparametric inference, sampling, and simulation. Hypothesis testing and discussion of communication of inferential results is included. Prerequisite: EDA74500.

**EDA 7680 Qualitative Methods in Educational Research (3)** This course focuses on learning about and practicing qualitative research methods used in educational research. This includes considerations of research question, project design, approaches to data collection, forms of analysis, representing participants in the write-up, and issues of trustworthiness and transferability. Qualitative methods for data collection include (a) interviewing, (b) observation, (c) focus groups, (d) surveys, and (e) forms of analysis of texts and historical documents. Qualitative approaches, which frequently incorporate 2 or more of these methods, include (i) case studies, (ii) program evaluation, (iii) micro-ethnographies, and (iv) forms of action research. Note: Students planning to use qualitative methods in their doctoral research are encouraged to take this course to learn the necessary techniques for conducting and analyzing these kinds of research.

**EDA 7690 Mixed Method Design in Educational Research (3)** This course is appropriate for students considering a mixed methodology for the dissertation. The course includes a discussion of study designs available to the researcher and examines the four types commonly used for mixed methodology. Designs discussed include experimental, correlational, survey, grounded theory, ethnographic, action research, and narrative. Mixed method designs examined include triangulation, embedded, explanatory, and exploratory. Discussion of appropriate use of qualitative and quantitative data and clear communication of study results is included. Prerequisite: EDA745.

**EDA 7700 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 students electronically and to facilitate Internet literature searches and the display of information.

**EDA 7750 Capstone III and Leadership Seminar (6)** The Doctor of Education program requires completion of a dissertation. This culminating assignment is an independent research and analytic activity 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 7800 Capstone Experience (0)** This is a required non-credit course for students who have completed all coursework, but have not yet completed the dissertation. This course is designed to keep enrollment open in the EdD program while students complete the EdD requirements. Students in the Doctor of Education degree program are required to continually register for EDA 78000 each semester until the dissertation is completed and accepted. Please see fee schedule on page 13.

**EDA 7801 Writing Techniques for Scholarly Publication (1)** This course is a writing intensive course focused on revising and polishing student work to meet the expectations of scholarly publications, including the dissertation. This course is designed to meet the goals and needs of the individual students enrolled, so individual meetings with the instructor will be required in addition to online coursework. Professional writing style and logical organization will be emphasized. While this individualized course is designed for students working toward completion of a dissertation, it would be helpful for anyone writing a scholarly article for publication.

**EDA 79100 - 79106 Self-Prescribed Course (1-6)** This course allows the educator the opportunity to devise individualized learning experiences. The design can allow the educator the choice of selecting from 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 agreed upon the direction for meeting these objectives. Courses are subject to dean's approval.

## Education: Andragogy

**EDAA 50130 Trust Building for Organizations and Individuals through Andragogy (3)** A review of current research on various topics in the field of adult education and human resource development and implementation of trust-the one thing that will change everything; impact the bottom-line; improve creativity, innovation, and productivity within the education or corporate setting; foster the benefits of risk-taking; exemplifying credibility- doing what you say you will do; advancing trust in relationships; building and sustaining trust in the administration and management of change-being change welcoming, authentic, adaptable, flexible, and supportive of human energy and effort; earning trust in the marketplace and society; extending the wisdom of trust; believing that fostering self-direction is important in the quest for trust, and restoring trust and taking the exponential leap of faith that makes all the difference. Special focus will be placed on growing and promoting trust with individuals and within educational, corporate and community settings.

**EDAA 70100 Building Blocks in Adult Learning Foundations**

**(3)** The purpose of this course is to help participants acquire and internalize the foundational building blocks for understanding and facilitating adult learning in a variety of contexts. Attention will be focused on the research, theory and practice of adult learning.

**EDAA 70110 Improvement of Instruction in Adult Education**

**(3)** This course is designed for any student who is or will be helping adults learn in either an occupational or educational setting. A study and experimental use will be made of selected methods, instructional techniques, and devices appropriate for the teaching of adults such as presentation, audience participation, discussions, skill practice, verbal and non-verbal as well as coaching and drill. Current research will be examined and applied to the problems, issues and concerns of instructing adults.

**EDAA 70115 Assessment in the Adult Classroom (3)** This course is designed to address the issue of assessing how effectively teachers of adults are teaching (or facilitating adult learning), and to help those teachers assist their students/participants in knowing how effectively they are learning what is being taught. Emphasis in this process will be placed on three major categories of techniques for assessing: (a) course-related knowledge and skills; (b) learner attitudes, values, and self-awareness; and (c) learner reactions to instruction. Special attention will focus this assessment in the adult classroom within educational (community college, college, university), corporate, governmental, community and/or non-formal settings.

**EDAA 70120 Applying Andragogical Principles to Internet Learning**

**(3)** This online course will model applying andragogical learning principles to Internet learning. The purpose of the course is to prepare students to facilitate online/Internet learning experiences that attend to the physical and psychological needs of the adult learner by engaging them in scholarly study and the practical application of newly acquired skills in the subject matter of applying andragogical principles to Internet learning.

**EDAA 70125 Changing Functions of Corporate Education Divisions Toward Performance Support**

**(3)** An in depth study of current research on various topics in the field of adult education which include, but are not limited to, the following will be conducted: staying ahead of the “curve of change,” coming together as a learning community, shifting from training to performance support, an organization or system managing, implementing and applying the whole system of its own adult educational resources to transform for growth and benefit, and applying what we know to what we do with the various constituencies we serve. Application to the field of adult education and human resource development will be considered. Special focus will be placed on assessing and improving competency in changing educational, corporate, and community settings.

**EDAA 70105 Foundational Development and Implementation of Learning Contracts with Adult Learners**

**(3)** The purpose of this course is to help participants acquire and internalize the essential components of learning contracts, as follows: Learning Objectives or ‘What are you going to learn?; Learning Resources and Strategies, or ‘How are you going to learn it – what methods and techniques will you use?; Target Date for Completion or Amount of Time Spent?; Evidence of Accomplishment of Objectives, or ‘How are you going to know you learned it?; Criteria and Means for Evaluating Evidence, or ‘How are you going to prove that you learned it and who will judge it?’. Attention will be focused on the research, theory and practice of developing and implementing learning contracts.

**EDAA 70130 Trust Building for Organizations and Individuals through Andragogy (3)** A review of current research on various topics in the field of adult education and human resource development and implementation of trust-the one thing that will

change everything; impact the bottom-line; improve creativity, innovation, and productivity within the education or corporate setting; foster the benefits of risk-taking; exemplifying credibility- doing what you say you will do; advancing trust in relationships; building and sustaining trust in the administration and management of change-being change welcoming, authentic, adaptable, flexible, and supportive of human energy and effort; earning trust in the marketplace and society; extending the wisdom of trust; believing that fostering self-direction is important in the quest for trust, and restoring trust and taking the exponential leap of faith that makes all the difference. Special focus will be placed on growing and promoting trust with individuals and within educational, corporate and community settings. Activities in class will contribute to dissertation work.

**EDAA 79100 - 79106 Self-Prescribed Course (1-6)** This course allows the educator the opportunity to devise individualized learning experiences. The design can allow the educator the choice of selecting from 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 agreed upon the direction for meeting these objectives. Courses are subject to dean’s approval.

**Education: Higher Education Administration, Doctoral****EDAH 70500 Legal Aspects of Higher Education (3)**

Constitutional, statutory, and case law that relates to all staff personnel, students, colleges, universities, and other allied governmental units is investigated, analyzed, and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, student injuries, liability of college/university personnel, and college/ university and board members’ legal rights and responsibilities.

**EDAH 71500 Business Management in Higher Education Administration (3)**

This course is a study of college/university budget procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of higher education operations. Both private and public institution budgeting and finance will be studied.

**EDAH 72500 Student Affairs in Higher Education Administration (3)**

This course will focus on all aspects of student affairs related to higher education administration. Topics include academics, program planning, assessment, activities and professional organizations, career development, and others.

**EDAH 75500 Seminar: 21st Century Issues in Higher Education (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 higher education to help students understand and critically assess policy and practice. This course is designed to evaluate contemporary issues in higher education. This course also provides an opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

**Education: Mathematics Education Specialist**

**EDAM 63800 Numbers and Operations (3)** This course will focus on the content and complexities of teaching and assessing numbers and operations in a K – 5 setting. Candidates will develop an expertise related to numbers and operations that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop number

concepts and skills. Course content will include multiple representations, computational strategies, relationships, and meanings related to numbers and operations. To be taken concurrently with EDAM 63900 Seminar with Internship I – Numbers and Operations (1)

**EDAM 63900 Seminar with Internship I – Numbers and Operations (1)** To develop depth of understanding, candidates will analyze teaching and learning of numbers and operations across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 63800 Numbers and Operations (3).

**EDAM 64000 Geometry and Measurement (3)** This course will focus on the content and complexities of teaching and assessing geometry and measurement in a K – 5 setting. Candidates will develop an expertise related to geometry and measurement that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop geometry and measurement concepts and skills. Course content will include geometric properties and relationships, visualization and spatial reasoning, adaptive reasoning, and measurement in multiple dimensions. To be taken concurrently with EDAM 64500 Seminar with Internship II – Geometry and Measurement (1).

**EDAM 65000 Algebraic Reasoning (3)** This course will focus on the content and complexities of teaching and assessing algebraic reasoning in a K – 5 setting. Candidates will develop an expertise related to algebraic reasoning that will support teachers and enhance learning. Candidates will also examine the learning trajectories as children develop algebraic reasoning concepts and skills. Course content will include examination of representation and analysis of mathematic situations and structures. Attention will be given to patterns, functions, and the transition from arithmetic to algebra. To be taken concurrently with EDAM 65500 Seminar with Internship III – Algebraic Reasoning (1).

**EDAM 66000 Data Analysis, Statistics, and Probability (3)** This course will focus on the content and complexities of teaching and assessing data analysis, statistics, and probability in a K – 5 setting. Candidates will develop an expertise related to data analysis, statistics and probability that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop data analysis, statistics, and probability concepts and skills. Course content will include the essentials of probability and statistics including designing data investigations, describing data, drawing conclusions and making inferences. To be taken concurrently with EDAM 66500 Seminar with Internship IV – Data Analysis, Statistics, and Probability (1).

**EDAM 64500 Seminar with Internship II – Geometry and Measurement (1)** To develop depth of understanding, candidates will analyze teaching and learning of geometry and measurement across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 64000 Geometry and Measurement (3).

**EDAM 65500 Seminar with Internship III – Algebraic Reasoning (1)** To develop depth of understanding, candidates will analyze teaching and learning of algebraic reasoning across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, develop instructional plans]. Other course activities will include seminar discussions, reflective

papers, and field journals. To be taken concurrently with EDAM 65000 Algebraic Reasoning (3).

**EDAM 66500 Seminar with Internship IV – Data Analysis, Statistics, and Probability (1)** To develop depth of understanding, candidates will analyze teaching and learning of data analysis, statistics, and probability across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 66000 Data Analysis, Statistics, and Probability (3).

**EDAM 68000 Foundations of Mathematics Education Leadership (3)** In this introductory course, candidates will develop an understanding of the role of mathematics education leaders and the challenges leaders face including implementing national and state standards, increasing mathematics content knowledge of teachers, enhancing the pedagogical skills of teachers, and utilizing and interpreting assessments of student understanding. Course content focuses on students as mathematics learners, teachers as learners, and the design, teaching, and evaluation of inquiry-based lessons.

**EDAM 68090 Mathematics Leadership: Influencing and Facilitating Improvement (3)** In this course, candidates will explore research and practice related to teamwork, interaction, communication, conflict resolutions, and leadership in K-12 schools. Candidates will also examine effective strategies for influencing and facilitating school / district improvement.

**EDAM 68095 Elementary Mathematics Specialists: Influencing and Facilitating Improvement (3)** In this course, candidates will examine the complexities and challenges related to the roles of elementary mathematics specialists including mathematics coaching, mentoring novice teachers, and facilitating professional development. Candidates will explore effective models and strategies related to professional development and working with adult learners.

## Education: Literacy Education Specialist

**EDARL 67000 Foundations of K-12 Literacy Administration Organization (3)** This course will enable the student to develop an understanding of the role of the literacy specialist in the development and support of a district's literacy program. Topics include theories, research, legal and ethical issues that drive the development of a district's literacy program, and communication skills required for the articulation of the program to stakeholders. This course will explore the connection of reading/writing across ages, abilities, and curriculum. The students will apply the learned skills to the function and role of the effective faculty and staff development leader, supervisor of reading specialist/ literacy coaches, curriculum coordinator, and administrative team member. To be taken concurrently with EDA 60000

**EDARL 67100 Pedagogy for Effective Literacy Practices (3)** This course will enable the Instructional Specialist K-12 Literacy candidate to research in-depth the historical and current research philosophy and definition of literacy. This course will lead the candidate to evaluate the connection of language acquisition and reading/writing (print and nonprint). Topics will include, but not limited to, brain research and literacy, multi-model literacy, multilevel interventions, synaesthetics, media consumption, culture and gender issues in literacy. The students will apply the learned skills to the in-depth knowledge of the area of literacy that will support the district's literacy program. To be taken after EDA 60000 and EDARL 6700.

**EDARL 67200 Student Achievement Enhancement Techniques**

**for Elementary Literacy (3)** This course will enable the candidate to acquire global understanding and background to guide interventionists, literacy coach, reading specialist and literacy personnel in the elementary setting. This course will explore the connection of reading/writing across ages, abilities, and elementary curricula. The course will explore appropriate selection and use of curriculum assessment. Topics will include analyzing current trends in elementary literacy programs, national, state, district and building initiatives for school improvement planning. The candidates will explore the best practices in professional development in professional learning communities for the elementary teaching staff. To be taken after EDA 60000, EDARL 6700 and EDARL 67100.

**EDARL 67300 Student Achievement Enhancement Techniques for Middle School/High School Literacy (3)** This course will enable the candidate to examine the specific demands of middle school and high school literacy. This course will explore the connection of reading/writing across ages, abilities, and curricula. This course will also examine the demands of secondary curricula and the literacy program design for success at the secondary level. Topics will include, but not limited to, instruments used for reading level assessment, effective intervention practices, and the demands of the diverse secondary population. The candidates will evaluate programs and materials that are used in the secondary content classroom. Emphasis will be placed on the district literacy specialist's role in professional development of the middle school/high school content teaching staff. To be taken after EDA 60000, EDARL 6700 and EDARL 67100.

**EDARL 67400 Literacy Leadership: Influencing and Facilitating Program Improvement (3)** This course will enable the Instructional Specialist K-12 Literacy candidate to conduct needs assessment and program evaluation necessary for leading school improvement efforts. Topics include analyzing K-12 student performance on district, state, and national assessment reports, surveying professional development needs as they relate to the improvement of K-12 student achievement, developing data collection systems to evaluate literacy program effectiveness, and grant writing skills. The candidate will apply principles of inquiry and research to develop, present, and review grant proposals which link to objectives from district school improvement goals. To be taken after EDA 60000, EDARL 6700 and EDARL 67100.

**EDARL 67500 Cognitive Coaching for Teaching Diverse Populations and Adult Learners (3)** This course will enable the Instructional Specialist K-12 Literacy candidate to discuss how to assist literacy specialists, parents and general education classroom teachers problem solve difficulties that arise in the teaching of literacy. Topics will include, but not be limited to, establishing collaborative models, defining of roles, and integrating the cognitive coaching model into professional development programs. The candidate will apply principals of cognitive coaching in guiding faculty to become reflective teachers of literacy, supporting collaborative ways for literacy teachers to examine their current practices against latest best practices in literacy, and encouraging staff to be more risk taking in integrating new evidenced-based strategies in teaching literacy. To be taken after EDA 60000, EDARL 67000, and EDARL 67100.

## Education: Interpretation

**EDB 51000 Topics in Interpretation (1-6)** This course is designed to meet the individual needs of interpretation students who desire or are required to explore advanced areas of study or investigate a specific issue, problem, current topic or topic offered as a limited opportunity and/or a unique educational experience appropriate to the field. Permission to register and approval for the topic of this course must be obtained from the student's advisor and dean.

**EDB 55000 Interpretation Practicum (1-6)** Students are placed in

approved interpretive settings to serve in management and administrative functions. Under the supervision of the host organization, students observe and practice skills necessary for successful interpretation and/or interpretive site management. The work to be done will be based on the number of credit hours selected. Permission to register and approval for the topic of this course must be obtained from the student's advisor and dean.

**EDB 56000 Interpretation Research (3)** This course is designed to demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment, and conclusions. Permission to register and approval for the topic of this course must be obtained from the student's advisor and dean.

**EDB 58200 Certified Interpretive Guide (CIG) (3)** Upon successful completion of the course, students will understand the history, definition, and principals of interpretation. Making programs purposeful, enjoyable, relevant, organized and thematic. Incorporating tangible things and intangible ideas into your programs. Presentation and communication skills. Offered intermittently.

**EDB 58300 Interpretive Planning (CIP) (3)** This course provides the professional training needed for those who will be preparing master plans, exhibit plans, or other comprehensive planning efforts. Covers key components of interpretive planning model in lecture/discussion. Offered intermittently.

**EDB 58400 Heritage Interpretation (CHI) (3)** This course is designed to prepare one to take a position on the "front line" and be professionally equipped to give programs and develop non-personal media. Covers overview of interpretation; personal interpretation; non-personal media (publications, interpretive writing, exhibits, signs, and self-guided trails). Offered intermittently.

**EDB 58501 Interpretive Management (CIM) (3)** This course is designed to prepare one to manage an interpretive facility, supervise staff, prepare budgets, or be otherwise responsible for the daily operations of an interpretive site. Covers overview of interpretation; planning strategies with heavy emphasis on business planning, marketing, and budgeting; personnel and time management; and contract management. Offered intermittently.

**EDB 58601 Interpretive Trainer (CIT) (3)** This course provides the student with the professional training needed to train others in interpretation related activities. Designed for those who want to teach the CIG curriculum; includes entire CIG curriculum (see below); evaluation of CIG students; setting up and teaching the CIG course. This course is required for those wanting to teach the CIG course and certify Interpretive Guides. Offered intermittently.

**EDB 60000 Masters Project (3)** The topic of the Master's Project may focus on a particular issue related to interpretative activities, techniques, facilities and other related resources applications. The student is responsible for the preparation of the project under the direction of the student's advisor. The proposal must be submitted to the dean of School of American Studies for approval. A committee of graduate faculty with the option to include working interpretive professionals will supervise and assist the student with the project.

## Education: Education for Counselors

**EDC 52100 Classroom Teaching/Management for Counselors (3)** This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific microteaching skills, techniques of classroom management and discipline.

**EDC 53500 Teaching Methods for Counselors (3)** This course addresses issues of teaching the guidance curriculum K-12. New

materials and methods are examined, implemented and evaluated.

**EDC 54100 Education of the Exceptional Child for Counselors (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.

## Education: Higher Education Administration, Masters

**EDHE 50500 Foundations of Higher Education (3)** Study of the historical growth and advancement of public and private colleges and universities in the United States from the earliest higher education institutions to today's "virtual" schools. Overview of contemporary issues, policies, and practices in higher education institutions including accreditation, curriculum, financial management, and institutional planning.

**EDHE 51000 Governance, Management, and Administration in Higher Education (3)** Organizational and administrative structures within the hierarchy of higher education institutions will be studied as students examine the relationship between the higher education institution and the community it serves, the role of faculty, staff, and students in academic operations and the outreach of modern institutions.

**EDHE 51500 Outcomes Assessment and Instructional Improvement (3)** This course serves as an introduction to institutional accreditation processes including performing an institutional self-study, defining appropriate outcomes aligned with the institution's strategic plan as well as an introduction to appropriate assessment methods to improve the curriculum and the delivery of instruction.

**EDHE 52000 Transformational Leadership (3)** In this course, students will review research about leadership with an emphasis on transformational leadership, creation and implementation of a vision; develop skills in mobilizing institutional and community organizations and constituents with an emphasis on institutional improvement.

**EDHE 52500 Student Development and Student Affairs (3)** This course examines academic support and student services focusing on admissions, enrollment, orientation, student health and counseling, support services, etc.

**EDHE 53000 Practicum in Higher Education (3)** This course provides students with real-life, hands on experience in higher education. Students work in administrative and curricular offices to incorporate the knowledge and skills learned in the higher education program.

**EDHE 55000 Project in Higher Education (3)** Students will choose one component of higher education, i.e., student affairs, admission and enrollment, administration, etc. to research in detail and complete a terminal project based on their research.

## Education: Library Media Specialist

**EDL 50000 Libraries and Librarianship (3)** 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 50500 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 51000 Cataloging and Classification (3)** This course examines principles and practices of organizing information and creating bibliographic records.

**EDL 51500 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 52000 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 52500 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 53000 Integration and Utilization (3)** This course examines the integration of information literacy skills and current technologies into PK-12 instructional strategies.

**EDL 53500 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 54000 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 54500 Seminar & Media Center Practicum (2)** This course involves practical experience in processes of library media centers.

**EDL 55500-55599 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.

## Education: Mathematics Education Specialist, Masters

**EDM 53800 Numbers and Operations (3)** This course will focus on the content and complexities of teaching and assessing numbers and operations in a K – 5 setting. Candidates will develop an expertise related to numbers and operations that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop number concepts and skills. Course content will include multiple representations, computational strategies, relationships, and meanings related to numbers and operations. To be taken concurrently with EDM 53900 Seminar with Internship I – Numbers and Operations (1).

**EDM 53900 Seminar with Internship I – Numbers and Operations (1)** To develop depth of understanding, candidates will analyze teaching and learning of numbers and operations across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDM 53800 Numbers and Operations (3).

**EDM 54000 Geometry and Measurement (3)** This course will focus on the content and complexities of teaching and assessing geometry and measurement in a K – 5 setting. Candidates will develop an expertise related to geometry and measurement that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop geometry and measurement concepts and skills. Course content will include geometric properties and relationships, visualization and spatial

reasoning, adaptive reasoning, and measurement in multiple dimensions. To be taken concurrently with EDM 54500 Seminar with Internship II – Geometry and Measurement (1).

**EDM 54500 Seminar with Internship II – Geometry and Measurement (1)** To develop depth of understanding, candidates will analyze teaching and learning of geometry and measurement across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDM 54000 Geometry and Measurement (3).

**EDM 55000 Algebraic Reasoning (3)** This course will focus on the content and complexities of teaching and assessing algebraic reasoning in a K – 5 setting. Candidates will develop an expertise related to algebraic reasoning that will support teachers and enhance learning. Candidates will also examine the learning trajectories as children develop algebraic reasoning concepts and skills. Course content will include examination of representation and analysis of mathematic situations and structures. Attention will be given to patterns, functions, and the transition from arithmetic to algebra. To be taken concurrently with EDM 55500 Seminar with Internship III Algebraic Reasoning (1).

**EDM 55500 Seminar with Internship III – Algebraic Reasoning (1)** To develop depth of understanding, candidates will analyze teaching and learning of algebraic reasoning across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDM 55000 Algebraic Reasoning (3).

**EDM 56000 Data Analysis, Statistics, and Probability (3)** This course will focus on the content and complexities of teaching and assessing data analysis, statistics, and probability in a K – 5 setting. Candidates will develop an expertise related to data analysis, statistics and probability that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop data analysis, statistics, and probability concepts and skills. Course content will include the essentials of probability and statistics including designing data investigations, describing data, drawing conclusions and making inferences. To be taken concurrently with EDM 56500 Seminar with Internship IV – Data Analysis, Statistics, and Probability (1).

**EDM 56500 Seminar with Internship IV – Data Analysis, Statistics, and Probability (1)** To develop depth of understanding, candidates will analyze teaching and learning of data analysis, statistics, and probability across the K – 5 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDM 56000 Data Analysis, Statistics, and Probability (3).

**EDM 58000 Foundations of Mathematics Education Leadership (3)** In this introductory course, candidates will develop an understanding of the role of mathematics education leaders and the challenges leaders face including implementing national and state standards, increasing mathematics content knowledge of teachers, enhancing the pedagogical skills of teachers, and utilizing and interpreting assessments of student understanding. Course content focuses on students as mathematics learners, teachers as learners, and the design, teaching, and evaluation of inquiry-based lessons.

**EDM 58090 Mathematics Leadership: Influencing and Facilitating Improvement (3)** In this course, candidates will explore research and practice related to teamwork, interaction, communication, conflict resolutions, and leadership in K-12 schools. Candidates will also examine effective strategies for influencing and facilitating school / district improvement.

**EDM 58095 Elementary Mathematics Specialists: Influencing and Facilitating Improvement (3)** In this course, candidates will examine the complexities and challenges related to the roles of elementary mathematics specialists including mathematics coaching, mentoring novice teachers, and facilitating professional development. Candidates will explore effective models and strategies related to professional development and working with adult learners.

## Education: National Board for Professional Teaching

**EDNB 50000 National Board for Professional Teaching Pre-Candidate Course (2)** Participants will study the National Board for Professional Teaching Standards for their certificate area. Students will meet regularly to discuss how standards are applied to their classroom practice. In addition, students will learn to write in descriptive, analytical and reflective styles as necessary to achieve certification and practice analyzing video of a class. Permission of Dean is required.

**EDNB 50001 National Board for Professional Teaching Preparation Course I (3)** Participants will study the National Board for Professional Teaching Standards for their certificate area. Students will meet regularly to discuss how standards are applied to their classroom practice. In addition, students will prepare two portfolio entries including one videotaped classroom lesson. Permission of Dean is required.

**EDNB 50002 National Board for Professional Teaching Preparation Course II (3)** Participants will study the National Board for Professional Teaching Standards for their certificate area. Students will meet regularly to discuss how standards are applied to their classroom practice. In addition, students will prepare two portfolio entries including one videotaped classroom lesson. Permission of Dean is required.

**EDNB 50003 National Board for Professional Teaching Preparation Course III (3)** Participants will continue the study of National Board for Professional Teaching Standards for their certificate area as they apply to their final entry and assessments. They will work independently, meet regularly to discuss how standards are applied to their classroom practice, and prepare one portfolio entries including one videotaped classroom lesson. Study and preparation for the six areas of assessment for each certificate area. Permission of Dean is required.

## Education: Special Education, Cross-Categorical K-12

**EDS 50200 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 34100/54100.

**EDS 51800 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 34100/54100

**EDS 52600 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 53000 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 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 53300 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 53700 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 54000 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 55000 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (3)** This course is the first of two three hour practicum courses required by Missouri Department of Elementary and Secondary Education. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. Working with a special education teacher in a cross categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 52600. Practicum students will be responsible for observing and

working with special education students throughout the semester throughout the semester under the supervision of a certificated special education teacher. 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. The practicum courses should be taken after other coursework. Practicum courses are offered during fall and spring semesters to allow for supervision in school by certified special education teacher in the candidate's school. For those who teach in charter, private or parochial schools where there is not a special education certified teacher to supervise on site, special arrangements can be made to complete the practicum during the summer. Only one three hour practicum course may be taken in a semester.

**EDS 55400 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (3)** This course is the second of two three hour practicum courses required by Missouri Department of Elementary and Secondary Education. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. Working with a special education teacher in a cross categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 52600. Practicum students will be responsible for observing and working with special education students throughout the semester under the supervision of a certified special education teacher. 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. The practicum courses should be taken after other coursework. Practicum courses are offered during fall and spring semesters to allow for supervision in school by certified special education teacher in the candidate's school. For those who teach in charter, private or parochial schools where there is not a special education certified teacher to supervise on site, special arrangements can be made to complete the practicum during the summer. Only one three-hour practicum course may be taken in a semester.

**EDS 55700 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. Prerequisites: Two college level mathematics courses.

**EDS 56000 Introduction to Family Centered Practices for Early Interventions in Autism, Visual Impairment, Deaf/Hard of Hearing (3)** This course will enable Early Intervention Specialist candidates to gain skills and knowledge to become a valued team member on interdisciplinary early intervention teams and partner with parents as teachers of infants and young children with Autism Spectrum Disorder, visual impairments, and deaf/hard of hearing impairments. Topics addressed include roles of infant and toddler health care professionals, family centered practices and family systems, interdisciplinary collaboration, including physician and well chat, support and resources for families and health care professionals, and developing Individual Family Service Plans.

**EDS 56100 Characteristics of Young Children with Autism Spectrum Disorders (3)** In this course, Early Intervention Specialist candidates will learn the characteristics and diagnostic features of young children on the autism spectrum. Candidates will review the historical evolution of autism as a diagnostic entity. An

emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships. Differential diagnostic tools will be provided. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs.

**EDS 56200 Characteristics of Infants and Young Children with Vision Impairments (3)** In this course, Early Intervention Specialist candidates will learn the characteristics and diagnostic features of infants and young children who have vision impairments. Candidates will review the etiology and visual conditions and capacity, as well as the eligibility criteria, including atypical development and developmental delay. An emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, working with eye care professionals, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships. Candidates will receive valuable information concerning part C federal and state regulatory, conducting a routines-based assessment, writing IFSPs and the difference in writing intervention plans, and meeting the needs of the children and their families.

**EDS 56300 Characteristics of Young Children with Deaf/Hearing Impairments (3)** In this course, Early Intervention Specialist candidates will learn the characteristics and diagnostic features of infants and young children with deaf/hard of hearing impairments. Candidates will review the implications of hearing loss on perceptual development, developmental milestones, physiological and psychological development. Family centered assessment and resources emphasize careful consideration of the parents' priorities in making decisions for their child regarding assistive hearing devices, medical interventions, and oral and total means of communication. American Sign Language and the Deaf Culture will be introduced. An emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, working with medical and auditory health care professionals, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships.

**EDS 57000 Methodologies for Teaching Young Children with Autism Spectrum Disorders (3)** In this course, Early Intervention Specialist candidates will learn a variety of methodologies that successfully support young children with autism in educational settings. Special topics include applied behavior analysis and positive behavioral supports, sensory integration strategies, pragmatic language acquisition techniques, picture exchange communication methods. An emphasis will be placed on the significance of establishing meaningful and collaborative parent-teacher partnerships. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs. Prerequisite: EDS 56100.

**EDS 57100 Parents and Teachers as Partners: Social Language Development and Emergent Literacy (3)** This course will provide Early Intervention Specialist candidates to gain the skills and knowledge to work in collaboration and partnership of parents of young children who are on the autism spectrum. Evidence-based practices will be explored to enable candidates to enhance their skills in authentic communication, team-building, mediation and conflict-resolution in order to facilitate constructive relationships with parents. Participants will also gain knowledge in the prevailing legal tenets and regulatory standards that affect the education of young children with disabilities. Case study summaries and first-hand parent testimonials will be included in this course as a part of this learning experience. Five (5) hours of field experience in the form of interviews and classroom-based observations will be required as a part of this course. Prerequisite: EDS 56100.

**EDS 57200 Designing Effective Classrooms for Young Children with Autism Spectrum (3)** In this course, candidates will learn a framework for developing a functional, appropriate educational environment for young children with autism, including those who are identified with Asperger's Syndrome. Candidates will explore current research-based program designs for children who are on the autism spectrum, and will learn to evaluate and match evidence-based practices and methodologies with specific profiles of children with autism. This course will expound on contemporary and proven learning theories in education. Field experiences for observing children in a variety of educational environments will be expected. Concurrently: EDS 57000.

**EDS 57400 Methodologies for Teaching Young Children with Vision Impairments (3)** In this course, Early Intervention Specialist candidates will learn a variety of methodologies that successfully support young children with vision impairments in educational settings. An emphasis will be placed on the significance of establishing meaningful and collaborative parent-teacher partnerships. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs. Field experiences will be required to complete assignments. Prerequisite: EDS 56200.

**EDS 57500 Parents and Teachers as Partners: First Steps to Third Grade for Children with Vision Impairments (3)** This course will provide Early Intervention Specialist candidates to gain the skills and knowledge to work in collaboration and partnership of parents of young children who have vision impairments. Evidence-based practices will be explored to enable candidates to enhance their skills in authentic communication, team-building, mediation and conflict-resolution in order to facilitate constructive relationships with parents. Participants will also gain knowledge in the prevailing legal tenets and regulatory standards that affect the education of young children with disabilities. Case study summaries and first-hand parent testimonials will be included in this course as a part of this learning experience. Field experience in the form of interviews and classroom-based observations will be required as a part of this course. Pre-requisite: EDS 56200.

**EDS 57600 Designing Effective Classrooms for Young Children with Vision Impairment (3)** In this course, candidates will learn a framework for developing a functional, appropriate educational environment for young children with vision impairment. Candidates will explore current research-based program designs for children with vision impairments, and will learn to evaluate and match evidence-based practices and methodologies with specific profiles of children with vision impairment. This course will expound on contemporary and proven learning theories in education. Field experiences for observing children will be required. Concurrently: EDS 57400.

**EDS 57700 Methodologies for Teaching Young Children with Deaf/Hard of Hearing Impairments (3)** In this course, Early Intervention Specialist candidates will learn a variety of methodologies that successfully support young children with deaf/hard of hearing impairments in educational settings. An emphasis will be placed on the significance of establishing meaningful and collaborative parent-teacher partnerships. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs. Prerequisite: EDS 56300.

**EDS 57800 Parents and Teachers as Partners: First Steps to Third Grade for Children with Deaf/Hard of Hearing Impairments (3)** This course will provide Early Intervention Specialist candidates to gain the skills and knowledge to work in collaboration and partnership of parents of young children who have deaf/hard of hearing impairments. Evidence-based practices will be explored to enable candidates to enhance their skills in authentic



communication, team-building, mediation and conflict-resolution in order to facilitate constructive relationships with parents. Participants will also gain knowledge in the prevailing legal tenets and regulatory standards that affect the education of young children with disabilities. Case study summaries and first-hand parent testimonials will be included in this course as a part of this learning experience. Field experience in the form of interviews and classroom-based observations will be required as a part of this course. Prerequisite: EDS 56300.

**EDS 57900 Designing Effective Classrooms for Young Children with Deaf/Hard of Hearing Impairments (3)** In this course, candidates will learn a framework for developing a functional, appropriate educational environment for young children with deaf/hard of hearing impairment. Candidates will explore current research-based program designs for children with deaf/hard of hearing impairments, and will learn to evaluate and match evidence-based practices and methodologies with specific profiles of children with deaf/hard of hearing impairment. This course will expound on contemporary and proven learning theories in education. Field experiences for observing children will be required. Concurrently: EDS 57700

**EDS 58000 Characteristics of K – 12 Children with Autism Spectrum Disorders (3)** This course is designed to provide the students with an overview of autism spectrum disorder K - 12. The students will examine epidemiological factors and causes as related to ASD. Participants will develop an understanding of the signs and symptoms associated with ASD along with characteristics such as Theory of Mind. The Missouri Autism Guidelines Initiative will provide the structure for identifying diagnostic characteristics. Topics such as traditional and non-traditional therapeutic and intervention strategies, legal and social issues, community resources, and school and family will be examined. Pre-requisite courses that must be taken prior to taking any courses in this program are EDU 34100/54100 and EDS 30200/50200.

**EDS 58100 Formal and Informal Assessments and Planning for Students with Autism (3)** The Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment for ASD will serve as the foundation for this course. Screening practices along with both medical and educational diagnostic criteria will be examined. The program planning process will emphasize a holistic approach that coordinates the program planning with individual student's assessment K - 12. A home-school teaming approach will be emphasized throughout this process. Students will apply their knowledge by evaluating case study student assessment data. Additional topics will include domains in sensory, oral motor, play and communication, and classroom management systems.

**EDS 58200 Methodologies for Teaching K – 12 Children with Autism Spectrum Disorders (3)** This course will provide an understanding of the neural impact on regulation and reaction to stimuli for individuals diagnosed with autism. Students will study research-based methodologies which address sensitivity to stimuli including: positive behavioral supports, applied behavioral analysis (ABA), Project TEACCH model, sensory integration, visual supports, and assistive technology. They will explore the assessment of behavioral functions and learn how to apply this knowledge to create and maintain a functional program. Research based strategies on how to prevent or reduce challenging behaviors along with classroom structure and organization will also be addressed.

**EDS 58300 Enhancing Social-Communication and Language Skills for Students with Autism (3)** This course will explore both verbal and nonverbal communication disorders associated with ASD. Students will develop an understanding of the process used when assessing social-communication and language skills. Research based strategies on identifying and improving social deficits, social communication, and reading social situations will be explored.

Additional topics will include: theory of mind, echolalia, enhancing children's play, and developing flexibility and independence.

**EDS 58400 Designing Effective Classrooms for K – 12 Children with Autism Spectrum Disorders (3)** This course is designed to focus on the curriculum and program planning for students with autism. It will begin with identifying the unique learning traits of individuals with ASD and then focus on a holistic approach to individual needs assessment, curricular design, and support programming. Collaboration between school, family, and community will be emphasized. Other topics will include: inclusion, instructional activities, group activities, IEP planning and record keeping, transition planning, and available resources. Prerequisite: EDS 58100.

**EDS 58500 Trends, Issues, and Research in Autism (3)** This course is designed to provide the students with an opportunity to explore current trends, issues, and research within the field of autism. Students will review and analyze current data, which drives causation theories, instructional techniques, therapeutic methods, and best practices. Participants will choose an area of autism to research, will analyze the material within a research paper, and report findings to the class. Prerequisite: EDS 58400.

**EDS 58600 Practicum/Clinical Experience (3)** This course is a ninety hour (three credits) culminating practicum course. Students must have completed three courses in the Masters in ASD program before taking this class. Participants will work with a special education teacher or pre-approved specialist who works directly with children with autism. Students will have an opportunity to apply the principles, techniques, strategies and methods taught in the courses they have completed in the Masters in ASD program. Practicum students will be responsible for observing and working with special education students throughout the semester under the supervision of a certificated special education teacher or pre-approved specialist. Practicum hours are to be completed outside of teaching contract hours and not as a part of another practicum. Prerequisite: completion of three courses in the program prior to taking this class.

## Education: Educational Technology

**EDT 50010 Educational Technology Theory and Practice (3)** This course will enable participants to develop an understanding of educational technology and how it can be used to create authentic learning, engage learners and increase rigor in their curriculum. Participants will review and discuss literature and research conclusions about educational technology theory and develop a repertoire of effective techniques and strategies that have reliable evidence of substantial success in instructional settings. Topics such as technology standards, pedagogy, learning strategies, creating a community of learners, assessment of technology products, questioning techniques, and classroom management strategies will be examined.

**EDT 50020 Transforming Learning with Technology (3)** This course is designed to enhance and extend the technology skills of practicing individuals, apply those skills in innovative ways, and create an environment that supports collaborative, project-based learning. Participants will study basic and advanced features of software (operating system, word processing, spreadsheets, presentation software, Internet, concept mapping) and hardware (interactive white boards, projectors, wireless technology, projectors, cameras) and integrating technology.

**EDT 50030 Multimedia Applications (3)** This course will enable participants to develop advanced computer skills and apply them in the classroom. Participants will use digital tools to create and manipulate video, audio, the web, text, or animated multimedia.

**EDT 50040 Digital Communication (3)** This course will enable participants to use digital communication tools to effectively communicate in different media, be it websites, video, audio, text, or animated multimedia. Participants will select the right medium for the message and create different forms of communication for students, parents and peers. Course participants will be able to describe digital literacy, what it is, and its importance as a skill for this generation of learners. Topics and software such as podcast, discussion boards, websites, video, information literacy, acceptable use, privacy and security policies, digital etiquette and responsible social interactions will be covered.

**EDT 50050 Andragogy and Distance Education (3)** This course will provide a foundation in major theories of adult learning (andragogy), digital etiquette, responsible social interaction, and online education. Participants will focus on developing an online course for adult learners by designing and developing an instructional product in digital format.

**EDT 50060 Ethics and Issues in Educational Technology (3)** This course will introduce students to contemporary educational technology issues in local, state, national, and international education contexts. The course is designed to evaluate contemporary issues in educational technology at the elementary, secondary, administrative and business levels. This course provides an opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion. Students will review and discuss literature related to topics such as information literacy, ethics, learn/work skills-set, gaming, interactive web applications, leadership, teacher leadership, past and current legislation, professional development, standards-based education, decision-making, copyright.

**EDT 50070 Educational Technology Seminar and Project (3)** This project is designed for field practitioners. The project will be conceptualized at the beginning of the student's program, approved by their advisor, updated, and refined as the student completes class work during their course of study. The final project will form a coherent package integrating the students' Educational Technology educational experiences and their anticipated or ongoing professional responsibilities.

## Education

**EDU 50000 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 50200 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.

**EDU 50300 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 50200 and EDU 52100.

**EDU 50500 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 50600 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 50200 and EDU 52100.

**EDU 50700 Teaching Reading in the Content Areas (3)** This course is designed to provide teachers of grades 8-12 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 50800 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 50900 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. This course is to be taken concurrently with EDU 52200 for students working towards early childhood, early childhood special education, and elementary education certification.

**EDU 51000 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 51010 Conceptualization of Education for Beginning Teachers (3)** This course is designed for beginning teachers in their first, second or third year of teaching and will examine contemporary educational problems by studying them from the perspectives of history, philosophy, sociology, and psychology. The course will outline the four domains of teaching responsibility: planning and preparation, the classroom environment, instruction, and professional responsibilities. Teachers will engage in thoughtful conversations that promote student learning, evidence-based reflection of instructional practice, and professional inquiry as a means for teacher growth.

**EDU 51200 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 52100 and two university level mathematics courses.

**EDU 51300 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 51400 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 part of course.

**EDU 51500 PRAXIS II– Foliotek Seminar for Teacher Education (0- 3)** Provides the student an opportunity to review and synthesize the skills and content knowledge of selected subject areas of teacher certification. This course will assist in developing test taking techniques in preparation for the PRAXIS. Students are also oriented to the requirements of the culminating assessment portfolio. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. Prerequisite: Admission to the teacher certification program. Scheduled each semester and summer session. P/F grading.

**EDU 51501, EDU 51502, EDU 51503 PRAXIS Foliotek Seminar for Teacher Education** can be taken for credit.

**EDU 51600 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 51700 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. Course includes a 30-hour practicum.

**EDU 51800 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 51900 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 52100.

**EDU 52000 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 52100 Classroom Teaching/Management (3)** This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific microteaching skills, techniques of classroom management and discipline. A 30-hour practicum is required.

**EDU 52200 Practicum: Diagnosis of Reading Difficulties (2)** This practicum course was designed for MAT students who are working on their initial teaching certificate. 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 will complete his/her practicum in an after school tutoring or summer reading camp programs taught and supervised by a Lindenwood professor and will be required to either have previously taken or be enrolled in the same semester with EDU 50900 (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. Note: Only one practicum course may be taken in a semester.

**EDU 52300 Practicum: Diagnosis of Reading Difficulties (3)** This practicum course was designed to be completed in the candidate's home school under the supervision of a reading certified teacher. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. 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. Offered during fall and spring semesters to allow for supervision in the candidate's home school by a certified reading teacher in the candidate's school, special arrangements may be made to complete this practicum during the Lindenwood Summer Reading Camp, e.g., those who teach in charter, private or parochial schools where there is not a certified special reading teacher to supervise on site. Only one three hour practicum course may be taken in a semester. Pre-requisite course: EDU 50900 Analysis and Correction of Reading Disabilities.

**EDU 52400 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 52500 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, evaluate and apply 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 52600 Practicum: Remediation of Reading Difficulties (3)** This practicum course was designed to be completed in the candidate's home school under the supervision of a reading certified teacher. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. 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, with recommendations for correcting literacy skills for secondary students. Offered during fall and spring semesters to allow for supervision in the candidate's home school by a certified reading teacher in the candidate's school, special arrangements may be made to complete this practicum during the Lindenwood Summer Reading Camp, e.g., those who teach in charter, private or parochial schools where there is not a certified special reading teacher to supervise on site. Only one three hour practicum course may be taken in a semester.

**EDU 52700 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 52800 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 52900 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 53000 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 53100 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 52100.

**EDU 53200 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: EDU 50300 and EDU 50900.

**EDU 53300 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 52100.

**EDU 53410 Methods of Teaching Elementary School Dance (3)**

This course is designed for either the elementary classroom teacher or for the dance teacher of elementary school students. Students will study the various approaches to dance education for the elementary student. For dance education majors. Offered intermittently.

**EDU 53530 Secondary Methods of Teaching Science (3)** This course examines a variety of methods of teaching Science in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Science instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53531 Secondary Methods of Teaching Mathematics (3)**

This course examines a variety of methods of teaching Mathematics in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Mathematics instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53532 Secondary Methods of Teaching Modern Languages (3)**

This course examines a variety of methods of teaching Modern Languages in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Modern Languages instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53533 Secondary Methods of Teaching Art (3)**

This course examines a variety of methods of teaching Art in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Art instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53534 Secondary Methods of Teaching English (3)**

This course examines a variety of methods of teaching English in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to English instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53535 Secondary Methods of Teaching Social Sciences (3)**

This course examines a variety of methods of teaching Social Sciences in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Social Sciences instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53536 Secondary Methods of Teaching Business Education (3)**

This course examines a variety of methods of teaching Business Education in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Business Education instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53537 Secondary Methods of Teaching Speech & Theatre (3)**

This course examines a variety of methods of teaching Speech & Theatre in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Speech & Theatre instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53538 Secondary Methods of Teaching Music (3)**

This course examines a variety of methods of teaching Music in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Music instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53539 Secondary Methods of Teaching Technology and Engineering (3)**

This course examines a variety of methods of teaching Technology and Engineering in middle schools and high schools, including inquiry, cooperative learning, differentiation, and

interdisciplinary, etc. as well as specific strategies unique to Technology and Engineering instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53540 Secondary Methods of Teaching Physical Education (3)** This course examines a variety of strategies unique to the teaching of Physical Education in middle schools and high schools, including skills of team sports, skills of individual sports, safety issues, law issues, effective lesson planning, etc. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53541 Secondary Methods of Teaching Health Education (3)** This course examines a variety of methods of teaching Health Education in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Health Education instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53572 Secondary Methods of Teaching Dance (3)** This course examines a variety of methods of teaching Dance in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Dance instruction. Students will also develop a Unit Plan of instruction. This course meets twice a week and is offered each semester. Prerequisite: EDU 52100.

**EDU 53800 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 53900 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 54000 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 54100 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 a contemporary setting. 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 54200 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 54300 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 54400 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 54500 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 54700 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 54900 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.

**EDU 55000 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 55100 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 55300 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 52100.

**EDU 55900 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 56100-56300 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 56500 Coordination of Cooperative Education (3)** This course is designed to prepare the student to plan, organize, deliver, supervise, and evaluate a variety of community-based experiences.

**EDU 56600 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 56700 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 57000 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. Prerequisite: EDU 50500 and 51000.

**EDU 57300 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 57400 Physical Education in Elementary Schools (2)** This course covers organizational and instructional aspects of planning a sequential K-8 program of physical education, emphasizing fundamental motor skill development, rhythms, games, and sports. Offered every fall and spring semester.

**EDU 57600 Methods of Integrating Art, Music, and Movement in Elementary Education (3)** This course is designed to provide individuals entering the teaching profession with the competencies to teach and integrate art, music, and movement as related to physical education and the performing arts. Additionally, this course will review principles behind integration in relation to the instruction of elementary students from ethnically, culturally, racially, and linguistically diverse backgrounds who are of different genders, from various socioeconomic levels, and with differing handicapping conditions. Lesson planning, effective teaching techniques, classroom management skills, and evaluation for instructional outcomes will be studied in a unified and thematic approach to curriculum development in art, music, and movement. Graduate level course will require research component. Offered every semester. Lab fee required.

**EDU 58200 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 58300 Character Education Instructional Techniques (3)** 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 58400 Character Education Curriculum Design (3)** 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 57000 may take this course in place of EDU 52000: Curriculum Analysis and Design. This course may be taken in addition to EDU 52000 for students wishing to take an additional elective curriculum course. This course is not recommended for Educational Administration students.

**EDU 58500 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 58600 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 58700 Reading/Writing across Curriculum (3)** This course addresses the process of making grades 4-8 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 58800 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 58890 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 59100-59300 Self-Prescribed Course (1-3)** 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 56401 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 50000 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 56402 Marketing Field Experience II (3)** This course is a continuation of EDU 56401. The student will continue to accumulate hours toward fulfilling the state requirements for certification. Requirements for this course include a 500-hour internship.

**EDU 56403 Marketing Field Experience III (3)** This course is a continuation of EDU 56402. 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 56404 Marketing Field Experience IV (3)** This course is a continuation of EDU 56403. The student will continue to accumulate hours toward the state requirement for certification. Requirements for this course include a 500-hour internship.

**EDU 60599 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. This course can only be applied to the Master of Arts in Teaching (MAT) degree.

**EDU 60000 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 an educator. The Master's Project may take the form of curriculum development, whereby the candidate will design, test, and evaluate a curriculum plan within an educational environment. Other paths include analysis of a teaching project for the candidate to observe, record, and analyze various patterns of teaching behavior, or a research project in which a particular research technique is applied to an educational problem. Prerequisite: EDU 57000.

**EDU 79100 - 79106 Self-Prescribed Course (1-6)** This course allows the educator the opportunity to devise individualized learning experiences. The design can allow the educator the choice of selecting from 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 agreed upon the direction for meeting these objectives. Courses are subject to dean's approval.

## Entrepreneurial Studies

**ENTR 57515 Small Business Management (3)** This course is an examination of principles and methods in the operation of a small business. Particular emphasis will be on the small business in planning, controlling, financing, and managing operations. The problem of starting up a new enterprise is considered as well as preparing the management for multiple responsibilities in operating the business. Lab fee may be required. Prerequisite: FIN 52010 and MRKT 55010.

**ENTR 57525 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: FIN 52010.

**ENTR 57535 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: MGMT 56030, ACCT 51011, and MRKT 55010. Recommended: FIN 52010.

**ENTR 57590-57599 Special Topics in Entrepreneurial Studies (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 an 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. Prerequisite: varies according to the content of the special topics course.

## English Preparedness for Business Programs

**EPB 50100 Academic Writing for Graduate Students (6)** This course is designed to introduce non-native English speakers to the conventions and expectations of U.S. graduate academic writing and develop their abilities to follow those conventions. Particular emphasis will be given to the organization of student writing. Topics will include: academic formatting, academic integrity, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and punctuation. Work will be conducted primarily small groups to allow for the optimum student participation and production. This course aims to prepare students to submit academically appropriate written work and to meet the expectations of the U.S. graduate classroom.

## Finance

**FIN 52010 Financial Policy (3)** This course introduces the student to the major techniques of financial management. Topics will include financial markets and sources of financing, financial analysis, forecasting and planning, security valuation, cost of capital, capital budgeting, and capital structure. Lab fee may be required. Prerequisite: ACCT 51010 or FIN 32000.

**FIN 52020 Cases in Managerial Finance (3)** The focus of this class is on studies in finance. Particular emphasis will be given to decision problems in short-term financing; managing short-term assets and liabilities; long-term financing and cost of capital; investments; and mergers and acquisitions. Prerequisite: FIN 52010.

**FIN 52030 Investments (3)** This course examines basic concepts 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. The approach to these topics includes case studies. Prerequisite: FIN 52010.

**FIN 52031 Derivatives (3)** This course is an introduction to the theory and practice of pricing and hedging of derivative securities. Topics to be covered include equity, index, foreign currency, commodity and interest-rate derivatives including futures, swaps, and options. Course content will include basic mathematical concepts and the institutional structure of derivative markets. Prerequisite: ECON 53081, FIN 52010, and MGMT 56070.

**FIN 52032 Portfolio Management (3)** This course will cover the theory and practice of optimal portfolio selection, construction, and

revision. Also addressed will be the portfolio objectives of individuals, corporations and institutional investors. Cover content will also include the measurement of portfolio performance and related empirical evidence and the role of computer modeling in portfolio management. Prerequisite: ECON 53081, FIN 52010, and MGMT 56070.

**FIN 52033 Fixed Income Securities (3)** The purpose of this course is to introduce students to fixed income portfolio management. The course objective is to provide students with a set of tools to analyze fixed income markets. This class will also provide a quantitative approach to fixed income instrument use and will cover the mathematics of bond pricing, term structure analysis and pricing of credit risk. Trees and Monte Carlo methods of valuation are presented. Prerequisite: ECON 53081, FIN 52010, and MGMT 56070.

**FIN 52065 Financial Markets and Institutions (3)** This course focuses on the workings of the U.S.'s and world's money and capital markets and institutions. It spans interest rate determination, regulation and supervision by government policy, and the management of financial institutions. Prerequisite: ECON 53081 and FIN 52010.

**FIN 52040 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. The course will address market analysis and legal issues that impact real estate finance decisions. Prerequisite: FIN 52010.

**FIN 52050 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. Particular emphasis will be given to corporate evaluation and the roles of company management, investment bankers, and merger and acquisition professionals. Prerequisite: FIN 52010.

**FIN 52060 Money and Banking (3)** This course is the study of macroeconomic policy analysis as it is related to financial markets, institutions, and monetary authority. Money, interest rates, monetary policy, and financial market structure will be examined. Prerequisite: FIN 52010.

**FIN 52070 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. Particular emphasis will be given to practical knowledge for personal financial management and for serving customers of the banking brokerage, insurance, and other consumer finance industries.

**FIN 52080 Ethics and Compliance (3)** This course will include the study of the ethical, legal, regulatory and compliance aspects of investment and portfolio management, including the legal and regulatory constraints on the use of derivative securities to manage investment risk. The course will additionally explore issues of risk measurement, risk transparency, and disclosure issues of investment and derivatives markets. Prerequisite: FIN 52010 and FIN 52030.

**FIN 52090-52099 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 major. 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 substantial reading with appropriate inference, assessment and conclusions. Prerequisite: varies according to the content of the special topics course.

**FIN 62095 Finance Thesis I (3)** The course is a requirement for the Master of Science in Finance. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. This course is taught through a traditional classroom setting on the St. Charles campus. At the end of the initial Thesis I course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis I will they be able to enroll in Thesis II. A student who receives a grade of Incomplete in Thesis I will be required to register for a Thesis Extension course until he or she has successfully completed the required Thesis I coursework. Thesis I and II are to be taken sequentially.

**FIN 62096 Finance Thesis II (3)** The course is a requirement for the Master of Science in Finance. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. Students may enroll in Thesis II after successful completion and receiving a Pass grade in Thesis I. At the end of the initial Thesis II course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis II and completed all School of Business and Entrepreneurship Master of Science requirements will candidates be eligible to have their degree conferred. A student who receives a grade of Incomplete in Thesis II will need to register for a Thesis Extension course until he or she has successfully completed the required Thesis II course work. The course is a requirement for the Master of Science in Finance degree. Students may register for Thesis II only after passing Thesis I. Prerequisite: FIN 62095.

**FIN 62097 Finance Thesis Extension (0)** This is a non-credit bearing course required for any student who has received an Incomplete in either FIN 62095 Finance Thesis I or FIN 62096 Finance Thesis II. Generally, this course is for students who have completed all required MS coursework, but have not yet completed the Thesis I or Thesis II course requirements. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while he or she completes the master's thesis. The fee for this course is \$500.00 per term. The student must complete the master's thesis within five years of beginning the MS program.

## Human Performance

**HP 50000 Exercise Testing and Prescription (4)** This course is designed to examine and interpret fitness levels of each individual tested. Fitness testing includes aerobic capacity, flexibility, strength, and body composition tools such as metabolic analyzer, VO2 Max, and hydrostatic weight measurements. This class requires knowledge of anatomy and exercise physiology.

**HP 51100 Human Movement Impairments and Corrective Exercise Strategies (3)** This course will introduce a system of training that uses corrective exercise strategies to help improve muscle imbalances and movement efficiency to decrease the risk of injury in athletes. It will review the rationale for corrective training, static postural assessments, movement assessments, range of motion and strength assessments and provide corrective exercise strategies for any human movement impairment. Upon completion of this course, students will be prepared to pass the National Academy of Sports Medicine's (NASM) Corrective Exercise Specialist Exam (CES).

**HP 52100 Exercise & Sports Nutrition (3)** This course will examine metabolism, thermodynamics and nutritional requirements associated with the performance of exercise. Emphasis will be on maximizing physical performance through nutrition periodization. Includes in-depth coverage of nutrient quantities and qualities, and the timing of nutrient consumption as they relate to exercise performance and training adaptations.



**HP 52500 Performance Psychology (3)** This course includes aspects of psychology for understanding and explaining behavior in the context of exercise and sport. Discussions of identifying high-risk individuals, counseling and referring individuals for help are emphasized. This course will also examine the relationships between psychological factors and human physical activity while obtaining peak performance. Evaluating published research, particularly theory and research methodology practices will be required.

**HP 53000 Orthopedic Injury Pathology and Exercise (3)** This course will provide information on etiology, surgical treatment or rehabilitation of orthopedic injuries and pathology in the joint relating to restrictions used during workouts. The injury process, pathological injury evaluation, and how physical activity can prevent, strengthen, and heal injuries will be discussed. Examination of musculoskeletal injury etiology, tissue biomechanics, and neuromuscular rehabilitation is included. Lab fee required.

**HP 53500 Advanced Exercise Testing and Prescription (4)** This course will provide the knowledge and skills to properly test and prescribe an appropriate exercise prescription. A variety of fitness tests will be performed including musculoskeletal fitness, aerobic capacity, and flexibility, various techniques for assessing body composition, energy expenditure, and target heart rate zones. The student will apply the obtained information to an exercise prescription for healthy, at risk, chronically ill, and overweight populations. Lab fee required.

**HP 53600 Psychological and Sociological Aspects of Physical Education (4)** This course includes the theoretical foundations, methodological foundations, experimental foundations, and applied foundations of sport sociology. Additionally historical perspectives of psychology, altered states of consciousness, the sport personality, motivation, arousal, anxiety, attention, aggression, and self-regulation of psychological processes will be discussed. Further topics include sport leadership, humanism in sports, cohesiveness, sex roles, racism, the historical aspects of play theory, social psychological aspects of play, bio-behavioral aspects of play, research methodology, and the environmental aspects of play.

**HP 53700 Community Health (3)** This on-line course is designed to give a broad overview of the many dimensions of health promotion, care, and legislation. Topics covered include health organizations, communicable and chronic diseases, socioeconomic issues, environmental issues, and other topics related to Epidemiology.

**HP 54000 Research Methods (3)** This course provides instruction on the methods and techniques used in the design and interpretation of research involving physical activity. The emphasis will be on styles of writing, library use, and computer applications. Research paper and presentation is required.

**HP 54100 Internships (3-6)** These internships will be completed in the area of interest of the student. 50 hours per credit. There is a minimum of 150 hours, maximum of 300.

**HP 54300 Biomechanics (3)** This course provides extensive information and application of physiological laws and human movement analysis. Topics discussed will include Newton's Law, ground and fluid forces, power, energy, torque, levers and gravity. Projects of analyzing sport skills will be performed.

**HP 54400 Foundations of Therapeutic Recreation (3)** This course will introduce students to the inclusive recreation professions person-first philosophy and will outline the therapeutic recreation process as well as its model and modalities of practice. Students will examine trends and issues, looking at demographics, economics, politics, and legislation as they affect the profession. Students will also be exposed to intervention techniques from a number of perspectives including orthopedic and neurological impairment,

developmental disabilities, mental health, youth development, aging and wellness. Students will be required to attend field trips to local recreation sites for hands on learning of the need for more inclusive sites in the local communities. Offered spring semester only.

**HP 54500 Recreation Organization and Administration (3)** This course will provide a comprehensive overview of administrative aspects of recreation including risk management procedures. Leadership styles, employee development, volunteer management, evaluations, and safety issues; including lighting, heat illness, aquatics, playground equipment, drug abuse, and medical emergency plans will be discussed. Offered fall semester only.

**HP 54600 Program Planning and Leadership (3)** This course is designed for development of leadership programming skills for recreation programs in a variety of settings including: public, nonprofit and for profit sectors. Emphasis will be on activity selection, scheduling, marketing, staffing and evaluations. Students will also learn leadership skills through new and cooperative, competitive, and cooperative-competitive games and activities. Offered spring semester only.

**HP 57100 Bioenergetics of Human Movement (3)** An advanced study of human bioenergetics and the physiological support systems for exercise and human performance.

**HP 57500 Cardiovascular and Pulmonary Pathology and Prescription (3)** This course provides instruction in the underlying mechanisms behind the acute physiological and biochemical responses to exercise as it relates to the cardiovascular system, respiration, and environmental physiology for the trained, detrained, and master athlete.

**HP 58000 Chronic Disease Pathology and Prescription (3)** This course provides instruction on health appraisal, fitness and clinical exercise testing and prescription for individuals with chronic illness, metabolic disorders and disease. Areas studied are pathophysiology, risk factors and medications related to these individuals during exercise.

**HP 58500-58599 Special Topics (3)** This course is designed to allow the educator to create experiences appropriate to meet the needs of the students. Goals and objectives are determined by the topic of each course.

**HP 54200 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.

**HP 64000-64999 Special Topics (3)** This course is designed to allow the educator to create experiences appropriate to meet the needs of the students. Goals and objectives are determined by the topic of each course.

**HP 65000 Thesis (3-6)** A research project developed, written, and presented under the supervision and guidance of a faculty committee member and a minimum of 2 other experts in their field of study. This course is repeatable and six credit hours are required for the thesis option. Prerequisite: Research methods, Statistical Analysis, last semester of the master's program.

## Human Resource Management

**HRM 56510 Strategic Human Resource Management (3)** This course is an overview of human resource management and will include exploration of such topics as staffing, training and development, performance management, compensation, labor relations, and employment law, with a primary focus on strategic execution, which integrates HR programs and policies within the

framework of an organization's strategic direction. Lab fee may be required. Prerequisite: MGMT 56025 or MGMT 56030.

**HRM 56520 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: HRM 56510 or MGMT 56030.

**HRM 56530 Employee Training and Development (3)** This course introduces students to methods of employee training and to the role that employee training plays in organizational planning. Particular emphasis will be given to needs analysis, program design and delivery, training methods, learning theory, learning styles, and evaluation and testing.

**HRM 56540 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: HRM 56510 or MGMT 56060.

**HRM 56545 Employment and Labor Law (3)** This course examines basic law as applied to employment issues. Topics include equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, safety and workers compensation, protected classes, disability issues, workplace accommodation, labor relations, and record keeping requirements. Prerequisite: HRM 56510.

**HRM 56550 Compensation and Benefits (3)** This course is an overview of compensation and benefits covering pay structures, pay systems, comparable worth, relationship between pay and performance, performance evaluation, internal and external equity, and legal issues. Prerequisite: HRM 56510 or MGMT 56030.

**HRM 56560 / NPA 50300 Human Resource Management for Nonprofit Organizations (3)** This course is an exploration of human resource management in non-profit organizations from the beginning of job analysis and design, recruitment, and selection of personnel to performance evaluation, compensation and benefit issues, and training and development for both staff and volunteers. Particular emphasis will be given to the handling of grievances, diversity, discrimination, harassment, board of directors, and paid staff.

**HRM 56570 Employee Health and Safety (3)** This course is the examination of factors contributing to employee wellness, federal OSHA requirements regarding employee health and safety, workplace ergonomics, work place design, workplace safety programs, and employee health programs.

**HRM 56590-56599 Special Topics in Human Resource 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 major. 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 substantial reading with appropriate inference, assessment and conclusions. Prerequisite: varies according to the content of the special topics course.

**HRM 56599 Human Resource Issues (3)** This class is the culminating human resource course, covering current trends and issues of strategic importance to the human resource profession. Students will conduct guided research in a chosen area of specialty and present oral and written research summaries. Prerequisites: a

grade of C or better in two previously taken graduate level Human Resource Management courses.

**HRM 66595 Human Resource Management Thesis I (3)** 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. Thesis sections I and II are to be taken sequentially.

**HRM 66596 Human Resource Management Thesis II (3)** 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. Thesis sections I and II are to be taken sequentially. Prerequisite: HRM 66595.

**HRM 66597 Human Resource Management Thesis Extension (0)** This is a non-credit bearing course required for any student who has completed all required MS coursework (as well as master's thesis course sections I and II) but has not yet completed the master's thesis. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while he or she completes the master's thesis. The fee for this course is \$500.00 per term. The student must complete the master's thesis within five years of beginning the MS program.

## International Business

**INTL 58001 International Business Operations (3)** This course provides students with an overview of global business and trade within the framework of today's dynamic business environment. The course also looks at how historical perspectives influence and shape current events. Topics to be covered include globalization, trade theories, governmental influence on trade, cross national trade agreements, and an introduction to capital markets and foreign exchange. The course also examines how businesses interact with the cultural, political, ethical, legal, and economic environments of multiple nations. An overview of international business strategies is also provided. Students will be expected to demonstrate understanding of these concepts and issues through various applications. Lab fee may be required.

**INTL 58010 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: MRKT 55010.

**INTL 58020 International Finance (3)** This course investigates the international financial environment, including the study of exchange rates and international capital markets. Students will examine the unique problems of the financial manager operating internationally, including foreign taxation, working capital management, sources of funds, international and regional financial institutions, commercial documents, and international trade organizations. Prerequisite: FIN 52010.

**INTL 58032 International Management (3)** This course focuses on management issues on an international scale. These issues include: strategy formulation and implementation; organizational structure; managerial decision-making and control; and human resource related topics such as leadership, motivation, employee selection and development. Students will be expected to demonstrate understanding of these concepts and issues through various applications. Prerequisite: MGMT 56030.

**INTL 58040 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: ECON 53081.

**INTL 58050 International Entrepreneurship (3)** This course will provide an overview of the unique circumstances face by small, often young, businesses that decide to “go global” or are “born global.” The objective of this course is to provide students with an understanding of the theory and application of global entrepreneurship, with particular emphasis on overcoming what the literature identifies as three major barriers to the internationalization of entrepreneurial firms: lack of foreign market knowledge, limited human and financial resources, and inherent weaknesses in strategic decision making. Topics covered include an overview of the international business environment, market/production location selection, financing the global entrepreneurial venture, creating a business proposal, market entry strategies, and international corporate entrepreneurship. Students will be expected to demonstrate understanding of these concepts and issues through various applications. Recommended: INTL 58001.

**INTL 58060 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 economies, nationalization of assets, revolution, war and inconvertibility of currency. The roles of governments in heightening and reducing risks are examined.

**INTL 58070 International Business and Cross-Cultural Communications (3)** This course focuses on factors which can influence communication between individuals from different cultures. Emphasis will be placed on the theories which help to explain how various cultures think, communicate, and behave. The goal of the course is for students to develop an appreciation for the complexity of cross-cultural communication, to become more aware of their own culturally-based perceptions and patterns of thinking and behaving, and to develop skills for communicating in intercultural business situations.

**INTL 58090-58099 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 an 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. Prerequisite: varies according to the content of the special topics course.

**INTL 68095 International Business Thesis I (3)** 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. Thesis sections I and II are to be taken sequentially.

**INTL 68096 International Business Thesis II (3)** 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. Thesis sections I and II are to be taken sequentially. Prerequisite: INTL 68095.

**INTL 68097 International Business Thesis Extension (0)** This is a non-credit bearing course required for any student who has completed all required MS coursework (as well as master’s thesis course sections I and II) but has not yet completed the master’s thesis. The student must remain continuously enrolled in this course until the master’s thesis is completed and accepted. This course is designed to keep the student’s enrollment in the MS program current while he or she completes the master’s thesis. The fee for this course is \$500.00 per term. The student must complete the master’s thesis within five years of beginning the MS program.

## Counseling

**IPC 51000 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. Prerequisite: Admission to the Counseling Program.

**IPC 51100 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. Prerequisite: Admission to the Counseling Program.

**IPC 51200 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. Prerequisite: Admission to the Counseling Program.

**IPC 51300 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. Prerequisite: Admission to the Counseling Program.

**IPC 52100 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. Prerequisite: Admission to the Counseling Program.

**IPC 52200 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. Prerequisite: Admission to the Counseling Program.

**IPC 52300 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. Prerequisite: Admission to the Counseling Program.

**IPC 52400 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. Prerequisite: IPC 51000 or 51100.

**IPC 53100 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. Prerequisite: IPC 55100 or IPC 55300.

**IPC 53200 Marital Counseling (3)** This course is a study of theories, research, and skill development in premarital, marital, divorce, and remarriage counseling. Prerequisite: IPC 55100 or IPC 55300.

**IPC 54100 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. Prerequisite: IPC 51000 or IPC 51100.

**IPC 54200 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.

**IPC 55100 Counseling Theory and Practice (3)** This course is an intensive study of the basic theories, principles, and methods of counseling. Prerequisite: IPC 51000 or IPC 51100.

**IPC 55200 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. Prerequisite: IPC 51000 or IPC 51100.

**IPC 55300 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. Prerequisite: Admission to the Counseling Program.

**IPC 56100 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. Prerequisite: IPC 55100 or IPC 55300.

**IPC 56200 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. Prerequisite: IPC 51000 or 51100.

**IPC 56300 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. Prerequisite: 18 hours of counseling coursework.

**IPC 56400 Crisis Intervention (3)** This course covers the fundamental concepts, theories, strategies and skills needed to

implement effective counseling intervention related to crisis situations. Prerequisite: 18 hours of counseling coursework.

**IPC 56500 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. Prerequisite: 18 hours of counseling coursework.

**IPC 57500 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. Prerequisite: IPC 55100 or IPC 55300.

**IPC 58100 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. Prerequisite: IPC 51000 or IPC 51100.

**IPC 58200 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. Prerequisite: IPC 51000 or IPC 51100.

**IPC 58300 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. Prerequisite: IPC 58100.

**IPC 59000-59999 Special Topics in Counseling (1-6)** This course examines topical issues in counseling theory, research, and practice. Prerequisite: 18 hours of counseling coursework.

**IPC 60500 Comprehensive Examination (0)** This includes the standardized Counselor Preparation Comprehensive Examination (CPCE) (professional) or the PRAXIS III (school) examination. There will be a fee for the examination. Prerequisite: 36 hours of counseling coursework.

**IPC 60600 Scholarly Paper (0)** Students complete a scholarly paper. Students register for the culminating project after completion of IPC 54100 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. Prerequisite: IPC 54100 and 36 hours of counseling coursework.

**IPC 61001 College Admission Counseling (3)** This course offers a comprehensive introduction to the college counseling role of the high school counselor. Students explore the college admission process, with emphasis on current issues confronting school counselors. Topics will include organizing a college counseling office, application and admissions criteria for various types of colleges, an outline of financial aid and scholarship programs and college counseling for special student populations. Through a series of guest speakers, in class discussion, and hands on projects, students gain an understanding of the resources available to counselors in the college admission process including print material, software, web sites and professional organizations. Prerequisite: 18 hours of counseling coursework.

**IPC 61002 Peer Helping Programs (3)** This interactive class is for anyone who is interested in learning more about peer helping programs. Peer helping programs, found primarily but not only in school settings, train non-professionals (typically students) to provide a variety of supportive services to other peers. These services can include (but are not limited to) one-on-one support, tutoring, character education lessons, health education, leading small group discussions, working with classroom groups, conflict resolution and peer mediation, drug and alcohol prevention, assisting new students, mentoring disabled and non-English speaking students, service learning, community outreach and leadership training. This class will cover the historical perspective of the peer helping movement worldwide, research regarding the effectiveness of peer helping programs, program start-up, implementation and maintenance. Students will also experience modules for training peer helpers. Upon successful completion of this class, students will have met the training requirement component toward CPPE (certified peer program educator) certification through the National Peer Program Association. Prerequisite: 18 hours of counseling coursework.

**IPC 61003 Spirituality and Counseling (3)** The integration of specific reading assignments along with practice exercises and class discussions will form the basis for this course. Students will acquire current knowledge about counseling and spirituality including theories of spiritual development, assessment of spirituality and best practice interventions. How to assist clients in the development of spiritual skills will be discussed. Students will be introduced to several perspectives of spiritual practice that can serve to support and augment the counseling process. Prerequisite: IPC 55100 or IPC 55300.

**IPC 61004 Adult Survivors of Trauma (3)** This course builds on the students' counseling skills and teaches direct therapy work with individuals at an advanced level, with primary emphasis on assessment, diagnosis, treatment, and evaluation of adults who have survived childhood trauma. The theories used in this course provide different models for understanding human behavior, as well as how to create and evaluate planned change. The theoretical models include psychodynamic/developmental, humanistic and cognitive-behavioral approaches. Each model offers knowledge and skills in assessment, diagnosis, and treatment of the individual. All areas of knowledge and skills are taught with attention to issues of cultural diversity and the legal-ethical issues encountered in clinical counseling practice. Particular focus is placed on applying principles of evidence-based practice in selecting interventions that have been shown in prior research to be efficacious and effective, and evaluating the effectiveness of these interventions in achieving planned treatment goals and objectives for individual clients. Prerequisite: IPC 55100 or IPC 55300.

**IPC 61005 Clinical Hypnotherapy (6)** This course will provide an introduction to the practice of hypnotherapy and other deep relaxation techniques. It will concentrate on the contributions and techniques of Milton Erickson and explore therapeutic disciplines that have developed around his theories and practices. Students will gain skills in practicing Ericksonian techniques through demonstration and role-playing. This 6-hour course qualifies as sufficient training for certification in the practice of clinical hypnotherapy only when the student has completed the master's degree in professional counseling and completes other requirements set out by the National Board for Certified Clinical Hypnotherapists. Prerequisites: IPC 55100 and 18 hours of counseling coursework.

**IPC 61006 Grief Counseling (3)** This course will provide an introduction to diverse paradigms pertaining to grief. It will focus on various types of grief as well as a range of techniques used during grief counseling. Prerequisite: 18 hours of counseling coursework.

**IPC 61007 Core Communication (3)** This course will provide necessary communication skills for a counselor to lead individual and couple communication workshops. These skills will be used in counseling sessions to shorten length of time a client is in therapy (enhance brief therapy skills). These skills will be used to lead (non-therapy) communication workshops. Concepts from various theorists will be discussed and used in a hands-on environment. Students will enhance their presentation skills and have the opportunity to earn certification to teach the two programs through Interpersonal Communication Programs. Prerequisite: 18 hours of counseling coursework.

**IPC 62000 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 a Faculty Advisor is required for registration. Lab fee. Prerequisites: IPC 52400, 56100, and 56200 and 3.0 GPA and permission; is repeatable.

**IPC 62001 Internship Extension (0)** Students who take an Incomplete in first term Internship and have less than half the required hours, and all students who taken an Incomplete in second Internship, must enroll in this extension and continue to attend their Internship class. \$50 fee required.

**IPC 62100 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. Prerequisites: IPC 55300, 56100, 56200, 57500, and 58200, and 3.0 GPA and permission.

**IPC 62101 Field Placement 1 Extension (0)** Students who take an Incomplete in Field Placement 1 and have less than half the required hours must enroll in this extension and continue to attend their Field Placement 1 class. \$50 fee required.

**IPC 62200 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. Prerequisites: IPC 59000 or IPC 59100, and 3.0 GPA and permission.

**IPC 62201 Field Placement 2 K-8 Extension (0)** Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to attend their Field Placement 2 class until all required hours are completed. \$50 fee required.

**IPC 62300 Field Placement 2 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. Prerequisites: IPC 59000 or IPC 59100, and 3.0 GPA and permission.

**IPC 62301 Field Placement 2 7-12 Extension (0)** Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to attend their Field Placement 2 class until all required hours are completed. \$50 fee required.

**IPC 62400 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. Prerequisites: IPC 59000 or IPC 59100 and 3.0 GPA and permission.

**IPC 62401 Field Placement 2 K-12 Extension (0)** Students who take an Incomplete in Field Placement 2 must enroll in this

extension and continue to attend their Field Placement 2 class until all required hours are completed. \$50 fee required.

**IPC 62500 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. Prerequisite: IPC 58100.

**IPC 62600 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. Prerequisite: IPC 58100.

**IPC 62700 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. Prerequisites: IPC 58400 and 58500 and 3.0 GPA and permission.

**IPC 62701 Internship in Diagnostic Assessment Extension (0)** Students who take an Incomplete in Internship in Diagnostic Assessment must enroll in this extension and continue to attend their Internship class. \$50 fee required.

## Management

**MGMT 56020 Organizational Communications (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 memoranda, letters, reports and proposals; interviewing; and giving oral presentations. Focus will be on persuasive communication for both internal and external business audiences.

**MGMT 56025 Business Concepts (3)** This course includes basic studies of business and marketing environments and trends along with their and business implications. Emphasis is given to managing, marketing, finance, business strategies, decision-making, and business terms and concepts. This course includes the use of case studies to apply theory through practice. Lab fee may be required.

**MGMT 56030 Management 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. Lab fee may be required. Prerequisite: MGMT 56025 or MGMT 26032; may be taken concurrently.

**MGMT 56035 Organizational Behavior (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. Lab fee may be required.

**MGMT 56037 Organizational Change and Development (3)** Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, intergroup, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, intergroup, and organizational interventions that are used to effect comprehensive and lasting changes. Prerequisite: MGMT 56030.

**MGMT 56040 Supply Chain Management (3)** This course analyzes the interactions and the relationships within supply chain management (SCM). SCM is an advanced course designed to examine the theoretical principles of the integration of key business processes from product or service inception to user. Particular emphasis will be given to use of case studies and analysis. Lectures and case studies focus on procurement, logistics, risk management, information technology, and order fulfillment. Additional topics to be covered include SCM performance metrics, supply chain integration, distribution strategies, and network design. A course project will enable students to apply the concepts discussed in the course to solve a complex supply chain problem. Prerequisites: MGMT 56085 or MGMT 56045 or MGMT 56048, or instructor approval.

**MGMT 56045 Logistics Management (3)** Logistics Management examines the strategic issues and opportunities in the logistics/distribution/transportation function and provides the student with an understanding of why and how this discipline is integral to supply chain management. Logistics processes, including domestic and international transportation management, transportation modes, risk pooling, warehouse management, enabling technologies, third and fourth party logistics, distribution resource planning, as well as environmental responsibilities will be covered. There will be an emphasis on case study. Prerequisite: MGMT 56085

**MGMT 56048 Procurement Management (3)** Procurement Management examines the strategic issues and opportunities in purchasing/supply chain management function and provides the student with an understanding of why and how this discipline is integral to SCM. Purchasing process, procurement cycle, e-procurement, supplier integration, negotiation, contract management, and strategic sourcing are among the topics to be covered. There will be an emphasis on case study.

**MGMT 56050 Managerial Problem Solving (3)** This course is the exploration of problem solving by focusing on problem descriptions, sorting out causal factors, developing and evaluating alternatives, assessing associated risks, and determining viable choices. Students will examine a spectrum of problem solving strategies and techniques. Students will use basic statistical tools, cause and effect diagramming, creative problem solving through synectics, and formal process skills of contemporary approaches. The practicum nature of the course results in skills which are immediately transferable to the workplace. Prerequisite: MGMT 56030.

**MGMT 56052 Negotiations (3)** This course is designed to teach the art and technique of negotiation. Topics covered include the nature of negotiation, strategizing, framing, planning, communications, social context, and ethics. This course includes the use of role plays to apply theory through practice and concludes with a multi-party final negotiation exercise. This is not a labor/management course.

**MGMT 56054 Business Management and Ethical Issues (3)** This course deals with ethical issues confronting managers in business decision making through the use and analysis of case studies. Offered once a year. *This course is offered only in Marshall, Missouri.*

**MGMT 56055 Group and Team Dynamics (3)** This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations. Prerequisite: MGMT 56030.

**MGMT 56056 Leadership Theory (3)** This course is designed to develop an understanding of the function and 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 individual leadership effectiveness. The culminating project will require students to document their own leadership style. Lab fee may be required.

**MGMT 56057 Leadership Strategies (3)** The course focuses on the development and implementation of corporate strategies that enable an organization to create and maintain a sustainable competitive advantage. Current strategic theories are integrated with strategic practice. Additionally, readings in corporate governance focus on how the corporation should be managed in the best interests of the investors and other stakeholders. Prerequisite: MGMT 56030.

**MGMT 56058 Leadership Capstone (3)** This is a culminating experience-based course which emphasizes the student's ability to utilize learned material in real-life application. The student will be required to implement knowledge gained throughout the program to an organization. This application will potentially enhance the student's leadership by providing specific feedback and opportunities for thoughtful reflection. Prerequisite: final term of MA in Leadership program.

**MGMT 56060 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. Particular emphasis will be given to application of the principles of law by the entrepreneur/manager in operating the business, legal liability, and the legal aspects of a business in difficulty. Lab fee may be required. Prerequisite: MGMT 56025.

**MGMT 56065 Project Management (3)** This MBA elective course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a complex project. It examines project management roles and environments, the project life-cycle, and various techniques of work planning, control, and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project software. Moreover, the Project Management Body of Knowledge PMBOK® will be used as a basis for content. Prerequisite: MGMT 56030.

**MGMT 56070 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. Lab fee may be required.

**MGMT 56075 Linear Statistical Models (3)** This course will include a study of the general linear statistical model and the linear hypothesis. Topics include the multivariate normal distribution, distributions of quadratic forms, and parameter estimation and hypothesis testing for full-rank models, regression models, and less than full-rank models. Lab fee required. Prerequisite: MGMT 56070.

**MGMT 56085 Operations Management (3)** This course examines a blend of concepts relating to operations management, in both the manufacturing and service sectors. Operations management topics include production planning, inventory management, statistical process control, project management, product design, six sigma, lean manufacturing, and computer integrated manufacturing. Lab fee may be required.

**MGMT 56090-56099 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: varies according to the content of the special topics course.

**MGMT 66058 Leadership Research (3)** In this course, the graduate student designs and implements a research project to address a problem existing in his/her professional setting. The research project is designed cooperatively with a faculty advisor. The project results will be in a written report that is submitted to the advisor and program director and an oral report that is presented before an identified audience. The course is taken within the last twelve credit hours of an approved graduate program and with permission of the advisor. If the research project is not completed within the semester for which the student is registered for the course, the student must register for an additional credit hour extension course the following semester (excluding summer sessions) until the project is completed. Prerequisite: MGMT 56056.

**MGMT 66075 Quantitative Research Methods in Business (3)** The goal of this course is to acquaint the student with the fundamental and technical concepts of quantitative analysis with applications of relevance to business problems. This course will provide the student with the necessary tools to conduct appropriate thesis research for business applications. Topics may include, but are not limited to econometrics including predictive studies and multiple order autocorrelation, event studies, factor analysis, unit root tests, Granger causality, co-integration, vector auto-regression and error correction, and ARCH/GARCH. Lab fee may be required. Prerequisite: MGMT 56070 and MGMT 56075.

**MGMT 66080 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. Lab fee may be required. Prerequisite: This course is to be taken during the student's last term of the MBA program.

## Management Information System

**MIS 54001 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. This course will include the examination of these topics through case studies. Lab fee required.

## Public Administration

**MPA 58300 Governmental Budgeting (3)** This course focuses on the inter-relationships among the federal, state, and local governments since, in the case of state and local government, money spent includes federal funds. Some specific issues addressed include: Fiscal Federalism, grants-in-aid, state governments and their balanced budgets, property taxes, financial impact of recessions, and measuring fiscal stress using ratio analysis.

**MPA 58400 Public Administration: Principles, Applications & Ethics (3)** This course focuses on some of the basic theorists and theories that help students study Public Administration. In addition,

ethics is examined related to specific federal and state laws as well as Whistleblower issues.

**MPA 58600 Program-Implementation and Evaluation (3)** This course focuses on how programs, once they become federal or state law, or local ordinance, are actually carried out. Furthermore, once public programs begin they need to be evaluated to determine how well they are working.

**MPA 58800 Business-Government Environment (3)** This course focuses not just on the regulatory role of governments (federal, state, local) but also on partnership relationships between government and business. Some specific issues addressed include: tax credits, tax increment financing, public corporations, and economic development policies.

## Marketing

**MRKT 55010 Marketing Principles and Issues (3)** This course introduces students to the principles of marketing, the role of marketing in society and in organizations (for-profit and nonprofit), and the 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. The course will increase students' 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. Lab fee may be required. Prerequisite: MGMT 56025 or MRKT 35010.

**MRKT 55015 Electronic Marketing and New Media (3)** The course examines the roles and application of various electronic technologies in the marketing, distribution and sales of products and services, including computer databases, Internet websites, new media tools and channels, online communities, and social network sites. Students study and analyze the uses, benefits and constraints of these technologies in managing, facilitating, processing and controlling commercial activities for both "brick and mortar" and virtual marketing environments. Prerequisite: MRKT 55010.

**MRKT 55020 Marketing Information and Research (3)** This course examines issues in conducting marketing research and the variety of research techniques available to the researcher. Students will also analyze the sources of information that guide decision making in business settings. Although some topics will be explored through lecture, particular emphasis will be given to case analyses, situational vignettes, and discussion of current events. A team project at the end of the course will tie together course concepts and allow students to present a comprehensive marketing research plan. Prerequisite: MRKT 55010.

**MRKT 55025 Integrated Marketing Communications (3)** This course provides students an overview of the interplay between all the facets of marketing-promotion, including advertising, PR, sales promotion, publicity, direct marketing, personal selling and the media. It also takes students through the objectives and strategies of product and corporate communications, media planning, media buying and the measurement of integrated communications effectiveness. The course is principally focused on the strategies of consumer persuasion and advocacy; creative campaign preparation; media research, planning and budgeting; traditional and new media management; and the convergence of the new media tools and channels in the contemporary dissemination of targeted marketing messages to 21st century consumers. Prerequisite: MRKT 55010.

**MRKT 55030 Services Marketing (3)** This course exposes students to the development of service offerings and processing. Students examine and study the management, marketing, scheduling, queuing, quality assurance, processing and efficient delivery of service orders in various industries. It also analyzes the

roles and benefits of technology in service management both by large service firms (such as banks, hotels, etc.) and service professionals (such as accountants, lawyers, finance consultants, real estate agents, tax consultants, restaurateurs, and other SME service providers). Prerequisite: MRKT 55010.

**MRKT 55035 Product Management (3)** This course consists of the review and study of the product management system, the role of the product manager in the firm, and the processes required to interact successfully with the other functional business areas when applying strategy models to product management, monitoring, tracking, updating, etc. Specific areas in new product development that will be studied include methods of evaluation, venture teams, the pre-entry planning phase, budgeting and decision trains. A culminating project will require students to develop a new product concept. Prerequisite: MRKT 55010.

**MRKT 55040 Advertising and Promotional Strategy (3)** This course is the study of the marketing communications through mass media (TV, radio, magazines, newspapers and the web) that stimulate the consumer's response to, interest in, and ultimately, the purchase behavior of goods and services. Techniques for creating the correct advertising message and developing an effective media mix based on an understanding of the behavior of the target market are stressed, as well as ethical, social, and regulatory factors impacting the mass selling of products and services in today's competitive global business environment. A course project will enable students to apply the concepts discussed in the course to a real world problem. Prerequisite: MRKT 55010.

**MRKT 55050 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 prospective consumers for the purpose of making sales and building relationships. Topics to be covered include staffing, training, evaluation, budgeting, goal-setting, motivation, and compensation of the sales force. Prerequisite: MRKT 55010.

**MRKT 55060 Public Relations (3)** This course examines the theory and practice of public relations as a part of the marketing function within an organization. It introduces the concept of public relations as a values-driven management of relationships with groups of people that can influence an organization's success. This course will examine how and why organizations build ethically and systematically productive and mutually beneficial relationships with such groups. This course includes strategic and tactical public relations program planning and management in both for-profit and nonprofit organizations. Prerequisite: MRKT 55010.

**MRKT 55075 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. This course includes the use of case histories and case studies for the 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 will be explored. Prerequisite: MRKT 55010.

**MRKT 55080 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: MRKT 55010.

**MRKT 55085 Marketing Strategies and Management II (3)** This course is an advanced survey of managerial strategies in marketing. It is aimed at developing students' strategic perspectives in planning, directing, implementing and controlling marketing



activities at a high level. Strategic analysis of product, price, value chain, and promotional decisions are examined, with particular reference to consumer demand, profitability, relationship management, ethics and social responsibility. Lab fee may be required.

**MRKT 55090-55099 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 an 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. The topic may require substantial reading with appropriate inference, assessment, and conclusions. Prerequisite: varies according to the content of the special topics course.

**MRKT 65095 Marketing Thesis I (3)** The course is a requirement for the Master of Science in Marketing. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. This course is taught through a traditional classroom setting on the St. Charles campus. At the end of the initial Thesis I course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis I will they be able to enroll in Thesis II. A student who receives a grade of Incomplete in Thesis I will be required to register for a Thesis Extension course until he or she has successfully completed the required Thesis I coursework. Thesis I and II are to be taken sequentially.

**MRKT 65096 Marketing Thesis II (3)** The course is a requirement for the Master of Science in Finance. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. Students may enroll in Thesis II after successful completion and receiving a Pass grade in Thesis I. At the end of the initial Thesis II course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis II and completed all School of Business and Entrepreneurship Master of Science requirements will candidates be eligible to have their degree conferred. A student who receives a grade of Incomplete in Thesis II will need to register for a Thesis Extension course until he or she has successfully completed the required Thesis II course work. The course is a requirement for the Master of Science in Finance degree. Students may register for Thesis II only after passing Thesis I. Prerequisite: MRKT 65095.

**MRKT 65097 Marketing Thesis Extension (0)** This is a non-credit bearing course required for any student who has received an Incomplete in either MRKT 65095 Finance Thesis I or MRKT 65096 Finance Thesis II. Generally, this course is for students who have completed all required MS coursework, but have not yet completed the Thesis I or Thesis II course requirements. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while he or she completes the master's thesis. The fee for this course is \$500.00 per term. The student must complete the master's thesis within five years of beginning the MS program.

## Nonprofit Administration

**NPA 50000 Fundraising and Planning (3)** This course is the study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors. This course provides an overview of all the various fundraising methods available to nonprofits.

**NPA 50100 Nonprofit Leadership Alliance (1)** This course consists of participation in the Nonprofit Administration Student Association and its projects.

**NPA 50200 Individual Giving and Special Events (3)** This course will study the theory behind the motivation of giving. Students will learn to plan, implement, and evaluate a special event and will learn to develop individual giving plans for nonprofit organizations.

**NPA 50300 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 52000 Program and Organizational Evaluation (3)** This course examines the theory behind program outcomes and organizational process evaluation. Students will learn how to create an outcomes evaluation model.

**NPA 53000 Volunteer Management (3)** The theory and practice of managing volunteers. Students will be required to develop, implement, and evaluate a volunteer program.

**NPA 54000 Problem Solving Case Analysis (3)** The students will examine and analyze a decision making model. Students will analyze an organizational case study problem, develop the solutions to address that problem, and select the appropriate criteria to compare the solutions proposed.

**NPA 55000 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 56000 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 57000 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 57100 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 58000 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 58100 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 58500 Marketing for Nonprofit Organizations (3)** This course shall discuss the need to market all aspects of a nonprofit organization's operation and mission with specific emphasis to on the "four P's" of marketing. The class will be required to develop and create a marketing plan for an actual nonprofit organization or program.

**NPA 59000-59999 Special Topics in Nonprofit Administration (1-3)** This course consists of directed studies in the management and leadership of nonprofit organizations or a special course offering of a nonprofit topic. May be repeated with different topics.

**NPA 58600 Research Project (1-3)** This course is designed for those students desiring to enhance their research skills and do independent research. The research topic will be chosen in agreement with the student and the faculty supervisor. The research will include the use of research methodology that is appropriate for the chosen topic. The final paper shall include sections on theory, methodology and applied or theoretical findings.

**NPA 58700 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 58800 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 capstone advisor. In some cases, the project will directly relate to the internship experience.

## Sport Management

**SPMGT 57020 Principles of Management in Sport Administration (3)** This course is a study of the management and decision making processes of sport organizations. The class reviews the skills required to successfully run a sport company or organization at the youth, amateur, professional and international levels. The class researches the functions of management, marketing, and decision making in sport organizations and examines successful leadership styles in the sport industry.

**SPMGT 57040 Sport Marketing and Promotion (3)** This course examines the unique applications of marketing principles and processes to the amateur and professional sport industry. The class includes the comprehensive coverage of the functions of sports marketing, and gives students the opportunity to design an integrated marketing strategy. Students will gain an understanding of sport consumers as spectators and participants. Students will also plan, execute, and evaluate the sport marketing mix: product, price, place, and promotion.

**SPMGT 57050 Sport Venue and Event Management (3)** Provide an understanding of the essential elements of private and public sport venue management which includes: management

theory, planning, feasibility, operations, budgeting and finance, design, repair and maintenance, staff training and management, risk management, scheduling, creation of revenue streams, concessions and admissions, box office, event management and structure, rental and co-promotional policy, venue marketing, and new venue financing.

**SPMGT 57060 Sport Law (3)** This course is the study of the law as it pertains to the three main divisions in sports: amateur, professional, and international. Particular emphasis will be given to contracts, agents, torts, governmental regulations, ethics and social responsibility.

**SPMGT 57090-57099 Special Topics in Sport 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 major. 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 substantial reading with appropriate inference, assessment and conclusions. Prerequisite: varies according to the content of the special topics course.

**SPMGT 57095 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. Students must gain approval for the practicum location from the Sport Management Department chair. Students will be evaluated on their practicum coursework both weekly and at the completion of the term.

## Theatre

**TA 50000 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 50100, 50200, 50300, 50400 Graduate Acting Studio I, II, III, IV (3 credit hours each)** Acting theories are explored and investigated through various methods including scene study, improvisation, movement exercises, etc. Repeatable for credit.

**TA 50700 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 50800 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 50900 Theory and Composition of Dance II (3)** This course offers further study of dance theory and composition through analysis and performance. Prerequisite: TA 50800 or permission of the instructor.

**TA 51000 Graduate Script Analysis (3)** This course explores the analytical and research processes necessary for the consideration of any play prior to production.

**TA 51100, 51200, 51300, 51400 Graduate Directing Studio I, II, III, IV (3 credit hours each)** 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 51000. TA 51100 should be taken in conjunction with TA 51500.

**TA 51500 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 51100.

**TA 51700 Graduate History of Costume and Fashion Design (3)** This course is structured as an overview of the history of Western dress.

**TA 52500 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 53000 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 53500 Modern Drama (3)** This course is the study of genres and directions in modern and contemporary drama from Ibsen to the present.

**TA 53600 Survey of Dramatic Literature (3)** This course is designed to establish a firm foundation in dramatic literature. Dramatic texts from Ancient Greece to modernity are explored.

**TA 53700 Seminar in American Drama (3)** This course will explore the history and development of dramatic literature in America. American playwrights and their work from 1770 to present are examined. This seminal heritage of uniquely American theatre forms the foundation for the eventual rise of main stream modern drama in the United States.

**TA 54000 Topics in Dramatic Literature (3)** This course examines specific genre in dramatic literature.

**TA 54600 Box Office Management (3)** Budgets, contracts, box office management office procedures, public relations, personnel and executive policies of educational, and professional theatre are explored in practical applications.

**TA 54800 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 55100 Scenographic Techniques (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. This course explores the methods used by a scenic designer to communicate conceptual ideas. Hand and computerized scale models and rendering are examined as may be appropriate for topic assignments. Prerequisite for all studios in this sequence is TA 51500 or TA 51700. Each course in this sequence requires permission of the instructor.

**TA 55200 Lighting Design (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. This course explores the methods used by a lighting designer to express visual concepts. Hand and computerized scale lighting plots, section drawings, circuiting schedules and programming are employed as appropriate to topic assignments. Prerequisite for all studios in this sequence is TA 51500 or TA

51700. Each course in this sequence requires permission of the instructor.

**TA 55300 Costume Design (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. This course explores the methods used by a costume designer to communicate conceptual ideas. Hand and computerized rendering, pattern making, millinery, wigs and foot wear are examined as appropriate to topic assignments. Prerequisite for all studios in this sequence is TA 51500 or TA 51700. Each course in this sequence requires permission of the instructor.

**TA 55400 Technical Direction (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. This course explores the methods used by technical director to create shop drawings. Hand and computerized scale ground plans and elevations, sectional and standard construction drawings are studied and created for conceptual or practical productions. Prerequisite for all studios in this sequence is TA 51500 or TA 51700. Each course in this sequence requires permission of the instructor.

**TA 55600, 55700, 55800, 55900 Graduate Technique Studio I, II, III, IV (3 credit hours each)** This course offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. Repeatable for credit.

**TA 56500 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 56600 Producer's Apprenticeship (3)** Students participate in booking professional tours and artists, contracts and riders, media publicity, staging, sound and lighting requirements, hospitality services, sound and video recording, and artist management. Developed with Scheidegger Center executive director *on site*.

**TA 57100 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 57200 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 57400 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 57500 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 57900 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 58000 Graduate Workshop in Musical Theatre (3)** This course is an advanced studio art class focusing on various aspects of musical theatre. 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 58600-58699 Special Topics (3)** A course designed to offer a variety of advanced topics in performing arts. May be repeated as topics vary.

**TA 58800 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 58900 Industry Internship (3)** Working as an intern in the professional arena: production, talent assistant, publicity, music and recording, motion picture and television as available. Developed with Scheidegger Center executive director as above, but *off campus*.

**TA 60000 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.

## Teaching English to Speakers of Other Languages (TESOL)

**TESOL 50400 History of the English Language (3)** This course is an introduction to the study of the English language. The phonology, history, and grammar of English are examined in the context of cultural, social, and political history with attention also to current linguistic theory. Not open to students with credit in ENG 40400.

**TESOL 51000 Linguistics and English Language Teaching (3)** This course serves as an introduction to fundamental concepts of linguistic theory, especially as they apply to English language teaching. Areas of focus include phonology, morphology, syntax, and semantics, as well as the applied areas of language variation, acquisition, disorders, and language and culture.

**TESOL 52000 Sociolinguistics (3)** This course is an introduction to language as a social phenomenon. Emphasis will be placed on sociolinguistic topics most relevant to language teaching, including language attitudes; standard and nonstandard language usage; language and identity; language variation; multilingualism; language planning and policy; and language maintenance and loss.

**TESOL 53000 Second Language Acquisition (3)** This course is an introduction to second language acquisition research and theories. The pedagogical implications of such research and theories are explored through a focus on the process of acquisition, the language learner, and the teaching/learning context.

**TESOL 54000 TESOL Methods (3)** This course surveys current theory and practice in planning, implementing and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts.

**TESOL 55000 Assessment in TESOL (3)** This course investigates the current assessment trends in TESOL, including formal and informal assessments of language learners, materials, courses, and programs. Additionally, this course explores current guidelines for language learning services, support, and advocacy, as well as achievement standards.

**TESOL 56000 TESOL Practicum (3)** This practicum is a supervised experience in planning and implementing instruction of linguistically and culturally diverse students under the direction of a TESOL faculty member. Prerequisites: TESOL 53000 and TESOL 54000.

**TESOL 57000-57999 Special Topics in TESOL (3)** This course explores a single TESOL/applied linguistics topic in depth. Topics are announced in advance and may include second language literacy, world Englishes, cross-cultural communication, and oral/written discourses. This course may be repeated as topics vary.

**TESOL 57200 Modern Grammar (3)** This course is an intensive study of the nature and structure of the English language with emphasis on recent developments in linguistic analysis, but with coverage also of traditional grammar. Not open to students with credit in ENG 37200.

**TESOL 58000 Research Methods in TESOL (3)** This course explores current research trends in TESOL, including both quantitative and qualitative designs. Students critically read and write about journal articles, become familiar with library and online resources for research, and design an original TESOL study.

**TESOL 58500 TESOL Capstone (3)** This course examines the history of the TESOL profession and concentrates on the development of a portfolio/thesis demonstrating the student's level of mastery in TESOL. Prerequisite TESOL 58000.

# Faculty

**Abbott, Marilyn S. (1997)**

*Professor of Biology and Associate Provost*  
AB, Indiana University, PhD, Purdue University; Postdoctoral Fellow, Harvard University Biological Laboratories

**Acker, Lawrence E. (2013)**

*Associate Professor of Health Management and Director, LCIE Undergraduate Health Management Degree*  
BA, Saint Louis University; MHA, Washington University; PhD, University of Missouri-St. Louis

**Alameda, Annie (2007)**

*Associate Professor of Health and Fitness Sciences*  
BS, Illinois State University; MS, Saint Louis University; EdD, Lindenwood University

**Aldridge, Amanda (2012)**

*Coordinator of Charter Schools*  
BS, MEd, University of Missouri-Columbia

**Allen, Robert (2008)**

*Associate Professor of Business and Division Chair, School of Business and Entrepreneurship*  
BS, Missouri Valley College; MBA, University of Missouri-Columbia; DBA, Nova Southeastern University

**Alsobrook, Joseph A. (2004)**

*Associate Professor of Music and Dean, School of Fine and Performing Arts*  
BA, Southwestern Oklahoma State University; MA, Education, Lindenwood University

**Ammann, Elizabeth M. (1983)**

*Associate Professor of Accounting*  
BS, Southern Illinois University-Carbondale; MBA, Southern Illinois University-Edwardsville

**Anderson, C. Gregory (2010)**

*Associate Professor of Biology*  
BA, University of Missouri-Columbia; PhD, University of Tennessee

**Andreoff, Marsha (2006)**

*Assistant Professor of Counseling*  
BA, Saint Louis University; MEd, Wayne State University; MA, Washington University; PhD, Saint Louis University

**Arendt, Brian (2012)**

*Assistant Professor of Chinese Studies*  
BA, University of Missouri-St. Louis; MA, SUNY-Stony Brook; PhD, Georgetown University

**Arns, David H. (1999)**

*Associate Professor of Marketing; Chair, Department of Marketing; and Faculty Athletics Representative*  
BS, Southern Illinois University-Carbondale; MS, Southern Illinois University-Edwardsville

**Ayres, Deb (2008)**

*Associate Professor of Educational Leadership and Chair, Department of Educational Leadership*  
BS, Missouri State University; MS, University of Missouri-St. Louis; EdD, University of Missouri-Columbia

**Ayyagari, Rao (1983)**

*Professor of Biology*  
MS, Bombay University; MS, PhD, Loyola University of Chicago; Post-Doctoral, University of California-Davis

**Ball, Andrew (2012)**

*Assistant Professor of Humanities and Director, LCIE Humanities Clusters*  
BA, Purdue University; MA, University of Pennsylvania; PhD, Purdue University

**Balogh, Alexander (2005)**

*Associate Professor of English*  
BA, University of Oregon; MA, Southern Illinois University-Carbondale; MFA, Lindenwood University

**Barnes, Janet L. (2007)**

*Assistant Professor of Teacher Education*  
BS, MEd, University of Missouri-St. Louis

**Beane, Robbie (2010)**

*Assistant Professor of Mathematics*  
BS, MS, University of Missouri-Rolla; PhD, Missouri University of Science and Technology

**Beckerle, John R. (2001)**

*Associate Professor of Nonprofit Administration*  
BA, MBA, MA, Lindenwood University

**Bednarski, April (2008)**

*Assistant Professor of Chemistry*  
BA, University of Iowa; PhD, University of Michigan

**Bennett, Katrina (2008)**

*Assistant Professor of Fashion Design*  
BA, MA, Lindenwood University

**Bice, Cynthia J. Francis (2006)**

*Professor of Education and Dean, School of Education*  
BA, Lindenwood University; MS, Central Missouri State University; EdD, Saint Louis University; Post-Doctoral, Yale University

**Biggerstaff, Randy (1997)**

*Associate Professor of Education, Athletic Trainer, and Chair, Department of Health and Fitness Sciences*  
BS, University of Missouri-Columbia; MS, Lindenwood University; ATC

**Billhymer, Curtis (1991)**

*Professor of Communications*  
BA, University of Utah; MA, PhD, Northwestern University

**Biri, Colleen (2003)**

*Associate Professor of Psychology*  
BA, Southwest Missouri State University; MA, PsyD, Georgia School of Professional Psychology

**Blackburn, William H. (1999)**

*Professor of Teacher Education*  
BS, Murray State University; MEd, University of Missouri-Saint Louis; PhD, Saint Louis University

**Blum, Erica (2008)**

*Assistant Professor of Communications*  
BFA, Ohio University; MA, Lindenwood University

**Blythe, Stephen A. (2009)**

*Associate Professor of Computer Science*  
BS, University of Delaware; MS, PhD, Rensselaer Polytechnic Institute

- Bobo, Luke B. (2007)**  
Associate Professor of Christian Ministry Studies and Chair,  
Department of Christian Ministry Studies  
BS, University of Kansas; MS, University of Missouri-  
Columbia; MDiv, Covenant Theological Seminary; PhD,  
University of Missouri-St. Louis
- Boyd, James W. (2008)**  
Professor of Finance and Chair, Department of Finance  
BA, University of Texas at Austin; MBA, PhD, University of  
Arkansas
- Boyle, Richard A. (1997)**  
Professor of Education, Vice President for Human Resources,  
and Dean of Faculty  
BS, University of Arkansas; MS, Texas A&M University;  
PhD, Saint Louis University
- Brennan, Daniel J. (2007)**  
Assistant Professor of Health and Fitness Science and Athletic  
Trainer  
BS, MA, Western Kentucky University
- Brickler-Ulrich, Kimberly K. (2003)**  
Associate Professor of Accounting  
BS, Truman State University; MBA, Saint Louis University
- Brown, David (2000)**  
Professor of Philosophy and Chair, Department of Philosophy  
BA, Gordon College; MA, University of Houston; PhD,  
University of Toronto
- Brown-Hudson, Heather (2010)**  
Assistant Professor of French and English  
BA, Temple University; MA, Middlebury College; PhD, The  
Graduate Center, City University of New York
- Bruce, Matthew (2012)**  
Assistant Professor of Religion  
BA, Wheaton College; MDiv, Princeton Theological Seminary;  
MTh, University of Edinburgh; PhD, Princeton Seminary
- Buenger, David (2010)**  
Assistant Professor of Accounting  
BS, Truman State University; MBA, Webster University; CPA;  
CMA, CFM
- Burke, Sandra L. (2000)**  
Associate Professor of Art  
BS, Texas Woman's University; MFA, Lindenwood University
- Canale, Ann (1981)**  
Professor of English  
BA, Rosary College; MA, John Carroll University; MA, PhD,  
University of Massachusetts at Amherst
- Carlos, Peter (2004)**  
Associate Professor of Communications and LUTV Station  
Manager  
BA, University of Missouri-St. Louis; MA, Middlebury College
- Carper, Michael (2006)**  
Assistant Professor of Philosophy  
BA, MA, University of Nebraska-Kearney; MTS, Boston  
University
- Cawly, John (2008)**  
Assistant Professor of Biology  
BS, MS, Southern Illinois University-Edwardsville; PhD,  
University of Missouri-Columbia
- Cernik, Joseph A. (1990)**  
Professor of Political Science and Public Administration and  
Chair, Department of Political Science  
BA, Adelphi University; MA, PhD, New York University;  
MBA, Lindenwood University
- Coble, Kyle (2012)**  
Assistant Professor of Marketing; Director, LCIE Marketing  
Clusters; and MSA in Marketing Degree Program  
BS, MIAA, Southwest Missouri State University; PhD, Saint  
Louis University
- Coe, Vanessa (2012)**  
Assistant Professor of Teacher Education  
BS, Missouri Baptist University; MA, Lindenwood University;  
PhD, Saint Louis University
- Colemire, Bonnie (2008)**  
Assistant Professor of English  
BA, Lindenwood University; MA, University of Missouri-St.  
Louis; MFA, Lindenwood University
- Collier, Darren (2003)**  
Assistant Professor of Communications  
BA, MFA, Lindenwood University
- Coker, Stanley, (2008)**  
Associate Professor of Management and Chair, Department of  
Management  
BS, United States Air Force Academy; MA, MBA, DMgt,  
Webster University
- Cooper, Richard Alan (2012)**  
Assistant Professor of Human Resource Management and  
Director, LCIE Undergraduate Human Resource Management  
Degree  
BS/BA, University of Arkansas; JD, Washington University
- Corbin, G. Paul (2004)**  
Associate Professor of Criminal Justice and Chair, Department  
of Military Science  
AAS, Meramec Community College; BS, MA, Lincoln  
University of Missouri; Post-Graduate, Northwestern University
- Crawford, John A. (2009)**  
Assistant Professor of Biology  
BS, University of Illinois; MS, Illinois State University; PhD,  
University of Missouri-Columbia
- Curtis, Ryan (2008)**  
Assistant Professor of Music and Director of Bands  
BS, Missouri State University; MA, University of Missouri-St.  
Louis
- Daly, Michelle (2011)**  
Assistant Professor of International Business  
BS, University of Missouri-Columbia; MBA, PhD, Saint Louis  
University
- Dames, Christina (2012)**  
Assistant Professor of Anthropology  
BA, Truman State University; MA, PhD, University of  
Missouri-Columbia
- Dasovich, Steve J. (2010)**  
Assistant Professor of Anthropology and Archeology and Chair,  
Department of Anthropology and Sociology  
BA, University of South Dakota; MS, Florida State University;  
PhD, University of Missouri-Columbia

**Davis, Kendall (2012)**

*Assistant Professor of Information Technology and Assistant Director, LCIE Information Technology Degree Programs*  
BS, Northern Illinois University; BS, DeVry Institute of Technology; MBA, American InterContinental University;

**Delgado, Ricardo A. (2006)**

*Associate Professor of Chemistry and Dean, School of Sciences*  
BS, Texas A&I University; MS, PhD, University of Missouri-St. Louis

**Dellinger, William E. (2012)**

*Assistant Professor of Accounting and Director, LCIE Accounting Clusters*  
BBA, MBA, Texas A&M University-Commerce; JD, University of Missouri-Columbia

**DeVore, Sherry (2008)**

*Assistant Professor of Educational Leadership*  
BS, MA, EdS, Missouri State University; EdD University of Missouri-Columbia

**Dewan, Florence (2003)**

*Assistant Professor of Fashion Design and Chair, Department of Fashion Design*  
BS, University of Central Oklahoma; MFA, University of North Texas

**Dey, Sajalendu (2004)**

*Professor of Physics and Pre-Engineering*  
BSc, MSc, Dhaka University, Bangladesh; MSc, Brock University, Ontario; PhD, Iowa State University; MSc, University of Missouri-St. Louis; MBA, Lindenwood University

**Douchant, Rachel (2005)**

*Associate Professor of Philosophy*  
BA, Lindenwood University; PhD, Saint Louis University

**Dunn, Gerald (2007)**

*Associate Professor of Mathematics*  
BS, University of New Orleans; PhD, University of Michigan

**Durbin, Nancy (2001)**

*Professor of Foreign Languages and Chair, Department of Foreign Languages*  
BA, University of Missouri-Columbia; MA, PhD, Washington University

**Ellis, Peggy (2012)**

*Associate Professor of Nursing and Dean, School of Nursing and Allied Sciences*  
BSN, Southeast Missouri State University; MSN, University of Central Arkansas; PhD, Southern Illinois University-Carbondale; Post-Doctoral, University of Alabama-Birmingham

**Ellis, Roger (1997)**

*Professor of Business and Dean, School of Business and Entrepreneurship*  
BS, University of Missouri-Rolla; JD, University of Arkansas

**Engleking, Charlene (1995)**

*Professor of Humanities and Director, LCIE Communications Clusters*  
BA, Southwestern College; MEd, University of Missouri-Columbia; MFA, Lindenwood University

**Evans, James D. (1974)**

*President and Professor of Psychology*  
BS, Geneva College; MS, PhD, Iowa State University

**Ezvan, Mira (1984)**

*Professor of Management and Management Information Systems and Chair, Department of Management Information Systems*  
MS, Technical University of Wroclaw, Poland; PhD, Southern Illinois University

**Fadler, Cynthia (2012)**

*Assistant Professor of Psychology*  
BS, Truman State University; MA, PhD, Washington University

**Falk, Jill (2006)**

*Associate Professor of Communications and Chair, Department of Journalism*  
BA, Eastern Illinois University; MA, University of Illinois

**Firestine, Jennifer (2003)**

*Associate Professor of Chemistry and Chair, Department of Chemistry*  
BS, Eastern Oregon State College; PhD, Arizona State University

**Ford, Yvonnda L. (2012)**

*Assistant Professor of Health Management and Director, LCIE Gerontology and Graduate Health Management Degree Programs*  
BS, MS, JD, Saint Louis University

**Fournier, Rift (2007)**

*Artist in Residence, Communications*  
BS, Creighton University

**Freeman, Janis (2007)**

*Associate Professor of Teacher Education*  
BS, MA, EdD, University of Missouri-Columbia

**Gibbs, Yvonne (2008)**

*Assistant Professor of Library Media*  
BSE, Southeast Missouri State University; MA, EdD, Lindenwood University

**Gietschier, Steven P. (2009)**

*University Curator and Assistant Professor of History*  
BSFS, Georgetown University; MA, PhD, The Ohio State University

**Gismegian, Mary (2001)**

*Assistant Professor of Education*  
BS, Southern Illinois University; MA, Lindenwood University

**Glover, Kyle S. (1998)**

*Professor of English and Chair, Department of English*  
BA, Oklahoma Baptist University; MA, Baylor University; PhD, University of Missouri-Columbia

**Godar, Tom (2003)**

*Associate Professor of Health and Fitness Sciences and Athletic Trainer*  
BS, Southern Illinois University-Carbondale; MS, Lindenwood University

**Golik, Wojciech L. (2001)**

*Professor of Mathematics and Chair, Department of Mathematics*  
BS, MS Poznan University of Technology, Poznan, Poland; MS, PhD, New Mexico State University

**Gorzynski, Richard (2001)**

*Assistant Professor of Health and Fitness Science*  
BS, MA, Truman State University

**Green, Christina Marie (1999)**

*Associate Professor of English*  
BA, Regis University; MAT, Webster University; MA, University of Missouri-St. Louis

**Griffin, Peter H. (1989)**

*Professor of History*

BA, MA, PhD, University of California-Santa Barbara

**Grooms, Pamela (2007)**

*Assistant Professor of Music and Chair, Department of Music*

BA, Central Missouri State University; MA, University of Missouri-St. Louis

**Guffey, Ryan (2003)**

*Assistant Professor of International Relations; Chair, Department of Chinese Studies; Chair, Department of International Relations; and Assistant Vice President for Student Development*

BS, MBA, Lindenwood University; MA, The Queen's University of Belfast; PhD Saint Louis University, Post Doctoral Work: Fulbright Fellow at Chulalongkorn University, Thailand

**Hammond, Kay A. (1998)**

*Assistant Professor of Communications*

BA, MBA, Lindenwood University

**Hargate, Jon Grant (1992)**

*Professor of Art*

AA, Meramec Community College; BFA, Southern Illinois University-Edwardsville; MFA, University of Cincinnati

**Hauck, John (2004)**

*Associate Professor of Physics*

BS, Parks College of Saint Louis University; MS, Georgia Institute of Technology; PhD, University of Missouri-Columbia

**Heidenreich Jr., Donald (2000)**

*Professor of History*

BA, San Francisco State University; MA, University of Arizona; PhD, The University of Missouri

**Heinle, Jeff (2011)**

*Associate Professor of Communications and Director, LCIE Communications Degree Programs*

BA, University of Wisconsin; MA, City University of New York; PhD, University of Wisconsin

**Henderson Lee, Sarah (2010)**

*Assistant Professor of TESOL*

BA, University of Arkansas; MA, Missouri State University; PhD, Indiana University of Pennsylvania

**Hendrix, Evelyn K. (2007)**

*Assistant Professor of Human Resource Management*

BS, University of Wisconsin-Milwaukee; MBA, Lindenwood University; MA, PsyD, George Mason University

**Henschke, John (2009)**

*Associate Professor of Educational Leadership*

BA, Bob Jones University; MDiv, Northern Baptist Theological Seminary; ThM, Northern Baptist Theological Seminary; EdD, Boston University

**Herrell, Katherine (2012)**

*Assistant Professor of Music*

BA, Truman State University; MBA, Maryville University; MA, Lindenwood University

**Heyn, Hollis Carolyn (1996)**

*Associate Professor of English*

BA, Lindenwood University; MA, Southern Illinois University

**Hickenlooper, George L. (1992)**

*Professor of English*

BS, Georgetown University; MA, Washington University; DFA, Yale University

**Holden, Angela D. (2009)**

*Assistant Professor of Management and Division Director, LCIE Business Administration Degree Programs*

BA, National-Louis University; MBA, Lindenwood University; DMgt, Webster University

**Hopkins, Debbie L. (2005)**

*Professor of Earth Science and Mathematics*

BS, MS, University of Utah; PhD, Virginia Tech

**Horstmeier, James (1996)**

*Assistant Professor of Education and Director, LCIE Cross Cultural and Social Science Clusters*

BS, University of Missouri; MS, Lindenwood University

**Hudgins, Molly (2003)**

*Associate Professor of Sport Management and Chair, Department of Sport Management*

SIU-Carbondale; MS, Florida State University; JD, University of Tennessee College of Law

**Hurst, Spencer (1999)**

*Associate Professor of English*

BA, Westminster College; MBA, Southern Illinois University-Edwardsville; MFA, University of Missouri-St. Louis

**Hutson Jr., James Lee (2010)**

*Assistant Professor of Art History*

BA, MA, Southern Methodist University; PhD, University of Maryland

**Ibele, Michael E. (2011)**

*Assistant Professor of Chemistry*

BS, University of North Carolina; PhD, Pennsylvania State University

**Isenberg, Susan (2008)**

*Associate Professor of Educational Leadership*

BS, MEd, PhD, University of Missouri-St. Louis

**Jia, Darla (2010)**

*Assistant Professor of Chemistry*

BS, North Dakota State University; PhD, University of California-Irvine

**Johnson, Debra L. (2003)**

*Associate Professor of Social Work and Chair, Department of Social Work*

BSW, Southeast Missouri State University; MSW, Washington University

**Johnson, Emilie Wright (1999)**

*Professor of Teacher Education*

BS, MS, Missouri State University; PhD, Saint Louis University

**Johnson, Kenneth (1996)**

*Professor of Education and Chair, Department of Education*

BS, Central Missouri State University; MEd, University of Missouri-Columbia; EdD, Southern Illinois University-Edwardsville

**Johnston, Christopher (2006)**

*Associate Professor of Mathematics*

BS, University of Missouri-Columbia, MA, Michigan State University, PhD, Northeastern University

**Johnston, Gail (2003)**

*Professor of Biology*

BS, MS, Mississippi State University; PhD, Southern Illinois University-Carbondale



**Jones, Emily (2010)**

*Assistant Professor of Theatre and Chair, Department of Theatre and Performing Arts*  
BFA, Midwestern State University; MFA, University of Arkansas

**Kaminski, Virginia (1996)**

*Professor of Teacher Education*  
BA, Webster University; MA, PhD, Saint Louis University

**Kamm, Judy K. (1996)**

*Associate Professor of Economics*  
BS, MA, University of Missouri-St. Louis

**Kania-Gosche, Beth (2009)**

*Associate Professor of Educational Leadership*  
BS, Southeast Missouri State University; MEd, University of Missouri-Columbia; PhD, Saint Louis University

**Karraker, Holly Beth (2007)**

*Assistant Professor of Counseling*  
BA, MA, PhD, Saint Louis University

**Kelly, Nicholas (2009)**

*Assistant Professor of Theatre*  
MA, MFA Lindenwood University

**Kemper, Daniel W. (1989)**

*Associate Professor of Management and Dean, Accelerated Degree Programs (LCIE)*  
BS, MBA, Lindenwood University; Diploma-Funeral Service, Worsham College of Mortuary Science

**Kerksiek, Jo Ellen (1997)**

*Professor of History*  
BS, MA, Northwest Missouri State University; PhD, University of Kansas

**Kiel, Deborah (2013)**

*Associate Professor of Nursing*  
BSN, MSN, PhD, Saint Louis University

**Klar, Dana (2008)**

*Associate Professor of Social Work*  
BA, Louisiana State University; MSW, JD, Washington University

**Knotts, David (2005)**

*Professor, American Studies and Dean, School of American Studies and the Daniel Boone Home and Heritage Center*  
BS, Brigham Young University; MSF, Ph.D, Stephen F. Austin State University

**Kottmeyer, Rita (1990)**

*Professor of Mathematics and Director, LCIE Information Technology Degree Programs and Math and Science Clusters*  
BS, MA, PhD, Saint Louis University

**Kuhlemann, Alma (2012)**

*Assistant Professor of Spanish*  
Diploma, Instituto Nacional de Docencia General Artigas, Montevideo (National College of Education); MA, PhD, The Ohio State University

**Leavitt, Lynda (2009)**

*Associate Professor of Educational Leadership*  
BS, Central Missouri State University; BS, University of Missouri; MEd, National Louis University; EdD, Saint Louis University

**Leitsch, Patricia C. (2010)**

*Assistant Professor of Teacher Education, Field Placement Coordinator, and Assistant Dean, Department of Teacher Education*  
BS, MA, EdD, Lindenwood University

**Lerman, Mark D. (2008)**

*Assistant Professor of Human Resource Management and Director, LCIE Graduate Human Resource Management Degree Program*  
B., University of Missouri-Columbia; MA, Southern Illinois University-Edwardsville; PhD, Illinois Institute of Technology

**Lively, Jason Dude (2007)**

*Professor of Communications and Chair, Department of Interactive Multimedia and Web Design*  
BS, Howard Payne University; MBA, Tarleton State University; PhD, Nova Southeastern University

**Long, John (2012)**

*Assistant Professor of Teacher Education*  
BA, Columbia College; MEd, University of Missouri-Columbia; EdS, Central Missouri State University; PhD, Georgia State University

**Loughlin, John (2010)**

*Associate Professor of Finance; Division Chair, School of Business and Entrepreneurship; and Chair, Department of International Business*  
BS, BA, University of Missouri-St. Louis; MBA, PhD, Saint Louis University

**Lovell, Joseph J. (2008)**

*Assistant Professor and Chair, Department of Recreation Administration*  
BA, Southern Virginia University; MS, University of Idaho

**McKinney, Brandon (2012)**

*Assistant Professor of Communications*  
BA, MFA, Lindenwood University

**McMacken, W. Travis (2011)**

*Assistant Professor of Religion*  
BA, Wheaton College; MDiv, PhD, Princeton Theological Seminary

**Mack, Jennifer (2010)**

*Assistant Professor of Accounting and Chair, Department of Accounting*  
BS, MGE, University of Central Oklahoma; PhD, Walden University

**Magnusen, Christy L. (2010)**

*Assistant Professor of Teacher Education*  
BS, MS, MSEd, SIU-Edwardville; Ph.D, Saint Louis University

**Marhanka, Darren (2004)**

*Associate Professor of Criminal Justice*  
AAS, Florissant Valley Community College; BA, MBA, Lindenwood University

**Marsh, Meredith (2009)**

*Assistant Professor of Geography*  
BA, Calvin College; MA, PhD, University of California at Santa Barbara

**Marzano, Michael P. (2009)**

*Assistant Professor of Management and Division Chair, School of Business and Entrepreneurship*  
BS, Southern Illinois University-Edwardsville; MBA, Saint Louis University; MIM, Washington University; DMgt, Webster University; CPIM, CSCP

**Mason, Michael M. (1991)**

*Professor of Religion and Chair, Department of Religion*  
BS, Iowa State University; MA, Loras College; MDiv, University of Dubuque Theological Seminary; DMin, San Francisco Theological Seminary

- Mathea, Michael (2010)**  
*Assistant Professor of Economics*  
BS, St. Norbert College; MA, University of Houston
- Mead, Mary Elizabeth (2004)**  
*Associate Professor of Humanities and Director, LCIE M.F.A. in Writing Degree Program*  
BA, MFA, University of Missouri-St. Louis
- Menninga, Nadine L. (2007)**  
*Assistant Professor of Mathematics*  
BA, North Central College; AM, PhD, University of Illinois
- Miller, Lawrence K. (2011)**  
*Associate Professor of Computer Science*  
BA, University of Texas-Austin; MS, Southwest Texas State University; PhD, University of Houston
- Morris, Edward L. (2002)**  
*Professor of Finance and Director, MBA Program*  
BA, Washington University; MBA, University of Pennsylvania; PhD, Saint Louis University
- Mueller, Carla (1998)**  
*Associate Professor of Social Work and Dean, School of Human Services*  
BS, Southern Illinois University-Carbondale; MSW, University of Illinois-Champaign-Urbana; EdD, Lindenwood University
- Munro, Janice (2006)**  
*Assistant Professor of Counseling and Assistant Dean, Department of Counseling*  
BA, MEd, Ed.D, University of Missouri-St. Louis
- Nack, Donna (2004)**  
*Assistant Professor of Teacher Education*  
BA, Harris-Stowe; MA, EdS, Truman State University; EdD, Lindenwood University
- Nagel, Shawn (2004)**  
*Assistant Professor of Health and Fitness Sciences*  
BS, Fort Hays State University; MEd, University of Kansas
- Najjar, Annette Juliana (2001)**  
*Professor of Economics*  
BS, University of West Indies; BEd, University of Toronto; MBA, Millsaps College; PhD, Kennedy-Western University
- Nicolai, Deborah (1993)**  
*Associate Professor of Communications*  
BA, MA, Lindenwood University
- Nohara-LeClair, Michiko (2002)**  
*Professor of Psychology*  
BS, University of Toronto; MASc, University of Waterloo; PhD, University of Connecticut; Postdoctoral Fellow, Concordia University (Montreal); Postdoctoral Fellow, University of Kansas
- Northcott, Donna (2007)**  
*Assistant Professor of Theatre*  
BA, Saint Louis University, MA, Northwestern University
- Noonan, Sarah (2011)**  
*Assistant Professor of English*  
BA, Northwestern University; MA, PhD, Washington University
- Nunez-Betelu, Maite (2008)**  
*Associate Professor of Humanities*  
BA, University of Basque Country, Spain; MA, West Virginia University; PhD, University of Missouri-Columbia
- O'Banion, Patrick John (2010)**  
*Assistant Professor of History*  
BA, University of California at San Diego; MA Northwestern University; MA, Westminster Seminary in California, PhD, Saint Louis University
- Oldani, John (2007)**  
*Associate Professor of Education and Vice President for Student Development*  
BA, MEd, Southern Illinois University-Carbondale; MEd, EdD, University of Missouri-St. Louis
- Onyia, Okey Peter (2009)**  
*Associate Professor of Marketing*  
BA, University of Calabar; MBA, University of Lagos; MPhil, OAU Ile-Ife; PhD, Strathclyde University, Glasgow
- Overall, Gene (2006)**  
*Associate Professor of Criminal Justice*  
BA, Arkansas State University; MA, Webster University; JD, Saint Louis University
- Panagos, Rebecca Jean (1996)**  
*Professor of Teacher Education and Chair, Department of Teacher Education*  
BA, MA, Louisiana Tech University; PhD, University of Missouri-Columbia
- Patterson, Marilyn Miller (1992)**  
*Professor of Psychology*  
BA, Florida State University; MS, EdD, Memphis State University
- Pas, Justine (2010)**  
*Assistant Professor of English*  
BA, MA, California State University-Fullerton; PhD, University of Michigan
- Patterson-Mills, Sarah (2010)**  
*Assistant Professor of Counseling*  
BS, University of Missouri-Columbia; MA, PhD, Saint Louis University
- Patzius, Billi J. (2007)**  
*Associate Professor of Criminal Justice*  
BA, MA, University of Missouri-St. Louis; PhD, Saint Louis University
- Pennington, Heather (2010)**  
*Assistant Professor of Education*  
B.A, Samford University; MA, University of Alabama
- Perantoni, Edward (1994)**  
*Professor of Earth Sciences and Chair, Department of Earth Sciences*  
BS, University of Nebraska; BS, Maryville College; MA, California State University; Graduate Certificate in Meteorology, University of Oklahoma; Ed.D, Lindenwood University
- Pettit, Thomas (2006)**  
*Assistant Professor of Communications*  
BA, MA, University of Kansas
- Plate, Daniel (2004)**  
*Assistant Professor of English*  
BA, Taylor University; MFA, University of Arkansas; MA, Washington University; PhD, Washington University
- Poertner, Tim (2008)**  
*Associate Professor of Theatre*  
BA, The University of Missouri-Columbia, MFA, University of Texas-Austin

**Polzin, Elizabeth (2007)**

*Program Coordinator, Department of Counseling, Instructor of Education and Counseling*  
BA, Hannibal-Lagrange College; MA, Lindenwood University

**Porter, Renee (2007)**

*Associate Professor of Management and Associate Dean, School of Business and Entrepreneurship*  
BS, University of Southern Mississippi; MBA, Southern Illinois University-Edwardsville; PhD, Saint Louis University

**Qualls, Melissa (2002)**

*Assistant Professor of English*  
BA, MA, Truman State University

**Quiggins, Larry (2002)**

*Associate Professor of Theatre*  
BA, MFA, Lindenwood University

**Rankins, Michael (2008)**

*Assistant Professor of Counseling*  
BPsy, MEd, PhD, University of Missouri-St. Louis

**Reighard, Richard (1987)**

*Associate Professor of Communications and KCLC Operations Director*  
BA, MA, Lindenwood University

**RinconGallardo, Toni J. (1984)**

*Associate Professor of Psychology and Chair, Department of Psychology*  
BA, MA, Lindenwood University; PhD, Capella University

**Rodermund, Robert (2010)**

*Assistant Professor of Finance*  
BSBA, Washington University; MSC.E, University of Missouri-Columbia

**Romero-Ghiretti, Gabriela (2012)**

*Assistant Professor of Spanish*  
BA, Universidad Nacional de Cuyo, Mendoza, Argentina; MA, PhD, Washington University

**Rosenwasser, David (2011)**

*Associate Professor of Marketing and Sport Management and Director, Duree Center for Entrepreneurship*  
BA, University of Maryland; MBA, University of Wisconsin; JD, Texas Southern University

**Royal, Angela (2012)**

*Director, Student Life and Leadership*  
BS, Southern Illinois University-Carbondale

**St. Clair, Terry L. (2004)**

*Assistant Professor of Criminal Justice and Director, LCIE Undergraduate Criminal Justice Degree Program*  
AS, Drury College; BS, Tarkio College; MS, Lindenwood University

**Sakahara, Suzanne A. (1978)**

*Associate Professor of Art*  
BS, Fontbonne College; MA, Saint Louis University; MA, Washington University

**Saporoschenko, Andrew (2012)**

*Assistant Professor of Finance and Director, LCIE Finance Clusters*  
BS, University of Illinois; MBA, University of Michigan; PhD, University of South Carolina

**Schaefer, Patricia (2009)**

*Assistant Professor of Human Resource Management*  
BGS, University of Missouri-St. Louis; JD, Saint Louis University

**Schneider, Nancy (1999)**

*Associate Professor of Teacher Education*  
BS, MS, EdS, Southwest Missouri State University; EdD, University of Missouri-Columbia

**Scholle, Benjamin A. (2002)**

*Professor of Communications and Chair, Department of Cinema and Television*  
BA, Washington University; MFA, American University

**Schroeder, Cynthia A. (2010)**

*Associate Professor of Health and Fitness Sciences*  
BS, Southern Illinois University-Carbondale; MS, Northeastern Illinois University-Chicago; PhD, University of Kansas-Lawrence

**Schnellmann, Ana (1995)**

*Professor of English*  
BA, The College of St. Benedict; Graduate Certificate, MA, Ohio University; PhD, Saint Louis University

**Scribner, Christopher (2000)**

*Professor of Psychology*  
BA, Earlham College; PhD, University of Tennessee

**Sharp, Chryssa (2008)**

*Associate Professor of International Business*  
BS, University of Illinois at Champaign-Urbana; MBA, Thunderbird School of Global Management; PhD, University of Calgary, Alberta, Canada

**Sherblom, Stephen (2008)**

*Associate Professor of Educational Leadership*  
BA, University of Massachusetts; EdM, EdD, Harvard University; Postdoctoral Fellow, Washington University

**Shostak, Grant J. (2012)**

*Assistant Professor of Criminal Justice and Director, LCIE Graduate Criminal Justice and Fire Science Degree Programs*  
BGS, JD, University of Missouri

**Singer, Robert A. (2009)**

*Associate Professor of Accounting*  
BS, MBA, PhD, Saint Louis University; CPA

**Smith, Andrew (2011)**

*Assistant Professor of Communications*  
BA, MA, Webster University

**Smith, Jeffrey (1996)**

*Professor of History and Chair, Department of History and Geography*  
BA, Mount Union College; MFA, Syracuse University; PhD, University of Akron

**Smith, Kris Runberg (2002)**

*Professor of History*  
BA, University of Idaho; MA, Washington State University; PhD, Saint Louis University

**Stanley, Jacob (2012)**

*Assistant Professor of Art*  
BA, DePauw University; MFA, The University of Tennessee

**Stein, Michael Carl (1992)**

*Professor of Sociology*  
BA, MA, Southern Illinois University; PhD, University of Nebraska-Lincoln

**Stewart, Terrance A. (2007)**

*Assistant Professor of Educational Leadership and Assistant Dean, Department of Educational Leadership*  
BS, University of Missouri-Columbia; MS, Central Missouri State University; Ed., University of Missouri-Columbia; EdD, University of Missouri-Columbia

**Stocker, Gary (2012)**

*Assistant Professor of Management and Director, LCIE Management Clusters and MSA in Management Degree Program*

BS, Eastern Illinois University; MA, Webster University; DMgt, Webster University

**Strzelec, Janet (2005)**

*Associate Professor of Dance and Chair, Department of Dance*  
BS, Southern Illinois University-Edwardsville; MFA, Lindenwood University

**Talbott, F. Robert (2007)**

*Assistant Professor of Management Information Systems*  
BS, Southern Illinois University-Edwardsville; MBA, Lindenwood University

**Taylor, Jennifer (2012)**

*Associate Professor of Nursing*  
BSN, Saint Louis University; MSN, PhD, University of Missouri-St. Louis

**Tessmer, Kathryn (2012)**

*Assistant Professor of Health and Fitness Sciences*  
BA, Blackburn College; MEd, Southern Illinois University-Carbondale; PhD, University of Pittsburgh

**Thies, Jeanie (2007)**

*Associate Professor of Criminal Justice and Dean of Institutional Research*  
BA, University of Missouri-Columbia; MA, PhD, University of Missouri-St. Louis

**Thomason, Andrew (2004)**

*Associate Professor of English and Chair, Department of American Studies*  
BA, Lindenwood University; MA, MLA, Washington University

**Thouvenot, Frank (2005)**

*Associate Professor of Teacher Education*  
BSE, MEd, University of Missouri-St. Louis; PhD, Saint Louis University

**Towers, Donna (2001)**

*Assistant Professor of Education*  
BS, Lindenwood University; MA, EdS, Northeast Missouri State University; EdD, California Coast University

**Townsend, Maryann (1995)**

*Associate Professor of Management and Management Information Systems*  
BA, MS, MBA, EdD, Lindenwood University

**Trawick, Chajuana (2012)**

*Assistant Professor of Fashion Design*  
BS, MBA, MFACS, Fontbonne University; PhD, University of Missouri-Columbia

**Troy, John (2002)**

*Associate Professor of Art and Chair, Department of Art*  
BFA, Washington University; MFA, Temple University

**Turner, Julie (2007)**

*Associate Professor of Nonprofit Administration and Chair, Department of Nonprofit Administration*  
BA, Hope College; MA, Michigan State University; PhD, University of Missouri-St. Louis

**Vahle, William B. (2004)**

*Associate Professor of Management and Tennis Coach*  
BS, Purdue University; MBA, University of Michigan

**Van der Graaf, Vanessa (2008)**

*Associate Professor of Teacher Education*  
BS, University of Missouri-St. Louis; MEd, EdS, EdD, Lindenwood University

**Van Dyke, C. Renee (2001)**

*Associate Professor of Mathematics and Computer Science and Chair, Department of Computer Science*  
BS, Towson State University; MS, Midwestern State University

**Vazis, Dean (2006)**

*Assistant Professor of Educational Leadership and Chair, Department of Educational Leadership*  
BS, Southwest Missouri State University; MA, Truman State University; EdS, EdD, University of Missouri-Columbia

**Voss, Edward (2006)**

*Assistant Professor of Communications and LUTV Operations Manager*  
BA, University of Missouri; MA, Webster University

**Wall, Howard (2011)**

*Associate Professor of Economics, Director of the Institute for the Study of Economics and the Environment, and Chair, Department of Economics*  
BA, State University of New York at Binghamton; MA, PhD, State University of New York at Buffalo

**Wall, Mike (2001)**

*Associate Professor of Communications, Program Manager of Mass Communications, Dean, School of Communications, and KCLC Radio General Manager*  
BA, MA, Lindenwood University

**Walsh, Donnell (1991)**

*Professor of Theatre*  
BA, University of San Francisco; MFA, Stanford University

**Walker, P.D. (2012)**

*Associate Professor of Nonprofit Administration*  
BA, MBA, Hampton University; JD, Regent University

**Walton, C. Dale (2012)**

*Professor of Political Science and International Relations*  
BA, University of New Mexico; MS, Missouri State University; PhD, University of Hull, United Kingdom

**Wang, David (2010)**

*Assistant Professor of Communications*  
BF.A, Drake University; MFA, Louisiana Tech University

**Weir, Graham (2009)**

*Associate Professor of Educational Leadership and Chair, Department of Educational Leadership*  
BA, Principia College, MA, Truman State University, EdS, PhD, Saint Louis University

**Weitzel, Jann Rudd (1995)**

*Professor of Education and Vice President for Academic Affairs and Provost*  
BA, MA, University of Northern Iowa; PhD, University of Iowa

**Welsh, Chad T. (2010)**

*Assistant Professor of Biology*  
BS, MS, Middle Tennessee State University; PhD, University of Louisville

**Whaley, Michael J. (2002)**

*Professor of History and Dean, School of Humanities*  
BA, The University of Missouri-Columbia; MA, University of Missouri-St. Louis; PhD, Southern Illinois University-Carbondale

**Willbrand, Kimberly (2010)**

*Assistant Professor of Accounting*

BSBA, University of Missouri-St. Louis; MBA, Lindenwood University; CPA

**Williams, William Shane (2005)**

*Assistant Professor of Music*

BS, Austin Peay State University; MM, St. Louis Conservatory of Music; MM, University of Missouri-Columbia

**Williamson, Shane Y. (2007)**

*Associate Professor of Education and Dean of First-Year Programs*

BS, BA, MS, Shippensburg University; EdD, Rutgers University

**Winslow, Kevin D. (2011)**

*Assistant Professor of Teacher Education*

BA, Biola University, MEd, George Mason University, PhD, George Mason University

**Wintz, Nicholas J. (2011)**

*Assistant Professor of Mathematics*

BS, MA, Marshall University; PhD, Missouri University of Science and Technology

**Wisdom, Sherrie (2009)**

*Associate Professor of Education*

BSE, Truman State University; MEd, University of Missouri-Columbia; MA, University of Missouri-St. Louis; EdS, Webster University; EdD, Lindenwood University

**Witherspoon, Pernell (2005)**

*Associate Professor of Criminal Justice and Chair, Department of Criminal Justice*

BS, MS, PhD, University of Missouri-St. Louis

**Wright, Paul (2007)**

*Assistant Professor of Health and Fitness Sciences*

BS, MS, Clemson University; PhD, University of Utah

**Young, Delaine C. (2001)**

*Associate Professor of Health and Fitness Sciences and Athletic Trainer*

BA, Lakeland College; MEd, Southern Illinois University-Edwardsville

**Zweier, Tricia (2011)**

*Assistant Professor of Dance*

BS, Richard Stockton College of New Jersey; MS, MFA, University of North Carolina-Greensboro

# Professional Staff

**Ahne, Kelly (1993)**

*Accounting Assistant*

BA, University of Missouri-Columbia; MBA, Lindenwood University

**Baber, Donna (2012)**

*Director of Planned Giving*

BA, Hendrix College; JD, Tulane University

**Barger, Brett (2005)**

*Dean of Evening Admissions and Extension Campuses*

BA, MBA, Lindenwood University

**Baum, Jane (2009)**

*Director of Athletics Development*

BA, Lindenwood University

**Beard, Julie (2005)**

*Assistant Professor of Communications and Executive Editorial Director*

BFA, Stephens College; MSJ, Northwestern University

**Beckemeier, Lara (2009)**

*Admissions/Financial Aid Counselor*

BA, MBA, Lindenwood University

**Beuster, Nathan (2011)**

*Assistant Baseball Coach*

BA, Culver Stockton College; MA, Lindenwood University

**Bezemes, Peter (2008)**

*Executive Director of the J. Scheidegger Center for the Arts*

BA, Lindenwood University; MS, Boston University

**Bhatnagar, Rita (2007)**

*Systems Analyst*

BS, MBA, University of Udaipur

**Biggerstaff, Amanda (2005)**

*Systems Analyst*

BS, MBA, Lindenwood University

**Bode, Lori (2006)**

*Director of Financial Aid*

BA, Lindenwood University

**Bortle, Austin (2011)**

*Assistant Football Coach*

BA, MA, Lindenwood University

**Brown, Linda (2006)**

*Assistant Professor of Education and Southwest Missouri Student Advisor*

BA, Southwest Baptist University; MEd, Drury University

**Castillo, Crystal (2010)**

*Admissions/Financial Aid Counselor and NCAA Liaison*

BA, MBA, Lindenwood University

**Clancy, Lauren (2011)**

*Prospect Researcher*

BA, Saint Louis University, MA, Lindenwood University

**Cole, Randal (2012)**

*Cross Country Coach*

BS, California Polytechnic State University; MA, Kansas State University

**Connor, Jared (2011)**

*Student Support and Disability Coordinator*

BS, Southern Illinois University-Carbondale

**Consiglio, Diane (2011)**

*Admissions/Financial Aid Counselor*

BA, MBA, Lindenwood University

**Cornwell, Nichole (2012)**

*Associate Director of Student Life and Leadership*

BS, Fontbonne University; MS, University of Central Missouri

**Creer, John (1991)**

*Dean of Intercollegiate Athletics*

BA, Western Michigan University; MEd, Troy State University

**Cribbin, Jack (2007)**

*Women's Lacrosse Coach and Athletics Marketing Director*

BA, MA, Lindenwood University

**Curic, Nenad (2008)**

*Financial Aid Counselor*

BA, MBA, Lindenwood University

**Cusumano, Cary (2011)**

*Assistant Volleyball Coach*

BA, Harris Stowe State University; MA, Lindenwood University

**Dickherber, David (1998)**

*Instructor of Management and Spirit Shoppe Manager*

BA, Southern Illinois University-Carbondale; MBA, Lindenwood University

**Dorlac, Michael Anthony (2006)**

*Instructor of Education and Reference Librarian*

BA, Webster University; MA, University of Missouri-Columbia

**Duggan, Christopher (2006)**

*Instructor of Communications and Public Relations Coordinator*

BA, University of Missouri-St. Louis; MA, Lindenwood University

**Edele, Susan (2007)**

*Assistant Professor of Humanities and Writing Center Coordinator*

BSE, Truman State University; MA, University of Missouri-St. Louis

**Edwards, George (2006)**

*Assistant Professor of Education and North County Coordinator*

BS, University of Arkansas-Pine Bluff; MA, Truman State University; EdD, Lindenwood University

**Elam, Mike (2008)**

*Director of Student Life Sports*

BA, Lindenwood University

**Fasiska, Carrie (2012)**

*Campus Director, St. Charles*

BFA, University of Missouri-St. Louis; MA, Lindenwood University

**Feely, John (1996)**

*Assistant Professor of Humanities and Associate Dean of Graduate Education Initiatives*

BA, Lindenwood University; MEd, University of Missouri-St. Louis

**Ferrario, Victoria K. (2010)**

*Lab Coordinator, Biology and Chemistry*

BA, Eastern Illinois University; MS, University of Missouri-St. Louis

**Finnegan, Barry (2002)**

*Instructor of Management and Dean of Academic Services*  
BA, MBA, Lindenwood University

**Gahr, Samantha (2011)**

*Facilities Coordinator*  
BA, MBA, Lindenwood University

**Geiser, Jackie (2005)**

*Associate Director of Day Admissions Transfer and Articulation Services*  
BA, University of Missouri-Columbia

**Girdwood, Anna (2010)**

*Assistant Director of Compliance*  
BA, Montclair State University; MA, California State-Dominguez Hills

**Gleason, Suzanne (2006)**

*Technical Services Librarian*  
BA, University of Nebraska-Lincoln; MA, University of Missouri-Columbia

**Goforth, Brandi (2006)**

*Assistant Director of Career Development*  
BA, MA, Lindenwood University

**Grosso, Tina (2010)**

*Adjunct Professor of Gerontology and Executive Office Assistant*  
BS, MA, Lindenwood University

**Haghighi, Shawn (2001)**

*Associate Professor of Mathematics and Computer Science and Chief Information Officer*  
BS, University of Tennessee; MS, Fontbonne University; MSA Lindenwood University

**Hajiyev, Emin (2007)**

*Director of International Student Center*  
BS, Azerbaijan State Oil Academy, MBA, Lindenwood University

**Hannar, Christine (2007)**

*Registrar*  
BA, MBA, Lindenwood University

**Harris, Jeff C. (2009)**

*Associate Director of International Student Center*  
BA, MBA, Lindenwood University

**Hart, Cathy (2003)**

*Director of Student Success*  
BS, University of Missouri-Columbia; MS, Lindenwood University

**Hess, Amy (2005)**

*Account Representative*  
BA, MBA, Lindenwood University

**Hester, Angela (2007)**

*Director of Evening and Graduate Admissions*  
BS, Southeast Missouri State University; MBA, Lindenwood University

**Hollander, Terry (2010)**

*Assistant Men's Basketball Coach and Student Teaching Supervisor*  
BA, MA, Truman State University

**Hubenschmidt, Carl (2000)**

*Instructor of Education and Reference Librarian*  
BS, University of Missouri-Rolla; MA, University of Missouri-St. Louis

**Huffman, Paul (2007)**

*University Archivist and Reference Librarian*  
BA, Lindenwood University; MA, University of Missouri-Columbia

**Huss, Francis C. (1996)**

*Associate Professor of Education and Graduate Education Consultant*  
AB, MEd, University of Missouri; PhD, Saint Louis University

**Hutter, Carl (1993)**

*Men's Soccer Coach and Assistant Athletic Director for Facilities/Event Management*  
BA, Missouri Valley College; MS, Lindenwood University

**Ingram, Daniel (2005)**

*Instructor of Mathematics and Director of Mathematics Placement and Refresher Programs*  
BS, MBA, Lindenwood University

**Jackson, Chanda (1995)**

*Associate Athletics Director for Internal Affairs and Senior Woman Administrator*  
BS, Washington University; MBA, Lindenwood University

**Johnson, Sarah (2011)**

*Field Hockey Coach*  
BS, MBA, Missouri State University

**Johnson, Sheri Beth (2005)**

*Controller*  
BSBA, MBA, University of Missouri-St. Louis; CPA

**Jones, Jose (2008)**

*Accountant*  
BA, MBA, Lindenwood University

**Jump, James (2003)**

*Center Director- North County*  
BBA, Western Michigan University; MBA, Lindenwood University

**Kaminski, Laurie (2004)**

*Women's Soccer Coach, Assistant Softball Coach*  
BA, Saint Louis University; MA, Lindenwood University

**Kandel, David (1990)**

*Chief Financial Officer, CPA*  
BSBA, Farleigh Dickinson University

**Kapeller, Terry (1993)**

*Instructor of Management and Chief Business Officer*  
BA, Tarkio College; MBA, Lindenwood University

**Karleskint, Matt (2013)**

*Assistant Football Coach*  
BA, Kansas Wesleyan; MS, Northwest Missouri State University; MEd, Iowa State University

**Kells, Katie (2010)**

*Assistant Women's Hockey Coach*  
BA, MA, Lindenwood University

**King, Elizabeth (2011)**

*Director of Alumni Relations*  
BA, MA, Lindenwood University

**Kircher, Kathleen (2012)**

*Admissions and Financial Aid Counselor*  
BA, Missouri State University; MBA, Lindenwood University

**Lamp, Rachel (2012)**

*Advancement Associate*  
BS, MBA, Lindenwood University

**Lau, Jon (2011)**

*Assistant Swimming Coach*  
BS, MS, Lindenwood University

**LeClere, Katherine (2010)**

*Center Director-St. Louis City*  
BA, MBA, Lindenwood University

**MacDonald, Elizabeth B. (2003)**

*Assistant Professor of History and Dean of Library Services*  
BS, MA, Southern Illinois University-Edwardsville; MA,  
University of Missouri-Columbia

**Mangels, Susan (2011)**

*Vice President for Institutional Advancement*  
BA, Furman University, EdM, Harvard University, PhD, The  
University of Illinois

**Marler-Rayfield, Sara (2007)**

*Assistant Professor of English and Chair of English  
Preparedness Program*  
BA, Truman State University; MA, Southern Illinois University-  
Edwardsville

**Maugeri, Kent (2009)**

*Instructor of Physical Education and Assistant Football Coach*  
BA, Western Connecticut State University; MA, Lindenwood  
University

**Mircsov, Eric (2007)**

*Associate Director of Work and Learn*  
BA, MA, Lindenwood University

**Miller, Abby (2007)**

*Assistant Professor of Education and Athletic Trainer*  
BS, Central Methodist College; MA, University of Nebraska-  
Kearney

**Montgomery, Toccara (2010)**

*Women's Wrestling Coach and Mail Room Director*  
BS, Elementary Education; MA, University of the Cumberland

**Moore, Carrie (2010)**

*Instructor of Physical Education and Athletic Trainer*  
BS, Missouri Valley College; MS, Lindenwood University

**Morgan, Mike (2012)**

*Assistant Sports Information Director*  
BA, MA, Lindenwood University

**Mueller, Julie M. (2000)**

*Assistant Professor of Management, Vice President for  
Operations and Finance, and Chief Operating Officer*  
RN, Deaconess College of Nursing; BA, Tarkio College; MBA,  
Lindenwood University

**Newman, Marshall (2007)**

*Assistant Men's Basketball Coach and Intramurals Assistant*  
BA, Webster University; MA, Lindenwood University

**Newton, Daniel (2007)**

*Sports Information Director*  
BA, Truman State University; MA, Lindenwood University

**Nukic, Adis (2012)**

*Admissions and Financial Aid Counselor*  
BFA, MBA Lindenwood University

**Nystrom, Lauren (2012)**

*Admissions/Financial Aid Counselor*  
BA, Missouri State University; MBA Lindenwood University

**O'Neal, Kate (2001)**

*Director of Advancement Services and the Annual Fund*  
BA, MA, Lindenwood University

**Owen, Jason (2012)**

*Swimming Coach*  
BA, MBA, Drury University

**Parisi, Joseph A. (1998)**

*Dean of Undergraduate Admissions*  
AA, St. Louis Community College at Meramec; BS, Missouri  
Valley College; MS, EdD, Lindenwood University

**Presson, Dan (2010)**

*Admissions and Financial Aid Counselor*  
BA, Southeast Missouri State University; MA, Lindenwood  
University

**Queen, Scott W. (1996)**

*Director of Public Relations and Marketing and Associate  
Athletics Director - External Affairs*  
BA, MA, Lindenwood University

**Raisbeck, Rene (2005)**

*Director of Athletics Certification*  
BA, MS, Lindenwood University

**Rebore, Christine (2010)**

*Associate Athletics Director for Compliance*  
BS, Palm Beach Atlantic University, MB.A, Texas A&M  
International University

**Reid, Terry (2002)**

*Assistant Professor of Education and Southwest Missouri  
Coordinator*  
BS, MS, EdS, Southwest Missouri State University; EdD,  
University of Missouri-Columbia

**Revis, Kristen (2008)**

*Admissions/Financial Aid Counselor*  
BA, MA, Lindenwood University

**Rodgers, Christie (2009)**

*Dean of Student and Academic Support Services*  
BA, MS, Lindenwood University

**Royal, Angela (2012)**

*Director of Student Life and Leadership*  
BS, MS, Southern Illinois-Carbondale

**Ross, Patrick (2004)**

*Head Football Coach and Sports Marketing Associate*  
BA, University of Puget Sound; MBA, Kansas Wesleyan  
University

**Ruff, Rebecca (2003)**

*Financial Aid Counselor and Athletics Department Liaison*  
BA, MA, MS, Lindenwood University

**Rumsey, Christopher (1999)**

*Billing System Manager*  
BA, MBA, Lindenwood University

**Russell, Terry (2000)**

*Dean of Students*  
BA, MA, Lindenwood University

**Schenck, Brandon (2011)**

*Graduate Admissions Counselor*  
BS, Millikin University; MS, Lindenwood University

**Schmit, Melanie**

*Assistant Women's Basketball Coach and Student Teaching  
Supervisor*  
BS, University of Missouri-Columbia; MA, William Woods  
University



**Schrader, Vicki (2012)***Grants Manager*

BA, Webster University; M.A, Southern Illinois University-Edwardsville

**Shadrach, Samantha (2011)***Center Director; O'Fallon South, Wentzville*

BA, University of Missouri-Columbia

**Smith, Chad (2007)***Men's Wrestling Coach*

BA, MA, Lindenwood University

**Snider, Chad (2011)***Marketing Director, J. Scheidegger Center for the Arts*

BA, MA, Lindenwood University

**Soderberg, Brad (2009)***Men's Basketball Coach and Sports Marketing Associate*

BS, University of Wisconsin-Steven's Point; MS, Colorado State University

**Stoltman, Joe (2012)***Production Manager, J. Scheidegger Center for the Arts*

BA, Kalamazoo College; MFA, Yale University

**Stuhler, Eric (2006)***Assistant Professor of Management and In-house Legal Counsel*

BA, Lindenwood University; JD, University of Missouri-Kansas City

**Thomsen, Roudina (2003)***International Credential Compliance Officer*

BA, MA, MS, Lindenwood University

**Tolman, Michael (2004)***Director of Work and Learn*

AS, Keene State College; BA, Western Illinois University; MS, MBA, Lindenwood University

**Ulrich, Adam (1995)***Director of Comprehensive Academic Management System (CAMS)*

BA, MBA, MA, Lindenwood University

**Vines, Shannon (2006)***Director of Cooperative Credit*

BA, MBA, Lindenwood University

**Virgil, Candance (2003)***Assistant Director of Library Services*

BS, Washington University; MA, University of Missouri-Columbia

**Wagganer, Tom (2012)***Director of Game and Event Operations*

BS, University of Kansas; MA, Lindenwood University

**Weber, Abigail E. (2008)***Instructor of Management and Women's Golf Coach*

BA, MBA, Lindenwood University

**Wegmann, Rebecca (2012)***Assistant Director of Cooperative Credit Program*

BFA, Southern Illinois University-Carbondale; MA, Lindenwood University

**Wehrli, Dana (1998)***Instructor of Management and Director of Career Development*

BA, Missouri State University; MS, Lindenwood University

**Weinrich, Jeff (2007)***Registrar for Informatics*

BA, MBA, Lindenwood University

**Wiedman, Sara (2008)***Associate Director of Day Admissions Services*

BS, University of Missouri-St. Louis

**Wolfe, Terry (2005)***Assistant Professor of Education and Central Missouri Coordinator*

BS, MS, EdS, Central Missouri State University; EdD, University of Missouri

**Yokeley, Marcus (2012)***Assistant Football Coach*

BS, Truman State University; MA, Lindenwood University

**Young, Lisa (2007)***Circulation Supervisor*

BS, Northern Illinois University; MLIS, University of Missouri-Columbia

**Zeller, Jill (2009)***Admissions/Financial Aid Counselor*

BA, MBA, Lindenwood University

**Ziegenfuss, Lis (1989)***Director of Student Financial Assistance Planning*

BA, University of Missouri-St. Louis

# Board of Directors

## Officers

### **Jim J. Shoemake, Chairman**

Attorney, Guilfoil Petzall & Shoemake, L.L.C., St. Louis, Mo.

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President, Ben F. Blanton Construction Co., St. Peters, Mo.

### **John W. Hammond, Treasurer**

Community Leader, Chesterfield, Mo.

### **Grace Harmon, Secretary**

Community Leader, St. Charles, Mo.

## Members

### **Patricia A. Ahrens**

President, Ahrens Contracting, Inc., St. Louis, Mo.

### **Kevin Bray**

Senior Vice President and Group Manager, Commerce Bank, N.A., St. Peters, Mo.

### **Jackie Brock**

Community Leader, St. Charles, Mo.

### **Gaspere Calvaruso**

President, SSM St. Joseph Health Center, St. Charles, Mo.

### **Nancy Calvert**

Alumna '61, Communications Consultant, Naperville, Ill.

### **J. Michael Conoyer**

Physician, Midwest ENT Centre, P.C., St. Peters, Mo.

### **David G. Cosby**

Director of Advancement, Ninos de Mexico, Union, Mo.

### **James D. Evans**

President, Lindenwood University, St. Charles, Mo.

### **Duane Flowers**

President, Bass-Mollett Publishers, Inc., Greenville, Ill.

### **Elizabeth Huss**

Community Leader, St. Charles, Mo.

### **James E. Issler**

President & CEO, H.H. Brown Shoe Company, Inc., Greenwich, Conn.

### **Mark Andrew Kern**

Board Chairman, St. Clair County, Belleville, Ill.

### **Jan Lewien**

Alumna, '85, '04, '07, Alumni Association President, Grants Administrator/Community and Children's Resource Board, St. Charles, Mo.

### **Mr. Chris Lissner**

President & Partner  
Acropolis Investment Management, L.L.C.  
St. Louis, Mo.

### **Robert Lowery, Sr.**

Community Leader, Florissant, Mo.

### **Joseph G. Mathews**

Broker, Mathews & Associates, Lake Saint Louis, Mo.

### **Doug Mueller**

President and Founding Shareholder, Mueller Prost, P.C., St. Louis, Mo.

### **Maurice D. Newberry**

Principal, Neshier, L.L.C., St. Louis, Mo.

### **Ronald W. Ohmes**

Community Leader, Roach, Mo.

### **Ronnie D. Osborn**

Pastor, St. Charles Presbyterian Church, St. Charles, Mo.

### **Donald Paule**

President & Principal, Paule, Camazine & Blumenthal, P.C., St. Louis, Mo.

### **Dr. Patricia Penkoske**

Alumna '69, Physician, Washington University  
St. Louis, MO

### **Chip Peterson**

Franchise Owner, Farmington, Mo.

### **Lucy D. Rauch**

Community Leader, St. Charles, Mo.

### **Herb Roach**

Senior Vice President, Heartland Bank, Clayton, Mo.

### **Jane Calvert Rogers**

Alumna '67, CEO, Preston/Rogers Associates, Medfield, Mass.

### **Dale Rollings**

Attorney, Rollings Family Trust Services L.L.C., St. Charles, Mo.

### **Jerry E. Scheidegger**

Board Chairman, Corporate Group, Inc., St. Charles, Mo.

### **Gary N. Shaw**

Managing Director, Wells Fargo Investments, St. Charles, Mo.

### **Randall R. Simons**

Community Leader, Chesterfield, Mo.

### **Patrick S. Sullivan**

Executive Vice President, Home Builders Association of Greater St. Louis, St. Louis, Mo.

### **Rick Sullivan**

CEO, St. Louis Public Schools, St. Louis, Mo.

## Life Members

### **Larry G. Kelley**

Community Leader, St. Louis, Mo.

### **Elizabeth M. Rauch**

Alumna '44, Community Leader, St. Charles, Mo.

# Alumni Board

## Officers

Jan Lewien ('85, '04 & '07), President

Judy Brown ('67), First Vice President

Emily Rademan ('07), Second Vice President

Mary Ellen Kantz ('77 & '91), Secretary

## Members

Dan Bedell ('12)

Nancy Calvert ('61)

Jane Calvert Rogers ('67)

Mary Gismegian ('81)

Cortney Hupper Lenk ('99)

Randy Karraker ('84)

Betsy Light LeDoux ('63 & '91)

Marie Mahaffy ('63)

Mark McColl ('85)

Mary Ann Messer Oelklaus ('65)

Brian Mundy ('98)

Dr. Betty Osiek ('62)

Dr. Patricia Penkoske ('69)

Judy Pontius ('68)

Glenda Raef Schaefer ('68 & '90)

Dr. Dorothy Ricketts ('72)

Elizabeth "Libby" Rogier ('10)

## St. Charles Alumni Club Representative

Paula Hildebrand ('80)

# LINDENWOOD

LINDENWOOD UNIVERSITY

ST. CHARLES, MISSOURI

## **Addendum to the 2013/2014 Graduate Catalog**

Published August 2013

### Loan Repayment

Student loans are funds borrowed by students to pay educational expenses. Student loans must be repaid, as outlined in University literature. A sample loan repayment schedule may be obtained by contacting the Financial Aid Office.

Student loan entrance and exit interviews are required for the Federal Stafford Loan Program (required by 34 CFR 672.42 and CFR 682.04, respectively). The terms and conditions under which borrowers under the Direct Loan Program may defer payments of their loan principal and interest are reviewed during the exit interview. Additional information regarding deferment of loan repayment may be obtained by contacting the student loan guarantor or the Financial Aid Office.

### Combining Terms of Enrollment

In some cases, students can combine enrollments in two or more concurrent terms to attain the minimum enrollment for financial aid eligibility.

Terms may be combined as follows:

- Fall Semester and/or Fall Quarter and/or Fall MBA I
- Fall Semester and/or Fall Quarter and/or Fall MBA II
- Spring Semester and/or Winter Quarter and/or Spring MBA I
- Spring Semester and/or Winter Quarter and/or MBA II
- Summer Semester and Summer MBA

*Note: Spring Quarter and Summer Quarter may not be combined with any other term.*

### Expectation of Student Work

Student work is defined as assignments, homework, and other academic activities to be completed outside of instructional time, including reading, studying, writing, research etc. Students should expect to spend a minimum of two hours per week completing this work for each credit hour enrolled (thus 6 hours of work outside of class for a 3-hour course), although the time spent outside of class may increase based on the topic and level of the course.

### Catalog of Entry

Students are required to satisfy the degree requirements of the catalog in effect at the time of matriculation. A continuing student who desires to pursue a course of study added to the curriculum in a subsequent catalog year must submit a catalog change request to the office of Academic Services. If the request is granted, the student will be bound by all requirements in the new catalog. Students who discontinue study at Lindenwood University may be required to adopt the requirements of the catalog in effect at the time of readmission depending upon the length of the absence. See the Academic Policies and Procedures section of this catalog for further information.

### Academic Load, Student Status Designations, and Enrollment Limitations

Student status is determined by the number of credit hours in which a student is enrolled in a given term. Graduate student status designations are indicated below. **Students may enroll in up to nine credit hours per term through the student portal.**

**Permission of the Dean of the School of Business and Entrepreneurship is required to enroll in more than nine credit hours per term.**

#### Full time Enrollment

- Six or more credit hours

#### Half-time Enrollment

- Four to five credit hours

#### Less than Half-time Enrollment

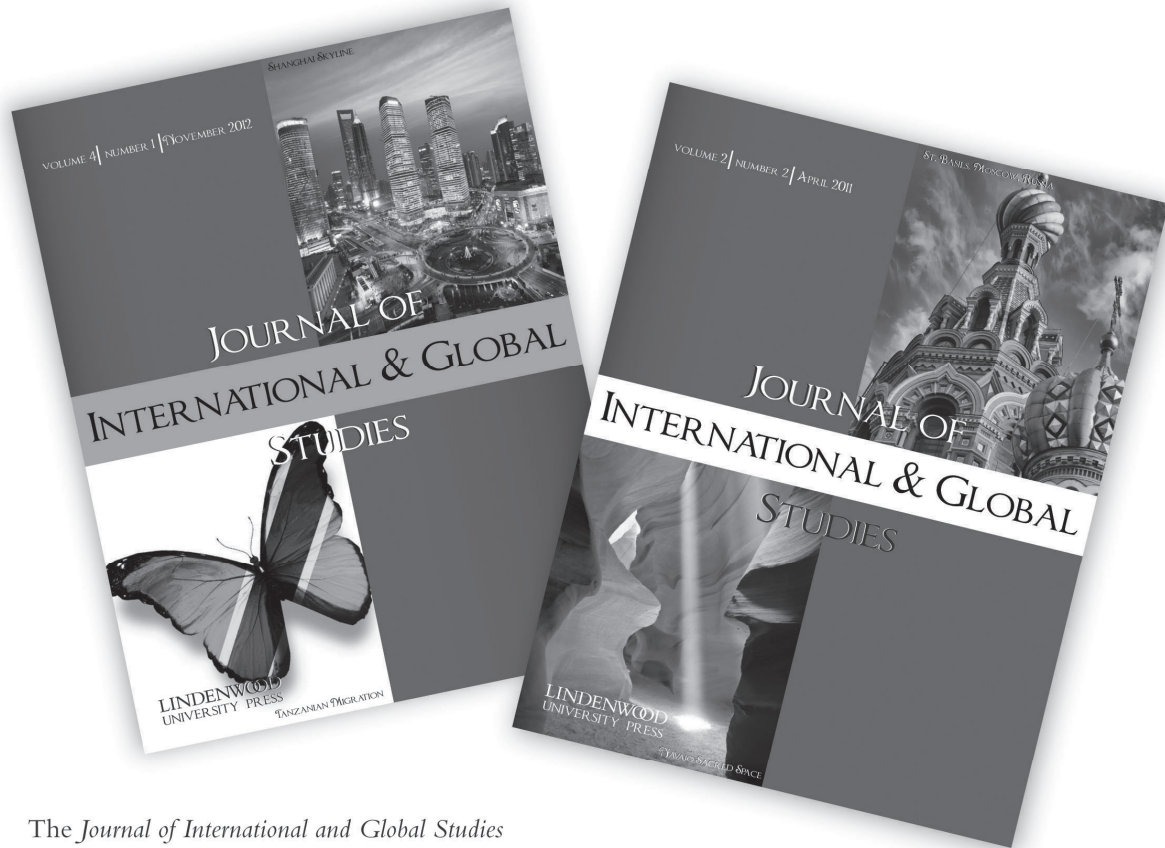
- Three or fewer credit hours

*Note: In order to remain in compliance with US visa regulations, students on an F1 visa must maintain full-time enrollment status by enrolling in a minimum of 6 credit hours per term.*

**HP 51000 Advanced Strength Training (3)** This course is a study of techniques in various strength training exercises. Theory, principle and application of advanced exercise used in rehabilitation and sport specific training are discussed. The students will have a keen understanding of the responses and adaptations of the muscles, nerves and metabolism during strength training. A portion of this class will be in the weight room for practical application.

# Get Connected

Education is About Making Connections



The *Journal of International and Global Studies* provides a peer reviewed multidisciplinary forum for the critical discussion of and reflections on the consequences of globalization throughout the world. The editors welcome essays and book reviews that deal with globalization from economists; historians; political scientists; anthropologists; sociologists; geographers; linguists; religious, ethnic, or environmental studies specialists; cross-cultural education, media and communication researchers' or other humanities or social science scholars that have an international and global focus.

One of our goals is to help undermine the fragmentation of specialization within the international academy by emphasizing broad interdisciplinary approaches to the comprehension of globalization in all of its many different forms and implications for different regions of the world.

The *Journal* can be found at  
[www.lindenwood.edu/jigs](http://www.lindenwood.edu/jigs)

## *Make the Connection*

**LINDENWOOD**  
UNIVERSITY

Having the Lindenwood **EDGE** means to be

***EDUCATED***

Informed by the liberal arts and sciences  
Prepared for a modern career  
Engaged in lifelong learning

***DISCIPLINED***

Principled and values-based  
Self-starting  
Others-centered

***GLOBAL***

Inter-culturally informed  
Open-minded  
Internationally connected

***EFFECTIVE***

Compellingly expressive  
Workplace proficient  
Leadership destined

**LINDENWOOD**  

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*UNIVERSITY*

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