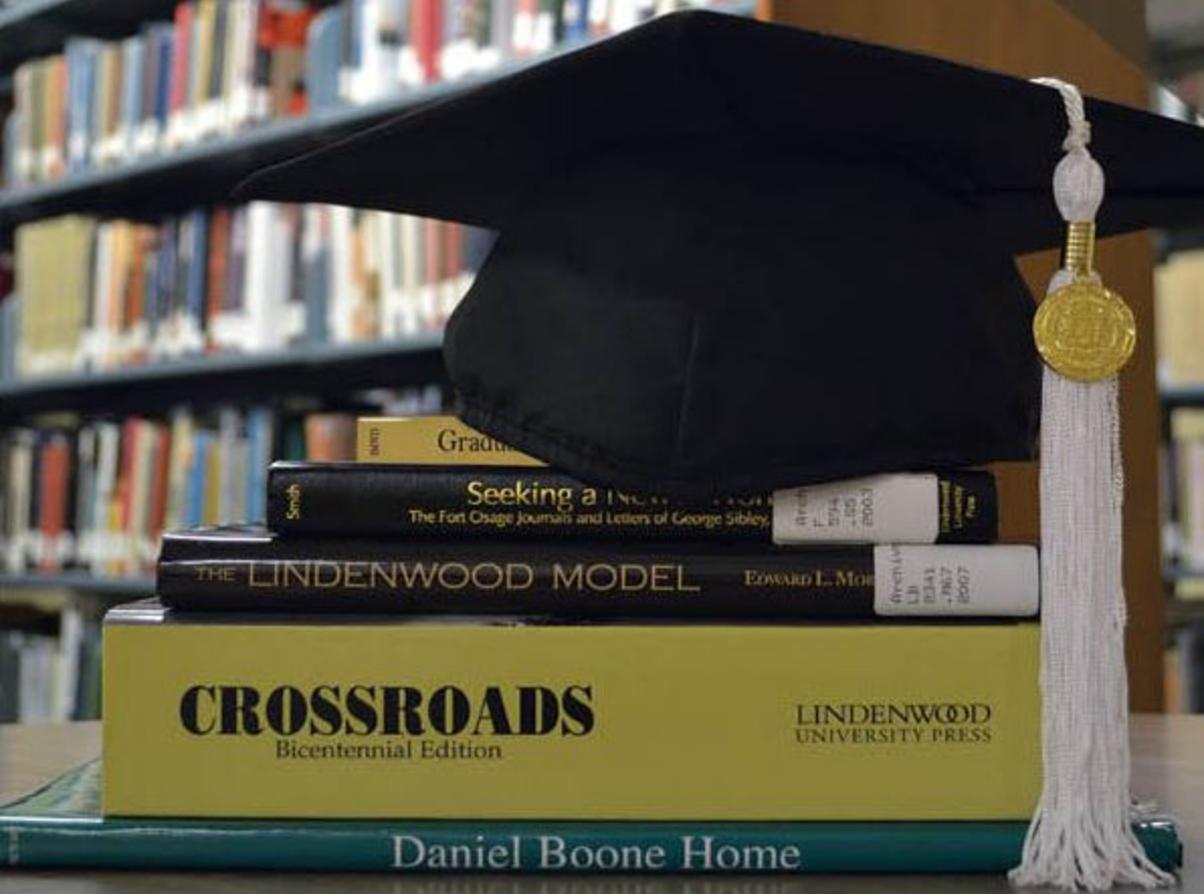


Graduate  
Academic Catalog  
2015-2016



**LINDENWOOD**  

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**UNIVERSITY**

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## GRADUATE DEGREES & PROGRAMS

### School of Business & Entrepreneurship

#### Degree Programs

Master of Accountancy  
 Master of Business Administration, MBA  
 Master of Business Administration, MBA with emphasis

#### Emphasis areas:

Accounting  
 Entrepreneurial Studies  
 Finance  
 Human Resource Management  
 International Business  
 Leadership  
 Management  
 Marketing  
 Supply Chain Management

Finance, MS  
 Leadership, MA  
 Marketing, MS  
 Sport Management, MA

#### Certificate Programs

#### Certificate areas:

Finance  
 International Business  
 Leadership  
 Marketing  
 Supply Chain Management

### School of Education

#### Counseling Department

Professional Counseling Track – Illinois Practitioners, MA  
 Professional Counseling Track – Missouri Practitioners, MA  
 School Counseling Track – Missouri Practitioners, MA  
 School Psychological Examiner Certification – Missouri Practitioners

#### Educational Leadership Department

School Administration, MA  
 Special Education Administration Certification, Add-on Certification  
 Education Specialist, EdS

#### Specialist areas:

Educational Administration, EdS  
 School Administration, EdS  
 Instructional Leadership, Board Certified Behavior Analyst, EdS  
 Instructional Leadership, Emphasis in Literacy Education Specialist K-12 EdS  
 Instructional Leadership, Emphasis in Mathematics Education Specialist, Elementary K-6 (add-on Certification), EdS  
 Instructional Leadership, Emphasis in PK-12 Ed., EdS  
 Education Specialist in Behavior Analysis with an Emphasis in Instructional Leadership, EdS

Doctor of Education, EdD

Educational Administration, EdD  
 Instructional Leadership, EdD

#### Emphasis areas:

Instructional Leadership with Andragogy Emphasis, EdD

Instructional Leadership with Higher Education Administration Emphasis, EdD  
 Instructional Leadership with Higher Education Leadership Emphasis, EdD  
 Instructional Leadership with PK-12 Instructional Leadership Emphasis, EdD

### Teacher Education Department

#### Certificate Programs

Advanced Graduate Certificate in Applied Research Methods

#### Degree Programs

*Master of Arts with Advanced Certification*  
 Board Certified Behavior Analyst, MA

#### *Master of Arts in Education Model I*

National Board for Professional Teaching Standards English for Speakers of Other Languages, MA  
 Gifted Education, MA  
 Library Media, MA  
 Mathematics Specialist, Elementary Grade 1-6, MA  
 Special Education K-12, MA  
 Special Reading K-12, MA

#### *Master of Arts in Education Model II*

Autism Spectrum Disorder emphasis K-12, Non-Certification, MA  
 Character Education, Non-Certification, MA  
 Early Intervention in Autism and Sensory Impairment, Non-Certification, MA  
 Educational Technology, Non-Certification, MA  
 Education, Specialty Area, Non-Certification, MA  
 Education, Higher Education Emphasis, MA  
 Education, Teacher Leadership Emphasis, MA

#### *Master of Arts in Teaching Model III*

Master of Arts in Teaching, MAT

#### Certification areas:

Early Childhood, Early Childhood Special Education, or Elementary, Birth-Grade 3  
 K-12 Certification Preparation  
 Middle School Certification Preparation, Grades 5-9  
 Secondary School Certification Preparation, Grades 9-12  
 Special Education Add-on Certification  
 Early Childhood Special Education Curriculum

### School of Fine and Performing Arts

Arts and Entertainment Management, MA  
 Fashion Design, MFA  
 Cinema & Media Arts, MFA

### School of Human Services

Public Administration, MPA  
 Nonprofit Administration, MA

### School of Nursing & Allied Health Sciences

Master of Science in Nursing, MSN

### School of Sport, Recreation & Exercise Sciences

Human Performance, MS

# ACADEMIC CALENDARS

## Graduate Semester Academic Calendar

### Fall Semester 2015

International student orientation and check-in	August 17
Faculty workshops	August 17-21
Fall residential student check-in	August 22-23
Last day for in-season athletes to add/drop via student portal	August 23
Classes begin	August 24
Last day to register for or add classes or choose audit	August 28
Labor Day holiday—no classes held	September 7
First day to request room change for fall 2015 term	September 8
Last day to withdraw with “W”	October 2
Fall Break	October 12-13
Last date to withdraw with “WP”/“WF”	October 30
Spring semester and J-term registration begins	November 2
Last day to request room change for spring 2016 term	November 13
Faculty in-service—no classes held except SBE & LCIE evening classes	November 25
Thanksgiving holiday—no classes held	November 26-29
Last day of classes	December 4
Commencement ceremony, 2:00 p.m.	December 6
Final exams	December 7-11
Lindenwood residential semester student housing closes, 9:00 p.m.	December 11
Final grades due, 5:00 p.m.	December 15
Last Day to register for J-term classes	December 28
Deadline to apply for March/May/June graduation	December 30

### Half Semesters Fall 2015

First Half-Semester, Aug 24 – Oct 16

Classes begin	August 24
Last day to withdraw with “W”	September 10
Last day to withdraw with “WP”/“WF”	September 25
Final grades due, 5:00 p.m.	October 20

Second Half-Semester, Oct 19 – Dec 11

Classes begin	October 19
Last day to withdraw with “W”	November 5
Last day to withdraw with “WP”/“WF”	November 20
Final grades due, 5:00 p.m.	December 15

### January Term 2016

Last day to register for J-term classes	December 28
J-term and student teacher residential check-in	January 3
Classes begin	January 4
Days on which J-term classes will meet	January 4-7, 11-14, 18-21
Last day to withdraw with “W”	January 15
Classes end	January 21
Final Grades due, 5:00 p.m.	January 27

**Spring Semester 2016**

International student orientation and check-in	January 18
Spring residential student check-in	January 24
Last day for in-season athletes to add/drop via student portal	January 24
Classes begin	January 25
Last day to register for or add classes or choose audit	January 29
Registration to “KEEP SAME ROOM” for fall via student portal	February 1-28
Sibley Day	February 16
Deadline to apply for August graduation	February 28
Last day to withdraw with “W”	March 4
Fall semester registration and housing sign-up begins	March 7
Good Friday—no classes held	March 25
Spring Break	March 28-April 3
Deadline to apply for September graduation	March 30
Last day to withdraw with “WP”/“WF”	April 8
Honors convocation, 2:00 p.m.	April 17
Deadline to apply for summer 2015 Residential Program	May 1
Last day of classes	May 6
Final exams	May 9-13
Deadline for making up Incomplete grades from fall, 2015	May 13
Lindenwood residential housing closes, 9:00 p.m.	May 13
Graduate student commencement, 7:00 p.m.	May 13
Undergraduate commencement, 10:00 a.m.	May 14
Final grades due, 5:00 p.m.	May 17
Deadline to apply for October/December graduation	May 30

**Half Semesters Spring 2016**

First Half-Semester, Jan 25 – Mar 15

Classes begin	January 25
Last day to withdraw with “W”	February 5
Last day to withdraw with “WP”/“WF”	February 23
Final grades due, 5:00 p.m.	March 21

Second Half-Semester, Mar 17 – May 13

Classes begin	March 17
Last day to withdraw with “W”	April 7
Last day to withdraw with “WP”/“WF”	April 22
Final grades due, 5:00 p.m.	May 17

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

## Graduate 5-Term Academic Calendar

### Fall I 2015

International student move in	July 31 & August 3
International student orientation	August 4-7
Classes begin	August 10
Last day to withdraw with “W”	August 21
Registration for Spring I opens	August 24
Last day to choose audit	August 31
Labor Day holiday—no classes held	September 7
First day to request room change for fall 2015	September 7
Last day to withdraw with “WP”/“WF”	September 18
Final exams	October 5-10
Last day to make up Incomplete grades from summer 2014	October 10
Fall I term ends	October 10
Final grades due from faculty, 5:00 p.m.	October 12

### Fall II 2015

International student move in	October 2 & 5
International student orientation	October 6-9
Classes begin	October 12
Last day to withdraw with “W”	October 23
Last day to choose audit	November 2
Last day to request a room change for spring 2016	November 13
Last day to withdraw with “WP”/“WF”	November 20
Thanksgiving holiday—no classes held	November 26- 29
Commencement ceremony, 2:00 p.m.	December 6
Final exams	December 7-12
Last day to make up Incomplete grades from Fall I 20145	December 12
Fall II term ends	December 12
Final grades due from faculty, 5:00 p.m.	December 14
Deadline to apply for March/May/June graduation	December 30

### Spring I 2016

International student move in	December 28
International student orientation	December 29-31
New year’s day observed—University closed	January 1
Classes begin	January 4
Last day to withdraw with “W”	January 15
Last day to choose audit	January 25
Registration to “keep same room” for fall via student portal	February 1 - 28
Last day to withdraw with “WP”/“WF”	February 12
Deadline to apply for August graduation	February 28
Final exams	Feb 29-March 5
Last day to make up Incomplete grades from Fall II 2015	March 5
Spring I term ends	March 5
Final grades due from faculty, 5:00 p.m.	March 7

**Spring II 2016**

International student move in	Feb 26 & 29
International student orientation	March 1-4
Classes begin	March 7
Last day to withdraw with “W”	March 18
Easter Break	March 25-27
Last day to choose audit	March 28
Spring Break	March 28-April 3
Deadline to apply for September graduation	March 30
Deadline to apply for Summer 2016 Residential Program	April 19
Last day to withdraw with “WP”/“WF”	April 15
Final exams	May 9-14
Graduate student commencement, 7:00 p.m.	May 13
Undergraduate commencement, 10:00 a.m.	May 14
Last day to make up Incomplete grades from Spring I 2016	May 14
Spring II term ends	May 14
Final grades due from faculty, 5:00 p.m.	May 16
Deadline to apply for October/December graduation	May 30

**Summer 2016**

Classes begin	May 23
Memorial Day holiday observed—no classes held	May 30
Last day to withdraw with “W”	June 3
Last day to choose audit	June 13
Last day to withdraw with “WP”/“WF”	July 1
Independence Day holiday—no classes held	July 4
Final exams	July 18-23
Last day to make up Incomplete grades from Spring II 2015	July 23
Summer term ends	July 23
Final grades due from faculty, 5:00 p.m.	July 25

## 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, quarter term 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, master's, and doctorate 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 St. Charles campus.

### 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.

### 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.

### Accreditation

Lindenwood University is a member of and/or accredited by the following organizations:

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

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

The University is fully endorsed by the following organization:

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 following organizations:

The Teacher Education Accreditation Council  
 One Dupont Circle NW, Suite 320  
 Washington, DC 20036  
 tel: (202) 466-7236  
 www.teac.org

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

## 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.

Given the above commitment, the Culture of Continuous Improvement statement below serves as a compass in guiding our assessment and continuous improvement efforts. The statement describes the type of institutional culture that is needed to live out that commitment.

#### *A Culture of Continuous Improvement: Defining Characteristics*

1. The institution publicly affirms its commitment to effectiveness and continuous improvement and, in so doing, recognizes the need for accountability to its stakeholders.
2. The institution values effectiveness and continuous improvement in all facets and levels of its operations (e.g., individual professional development, classroom teaching and learning, program review, measurement of graduate success, student and employee satisfaction, governance).
3. Comprehensive and integrative assessment is conducted for the purpose of continuous improvement.
4. The leadership of the institution understands, values, and provides strong support for efforts related to assessment and continuous improvement.

5. Assessment *for* learning and *of* learning is valued, supported, and recognized.
6. Efforts to improve teaching are valued, supported, and recognized.
7. All aspects of the assessment process are conducted with a spirit of collaboration among colleagues within all programs and departments. There is collective investment in the commitment to effective teaching and learning and overall institutional effectiveness.
8. Both faculty and staff value inquiry and the important role of evidence in the decision-making processes associated with continuous improvement. Multiple forms of direct and indirect evidence are used to make decisions annually.
9. Assessment processes and results are integrated within the institution's planning and budgeting processes – the institution commits the necessary resources to support its assessment program, and assessment results inform both planning and budgeting.
10. The institution understands the critical importance of sustainable and transparent assessment practices, including documenting and sharing intended outcomes and objectives, appropriate methods of assessment, the results of assessment, and initiatives to “close the loop” wherein the results are used for continuous improvement.

### 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.

## **Student Resources**

### **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**

Many academic areas have peer tutors who complete their Work and Learn hours by helping other students understand course material. Some schools list tutors on PC Common in the Tutor Lists folder. Others provide the option for making tutor appointments online at <http://rich36.com/lindenwood/>. Students are also encouraged to ask their classroom professors about possible tutoring assistance.

Lindenwood also 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 and 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 [sass@lindenwood.edu](mailto:sass@lindenwood.edu) or at (636) 627-2543.

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

The Student Counseling and Resource Center offers free, confidential individual and group counseling services to all

students. Additionally, the SCRC can help students determine future career choices. On a limited basis, the office also evaluates students for attention problems. Dr. Joseph Cusumano, a Licensed Professional Counselor, is the Director of the SCRC. He, along with his staff of graduate-level counseling interns, provide these services. To make an intake appointment with Dr. Cusumano, please contact the SCRC front desk, at (636) 949-4525 or (636) 627-2928. If you need more information about the SCRC and its services, and would like to talk to Dr. Cusumano directly, please call his office number: (636) 949-4528.

### **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.

### **On-Campus Printing**

Students are entitled to print an allotted number of pages per term at no cost from any on-campus computer. Resident students may print up to 500 pages per term; commuter students may print up to 300 pages per term. Once the total number of allotted pages has been reached, students may opt to purchase additional printing

capabilities through the student portal at a rate of \$3.00 per hundred pages.

## 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 [www.belleville.lindenwood.edu/](http://www.belleville.lindenwood.edu/).

Note: Full-time day students who are admitted at either LU-St. Charles or LU-Belleville may enroll in classes at the other campus. However, they must also be concurrently enrolled in a minimum of 12 credit hours at their home campus.

### 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.

### 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 School of Accelerated Degree Programs, 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, communications, art, nonprofit administration, and theatre are held on a semester basis, with some classes meeting in the evenings

## Courses and Programs

### Course Numbering

Graduate courses at Lindenwood are numbered sequentially, as follows:

50000-70000: Masters, Thesis, EdS, or EdD 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 Courses

Special topics courses, listed alphabetically according to department prefix (indicated here by “XXX”), are 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 earn 1 to 6 credit hours and may be repeated, in some cases. 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, all instruction is delivered using an online learning management system, with no time spent in a physical classroom. However, students enrolled in online classes are expected to participate in the class academically. Attendance for this method of instruction is defined as submitting academic assignments, taking exams, and participating in online discussions about academic matters, or initiating contact with faculty members to ask questions about the academic content of the course. Simply logging into an online class without active participation does not constitute academic attendance.

Note that some online courses 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 platform. Time in the classroom is reduced but not eliminated.

### Semi-Hybrid Course

A semi-hybrid course is a method of instruction in which less than 75% of the course is taught using a learning management system platform. Time in the classroom is reduced but not eliminated.

### 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 approved 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 undergraduate students who are granted tutorials have at least a 2.5 cumulative GPA. Graduate students should have at least a 3.0 cumulative GPA to qualify for a tutorial course.

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.

### 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 undergraduate students who are granted independent studies have at least a 2.5 cumulative GPA. Graduate students should have at least a 3.0 cumulative GPA to qualify for an independent study course. Independent study courses cannot be used to meet an undergraduate general education requirement.

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.

### 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 type 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. A student who would like to pursue any additional master's degree type beyond completing a second master's degree will have to complete all degree requirements including the total earned hours for the degree program.

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.

### Degree Time Limit

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

## University Policies

### 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.

### Cancelations Due to Inclement Weather

Only the President (or, in the President's absence, the Provost or Associate Provost) has the authority to cancel classes in the event of severe weather. Should weather conditions create potentially hazardous conditions, Lindenwood University will evaluate the situation and take into consideration both the safety of faculty, staff, and students as well as the services that must be provided despite the inclement weather. After this careful evaluation and depending on the hazardous weather conditions (e.g., tornado, snow/ice, etc.), an alert will be sent to students, faculty, and staff via a Rave system text message and Lionmail message, as necessary. This alert will detail the appropriate action required of faculty, staff, and students and will also specify the essential services that must be provided despite the occurrence of inclement weather. Instructors are expected to schedule a makeup class meeting when evening classes are cancelled due to inclement weather.

In the unlikely event that LU alters the normal work and/or class schedule, an announcement will be posted on the University's homepage ([lindenwood.edu](http://lindenwood.edu) and [belleville.lindenwood.edu](http://belleville.lindenwood.edu)). An announcement will also be distributed via Lionmail, the Rave system, and local media stations or whatever is deemed most appropriate for the weather conditions. Separate announcements may be made regarding evening classes, (those classes starting at or after 4 p.m.).

The University strives to maintain its teaching, research, and service activities in accordance with established schedules and operational demands. To this end, suspension or cancelation of classes due to inclement weather will be avoided whenever possible. Because certain essential functions of the University must be provided at all times, campus operations will not be suspended in the event of severe weather even though classes may be canceled.

### Campus Tobacco Use

The use of both smoking and smokeless tobacco is prohibited in all buildings on campus including 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.

### Filing a Grievance

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.

The university has established a number of appeal and grievance procedures (such as the process for appealing the suspension of financial aid). Once the normal appeal and grievance procedures have been exhausted, students may submit formal written complaints concerning academic matters to the Provost and 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.

### Firearms Policy

No person is permitted to carry firearms or other weapons, either concealed or visible, on Lindenwood property or to any Lindenwood class. The exception to this policy applies only to duly sworn, on-duty law enforcement officers. Off-duty police officers may carry concealed weapons to their Lindenwood classes only if authorized to do so by their employer and the state of Missouri or Illinois.

### Recording and Electronic Devices

During classroom instruction and testing, the use of cameras, video, audio taping devices, or any other kinds of electronic devices (including telephones, Google glasses, and Bluetooth devices) is allowed only after obtaining written permission from the instructor; otherwise, the use of such devices is prohibited.

Electronic devices used for prosthetic or accessibility purposes may be used only after the faculty member has received a signed accommodation letter from the Accessibility Officer. Any recordings made during class 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.

Recorded video sessions of a class may be used within that class as long as they are password-protected. Those recordings which involve students cannot be used in future classes. Video sessions of lectures recorded outside of the classroom by the instructor that do not involve students may be used by the instructor in future classes. Students may download electronic course materials for personal use only.

## ADMISSION, APPLICATION, AND FEES & FINANCIAL ASSISTANCE

### A Track Record of Success with Adult Learners

Lindenwood University has been serving the unique needs of adult learners for more than 35 years with our undergraduate and graduate evening programs. We have many comfortable and convenient campuses located throughout the region. Our student body is comprised of students with a wide variety of socioeconomic and academic backgrounds. We welcome students who have been out of school for just a few years as well as those who are returning after many years. We also serve many students who bring with them credit from other institutions and need to complete a degree started at a previous time. Our admissions counselors, campus directors, advisors and instructors are experts in creating an academic atmosphere that thrives on this diversity and uses it to enhance the educational experience of all students.

### 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 Director 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.

*Note: Any application materials found to be misleading or false will result in denial of admission to the graduate program.*

### 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 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 Student 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: 6.5

*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 Office of Residential Life.) 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.

#### *Health Requirements for Residential Students*

In accordance with recommendations made by the American College Health Association (ACHA), all applicants must provide proof of the following immunizations to be considered for admission:

- Two doses of MMR (Measles, Mumps, and Rubella). Even if incomplete, students must provide dates of

any doses received. This immunization is not required for students born before 1956.

- Meningococcal Vaccination. Students residing in on-campus housing are required by state law to receive the meningococcal vaccine or sign a waiver refusing the vaccination.
- Tuberculosis (TB). This vaccination is required for students who have lived in Africa, Asia, Central or South America, or Eastern Europe.

**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)	\$7,836/semester
Full-time commuter semester rate	\$453 /credit hour
Part-time semester rate	\$453/credit hour
Semester graduate overload fee	\$453/credit hour
Part-time Education Specialist (EdS) rate	\$513/credit hour
Part-time Doctor of Education (EdD) rate	\$741/credit hour

*Five-term Graduate Tuition*

Full-time 5-term rate	\$476/credit hour
Part-time 5-term rate	\$476/credit hour
5-term MBA online rate	10% surcharge/credit hour

*Housing and Meals*

Semester	\$3,787/term
5-term MBA	\$2,514/term
Room fee during breaks	\$246/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% per 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 Resident Semester Student Email fee	\$60/term
Resident 5-term MBA Student Email Fee	\$30/term
Lab fee (in specified courses)	\$12/term
Studio fee (general)	\$30-\$75/course
Studio fee (ceramics, color theory, photography and drawing)	\$30-\$75/course
Student Teaching fee	\$85/course
Counseling Internship fee	\$250
Applied Music fee: for individual lessons in piano, voice, orchestral instruments and organ; per semester hour credit	\$65/term
Experiential Learning Credit	\$200/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).	\$90/credit hour
Academic Integrity Tutorial Fee	\$476/ 5-term
Late Registration fee	\$453/ Sem.
Promissory Note Origination fee	\$25
Late Payment fee (per month)	\$25
Culminating Project Extension fee	\$50
Graduation/diploma fee Masters	\$150
Graduation/diploma fee EdS	\$125
Graduation/diploma fee EdD	\$125
EdS fee – EDA 68000 Specialist Experience	\$200
EdD fee – EDA 78000 Capstone Experience	\$500
EdD fee – Dissertation publication	\$500

*Notes: (1) The graduate contract degree rate will be determined at the time of admission into the program. (2)Provisions for extended stay housing and meals, degree programs, tutoring, and additional services are available upon request. (3)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.*

**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 Office of Residential Life 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, parking 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.

### Withdrawal and 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 below.

#### *Refunds for Semester Schedule Courses*

<i>Time of Withdrawal from University</i>	<i>Tuition Refund</i>
Withdrawal before 1st 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*

<i>Time of Withdrawal from University</i>	<i>Tuition Refund</i>
Before 1st class meets	100%
Before 2nd class meets	75%
Before 3rd class meets	50%
Before the 4th class meets	25%
After 4th 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 based on the date that the withdrawal form was submitted to Academic Services.*

*(2) Any student who earns the grade of AF in all coursework within a term will be considered unofficially withdrawn for that term and will be subject to a Title IV refund calculation. Based on this calculation a portion of Title IV aid may be unearned and required to be returned to the appropriate agency.*

*(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. Board charges are prorated on a weekly basis from the date of withdrawal.*

### **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 U.S. Department of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined:

1. Outstanding balances on FFEL Program Loans (Unsubsidized Stafford, Subsidized Stafford)
2. 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.

### **Appeals of Refund Calculation**

Appeals of withdrawal and refund calculations or other institutional charges from students and parents who feel that individual circumstances warrant exceptions from published policy should be addressed to the Chief Business Officer (CBO), located in Roemer Hall. In order to appeal a decision, the student must submit a written request to the CBO including any evidence that would substantiate the appeal.

### **Cash Disbursements**

When a student officially or unofficially withdraws from school and has received a cash disbursement for educational expenses that exceeds non-institutional costs of education up to that time, the student owes the excess amount to the Title IV program(s) that helped meet the student's educational costs. Lindenwood University will follow the same procedures used in the refund policy to determine which Title IV program(s) will receive the student-owed repayment. The University will notify, bill, and collect 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 60 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.

The purpose of the Lindenwood University grant program is to make it possible for the student to earn a college degree when it would otherwise be financially prohibitive to do so. In short, an LU grant (institutional partnership, merit, and need-based gift aid) is intended to fill a college funding gap and enable a student with need to pursue a college education. The gap is the difference

between the total cost of tuition and the sum of all personal and outside funding available to the student. The LU grant is based on an academic partnership memoranda and merit and need-based financial aid, after all personal and outside underwriting sources are accessed. When the student becomes eligible for additional outside support, that revenue reduces the student's "funding gap," and the LU grant is reduced by the amount of the new money, per the policy below. The intent is for Lindenwood and the student to share equitably in covering the cost of the student's college education.

### **Business Office, Tuition Reimbursement, and Corporate Promissory Note**

If your employer provides you with a tuition reimbursement benefit, you probably fit into one of the following two categories:

#### *Tuition Reimbursement Policy*

Lindenwood University encourages all students to apply for any outside assistance for which they may be eligible. Scholarships, grants, or tuition benefits from outside private, corporate, nonprofit institutions, or organizations provide other ways to help finance undergraduate and graduate education. Students must report all anticipated outside resources, including scholarships, grants, fellowships, tuition benefits, veteran benefits, or any other type of financial resources, to the Office of Evening and Graduate Admissions when the application process begins. Lindenwood admissions/financial aid representatives can advise prospective students of the policies and procedures for dealing with employee reimbursement, grants, and scholarships. In certain cases, certain outside benefits may reduce student eligibility for other financial aid or loans. Under NCAA rules, athletes must report the reason for their external awards, whether given based on athletic ability or other criteria such as academic merit or interest, non-athletic talent, ethnicity, residency, employment affiliation, etc. In certain circumstances, NCAA student-athletes may not be eligible to accept outside awards.

#### *Corporate Promissory Note*

The student's employer reimburses the student for the cost of tuition prior to the beginning of the semester or pays Lindenwood University directly, through the corporate promissory note. In this case, it is the student's responsibility to ensure that the tuition payment is made or that the employer's tuition voucher is submitted to the University's Business Office by the payment deadline of each semester. Students should register for courses and start the reimbursement/payment process with their employers as early as possible to meet the payment and federal financial aid deadlines. Failure to submit payment or the necessary paperwork to the Business Office by the published payment deadline may result in late fees. In addition, all transcripts and documents must be submitted to the Office of Evening and Graduate Admissions to facilitate an admit letter to the financial

aid office. Once the letter is submitted, federal and state aid programs can be administered. It is the student's responsibility to follow up with the employer, the Financial Aid Office and the Business Office to ensure that all necessary steps have been completed by the deadline. Please direct any questions regarding your payment arrangements to the appropriate Student Account Representative.

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 utilize their student portals to remit payment.

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.

#### *Post-Hoc External Benefits Scholarships and Grants*

Post-hoc financial aid refers to additional tuition benefits, scholarships, and grants for which a student qualifies after receiving notification of Lindenwood University's financial aid package. In these instances, the first \$1,000 earmarked annually (divided evenly amongst terms) for books in post-hoc outside benefits received will not reduce the amount of the Lindenwood grant. In cases in which a student receives an outside award that exceeds \$1,000 earmarked for books, Lindenwood will reduce its institutional merit and need-based gift aid by 100% of the external benefit(s) received in excess of the \$1,000 maximum. If the student has not received any Lindenwood grant, this policy does not apply. In no case may the total award exceed the cost of attendance (room, board, tuition, books, and fees).

### **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 a minimum cumulative GPA of 3.0.

## **Federal Financial Aid**

### **Federal Work-Study Program (FWS)**

This 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, and an aggregate limit of \$138,500.

Students must file the FAFSA to determine eligibility for a Stafford Loan. New borrowers can complete a Master Promissory Note and Loan Counseling 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 and \$138,500 aggregate 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. Interest rates for federally guaranteed student loans are set annually. Please consult the Department of Education website for the current interest rate  
<https://studentaid.ed.gov/types/loans/interest-rates>.

### **Limiting Loan Borrowing**

Pursuant to section 479A(c) of the Higher Education Act, 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.

### **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 685.304). 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.

### **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 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. The cumulative requirements are outlined below.

### Satisfactory Academic Progress Minimum Requirements for Graduate Students

Academic Terms Attempted	Minimum Credit Hours Earned	Minimum Cumulative GPA
1	6	2.66
2	12	2.66
3	20	2.75
4	27	2.75
5	33	2.8
6	39	3.0
7	44	3.0
8	48	3.0

### 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.

### 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 Semester	and/or	Fall Semester	MBA I
Fall Semester	and/or	Fall Semester	and/or	Fall Semester	MBA II
Spring Semester	and/or	Winter Semester	and/or	Spring Semester	MBA I
Spring Semester	and/or	Winter Semester	and/or	Spring Semester	MBA II
Summer Semester		and		Summer Semester	MBA

*Note: Spring Quarter and Summer Quarter may not be combined with any other term.*

## ACADEMIC POLICIES, PROCEDURES, AND ACADEMIC SERVICES

### Academic Policies

#### 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 policies and 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.

*Note: The University reserves the right to modify its policies (other than degree requirements) at any time. Students must adhere to all university policies that are in effect during each term of enrollment.*

#### Academic Calendar

Graduate degrees in art, education, counseling, communications, fashion design, human performance, nonprofit administration, nursing, 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 School of Accelerated Degree Programs are offered on a quarter schedule and are outlined further in that catalog.

*Note: Some semester courses are offered in a half-semester format during the fall or spring semester. Please check the course schedule for further information.*

#### Academic Load and Enrollment Designations

All academic credit is given in semester 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 to fifteen 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 U.S. visa regulations, students on an F1 visa must maintain full-time enrollment status by enrolling in a minimum of 6 credit hours per term in the 5-term program or 9 credit hours per term in semester programs.*

*(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.*

#### 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 per week for a 3-hour course), although the time spent outside of class may increase based on the topic and level of the course.

#### Extra Credit

No extra credit is permitted at the graduate level.

#### 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.

#### 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.

To earn a graduate degree from Lindenwood University, students must have a minimum cumulative GPA of 3.0 overall and in the required coursework for the degree. Some programs may require a higher minimum GPA. In such a case, the program requirement will supersede the University minimum.

### **Maintaining Good Academic Standing**

To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on probation. Students whose cumulative GPA remains below 3.0 after the subsequent term will be permitted to continue on probation as long as the term GPA is 3.0 or higher. Students are removed from probation when the cumulative GPA reaches 3.0. A student on probation who earns a term GPA below 3.0 will be placed on academic suspension.

### **Academic Probation**

Academic probation indicates that a student is not in good academic standing and is subject to suspension if his or her work does not reach a satisfactory level. Students remain on academic probation until the cumulative GPA reaches the minimum level of 3.0, as long as each term GPA is 3.0 or higher.

### **Academic Suspension**

Academic suspension indicates that a student is not in good academic standing and has been dismissed because his or her work has not reached a satisfactory level. Academic suspension must be appealed in writing to the Associate Provost before a student may continue in a subsequent term.

*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.*

### **Academic Honesty**

Academic dishonesty is an exceptionally serious offense to oneself and one's colleagues given that "the fabric of a learning community is woven by a bond of trust [which assumes that] the work to which we affix our names is our own." To act in such a way that compromises this trust is to "undermine the contract of good faith on which productive study and the open exchange of ideas is based." Therefore, 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 Academic Honesty policy, names of students found guilty of cheating, plagiarizing, or deception (including lying) will be sent to

the office of the University Associate Provost. A first offense of academic dishonesty may result in a reduced or failing grade on the work/test or failure of the course. Upon a first report of dishonesty, the student is also required to complete an online academic integrity tutorial. A charge for the tutorial will be applied to the student's Business Office account. A second reported offense will result in expulsion from the university.

Any questions concerning this policy should be directed to the Associate Provost, who maintains a confidential record of academic dishonesty reports. These records are accessible only to the Provost and Associate Provost and are not linked to the student's academic or financial records at the University.

### **Attendance**

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

At times, absence from class may be unavoidable as in instances of prolonged illness, hospitalization, or participation in an approved 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 or AF 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.

**Withdrawal (W, WP, WF)**

Students may withdraw from a course with any of the following grades: *Withdraw (W)*, *Withdraw Pass (WP)*, or *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, term, or quarter, 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.

The only circumstance where the student will not be charged for a course is if the student never attends a class session. If the student attends one class session or more, he or she will be charged a determined percentage of the course's tuition cost. The percentage that will be applied to the student's account is dependent upon how many classes the student attends and the date the student withdraws. For further information, please contact either the Financial Aid Office or the Office of Academic Services.

*Note: A student who is a first responder may elect to withdraw from a course with a grade of W at any time during the term if documentation is provided verifying that the student's first responder duties were the cause of absences exceeding the number of allowable excused absences. This policy applies to academic withdrawal only.*

**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 W/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 Dean of Students. An Administrative Withdrawal does not affect the student's grade point average.

**Attendance Failure (AF)**

This grade is given when a student stops attending a particular class prior to the published deadline to receive a grade of WP or WF but does 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 (NG)**

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 coursework due to exceptional circumstances beyond the student's control, such as an extended illness, hospitalization, or death of a close relative requiring absence from class a significant period of time. When assigning an incomplete grade, the professor should consider whether the student is capable of successfully completing the course. Incompletes should be offered only toward the end of the term for students who are, at the time, successfully completing the coursework.

An "I" (incomplete) grade must be resolved prior to the end of the next term; otherwise, it automatically becomes an F. Any request to extend the time needed to complete an "I" must be submitted to the Office of Academic Services no later than two weeks before the date the grade is due. Requests will then be sent to the appropriate school dean and the Associate Provost 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.

**Repeating a Course**

If a graduate student 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.

**Dismissal**

The University reserves the right at any time to dismiss a student who is unable to meet academic standards or whose continuance in the University is considered 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 Procedures****Appealing Grades**

Students who wish to appeal a final grade must 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. If resolution is not reached at that time, the student may appeal in writing to the Associate Provost. An Academic Grievance Committee may be convened to hear a grade appeal 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's Office. Notice of intent to file a grade appeal must be made in writing to the appropriate school dean or Associate Provost within six weeks of receipt of the grade. Changes under this procedure will be made only during the term immediately following the term in which the disputed grade was given.

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

**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 to complete a Late Withdrawal form.

- Meet with the dean of the school for a signature on the form.
- Submit completed form and documentation 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.

### **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.

### **Preparing for Graduation**

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, each student must track his/her own progress through a degree program by maintaining a checklist of all requirements. 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 the program and meeting all requirements for graduation. Only the Provost 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.

In addition to tracking their own progress through academic programs, students must submit an Application for Degree. 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:

Students graduating in	Must apply by
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 under *Academics* on the University website. 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 is considered confidential and is issued only to authorized individuals.*

### **Requesting Grade Reports**

Grade cards are available through the student portal, 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 work reimbursement, 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, term for which grades are requested, signature of the student making the request, and a contact telephone 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.

## ROBERT W. PLASTER SCHOOL OF BUSINESS AND 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 online
- Master of Science in Finance
- Master of Science in Marketing

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

The Master of Business Administration may be earned with an emphasis in any of the following areas:

Accounting  
Entrepreneurial studies  
Finance  
Human resource management  
International business  
Management  
Marketing  
Leadership

Supply chain management

### **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 Policies and Procedures**

#### **Academic Load, Student Status Designations, and Enrollment Limitation**

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 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.*

#### **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 Credit into Business Programs**

In order for graduate credit to be accepted in transfer, the following conditions must be met:

1. All transfer graduate credit must be from a regionally accredited graduate institution and must meet the approval of the dean of the School of Business and Entrepreneurship and the Dean of Academic Services.
2. All transfer credits must carry the equivalent of a letter grade of B or higher. An official transcript must be provided for verification.

*Note that Pass-Fail or non-credit bearing courses will not be accepted in transfer.*

##### *Transferring U.S. Graduate Credit*

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*

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.

*Note: 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: 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. An undergraduate GPA of 3.0 or higher from a regionally accredited institution is required for admission. Once accepted, students must maintain a minimum cumulative GPA 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 (p. 22) section of this catalog. For more information about academic standards, please refer to that section of the catalog.

Applicants who do not meet the 3.0 GPA or other 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 performance will be reviewed by the school dean--once upon the completion of 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, with a minimum GPA of 3.0, 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 (p. 29) section.)
- A resume.
- A personal statement.
- Three letters of recommendation.
- A personal interview at the School of Business & Entrepreneurship.

*Notes: (1) Applicants who do not meet the 3.0 GPA or other 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.*

*(2) To schedule a personal interview, please contact the School of Business and Entrepreneurship directly.*

#### **Online Program Application Requirement**

The following additional admission requirement applies to those students seeking an online MBA or online Master of Arts in Leadership:

- Applicants to the online MBA or MA in Leadership programs who do not already possess a Lindenwood transcript must submit a notarized photo ID.\* Additionally, an official GMAT or GRE score may be submitted. For score reporting, the Lindenwood University code is 6367.

*\*Applicants from Maryland, Michigan, Texas, or Wisconsin will submit a non-notarized photo.*

**Citizen/Permanent Resident Application Deadlines**

Fall I deadline:	July 25
Fall II deadline:	September 26
Spring I deadline:	December 26
Spring II deadline:	February 27

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 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.
- A personal interview at the School of Business & Entrepreneurship (required for all candidates currently residing in the United States).

*Notes: (1) Applicants who do not meet the 3.0 GPA or other 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.*

*(2) To schedule a personal interview, please contact the School of Business and Entrepreneurship directly.*

**Online Program Application Requirement**

The following additional admission requirement applies to those students seeking an online MBA or online Master of Arts in Leadership:

- International citizens applying to the online MBA or online Master of Arts in Leadership programs 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.

**Additional Application Documentation Required**

- 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, with a minimum GPA of 3.0 (or its equivalent, as determined by WES). 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.)
- 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.

**International Citizen Application Deadlines**

Fall I deadline:	June 30
Fall II deadline:	September 1
Spring I deadline:	December 1
Spring II deadline:	February 2

*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 (p. 29), and Transferring International Graduate Credit into a Business Program (p. 29).*

**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.

## MASTER OF ACCOUNTANCY

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### *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. Completion of the Master of Accountancy, when added to the Bachelor of Science or Bachelor of Arts with a major in accounting, may satisfy the 150 credit hour requirement for the Uniform CPA Exam. 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. (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 Science or Bachelor of Arts with a major 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.) Please consult an advisor in the School of Business & Entrepreneurship for further information on this option.

*Note: This program is not yet accredited by ACBSP, as new business programs and cannot be considered for ACBSP accreditation until the program has been in place for at least two years.*

### **Preliminary Requirements**

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#### *Foundation Courses*

When a Master of Accountancy student's undergraduate degree was not in business or the student's undergraduate and/or post-graduate work did not contain at least 27 credit hours in sufficient business coursework, the student may

be required to take additional courses in order to meet the 27 credits hours in non-accounting business courses. For those students who need to take additional coursework to meet this 27 credit hour rule, any of the following courses can be taken to satisfy this requirement:

EPB 50100	Academic Writing for Graduate Students
ECON 53081	Economics 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. It is also recommended that students avoid taking courses that may be equivalent to any previously completed coursework when full filling the 27 credit hour requirement. Prerequisite Courses*

In addition to the courses listed above, the following prerequisite courses may be required for (1) Master of Accountancy students who have not completed sufficient academic coursework in accounting or (2) students who have not earned a grade of B or better in courses previously taken from a regionally accredited institution in these content areas: financial accounting, managerial accounting, accounting cycle analysis, financial accounting and reporting I (upper-level intermediate), and financial accounting and reporting II (upper-level intermediate). For those students who need to take additional coursework, any of the following courses can be taken to satisfy these requirements:

ACCT 51010	Financial Accounting Concepts
ACCT 51011	Managerial Accounting
ACCT 31012	Accounting Cycle Analyses
ACCT 31020	Financial Accounting and Reporting I
ACCT 31021	Financial Accounting and Reporting II

### **Degree Requirements**

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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 51020	Financial Accounting Theory I
ACCT 51021	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 51022	Advanced Accounting
ACCT 51050	Individual Tax Planning
ACCT 51055	Business Tax Planning
ACCT 51030	Advanced Cost Management
ACCT 51060	Governmental & Nonprofit Accounting
ACCT 51070	Financial Statement Analysis
ACCT 51080	Auditing Theory and Practices

*Note: Either ACCT 51055 or ACCT 51050, whichever course was not already used to fulfill the first elective requirement, may be selected to fulfill this option.*

## Master of Arts and MBA Programs

### FOUNDATION COURSES, MA & MBA

#### 0-15 credit hours

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. 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. These courses or their equivalents, if required, must be completed during the students' first 18 credit hours of an SB&E graduate program.

#### Foundation Courses

EPB 50100	Academic Writing for Graduate Students (6)
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One of the following:

ACCT 51010	Financial Accounting Concepts
ACCT 21010	Principles of Financial Accounting

One of the following:

ECON 53081	Economics Concepts
ECON 23020	Principles of Microeconomics

One of the following:

MGMT 56025	Business Concepts
MGMT 26032	Principles of Management

*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.*

### LEADERSHIP, MA

#### 36-51 credit hours

The Master of Arts in Leadership may be earned online or by completing a combination of online courses and traditionally offered courses.

#### Requirements

To earn a Master of Arts in Leadership, the student must complete the following degree requirements:

#### Foundation courses (0-15 credit hours)

#### Ten core business courses (30 credit hours)

FIN 52005	Fundamentals of Financial Management or
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 Capstone

#### Two elective courses (6 credit hours)

Elective course shall be selected from among the following options:

HRM 56530	Employee Training and Development
MGMT 56035	Organizational Behavior
MGMT 56060	Business Law and Ethics
MGMT 56055	Group and Team Dynamics
MGMT 56085	Operations Management
MGMT 66058	Leadership Research

## SPORT MANAGEMENT, MA

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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.

### Requirements

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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
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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.

Plus two business elective courses (6 credit hours), selected from within any business discipline.

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

## MASTER OF BUSINESS ADMINISTRATION & MBA ONLINE

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39-54 credit hours

### MBA Requirements

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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 Policy
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) In the event that taking a core course would require a student with an undergraduate degree in business 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.*

*(3) In the event that core courses have been replaced by higher level elective courses (for students with undergraduate degrees in business), no such courses may simultaneously serve to fulfill the core requirement and the emphasis requirement. The student must still complete four courses within a single business discipline in order to earn an emphasis in that area.*

*Four elective courses (12 credit hours)*

To earn an MBA, students must select four elective courses (12 credit hours) from one or more business disciplines. Students seeking an area of emphasis must complete four elective courses from within a single business discipline with a grade of B or better in each course. For more information regarding areas of emphasis, see *MBA with Emphasis Requirements*.

### MBA Online Requirements

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39-54 credit hours

Students may opt to earn a Master of Business Administration online. Also available online is a Master of Business Administration with an emphasis in management. The online option suits the non-traditional student, who may desire the flexibility and the autonomy of an online degree program.

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 Policy
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) In the event that taking a core course would require a student with an undergraduate degree in business 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.*

*(3) In the event that core courses have been replaced by higher level elective courses (for students with undergraduate degrees in business), no such courses may simultaneously serve to fulfill the core requirement and the emphasis requirement. The student must still complete four courses within a single business discipline in order to earn an emphasis in that area.*

**Four elective courses (12 credit hours)**

Students must complete four elective courses (12 credit hours), selected from one or more business disciplines. Students seeking to earn an area of emphasis must complete four elective courses from within a single business discipline with a grade of B or better in each course. Students completing an online MBA may opt to complete their elective courses traditionally or online. Currently, an emphasis may be earned entirely online in the area of management. For more information regarding areas of emphasis, see *MBA with Emphasis Requirements*.

*Notes: (1) Online courses are subject to an additional 10% tuition surcharge and may additionally require fees to cover online testing and presentation facilitation capabilities.*

*(2) Application procedures for online programs vary slightly from the procedures required for traditional programs. See the section of this catalog called Degree Program Application Procedures for more information.*

**MBA WITH AN EMPHASIS****39-54 credit hours**

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 MBA with an emphasis, the student must complete a minimum of four elective courses from one business area with a grade of B or better

in each course. Requirements for earning an emphasis and a description of available emphasis areas appear below.

**MBA with Emphasis Requirements**

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 Policy
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) In the event that taking a core course would require a student with an undergraduate degree in business 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.*

*(3) In the event that core courses have been replaced by higher level elective courses (for students with undergraduate degrees in business), no such courses may simultaneously serve to fulfill the core requirement and the emphasis requirement. The student must still complete four courses within a single business discipline in order to earn an emphasis in that area.*

**Four elective courses (12 credit hours)**

To earn an MBA with an emphasis, students must complete a minimum of four elective courses from one business discipline and achieve a grade of B or better in each course. No elective course in which a grade of C is earned may be applied to the emphasis. If a student receives a grade of C in any emphasis area elective course, an alternative course must be taken, or the course may be repeated if no alternative exists, for a grade of B or better. Note that all grades will be calculated within the student's cumulative GPA.

Accounting  
 Entrepreneurial Studies  
 Finance  
 Human Resource Management  
 International Business  
 Leadership 38  
 Management  
 Marketing Emphasis  
 Supply Chain Management

## ACCOUNTING EMPHASIS

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The graduate curriculum in accounting offers advanced training in the nature, theory, and central problems of business accounting. The program is designed to develop the expanded knowledge that is the basis for the specialist in an accounting management career or in further advanced study. For an emphasis in accounting, select four courses from among the following options:

ACCT 51030	Advanced Cost Management
ACCT 51050	Individual Tax Planning
ACCT 51055	Business Tax Planning
ACCT 51060	Governmental & Nonprofit Accounting
ACCT 51070	Financial Statement Analysis

*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 EMPHASIS

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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 EMPHASIS

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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 EMPHASIS

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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	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56550	Compensation and Benefits

## INTERNATIONAL BUSINESS EMPHASIS

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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 Communications
INTL 58090-58099	Special Topics in International Business

## MANAGEMENT EMPHASIS

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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 & Growth

MGMT 56035	Organizational Behavior
HRM 56510	Strategic Human Resource Management
INTL 58032	International Management
MGMT 56020	Organizational Communications
MGMT 56040	Supply Chain Management
MGMT 56045	Logistics Management
MGMT 56048	Procurement Management
MGMT 56056	Leadership Theory
MGMT 56065	Project Management
MGMT 56085	Operations Management
MGMT 56090-56099	Special Topics in Management

## MARKETING EMPHASIS

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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
MRKT 55085	Marketing Strategies and Management II
MRKT 55090-55099	Special Topics in Marketing
SPMGT 57040	Sport Marketing and Promotion

## LEADERSHIP EMPHASIS

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For an emphasis in leadership, select one course from each of the four groups below.

### Group One

MGMT 56056	Leadership Theory
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### Group Two

MGMT 56020	Organizational Communications
MGMT 56035	Organizational Behavior

### Group Three

HRM 56510	Strategic Human Resource Management
MGMT 56037	Organizational Change and Development

### Group Four

MGMT 56057	Leadership Strategies
MGMT 56058	Leadership Capstone

*Note: To enroll in MGMT 56058, students must already have completed two leadership elective courses or be enrolled in their last term of the MBA program.*

## SUPPLY CHAIN MANAGEMENT EMPHASIS

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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 supply chain management, students must complete the following four courses:

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

## Master of Science Programs

### FINANCE, MS

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*45-63 credit hours*

### Requirements

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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 for Graduate Students (6)
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One of the following:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics

One of the following:

ACCT 51010	Financial Accounting Concepts
ACCT 21010	Principles of Financial Accounting

One of the following:

ECON 53081	Economics Concepts
ECON 23020	Principles of Microeconomics

One of the following:

FIN 52010	Financial Policy
FIN 32000	Principles of Finance

*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
FIN 62095	Finance Thesis I
INTL 58020	International Finance
FIN 62096	Finance Thesis II
MGMT 56075	Linear Statistical Models
MGMT 66075	Quantitative Research Methods in Business

## **MARKETING, MS**

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45-66 credit hours

### **Requirements**

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

#### **MS foundation courses (0-21 credit hours)**

EPB 50100	Academic Writing for Graduate Students (6)
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One of the following:

MRKT 35010	Principles of Marketing
MGMT 56025	Business Concepts

One of the following:

ECON 53081	Economics Concepts
ECON 23020	Principles of Microeconomics

One of the following:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics

One of the following:

FIN 52010	Financial Policy
FIN 32000	Principles of Finance

One of the following:

ACCT 51010	Financial Accounting Concepts
ACCT 21010	Principles of Financial Accounting

*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 and Issues
MRKT 55020	Marketing Information and Research
MRKT 55035	Product Management
MRKT 55025	Integrated Marketing Communications
MRKT 55015	Electronic Marketing and New Media
MRKT 55030	Services Marketing
MRKT 55080	Marketing Strategy and Management
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

#### **Elective Course (3 credit hours)**

The elective course shall be selected from among the following options:

MGMT 56040	Supply Chain Management
MRKT 55050	Personal Selling and Sales Management
SPMGT 57040	Sport Marketing and Promotion

## Graduate Certificate Programs

Students completing a certificate program must maintain a minimum GPA of 3.0 in their certificate coursework in order to earn the graduate business certificate. Certificate programs must be completed within three years of enrollment in the first course.

### 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 graduate certificate foundation courses may be required:

MGMT 56025	Business Concepts
ACCT 51010	Financial Accounting Concepts
ECON 53081	Economics Concepts
EPB 50100	Academic Writing for Graduate Students (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.*

### FINANCE GRADUATE CERTIFICATE

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 52010      Financial Policy

#### *Three certificate core courses (9 credit hours)*

FIN 52020      Cases in Managerial Finance

FIN 52030      Investments

FIN 52065      Financial Markets and Institutions

#### *Two elective courses (6 credit hours)*

Electives shall be selected from the following options:

ACCT 51070      Financial Statement Analysis

FIN 52031      Derivatives

FIN 52032      Portfolio Management

FIN 52033      Fixed Income Securities

INTL 58020      International Finance

### INTERNATIONAL BUSINESS GRADUATE CERTIFICATE

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

#### *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)*

Electives shall be selected from the following options:

INTL 58040      International Economics

INTL 58060      International Risk and Politics

INTL 58070      International Business and Cross-Cultural Communications

### LEADERSHIP GRADUATE CERTIFICATE

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

#### *Three certificate core courses (9 credit hours)*

MGMT 56056      Leadership Theory

MGMT 56037      Organizational Change and Development

MGMT 56057      Leadership Strategies

#### *Three elective courses (9 credit hours)*

Electives shall be selected from the following options:

HRM 56530      Employee Training and Development

MGMT 56035      Organizational Behavior

MGMT 56060      Business Law and Ethics

MGMT 56055      Group and Team Dynamics

HRM 56510      Strategic Human Resource Management

### MARKETING GRADUATE CERTIFICATE

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

*Four certificate core courses (12 credit hours)*

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

*Two elective courses (6 credit hours)*

Electives shall be selected from the following options:

MRKT 55030 Services Marketing  
MRKT 55040 Advertising and Promotional Strategy  
MRKT 55075 Business-to-Business Marketing

## **SUPPLY CHAIN MANAGEMENT GRADUATE CERTIFICATE**

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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

*Four certificate core courses (12 credit hours)*

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

## SCHOOL OF COMMUNICATIONS

### CINEMA AND MEDIA ARTS, MFA

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The MFA in Cinema and Media Arts instructs students in the craft of motion picture production, the art of presenting compelling and important stories, and the study of shaping and understanding messages meant for mass consumption. Drawing from a background in communication theory, studio art, art history, creative writing, and media production, students should be able to develop meaningful pieces of cinema with critical awareness of their artistic and cultural context.

#### 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 sample of film or video work with credits clearly identified.
- 7-10 page creative writing sample.

Candidates for admission are expected to demonstrate an undergraduate GPA of 3.0. They should also have either completed undergraduate video or film production coursework or demonstrate equivalent basic proficiency. Students who do not meet these requirements but still hope to be considered should contact the School of Communications before applying.

A student pursuing the MFA in Cinema and Media Arts may enroll in no more than 9 credit hours in any given term. Although most of the courses in the degree are offered in the semester format, some courses are available on a quarter-based schedule. A student wishing to overlap a single quarter-based course with a full-time semester-based schedule may do so with permission from an academic advisor. However students who receive financial aid should consult the section of the catalog entitled Combining Terms of Enrollment (p. 21).

Students may not receive graduate credit for any course designated as a dually-enrolled course, if that student previously received credit for the undergraduate version of that course.

#### Requirements

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*60 credit hours*

To earn a Master of Fine Arts in Cinema and Media Arts, a total of 60 graduate credit hours must be completed, a minimum of 30 of which must be graduate-only courses, including the following required core courses:

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 Project
COM 60201	Cinema Thesis I
COM 60202	Cinema Thesis II

Plus nine credit hours selected from the following options

ART 50500	Painting
ART 51500	Studies in Graphic Design
ART 52000	Sculpture
ART 52200	Motion Graphics
ART 53000	Drawing
ART 54600	Digital Imaging
ART 54800	Digital Illustration
ART 55100	Typography
ART 58100	Photography
ARTH 55400	Nineteenth-Century Art
ARTH 55600	Baroque Art
ARTH 55700	Ancient Art
ARTH 55800	Medieval Art
ARTH 56100	Twentieth-Century Art/ Modern
ARTH 56200	Twentieth-Century Art/ Contemporary
ARTH 56300	Early Modern Gender Studies
ARTH 56400	Non-Western Art
ARTH 56900	History of Graphic Design
ARTH 58900	Art Theory and Criticism

Plus six credit hours selected from the following options

IMF 51600-51699	Fiction Genres
IMF 52200-52299	Focused Fiction Workshop
IMF 52300-52399	Focused Nonfiction Workshop
IMF 53500	Fiction Writing Workshop
IMF 53600	Fundamentals of Contemporary Fiction
IMF 53700-53799	Selected Emphases in Fiction
IMF 54500	Creative Nonfiction Workshop

*Note: The course descriptions for IMF courses may be found in the catalog of the School of Accelerated Degree Programs.*

Plus 12 credit hours selected from the following options:

COM 50700	Writing for the Electronic Media
COM 52500	Photojournalism
COM 54200	Interactive Web Development
COM 54400	Advanced Interactive Scripting
COM 55500	3-D Graphics
COM 55700	Non-linear Video Editing

COM 56600	Web Design
COM 57400	Advanced Video
COM 57900	Production for Television
COM 57300-57399	Practicum in Producing
COM 57600-57699	Practicum in Production
COM 57700-57799	Practicum in Post-Production
COM 57800-57899	Practicum in Scriptwriting

Plus nine additional credit hours from the above-listed course in Studio Art and Art History, Creative Writing, Media Production, or from the following options:

COM 57000	History of Film
COM 57500-57599	Topics in Media Studies
COM 58400	Media/Communication Internship
COM 59000-59999	Special Topics
IMF 51900	Advanced Fiction Genres
IMF 53200	Advanced Focused Fiction Workshop
IMF 53300	Advanced Focused Nonfiction Workshop
IMF 53800	Advanced Fiction Workshop
IMF 53900	Advanced Studies Contemporary Fiction
TA 51000	Graduate Script Analysis
TA 53000	Seminar in Theatre History
TA 53500	Modern Drama
TA 53600	Survey of Dramatic Literature
TA 53700	Seminar in American Drama

*Note: The course descriptions for IMF courses may be found in the catalog of the School of Accelerated Degree Programs.*

## COMMUNICATIONS, MA

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)
- Official results from the Graduate Record Exam (GRE revised General Test)

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.

### Requirements

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 Project

### Specialized coursework

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 55700	Non-linear Video Editing
COM 57000	History of Film
COM 57100	Advanced Audio Production
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 50400	Broadcast Newswriting
COM 50600	Investigative Reporting
COM 52500	Photojournalism
COM 52600	Advanced Reporting
COM 53000	Online Journalism
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 50500	Desktop Publishing
COM 52400	Applications for Mobile Devices
COM 53000	Online Journalism
COM 53700	Design with Illustrator
COM 54200	Interactive Web Development
COM 54400	Advanced Interactive Scripting
COM 55500	3-D Graphics
COM 55700	Non-linear Video Editing
COM 56600	Web Design
COM 57100	Advanced Audio Production

*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 50400	Broadcast Newswriting
COM 50500	Desktop Publishing
COM 50700	Writing for the Electronic Media
COM 52400	Applications for Mobile Devices
COM 52500	Photojournalism
COM 52600	Advanced Reporting
COM 53000	Online Journalism
COM 53700	Design with Illustrator
COM 54200	Interactive Web Development
COM 54400	Advanced Interactive Scripting
COM 55700	Non-linear Video Editing
COM 56600	Web Design
COM 57000	History of Film
COM 57100	Advanced Audio Production
COM 57400	Advanced Video
COM 57900	Production for Television
COM 58100	Editing
COM 59000-59999	Special Topics

## SCHOOL OF EDUCATION

The School of Education is divided into three departments:

1. Counseling Department
2. Educational Leadership Department
3. Teacher Education Department

The following graduate degree programs are offered through each department:

### Counseling Department

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

### Educational Leadership Department

#### *Master of Arts*

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

#### *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 specialist K-12
- Educational Specialist in Instructional Leadership with an emphasis in mathematics education specialist elementary K-6
- Educational Specialist in PK-12 Instructional Leadership
- Educational Specialist in Behavior Analysis with an Emphasis in Instructional Leadership

#### *Doctor of Education*

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

- Doctor of Education in Instructional Leadership with an emphasis in higher education leadership
- Doctor of Education in Instructional Leadership with an emphasis in PK-12

### Teacher Education Department

#### *Master of Arts in Education Model I, Add-on Advanced 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 (add-on)

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

- Master of Arts in Behavior Analysis BCBA
- 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 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

## Counseling Department

### COUNSELING, MA

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The Lindenwood University Master of Arts in Counseling Program is accredited by the Higher Learning Commission 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 (DESE, <http://dese.mo.gov/>).

The programs leading to a MA 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 MA 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 a professional or school counselor 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 remediate the student. Efforts at remediation 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 in Counseling degree program must attain a 3.0 GPA for the first 12 hours of graduate course work with no grade less than a B nor 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 IPC 51100, IPC 52400, IPC 55100 or IPC 55300, or IPC 62000 (professional internship) or IPC 62100, IPC 62200, IPC 62300, or IPC 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 ensure 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 meeting the following criteria:

1. Maintaining a minimum GPA of 3.0 in Counseling coursework; 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 candidate's instructors; and
5. Receiving satisfactory evaluations from site supervisors during internship or field placement experiences; and

6. Passing the Comprehensive Examination [CPCE for professional counseling candidates or Missouri Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056 MEGA Counselor, for school counseling candidates] as an exit requirement.

*NOTE: Missouri's Department of Elementary and Secondary Education (DESE) has raised the criteria for certification as a school counselor. 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.*

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 (700 hours are required for Illinois practitioners). 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 Counseling Department. 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 (700 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 Counseling Department. 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 in the following sections. Further information regarding exit requirements is provided in the Professional Counseling Handbook and the School Counseling Handbook.

### **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, he or she should 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.

## **COUNSELING, MA**

### **PROFESSIONAL COUNSELING TRACK, MISSOURI PRACTITIONERS**

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*48 credit hours*

The program described 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>.

### **Requirements**

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#### *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
IPC 58200	Lifestyle and Career Development
IPC 62000	Counseling Internship (3-6)

*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 51300	Principles of School Counseling
IPC 52300	Adjustment and Learning Issues in Children and Adolescents
IPC 53100	Family Counseling

IPC 53200	Marital Counseling
IPC 54200	Statistical Analysis
IPC 55300	Theories of Counseling Children and Adolescents
IPC 56400	Crisis Intervention
IPC 56500	Introduction to Substance Abuse Counseling
IPC 57500	Family and School Consulting
IPC 58300	Analysis of the Individual
IPC 59000-59999	Special Topics in Counseling
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	Internship Extension (0)

*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 classes while completing the required internship hours. A fee of \$50 will be incurred for each extension.

#### **Exit Requirements**

In order to fulfill degree requirements, each student completes IPC 60500 Comprehensive Examination by obtaining a passing score on the Counselor Preparation Comprehensive Examination (CPCE). Further information regarding exit requirements is provided in the Professional Counseling Handbook.

IPC 60500      Comprehensive Examination (0)

## **COUNSELING, MA**

### **PROFESSIONAL COUNSELING TRACK, ILLINOIS PRACTITIONERS**

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*48 credit hours*

The program described 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).

## **Requirements**

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#### *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
IPC 58200	Lifestyle and Career Development
IPC 62000	Counseling Internship (3-6)

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

#### **Internship Requirement**

Students in the professional counseling track for Illinois practitioners are required to complete a minimum of 700 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 classes while completing the required internship hours. A fee of \$50 will be incurred for each extension.

#### **Exit Requirements**

In order to fulfill degree requirements, each student completes IPC 60500 Comprehensive Examination by obtaining a passing score on the Counselor Preparation Comprehensive Examination (CPCE). Further information regarding exit requirements is provided in the Professional Counseling Handbook.

IPC 60500      Comprehensive Examination (0)

## COUNSELING, MA

### SCHOOL COUNSELING TRACK, MISSOURI PRACTITIONERS

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48 credit hours

The program of study described below is required for recommendation for certification as a school counselor in the state of Missouri:

#### Requirements

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##### 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 and 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
IPC 58200	Lifestyle and Career Development
IPC 58300	Analysis of the Individual
IPC 62100	Field Placement 1

One of the following:

IPC 62200	Field Placement 2 K-8 (3-6)
IPC 62300	Field Placement 2 7-12
IPC 62400	Field Placement 2 K-12

##### Electives

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

IPC 52200	Personality Theories and Psychopathology
IPC 52400	Adult Diagnosis and Treatment Planning
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 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 62101	Field Placement 1 Extension (0)
IPC 62201	Field Placement 2 K-8 Extension (0)
IPC 62301	Field Placement 2 7-12 Extension (0)
IPC 62401	Field Placement 2 K-12 Extension (0)
IPC 62500	Individual Intelligence Testing
IPC 62600	Individual Diagnostic Assessment

*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	Teaching Methods 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 Counseling Department. 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 IPC 62200/IPC 62300/IPC 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 in IPC 62100 and are unable to complete at least half the required field placement hours, they must enroll in IPC 62101 for 0 credit hours to allow them to attend field placement classes while completing the required hours. If students take an Incomplete in Field Placement 2, regardless of how many hours are needed, they must enroll in IPC 62201, IPC 62301, or IPC 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. A fee of \$50 will be incurred for each extension.

**Exit Requirements**

In order to fulfill degree requirements, each student completes IPC 60500 Comprehensive Examination by passing the Missouri Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056 MEGA Counselor. During the program, each student will also complete the Missouri Educator Profile (MEP) and the Missouri School Counselor Performance Assessment (MO SCPA). In addition, 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 selected state.

**COUNSELING, MA**
**SCHOOL PSYCHOLOGICAL EXAMINER  
CERTIFICATION, MISSOURI  
PRACTITIONERS**


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*27 credit hours*

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 program of study required for recommendation for certification as a school psychological examiner is described below:

**Requirements***Core Curriculum*

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
IPC 62500	Individual Intelligence Testing
IPC 62600	Individual Diagnostic Assessment

IPC 62700	Internship in Diagnostic Assessment
EDU 50200	Psychology of Teaching and Learning
EDU 54100	Education of the Exceptional Child

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

**Elective**

IPC 62701	Internship in Diagnostic Assessment Extension (0)
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**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 in IPC 62700, regardless of how many hours are needed, they must enroll in IPC 62701 for 0 credit hours to allow them to attend internship classes while completing the required hours. A fee of \$50 will be incurred for each extension.

**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
IPC 62600	Individual Diagnostic Assessment
IPC 62700	Internship in Diagnostic Assessment

**Educational Leadership Department**

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 specialist (K-12)
- Educational Specialist in Instructional Leadership with emphasis in mathematics education specialist elementary (K-6)
- Educational Specialist in PK-12 Instructional Leadership
- Educational Specialist in Behavior Analysis with an Emphasis in 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 administration
  - Doctor of Education in Instructional Leadership with an emphasis in higher education leadership
  - Doctor of Education in Instructional Leadership with an emphasis in PK-12 education

## **SCHOOL ADMINISTRATION, MA**

### **Initial certification, School Principal**

*36-39 credit hours*

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 the required graduate coursework, maintaining a GPA of 3.0 or higher.

- Completion of EDU 34100 or EDU 54100 Education of the Exceptional Child, or equivalent.

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.*

### **Requirements**

#### *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 57000	Educational Research
EDU 52000	Curriculum Analysis and Design

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

#### *Content Curriculum*

In addition to the core courses listed above, students pursuing the MA in School Administration must complete the following courses:

EDA 50000	School Administration Foliolek and MEP Seminar
EDA 50500	Foundations of Education Administration
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

One of the following:

EDA 51000	Elementary School Administration and Organization
EDA 51200	Secondary School Administration and Organization

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

*9 credit hours*

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 master's 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:

#### Requirements

EDA 51400	Foundations and Administration of Special Education
EDA 54500	Special Education Law
EDA 58598	Special Education Field Experience for Administrators

### 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 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 ADMINISTRATION, EDS

*30 credit hours*

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.

#### Requirements

##### Core Curriculum

EDA 53000	Public and Community Relations
EDA 53500	School Facilities
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

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

*(2) EDA 53000, EDA 53500: 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.*

*(3) 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
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##### 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

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

(2) EDA 68000: 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.

## SCHOOL ADMINISTRATION, EDS

33 credit hours

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.

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.

### Requirements Prerequisites

EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

### Core curriculum

EDA 50000	School Administration Foliotek and MEP Seminar
EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDA 61600	School Supervision
EDA 61800	School Business Management
EDA 62600	School Law

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

(2) EDA 53000, EDA 53500: 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.

One of the following:

EDA 60800	Foundations of Elementary School Administration and Organization
EDA 60900	Foundations of Secondary School Administration and Organization

### Internship Requirement

Students must complete three field experience credit hours.

EDA 65300	Field Experience
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Students must also complete six research project credit hours.

EDA 64500	Statistics in Educational Administration
EDA 65000	Specialist Project
EDA 68000	Specialist Experience

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

(2) EDA 68000: 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.

## INSTRUCTIONAL LEADERSHIP, EDS

### BOARD CERTIFIED BEHAVIOR ANALYST

39 credit hours

### Requirements

#### Core Curriculum

EDS 60000	Ethical and Professional Issues in Behavioral Analysis
EDS 61000	Concepts and Principles of Behavior Analysis
EDS 62000	Research Methods in Applied Behavior Analysis
EDS 63000	Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavioral Analysis
EDS 64000	Observation, Assessment, and Identification Methods of Applied Behavioral Analysis
EDS 65000	Behavioral Interventions and Program Management of Applied Behavioral Analysis
EDS 67100	Applied Behavioral Analysis Practicum I
EDS 67200	Applied Behavioral Analysis Practicum II
EDS 67300	Applied Behavioral Analysis Practicum III
EDS 68100	Behavioral Analysis Fieldwork I
EDS 68200	Behavioral Analysis Fieldwork II
EDS 68300	Behavioral Analysis Fieldwork III
EDAB 65000	Specialist Project-Behavioral Analysis Program

## INSTRUCTIONAL LEADERSHIP, EDS EMPHASIS IN LITERACY EDUCATION SPECIALIST (K-12)

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30 credit hours

The Educational Specialist in Instructional Leadership with an emphasis in literacy specialization 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.

### Requirements

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#### Core Curriculum

EDA 60000	Instructional Program Leadership & Assessment
EDA 64500	Statistics in Educational Administration
EDA 64200	Instructional Leadership Internship
EDA 65000	Specialist Project
EDA 68000	Specialist Experience
EDARL 67000	Foundations of K-12 Literacy Administration Organization
EDARL 67100	Pedagogy for Effective Literacy Practices
EDARL 67200	Student Achievement Enhancement Techniques for Elementary Literacy
EDARL 67300	Student Achievement Enhancement Techniques for Middle School/High School Literacy
EDARL 67400	Literacy Leadership: Influencing and Facilitating Program Improvement
EDARL 67500	Cognitive Coaching for Teaching Diverse Populations and Adult Learners

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

(2) EDA 68000: 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.

## INSTRUCTIONAL LEADERSHIP, EDS EMPHASIS IN MATHEMATICS, EDUCATION SPECIALIST, ELEMENTARY K-6 (ADD-ON CERTIFICATION)

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31-41 credit hours

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.

#### Requirements Prerequisites

Teacher certification with a minimum of 10 credit hours of mathematics from the following:

MTH 14800	Mathematical Structures for Teachers I
MTH 14900	Mathematical Structures for Teachers II
MTH 14100	Basic Statistics
MTH 15100	College Algebra
MTH 15200	Pre-calculus: Elementary Functions
MTH 17300	Survey of Calculus
CSC 10011	Introduction to Computer Science: Python
EDU 57000	Educational Research
EDU 52000	Curriculum Analysis and Design

(Substitution may be made with advanced mathematics coursework in the same subject area.)

#### 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
EDAM 64500	Seminar with Internship II - Geometry

EDAM 65500	and Measurement Seminar with Internship III - Algebraic Reasoning
EDAM 66500	Seminar with Internship IV - Data Analysis, Statistics, and Probability
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

*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.*

## INSTRUCTIONAL LEADERSHIP, EDS EMPHASIS IN PK-12 EDUCATION

*33 credit hours*

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.

### Requirements

#### Core Curriculum

EDA 52000	School Business Management
EDA 52500	School Law
EDA 53000	Public and Community Relations
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) EDA 52500, EDA 53000, EDA 52000: 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.*

#### Elective course

Students select one course from EDA 50000 or above or a graduate business management course.

#### 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 Educational Administration
EDA 65000	Specialist Project
EDA 68000	Specialist Experience

*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 BEHAVIOR ANALYSIS, EDS

### EMPHASIS IN INSTRUCTIONAL LEADERSHIP

*30 credit hours*

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs in behavior analysis services. BACB is scientifically founded on applied behavioral analysis (ABA) the primary therapy for children with autism. Lindenwood University would be required to apply to BACB to become an approved University to offer BCBA (Board Certified Behavioral Analysis) 4th edition courses. Students will take seven courses that meet BACB standards plus log practicum hours with individuals who are BCBA certified. They will have two practicum options – Option I – Practicum experience will require 1000 hours of direct observational experience – Option II – Independent Fieldwork Experience will require 1500 hours and is specifically designed for individuals already working in the field. Once completing the course requirements students must take a national exam to receive BCBA certification.

Courses have been specifically sequenced to match the objectives as outlined on the 4th edition BCBA task list. A

maximum of twenty students would begin the program each fall as a cohort group and will be required to take the courses in the sequence outlined. A new cohort group will begin each fall.

The Educational Specialist in Behavioral Analysis – BCBA Certification Program will be open for anyone to apply who has a master’s degree in the areas of behavioral analysis, education, or psychology. It will further serve as an extension of both our Masters in Education with an Emphasis in Early Interventions in Autism & Sensory Impairment and the Autism Spectrum Disorders K – 12 Programs.

### Certificate Requirements

#### Core Courses

EDS 60000	Ethical and Professional Issues in Behavioral Analysis
EDS 61000	Concepts and Principles of Behavior Analysis
EDS 62000	Research Methods in Applied Behavior Analysis
EDS 63000	Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavioral Analysis
EDS 64000	Observation, Assessment, and Identification Methods of Applied Behavioral Analysis
EDS 65000	Behavioral Interventions and Program Management of Applied Behavioral Analysis
EDAB 65000	Specialist Project-Behavioral Analysis Program
Option 1	
EDS 67100	Applied Behavioral Analysis Practicum I
EDS 67200	Applied Behavioral Analysis Practicum II
EDS 67300	Applied Behavioral Analysis Practicum III
Option 2	
EDS 68100	Behavioral Analysis Fieldwork I
EDS 68200	Behavioral Analysis Fieldwork II
EDS 68300	Behavioral Analysis Fieldwork III

*Note: All courses earn 3 credit hours unless otherwise noted.*

### 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 Programs

- 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

To earn the doctoral degree student must complete the doctorate level coursework with a cumulative GPA of 3.5 or higher, pass a comprehensive exam, and complete and receive 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, (all emphasis areas) up to 24 hours may be transferred to the EdD Instructional Leadership Program. Upon completion of the EdS in School Administration, up to 6 hours (EDA 53000, EDA 53500) may be transferred into the EdD Educational Administration Program.

## EDUCATIONAL ADMINISTRATION, EDD

*48-60 credit hours*

The Doctor of Education in Educational Administration program leads 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.

### Requirements Prerequisites

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

EDA 52500	School Law
EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDU 57000	Educational Research

### Core Curriculum

EDA 70000	Instructional Program Leadership and Assessment
EDA 70500	Advanced School Law
EDA 71000	Human Resource Administration
EDA 71500	Advanced School Business Management
EDA 72000	School District Administration
EDA 74500	Statistics in Educational Administration
EDA 75500	Seminar in Educational Leadership: Perspectives on Policy and Practice
EDA 76500	Administrative Decision-Making in Schools
EDA 53000	Public and Community Relations
EDA 53500	School Facilities

*Notes: EDA 53000, EDA 53500: Up to 9 credit hours of coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.*

### Elective coursework

Students also complete two courses from EDA 50000 or higher or graduate business coursework.

One of the following:

EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research

### Internship Requirement

Students must complete three internship credit hours.

EDA 74100	Educational Administration Internship
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### 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
EDA 78000	Capstone Experience

*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.*

## INSTRUCTIONAL LEADERSHIP, EDD

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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 four emphasis areas, of which students must select one: andragogy, higher education administration, higher education leadership, and PK-12 instructional leadership.

## INSTRUCTIONAL LEADERSHIP, EDD

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### ANDRAGOGY EMPHASIS

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48-57 credit hours

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.

#### Requirements Prerequisites

The following master's level courses or equivalents are required prerequisites:

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

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

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

#### Core Curriculum

EDA 70000	Instructional Program Leadership and Assessment
EDA 71000	Human Resource Administration
EDA 74500	Statistics in Educational Administration
EDA 76500	Administrative Decision-Making in Schools
EDAA 70100	Building Blocks in 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

One of the following:

EDA 76700	Quantitative Methods Design in Educational Research
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EDA 76800	Qualitative Methods in Educational Research
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#### Elective Coursework

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
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#### 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
EDA 78000	Capstone Experience

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

(2) EDA 78000: 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.

(3) EDA 77500: Dissertation Publication Fee Required

## INSTRUCTIONAL LEADERSHIP, EDD

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### HIGHER EDUCATION ADMINISTRATION EMPHASIS

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45-54 credit hours

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

#### Requirements Prerequisites

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

Notes: (1) Courses are three credit hours unless otherwise indicated. (2) Up to 9 hours of coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.

**Core Curriculum**

EDA 70000	Instructional Program Leadership and Assessment
EDA 71000	Human Resource Administration
EDA 74500	Statistics in Educational Administration
EDA 76500	Administrative Decision-Making in Schools
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 Educational Leadership: Perspectives on Higher Education Policy and Practice

One of the following:

EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research

**Internship Requirement**

Students must complete three internship credit hours.

EDA 74800	Instructional Leadership Internship
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**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
EDA 78000	Capstone Experience

*Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDA 78000: 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. (3) EDA 77500: Dissertation Publication Fee Required*

**INSTRUCTIONAL LEADERSHIP, EDD****HIGHER EDUCATION LEADERSHIP EMPHASIS****42-51 credit hours**

The Doctor of Education in Instructional Leadership with an emphasis in higher education leadership is designed for students who are interested in pursuing a degree in education with an objective in studying comparative education and educational policy as well as obtaining tangible skills to implement positive change in the higher

education space. Students who complete this degree will be able to pursue a career in a national or multinational setting, including, but not limited to, higher education administration, higher education scholarship, international education field work, departments or ministries of education, and other select government occupations. This program will focus on the research that has been conducted to illuminate international efforts in education to create a global knowledge society that can fully encompass continual, rapid globalization and informational mobility.

**Requirements Prerequisites**

The following master's level courses or equivalents are required prerequisites:

EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDU 57000	Educational Research

**Core Curriculum**

EDAH 71600	Public Policy in Higher Education
EDAH 71700	Educational Economics and Econometrics
EDAH 71800	Comparative Education Theory and Practice
EDA 74500	Statistics in Educational Administration
EDA 76700	Quantitative Methods Design in Educational Research
	or
EDA 76800	Qualitative Methods in Educational Research

**Higher Education Administration Core**

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 Educational Leadership: Perspectives on Higher Education Policy and Practice

**Internship Requirement**

Students must complete three internship hours.

EDA 74800	Instructional Leadership Internship
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**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
EDA 78000	Capstone Experience

*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.

(3) EDA 53000, EDA 52000 or equivalent courses: \*Up to 9 hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the doctoral program.

## INSTRUCTIONAL LEADERSHIP, EDD

### PK-12 INSTRUCTIONAL LEADERSHIP EMPHASIS

#### 42-51 credit hours

The Doctor of Education in Instructional Leadership with an emphasis in PK-12 program does not lead to certification. It 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.

#### Requirements Prerequisites

The following master's level courses or equivalents 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 coursework completed in Lindenwood University MA in Education Administration program may be applied toward the doctorate program.

#### Core Curriculum

EDA 70000	Instructional Program Leadership and 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 Educational Leadership: Perspectives on Policy and Practice
EDA 76500	Administrative Decision-Making in Schools

One of the following:

EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research

#### Internship Requirement

Students must complete three internship credit hours.

EDA 74800	Instructional Leadership Internship
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#### 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
EDA 78000	Capstone Experience

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

(2) EDA 78000: 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.

## Teacher Education Department

The Lindenwood University Educator Preparation Programs (EPP) are 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 (MoDESE <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 entering 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 Educator Goals

The goal of the EPP 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/leading 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
- Master of Arts in School Administration
- Master of Arts in Education with library media certification

- Master of Arts in Teaching
  - 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

Math Specialist

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.

*\*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.
- 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 an undergraduate or graduate course in Education of the Exceptional Child will be required to take EDU 54100 Education of the Exceptional Child to fulfill MoDESE requirements.
- Students who plan to apply for a certificate in Illinois and have not taken courses in Exceptional Child, Literacy, and ESOL, will be required to take EDU 53000 Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings; EDU 50305, Methods of Teaching Reading, Writing, and Oral Communication; EDU 50705 Methods of Teaching Reading in the Content Area; and ESOL 54000 TESOL Methods.
- Graduate students in Master of Arts programs who register for the EDU 60000 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 deadlines.

### **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.

All students seeking a Master of Arts in Education are required to complete the Core Curriculum within each program page.

### **Transfer of International Course Credit**

A student wishing to transfer 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:

1. An official WES\* course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.
2. A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.
3. 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 Assistant Dean of Educational Leadership.

### **Transfer of U.S. Course Credit**

A student wishing to transfer up to six 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.

### **Graduate Certificate Programs**

Graduate certificate programs are a collection of current graduate credit courses that provide students with a mastery of content within a sub-field of the discipline of education. The Advanced Graduate Certificate in Applied Research Methods is for students who have already completed a graduate or even terminal degree in Education or a related field.

### **Credit Hour Requirements for Graduate Certificates**

Each certificate will require at least 18 hours of graduate credit. Six hours may be transferred from or into an LU EdD. Up to six hours may be transferred from a master's degree or terminal degree from LU or another institution with advisor approval. Any transferred courses would need to closely align with one of the certificate courses.

### **Prior Education Requirements for Graduate Certificates**

Advanced certificate applicants must have completed a master's degree with a 3.0 GPA. Applicants must meet all requirements and follow all procedures for admission to

the LU Graduate School including a Bachelor's degree from a regionally accredited U.S. university (or SOE recognized regionally accredited international university) with a GPA of 3.0 or better (or equivalent). The Admission process will follow the same procedures as any graduate program in Educational Leadership. Students who wish to pursue the EdD during or after completion of the certificate must follow all application procedures for that program. International Students International citizens must meet the Lindenwood University Admission standards for the year of their admission.

### **Additional Admission Requirements for Graduate Certificates**

Students without EDA 64500/74500 or equivalent must complete this course as a prerequisite. Students must maintain a GPA of 3.0 (B average) in the program. Certification programs must be completed within five years of entry into the first course.

### **EdD or Other Terminal Degree Graduate Pursuing a Graduate Certificate**

Any applicant with a terminal degree could enroll in the certificate program. LU EdD alumni could transfer EDA 76700 (Quantitative Method Design in Ed Research) or EDA 768000 (Qualitative Method Design in Ed Research) into the certificate program (up to six hours total). Other terminal degree applicants could transfer up to six hours total into the certificate program, if the coursework aligns with current certificate requirements.

### **LU EdD Current Student Pursuing a Graduate Certificate**

Current EdD students would be allowed to enroll in certificate courses as well as EdD courses required for the program at the same time. Students would need to have sufficient total credit hours to satisfy both the Graduate Certificate requirements and the EdD requirements. Students could receive a certificate before completion of the EdD. LU EdD current students could transfer EDA 76700 (Quantitative Method Design in Ed Research) or EDA 768000 (Qualitative Method Design in Ed Research) into the certificate program (up to six hours total).

### **Applicant with Master's Degree only Pursuing a Graduate Certificate**

A student must have earned a master's degree from a regionally accredited U.S. university (or SOE recognized regionally accredited international university) to pursue the Advanced Graduate Certificate in Applied Research Methods. Certificate program students may decide to pursue an EdD at any time but must fulfill all EdD program application requirements. Students with a graduate degree may transfer up to six credit hours if the courses align with existing certificate programs (e.g. LU students with an MA in Education may transfer EDR 57500 Action Research/ EDR 58000 Writing for Research and Publication).

### **Advising**

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 need to be submitted for admission to the new program. Students who wish to pursue the EdD during or after completion of the certificate must follow all application procedures for that program.

## **ADVANCED GRADUATE CERTIFICATE IN APPLIED RESEARCH METHODS**

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*18 credit hours*

The Advanced Certificate in Applied Research Methods is intended for individuals who desire to enhance their knowledge of research methods. The courses in this certificate program emphasize the practical application of research in a variety of workplace settings. Every course in the program incorporates case studies, guest speakers with experience in the field, and research ethics. Courses in the certificate program include action research, program evaluation, and institutional research. Traditional research courses such as statistics and qualitative methods emphasize the practical applications of these techniques. This certificate program emphasizes not only gathering and analyzing data but also writing for academic publication, grants, and institutional reporting. This certificate is ideal for not only current graduate students but also those already possessing a terminal degree who wish to deepen their knowledge of research and writing for publication. For those with a graduate degree, this certificate offers a possible bridge to a doctoral program.

### **Certificate Requirements**

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#### *Required Course*

All certificate students must complete the following course:

EDA 76800	Qualitative Methods in Educational Research
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*The student must be admitted to the EdD program to enroll in courses at the 7000-level.*

Students must choose to complete one of the two following pairs of courses:

#### Option 1

EDU 60000	Master's Project
EDR 66700	Applied Quantitative Analysis

#### Option 2

EDA 76700	Quantitative Methods Design in Educational Research
EDR 66800	Introduction to Qualitative Research Design

**Elective Courses**

The student must also complete nine credit hours of elective coursework, selected from among the following options:

EDR 57500	Action Research
EDR 58000	Writing for Research and Publication
EDR 66000	Introduction to Institutional Research
EDR 66500	Program Evaluation

**Master of Arts in Education Model I: Add-On Advanced 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 for reading specialist, elementary mathematics specialist, library media specialist, an area of special 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)***11 credit hours*

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.

**Course Offerings**

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

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, MA****ADD-ON CERTIFICATION***33-39 credit hours*

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. The curriculum includes theory, research, and practice.

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. International students are required to obtain a minimum TOEFL score of 570 and successfully complete the University administered English placement exam.

**Requirements**

*Students seeking ESOL Add-on certification must complete the following courses: Prerequisite Courses*

EDU 50700	Teaching Reading in the Content Areas
EDU 54100	Education of the Exceptional Child

*Undergraduate level courses may be accepted to fulfill the prerequisite requirement, but in such cases, additional graduate replacement courses will be required to meet the 33 credit hour MA requirement.*

**Core Curriculum**

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

Select one of the following courses:

EDU 51000	Conceptualization of Education
	or
EDU 51010	Conceptualization of Education for Beginning Teachers

**ESOL Curriculum**

ESOL 51000	Linguistics and English Language Teaching
ESOL 52000	Sociolinguistics
ESOL 53000	Second Language Acquisition
ESOL 54000	TESOL Methods
ESOL 55000	Assessment in TESOL
ESOL 56000	TESOL Practicum

Select one of the following courses:

ESOL 50400	History of the English Language
	or
ESOL 57200	Modern Grammar

**GIFTED EDUCATION, MA****ADD-ON CERTIFICATION***33 credit hours*

The Master of Arts in Education with an emphasis in Gifted Education program prepares the Lindenwood student to work effectively with gifted children. Students will examine and analyze research needed to identify and serve gifted children. Students will also learn the knowledge and skills required to develop and provide the most current best practice instructional methods and services for gifted students, including how to create gifted programs based on the needs of a school district and how to work with administrators, school board members, and parents. This program is excellent for teachers in honors classrooms as well as educators focused on becoming gifted coordinators. Students who complete the program will receive an add-on Missouri teaching certification, upon completing two years of teaching in the regular education classroom. Master of Arts in Education students may also enroll in these courses as electives as allowed by their specific program. Candidates must possess an initial professional teaching certificate and have two years of teaching experience to qualify for gifted 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.

**Requirements****Core Curriculum**

EDU 50200	Psychology of Teaching and Learning
	or
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

**Certification Courses**

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 51300	Survey of Gifted and Talented Education
EDU 52400	Assessment of Intellectual Skills
EDU 54200	Administration and Supervision of Gifted Programs
EDU 54400	Meeting the Affective Needs of Gifted Children
EDU 54900	Practicum: Gifted Education

Students must also complete 6 credit hours of electives. EDU 53000 Survey of Learning Styles and three hours of conference credit are recommended. Other electives and transfer credits as approved by the Program Coordinator.

**LIBRARY MEDIA, MA**

*42 credit hours* 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 middle or high school teaching certificate, the completion of 42 credits is required. Elementary certificated students are required by DESE to

add Teaching Reading in the Content Area (3), which brings the total to 45 credit hours for the Master of Arts in Education with emphasis in library media.

## Requirements

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### Core Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 52000	Curriculum Analysis and Design

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

### 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 & Media Center Practicum
EDU 57000	Educational Research

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

(2) EDU 57000: Action research focus in library media required for library media certification.

## MATHEMATICS SPECIALIST ELEMENTARY GRADES 1-6, MA

### CERTIFICATION

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44 credit hours

The Master of Arts in Education with an emphasis in grades 1- 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 grades 1- 6 Mathematics Education.

### Requirements Prerequisite Courses

Teacher certification with a minimum of 10 hours of mathematics from the following:

MTH 14100	Basic Statistics
MTH 15100	College Algebra
MTH 15200	Pre-calculus: Elementary Functions
MTH 17300	Survey of Calculus
CSC 10011	Introduction to Computer Science: Python

Substitution may be made with advanced mathematics coursework in the same subject area.

### Core Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
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
EDM 54500	Seminar with Internship II - Geometry and Measurement
EDM 55500	Seminar with Internship III - Algebraic Reasoning
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

Note: Courses are three credit hours unless otherwise indicated.

## SPECIAL EDUCATION, K-12 MA

### ADD-ON CERTIFICATION

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37-40 credit hours

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 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.

## Requirements

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

EDS 53000	Introduction and 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
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
EDU 50200	Psychology of Teaching and Learning
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)
EDS 55400	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)

*Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 50200 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) EDU 55400: Students should only enroll in one practicum per semester.*

## SPECIAL READING K-12, MA

### ADD-ON CERTIFICATION

*42 credit hours*

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.

### Requirements

#### *Core Curriculum*

EDU 50200	Psychology of Teaching and Learning
	or
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

#### *Certification Courses*

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/Writing across Curriculum
EDU 50700	Teaching Reading in the Content Areas
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

One of the following:

- EDU 53300 Elementary Art Methods
- EDU 51600 Language Acquisition and Development for Young Children

**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.

**BEHAVIOR ANALYSIS, MA**

**BCBA Certification Program**

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs in behavior analysis services. BACB is scientifically founded on applied behavior analysis (ABA) the primary therapy for children with autism. Students will take seven courses that meet BACB standards plus log practicum hours with individuals who are BCBA certified. They will have two practicum options – Option I – Practicum experience will require 1000 hours of direct observational experience – Option II –Independent Fieldwork Experience will require 1500 hours and is specifically designed for individuals already working in the field. Once completing the course requirements students must take a national exam to receive BCBA certification.

The Educational Masters in Behavior Analysis – BCBA Certification Program will be open for anyone to apply who has a bachelor’s degree in the areas of behavior analysis, education, or psychology.

**Program Requirements**

1. Students do not have to possess teaching certification to be accepted into this program, however, they must possess a bachelor’s degree from an accredited university in behavior analysis, education, or psychology.
2. Commit to the Cohort model within this program and take all the courses in the sequence offered.
3. All program course work must be completed prior to taking the National BCBA certification exam.

4. Possess a Bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale
5. Complete application procedures for admission to the University, pay required fees, and be approved by the dean.
6. Complete the four core courses plus 30 semester hours of graduate coursework required to earn an Educational Masters in Behavior Analysis – BCBA Certification Program.
7. Maintain a GPA of 3.0 or higher.
8. Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
9. Meet all the requirements of the Master’s Program.
10. Submit graduation application deadlines.

**Requirements**

*30 credit hours*

*Core Curriculum*

- EDSBA 50000 Ethical and Professional Issues in Behavior Analysis
- EDSBA 51000 Concepts and Principles of Behavior Analysis
- EDSBA 52000 Research Methods in Applied Behavior Analysis
- EDSBA 53000 Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavior Analysis
- EDSBA 54000 Observation, Assessment, and Identification Methods of Applied Behavior Analysis
- EDSBA 55000 Behavior Interventions and Program Management of Applied Behavior Analysis
- EDSBA 56000 Master's Project - Behavior Analysis Program

Option I - Practicum Experience - 1000 BCBA Hours - BCBA Required

- EDSBA 57100 Applied Behavior Analysis Practicum I
- EDSBA 57200 Applied Behavior Analysis Practicum II
- EDSBA 57300 Applied Behavior Analysis Practicum III

Option II - Independent Fieldwork Experience - 1500 BCBA Hours - BCBA Required

- EDSBA 58100 Behavior Analysis Fieldwork I
- EDSBA 58200 Behavior Analysis Fieldwork II
- EDSBA 58300 Behavior Analysis Fieldwork III

## AUTISM SPECTRUM DISORDERS K-12, MA NON-CERTIFICATION

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*39 credit hours*

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.

### Requirements

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#### *Core Curriculum*

EDU 50500 Analysis of Teaching and Learning Behavior

EDU 57000 Educational Research

One of the following:

EDU 51000 Conceptualization of Education

EDU 51010 Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000 Curriculum Analysis and Design

EDU 60000 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 58600 Practicum/Clinical Experience

## CHARACTER EDUCATION, MA NON-CERTIFICATION

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*33 credit hours*

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. Students may choose between a character education project and a character curriculum design course as the required culminating master's assignment.

### Requirements

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#### *Core Curriculum*

EDU 50500 Analysis of Teaching and Learning Behavior

One of the following:

EDU 51000 Conceptualization of Education

EDU 51010 Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000 Curriculum Analysis and Design

EDU 58400 Character Education Curriculum Design

*Note: Character Education students may replace EDU 52000 Curriculum Design with an additional EDX course at the 50000 level or higher, 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.*

One of the following:

EDU 57000 Educational Research

EDU 60000 Master's Project

#### *Character Education Emphasis Curriculum*

EDU 53800 Character Education

EDU 58300 Character Education Instructional Techniques

EDU 58400 Character Education Curriculum Design

EDU 59300-59399 Topics in Character Education

*Elective requirements*

Students are required to complete 9 additional credit hours of Character Education electives.

EDU 59300- Topics in Character Education  
59399

## EARLY INTERVENTIONS IN AUTISM AND SENSORY IMPAIRMENTS, MA

### NON-CERTIFICATION

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*39 credit hours*

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*

One of the following:

*Recommended not required*

EDS 53700 Special Education Counseling  
EDS 33700 Special Education Counseling

One of the following:

EDU 54100 Education of the Exceptional Child  
EDU 34100 Education of the Exceptional Child

*Core Curriculum*

EDU 50500 Analysis of Teaching and Learning Behavior  
EDU 57000 Educational Research

One of the following:

EDU 51000 Conceptualization of Education  
EDU 51010 Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000 Curriculum Analysis and Design  
EDS 60000 Ethical and Professional Issues in Behavioral Analysis

*Early Interventions Emphasis Curriculum*

EDS 56000 Introduction to Family Centered Practices for Early Interventions in Autism, Visual Impairment, Deaf/Hard of Hearing  
EDS 56100 Characteristics of Young Children with Autism Spectrum Disorders  
EDS 56200 Characteristics of Infants and Young Children with Vision Impairments  
EDS 56300 Characteristics of Young Children with Deaf/ Hearing Impairments

*Autism Strand Emphasis Courses*

EDS 57000 Methodologies for Teaching Young Children with Autism Spectrum Disorders  
EDS 57100 Parents and Teachers as Partners: Social Language Development and Emergent Literacy  
EDS 57200 Designing Effective Classrooms for Young Children with Autism Spectrum

*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 for Children with Deaf/Hard of Hearing Impairments
EDS 57900	Designing Effective Classrooms for Young Children with Deaf/Hard of Hearing Impairments

**EDUCATIONAL TECHNOLOGY, MA****NON-CERTIFICATION***33 credit hours*

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.

**Requirements***Core Courses*

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

*Educational Technology Curriculum*

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

**EDUCATION, MA 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.

**EDUCATION, MA****HIGHER EDUCATION EMPHASIS***33 credit hours*

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.

**Requirements***Core Curriculum*

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research
EDU 52000	Curriculum Analysis and Design

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

EDU 51010: 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

## EDUCATION, MA

### TEACHER LEADERSHIP EMPHASIS

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#### *34 credit hours*

Professional educators have come to realize that improving their practice is a rewarding mechanism to personal fulfillment and self-actualization. The Master of Arts in Education with an emphasis in Teacher Leadership program is designed to provide the educational practitioner with the skills to perform directed analysis of curriculum and the efficacy of instructional practices and strategies; acquisition of research based high-leverage instructional improvement techniques that emphasizes targeted deficits in acquired student skills; and an application process that not only develops individual's skills but also trains the practitioner through organizational development, group dynamics, and professional collaboration to enlarge the instructional improvement arena for teachers interested in serving in leadership roles as department chairs, coaches, mentors, curriculum and instruction leaders, or other leadership positions as defined by the district. This is not a principal certification program.

The Master of Arts in Education with an emphasis in Teacher Leadership program has been developed around three principle core clusters: foundations, instructional improvement, and application. Each cluster has been designed to fulfill a specific role of a quality instructional leader.

#### Requirements

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##### *Core Curriculum*

EDU 50200	Psychology of Teaching and Learning
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

One of the following courses:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

##### *Teacher Leadership Curriculum*

##### *Instructional Improvement*

EDU 50305	Methods of Teaching Reading, Writing, and Oral Communication
EDU 50705	Methods of Teaching Reading in the Content Areas
EDS 53000	Introduction and Methods of Teaching Children with Disabilities

	in Cross-Categorical Settings
ESOL 54000	TESOL Methods

##### *Application*

EDA 51500	School Supervision
EDR 57500	Action Research

One of the following courses:

EDA 51000	Elementary School Administration and Organization
EDA 51200	Secondary School Administration and Organization

### Introduction

The Lindenwood University Educator Preparation Program (EPP) is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and the Missouri Department of Elementary and Secondary Education (DESE <http://dese.mo.gov/>). The School of Education is also a member of the Teacher Education Accreditation Council (TEAC [www.teac.org](http://www.teac.org)) and was reviewed for national accreditation by the Council for the Accreditation of Educator Preparation (CAEP [www.caepnet.org](http://www.caepnet.org)).

Students who enroll in the School of Education may select one of two pathways to completion of the program:

- Successful completion of the Lindenwood University teacher education program qualifies the student for recommendation for teaching certification, issued by the Missouri Department of Elementary and Secondary Education (MoDESE).
- Those students who desire to work in an educational field but do not desire teaching certification may pursue the Master of Arts in Education degree.

### Master of Arts in Teaching, MAT

Please Note: While certification requirements can be met by undergraduate coursework, completion of the MAT degree requires graduate coursework only. Students will need to substitute undergraduate work that met certification requirements with other graduate level coursework in order to meet graduate degree requirements.

### 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.

### Application

A student who seeks entrance into the teacher education program typically does so after successful completion of 12 hours of education coursework. Many students apply during EDU 51500 Teacher Education Seminar I. Applications are available on the School of Education website.

## Admission

Acceptance into the teacher education program is divided into two stages and is the result of action by the Council of Teacher Education (CTE). The council, broadly representative of all schools at the University, considers the student's application to the teacher education program to be in Stage One after the student has completed the six steps outlined below.

### STAGE ONE

1. The student has been accepted to the graduate program at Lindenwood University indicating they have completed a bachelor's degree with a cumulative GPA of 3.0.
2. The student has completed at least 12 hours but not more than 15 hours of education coursework from the School of Education.
3. The teacher candidate has achieved a cumulative minimum GPA of 3.0, a content area coursework GPA of 3.0, and a professional education coursework GPA of 3.0, with a minimum grade of C in all professional education and content area coursework.
4. The student has passed the criminal background clearance(s) required by Lindenwood University and the school district(s) in which the teacher candidate is seeking placement.
5. The student has taken the Missouri Educator Profile (MEP) and developed a professional goal plan with his advisor.

Stage Two acceptance, required for admittance into student teaching, consists of the following additional requirements:

### STAGE TWO

The teacher candidate has obtained a passing score on the PRAXIS II, or the Missouri Content Assessment (MoCA)

1. The Missouri Content Assessment (MoCA) are tests required for all student teacher candidates. The test should be taken after most of the content courses for the desired program have been successfully completed and prior to student teaching. Candidates must also pass the appropriate Missouri Content Assessment in order to be recommended for certification. The MoCA exams replace the Praxis II exams. Students who passed the Praxis II exam in their content area before August 31, 2014 will have until December 31, 2016 to complete the program, including student teaching in order to use the PRAXIS II for certification. After that date, the Praxis II exam scores will expire. DESE will not accept your PRAXIS II score if taken after August 31, 2014.

The correct MoCA exam is posted on the Missouri Educator Gateway Assessment (MEGA) website. If you are unsure of which test to take after reviewing the list, contact the Teacher Certification Office at 636-949-4844 for more assistance.

A passing score on the MoCA exam demonstrates that the teacher candidate has mastered the subject area that he/she will teach.

2. Candidates are also required to complete the Missouri Performance Teacher Assessment (MoPTA) which employs a range of strategies and builds on each candidate's strengths, needs, and prior experiences. The MoPTA consists of four assessment tasks. The tasks will demonstrate performance in content coursework and clinical experience. All of the tasks will require a written commentary and submission of artifacts. A video submission will be required for Task 4. The task categories include:
  - Task 1: Knowledge of Students and the Learning Environment
  - Task 2: Assessment and Data Collection to Measure and Inform Student Learning
  - Task 3: Designing Instruction for Student Learning
  - Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Note: As the Missouri Department of Elementary and Secondary Education (MoDESE) continues to develop the assessments to be used in Missouri's teacher preparation programs, one component of the MoPTA will be videotaping of the candidate's lessons for assessment and evaluation by faculty at Lindenwood University and other institutions across the state. This newly required assessment began in Fall 2014 for all teacher candidates. As part of these new procedures, Lindenwood has a Memorandum of Understanding with most school districts. However, candidates should confirm with their cooperating teacher and principal what the district's policy is for securing permission to videotape in the classroom. Policies may include the use of permission slips for students in the classroom. More information will be made available from the Office of Field and Clinical Experiences as this component is still being developed by DESE.

3. The teacher candidate earn a minimum cumulative GPA of 3.0, a minimum content area course GPA of 3.0, and a minimum professional education coursework GPA of 3.0, with a minimum grade of C in all professional education coursework.
4. The teacher candidate must successfully complete the student teaching course, EDU 60599, including all seminar sessions and portfolio requirements.
5. The teacher candidate must complete an Impact to Student Learning project/portfolio approved by the School of Education before a grade for student teaching is recorded. This portfolio must be completed according to the standards outlined by the Missouri Department of Elementary and Secondary Education

(MoDESE) Missouri Standards for the Preparation of Educators (MoSPE), as specifically outlined in the 9 beginning standards for teacher educators.

Additionally, students must successfully demonstrate competency in Lindenwood University School of Education Student Learning Outcomes (SLOs).

## Certification

Each state issues its own teaching certificates based on its own requirements. Upon passing the state-mandated exit assessment and successfully completing the planned degree program, each Lindenwood University School of Education student applies for certification to teach in Missouri. The student who wishes seek certification in other states should seek advice from the Department of Education within the state she or he is seeking certification. A list of those contacts are located on the School of Education webpages.

International students or students who have completed high school outside of the United States are also required to complete coursework in the following areas:

- English composition, two courses, each a minimum of three credit hours
- U.S. history, three credit hours
- U.S. (National) government, three credit hours

*Note: Students in the teacher education program who have taken the suggested coursework before taking the required assessments and do not pass the assessments can seek assistance from the LU Counseling Center for guidance in test-taking. The Student Counseling Resource Center will advise the Dean for the School of Education of student eligibility to repeat up to 18 additional hours of tuition-free courses in order to further prepare the student for the required assessments. These additional hours do not apply to student teaching. In order to be considered for this support, students must have followed all proper procedures throughout the program.*

### Programs Leading to Certification

*Early Childhood Education (Birth-Grade 3)*

*Early Childhood Special Education*

*Elementary Education (Grades 1-6)*

*Middle School Education (Grades 5-9)*

- Business Education emphasis
- English Language Arts emphasis
- Technology and Engineering emphasis
- Mathematics emphasis
- Science emphasis
- Social Science emphasis
- Speech and Theatre emphasis

*Notes: (1) Each of the programs above leads to certification upon the student's successful completion of the appropriate*

*certification exam(s) and successful application for certification, submitted to the Missouri Department of Elementary and Secondary Education (MoDESE).*

*(2) The Technology and Engineering degree is offered at Lindenwood University in conjunction with an agreement at Saint Louis Community College-Florissant Valley. For information concerning this program, consult an advisor in the Department of Teacher Education.*

## Secondary Education (Grades 9-12)

Students seeking certification at the secondary (9-12) level must complete the requirements for a certificate in the desired content instructional area in secondary education (9-12).

- Business Education emphasis
- Marketing emphasis
- English Language Arts emphasis
- Technology and Engineering emphasis
- Mathematics emphasis
- Unified Science-Biological Science emphasis
- Unified Science-Chemistry emphasis
- Biological Sciences emphasis
- Chemistry emphasis
- Social Science emphasis
- Speech and Theatre emphasis

## K-12 Education

Students seeking K-12 certification must complete the requirements for a certificate in the desired content area, K-12 education.

- Art emphasis
- Music-Vocal
- Music-Instrumental
- Foreign Language
  - French
  - Spanish
- Physical Education
- Health

The Master of Arts in Teaching is a 45 hour program. Coursework required may extend 45 hours due to content area coursework. Coursework in content may be completed at an undergraduate level. Note that for all certification areas, 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.

A student entering the MAT program with a bachelor's degree in the same content area of the content area certification pursued are able to complete the MAT program within 45 hours. Students who do not have the content coursework in the desired certification area would need to complete the required content coursework in addition to the 45 hour MAT program. Middle school certification preparation including content coursework is a 60 credit hour program. Elementary school certification preparation including all content is a 71 credit hour program. Early childhood certification preparation including all content is a 71 credit hour program, and early childhood special education certification preparation including all content is a 93 credit hour program. All areas include certification requirements.

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.

## **K-12 CERTIFICATION PREPARATION, MA**

### *48-51 credit hours*

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, or French.

### **Requirements**

#### *Core MAT Curriculum*

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
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	Teaching Reading in the Content Areas
EDU 51500-51503	Teacher Education Seminar I
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 53500-53599	Secondary Methods of Teaching
EDU 54100	Education of the Exceptional Child
EDU 54310	Middle School/ High School Differentiation and Classroom Management
EDU 58404	Advanced Measurement and Evaluation to

Enhance Learning

EDU 60599 Field Experience, Student Teaching (12)

*EDU 60599: This student teaching course will only count toward hours in the MAT program.*

## **SECONDARY SCHOOL CERTIFICATION PREPARATION GRADES 9-12, MA**

### *48-51 credit hours*

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.

### **Requirements**

#### *Core MAT Curriculum*

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

#### *Core Secondary Certification Curriculum*

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50700	Teaching Reading in the Content Areas
EDU 51500-51503	Teacher Education Seminar I
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 53500-53599	Secondary Methods of Teaching
EDU 54100	Education of the Exceptional Child
EDU 54310	Middle School/ High School Differentiation and Classroom Management
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
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.*

## MIDDLE SCHOOL CERTIFICATION PREPARATION GRADES 5-9, MA

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60-63 credit hours

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.

### Requirements

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The Master of Arts in Teaching with middle school certification preparation program includes the 48-51 credit hours of graduate course work listed above (see Secondary School Certification Preparation (p. 75)), 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 Missouri Department of Elementary and Secondary Education must also be met for middle and secondary education.*

## ELEMENTARY SCHOOL CERTIFICATION PREPARATION GRADES 1-6, MA

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80-83 credit hours

### Requirements

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#### Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

#### Core Elementary Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary/Middle School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Disabilities
EDU 51200	Elementary/Middle School Mathematics Methods
EDU 51500-51503	Teacher Education Seminar I
EDU 51900	Elementary/Middle School Science Methods

EDU 52200	Practicum: Diagnosis of Reading Difficulties
EDU 52210	Elementary School Classroom Teaching and Technology
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54500	Pre K-8 Health, Nutrition & Safety
EDU 55300	Elementary/Middle School Social Studies Methods
EDU 57600	Methods of Integrating Art, Music, and Movement in Elementary Education
EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching (12)
ESOL 54000	TESOL Methods

*Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 60599 will only count toward hours in the MAT program.*

## EARLY CHILDHOOD OR EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION PREPARATION BIRTH-GRADE 3, MA

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89-92 credit hours, Early Childhood Certification

109-114 credit hours, Early Childhood Certification with Special Education Add-on Certification

### Requirements

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#### Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

*Note: EDU 51010 is designed for students with one to three years of teaching experience.*

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

#### Early Childhood Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary/Middle School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Disabilities
EDU 51200	Elementary/Middle School

EDU 51400	Mathematics Methods Utilizing Family and Community Resources	Disabilities in Cross-Categorical Settings (1-3)
EDU 51500- 51503	Teacher Education Seminar I	<i>Note: Courses are three credit hours unless otherwise indicated.</i>
EDU 51600	Language Acquisition and Development for Young Children	
EDU 51700	Introduction to Early Childhood/ Special Education	
EDU 52200	Practicum: Diagnosis of Reading Difficulties	
EDU 52210	Elementary School Classroom Teaching and Technology	
EDU 52500	Perceptual Motor Development	
EDU 52700	Early Childhood Cognitive Curriculum Concepts	
EDU 52900	Creative Curriculum Materials for Early Childhood/ Early Childhood Special Education Programs	
EDU 54100	Education of the Exceptional Child	
EDU 54410	Elementary Differentiation and Classroom Management	
EDU 54500	Pre K-8 Health, Nutrition & Safety	
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction	
EDU 58200	The Integrated Literature Curriculum	
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	
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.*

## **SPECIAL EDUCATION ADD-ON CERTIFICATION**

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*20-22 credit hours*

Students seeking a Master of Arts in Teaching with early childhood special education add-on certification must complete the following coursework:

### *Early Childhood Special Education Curriculum*

EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross- Categorical Settings
EDS 50200	Behavior Management
EDU 52400	Assessment of Intellectual Skills
EDS 53300	Speech and Language Development for the Exceptional Learner
EDS 53700	Special Education Counseling
EDS 55700	Remediation in Elementary Math
EDS 55000	Practicum for Teaching Children with

## SCHOOL OF FINE AND PERFORMING ARTS

### Arts and Entertainment Management Department

The Department of Arts and Entertainment Management offers the following graduate degree:

- Master of Arts in Arts and Entertainment Management

This is an intensive, full-time program that requires enrollment in six to nine credit hours in consecutive semesters until completion, excluding the semester of internship. Students must receive permission from the department to work on a non-departmental production in any capacity.

### ARTS AND ENTERTAINMENT MANAGEMENT, MA

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*30 credit hours*

#### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- A bachelor's degree in the arts or an arts-related field from an accredited college or university, including a minimum GPA of 2.5 in all major courses.
- A cover letter and comprehensive resume, including the name and contact information for at least three references and two letters of recommendation.
- The physical capacity to lift at least 25 lbs.
- The ability to accommodate a flexible production schedule that includes nights and weekends.

Upon (a) acceptance to the University, (b) receipt of official transcript(s), and (c) receipt of the candidate's cover letter and resume, the department chair in consultation with faculty from the School of Fine and Performing Arts will either contact the candidate to schedule an interview or send an letter via University email explaining why the candidate was not eligible for acceptance into the program. All interviews will be conducted with the department chair and two faculty members from the School of Fine and Performing Arts concerning the candidate's artistic background, which may be conducted via Skype if the candidate lives more than 100 miles from campus. Upon completion of the interview, the candidate will be contacted via University email to confirm acceptance or non-acceptance into the program.

#### Degree Requirements

- ACCT 51010 Financial Accounting Concepts (3)
- AEM 50000 Production Management (3)
- AEM 55000 Internship (3)

- MGMT 56025 Business Concepts (3)
- MGMT 56060 Business Law and Ethics (3)
- Fifteen credit hours of stand-alone graduate courses selected from the following options: AEM 59000-59099, ART 59000-59099, MGMT 56020, MGMT 56030, MGMT 56035, MGMT 56037, MGMT 56040, MGMT 56045, MGMT 56048, MGMT 56050, MGMT 56052, MGMT 56054, MGMT 56055, MGMT 56056, MGMT 56057, MGMT 56058, MGMT 56065, MGMT 56070, MGMT 56075, MGMT 56085, MGMT 56090-56099, MRKT 55010, MRKT 55015, MRKT 55020, MRKT 55025, MRKT 55030, MRKT 55035, MRKT 55040, MRKT 55050, MRKT 55060, MRKT 55075, MRKT 55080, MRKT 55085, MRKT 55090-55099, NPA 50000, NPA 50300, NPA 52000, NPA 53000, NPA 54000, NPA 55000, NPA 56000, NPA 57000, NPA 58000, NPA 58100, NPA 58500, NPA 59000-59999, TA 54600, TA 54800, TA 55100, TA 55200, TA 55400, TA 58800, TA 58600-58699. *Note.* All elective courses must be appropriate to the student's professional goals and approved by the dean.
- Enrollment in AEM 50001 throughout the program of study, excluding the semester of internship.
- Attending a face-to-face meeting with advisor each fall and spring semester to plan course schedule, monitor progress, complete University process forms (as needed), and review resume. Throughout the program of study, enrollment in subsequent terms is contingent upon attendance at these meetings
- Completion of graduate studies with a minimum cumulative GPA of 3.0

### Art and Design Department

The Department of Art and Design 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.

The MFA is a full-time program, requiring students to enroll in nine to twelve credits in consecutive semesters until completion. The MA can be completed on a full or part-time basis, requiring a minimum of six credits per consecutive semesters.

Graduate offerings in studio art and art history also fulfill program requirements for graduate degrees in education and theatre.

## STUDIO ART, MFA

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*60 credit hours*

### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- Successful completion of a Bachelor of Fine Arts in Studio Art degree. 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 must request a special review.
- Submission of a portfolio of the applicant's creative work for review by the art and design 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 emphasis. The portfolio should consist of a minimum of twenty works presented in high resolution digital format.
- A two-page essay indicating goals and expectations for graduate school.
- 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 art and design faculty involved in the candidate's portfolio review.
- Candidacy is conditional until full candidacy is recommended by the art and design faculty after the mid-program review (27 credits).

### Admission Deadlines

- 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

- Thirty-six credit hours of studio art in area(s) of emphasis, selected from the following options: ART 50500, ART 51000, ART 51500, ART 52000, ART 52200, ART 52500, ART 53000, ART 53100, ART 53400, ART 53500, ART 54000, ART 54600, ART 54800, ART 54900, ART 55100, ART 57000, ART 57700, ART 57800, ART 58100, ART 58600-59699, ART 58901, ART 58902, ART 58903
- Six credit hours of studio art courses outside the area(s) of emphasis, selected from the following options: ART 50500, ART 51000, ART 51500, ART 52000, ART 52200, ART 52500, ART 53000, ART 53100, ART 53400, ART 53500, ART 54000, ART 54600, ART 54800, ART 54900, ART 55100, ART 57000, ART 57700, ART 57800, ART 58100, ART 58600-59699, ART 58901, ART 58902, ART 58903
- Twelve credit hours in art history or art criticism, selected from the following options: ARTH 55400, ARTH 55600, ARTH 55700, ARTH 55800, ARTH 56100, ARTH 56200, ARTH 56300, ARTH 56400, ARTH 56900, ARTH 58300, ARTH 58400, ARTH 58600-58699, ARTH 58901, ARTH 58902, ARTH 58903, ARTH 58900
- ART 50000 Research Methods in Art
- ART 60000 Directed Thesis (and Exhibition)
- Satisfactory completion of an oral review and defense after twenty-seven credits. The oral review and defense is presented to the student's thesis committee, which must consist of three art faculty members. Each 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.
- Satisfactory completion of an oral review and defense of the graduate exhibit and thesis conducted by the student's thesis committee, which must consist of the same three art and design faculty members who conducted the oral review and defense after twenty-seven credits. Exceptions may be granted by the Art and Design Department chairperson.
- Presentation of recent work at two scheduled graduate critiques each semester the student is enrolled.

- Completion of graduate studies with a minimum grade point average of 3.0.
- At least fifty percent of the degree must be completed in stand-alone graduate courses.
- Forty-eight hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Art and Design Department chairperson.
- No more than nine hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of sixty hours.
- All graduate students in studio art must surrender one work approved by the faculty from their thesis exhibition.

## FASHION DESIGN, MFA

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60 credit hours

### Admission Requirements

- Fulfillment of requirements for general admission to the University.
- Successful completion of a Bachelor of Fine Arts in Fashion Design or Studio Art. Students of exceptional merit, who have earned a Bachelor of Arts or a Bachelor of Science in Studio Art or Fashion Design (or the equivalent), will also be considered contingent upon faculty approval. Students without either a Bachelor of Fine Arts or Bachelor of Arts in Studio Art or Fashion Design who have significant studio art experience must request a special review.
- Submission of a portfolio of the applicant's creative work for review by the art and design faculty. The portfolio should consist of a minimum of twenty works presented in high resolution digital format.
- A two-page essay indicating goals and expectations for graduate school.
- 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. 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 art and design faculty involved in the candidate's portfolio review.

- Candidacy is conditional until full candidacy is recommended by the art and design faculty after the mid-program review (27 credits).

### Admission Deadlines

- 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

ART 50010 Research Studies I: Methods in Art and Design (3)

ART 50020 Research Studies II: Seminar in Art & Design (3)

ART 50030 Research Studies III: Theories in Art and Design (3)

FD 50000 Studio I (3)

FD 51000 Studio II (3)

FD 51300 Advanced CAD I: Apparel Design (3)

FD 51600 Fashion Illustration (3)

FD 52000 Studio III (3)

FD 53000 Studio IV (3)

FD 55100 Advanced CAD II: Textile Design (3)

FD 55200 Advanced CAD III: Patternmaking (3)

FD 55300 Advanced CAD IV: Technical Design (3)

FD 55000 Final Collection I (3)

FD 56000 Final Collection II (3)

FD 55500 Professional Portfolio Design (3)

FD 56500 Fashion Internship (3)

12 credit hours selected from the following courses:

- FD 56600 Fashion Teaching Internship (3)
- FD 57110 Advanced Textile Science (3)
- FD 57200 History of Costume to 1900 (3)
- FD 57300 History of Costume from 1900 (3)
- FD 58500 Fashion Business & Entrepreneurship (3)

*Note: Substitutions may be granted with approval from the Art & Design Department Chairperson.*

- Satisfactory completion of an oral review and defense after twenty-seven credits. The oral review and defense is presented to the student's thesis committee, which must consist of three art and design faculty members. Each 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.

- Satisfactory completion of an oral review and defense of the graduate exhibit and thesis conducted by the student's thesis committee, which must consist of the same three art and design faculty members who conducted the oral review and defense after twenty-seven credits. Exceptions may be granted by the Art and Design Department chairperson.
- Presentation of recent work at two scheduled graduate critiques each semester the student is enrolled.
- Completion of graduate studies with a minimum grade point average of 3.0.
- At least fifty percent of the degree must be completed in stand-alone graduate courses.
- Forty-eight hours of credit must be earned in regularly scheduled classes unless special arrangements are approved by the Art and Design Department chairperson.
- No more than nine hours of approved transfer credit at the graduate level may be included in meeting the degree requirement of sixty hours.
- All graduate students in fashion design must surrender one work approved by the faculty from their thesis exhibition.

## Theatre Department

The Department of Theatre offers the following graduate degree:

- Master of Fine Arts in Theatre (Emphasis in Directing or Design)

## THEATRE, MFA

### EMPHASIS IN DIRECTING OR DESIGN

*60 credit hours*

#### Admission Requirements

- An undergraduate degree from an accredited college or university. An undergraduate major in theatre is preferred, but not required.
- Letter of Intent
- Resume
- Portfolio Review
- Interview

*Note:* 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 the number of credits, if any, that will be applied toward the degree. In most cases, no more than nine hours will be accepted in transfer.

## Semester Evaluation and GPA Requirements

- Participation in semester evaluations with the theatre faculty. Based on the recommendation of the faculty, the Theatre Department chairperson may place a student 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 maintain a GPA of 3.0 or above. No more than six credit hours of C will be accepted toward the degree.

## Course Requirements

TA 52500	Research Methods in Theatre
TA 56500	Professional Internship
TA 60000	Master's Project and Thesis

Thirty credit hours in the specialization area of directing or design, selected from the following options:

TA 50100-50199	Graduate Acting Studio
TA 51000	Graduate Script Analysis
TA 51100	Graduate Directing Studio I
TA 51200	Graduate Directing Studio II
TA 51300	Graduate Directing Studio III
TA 51400	Graduate Directing Studio IV
TA 51401	Graduate Directing Studio V
TA 51402	Graduate Directing Studio VI
TA 51500	Graduate Scenography
TA 51700	Graduate History of Costume and Fashion Design
TA 51800	History of Theatrical Design
TA 51900	Theatrical Collaboration
TA 54600	Box Office Management
TA 54800	Graduate Stage Management
TA 55100	Scenographic Techniques
TA 55200	Lighting Design
TA 55300	Costume Design
TA 55400	Technical Direction
TA 55600	Graduate Technique Studio I
TA 55700	Graduate Technique Studio II
TA 55800	Graduate Technique Studio III
TA 55900	Graduate Technique Studio IV
TA 56500	Professional Internship
TA 57400	Graduate Dance Theory and Composition
TA 57500	Graduate Seminar in Dance
TA 57900	Graduate Seminar in Voice
TA 58000	Graduate Workshop in Musical Theatre
TA 58003	History of the American Musical
TA 58800	Independent Study
TA 58600-58699	Special Topics
TA 60000	Master's Project and Thesis

Twelve hours of electives, selected from the following options:

TA 50100-50199	Graduate Acting Studio
TA 51000	Graduate Script Analysis
TA 51100	Graduate Directing Studio I
TA 51200	Graduate Directing Studio II
TA 51300	Graduate Directing Studio III
TA 51400	Graduate Directing Studio IV
TA 51401	Graduate Directing Studio V
TA 51402	Graduate Directing Studio VI
TA 51500	Graduate Scenography
TA 51700	Graduate History of Costume and Fashion Design
TA 51800	History of Theatrical Design
TA 51900	Theatrical Collaboration
TA 54600	Box Office Management
TA 54800	Graduate Stage Management
TA 55100	Scenographic Techniques
TA 55200	Lighting Design
TA 55300	Costume Design
TA 55400	Technical Direction
TA 55600	Graduate Technique Studio I
TA 55700	Graduate Technique Studio II
TA 55800	Graduate Technique Studio III
TA 55900	Graduate Technique Studio IV
TA 56500	Professional Internship
TA 57400	Graduate Dance Theory and Composition
TA 57500	Graduate Seminar in Dance
TA 57900	Graduate Seminar in Voice
TA 58000	Graduate Workshop in Musical Theatre
TA 58003	History of the American Musical
TA 58800	Independent Study
TA 58600-58699	Special Topics
TA 60000	Master's Project and Thesis

Three credit hours of theatre history, selected from the following options:

TA 51700	Graduate History of Costume and Fashion Design
TA 51800	History of Theatrical Design
TA 53000	Seminar in Theatre History
TA 58003	History of the American Musical

Three credit hours in dramatic literature, selected from the following options:

TA 53500	Modern Drama
TA 53600	Survey of Dramatic Literature
TA 53700	Seminar in American Drama
TA 54000	Topics in Dramatic Literature

*Note: The requirements in theatre history and dramatic literature may be waived and replaced with six credit hours from the graduate theatre curriculum at the discretion of the Theatre Department chairperson.*

## SCHOOL OF HUMAN SERVICES

### NONPROFIT ADMINISTRATION, MA

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*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 emphasis by supervised selection of elective course work, a directed internship, and capstone project. This degree can also be earned online.

#### Requirements

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##### *Core Curriculum*

NPA 50000	Fundraising and Planning
NPA 50300/HRM 56560	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

*Notes: (1) Courses earn 3 credit hours unless otherwise indicated. (2) NPA 58800 must be taken in the final semester of the program.*

##### *Elective Courses*

Students select 12 credit hours of elective coursework from among the following options:

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
NPA 58700	Nonprofit Administration Internship

NPA 59000-59999	Special Topics in Nonprofit Administration
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### PUBLIC ADMINISTRATION, MPA

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*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 and the MPA degree program is designed to educate students in the applications of inter-disciplinary skills needed in government operations.

#### Requirements

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##### *Core Curriculum*

The following courses (21 credit hours) are required for all students completing the public administration degree:

MPA 58300	Governmental Budgeting
MPA 58400	Public Administration: Principles, Applications & Ethics
MPA 58600	Program-Implementation and Evaluation
MPA 58800	Business-Government Environment
MPA 59001	Public Finance & Taxation
MPA 59904	Economic Analysis for Policy Makers
MPA 59990	Capstone Course in Public Administration

Students select five elective courses (15 credit hours) from these options:

##### *MPA elective courses*

MPA 59000-59999	Special Topics in Public Administration
MPA 59905	Government Institutions: Performance & Accountability
MPA 59908	Legal Issues in Public Administration
MPA 59909	Policy Design and Analysis

MPA 59911	Policy & Budgetary Forecasting
MPA 59912	Data Collection & Evaluation
MPA 59913	State and Local Public Finance, Taxation & Auditing

**MBA elective courses**

ACCT 51010	Financial Accounting Concepts
ACCT 51011	Managerial Accounting
ECON 53081	Economics Concepts
ENTR 57515	Small Business Management
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 56025	Business Concepts
MGMT 56030	Management Practices
MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 56056	Leadership Theory
MGMT 56057	Leadership Strategies
MGMT 56060	Business Law and Ethics
MGMT 56070	Statistics and Quantitative Analysis
MGMT 56085	Operations Management
MIS 54001	Management Information Systems
MRKT 55010	Marketing Principles and Issues

*Note: Some MBA elective options have specific prerequisites which may not be included in the list of MPA electives.*

**NPA elective courses**

NPA courses are offered in the semester, rather than the five-term, format, with three terms per year (fall, spring, and summer).

NPA 50000	Fundraising and Planning
NPA 50300/HRM 56560	Human Resource Management for Nonprofit Organizations
NPA 52000	Program and Organizational Evaluation
NPA 54000	Problem Solving Case Analysis
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 58100	Strategic and Program Planning for Nonprofit Organizations
NPA 58500	Marketing for Nonprofit Organizations

*Note: Some NPA elective options may have prerequisites that are not included in the list of MPA electives.*

## SCHOOL OF NURSING AND ALLIED HEALTH SCIENCES

### Admission Requirements

In addition to Lindenwood University's general admission requirements, students are required to hold a bachelor of science in nursing and have one year of clinical experience as a registered nurse. They must have a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale). The student must hold an unencumbered nursing license in the state where the practicum will be completed and must have completed an undergraduate statistics course.

### NURSING, MS

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The Master of Science in Nursing is a 41 credit hour, post-baccalaureate program with a focus on the delivery of professional nursing care within the health care environment. Through the core coursework in this MSN program, all graduates will be equipped with the knowledge and skills to lead change, promote health and advance care in a variety of health care settings. All MSN students will learn to identify and address gaps in systems of care that result from growing and changing health care needs. Through acquired higher level leadership skills and advanced nursing knowledge, they will be able to improve health outcomes at the system level. The program offers two emphasis areas: Nurse Executive Leadership and Nurse Educator. In the Nurse Executive Leadership emphasis area, students will gain knowledge and skills in budgeting, finance, and human resource management that will enable them to manage entire departments or divisions within health care organizations. Additional coursework in patient safety or outcomes management will enable nurses in the Executive Leadership emphasis area to influence system design to improve quality and safety within and across the spectrum of care. In the Nurse Educator emphasis area, students will obtain advanced skills and knowledge in direct patient care along with knowledge and skills in curriculum and program design, teaching strategies, and student and program evaluation. Graduates of the Nurse Educator emphasis area will be able to design, implement, and evaluate patient education programs and programs educating health care professionals.

### Core Curriculum

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#### *MSN Core Curriculum*

NUR 50000	Theoretical Basis for Advanced Nursing Practice
NUR 50100	Research & Inquiry in Evidence-Based Practice
NUR 50200	Policy Finance & Organization of Health Systems
NUR 50300	Advanced Nursing Role Acquisition

### Executive Leadership Emphasis

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#### *Leadership Core*

NUR 52000	Informatics & Data Management in Health Care
NUR 52100	Managerial Epidemiology
NUR 52150	Leadership & Organizational Change in Health Care
NUR 52200	Budget & Finance in Health Care
NUR 52250	Human Resource Management in Health Care

#### *Patient Safety Specialty*

NUR 52300	Introduction to Patient Safety & Quality Improvement
NUR 52500	Systems Thinking and Patient Safety
NUR 52700	Advanced Quality Improvement Methods
NUR 52900	Practicum in Patient Safety

#### *Outcomes Management Specialty*

NUR 53200	Strategies to Improve Individual Patient Outcomes
NUR 53400	Strategies to Improve Aggregate Outcomes
NUR 53600	Strategies to Improve Systems Outcomes
NUR 53900	Practicum in Outcomes Management

### Nurse Educator Emphasis

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#### *Nurse Educator Emphasis*

NUR 51000	Advanced Pathophysiology & Pharmacology
NUR 51100	Advanced Health Promotion & Assessment across the Lifespan
NUR 51200	Introduction to Clinical Nursing Education
NUR 51300	Principles of Teaching & Learning
NUR 51400	Curriculum Development & Program Planning
NUR 51600	Instructional Design
NUR 51800	Measurement & Evaluation of Learning and Program Outcomes
NUR 51900	Practicum in Nursing Education

## SCHOOL OF SPORT, RECREATION, AND EXERCISE SCIENCES

### Exercise Science Department

#### HUMAN PERFORMANCE, MS

37 credit hours

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 requires completion of a 25 credit hour core curriculum. Students then choose between a thesis or non-thesis option to complete the remaining 12 credit hours. The non-thesis option also requires students to pass written comprehensive exams in the last semester.

Students will have the unique opportunity to use state-of-the-art equipment and protocols from the Sports Science Center. The Sports Science 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, Anatomy and Physiology I and II with labs\*, Exercise Physiology and Lab,\* and Exercise Testing and Prescription.\* An interview and a written exam may be required to assess writing skills.

\*Taken within 5 years.

### Requirements

#### Core Curriculum

HP 52100	Exercise & Sports Nutrition
HP 52500	Performance Psychology
HP 53500	Advanced Exercise Testing and Prescription
HP 54000	Research Methods
HP 54200	Statistical Analysis
HP 57100	Bioenergetics of Human Movement
HP 57500	Cardiovascular and Pulmonary Pathology and Prescription
HP 58000	Chronic Disease Pathology and Prescription

*Note: Courses earn three credit hours except HP 53500 which earns four credit hours.*

#### Thesis Option

HP 65000 Thesis  
Plus two courses from the elective course list below.

#### Non-thesis Option

Three credit hours from the following:

HP 54100	Internships
HP 58500-58599	Special Topics

Plus three courses from the elective course list below.

#### Electives

HP 51000	Advanced Strength Training
HP 51100	Human Movement Impairments and Corrective Exercise Strategies
HP 53000	Orthopedic Injury Pathology and Exercise
HP 53600	Psychological and Sociological Aspects of Physical Education
HP 53700	Community Health
HP 54100	Internships
HP 54300	Biomechanics
HP 54400	Foundations of Therapeutic Recreation
HP 54500	Recreation Organization and Administration
HP 54600	Program Planning 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.

## GRADUATE COURSE DESCRIPTIONS

### ACCT - 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 is the first course in a two course sequence that examines the development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions and IFRS standards. Issues covered relate to financial reporting and income statement, including specific attention to income recognition and income taxes. Prerequisite: ACCT 51011 or ACCT 51011 Waived.

#### ACCT 51021 - Financial Accounting Theory II (3)

This course is the second course in a two course sequence that examines the development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions and IFRS standards. Issues covered relate to balance sheet and statement of cash flows. 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 and ACCT 51021.

#### 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 51021.

#### 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 51021.

#### 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 51021 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.

**AEM - Arts and Entertainment Management**

**AEM 50000 - Production Management (3)**

Advanced study of producing fine and performing arts events, including pre-production planning and processes; collaboration with artists; marketing/promotion; production personnel; materials and processes; audience/guest services; sales and accounting; and post-production processes. Requires on-campus practicum. May be repeated for a maximum of six credit hours. Prerequisite: permission of dean. Offered: intermittently.

**AEM 50001 - Practicum (0)**

Practical experience leading and managing the production of arts and entertainment events. May be repeated. Pass/Fail grading. Offered: fall and spring semesters.

**AEM 55000 - Internship (3-6)**

Supervised, graduate-level work experience which requires the application of principles, skills, and strategies within the discipline. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization.

May be repeated for a maximum of six credit hours. Prerequisite: permission of dean. Offered: fall and spring semesters.

**ART - 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 also addresses portfolios, resumes, job opportunities, networking, exhibitions, legal issues, and other resources available to the artist and art historian. Offered: intermittently.

**ART 50010 - Research Studies I: Methods in Art and Design (3)**

This advanced course introduces students to the research methods employed in art and design, which includes procedures for conducting research and completing work in the field. Offered: intermittently.

**ART 50020 - Research Studies II: Seminar in Art and Design (3)**

This seminar course is an advanced study of the mechanisms that promote art and design changes over time in different areas. The course promotes discussion of art and design as a psychological and sociological phenomenon. Offered spring semester only. Prerequisite: ART 50010 Offered: intermittently.

**ART 50030 - Research Studies III: Theories in Art and Design (3)**

This course is a survey of the major theoretical and critical lines of thought that have shaped our understanding of art and design, their role in society, as well as their reception, use and appreciation from antiquity to the present. Art and design theory and criticism has been shaped over the centuries by religion, poetry, philosophy and cultural preconceptions. Through lectures, readings in primary sources and class discussions, the course shall address the major theories, theorists and critics from the origins of "beauty" and aesthetics with the ancient Greeks to the most recent developments in Postmodernism and Pluralism. Prerequisite: ART 50020 Offered: intermittently.

**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. May be repeated for credit. Offered: fall and spring semesters.

**ART 51000 - Printmaking (3)**

This course offers advanced work in intaglio and relief processes. Designing for graphic media and the technology of printmaking are emphasized, and research problems are directed to the needs and interests of the students. May be repeated for credit. Studio fee required. Offered: spring semester.

**ART 51500 - Studies in Graphic Design (3)**

This course explores the fundamentals of graphic design, emphasizing the process of developing an idea from thumbnail sketch through tight roughs to a comprehensive design. Presentation, industry standards, professional tools and techniques, and software applications used in the visual

communications industry are also addressed. Lab fee required. Offered: fall and spring semesters.

**ART 52000 - Sculpture (3)**

This advanced sculpture course examines various media with instruction and criticism appropriate to the need and level of the student. May be repeated for credit. Sketch book and studio fee required. Offered: fall and spring semesters.

**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 introduced to the basic principles of animation and motion graphics and 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. Studio fee may be required. Offered: intermittently.

**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. Offered: intermittently.

**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. May be repeated for credit. Offered: fall and spring semesters.

**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. May be repeated for credit. Sketch book and studio fee required. Offered: fall and spring semesters.

**ART 53400 - Fibers (3)**

This course explores form, color, and surface design by means of basic fiber techniques as well as new and innovative approaches to fiber. Students will be expected to complete research projects in conjunction with studio work. May be repeated for credit. Studio fee required. Offered: spring semester.

**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. Offered: intermittently.

**ART 54000 - Ceramics (3)**

This course is an 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. May be repeated for credit. Studio fee required. Offered: fall and spring semesters.

**ART 54600 - Digital Imaging (3)**

Through lectures, demonstrations, discussions, and hands-on experiences, this course explores the design and manipulation of digital imagery. Projects will address visual problem solving for commercial or 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 designed for printed and screen use. Lab fee required. Offered: fall and spring semesters.

**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. Studio fee required. Offered: fall and spring semesters.

**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. Aspects of working with large 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 include preparing projects of screen-based and paper-based distribution and building self-contained high and low resolution files. Studio fee required. Offered: fall and spring semesters.

**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. Studio fee required. Offered: fall and spring semesters.

**ART 56500 - Internship (3-6)**

Supervised, graduate-level work experience which requires the application of principles, skills, and strategies within the discipline. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization. May be repeated for a maximum of six credit hours. Prerequisite: permission of dean. Offered: intermittently.

**ART 57000 - Graduate Projects in Studio Art (3)**

This course is designed for rigorous analysis 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 visual arts. Offered: fall and spring semesters.

**ART 57700 - Graphic Design Portfolio (3)**

This portfolio development course prepares graphic design majors for entering the workforce. Course work 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 emphasized. Lab fee required. Offered: fall semester.

**ART 57800 - Graphic Design Studio (3)**

This course is an extension of ART 57700. In addition to preparing the traditional and digital portfolios, students will explore 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. Emphasis will be placed on the designer-client relationship. Lab fee required. Offered: spring semester.

**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. Offered: Every semester.

**ART 58600-58699 - Special Topics (3)**

Special topics in art. May be repeated as topics vary. Lab or studio fee may be required. Offered: intermittently.

**ART 58901 - Independent Study (1-6)**

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. Prerequisite: permission of dean. Offered: intermittently.

**ART 58902 - Independent Study (1-6)**

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. Prerequisite: permission of dean. Offered: intermittently.

**ART 58903 - Independent Study (1-6)**

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. Prerequisite: permission of dean. Offered: intermittently.

**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, two of which must be members of the art faculty. Offered: fall and spring semesters.

**ARTH-Art History****ARTH 55400 - Nineteenth-Century Art (3)**

This course is a study of art in Europe from the later eighteenth century to the early twentieth, focusing on the major works and movements, such as Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism. Emphasis shall be paid to the relationship between art, politics, religion and culture in order to examine, in depth, the emergence of modernism. Offered: intermittently.

**ARTH 55600 - Baroque Art (3)**

This course is a study of the developments in Europe from 1600 to 1750 in Italy, France, Spain, Flanders and Holland. Major works and monuments shall be discussed, such as the completion of New St. Peter's and the palace of Versailles; as well as major artists, such as Caravaggio, Bernini, Rubens, Rembrandt and Velázquez, focusing on the relationship between art, society, culture, religion and politics. Offered: intermittently.

**ARTH 55700 - Ancient Art (3)**

This course is a study of the developments in art and architecture from the dawn of civilization to the early Middle Ages. Major monuments and works shall be covered in the Ancient Near East, Egypt, the Aegean, Greece, and Rome, including the great Ziggurats of Mesopotamia, the Pyramids at Giza, the Parthenon, Pantheon and Colosseum. Emphasis shall be placed on the interrelationship of art, culture, religion and politics. Offered: intermittently.

**ARTH 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 and Romanesque and Gothic art, focusing on the relationship between art, society, culture, religion and politics. Offered: intermittently.

**ARTH 56100 - Twentieth-Century Art/ Modern (3)**

This course is a study of the developments in Europe and America from the late nineteenth century through the Second World War. Major movements shall be discussed, including Fauvism, Expressionism, Cubism, Dada, and Surrealism, ending with Abstract Expressionism, emphasizing the relationships between art, culture, politics and religion. Offered: intermittently.

**ARTH 56200 - Twentieth-Century Art/ Contemporary (3)**

This course is a study of the developments in Europe and America from the Second World War to the Post-modern era. The development of contemporary art and the contributions made since Abstract Expressionism in the visual arts and architecture

are examined, emphasizing the relationships between art, culture, politics and religion. Offered: intermittently.

**ARTH 56300 - Early Modern Gender Studies (3)**

This course is a study of the issues relating to gender in the Renaissance and Baroque eras, including social constructions of gender roles both masculinities and femininities. Offered: intermittently.

**ARTH 56400 - Non-Western Art (3)**

This course offers a survey of the major artistic developments in world cultures other than the Greco-Roman-European tradition. Course material may focus on a specific culture, i.e. China, Japan, when identified as a subtitle. Offered: intermittently.

**ARTH 56900 - History of Graphic Design (3)**

This course is the 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.

**ARTH 58300 - Renaissance Art (3)**

This course is a study of painting, sculpture, and architecture of the Renaissance in Italy from 1300 to 1600. Beginning with late Medieval Art, the major periods, works and monuments shall be discussed including those of the Early Renaissance, High Renaissance and Late Renaissance, focusing on the relationship between art, society, culture, religion and politics. Offered: intermittently.

**ARTH 58400 - Classical Myth (3)**

This course will investigate the Classical myths of ancient Greece and Rome in their cultural context. An overview of the principle myths shall be treated in order to discuss the relationship between myth and literature, and then the rather different relationship between myth and art, so as to understand better the nature of the sources for the myths and their use in Greco-Roman religion and epistemology. Offered: summer.

**ARTH 58600-58699 - Special Topics (3)**

Special topics in art history. May be repeated as topics vary. Course fee may be required. Offered: intermittently.

**ARTH 58900 - Art Theory and Criticism (3)**

This course is a survey of the major theoretical and critical lines of thought that have shaped our understanding of the arts, their role in society, as well as their reception, use and appreciation from antiquity to the present. Offered: intermittently.

**ARTH 58901 - Independent Study (1-6)**

This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. Prerequisite: permission of dean. Offered: intermittently.

**ARTH 58902 - Independent Study (1-6)**

This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. Prerequisite: permission of dean. Offered: intermittently.

**ARTH 58903 - Independent Study (1-6)**

This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. Prerequisite: permission of dean. Offered: intermittently.

**COM - Communications**

**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)**

This course gives the student an understanding of the production cycle of printed materials. The student will develop a working knowledge of pre-press to press proof with a variety of printing demands. The student will learn how to use printing software and develop an understanding of professionally designed and produced materials. Lab fee required. Prerequisite: demonstrated proficiency in Adobe Photoshop.

**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 51600 - Visual Web Design (3)**

This course is recommended for non-majors and majors alike and provides students with hands-on experience with contemporary online publishing techniques using applications such as WordPress or other content management systems. A registered domain name and web hosting plan capable of supporting PHP is mandatory. Lab fee required.

**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 required.

**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 52700-52799 - Focus in Design (3)**

Techniques in design are constantly changing. This course ensures that the IMWD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

**COM 53000 - Online Journalism (3)**

Reporting, writing, and editing will be practiced in this course including instruction in the latest digital news-gathering formats. Using content management systems, social media, and mobile applications, students gather and produce digital news content for various media platforms. Offered: Intermittently.

**COM 53100-53199 - Focus in Interactive (3)**

Techniques in interactive media are constantly changing. This course ensures that the IMWD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

**COM 53200-53299 - Focus in Web (3)**

Techniques in web architecture are constantly changing. This course ensures that the IMWD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

**COM 53310 - 3D Printing (3)**

This course presents the foundation of 3D modeling and manufacturing through hands-on experience. Students will utilize their existing 3D modeling skills to physically prototype objects, and will learn about the software and hardware necessary to print in 3D. Course discussions will focus on the potential impact of this technology on our society, and on future uses of the techniques that are taught.

**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 required.

**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 required.

**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 required.

**COM 56600 - Web Design (3)**

This lab-based course focuses on the development of unique interactive content to organize, structure, and maintain websites using common standards and practices. Students investigate contemporary design processes and technical approaches to broaden their knowledge of coding with HTML, CSS, and JavaScript. A registered domain name and web hosting plan capable of supporting FTP, PHP, MySQL are mandatory. Lab fee required. Prerequisite: 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 required.

**COM 57300-57399 - Practicum in Producing (3)**

Students will learn and apply skills related to a specific aspect of producing and coordinating digital cinema, television, and motion media projects. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Offered: intermittently.

**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 required.

**COM 57500-57599 - Topics in Media Studies (3)**

Students will explore media theory and criticism as they relate to a chosen genre, era, or type of film, television or other motion medium. Course may be repeated for additional credit if different topics taken. Offered: intermittently.

**COM 57600-57699 - Practicum in Production (3)**

Students will learn and apply skills in a specific area of digital cinema, television, and motion media production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Offered: intermittently.

**COM 57700-57799 - Practicum in Post-Production (3)**

Students will learn and apply skills in a specific area of cinema, television and motion media post-production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Offered: intermittently.

**COM 57800-57899 - Practicum in Scriptwriting (3)**

Students will learn and apply skills related to a specific type of scriptwriting for digital cinema, television, and motion media production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Offered: intermittently.

**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 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 58100 - Editing (3)**

This course offers instruction on advanced editing skills required for employment in newspaper, magazine and electronic publications. Coursework will focus on the development of

editing for grammar, punctuation, precision and Associated Press style.

**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 59000-59999 - Special Topics (3)**

A range of topics will be available through this course that is repeatable for credit, as subjects vary.

**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 emphasis.

**COM 60201 - Cinema Thesis I (3)**

Students will pre-produce and produce a short film, applying effective narrative strategy and demonstrating mastery of professional technical and aesthetic standards. Prerequisite: minimum of 36 graduate credit hours completed in Cinema and Media Arts MFA.

**COM 60202 - Cinema Thesis II (3)**

Students will produce, post-produce, and promote a short film, applying effective narrative strategy and demonstrating mastery of professional technical and aesthetic standards. Prerequisite: COM 60201.

**ECON - 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.

**EDA - Education: Educational Administration**

**EDA 50000 - School Administration Foliotek and MEP Seminar (0)**

This online course will orient students to the culminating assessment portfolio, the internship experience, and other state requirements for certification as a School Principal in the state of Missouri. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. This course requires 15 hours of internship activities. Students will also be required to take the Missouri Educator Profile, an online self-assessment to identify strengths and weaknesses in work habits. In collaboration with the course instructor, students will reflect on their MEP results and develop a plan for improvement. Students should take this course in the first nine hours of their program. P/F grading.

**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. This course requires 45 hours of internship activities.

**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. This course requires 45 hours of internship activities.

**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. This course requires 45 hours of internship activities.

**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 Local Education Agent. This course requires 45 hours of internship activities.

**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 150 hours 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. This course requires 45 hours of internship activities.

**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. This course requires 45 hours of internship activities.

**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. This course requires 45 hours of internship activities.

**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. This course requires 45 hours of internship activities.

**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 150 hours 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 doctoral level research 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 Educational Leadership: 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 76000 - 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 76500 - 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 76700 - 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: EDA 74500.

**EDA 76800 - 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 76900 - 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: EDA 74500.

**EDA 77000 - 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 77500 - 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 78000 - 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.

**EDA 78001 - 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.

**EDAA - Education: Andragogy****EDAA 50100 - 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 50105 - 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 50115 - Assessment in the Adult Andragogical 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 and/or non-formal settings). The subject matter is core to any academic degree for those who assess their own teaching, assess adult learning, or engage in helping adults assess their own learning.

**EDAA 50120 - 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 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.

**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-ding 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 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-ding 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.

**EDAB - Education: Board Certified Behavior Analyst****EDAB 65000 - Specialist Project-Behavioral Analysis Program (3)**

Students will review the principles of behavioral analysis and then apply those principles to organizational functioning and management for program directors or administrators. Students will examine organizational goal setting, accountability, and leadership other topics may include recruitment, training, performance evaluation, personnel compensation. Students will complete a project on a topic of their choice either at an individual or organizational level, analyze the data, and prepare a

report. This course will be taught by a professor with Board Certified Behavioral Analysis certification.

**EDAH-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 71600 - Public Policy in Higher Education (3)**

This course is designed to review public policy, current issues, and trends in global higher education. Discussion will cover human capital theory, cultural educational norms, public versus private education, and financing of higher education through policy implementation.

**EDAH 71700 - Educational Economics and Econometrics (3)**

This course is designed to examine the amalgamation of econometrics and current educational economics trends, will help students create a bigger picture of how education is impacting the economy worldwide, and will help to understand exactly how that relationship works. Providing a new exposure to simple econometric models will help students understand how regression analyses can be used in their future research, and perhaps, their dissertation.

**EDAH 71800 - Comparative Education Theory and Practice (3)**

This course is designed to examine major educational theories and to work towards the advancement of a global perspective into the classroom/academic setting. The course will review the development of major global political systems and how educational systems function within particular regions. Historical beliefs, culture, and theories on how each area will advance culturally in the next 50 years will be discussed.

**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 in Educational Leadership: Perspectives on Higher Education 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 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.

### **EDAM - 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 - 6 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 (3)**

To develop depth of understanding, candidates will analyze teaching and learning of numbers and operations across the K - 6 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 - 6 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 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 - 6 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 65000 - Algebraic Reasoning (3)**

This course will focus on the content and complexities of teaching and assessing algebraic reasoning in a K - 6 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 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 - 6 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 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 - 6 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 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 - 6 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.

**EDARL - 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 EDARL 67100.

**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 concurrently with EDARL 67000.

**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 concurrently with EDARL 67300.

**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 concurrently with EDARL 67200.

**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 concurrently with EDARL 67500.

**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 concurrently with EDARL 67400.

**EDB - 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.

**EDC - 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.

**EDHE - 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.

**EDL-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 (3)**

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.

**EDM - 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 - 6 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 - 6 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 - 6 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 - 6 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 - 6 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 - 6 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 - 6 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) (1)**

To develop depth of understanding, candidates will analyze teaching and learning of data analysis, statistics, and probability across the K - 6 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.

**EDNB - 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.

### **EDR-Education: Research**

#### **EDR 57500 - Action Research (3)**

Action research is for practitioners who wish to reflect and improve upon their own practice. In this course, students will learn the cycle of action research and the steps involved in each, as well as the theoretical framework for different traditions of action research. The instructor will review different types of data collection and analysis appropriate for this type of applied research. After reading examples of different types of action research in a variety of settings, students in this course will plan an action research or scholarship of teaching and learning (SoTL) study. The instructor of this course will model by conducting an action research study with the class as participants. Note: This course can replace the core Master of Arts in Education requirement of completing EDU 57000, with advisor approval. Offered: spring semester.

#### **EDR 58000 - Writing for Research and Publication (3)**

This course is designed to introduce graduate students to the writing expectations in published educational research. Students will learn the organization, writing expectations, and citation style of APA. The instructor will present strategies for all aspects of the writing process, especially revision. Students will work in groups to peer review each other's work and meet individually with the instructor. This course is designed to enhance graduate students' writing skills so they are more prepared for the complex writing requirements of graduate level writing and scholarship. Locating, reading, synthesizing, and evaluating published educational research will also be reviewed. This course emphasizes writing for a specific audience. The final product of this class will be a literature review excerpt on a topic the student desires to investigate further in the certificate program or other professional writing such as a grant application. Offered: spring semester.

#### **EDR 66000 - Introduction to Institutional Research (3)**

Introduction to Institutional Research will provide a survey of research topics helpful to educational institutions of higher learning. Adaptation of strategies to institutions of other types will also be discussed. The rationale for research, types of research, strategies for gathering qualitative and quantitative data, and analysis techniques will be reviewed, discussed, and practiced. Prerequisite: EDA 645000 or equivalent. Offered: spring semester.

#### **EDR 66500 - Program Evaluation (3)**

An educational leader often assumes the responsibility to design, implement and/or evaluate a specific program at the university, district, building or classroom level to increase achievement or support learner success. This course introduces the components and process of a program evaluation within a nonprofit or other environment. Students will gain practical experience by developing an evaluation proposal utilizing a single system design including formative and summative evaluation to

demonstrate the effectiveness, strengths and weaknesses of a particular program. Students will also gain knowledge of the ethical issues related to conducting a program evaluation. Offered: spring semester.

#### **EDR 66700 - Applied Quantitative Analysis (3)**

Introduction to Applied Quantitative Research Methods will provide an overview of educational research methods and includes discussion and practice with parametric and non-parametric statistics appropriate for analysis. Statistical techniques include z-tests, correlation and regression, Chi Square analysis, Analysis of Variance (ANOVA), and sampling. Hypothesis testing and discussion of communication of inferential results is included. Prerequisite: EDA 64500/EDA 74500 or equivalent. Offered: spring semester.

#### **EDR 66800 - Introduction to Qualitative Research Design (3)**

This course is designed to introduce students to aspects of qualitative research methods used in educational research settings. Students will engage in a hands-on approach to learning methods. They will do background readings before class; utilize a qualitative data collection method during class, discuss the experience in seminar, and reflect on it in written form between classes. Students will produce a final narrative analyzing qualitative data collected throughout the semester. Offered: spring semester.

### **EDS - 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/EDU 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 intellectual or learning disabilities, behavior disorders, 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/EDU 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. Prerequisite: Current teaching certificate.

**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 (1-3) (1-3)**

This course is the first of two 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 at the same time.

**EDS 55400 - Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3) (1-3)**

This course is the second of 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 at the same time.

**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. Prerequisite: 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. Prerequisite: 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. Prerequisite: EDU 34100/EDU 54100 Education of the Child with Exceptionalities and EDS 50200 Behavior Management highly recommended prior to taking this course. Offered: fall and spring semesters.

**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. Prerequisite: EDU 34100/EDU 54100 Education of the Child with Exceptionalities and EDS 50200 Behavior Management highly recommended prior to taking this course. Offered: fall and spring semesters.

**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. Prerequisite: EDU 34100/EDU 54100 Education of the Child with Exceptionalities and EDS 50200 Behavior Management highly recommended prior to taking this course. Offered: fall and spring semesters.

**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. Prerequisite: EDU 34100/EDU 54100 Education of the Child with Exceptionalities and EDS 50200 Behavior Management highly recommended prior to taking this course. Offered: fall and spring semesters.

**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.

**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.

**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.

**EDS 60000 - Ethical and Professional Issues in Behavioral Analysis (3)**

This course will familiarize students with Behavioral Analysis Certification Board (BACB) Professional Disciplinary and Ethical Standards and BACB. Students will learn the guidelines for *Responsible Conduct for Behavior Analysts* which will allow them to conduct themselves in a professional and ethical manner. Topics will include: the concept of ethics, ethics as it applies to the population at risk, current issues and legal guidelines of

therapeutic professionals, guidelines that guide the IRB process, and professional issues when consulting with families.

**EDS 61000 - Concepts and Principles of Behavior Analysis (3)**

In this course students will focus on the fundamental assumptions of behavior analysis. It will include: the principles of operant conditioning including reinforcement stimulus control, generalization extinction, punishment, establishing operations, verbal operants, measurement concepts, and others based on the *Board Certified Behavioral Analysis Foundational Knowledge Section III*.

**EDS 62000 - Research Methods in Applied Behavior Analysis (3)**

This course will highlight two dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to enable the student to understand and conduct research. First experimental design methods for designing and executing successful behavior analysis research will be explored. Secondly, students will identify the principles and procedures of measurement based on data collection and analysis. Resources will include current methodology and critiques of studies in the literature. *Based on Board Certified Behavioral Analysis Task List Section I A and B*

**EDS 63000 - Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavioral Analysis (3)**

This course examines fundamental elements of behavior change including target behaviors, fading, shaping, chaining, task analyses, and other methods of changing behavior. Specific behavioral change procedures and systems such as discrimination training, behavioral contracts, self-management strategies and others will be explored. *Based on Board Certified Behavioral Analysis Task List Section I - C, D, E, F.*

**EDS 64000 - Observation, Assessment, and Identification Methods of Applied Behavioral Analysis (3)**

This course will defines behavior objectively using various observational strategies, to collect useful data for a functional analysis to identify the circumstances responsible for behaviors identified. Students will also learn to conduct assessments relevant to the development of individual services plans. *Based on Board Certified Behavioral Analysis Task List Section II G, H, I.*

**EDS 65000 - Behavioral Interventions and Program Management of Applied Behavioral Analysis (3)**

This course covers two content areas: 1. Behavioral change systems, interventions, and other behavioral change considerations. Strategies for teaching new skills, sustaining active treatment, and overcoming problems of adjustment will be explored. 2. Program Management which includes on-going documentation of services, design effective monitoring and reinforcement systems, effectively train and supervise individuals responsible for behavioral assessment and behavioral change procedures, and more. *Based on Board Certified Behavioral Analysis Task List Section II J and K.*

**EDS 67100 - Applied Behavioral Analysis Practicum I (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to

conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a Board Certified Behavior Analyst (BCBA) qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDS 67200 - Applied Behavioral Analysis Practicum II (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a Board Certified Behavioral Analysis (BCBA) qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDS 67300 - Applied Behavioral Analysis Practicum III (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a Board Certified Behavioral Analysis qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDS 68100 - Behavioral Analysis Fieldwork I (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved Board Certified Behavioral Analysis (BCBA) provider. Students will complete 500 hours towards their **1500 BCBA hours under the supervision of a BCBA qualified professional**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDS 68200 - Behavioral Analysis Fieldwork II (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved Board Certified Behavioral Analysis (BCBA) provider. Students will complete 500 hours towards their **1500 BCBA hours under the supervision of a BCBA qualified professional**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDS 68300 - Behavioral Analysis Fieldwork III (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved Board Certified Behavioral Analysis (BCBA) provider. Students will complete 500 hours towards their **1500 BCBA hours under the supervision of a BCBA qualified professional**. Curriculum will follow the BCBA Supervisor Training Curriculum outline.

**EDSBA - Behavior Analysis**

**EDSBA 50000 - Ethical and Professional Issues in Behavior Analysis (3)**

This course will familiarize students with BACB Professional Disciplinary and Ethical Standards and BACB. Students will learn the guidelines for Responsible Conduct for Behavior Analysts which will allow them to conduct themselves in a professional and ethical manner. Topics will include: the concept of ethics, ethics as it applies to the population at risk, current issues and legal guidelines of therapeutic professionals, guidelines that guide the IRB process, and professional issues when consulting with families. Offered: fall semester.

**EDSBA 51000 - Concepts and Principles of Behavior Analysis (3)**

In this course students will focus on the fundamental assumptions of behavior analysis. It will include: the principles of operant conditioning including reinforcement stimulus control, generalization extinction, punishment, establishing operations, verbal operants, measurement concepts, and others based on the BCBA Foundational Knowledge Section III. Offered: fall semester.

**EDSBA 52000 - Research Methods in Applied Behavior Analysis (3)**

This course will highlight two dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to enable the student to understand and conduct research. First experimental design methods for designing and executing successful behavior analysis research will be explored. Secondly, students will identify the principles and procedures of measurement based on data collection and analysis. Resources will include current methodology and critiques of studies in the literature. Based on BCBA Section I A and B. Offered: spring semester.

**EDSBA 53000 - Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavior Analysis (3)**

This course examines fundamental elements of behavior change including target behaviors, fading, shaping, chaining, task analyses, and other methods of changing behavior. Specific behavior change procedures and systems such as discrimination training, behavior contracts, self-management strategies and others will be explored. Based on BCBA Section I - C, D, E, F. Offered: spring semester.

**EDSBA 54000 - Observation, Assessment, and Identification Methods of Applied Behavior Analysis (3)**

This course will define behavior objectively using various observational strategies, to collect useful data for a functional analysis to identify the circumstances responsible for behaviors identified. Students will also learn to conduct assessments relevant to the development of individual services plans. Based on BCBA Section II G, H, I. Offered: fall semester.

**EDSBA 55000 - Behavior Interventions and Program Management of Applied Behavior Analysis (3)**

This course covers two content areas: 1. Behavior change systems, interventions, and other behavior change considerations. Strategies for teaching new skills, sustaining active treatment, and overcoming problems of adjustment will be explored. 2. Program Management which includes on-going documentation of services, design effective monitoring and reinforcement systems, effectively train and supervise individuals responsible for behavior assessment and behavior change procedures, and more. Based on BCBA Section II J and K. Offered: spring semester.

**EDSBA 56000 - Master's Project - Behavior Analysis Program (3)**

Students will review the principles of behavior analysis and then apply those principles to organizational functioning and management for program directors or administrators. Students will examine organizational goal setting, accountability, and leadership other topics may include recruitment, training, performance evaluation, personnel compensation. Students will complete a project on a topic of their choice either at an individual or organizational level, analyze the data, and prepare a report. This course will be taught by a professor with BCBA certification. Offered: summer.

**EDSBA 57100 - Applied Behavior Analysis Practicum I (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: summer.

**EDSBA 57200 - Applied Behavior Analysis Practicum II (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: fall semester.

**EDSBA 57300 - Applied Behavior Analysis Practicum III (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional. Students will complete 335 hours towards their **1000 BCBA hours**. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: spring semester.

**EDSBA 58100 - Behavior Analysis Fieldwork I (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved BCBA provider. Students will complete 500 hours towards their **1500 BCBA hours under the** supervision of a BCBA qualified professional. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: summer.

**EDSBA 58200 - Behavior Analysis Fieldwork II (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved BCBA provider. Students will complete 500 hours towards their **1500 BCBA hours under the** supervision of a BCBA qualified professional. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: fall semester.

**EDSBA 58300 - Behavior Analysis Fieldwork III (3)**

Students will learn to define behavior objectively, to employ various observational strategies to collect useful data, and to conduct functional analyses as to the circumstances responsible for problematic behaviors. Students will also learn to conduct assessments relevant to the development of individual I service plans. This course is designed for the practicing practitioner who is currently working in the field with a University approved BCBA provider. Students will complete 500 hours towards their **1500 BCBA hours under the** supervision of a BCBA qualified professional. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Offered: spring semester.

**EDT-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.

**EDU - 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. Prerequisite: EDU 50200 and EDU 52100.

**EDU 50305 - Methods of Teaching Reading, Writing, and Oral Communication (3)**

This course is designed to provide prospective teachers with a comprehensive study of the skills required for the development of reading, writing, and oral communication. Students will be presented with a foundational knowledge of communication theory and language development including phonemic awareness, word recognition and perception, vocabulary, comprehension, and fluency. This course meets the new certification requirements for current and future Illinois educators.

**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. Prerequisite: 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 50705 - Methods of Teaching Reading in the Content Areas (3)**

This course is designed to provide prospective teachers with a comprehensive study of the skills required for reading development, teaching of reading strategies, diagnosing reading difficulties, assessing and improving reading and study skills in the content area. Students will learn to apply reading concepts, theories, and techniques to content area material by developing model lesson plans and materials. This course meets the new certification requirements for current and future Illinois educators

**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. Prerequisite: 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 51500-51503 - Teacher Education Seminar I (0-3)**

This is a required course for all teacher education candidates entering the teacher education program beginning in fall 2013. This course provides the student an opportunity to review and synthesize the skills and content knowledge of selected subject areas of teacher certification. This course should be taken at the same time and with the same instructor as EDU 52100 Classroom Teaching and Management. This course will assist the student in developing test taking techniques in preparation for the state required certification assessments. Students are also oriented to the requirements of the culminating assessment portfolio. Students will be required to purchase Foliotek, an electronic portfolio system, if they have not already done so. Students will be oriented to the requirements of the culminating assessment portfolio. Students must also make sure they have taken and submitted the Missouri Educator Profile (MEP) before or during this course. Students will describe detailed preparation to prepare for the DESE required assessments, submit rationale and reflection assignment(s), evaluate the preparation experience in each required education course, and prepare for the intensive writing requirements of EDU 58404 and EDU 60599. Offered every semester. P/F grading. Prerequisite: EDU 50200, 6 additional credit hours of EDU coursework, and admission to the teacher certification program. Corequisite: EDU 52100 with same instructor

**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 52110 - Middle/High School Classroom Teaching and Technology (3)**

This course will allow students to examine the specific techniques and procedures for effective teaching at the secondary level. Students will examine what is required to design logical, engaging, and rigorous lessons that meet the needs of all learners. This course will explore several approaches for planning lessons including the direct teaching model. Students will apply Blooms

Taxonomy as related to lesson plan objectives and assessments in planned lessons. The technology examined will review and/or introduce the application of instructional technologies, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications.

**EDU 52200 - Practicum: Diagnosis of Reading Difficulties (2)**

This practicum course is 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. 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 52210 - Elementary School Classroom Teaching and Technology (3)**

This course will allow students to examine the specific techniques and procedures for effective teaching at the elementary level. Students will examine what is required to design logical, engaging, and rigorous lessons that meet the needs of all learners. This course will explore several approaches for planning lessons including the direct teaching model. Students will apply Blooms Taxonomy as related to lesson plan objectives and assessments in planned lessons. The technology examined will review and/or introduce the application of instructional technologies, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications.

**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. Corequisite: EDU 30900 or EDU 50900

**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 53500-53599 - Secondary Methods of Teaching (3)**

This course examines a variety of methods of teaching discipline-specific content in middle schools and high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to instruction in a given discipline. Students will also develop a Unit Plan of instruction. This course meets twice a week. Prerequisite: EDU 52100

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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. Prerequisite: EDU 52100. Offered: fall and spring semesters.

**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 54310 - Middle School/ High School Differentiation and Classroom Management (3)**

This course will enable the student to examine the specific demands required for differentiated instruction in the diverse middle school and high school classroom settings. The student will examine the role of each instructor in cooperative teaching situations. This student will also explore the demands and techniques of classroom management. Technology will be examined and/or introduced for the application of instructional technology including, but not limited to, Smart Board, Podcasting, Clickers, and other types of classroom communications. Legal and ethical issues that control the use of

technology in the classroom will be investigated. This course has a 45-hour practicum. Offered: fall and spring semesters.

**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 54410 - Elementary Differentiation and Classroom Management (3)**

This course will enable the student to examine the specific demands required for differentiated instruction in the diverse elementary classroom setting. The student will examine the role of each instructor in cooperative teaching situations. This student will also explore the demands and techniques of classroom management. Technology will be examined and/or introduced for the application of instructional technology including, but not limited to, Smart Board, Podcasting, Clickers, and other types of classroom communications. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum. Offered: fall and spring semesters.

**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 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 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 emphasis. 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: fall and spring semesters.

**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. Lab fee required. Offered: fall and spring semesters.

**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 58404 - Advanced Measurement and Evaluation to Enhance Learning (3)**

This course is designed so that the students experience practical approaches to ensure that classroom assessment is fair and effective. Students will explore curriculum mapping and alignment to standards as well as assumptions about educational assessment. More specifically, students will learn about the basic mathematics of measurement, the meaning of test scores, item analysis, steps in developing appropriate classroom tests and assessments, performance assessments, portfolios, assigning grades on the basis of classroom assessments, standardized testing, assessing to meet the diverse populations of students in classrooms, biases in educational assessment, and students in self-assessment. Students will gain an appreciation for personal assessment and reflection to improve classroom practices. This course will include a coordinated project between the teacher candidate and a teacher mentor that will explore data driven decision made to enhance student learning. This course is a writing intensity course for the Department of Teacher Education. Prerequisite: EDU 21501 or EDU 51500-51503, and EDU 32100 or EDU 32200 or EDU 52100

**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 59100-59299 - 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 59300-59399 - Topics in Character Education (3)**

**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 60599 - Field Experience, Student Teaching (12) (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 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.

**ENTR - 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: MGMT 56025 or MGMT 26032.

**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: FIN 52010 and MRKT 55010.

**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.

**EPB - 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.

**ESOL - English for Speakers of Other Languages****ESOL 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.

**ESOL 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.

**ESOL 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.

**ESOL 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.

**ESOL 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.

**ESOL 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.

**ESOL 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. Prerequisite: ESOL 53000 and ESOL 54000.

**ESOL 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.

**ESOL 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.

**ESOL 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: ESOL 58000.

**FD - Fashion Design****FD 50000 - Studio I (3)**

This advanced studio course requires students to produce their own designs from conceptualization to execution. Emphasis shall be placed on the development of the student's own creative and technical skills. Offered: fall semester.

**FD 50010 - Research Studies I: Methods in Art and Design (3)**

This course introduces research methods employed in art and design, including procedures for conducting research and completing work in the field. Offered: fall semester.

**FD 50020 - Research Studies II: Seminar in Art & Design (3)**

This seminar course is an advanced study of the mechanisms that promote art and design changes over time in different areas. The course promotes discussion of art and design as a psychological and sociological phenomenon. Prerequisite: FD 50010 Offered: spring semester.

**FD 50030 - Research Studies III: Theories in Art and Design (3)**

This course is a survey of the major theoretical and critical lines of thought that have shaped our understanding of art and design, their role in society, as well as their reception, use and appreciation from antiquity to the present. Art and design theory and criticism has been shaped over the centuries by religion, poetry, philosophy and cultural preconceptions. Through lectures, readings in primary sources and class discussions, the course shall address the major theories, theorists and critics from the origins of "beauty" and aesthetics with the ancient Greeks to the most recent developments in Postmodernism and Pluralism. Prerequisite: FD 50020 Offered: fall semester.

**FD 51000 - Studio II (3)**

This advanced studio course requires students to produce their own original designs from conceptualization to execution in menswear. Students design and produce a collection that demonstrates integration of technical mastery and aesthetic appeal. Prerequisite: FD 50000 Offered: spring semester.

**FD 51300 - Advanced CAD I: Apparel Design (3)**

This course uses the latest versions of CAD programs. Students learn or expand their software knowledge in order to create garment flats and illustrations, scan croquis, and design storyboards and visuals. Emphasis shall be placed on the computer as a design tool, and using a variety of techniques and programs to achieve apparel designs. Class time is divided between instructor demonstrations, student exercises, and arranged laboratory time for independent work. Lab fee may apply. Prerequisite: FD 51600 Offered: spring semester.

**FD 51600 - Fashion Illustration (3)**

This advanced studio course incorporates skills and techniques for fashion illustration into subject specific assignments targeted to address the student's portfolio needs. Through the use of professional practices, promotion, and marketing skills, students examine and analyze the criteria by industry professionals to evaluate portfolios. Offered: fall semester.

**FD 52000 - Studio III (3)**

This advanced studio course requires students to produce their own original designs from conceptualization to execution. Emphasis shall be placed on the development of the conceptual/sculpture pieces technique. Prerequisite: FD 51000 Offered: fall semester.

**FD 53000 - Studio IV (3)**

This advanced studio course requires students to produce their own original designs from conceptualization to execution. Students design and produce a collection in an area of their choice that demonstrates the mastery of both technical and aesthetic skills. Prerequisite: FD 52000 Offered: spring semester.

**FD 55000 - Final Collection I (3)**

This course requires students to research and develop their concept for a final collection. In this phase, students develop prototypes (muslins) that reflect their thesis research. Prerequisite: FD 53000 and permission of dean. Offered: fall semester.

**FD 55100 - Advanced CAD II: Textile Design (3)**

This advanced course uses the latest versions of CAD programs to create textile designs. Students will also be exposed to the scanning of fabrics and digital development of textile prints, weaves, and knits. Seasonal color palettes and printing considerations will be discussed. Class time is divided between instructor demonstrations, student exercises, and arranged laboratory time for independent work. Lab fee may apply. Prerequisite: FD 51300 Offered: fall semester.

**FD 55200 - Advanced CAD III: Patternmaking (3)**

This advanced course requires students to create and manipulate patterns using apparel industry-specific computer software, including digitizing, pattern grading and marker making. Technical design and production information shall be generated while class time will be divided between instructor demonstrations, student exercises and arranged laboratory time for independent work. Lab fee may apply. Prerequisite: FD 55100 Offered: spring semester.

**FD 55300 - Advanced CAD IV: Technical Design (3)**

This advanced course will focus on elements used in the mass production of clothing. Students work in groups where they choose an existing company and study its history, design philosophy and customer base. Students will create a collection for a specific season, and create the spec sheets and technical packages for practical application. Lab fee may apply. Prerequisite: FD 55200 Offered: fall semester.

**FD 55500 - Professional Portfolio Design (3)**

This class is designed to teach fashion students how to create a professional fashion portfolio. The emphasis of this course will be on the further development of illustration skills and various media and presentation techniques. Studio fee may apply. Prerequisite: FD 55300 Offered: spring semester.

**FD 56000 - Final Collection II (3)**

This course requires students to refine their concepts and articulate their design methodology within an approved eight-piece final collection. Fashion MFA candidates develop and prepare an exhibition, accompanied by a written component that documents their design process, research and development. Prerequisite: FD 55000 and permission of dean. Offered: spring semester.

**FD 56500 - Fashion Internship (3)**

This class includes a supervised work experience for the graduate student. Individuals are required to complete 120 hours of supervised work. A detailed evaluation of the student's performance in the workplace provided by the on-site supervisor is required. Prerequisite: permission of the dean. Offered: fall and spring semesters.

**FD 56600 - Fashion Teaching Internship (3)**

This course includes supervised teaching assignment under the supervision of a faculty member. A detailed evaluation of the student's performance in the workplace provided by the on-site professor is required. Prerequisite: fifteen graduate credit hours and permission of the dean. Offered: intermittently.

**FD 57110 - Advanced Textile Science (3)**

This advanced lecture/lab course introduces students to the scientific qualities and properties of fashion fabrics. By investigating and testing the fibers, quality, construction, care, and finishing of textiles, students learn the basics of fabric identification and specific uses in the fashion industry. This course requires lab projects and provides demonstrations of basic methods of textile design development, weaving, printing, and dyeing. Offered: spring semester.

**FD 57200 - History of Costume to 1900 (3)**

This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from primitive times through the 1800s. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period. Offered: fall semester.

**FD 57300 - History of Costume from 1900 (3)**

This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from primitive times through the 1800s. Emphasis shall

be placed on how politics, economics, and technology affect the changing silhouettes of each period. Prerequisite: FD 57200 Offered: spring semester.

**FD 57600 - Fashion Accessories (3)**

This course is designed to introduce students to the study of fashion accessories. This course exposes students to the design process from initial concept to digital accessory images. The specific accessories selected for study in this class may vary from semester to semester. Offered: spring semester.

**FD 58500 - Fashion Business & Entrepreneurship (3)**

This course is an advanced study of the commercial and professional elements of fashion, including analysis of merchandising and marketing practices within fashion and its related industries. Offered: intermittently.

**FIN - Finance****FIN 52005 - Fundamentals of Financial Management (3)**

Leaders and managers must be able to understand and use financial statements and reports to evaluate and communicate performance. Leaders must be able to apply financial information for making decisions. This course will focus upon basic financial information used by non-financial managers. This course introduces the student to both Financial and Managerial Accounting Principles. Topics covered are Basic Financial and Accounting Principles, Balance Sheets, Income Statements, Cash Flow Statements, Key Ratio Analytics, Performance Factors, Interest and the Cost of Money, Debt vs. Equity, Time Value of Money, and Capital Budgeting. (Note that FIN 52010 may be substituted for FIN 52005 in the MA in Leadership Program; however, FIN 52005 cannot be substituted for FIN 52010 in the Master of Accountancy, MBA, or MS programs).

**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 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 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 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.

### **HP - 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 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 held in the weight room for practical application. Lab fee of \$5.00 required. Cross-listed with EXS 38500 Advanced Strength Training Techniques.

#### **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 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 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.

**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.

**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.

**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 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.

**HRM - 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 - 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 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. Prerequisite: a grade of C or better in two previously taken graduate level Human Resource Management courses.

**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 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.

**INTL - 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.

**IPC - 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 IPC 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 IPC 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) for professional counseling candidates or the Missouri Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056 MEGA Counselor, for school counseling candidates. 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.  
Prerequisite: 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) (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. Prerequisite: IPC 52400, IPC 56100, and IPC 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. Prerequisite: IPC 55300, IPC 56100, IPC 56200, IPC 57500, and IPC 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. Prerequisite: IPC 62000 or IPC 62100, 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. Prerequisite: IPC 62000 or IPC 62100, 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. Prerequisite: IPC 62000 or IPC 62100, 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. Prerequisite: IPC 62500 and IPC 62600 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.

**MGMT - Management**

**MGMT 56020 - Organizational Communications (3)**

This course will help students understand organizational communication theories, models, and processes. Focus will be on application of these principles in organizational communication speaking exercises; and the use of effective communication skills in management and leadership settings.

**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. Prerequisite: 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 casual 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: Completion of two leadership emphasis courses or 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(r) Project software. Moreover, the Project Management Body of Knowledge PMBOK(r) 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 an area of emphasis. 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.

**MIS - 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.

### **MPA - 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.

#### **MPA 59000-59999 - Special Topics in Public Administration (3)**

This course consists of directed studies in public administration or a special course offering of a public administration topic. May be repeated with different topics.

#### **MPA 59001 - Public Finance & Taxation (3)**

This course focuses on governmental finances in good times as well as recessions. Taxes as the revenue source are also addressed. The Federal government budget and spending are addressed, as well as state government spending, and property taxes at local government levels. Students will use Excel as part of this course's assignments, particularly related to statistical formulas.

#### **MPA 59904 - Economic Analysis for Policy Makers (3)**

This course helps students to analyze the impact of government spending. In addition, economic issues that matter to the study of public administration, such as the multiplier effect are examined. Furthermore, the impact of interest rates, as determined by the Federal Open Market Committee (FOMC) will be explored. Students will use Excel as part of this course's assignments, particularly related to statistical formulas.

#### **MPA 59905 - Government Institutions: Performance & Accountability (3)**

This course addresses issues associated with governmental reform (often studied through commissions and task forces) and how

performance and accountability are examined through topics such as Performance Measurement. Students will be introduced to Government Accountability Office (GAO) reports, which attempt to evaluate how well government funds have been spent.

#### **MPA 59908 - Legal Issues in Public Administration (3)**

The impact of court cases (Federal and state) and how they affect different levels of government will be addressed. Issues such as sovereign immunity and imminent domain will be explored. Students will be introduced to Lexus/Nexus as a search tool that can help them explore legal issues affecting public policy of interest or concern to them.

#### **MPA 59909 - Policy Design and Analysis (3)**

This course will introduce students to critical analysis of public policy. Students will examine the complex interrelationship between politics and policy, and the challenges to designing effective policy to address social problems, using examples from current policy debates. Further, students will learn how policy analysis holds promise for strengthening public policy, as well as its limitations in ensuring that policy is sound and effective. This course will also address the role of ethics in designing and evaluating public policy. This will include consideration as to how multiple, competing social values held by citizens in a democratic, pluralistic society affect policy development. Finally, students will develop policy analysis skills and learn to apply these to a wide range of social policies.

#### **MPA 59911 - Policy & Budgetary Forecasting (3)**

This course addresses making reasonably accurate projections regarding money, as well as issues associated with policy. For example, if a number of housing permits are issued by a county are for high-end homes, how will this affect property tax revenues and population density? How do you project the need for new road construction or sewer lines? Making reasonable projections about the demands that will be placed on any level of government are covered in this course. Issues such as demographics and age cohorts are part of policy forecasting. Students will use Excel as part of the course's assignments, particularly related to statistical formulas.

#### **MPA 59912 - Data Collection & Evaluation (3)**

This course addresses where to find governmental data and then how to be cautious in its uses. Of particular focus is that data is subsequently revised from its initial release. In addition, the limitations of available data are explored. Students will use Excel as part of this course's assignments, particularly related to developing graphs.

#### **MPA 59913 - State and Local Public Finance, Taxation & Auditing (3)**

Unlike the Public Finance & Taxation course, this course addresses more specific issues at state and local governmental levels; the impact of recessions and recoveries at this level of the economy, bond issues, credit ratings that might be discussed in audit reports, and budgetary ratio analysis. Students will use Excel as part of the course's assignments, particularly related to statistical formulas.

**MPA 59990 - Capstone Course in Public Administration (3)**

In this course students will explore more deeply how to do research using the Internet (a skill which is addressed in all of the MPA courses). In addition, they will examine a policy issue of their choosing, demonstrating how they use information collected from Internet searches. A survey is included in this course which will be of use in the MPA program, as a way to get feedback for future revisions to the program. No graduate program should stand still and never change. This feedback is important to help in determining future changes to the program to ensure it remains relevant.

**MRKT - 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.

**MUS - Music**

**MUS 58600-58699 - Special Topics (1-3)**

**NPA - 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 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. Cross-Listed with HRM 56560.

**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 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.

**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.

**NUR - Nursing**

**NUR 50000 - Theoretical Basis for Advanced Nursing Practice (3)**

This course provides the student with the theoretical foundations for advanced nursing practice. The focus of the course is on the critical components of contemporary nursing knowledge with relation to the role of theory in advanced practice nursing. Through exploration of the nature of theory and concept development in nursing, students will examine, analyze, and evaluate the relevance of grand and middle range theories nursing theories as well as theories of other disciplines. The relevance and

impact of theory on advanced nursing practice, research, education, leadership and executive administration will be emphasized.

**NUR 50100 - Research & Inquiry in Evidence-Based Practice (3)**

This course provides the learner with a framework to systematically explore and evaluate the strength of the current empirical evidence to promote evidence-based nursing practice. Students select a relevant clinical/practice problem, systematically review the strength of the empirical evidence related to the problem, factor in patient preferences and provider expertise and determine the level of evidence to support practice change. Students critically analyze differing research paradigms and current issues surrounding research and evidence-based practice.

**NUR 50200 - Policy Finance & Organization of Health Systems (3)**

This graduate level course provides the student with an understanding of the complex landscape of health care policy, organization, and financing in the United States. Current trends impacting health outcomes will be examined within this context. The interaction between health policy social justice, health disparities and social determinants of health will be analyzed within the context of health care organization and finance. The role of advanced nursing practice in health policy, health advocacy and shaping ever changing healthcare systems will be emphasized.

**NUR 50300 - Advanced Nursing Role Acquisition (3)**

This course will explore the roles, responsibilities, and functions of the nurse educator and nurse executive in advanced nursing practice. Educators will explore development and evaluation of the interactive nature of teaching and learning in a variety of settings. Nurse executives will explore the evolution of the nurse executive role in a variety of health care settings.

**NUR 51000 - Advanced Pathophysiology & Pharmacology (5)**

This course provides the learner with content in advanced pathophysiology and pharmacology. Students will examine and explore pathophysiological phenomena and pharmacotherapeutics specific to their nursing practice specialty. Concepts, principles, and application of pathophysiology and pharmacotherapeutics utilized in advanced nursing practice for management of health problems encountered in the acute, primary, secondary or tertiary care environments will be emphasized.

**NUR 51100 - Advanced Health Promotion & Assessment across the Lifespan (3)**

This clinical course provides a systematic approach to advanced assessment methods and health promotion strategies across the lifespan. Content areas include physical, psychological, sociocultural, developmental, and spiritual assessment of individuals and their families along with health promotion/disease prevention strategies for individuals and groups. This course builds upon health assessment, health promotion and disease prevention knowledge and skills acquired at the undergraduate nursing level. The impacts of lifestyle, cultural and environmental factors on health, and/or health disparity are discussed.

**NUR 51200 - Introduction to Clinical Nursing Education (5)**

This clinical course serves as a bridge between the Patient Care Core and the Educator Specialty. This course builds on the foundation of the advanced pathophysiology, pharmacology and health assessment courses to allow the graduate level nurse to gain greater clinical expertise in their own specialty area through intensive work with students in the clinical setting. The course introduces the learner to concepts and strategies employed in clinical nursing education which include effective nursing care plans, simulation, care management, and selection of patients to achieve optimal student learning experiences.

**NUR 51300 - Principles of Teaching & Learning (3)**

This course focuses on the development and analysis of teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Students critically analyze andragogy and pedagogy and the merits of each in nursing educational settings.

**NUR 51400 - Curriculum Development & Program Planning (3)**

This course examines theoretical foundations, principles, and issues in curriculum design and program planning. Formulation of program and curriculum goals, objectives and outcomes will be explored along with development of logic models. Systematic evaluation of curriculum at all levels will be examined. Principles and mechanisms of accreditation will be discussed.

**NUR 51600 - Instructional Design (3)**

In this course provides students with the opportunity to explore and analyze various methodologies for delivering didactic and clinical coursework. Integration of new technology in instructional design and delivery will be highlighted. Methodologies for classroom management will be explored.

**NUR 51800 - Measurement & Evaluation of Learning and Program Outcomes (3)**

This course provides students the opportunity to learn evaluation concepts. Testing and measurement at the didactic, clinical and programmatic levels will be explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations. Quality improvements, as well as legal and ethical considerations are discussed. Evaluation methods of both teacher and learner will be explored.

**NUR 51900 - Practicum in Nursing Education (4)**

This is a clinical capstone course that requires the student to synthesize and apply knowledge gained in the program to a teaching or educational project in an actual patient care or academic setting. Students will work with a preceptor to develop and implement the project which is grounded in evidence and contains measurable objectives and outcomes at the individual, aggregate or systems level.

**NUR 52000 - Informatics & Data Management in Health Care (3)**

This course introduces the history and current status of information systems in healthcare, provides a basic information technology vocabulary and examines the principles of modern information architectures. The computer networking and communication technologies necessary to support modern information infrastructures are explored. Key concepts addressed include information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Emphasis is placed on management and the use of information to support management decision making in nursing and health care environments.

**NUR 52100 - Managerial Epidemiology (3)**

This course integrates epidemiologic methods into strategic planning and managerial decision-making in health care organizations. Epidemiological principles and tools of investigation are explored from clinical nursing and managerial perspectives. Health behaviors and lifestyle that impact demand on health care delivery systems will be explored and analyzed. Students will evaluate models for integration of health services and preventive programs on health outcomes. Policy issues affecting continuity of care will be discussed.

**NUR 52150 - Leadership & Organizational Change in Health Care (3)**

This course provides an overview of leadership theories and spheres of influence of the nurse executive in the delivery of health care. Forces that drive organizational change and impediments to change will be examined and analyzed. Change theory and the process of making change at an organizational/system level are examined. A range of approaches for making organizational change more effective will be surveyed. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings. Effective leadership strategies within an organization will be analyzed.

**NUR 52200 - Budget & Finance in Health Care (3)**

This course provides an overview of the techniques used in the financial management of health care organizations. Key concepts include sources of health care funding, third party payment or reimbursement, financial influences of uninsured patients, budgeting, capital asset evaluation, financial statement analysis, working capital management, present value analysis, and variance analysis. Application of financial management techniques to decision making in health care organizations will be explored through case studies.

**NUR 52250 - Human Resource Management in Health Care (3)**

This course provides an overview of human resources management in healthcare organizations. Key concepts addressed include recruitment and selection of employees, benefits and compensation management, privileging and credentialing of health professionals, performance evaluation, staffing plans, labor relations and labor law relevant to health care organizations.

**NUR 52300 - Introduction to Patient Safety & Quality Improvement (3)**

This course provides an introduction to current theory, content, tools and methods for improving patient safety and quality in health care organizations. Key concepts include effective methods for error disclosure, patient safety risk assessment methodology and improvement methods, principles of safe system design, and strategic patient safety priorities, error theory, systems thinking, and the relationship between patient safety and quality improvement. The roles of various healthcare stakeholders in building a safer healthcare system will be evaluated. JCAHO and NCQA accreditation standards and processes, life safety and fire code requirements, and handling of biohazards such as blood borne pathogens will be presented.

**NUR 52500 - Systems Thinking and Patient Safety (3)**

This course will employ case studies, and other interactive teaching strategies to explore the integration of systems theory and patient safety. Key concepts include development of patient safety leadership, safety culture, the legal and policy context for patient safety at the organizational, regulatory, state and federal levels. Safety theory, methods and skills will be applied to varied healthcare settings which include primary care, hospital-based care, long term care, and across the spectrum of care. The impact of health information technology on patient safety within and across institutions will be explored. Strategies for effective implementation of patient safety within systems evaluated.

**NUR 52700 - Advanced Quality Improvement Methods (3)**

This interactive course will employ case studies and discussions to engage the learner in critical thinking about health care quality improvement, patient safety and leadership. Emphasis will be on advancing institutional and public policy, quality improvement strategies and health care delivery models that improve the quality of care. Students will analyze techniques for effective improvement science, define quality and identify meaningful metrics reflecting quality for an organization, demonstrate understanding of how to implement major quality improvement strategies based on proven methodologies for effective teamwork, stable processes and measures, and improved and sustained outcomes.

**NUR 52900 - Practicum in Patient Safety (5)**

This clinical capstone course that requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable patient safety outcomes at the aggregate or systems level. Projects must include quality improvement methodology.

**NUR 53200 - Strategies to Improve Individual Patient Outcomes (3)**

This course focuses on the role of clinical effectiveness and patient outcomes research in improving individual patient outcomes. The student will analyze the relationship of translational research to the clinical outcomes spectrum and explore the different study designs used for conducting clinical outcomes research and application of evidence-based practice. Case studies, and other applied approaches will be used to

explore clinical effectiveness research and translation of evidence in improving individual patient outcomes.

**NUR 53400 - Strategies to Improve Aggregate Outcomes (3)**

This course provides students the opportunity to explore strategies used in improving outcomes at the group or population level. Strengths and limitations of various methods will be analyzed. Key concepts include identifying populations or aggregates, data sources, and outcome measures. The influences of health disparities on aggregate outcomes will be evaluated. Program evaluation methodologies as a way to improve aggregate outcomes will be explored. The critical role of social and physical environments in shaping health behavior and health outcomes, and how dimensions of those environments influence outcomes will be discussed.

**NUR 53600 - Strategies to Improve Systems Outcomes (3)**

This course focuses on strategies used to improve outcomes for health care systems. The role of epidemiology in informing policy designed to improve health systems will be explored. Drawing on theory, methods and research results from epidemiology and related fields, policies that have had or could have significant effects on health systems will be discussed.

**NUR 53900 - Practicum in Outcomes Management (5)**

This clinical capstone course requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable outcomes at the individual, aggregate or systems level. Projects must measure outcomes across systems of care and include principles of case management.

**SPMGT - 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 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.

**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.

**TA - Theatre**

**TA 50000 - Graduate Practicum (3)**

This course consists of practical work on stage productions in directing, technical theatre or design. May be repeated for credit. Offered: fall and spring semesters.

**TA 50100-50199 - Graduate Acting Studio (3)**

This course explores acting theories and techniques through various methods including scene study, improvisation, movement exercises, etc. May be repeated for credit. Offered: fall and spring semesters.

**TA 51000 - Graduate Script Analysis (3)**

This course explores the analytical and research processes necessary for the consideration of any play prior to production. Offered: intermittently.

**TA 51100 - Graduate Directing Studio I (3)**

This course consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. May be repeated for credit. Course fee may be required.

**TA 51200 - Graduate Directing Studio II (3)**

This course is an extension of TA 51100 and 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. May be repeated for credit. Course fee may be required.

**TA 51300 - Graduate Directing Studio III (3)**

This course is an extension of TA 51200 and 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. May be repeated for credit. Course fee may be required.

**TA 51400 - Graduate Directing Studio IV (3)**

This course is an extension of TA 51300 and 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. May be repeated for credit. Course fee may be required.

**TA 51401 - Graduate Directing Studio V (3)**

This course is an extension of TA 51400 and consists of application of theories and styles of directing. 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. Course fee may be required. Offered: intermittently.

**TA 51402 - Graduate Directing Studio VI (3)**

This course is an extension of TA 51401 and consists of application of theories and styles of directing. 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. Course fee may be required. Offered: intermittently.

**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. Course fee may be required.

**TA 51700 - Graduate History of Costume and Fashion Design (3)**

This course is a study of the clothing worn throughout history from ancient times to the present. The effects of society and cultural elements, including politics, economics, and scientific developments on the the evolution of clothing will be discussed. Offered: intermittently.

**TA 51800 - History of Theatrical Design (3)**

This course will explore the major trends and designers of theatrical design. Emphasis will be on 19th and 20th century designers. Offered: intermittently.

**TA 51900 - Theatrical Collaboration (3)**

This course will explore the collaborative nature of the theatre design process. Includes script analysis, concept development, research, design, and presentation. Emphasis will be on creating a cohesive production design involving scenery, costumes, lighting, and sound. Offered: intermittently.

**TA 52500 - Research Methods in Theatre (3)**

This course is a study of various theatrical research methods. Students will be required to make presentations and submit a series of short papers that require application of the methodologies explored.

**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 genres in dramatic literature.

**TA 54600 - Box Office Management (3)**

Through practical application, this course is a study of finances, contracts, public relations, personnel, ticketing systems, technology, and standard policies of educational and professional theatre as related to professional box office management.

**TA 54800 - Graduate Stage Management (3)**

This 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. Mentoring of undergraduate students interested in stage management may also be required.

**TA 55100 - Scenographic Techniques (3)**

This course consists of the application of theories and styles of costuming, lighting, and/or scenic design for various productions. Includes development of portfolio materials, exploration of methods used by scenic designers to communicate conceptual ideas, and experience with hand and computerized scale modeling and rendering.

**TA 55200 - Lighting Design (3)**

This course consists of the application of theories, styles, and techniques of lighting for various productions. Includes development of portfolio materials, exploration of methods used by lighting designers to express visual concepts, and experiences with hand and computerized scale lighting plots, section drawings, circuiting schedules, and programming.

**TA 55300 - Costume Design (3)**

This course consists of the application of theories, styles, and techniques of costuming for various kinds of productions. Includes development of portfolio materials, exploration of methods used by costume designers to communicate conceptual ideas, and experiences with hand and computerized rendering and pattern making, millery, wigs, and foot wear.

**TA 55400 - Technical Direction (3)**

This course consists of the application of theories, styles, and techniques of technical direction for various kinds of productions. Includes development of portfolio materials, exploration of methods used by technical directors to produce shop drawings, and experiences with hand and computerized scale ground plans and elevations. Sectional and standard construction drawings are also studied and produced for conceptual or practical productions.

**TA 55600 - Graduate Technique Studio I (3)**

This course offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. May be repeated for credit.

**TA 55700 - Graduate Technique Studio II (3)**

This course is an extension of TA 55600 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. May be repeated for credit.

**TA 55800 - Graduate Technique Studio III (3)**

This course is an extension of TA 55700 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. May be repeated for credit.

**TA 55900 - Graduate Technique Studio IV (3)**

This course is an extension of TA 55800 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. May be repeated for credit.

**TA 56500 - Professional Internship (3-9)**

Supervised, graduate-level work experience in a professional theatre in any of the following areas: acting, directing, stage management, technical theatre, design, theatre management and dramaturgy. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization. May be repeated for a maximum of nine credit hours.

**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 design of dance compositions. Significant performing is required in addition to moderate reading and written assignments. May be repeated for credit. Prerequisite: Two semesters of dance technique or permission of dean.

**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.

**TA 57900 - Graduate Seminar in Voice (1-3)**

This course offers studies on the graduate level for students with specialized interests. May include a weekly private voice lesson, participation in a University vocal ensemble, and/or studies related to singing and the use of the voice. May be repeated for credit. Private lesson fee may be required. Prerequisite: permission of dean.

**TA 58000 - Graduate Workshop in Musical Theatre (3)**

This studio course is an advanced study of musical theatre. May be repeated for credit. Prerequisite: permission of dean.

**TA 58003 - History of the American Musical (3)**

A study of the history of the American musical from its origin, evolution, and effect on theatre today. Offered: spring semester.

**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 area of interest. In addition, students may also choose performance-based areas of intensive study, such as private instrumental or vocal music, stage combat, dialects, design, etc. Topics are developed in conjunction with the student and his/her specific instructor. May be repeated for a maximum of twelve credit hours. Course fee may be required. Prerequisite: permission of dean.

**TA 58600-58699 - Special Topics (3)**

Special topics in performing arts. May be repeated as topics vary. Course fee may be required. Prerequisite: permission of dean.

**TA 60000 - Master's Project and Thesis (6)**

This course requires a written thesis paper and practical production component in the area of specialization. The student's level of accomplishment in their area of specialization will be assessed through both the written thesis paper and the production project. Prerequisite: permission of dean. Offered: fall and spring semesters.

## FACULTY

**Abbott, Marilyn S. (1997)**

*Professor of Biology and Associate Provost*  
AB, Indiana University; PhD, Purdue University

**Acker, Lawrence E. (2013)**

*Associate Professor of Health Management and Program Director, BS in Health Management*  
BA, Saint Louis University; MHA, Washington University; PhD, University of Missouri-St. Louis

**Albee, Alison J. (2013)**

*Assistant Professor of Biology*  
BS, Purdue University; PhD, University of Wisconsin-Madison

**Alameda, Annie (2007)**

*Associate Professor of Physical Education and Health and Chair, Department of Physical Education and Health*  
BS, Illinois State University; MS, Saint Louis University; EdD, Lindenwood University

**Aldridge, Amanda (2012)**

*Coordinator of Charter Schools and Secondary Student Teaching*  
BS, University of Missouri-Columbia; MEd, University of Missouri-St. Louis

**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, EdD, 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 and Chair, Department of Biology*  
BA, University of Missouri-Columbia; PhD, University of Tennessee

**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, NCAA Sports*  
BS, Southern Illinois University-Carbondale; MS, Southern Illinois University-Edwardsville

**Ayres, Deb (2008)**

*Vice President for Human Resources*  
BS, Missouri State University; MS, University of Missouri-St. Louis; EdD, University of Missouri-Columbia

**Ball, Andrew (2012)**

*Assistant Professor of Humanities and Program Director, 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

**Banerjee, Gaurango (2013)**

*Professor of Finance*  
BS, MSc, Birla Institute of Technology and Science, India, PhD, University of Alabama

**Barnes, Janet L. (2007)**

*Assistant Professor of Teacher Education*  
BS, MEd, University of Missouri-St. Louis

**Beane, Robbie (2010)**

*Associate Professor of Mathematics*  
BS, MS, University of Missouri-Rolla; PhD, Missouri University of Science and Technology

**Beckerle, John R. (2001)**

*Professor of Nonprofit Administration and Chair, Department of Fire and Paramedic Science*  
BA, MA, MBA, EdD, Lindenwood University

**Bennett, Katrina (2008)**

*Assistant Professor of Fashion Design*  
BA, MFA, 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

**Biggerstaff, Randy (1997)**

*Associate Professor of Education; Athletic Trainer; and Chair, Department of Athletic Training*  
BS, University of Missouri-Columbia; MS, Lindenwood University; ATC

**Biri, Colleen (2003)***Professor of Psychology*

BA, Southwest Missouri State University; MA, PsyD, Georgia School of Professional Psychology

**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

**Brennan, Daniel J. (2007)***Assistant Professor of Athletic Training*

BS, MA, Western Kentucky University

**Brickler-Ulrich, Kimberly K. (2003)***Associate Professor of Accounting*

BS, Truman State University; MBA, Saint Louis University; CPA

**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)***Associate Professor of French, English and Gender Studies; Chair, Department of Gender Studies*

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

**Carlos, Peter (2004)***Associate Professor of Communications and LUTV Station Manager*

BA, University of Missouri-St. Louis; MA, Middlebury College; MFA, Lindenwood University

**Carnes, Jeremy (2013)***Assistant Professor of English*

BA, University of Notre Dame; PhD, University of Michigan

**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; Chair, Department of Political Science; and Chair, Department of International Relations*

BA, Adelphi University; MA, PhD, New York University; MBA, Lindenwood University

**Coble, Kyle (2012)***Assistant Professor of Marketing; Program Director, Marketing Clusters; and MSA in Marketing*

BS, MIAA, Southwest Missouri State University; PhD, Saint Louis University

**Cochran, Vanessa (2011)***Assistant Professor of Teacher Education; Chair, Department of Elementary Education; Coordinator, Master of Arts in Teaching Program*

BS, Missouri Baptist University; MA, Lindenwood University; PhD, Saint Louis University

**Cohen, Theodore W. (2014)***Assistant Professor of History*

BA, Yale University; PhD, University of Maryland, College Park

**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, Benjamin (2014)***Assistant Professor of English*

BA, Davidson College; MA, Northwestern University; MA Washington University; PhD, Washington University

**Cooper, Richard Alan (2012)***Assistant Professor of Human Resource Management and Program Director, BS in Undergraduate Human Resource Management*

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

**Cupples, Tommy (2013)**

*Associate Professor of Information Technology and Program Director, BS and MS in Information Technology*  
BA, Union University; BS, Missouri Baptist University; MS, Washington University; EdD, NOVA Southeastern University

**Curtis, Ryan (2008)**

*Associate Professor of Music and Director of Bands*  
BS, Missouri State University; MA, University of Missouri-St. Louis; EdD, Lindenwood University

**Cusumano, Joseph (2013)**

*Associate Professor of Counseling and Director, Student Counseling and Resource Center*  
BS, MEd, University of Missouri-St. Louis; PhD, Saint Louis University

**Daly, Shelly (2011)**

*Associate 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

**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

**DeVore, Sherry (2008)**

*Instructor of Educational Leadership*  
BS, MA, EdS, Missouri State University; EdD University of Missouri-Columbia

**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 and Director, Liberty and Ethics Center*  
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)**

*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

**Ellis, Roger (1997)**

*Professor of Business and Dean, School of Business and Entrepreneurship*  
BS, University of Missouri-Rolla; JD, University of Arkansas

**Englekings, Charlene (1995)**

*Professor of Humanities and Program Director, Bachelor of Liberal Studies and Communications Clusters*  
BA, Southwestern College; MEd, University of Missouri-Columbia; MFA, Lindenwood 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

**Falk, Jill (2006)**

*Associate Professor of Communications; Program Manager, Journalism; and Director, LUTV News*  
BA, Eastern Illinois University; MA, University of Illinois

**Firestine-Scanlon, Jennifer (2003)**

*Associate Professor of Chemistry and Chair, Department of Chemistry*  
BS, Eastern Oregon State College; PhD, Arizona State University

**Fleitz, Elizabeth (2013)**

*Assistant Professor of English*  
BS, MA, PhD, Bowling Green State University

**Ford, Yvonna L. (2012)**

*Assistant Professor of Health Management and Program Director, MS in Healthcare Administration*  
BS, MS, JD, Saint Louis University

**Fox, Elizabeth (2011)**

*Assistant Professor of Exercise Sciences*  
BS, MS, Saint Louis University

**Freeman, Janis (2007)**

*Associate Professor of Teacher Education*  
BS, MA, EdD, University of Missouri-Columbia

**Ganahl, Gina (2014)**

*Assistant Professor of Education and Dean, School of Accelerated Degree Programs*  
BS, University of Illinois-Urbana; MEd, PhD, University of Missouri-Columbia

**Gibbs, Yvonne (2008)**

*Associate Professor of Library Media and Chair, Advanced Teacher Education Program*  
BSE, Southeast Missouri State University; MA, EdD, Lindenwood University

**Gietschier, Steven P. (2009)**

*University Curator; Associate Professor of History; and Faculty Athletics Representative, SLS Sports*  
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

**Glynn, James M. (2014)**

*Assistant Professor of Criminal Justice and Program Director, MS in Criminal Justice*  
BA, Loyola University of Chicago; MA, Catholic University of America; JD Tulane University

**Godar, Tom (2003)**

*Associate Professor of Athletic Training; Clinical Coordinator and Head Trainer, Football*  
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

**Gossett, Rachael (2013)**

*Assistant Professor of Criminal Justice*  
BA, MA, PhD, The Ohio State University

**Green, Christina Marie (1999)**

*Associate Professor of English*  
BA, Regis University; MAT, Webster University; MA, University of Missouri-St. Louis

**Grooms, Pamela (2007)**

*Associate Professor of Music and Chair, Department of Music*  
BA, Central Missouri State University; MA, University of Missouri-St. Louis

**Grosso, Tina (2010)**

*Assistant Professor of Gerontology and Program Director, MA in Gerontology*  
BS, MS Lindenwood University

**Guffey, Ryan (2003)**

*Assistant Professor of International Relations; Chair, Department of Chinese Studies; and Assistant Vice President for Student Development*  
BS, MBA, Lindenwood University; MA, The Queen's University of Belfast; PhD Saint Louis University

**Hammond, Kay A. (1998)**

*Assistant Professor of Communications*  
BA, MBA, Lindenwood University

**Hamra, Teresa (2015)**

*Assistant Professor of Nursing and Allied Health Sciences*  
BSN, University of Missouri, St. Louis; MSN, University of Missouri, St. Louis

**Harding, Kimberly (2015)**

*Instructor and Director, Field and Clinical Experiences*  
BS, Southeast Missouri State University; MA, University of Missouri St. Louis; PhD, St. Louis University BA, Southwest Missouri State University; MA, University of Missouri St. Louis; PhD, St. Louis University

**Hargate, Jon Grant (1983)**

*Professor of Art*  
AA, Meramec Community College; BFA, Southern Illinois University-Edwardsville; MFA, University of Cincinnati

**Harris, Shenika (2014)**

*Assistant Professor of Spanish*  
BA, University of Missouri-St. Louis; MA, Saint Louis University; PhD, University of Wisconsin-Madison

**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, University of Missouri-Columbia

**Heinle, Jeff (2011)**

*Associate Professor of Communications and Program Director, BA and MA in Communications*  
BA, University of Wisconsin; MA, City University of New York; PhD, University of Wisconsin

**Hendrix, Evelyn K. (2007)**

*Associate 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, EdD Lindenwood University

**Heyn, Hollis Carolyn (1996)**

*Associate Professor of English*  
BA, Lindenwood University; MA, Southern Illinois University

**Holden, Angela D. (2009)**

*Associate Professor of Management and Division Director, Business Administration* Degress  
BA, National-Louis University; MBA, Lindenwood University; DMgt, Webster University

**Hollis, Stuart (2014)**

*Assistant Professor of Theatre and Technical Director*  
BFA, Shenandoah College and Conservatory of Music; MFA, Southern Methodist University

**Hoormann, Matthew (2014)**

*Assistant Professor of Music*  
BM, MM, Southern Illinois University Edwardsville; DMA, University of California Los Angeles

**Horstmeier, James (1996)**

*Associate Professor of Education and Program Director, Cross-Cultural and Social Science Clusters*  
BS, University of Missouri; MS, Lindenwood University

**Hubbell, Audra (2014)**

*Assistant Professor of Graphic Design*  
BFA, Truman State University; MFA University of Illinois at Chicago

**Hudgins, Molly (2003)**

*Associate Professor of Sport Management and Chair, Department of Sport Management*  
BA, Southern Illinois University-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

**Hutcheson, Jill (2013)**

*Assistant Professor of Teacher Education and Chair, Teacher Education Initial Certification*  
BS, University of Missouri-Columbia; EdS, EdD, Lindenwood University

**Hutson Jr., James Lee (2010)**

*Associate 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

**Intihar, Pyra (2008)**

*Assistant Professor of English*  
BA, Lindenwood University; MA, University of Missouri-St. Louis; MFA, Lindenwood 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*  
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)**

*Associate Professor of Theatre and Chair, Department of Theatre*  
BFA, Midwestern State University; MFA, University of Arkansas

**Kamm, Judy K. (1996)**

*Associate Professor of Economics*  
BS, MA, University of Missouri-St. Louis

**Kania-Gosche, Beth (2009)**

*Associate Professor of Educational Leadership and Assistant Dean, Accreditation and Faculty Development*  
BS, Southeast Missouri State University; MEd, University of Missouri-Columbia; PhD, Saint Louis University

**Karraker, Holly Beth (2007)**

*Associate Professor of Counseling*  
BA, MA, PhD, Saint Louis University

**Kelly, Nicholas (2009)**

*Assistant Professor of Theatre*  
MA, MFA Lindenwood University

**Kerksick, Chad (2015)**

*Assistant Professor of Exercise Science*  
BS, Truman State University; MS, University of Memphis; PhD, Baylor University

**Kerksiek, Jo Ellen (1997)**

*Professor of History and Director, Study Abroad*  
BS, MA, Northwest Missouri State University; PhD, University of Kansas

**Kichkha, Areerat (2013)**

*Assistant Professor of Economics and Program Director, Economics Clusters*  
BBA, Rhamkhamhaeng University, Thailand, MBA, Webster University; MS, Southern Illinois University-Edwardsville; PhD, Southern Illinois University-Carbondale

**Kiel, Deborah (2013)**

*Associate Professor of Nursing and Director, Graduate Nursing Programs*  
BSN, MSN, PhD, Saint Louis University

**King, Denise (2013)**

*Assistant Professor of Social Work*  
BS, Tennessee State University; MSW, Howard University; PhD, University of Maryland, Baltimore

**Klar, Dana (2008)**

*Associate Professor of Social Work and Chair, Department of Social Work*  
BA, Louisiana State University; MSW, JD, Washington University

**Kottmeyer, Rita (1990)**

*Professor of Mathematics; Director, Math and Science Clusters*  
BS, MA, PhD, Saint Louis 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

**Lerman, Mark D. (2008)**

*Associate Professor of Human Resource Management and Program Director, MS in Graduate Human Resource Management*  
BA, University of Missouri-Columbia; MA, Southern Illinois University-Edwardsville; PhD, Illinois Institute of Technology

**Lively, Jason Dude (2007)**

*Professor of Communications and Program Manager of Interactive Multimedia and Web Design*  
BS, Howard Payne University; MBA, Tarleton State University; PhD, Nova Southeastern University

**Long, John (2012)**

*Assistant Professor of Educational Leadership and Chair, Educational Leadership Program*  
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)**

*Associate Professor and Chair, Department of Recreation Administration*  
BA, Southern Virginia University; MS, University of Idaho; EdD, Lindenwood University

**Mack, Jennifer (2010)**

*Assistant Professor of Accounting and Chair, Department of Accounting*  
BS, MGE, University of Central Oklahoma; PhD, Walden 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 and Chair, Department of History and Geography*  
BA, Calvin College; MA, PhD, University of California-Santa Barbara

**Marzano, Michael P. (2009)**

*Associate 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

**McKinney, Brandon (2012)**

*Assistant Professor of Communications*  
BA, MFA, Lindenwood University

**McMaken, W. Travis (2011)**

*Assistant Professor of Religion and Chair, General Studies  
Program*  
BA, Wheaton College; MDiv, PhD, Princeton Theological  
Seminary

**Mead, Mary Elizabeth (2004)**

*Professor of Humanities and Program Director, MFA in  
Writing*  
BA, MFA, University of Missouri-St. Louis

**Menninga, Nadine L. (2007)**

*Associate Professor of Mathematics*  
BA, North Central College; AM, PhD, University of  
Illinois

**Mercier, Deborah (2013)**

*Assistant Professor of Nursing*  
BS, Missouri State University; BSN, MSN, Barnes Jewish  
College-Goldfarb School of Nursing

**Miller, Lawrence K. (2011)**

*Associate Professor of Computer Science*  
BA, University of Texas-Austin; MS, Southwest Texas  
State University; PhD, University of Houston

**Millians, Andrew (2014)**

*Assistant Professor of Communications*  
BA, University of Georgia; MFA, Florida State University

**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)**

*Professor of Social Work and Dean, School of Human  
Services*  
BS, Southern Illinois University-Carbondale; MSW,  
University of Illinois-Champaign-Urbana; EdD,  
Lindenwood University

**Nagel, Shawn (2004)**

*Assistant Professor of Physical Education and Health*  
BS, Fort Hays State University; MSED, 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

**Northcott, Donna (2007)**

*Associate Professor of Theatre*  
BA, Saint Louis University; MA, Northwestern University

**Nunez-Betelu, Maite (2008)**

*Professor of Spanish*  
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-San Diego; MA  
Northwestern University; MA, Westminster Seminary in  
California; PhD, Saint Louis University

**Onyia, Okey Peter (2009)**

*Professor of Marketing*  
BA, University of Calabar; MBA, University of Lagos;  
MPhil, OA University Ile-Ife; PhD, Strathclyde University,  
Glasgow

**Ortiz, Nasheli J. (2013)**

*Assistant Professor of Fashion Design*  
BFA, Escuela de Artes Plásticas de Puerto Rico; MFA,  
Savannah College of Art and Design

**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*  
BA, MA, Louisiana Tech University; PhD, University of  
Missouri-Columbia

**Pas, Justine (2010)**

*Assistant Professor of English*  
BA, MA, California State University-Fullerton; PhD,  
University of Michigan

**Patterson, Marilyn Miller (1992)**

*Professor of Psychology*  
BA, Florida State University; MS, EdD, Memphis State  
University

**Patzius, Billi J. (2007)***Associate Professor of Criminal Justice*

BA, MA, University of Missouri-St. Louis; PhD, Saint Louis University

**Peluchette, Joy V. (2013)***Professor of Management*

BS, MS, West Virginia University; DBA, Southern Illinois University-Carbondale

**Pennington, Heather (2010)***Assistant Professor of Physical Education and Health and Exercise Sciences*

B.A, Samford University; MA, University of Alabama

**Plate, Daniel (2004)***Associate Professor of English*

BA, Taylor University; MFA, University of Arkansas; MA, Washington University; PhD, Washington University

**Poertner, Tim (2008)***Associate Professor of Theatre and Lighting Director*

BA, University of Missouri-Columbia; MFA, University of Texas-Austin

**Porter, Renee (2007)***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)***Associate Professor of Counseling and Assistant Dean, Department of Counseling*

BPsy, MEd, PhD, University of Missouri-St. Louis

**Ratican, Jeremiah (2014)***Assistant Professor of Communications*

AA, East Central College; BA, Webster University; MS, University of Advancing Technology

**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 (2009)***Assistant Professor of Finance*

BSBA, Washington University; MSCFE, 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

**Ruettgers, Mary (2014)***Assistant Professor of Teacher Education, Middle/Secondary School Program Chair*

BS, McKendree; MA, University of Missouri-St. Louis; MA, EdD, Lindenwood University

**Sakahara, Suzanne A. (1978)***Associate Professor of Art*

BS, Fontbonne College; MA, Saint Louis University; MA, Washington University

**Schaefer, Patricia (2009)***Assistant Professor of Human Resource Management*

BGS, University of Missouri-St. Louis; JD, Saint Louis University

**Schneider, Karolina (2011)***Assistant Professor of Marketing*

BA, BS, MBA, EdD, Lindenwood 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 Program Manager of Cinema and Television*

BA, Washington University; MFA, American University

**Schroeder, Cynthia A. (2010)***Associate Professor of Exercise Sciences and Dean, School of Sport, Recreation, and Exercise 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 (1995)***Professor of Psychology*

BA, Earlham College; PhD, University of Tennessee

**Sharp, Chryssa (2008)**

*Associate Professor of International Business*  
BS, University of Illinois-Urbana-Champaign; 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

**Shostak, Grant J. (2012)**

*Assistant Professor of Criminal Justice*  
BGS, JD, University of Missouri-Columbia

**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*  
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

**Steineger, Joseph (2014)**

*Assistant Professor of Philosophy*  
BA, MA, University of Kansas; MA, PhD, University of Chicago

**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; EdD, University of Missouri-Columbia

**Stocker, Gary (2012)**

*Assistant Professor of Management and Program Director, Management Clusters and MSA in Management*  
BS, Eastern Illinois University; MA, Webster University; DMgt, Webster University

**Strzelec, Janet (1998)**

*Associate Professor of Dance and Chair, Department of Dance*  
BS, Southern Illinois University-Edwardsville; MFA, Lindenwood University

**Sweeney, Daniel (2014)**

*Associate Professor of Sport Management*  
BEd, McGill University; MHK, University of Windsor, Ontario Canada; PhD, Florida State University

**Talbott, F. Robert (2007)**

*Assistant Professor of Management Information Systems*  
BS, Southern Illinois University-Edwardsville; MBA, Lindenwood University

**Taylor, Jennifer (2013)**

*Associate Professor of Nursing*  
BSN, Saint Louis University; MSN, PhD, University of Missouri-St. Louis

**Tessmer, Kathryn (2012)**

*Associate Professor of Exercise Sciences and Chair, Department of Exercise Sciences*  
BA, Blackburn College; MSED, Southern Illinois University-Carbondale; PhD, University of Pittsburgh

**Thies, Jeanie (2007)**

*Associate Professor of Criminal Justice and Dean, Institutional Research*  
BA, University of Missouri-Columbia; MA, PhD, University of Missouri-St. Louis

**Thomason, Andrew (2004)**

*Associate Professor of English*  
BA, Lindenwood University; MA, MLA, Washington University

**Towers, Donna (1998)**

*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 and Design*  
BFA, Washington University; MFA, Temple University

**Tucciarone, Kristy (2014)**

*Associate Professor of Communications Program Manager of Advertising and Public Relations: Corporate Communications*  
BA, University of Missouri-St. Louis; MA, Lindenwood University; PhD, University of Missouri-St. Louis

**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

**Wagener, Donna (2014)**

*Assistant Professor of Teacher Education*  
BA, MA, University of Missouri-St. Louis; EdD,  
Maryville University

**Wall, Howard (2011)**

*Associate Professor of Economics; Director, Hammond*  
*Institute; Director, Center for 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, Mass Communications; Dean, School of*  
*Communications; and General Manager, KCLC Radio*  
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*  
BFA, 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

**Wehmer-Callahan, Laura (2012)**

*Instructor of TESOL and Coordinator, English*  
*Preparedness for Business*  
BS, MA, Southern Illinois University-Edwardsville

**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; Dean, School of Humanities; and*  
*Chair, American Studies Department*  
BA, 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)**

*Associate 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, First-Year*  
*Programs*  
BSBA, MS, Shippensburg University; MBA, Lindenwood  
University; EdD, Rutgers University

**Winslow, Kevin D. (2011)**

*Professor of Educational Leadership*  
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 Educational Leadership; and*  
*Supervisor, EdD Dissertations*  
BSE, Truman State University; MEd, University of  
Missouri-Columbia; MA, University of Missouri-St. Louis;  
EdS, Webster University; EdD, Lindenwood University

**Witherspoon, Pernel (2005)**

*Associate Professor of Criminal Justice and Chair,*  
*Department of Criminal Justice*  
BS, MS, PhD, University of Missouri-St. Louis

**Wooldridge, Cynthia (2012)***Assistant Professor of Psychology*

BS, Truman State University; MA, PhD, Washington University

**Wright, Paul (2007)***Associate Professor of Physical Education and Health*

BS, MS, Clemson University; PhD, University of Utah

**Young, Delaine C. (2000)***Associate Professor of Exercise Sciences and Athletic Trainer*

BA, Lakeland College; MEd, Southern Illinois University-Edwardsville; EdD, Lindenwood University

**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, Planned Giving*

BA, Hendrix College; JD, Tulane University

**Barger, Brett (2005)***Associate Vice President, Operations; Chief Purchasing Officer for Finance; and Dean, Evening Admissions and Extension Campuses*

BA, MBA, Lindenwood University

**Baum, Jane (2009)***Director, Athletics Development*

BA, Lindenwood University

**Bear, Kimberly (2013)***Degree Audit Coordinator*

BA, MBA, Lindenwood University

**Beard, Julie (2005)***Director, Editing Services and Editor in Chief, Lindenwood University Press*

BFA, Stephens College; MSJ, Northwestern University; EdD, Lindenwood 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

**Bhatnagar, Rita (2007)***IT Database Administrator*

BS, MBA, University of Udaipur

**Biggerstaff, Amanda (2005)***Systems Analyst*

BS, MBA, Lindenwood University

**Bode, Lori (2006)***Director, Financial Aid*

BA, Lindenwood University

**Bortle, Austin (2011)***Assistant Football Coach*

BA, MA, Lindenwood University

**Broussard, Willie J. Jr. (2014)***Dean, Lindenwood Online*

BS, Lamar University; MBA, University of Phoenix; EdD, University of Houston

**Brown, Linda (2006)***Assistant Professor of Education and Southwest Missouri Student Advisor*

BA, Southwest Baptist University; MEd, Drury University

**Butler, Timothy (2013)***University Chaplain and Instructor of Religion and Christian Ministry Studies*

BA, Lindenwood University

**Castillo, Crystal (2010)***Admissions/Financial Aid Counselor and NCAA Liaison*

BA, MBA, Lindenwood University

**Cole, Randal (2012)***Cross Country Coach*

BS, California Polytechnic State University; MA, Kansas State University

**Colombatto, Peter (2013)***Director of Marketing and Patron Services, J. Scheidegger Center for the Arts*

BA, Arts Management; BA, Business Administration; BFA, Musical Theatre; MFA, Theatre and Arts Management

**Connor, Jared (2011)***Student Support and Disability Coordinator*

BS, Southern Illinois University-Carbondale

**Cornwell, Nichole (2012)***Associate Director, Student Life and Leadership*

BS, Fontbonne University; MS, University of Central Missouri

**Creer, John (1991)***Dean, 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 Disbursement Officer*  
BA, MBA, Lindenwood University

**Cusumano, Cary (2011)**

*Assistant Volleyball Coach*  
BA, Harris Stowe State University; MA, Lindenwood University

**Dickherber, David (1998)**

*Spirit Shoppe Manager*  
BA, Southern Illinois University-Carbondale; MBA, Lindenwood University

**Dorlac, Michael Anthony (2006)**

*Reference Librarian*  
BA, Webster University; MA, University of Missouri-Columbia

**Duggan, Christopher (2006)**

*Public Relations Coordinator*  
BA, University of Missouri-St. Louis; MA, Lindenwood University

**Edele, Susan (2007)**

*Instructor 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, Student Life Sports*  
BA, Lindenwood University

**Fasiska, Carrie (2012)**

*Campus Director, O'Fallon*  
BFA, University of Missouri-St. Louis; MA, Lindenwood University

**Feely, John (1996)**

*Associate Dean, Graduate Education Initiatives*  
BA, Lindenwood University; MEd, University of Missouri-St. Louis

**Ferrario, Victoria K. (2014)**

*Lab Coordinator, Biology and Chemistry*  
BA, Eastern Illinois University; MS, University of Missouri-St. Louis

**Finnegan, Barry (2002)**

*Dean, Academic Services*  
BA, MBA, Lindenwood University

**Girdwood, Anna (2010)**

*Assistant Director, 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

**Grosso, Tina (2010)**

*Instructor of Gerontology and Executive Assistant*  
BS, MA, EdD Lindenwood University

**Haghighi, Shawn (2001)**

*Chief Information Officer*  
BS, University of Tennessee; MS, Fontbonne University; MSA Lindenwood University

**Hajiyev, Emin (2007)**

*Director, Office of International Students and Scholars*  
BS, Azerbaijan State Oil Academy, MBA, Lindenwood University

**Hannar, Christine (2007)**

*Registrar*  
BA, MBA, Lindenwood University

**Harris, Jeff C. (2009)**

*Associate Director, Office of International Students and Scholars*  
BA, MBA, Lindenwood University

**Hart, Cathy (2003)**

*Director, Student Success*  
BS, University of Missouri-Columbia; MS, Lindenwood University

**Hess, Amy (2005)**

*Account Representative*  
BA, MBA, Lindenwood University

**Hester, Angela (2007)**

*Director, Evening and Graduate Admissions; Director, Community Partners Enrollment; Director, 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)**

*Interlibrary Loan 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

**Hutter, Carl (1993)**

*Men's Soccer Coach and Assistant Athletic Director, Facilities/Event Management*  
BA, Missouri Valley College; MS, Lindenwood University

**Ingram, Daniel (2005)**

*Instructor of Mathematics and Director, Mathematics Placement and Refresher Programs*  
BS, MBA, Lindenwood University

**Jackson, Chanda (1995)**

*Associate Athletics Director, Internal Affairs and Senior Woman Administrator*  
BS, Washington University; MBA, Lindenwood University

**Johnson, Sarah (2011)**

*Field Hockey Coach*  
BS, MBA, Missouri State 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)**

*Certified Public Accountant and Chief Financial Officer*  
BSBA, Farleigh Dickinson University

**Kapeller, Terry (1993)**

*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

**Kennedy, Samantha (2011)**

*Assistant Director, Student Life & Leadership/Facilities*  
BA, MBA, Lindenwood University

**Keller, Stefani (2015)**

*Assistant Director, Cooperative Credit Program*  
BA, MA, University of Northern Iowa

**Lau, Jon (2011)**

*Assistant Swimming Coach*  
BS, MS, Lindenwood University

**MacDonald, Elizabeth B. (2003)**

*Assistant Professor of History and Dean, Library Services*  
BS, MA, Southern Illinois University-Edwardsville; MA, University of Missouri-Columbia

**Mangels, Susan (2011)**

*Vice President, Institutional Advancement*  
BA, Furman University, EdM, Harvard University, PhD, The University of Illinois

**Marler-Rayfield, Sara (2007)**

*Instructor of English and Chair, English Preparedness Program*  
BA, Truman State University; MA, Southern Illinois University-Edwardsville

**Maugeri, Kent (2009)**

*Assistant Football Coach*  
BA, Western Connecticut State University; MA, Lindenwood University

**McFerren, Caryn (2014)**

*Assistant Director, First-Year Experience and Parent Programs*  
BA, Columbia College Chicago; MBA, William Woods University

**Meyer, Rene (2006)**

*Director, Athletics Certification*  
BA, MS, Lindenwood University

**Mircsov, Eric (2007)**

*Associate Director, Work and Learn*  
BA, MA, Lindenwood University

**Miller, Abby (2007)**

*Instructor of Physical Education and Health and Athletic Training and Athletic Trainer*  
BS, Central Methodist College; MA, University of Nebraska-Kearney

**Montgomery, Toccara (2010)**

*Women's Wrestling Coach and Director, Mail Room*  
BS, Elementary Education; MA, University of the Cumberland

**Moore, Carrie (2010)**

*Instructor of Physical Education and Athletic Training and Athletic Trainer*  
BS, Missouri Valley College; MS, Lindenwood University

**Morgan, Mike (2012)**

*Director, Assistant Sports Information*  
BA, MA, Lindenwood University

**Mueller, Julie M. (2000)**

*Vice President, 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)**

*Director, Sports Information*  
BA, Truman State University; MA, Lindenwood University

**Nukic, Adis (2012)**

*Admissions and Financial Aid Counselor*  
BFA, 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)**

*Vice-President, Enrollment Management*  
AA, St. Louis Community College at Meramec; BS, Missouri Valley College; MS, EdD, Lindenwood University

**Phelps, Greg (2013)**

*Assistant Chief Financial Officer*  
BA, MBA, Washington University

**Plunkett, John (2013)**

*Controller*  
BS, Oakland City University

**Queen, Scott W. (1996)**

*Director, Public Relations and Marketing and Associate Athletics Director, External Affairs*  
BA, MA, Lindenwood University

**Reid, Terry (2002)**

*Instructor of Education and Southwest Missouri Coordinator*  
BS, MS, EdS, Southwest Missouri State University; EdD, University of Missouri-Columbia

**Revis, Kristen (2008)**

*Head Coach, Hockey Cheerleading*  
BA, MA, Lindenwood University

**Rodgers, Christie (2009)**

*Dean of Student and Academic Support Services*  
BA, MS, EdD, Lindenwood University

**Ross, Patrick (2003)**

*Head Football Coach and Sports Marketing Associate*  
BA, University of Puget Sound; MBA, Kansas Wesleyan University

**Royal, Angela (2012)**

*Director, Student Life and Leadership*  
BS, MS, Southern Illinois-Carbondale

**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

**Schrader, Vicki (2012)**

*Grants Manager*  
BA, Webster University; M.A., Southern Illinois University-Edwardsville

**Shadrach, Samantha (2011)**

*Manager, Graduate Assistant Affairs*  
BA, University of Missouri-Columbia

**Smith, Chad (2007)**

*Men's Wrestling Coach*  
BA, MA, Lindenwood University

**Smith, Christine (2010)**

*Associate Athletics Director, Compliance*  
BS, Palm Beach Atlantic University, MBA, Texas A&M International University

**Soderberg, Brad (2009)**

*Men's Basketball Coach and Sports Marketing Associate*  
BS, University of Wisconsin-Stevens Point; MS, Colorado State University

**South, Rachel (2014)**

*Director of Day Admissions*  
BA, University of Missouri-Columbia

**Stoltman, Joe (2012)**

*Production Manager, J. Scheidegger Center for the Arts*  
BA, Kalamazoo College; MFA, Yale University

**Stuhler, Eric (2006)**

*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, Work and Learn*  
AS, Keene State College; BA, Western Illinois University; MS, MBA, Lindenwood University

**Ullrich, Samantha (2013)**

*Assistant Women's Hockey Coach*  
BA, Robert Morris University

**Ulrich, Adam (1995)**

*Director, Comprehensive Academic Management System (CAMS)*  
BA, MBA, MA, Lindenwood University

**Vines, Shannon (2006)**

*Director, Cooperative Credit*  
BA, MBA, Lindenwood University

**Virgil, Candance (2003)**

*Assistant Dean, Library Services*  
BS, Washington University; MA, University of Missouri-Columbia; EdD, Lindenwood University

**Wagganer, Tom (2012)**

*Director, 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

**Wehrli, Dana (1998)**

*Instructor of Management and Director, Career Development*  
BA, Missouri State University; MS, Lindenwood University

**Weinrich, Jeff (2007)**

*Registrar for Informatics*  
BA, MBA, MA, Lindenwood University

**Wiedman, Sara (2008)**

*Director, Admissions Processing*  
BS, University of Missouri-St. Louis

**Wikoff, Elizabeth (2011)**

*Director, Alumni Relations*  
BA, MA, Lindenwood University

**Wilson, David W. (2014)**

*Chief Assessment Officer and Associate Vice President, Academic Affairs*  
BS, Kansas State University; MS, PhD, Iowa State University

**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)**

*Director, Access Services*  
BS, Northern Illinois University; MLIS, University of Missouri-Columbia

**Ziegenfuss, Lis (1989)**

*Director of Student Financial Assistance Planning*  
BA, University of Missouri-St. Louis

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Community Leader, St. Charles, Mo.

**Herb Roach**

Community Leader, Clayton, Mo.

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Alumna '67, CEO, Preston/Rogers Associates, Inc.,  
Medfield, Mass.

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Attorney, Rollings Family Trust Services L.L.C., St.  
Charles, Mo.

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