

GRADUATE CATALOG
2018-19

LINDENWOOD

REAL EXPERIENCE. REAL SUCCESS.

TABLE OF CONTENTS

Table of Contents.....	1
Programs of Study	4
Academic Calendars	6
Graduate Semester Academic Calendar	6
Graduate Five-Term Academic Calendar	10
Introduction	12
Program Formats	12
History	12
Mission Statement	12
Institutional Learning Outcomes	12
Accreditation	13
Commitments	14
Lindenwood University System	16
Campus Life	16
Student Organizations.....	16
Student Resources.....	17
University Policies.....	18
Admission, Application, and Fees and Financial Assistance.....	20
Graduate Admission	20
Application Procedures.....	20
Fees and Payments.....	21
Financial Assistance	24
Federal Financial Aid	26
Maintaining Financial Aid Eligibility.....	27
Academic Policies and Procedures/Academic Services	29
Academic Policies	29
Academic Standards	30
Academic Procedures	31
Academic Services	35
Courses and Programs	37
Course Types	37
School of Arts, Media, and Communications	41
Mission	41
Art and Design Department	41
Communications Department	43
Music Department	50
Plaster School of Business & Entrepreneurship	52
Mission	52
Graduate Outcomes	52
Description of Graduate Programs	52
Policies and Procedures	53
Degree Program Application Procedures	55
MA/MBA Programs	58
Master of Science Programs	63
Graduate Certificate Programs	65
School of Education.....	67
Mission	67
Counseling Department	68
Educational Leadership Department.....	75
Educational Specialist (EdS)	76
Doctor of Education (EdD).....	80
Instructional Leadership EdD.....	82
Teacher Education Department	82

School of Health Sciences	99
Mission	99
Exercise Science Department	99
School of Humanities	101
Mission	101
Graduate Course Descriptions	103
ACCT - Accounting.....	103
AMC - Arts, Media and Communication	104
ART - Art	105
ARTH - Art History.....	107
COM - Communications	108
DCS - Digital Content Strategy	112
DWD - Digital and Web Design.....	113
ECON - Economics	114
EDA - Education: Educational Administration	115
EDAA - Education: Andragogy.....	121
EDAB - Education: Board Certified Behavior Analyst.....	123
EDAH-Education-Higher-Education-Administration-Doctoral	123
EDAM - Education: Mathematics Education Specialist.....	123
EDARL - Education: Literacy Education Specialist	125
EDB - Education: Interpretation.....	125
EDC - Education: Education for Counselors	126
EDHE - Education: Higher Education Administration Masters	126
EDL-Education: Library Media Specialist	127
EDM - Education: Mathematics Education Specialist Masters	128
EDR-Education: Research.....	129
EDRL- Education: Reading Literacy.....	130
EDS - Education: Special Education Cross-Categorical K-12	130
EDSBA - Education: Behavior Analysis	135
EDT-Education-Educational-Technology	137
EDU - Education	138
ENTR - Entrepreneurial Studies.....	151
EPB - English Preparedness for Business Programs	151
ESOL - English for Speakers of Other Languages	152
FD - Fashion Business and Design.....	153
FIN - Finance.....	155
GAM - Game Design.....	156
GD - Graphic Design.....	157
HP - Human Performance.....	158
HRM - Human Resource Management	160
INTL - International Business	160
IPC - Counseling	162
MGMT - Management.....	166
MIS - Management Information System	168
MPA - Public Administration.....	168
MRKT - Marketing.....	169
MUS - Music	171
NPA - Nonprofit Administration.....	172
NUR - Nursing	173
SPMGT - Sport Management	176
TA - Theatre	176
Administration	179
Faculty	180
Board of Trustees.....	190
Officers	190
Members.....	190
Life Members	190

Index 192

PROGRAMS OF STUDY

School of Arts, Media and Communications

Art and Design Department

Art History, MA
Fashion Business and Entrepreneurship, MS

Communications Department

Advertising and Strategic Communications, MA
Cinema and Media Arts, MFA
Digital and Web Design, MA
Game Design, MA
Journalism, MA
Mass Communications, MA
Social Media and Digital Content Strategy, MS

Music Department

Music Education, MME

Plaster School of Business & Entrepreneurship

Master of Accountancy (MAcc)

Accountancy, MAcc

Master of Arts (MA)

Leadership, MA
Nonprofit Administration, MA
Sport Management, MA

Business Administration (MBA)

Business Administration, MBA: Accounting Emphasis
Business Administration, MBA: Entrepreneurial Studies Emphasis
Business Administration, MBA: Finance Emphasis
Business Administration, MBA: Human Resource Management Emphasis
Business Administration, MBA: International Business Emphasis
Business Administration, MBA: Leadership Emphasis
Business Administration, MBA: Management Emphasis
Business Administration, MBA: Marketing Emphasis
Business Administration, MBA: Nonprofit Administration Emphasis
Business Administration, MBA: Supply Chain Management Emphasis

Master of Science (MS)

Finance, MS
Marketing, MS

Graduate Certificate Programs

Finance Graduate Certificate
Human Resource Management Graduate Certificate
International Business Graduate Certificate
Leadership Graduate Certificate
Marketing Graduate Certificate
Supply Chain Management Graduate Certificate

School of Education

Counseling Department

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

Educational Leadership Department

Master of Arts (MA)

School Administration, MA
School Administration, MA: Special Education Administration Add-on Certification

Education Specialist (EdS)

Educational Administration, EdS
Instructional Leadership, EdS: Behavior Analysis Emphasis
Instructional Leadership, EdS: Literacy Education Specialist (K-12) Emphasis
Instructional Leadership, EdS: Mathematics, Education Specialist, Elementary K-6 Emphasis (add-on certification)
Instructional Leadership, EdS: PK-12 Education Emphasis
School Administration, EdS

Doctor of Education (EdD)

Educational Administration, EdD
Instructional Leadership, EdD: Andragogy Emphasis
Instructional Leadership, EdD: Curriculum & Instruction Emphasis
Instructional Leadership, EdD: Higher Education Administration

Teacher Education Department

Master of Arts (MA)

Behavior Analysis, MA
Early Interventions in Autism and Sensory Impairments, MA
Educational Technology, MA
English for Speakers of Other Languages, MA
Gifted Education, MA
Higher Education, MA
Integrated School Library Media and Technology, MA
Special Reading, MA

Master of Arts in Education Model I (MA)

Education, MA: Mathematics Specialist Grades 1-6

Emphasis (add-on certification)

Education, MA: Special Education K-12 Emphasis (add-on certification)

Master of Arts in Education Model II (MA)

Education, MA: Autism Spectrum Disorders K-12

Emphasis (non-certification)

Education, MA: Character Education Emphasis (non-certification)

Education, MA: Teacher Leadership Emphasis (non-certification)

Master of Arts in Education Model III (MA)

Teaching, MA: Early Childhood or Early Childhood
Special Education Certification Preparation (Birth-Grade 3)

Teaching, MA: Elementary School Certification
Preparation (Grades 1-6)

Teaching, MA: K-12 Certification Preparation

Teaching, MA: Middle School Certification Preparation
(Grades 5-9)

Teaching, MA: Secondary School Certification
Preparation (Grades 9-12)

Teaching, MA: Special Education Certification for
Cross Categorical Preparation (Grades K-12)

ACADEMIC CALENDARS

Graduate Semester Academic Calendar

Items updated after publishing per the addendum. **

Fall Semester 2018

New international student orientation and check-in	August 20
Faculty workshops	August 20 – 24
Fall residential student check-in	August 25 – 26
Classes begin	August 27
Last day to register for or add classes or choose audit	August 31
Labor Day holiday—no classes held	September 3
First day to request a room change for fall 2018 term	September 4
Last day to request a room change for fall 2018 term	October 8
Late start classes begin	October 8
Last day to register for late start classes	Before 3rd class
Last day to register for online late start classes	Seven days after class begins
Fall Break	October 22 – 23
Last date to withdraw with “W”	November 2
Spring semester registration begins	October 29
Last day to request room change for spring 2019 term	November 9
Thanksgiving holiday—no classes held	November 21 – 23
Last day of classes	December 7
Final exams	December 10 – 14
Deadline for making up Incomplete grades from spring 2018	December 14
Commencement 10 a.m. School of Accelerated Degree Programs and School of Belleville	December 15 **
Commencement 3 p.m. School of Arts, Media, and Communications; Robert W. Plaster School of Business & Entrepreneurship; School of Education; School of Health Sciences; School of Humanities; and School of Sciences.	December 15 **
Lindenwood residential semester student housing closes, noon	December 15
Final grades due, 5 p.m.	December 18
Deadline to apply for March/May/June graduation	December 30

Fall Half-Semesters 2018

First Half-Semester, August 27 – October 19	
Classes begin	August 27
Last day to withdraw with “W”	September 28
Final grades due, 5 p.m.	October 23
Second Half-Semester, October 22 – December 14	
Classes begin	October 22
Last day to withdraw with “W”	November 26
Final grades due, 5 p.m.	December 18

Spring Semester 2019

New Year's Eve—university closed	December 31
New Year's Day—university closed	January 1
New international student orientation and check-in	January 9
Spring residential student check-in	January 12 – 13
Classes begin	January 14
Last day to register for or add classes or choose audit	January 18
Martin Luther King Jr. Day—no classes held	January 21
First day to request room change for spring 2019 term	January 28
Last day to request room change for spring 2019 term	February 11
Late start classes begin	February 25
Last day to register for late start classes	Before 3rd class
Last day to register for online late start classes	Seven days after class begins
Deadline to apply for August graduation	February 28
Spring Break	March 11 – 15
Fall and summer semester registration	March 25
Last day to withdraw with "W"	March 29
Deadline to apply for September graduation	March 29
Deadline to apply for summer 2019 Residential Program	April 17
Honors Convocation, 2 p.m.	April 14
Good Friday—no classes held	April 19
Last day of classes	May 3
Final exams	May 6 – May 10
Deadline for making up Incomplete grades from fall 2018	May 10
Graduate student commencement TBD	May 10 – May 12
Undergraduate commencement TBD	May 10 – May 12
Lindenwood residential housing closes, noon	May 11
Final grades due, 5 p.m.	May 14
Deadline to apply for October/December graduation	May 30

Spring Half-Semesters 2019

First Half-Semester, January 14 – March 8 15 **	
Classes begin	January 14
Last day to withdraw with “W”	February 15
Final grades due, 5 p.m.	March 12 19 **
Second Half-Semester, March 18 – May 10	
Classes begin	March 18
Last day to withdraw with “W”	April 22 19 **
Final grades due, 5 p.m.	May 14

Graduate Five-Term Academic Calendar**Fall I 2018**

International student move-in	August 17 and 20
International student orientation	August 21 – 24
Classes begin	August 27
Labor Day holiday — no classes held	September 3
Last day to choose audit	September 7
First day to request room change for fall 2018	September 10
Last day to withdraw with “W”	September 28
Final exams	October 15 – 19 20 **
Last day to make up Incomplete grades from summer 2018	October 19
Fall I term ends	October 19 20 **
Final grades due from faculty, 5 p.m.	October 23

Fall II 2018

International student move-in	October 12 and 15
International student orientation	October 16 – 19
Classes begin	October 22
Registration opens for Spring I and Spring II	October 22
Last day to request a room change for spring 2019	October 29
Last day to choose audit	November 2
Thanksgiving holiday—no classes held	November 21 – 23
Last day to withdraw with “W”	November 26
Final exams	December 10 – 14 15 **
Last day to make up Incomplete grades from Fall I 2018	December 14
Fall II term ends	December 14 15 **
Commencement 10 a.m. School of Accelerated Degree Programs and School of Belleville	December 15 **
Commencement 3 p.m. School of Arts, Media, and Communications; Robert W. Plaster School of Business & Entrepreneurship; School of Education; School of Health Sciences; School of Humanities; and School of Sciences.	December 15 **
Final grades due from faculty, 5 p.m.	December 18
Deadline to apply for March/May/June graduation	December 30

Spring I 2019

New Year's Eve—university closed	December 31
New Year's Day—university closed	January 1

International student move-in	January 4
International student orientation	January 8
Classes begin	January 14
Registration opens for Summer 5-term	January 22
Last day to choose audit	January 25
Last day to withdraw with “W”	February 15
Deadline to apply for August graduation	February 28
Final exams	March 4 – March 8 9 **
Last day to make up Incomplete grades from Fall II 2017	March 8 9 **
Spring I term ends	March 8 9 **
Final grades due from faculty, 5 p.m.	March 12

Spring II 2019

International student move-in	March 8
International student orientation	March 12
Spring Break	March 11 – 15
Classes begin	March 18
Last day to choose audit	March 29
Deadline to apply for September graduation	March 30
Registration opens for Fall I & Fall II	April 1
Deadline to apply for Summer 2019 Residential Program	April 17
Good Friday—no classes held	April 19
Last day to withdraw with “W”	April 12 22**
Final exams	May 6 - May 10
Last day to make up Incomplete grades from Spring I 2019	May 10
Graduate student commencement TBD	May 10 – May 12
Undergraduate commencement TBD	May 10 – May 12
Spring II term ends	May 10 11 **
Final grades due from faculty, 5 p.m.	May 14
Deadline to apply for October/December graduation	May 30

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, trimester-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 to baccalaureate, master's, specialist, and doctoral degrees.

Program Formats

Lindenwood University strives to make quality higher education accessible to traditional and nontraditional students. Graduate academic programs are offered in four distinct formats: the semester calendar, the quarter and trimester calendars (employed by the School of Accelerated Degree Programs), and the five-term calendar, employed by the Plaster School of Business & Entrepreneurship for all graduate business programs and by the School of Humanities for the Master of Public Administration. Graduate degree courses in art, communications, counseling, education, health sciences, nonprofit administration, and theatre are held on a semester basis, with some classes meeting in the evenings.

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.

Mission Statement

Mission

Real Experience. Real Success.

Enhancing lives through quality education and professional preparatory experiences.

Values

- **Dedication** - We are committed to developing a high-performance work ethic and dedication to discipline or vocation.
- **Excellence** - We are committed to providing quality and excellence in all our endeavors.
- **Creativity** - We are committed to the development of original ideas, knowledge and innovative approaches to solving complex problems.
- **Community** - We are committed to creating a connected, diverse community, sharing common attitudes, interests, and goals supporting personal and professional growth.

Institutional Learning Outcomes

Lindenwood University is committed to preparing its graduates for a world of increasing complexity, innovation, and change. Accordingly, developing and demonstrating the following Institutional Learning Outcomes (ILOs) is central to the educational spectrum at Lindenwood.

ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.

- 1.1 Human Cultures and the Physical and Natural World: Lindenwood students understand human cultures and the physical and natural world.
- For undergraduate students, ILO 1.1 includes the following components:
 - 1.1.1 Natural Sciences: Lindenwood graduates understand scientific concepts and/or methods of scientific inquiry.
 - 1.1.2 Mathematics/Numeracy: Lindenwood graduates understand mathematical concepts, problem-solving, and/or connections.
 - 1.1.3 Social Sciences: Lindenwood graduates understand accepted theories and/or concepts in the designated field.
 - 1.1.4 Literature: Lindenwood graduates understand literary elements, including style, tone, genre, mode, plot, character, and theme.
 - 1.1.5 Philosophy: Lindenwood graduates understand philosophical works, perspectives, questions, and/or traditions.
 - 1.1.6 Religion: Lindenwood graduates understand religious perspectives and/or traditions.
 - 1.1.7 US History and Government: Lindenwood graduates understand historical and/or political perspectives about the United States.
 - 1.1.8 World History: Lindenwood graduates understand world history, including change over time, causation, context, and/or the roles of contingency and complexity.

- 1.1.9 Foreign Language: Lindenwood graduates understand language, traditions, histories, and/or literary texts specific to the culture being studied.
- 1.1.10 Foreign Culture: Lindenwood graduates understand aesthetic, political, economic, religious, social, and/or historical traditions of non-United States cultures.
- 1.1.11 Arts: Lindenwood graduates understand artistic techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships.
- 1.1.12 Communication: Lindenwood graduates understand communications methodology, theory, and technology including compositional strategies and rhetorical structures appropriate to various contexts and media.
- 1.2 Integrated Perspectives: Lindenwood graduates have integrated perspectives.
- 1.3 Specialized Knowledge: Lindenwood graduates have specialized knowledge.

ILO-2 Lindenwood graduates have essential habits of mind.

- 2.1 Ethical Reasoning: Lindenwood graduates can reason ethically.
- 2.2 Adaptive Thinking: Lindenwood graduates can think adaptively.
- 2.3 Critical Thinking: Lindenwood graduates can think critically.
- 2.4 Innovative Thinking: Lindenwood graduates can think innovatively.
- 2.5 Diverse Perspectives: Lindenwood graduates can apply diverse perspectives.
- 2.6 Civic Responsibility: Lindenwood graduates can apply principles of responsible citizenship.

ILO-3 Lindenwood graduates have communicative fluency.

- 3.1 Written Communications: Lindenwood graduates are effective writers.
- 3.2 Spoken Communications: Lindenwood graduates are effective speakers.
- 3.3 Digital Communications: Lindenwood graduates can communicate effectively and ethically in a digitally connected world.
- 3.4 Quantitative Representations: Lindenwood graduates can support communications with quantitative evidence.

ILO-4 Lindenwood graduates have effective problem-solving skills.

- 4.1 Strategy: Lindenwood graduates can solve problems strategically.

- 4.2 Collaboration: Lindenwood graduates can solve problems collaboratively.

Accreditation

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

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604-1411
phone: (800) 621-7440/(312) 263-0456
fax: (312) 263-7462
info@hlcommission.org

The Accreditation Council for Business Schools and Programs
11520 West 119th St.
Overland Park, KS 66213
phone: (913) 339-9356
fax: (913) 339-6226
www.acbsp.org

The Council on Social Work Education
1701 Duke St., Suite 200
Alexandria, VA 22314-3457
phone: (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
phone: (512) 733-9700
fax: 512-733-9701
www.caate.net

Commission on Collegiate Nursing Education
One Dupont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 887-6791
Fax: (202) 887-8476
http://www.aacn.nche.edu/ccne-accreditation

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036
(202) 223-0077
http://caepnet.org

The Council for Higher Education Accreditation
One Dupont Circle NW, Suite 510
Washington, DC 20036
phone: (202)-955-6126
fax: (202)-955-6129
chea@chea.org

The Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
phone: 573-751-4212
fax: 573-751-8613
http://dese.mo.gov

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

Lindenwood is fully endorsed by the following organization:

The Society for Human Resource Management
1800 Duke St.
Alexandria, VA 22314
phone: (800) 283-7476
www.shrm.org

Commitments

Assessment

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 are 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 to 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.

Notice of Non-discrimination

Lindenwood University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, pregnancy, religion, disability, veteran status, or other protected status protected under applicable federal or state law. This policy extends to its admissions, employment, activities, treatment, educational programs, and services.

Lindenwood University is committed to a policy of non-discrimination. Any kind of discrimination, harassment, intimidation, or retaliation is unacceptable. For the purpose of this policy, discrimination, harassment, intimidation, or retaliation 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 Lindenwood University community.

The following persons have been designated to handle inquiries regarding Lindenwood University's non-discrimination policies:

Ms. Kelly Moyich
Title IX Coordinator
kmoyich@lindenwood.edu
(636) 255-2275
209 S. Kingshighway
Spellmann Center 3175
St. Charles, MO 63301

Ms. Annie Reis
Deputy Title IX Coordinator
areis@lindenwood.edu
(618) 239-6037
2600 W. Main St.
Lynx Arena 12, Belleville, IL 62226

Dr. Shane Williamson
Associate Vice President and Dean of Students
swilliamson@lindenwood.edu
(636) 949-4728
209 S. Kingshighway
Evans Commons 3010
St. Charles, MO 63301

Dr. Suzy Jones
Dean of Students
sjones5@lindenwood.edu

(618) 239-6223
2600 W. Main St.
Alan J. Dixon Center 100
Belleville, IL 62226

Dr. Deb Ayres
Vice President, Human Resources
dayres@lindenwood.edu
(636) 949-4405
209 S. Kingshighway
Stumberg Hall 9
St. Charles, MO 63301

The following persons have been designated to handle inquiries regarding Lindenwood University's disability services.

Mr. Jeremy Keye
Coordinator, Student Support and Accessibility
jkeye@lindenwood.edu
(636) 949-4510
209 S. Kingshighway
Library and Academic Resources Center 353
St. Charles, MO 63301

ADA coordinator
(618) 239-6095
2600 W. Main St.
Alan J. Dixon Center 100
Belleville, IL 62226

Any person may also direct inquiries to the U.S. Department of Education's Office for Civil Rights. Lindenwood University is an Equal Opportunity Employer.

Lindenwood University complies with the Civil Rights Act of 1964, as amended; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Americans with Disabilities Act of 1990; 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, Equity, and Inclusion

Lindenwood University is proud of its diverse population of faculty, staff, and students from all corners of the world. 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. We prepare our students to become responsible global citizens. Intentionally, we design our policies in such a manner that all stakeholders (whether

students, employees, or visitors) will be treated respectfully, fairly, equitably, and with dignity 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, equity, and inclusion* means that we fully understand and accept the fact that people of different cultures, races, colors, genders, ages, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, 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 students, teaching and non-teaching staff, contractors, suppliers, and visitors to our community who represent the aforementioned differences.
- 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.
- 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 everyone in 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, equity, and inclusion* as delineated in this statement.
- Encourage all faculty and staff members to promote *diversity, equity, and inclusion* in all locations within our community.
- Protect every member of our community against all forms of discrimination.

Lindenwood University System

Lindenwood University-St. Charles

The St. Charles, Missouri, campus, located at 209 South Kingshighway in the heart of St. Charles, 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, Lindenwood-Belleville offers on-campus housing, intercollegiate athletics, campus dining, student activities, as well as modern educational facilities.

Note: Students who are admitted at either full-service campus may enroll in classes at the other campus. However, full-time undergraduate students in the day program must always be enrolled in a minimum of 12 credit hours at their home campus.

Campus Life

Athletics

Intercollegiate, intramural, and recreational sports are an important part of the Lindenwood extracurricular life. Intramural and recreational sports offer exercise and healthy competition to all students in the community, while intercollegiate athletics provide competitive opportunities within national organizations.

Intramural sports such as dodgeball, softball, volleyball (indoor and outdoor), soccer (indoor and outdoor), basketball, flag football, and more are available for all students to participate in. Students can sign up for any intramural sport or event at www.imleagues.com or through their student portal.

Lindenwood University is a member of NCAA Division II. The university sponsors baseball, basketball, cross country, field hockey, football, golf, women's gymnastics, women's ice hockey, indoor and outdoor track and field, lacrosse, soccer, softball, swimming and diving, tennis, volleyball, and men's wrestling in NCAA Division II.

Intercollegiate athletics programs not associated with the NCAA compete under the Student Life Sports (SLS) umbrella. These programs include billiards, bowling, cheerleading (competitive and sideline), chess, cycling (road, mountain, downhill, Cyclo-cross, and BMX), dance (Lion Line, Lionettes, and Golden Line), ice hockey (men's), roller hockey, rugby, shotgun sports (American and International Trap and Skeet, and Sporting Clays), synchronized skating, synchronized swimming, table tennis, water polo, weightlifting (Olympic), and wrestling (women's).

Lindenwood Student Government

All undergraduate and graduate students are encouraged to participate in Lindenwood Student Government. Lindenwood Student Government works to provide a structure for student expression and self-governance. Members of student government play a strong role in the academic and administrative decision-making process of the university through representation in various planning committees. For more information about Lindenwood Student Government, visit the office, located in Evans Commons Room 3040, or call (636)949-4983. Students may access the Lindenwood Student Government website by visiting the Student Life page of the Lindenwood website at <http://www.lindenwood.edu/student-life/>. Students can email questions to lsgpresident@lindenwood.edu.

Student Organizations

Students may complement their academic experiences by becoming involved with some of the 70-plus student clubs and organizations on campus geared toward academic interests, special interest groups, fraternities and sororities, honor societies, departmental clubs, religious organizations, and recreational clubs. For more information on student organizations, including joining or creating an organization, stop by the Student Involvement Office in Evans Commons Room 3040 or visit the Student Life page of the Lindenwood website at <http://www.lindenwood.edu/student-life/>.

Leadership Development

All undergraduate and graduate students are provided with educational and engaging opportunities to explore, strengthen, and elevate their leadership skills. Opportunities such as Leadership Series, Lunch with Leaders, and Elevate Leadership Certification are available through Student Involvement. For more information, visit the office, located in Evans Commons Room 3040, or call (636) 949-4983.

LUTV All-Digital Television Channel

Qualified students may conduct practicums in the context of St. Charles County's only higher education television venue. The purpose of the station is to offer learning opportunities for Lindenwood's broadcast students, who operate the station under the supervision of the School of Arts, Media, and Communications faculty. The channel offers original programming designed to provide educational experiences and cultural enrichment. LUTV is available on Charter Cable, AT&T U-Verse and online through the Lindenwood website.

Radio KCLC FM 89.1 (HD-1 and HD-2)

Students may also participate in the operation of the Lindenwood all-digital radio station, KCLC-FM (HD-1), through the School of Arts, Media and Communications. A 50,000-watt stereo facility, KCLC is the principal local radio station in St. Charles County and plays a major role in community affairs, providing entertainment programming, local news gathering, and sports broadcasting. KCLC-FM (HD- 2) is the secondary digital signal, which provides another format for the community

and additional student opportunities. Both stations are available on the Internet.

Student Resources

Library and Academic Resources Center

This new state-of-the-art, 100,000-square-foot building offers a wealth of amenities. In addition to a variety of academic support services, the new space offers students community spaces, a multimedia lab, gaming spaces with access to multiple gaming platforms, a theater, group study rooms, classroom spaces, a vastly expanded archives, Help Desk staff, a Starbucks location, quiet study spaces, and tutoring, all supported by Wi-Fi throughout.

In addition to the services mentioned above, over 23 million book titles are available through the library in conjunction with its membership in Missouri's statewide academic library consortium, MOBIUS. MOBIUS gives enrolled students physical and electronic access to public and academic library collections in Missouri, as well as access to the collections of the Colorado Alliance of Research Libraries (CARL). In order to take advantage of these resources, students must obtain a valid Lindenwood student ID.

The library subscribes to more than 90 online databases that are accessible through the library's website. A number of the databases provide full-text access to research materials. In addition to the databases, the library has purchased supplementary electronic tools that easily facilitate navigation of these online resources. A valid student ID is also required to access the library's databases.

Additional services available through the Library and Academic Resources Center include

- Access to reference librarians in person, via email, by telephone, or chat.
- Computer lab.
- Laptop checkout for the day.
- Hardcopy journal collections.
- An interlibrary loan service for any items not available at the Library and Academic Resources Center or through MOBIUS.

For current hours, students may contact the library at library@lindenwood.edu, by visiting www.lindenwood.edu/library, or calling (636) 949-4820.

The Writing Center

The Lindenwood University Writing Center, located in suite 333 of the Library and Academic Resources Center, offers tutorial assistance to students working on written assignments. Students are highly encouraged to make appointments on the Writing Center website. By scheduling an appointment through the Writing Center website, students can meet with tutors who are prepared to help students from all disciplines create and revise assigned work. Common issues tutors address include

organization, sentence clarity, development, grammar, and usage.

Tutoring Services

Peer tutoring from many academic areas is available to help students who need help understanding course material. Peer tutors are student workers available in SASS within the Library and Academic Resources Center. Tutoring for course topics requiring special equipment or models will take place in the appropriate academic buildings outside of SASS. An available tutor list identified by topic and location can be found at <http://www.lindenwood.edu/tutor>. Students may also contact SASS at sass@lindenwood.edu or call (636) 949-4699 with additional tutoring services questions. 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 in a variety of subjects to work with students 24 hours a day, depending upon the subject area. 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 Canvas 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 associate vice president for 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 Library and Academic Resources Center, suite 346, and can be contacted at sass@lindenwood.edu or (636) 949-4699.

Wellness Center

In the Wellness Center, SSM Health - Student Health Center serves on-campus students for a variety of medical conditions, from illnesses and injuries to physical examinations, well woman examinations, STD testing/HIV testing, birth control counseling, minor procedures, anxiety and depression consultations and immunizations. The clinic has an on-site nurse practitioner to confidentially assist students with their healthcare needs. Walk-ins are welcome, but students with appointments take first priority. Our full-time staff includes Nurse Practitioner, Tiffany Flaherty FNP-BC, and medical assistant, Claudette Richardson. SSM has an experienced physician, Dr. Nileena Philip, MD who comes to Lindenwood to see patients with chronic medical conditions or those needing long-term medication management. SSM also makes referrals to the Student Counseling and Resource Center, and other outside

medical resources as needed. Appointments can be made by calling (636) 949-4525.

Student Counseling and Resource Center

The mission of The Student Counseling and Resource Center (SCRC) at Lindenwood University is dedicated to helping students at Lindenwood University achieve the kinds of academic success, personal growth, and balance that leads to rich, full, and healthy lives. We approach wellness, mental, physical, and spiritual health through a multidisciplinary approach of social justice, equity, diversity, and inclusion for all students. The vision of the SCRC is to promote better health outcomes and to raise awareness for the purpose of promoting SAMHSA's 8 dimensions of wellness, the mission of the SCRC, and the mission of Lindenwood University. The SCRC is managed under the direction of Dr. Whitney Mathison, PhD., LPC., NCC. with full-time therapist Sarah Couch, MA., LPC. Practicum and intern students also assist in meeting the demands of the SCRC.

The SCRC offers confidential counseling and referrals for resources on and off campus that assist students in meeting SAMHSA's 8 dimensions of wellness. Occasionally, the center offers group counseling and if appropriate, career counseling. Additionally, the SCRC partners with multiple campus organizations, offices, faculty, and staff for referrals and collaboration of workshops to educate students, faculty, and staff about wellness. Appointments can be made directly at (636) 949-4522.

Lindenwood has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. The university provides an ecumenical environment that respects all religious traditions. The Lindenwood University Newman Center is located at 304 N. Kingshighway. Two Sacred Spaces, which can be used for daily prayer and meditation, are located in Butler Loft, and the Sibley Chapel often hosts non-denominational religious services. The job of a chaplain is to respond to the needs of the college community, to those of various faith traditions, to those with no faith tradition who are asking the "big questions," and to those who ask those questions and find that God or gods do not fit the answer. The University Chaplain, Rev. Dr. Nichole Torbitzky, is available to meet with anyone for counsel, spiritual direction, or pastoral care. The chaplain's office is located in the Wellness Center. Appointments can be made through (636) 949-4522 or (636) 949-4651.

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 for certified disabilities should contact the student support and accessibility coordinator at (636) 949-4510.

Students are encouraged to serve as their own advocates 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 associate vice president for student and academic support services, located in the Library and Academic Resources Center, suite 346.

Office 365

Important messages including information about academic standing and financial aid are sent via the university's internal email system. Students will be held accountable for any information or due dates sent via the campus email system. Office 365 accounts are provided 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 for \$3 per 100 pages.

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.

Cancellations 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 create potentially hazardous conditions, Lindenwood University will evaluate the situation and take into consideration 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 email 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 inclement weather. Instructors are expected to schedule a make-up class meeting when evening classes are cancelled due to inclement weather.

In the unlikely event that the normal work and/or class schedule are to be altered, an announcement will be posted on the university's website (<http://lindenwood.edu> and <http://belleville.lindenwood.edu>). An announcement will also be distributed via email and the Rave system.

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 cancellation 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 cancelled.

Campus Tobacco Use

Tobacco use is prohibited on campus and in all campus buildings. Tobacco includes, but is not limited to, cigarettes, cigars, pipes, water pipes (hookah), electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and any non-FDA approved nicotine delivery device.

Filing a Grievance

The university has established a number of appeal and grievance procedures (such as the process for appealing the suspension of financial aid). If students should have a grievance that falls outside of the established policies, students may submit a formal complaint to the student ombudsman at complaints@lindenwood.edu. More information about the current complaint procedures can be found at www.lindenwood.edu/about/consumer-information/student-right-to-know/student-complaint-procedure/.

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

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 only exception to this policy applies 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 states 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 the videos are password-protected. Recordings that 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 AND FINANCIAL ASSISTANCE

Graduate Admission

Admission Standards

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

Applications for admission to Lindenwood University graduate programs will be reviewed by the 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 submitted that are found to be misleading or false will result in denial of admission to the graduate program.

Application Procedures

U.S. Citizen and 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 on the Lindenwood St. Charles campus, any of the extension campuses, or online at www.lindenwood.edu/admissions/graduate.

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

- Online application.
- Current résumé.
- Letter of intent, including a personal statement regarding your interest in the program and career goals.
- Official undergraduate transcript(s) as well as official transcript(s) from any graduate school(s) attended.
- Additional requirements, such as letters of recommendation, a portfolio, an audition, GRE/GMAT test scores, or other requirements identified by the academic school.

Once the application is submitted, an admissions counselor will contact the applicant to answer any questions and assist in the admission process.

The applicant may email eveningadmissions@lindenwood.edu or call (636) 949-4933 with any admissions related 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, then 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 and Graduate Admissions Application.

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

- Online international student application.
- Current résumé.
- Personal statement indicating why the applicant wishes further 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)
 - 80 (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).

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 New International Graduate Students 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.

Admission documents will also be accepted via e-mail and can be sent to internationaladmissions@lindenwood.edu.

For questions or inquiries, call (636) 949-4982.

Application for the Transfer of International Credit

If transfer credit is requested from an international institution, students should submit, along with all documentation required for admission, a certified translation of course descriptions of foreign credits earned from their previous institution.

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 SEVIS transfer eligibility form (found on the Lindenwood University website on the transfer international graduate students homepage) along with the letter of acceptance from Lindenwood University should be 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.

The SEVIS transfer eligibility form should be sent to the Office of International Students and Scholars' direct email account, internationaladmissions@lindenwood.edu.

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 Incoming Students

In accordance with the Missouri Senate Bill 197, all applicants and students who took a term off and are now returning (except students born before 1956 and any student who is enrolled in an online degree program) must provide proof of the following immunizations prior to enrolling in the subsequent term:

- Meningococcal Vaccination or waiver
- Tuberculosis (TB) Screening Questionnaire

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)	\$8,450/semester
Full-time commuter semester rate	\$480 /credit hour
Part-time semester rate	\$480/credit hour
Semester graduate overload fee	\$480/credit hour
Part-time Education Specialist (EdS) rate	\$530/credit hour
Part-time Doctor of Education (EdD) rate	\$760/credit hour

Five-term Graduate Tuition

Full-time five-term rate	\$500/credit hour
Part-time five-term rate	\$500/credit hour

Residential Charges

Semester	\$4,350/term
Five-term	\$2,640/term
Single room upcharge per semester	\$275
Single room upcharge per five-term	\$110

Other Fees

Academic Integrity Tutorial fee	\$25
Applied Music fee*	\$200/credit hour

Communications fee - Residence Halls - five-term	\$60/term
Communications fee - Residence Halls - semester	\$150/term
Counseling Internship fee	\$65/term
Culminating Project Extension fee	\$150
EdD fee – Dissertation Publication	\$500
EdS fee – EDA 68000 Specialist Experience	\$500
Experiential Learning Credit	\$90/credit hour
Experiential Learning/Portfolio fee (one-time)	\$300
Graduation processing/diploma fee EdS	\$125
Graduation processing/diploma fee EdD	\$200
Graduation processing/diploma fee master's	\$125
Housing Deposit (non-refundable)	\$200
Lab fee (in specified courses)	\$5-\$625/course
Late Payment fee (per month)	\$50
New international student fee (one time)	\$100
Overload fee for residents - five term (a charge to full-time students who take more than nine credit hours)	\$500/term
Overload fee for residents - semester (a charge to full-time students who take more than 15 credit hours)	\$480/semester
Promissory Note fee	\$25
Resident Activity/Health fee - five-term	\$80/term
Resident Activity/Health fee - semester	\$200/term
Student Teaching fee	\$300
Studio fee**	\$85/course
Studio fee (general)	\$30-\$75/course
Study Abroad fee	\$300
Technology fee - five-term	\$60/term
Technology fee - semester	\$75/term
Technology fee - summer semester	\$40/term

*Applied music fees are applied to individual lessons in piano, voice, orchestral instruments, and organ.

**Studio course fees are applied to courses such as ceramics, color theory, photography, and figure drawing.

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, 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 \$200 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 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 the refund of their deposit 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 checkout 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 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 student portal.

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. Alternatively, students may also use their student portals to remit payment. Payment options include the following items:

- **Corporate Promissory Note:** In the case that 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 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 ensure that a letter of admission is issued 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. Students should direct any questions regarding 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. Alternatively, students may use 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.
- 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 consequences:

- Enrollment for the subsequent term will not be allowed.

- Final grades for the current term will be withheld.
- A transcript will not be issued.
- A diploma will not be issued.

The university reserves the right to withdraw any student who fails to meet his/her financial obligations to the university. Students who are withdrawn for nonpayment are liable for all charges on their student accounts at the time of withdrawal.

Withdrawal and Refund Calculation

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

- 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 \$200 housing deposit.
- Any student who withdraws from all courses after a term has begun is eligible for a refund of the tuition charges (including course-overload charges) for the courses the student 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 percent
During weeks 1 and 2 of term	75 percent
During week 3 of term	50 percent
During week 4 of term	25 percent
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 percent
Before 2nd class meets	75 percent
Before 3rd class meets	50 percent
Before the 4th class meets	25 percent
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 Office of Academic Services.

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 residential 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.

(4) The enrollment fee is nonrefundable after May 1.

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 assistant vice president for the business office, located in Roemer Hall. In order to appeal a decision, the student must submit a written request including any evidence that would substantiate the appeal.

Refund Distribution of Financial Aid

After the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the 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.

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 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 student's account at least once each term.

To be considered for financial assistance, a student must complete the FAFSA online at www.fafsa.ed.gov. The Lindenwood 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. Classes taken at the Doctoral level are only eligible to receive the educator grant. 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 degree when it would otherwise be financially prohibitive to do so. In short, a Lindenwood grant (institutional partnership, merit- and need-based gift aid) is intended to fill a funding gap and enable a student with need to pursue further 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 Lindenwood grant is based on an academic partnership memorandum 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 Lindenwood grant is reduced by the amount of the additional funds, per the policy above. The intent is for Lindenwood and the student to share equitably in covering the cost of the student's education.

Taxability of Scholarships and Grants Disclosure

Lindenwood University currently applies institution granted scholarships/grants to student accounts in the following order: 1) tuition, 2) fees, 3) books, 4) room, and 5) board. If a student receives scholarships during the calendar year that exceed the cost of tuition, fees, books, supplies, and equipment, the amount that exceeds those costs should be reported by the student as taxable income. The university is required to send information to students and the Internal Revenue Service (IRS) about the student's tuition charges, grants, and scholarships on Form 1098T. Students are responsible for using this information as well as their own records to complete their tax returns.

Non-U.S. citizens and non-permanent resident aliens may be subject to U.S. taxation. The university uses the GLACIER Online Nonresident Alien Tax Compliance System to gather required information about international students in order to facilitate the tax-withholding determination. Any portion of institution granted scholarships/grants that exceed the cost of tuition, fees, books, supplies, and equipment may be subject to a taxation rate of up to 14 percent for students who have an F, M, J, or Q visa, while all other visa types may be subject to a taxation rate of up to 30 percent. Non-U.S. citizens and non-permanent resident aliens may contact the non-resident employee compliance specialist at (636) 219-1273 to discuss questions about GLACIER or taxation.

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, 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 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.

In the case that 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 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 ensure that a letter of admission is issued 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. Students should direct any questions regarding 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. Alternatively, students may use their student portals to remit payment.

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 percent 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).

Student Worker Program

Lindenwood University employs students through regular part-time and full-time jobs and through the Federal Work Study Program. Jobs are offered at 10, 15, and 20 hours per week for part-time workers, and 40 hours per week for full-time workers. Some student worker opportunities are skill based and others are filled on a first-come, first-serve basis. Wages vary by position and skill level.

Lindenwood's Student Worker Program operates on a three-tier model. Each tier is designed to serve a particular function and is paid an hourly wage in accordance with that function. Employment lengths vary by position. Lindenwood University is an "at-will" employer and student employees may be released prior to their service end date without cause or notice.

Student workers are paid on a bi-weekly payroll cycle and receive their checks through direct deposit. All student workers are required to set up a payment plan with the Business Office within five days of their hire date. Those who fail to do so will not be eligible to participate in the program.

To be considered for the Student Worker Program, students must be "unconditionally" admitted into the university, enrolled in classes, and in good standing with the university.

Federal Financial Aid

Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent on 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 20 hours per week while attending school. Wages are \$9.50 per hour.

Unsubsidized Federal Stafford Loan

This loan provides for a maximum \$20,500 per 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>.

William D. Ford Direct Loan Program

The federal government guarantees loans up to \$20,500 for eligible graduate students per academic year, up to 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 www.studentloans.gov. Lindenwood will receive electronic notification once the application is complete.

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 and Service members who believe they may be eligible for benefits can receive information and applications through the Veterans Affairs Center on the St. Charles campus or the VA school certifying official on the Belleville campus. Educational assistance may be provided to widows or children of veterans who have fallen in service or who are disabled as a result of service-related injuries. Spouses and children of disabled veterans may also be eligible for assistance as determined by the United States Department of Veteran Affairs.

It is the responsibility of the students to notify the VA school certifying official of any changes in their class schedules, degree, or major. The VA school certifying officials must promptly report changes to the Department of Veterans Affairs when notified that a veteran is making unsatisfactory progress or has withdrawn from a class or from studies.

The Department of Veterans Affairs requires that institutions report specific information, and as a condition of being certified to receive benefits from the VA, the student receiving such benefits acknowledges the following policies, which may differ from those required of other students at Lindenwood:

- The university will notify the VA of all terminations, interruptions, or changes in semester-hour load within 30 days of occurrence. This may change the benefits available to the student.

- The student accepts the responsibility of notifying the registrar, the VA school certifying official at the university, and the student's advisor immediately in case of withdrawal from any course.
- The student accepts the responsibility of notifying instructors of any expected absence from class. A student may be withdrawn by the university for excessive absence.
- The school certifying officials shall inform the Department of Veteran Affairs that progress is no longer satisfactory with the accumulation of 12 or more hours of F grades.
- Students receiving benefits through the Department of Veteran Affairs must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

If you have any questions regarding veteran's education benefits including federal and state tuition assistance for the reserves and National Guard components, please call the Lindenwood Veterans Affairs Center at the St. Charles campus at (636) 627-2920 or the William L. Enyart Veterans Success Center at the Belleville campus, at (618) 239-6208.

Maintaining Financial Aid Eligibility

Satisfactory Academic Progress (SAP) for Financial Aid

Graduate Students

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

Satisfactory Academic Progress is determined by the following criteria:

- Quantitative Measurement
 - Pace of Progression (Credit Hours)
- Qualitative Measurement (GPA)
 - Maintain a minimum cumulative grade point average.

Students must complete attempted hours according to the following (Quantitative Measurement):

- Completion of 67% of cumulative hours attempted, *i.e.*, 12 hours attempted, 8 hours must be completed ($8/12 = 67\%$).
- Grades of "I," "W," or "F" are considered as attempted hours.
- Transfer credit hours accepted by Lindenwood University will count as both attempted and completed hours.

- Once a student completes coursework for an "I" grade, or a grade is changed, academic progress will be reviewed again by the Financial Aid Office.

Students must maintain a minimum cumulative grade point average of 3.0 (Qualitative Measurement).

Maximum Time-frame

Degree requirements must be completed within a maximum time-frame. Federal law requires a maximum time-frame of no more than 150% of the published length of the graduate program. Hours earned at Lindenwood University and accepted transfer hours are included in this time-frame.

SAP Monitoring

A student's SAP will be evaluated at the end of each academic year. All periods of attendance will be included in this evaluation regardless of whether the student received financial aid. This evaluation will include a measurement of student's progress set forth in the qualitative standards (GPA) and quantitative standards (credits).

Financial Aid Suspension Reinstatement

If a student fails to meet the minimum requirements as stated in the qualitative and quantitative section, 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. A student can appeal the financial aid suspension.

Students placed on financial aid suspension will have their Lindenwood University Institutional Grant(s) reevaluated.

Withdrawal from the university has no effect on the student's satisfactory progress upon re-entering.

Appeals of Financial Aid Suspension

A student has the right to appeal if he/she feels that he/she has complied with the requirements of the satisfactory academic progress policy or believes that there are extenuating circumstances that occurred. Examples of extenuating circumstance are the death of a relative, an injury or illness to an immediate family member or student, or similar special circumstances that could affect the academic performance. To appeal a financial aid suspension, the student must submit an appeal letter with supporting documentation to the Director of Financial Aid. Submission of an appeal is not an automatic approval. Student appeals submitted to Academic Services for academic suspension are not sent to financial aid. Please be sure to submit a separate appeal letter to the Director of Financial Aid, for review of the financial aid suspension.

If the appeal is denied, the student will be ineligible to receive Title IV aid until the academic requirements are met.

Probationary Periods

If the student's appeal is granted, the student will be placed on Financial Aid Probation and will have the next

succeeding term of enrollment (semester or quarter) to meet the minimum requirements as stated above. At the conclusion of the term, the financial aid office will ensure the student is now meeting the SAP standards in order to qualify for further federal financial aid funding. If the student is not making SAP standards again at that time, the student will be placed on financial aid suspension again and be required to submit a new appeal, including an academic plan.

Academic Plan

An academic plan will be completed between the student and Academic Advisor. The plan must include benchmarks that students will meet to ensure they are making progress to degree and will render the student eligible for aid again under SAP rules (Qualitative and Quantitative measures).

Re-establishing Financial Aid Eligibility without Appeal

If the student is allowed to attend Lindenwood University academically, they may continue at their own expense to attempt to improve completion rates and/or GPA issues. Once a student is back into compliance with SAP, they may contact the financial aid office for review of reinstatement of their financial aid

Combining Terms of Enrollment

In some cases, students can combine enrollments in two or more concurrent terms to attain the minimum enrollment for financial aid eligibility. Terms may be combined as follows:

Fall Semester	and/or	Fall Quarter	and/or	Fall MBA I	Fall Trimester A
Fall Semester	and/or	Fall Quarter	and/or	Fall MBA II	
Spring Semester	and/or	Winter Quarter	and/or	Spring MBA I	Spring Trimester A
Spring Semester	and/or	Winter Quarter	and/or	Spring MBA II	
Summer Semester	and			Summer MBA	Summer Trimester A

Note: Spring quarter and summer quarter may not be combined with any other term.

ACADEMIC POLICIES AND PROCEDURES/ACADEMIC SERVICES

Academic Policies

Academic Calendar

Graduate degrees in art, education, counseling, communications, health sciences, and theatre are offered on a semester schedule. Graduate degrees in business, nonprofit administration, and public administration are offered on a five-term-per-year schedule. Programs offered through the School of Accelerated Degree Programs are offered on a quarter or trimester schedule and are outlined further in the School of ADP 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

- Doctor of Education students - six to eight credit hours
- Graduate and Specialist students - nine to fifteen credit hours

Half-time Enrollment

- Doctor of Education students - three to five credit hours
- Graduate and Specialist students - six to eight credit hours

Less than Half-time Enrollment

- Doctor of Education students - two or fewer credit hours
- Graduate and Specialist students - five or fewer credit hours

Five-term Programs

Full-time Enrollment

- Six or more credit hours

Half-time Enrollment

- Three to five credit hours

Less than Half-time Enrollment

- Two 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 six credit hours per term in the five-term program or nine 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 six credit hours. Such students should contact the VA certifying official for more information.

Degree Programs

At the graduate level, the university offers coursework leading to a Master of Accountancy (MAcc), Master of Arts (MA), Master of Science (MS), and Master of Fine Arts (MFA), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Public Administration (MPA), Education Specialist (EdS), and Doctor of Education (EdD) 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.

Change in Degree Program

Students wishing to pursue a degree or program other than the one they 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.

Additional Graduate Degrees/Majors

Second Master's Degree

A student who has previously earned a master's degree from Lindenwood and desires another master's degree type may transfer a maximum of nine 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. If the student is seeking a major leading to a degree type not previously earned at Lindenwood University, the major will be added to the student's transcript and a new diploma will be received listing the degree and major earned.

Second Master's Major

If the student previously earned a degree at Lindenwood University and is seeking a major leading to the same degree type the second major will be added to the student's transcript with the notation "Second Master's Major" but no new diploma will be issued as no new degree type has been earned.

Additional Master's Degrees

A student who has earned a master's degree from Lindenwood and desires another master's degree type may transfer a maximum of nine 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.

Degree Time Limit

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

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 submit official doctor's or hospital documentation to the accessibility coordinator located in the Library and Academic Resource Center, suite 346, who will send official notification to the instructor. Excessive absence may result in F or AF grades for a course. Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance (See Veterans' Benefits.)

Extra Credit

No extra credit is permitted at the graduate level.

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

Final Exams

All semester and five-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 percent of the graded work in the class has already been assigned. If 75 percent of the graded work in

the class has not been assigned by the final exam, a makeup exam will be scheduled.

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 under this status must meet university admissions standards and may not take more than 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 are not 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.

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 or who wishes to fulfill degree requirements that have changed since the student's matriculation 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. See the Academic Policies and Procedures/Academic Renewal section of this catalog for further information regarding catalog requirements after a leave of absence from the university.

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 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 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 the student's 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 the student's work has not reached a satisfactory level. Academic suspension must be appealed in writing 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.

Appealing Academic Suspension

Upon academic suspension, a student who wishes to resume studies must first appeal the suspension in writing. The appeal must be received and reviewed prior to the beginning of the term following the student's suspension. The associate vice president for student and academic support services and an appeals committee will review the student's letter of appeal, along with the student's academic history and overall academic performance.

Continuously enrolled students whose appeals of academic suspension are granted will resume their studies on probation. Any student who discontinued studies for one term or more, and who departed the university under academic suspension must appeal the suspension before being readmitted. Upon readmission, students who have discontinued enrollment for less than one year will be subject to the requirements in the catalog in effect at the time they were first admitted to the university.

Students who discontinued studies for more than one year will be subject to the requirements in the catalog in effect at the time of their return.

Note: Students will be notified of their academic suspension by both U.S. mail and email and will be provided with guidelines for writing a letter of appeal, including a specific date by which the appeal must be received. If a student's appeal is not received by the date specified, the student will be dropped from all classes, and, if a resident, the student's campus housing will be cancelled.

Academic Integrity

Lindenwood University students belong to an educational community invested in the exploration and advancement of knowledge. Academic integrity is a critical part of that investment: all students have a fair opportunity to succeed, and, as such, all students owe their classmates, instructors, administrators, and themselves the duty of scholarly and creative work untainted by plagiarism,

dishonesty, cheating, or other infringements of academic integrity. In turn, instructors, staff, and administrators will also uphold these policies in order to promote student intellectual development and preserve the integrity of a Lindenwood degree.

As members of this academic community, students are expected to familiarize themselves with the university's policies in the Lindenwood University Student Handbook and to adhere to these policies at all times. Students are also encouraged to consult the resources of the university library and the Writing Center/Academic Success Center for assistance in upholding the university honesty policy.

The penalty for the first reported offense of academic dishonesty will be determined by the instructor and may result in a reduced or failing grade on the work, a failing grade for the course, or any other appropriate penalty. Upon a first report of academic 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. For undergraduates, a second offense will result in a failing grade for the course, and a third offense will lead to expulsion from the university. Graduate students will be expelled after a second offense is reported.

The associate provost maintains confidential records of academic dishonesty reports. These reports are accessible only to the provost and associate provost and are not linked to students' academic or financial records at the university. However, students remain accountable for any acts of dishonesty for as long as they pursue studies at Lindenwood, regardless of progression from undergraduate to graduate programs. Any question regarding the academic honesty policy should be directed to the associate provost.

Dismissal

The university reserves the right at any time to dismiss a student who is (1) unable to meet academic standards or (2) whose continuance at the university is considered to endanger the student's own health or well-being or that of others or (3) who does not observe the social regulations and standards of conduct of the university.

Academic Procedures

Transferring Credit

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 Evening and 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 nine semester hours of transfer credit is allowed for graduate students. Appeals of transfer credit evaluations should be submitted in writing to the registrar.

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

Academic Renewal

Academic Renewal allows returning students to remove previous course work from calculation of their GPA after an extended absence. A returning student seeking to resume a program of study or begin a new program of study after a prolonged absence is eligible for Academic Renewal under the following conditions:

- The student must have been absent from the Lindenwood University system for at least three consecutive academic years.
- The student must not have obtained a degree at Lindenwood or any other institution of higher education in the years between taking leave from Lindenwood and applying for academic renewal.
- The student must declare a major or program of study.
- The student must be enrolled in and complete at least one academic term (semester, quarter, trimester, or five-term) at full-time status, earning a minimum undergraduate GPA of 2.5 or graduate GPA of 3.5 before applying for Academic Renewal.

In addition to the conditions outlined above regarding student eligibility, Academic Renewal is subject to the following conditions:

- Academic Renewal can only be applied once.
- Academic Renewal can only be applied to academic terms completed prior to the student's leave of absence.
- Academic Renewal can only be applied to courses taken at Lindenwood University.
- For undergraduate students, up to three terms can be selected for Academic Renewal; for graduate students, up to two terms can be selected.
- Once implemented, the Academic Renewal cannot be removed.
- Students approved for Academic Renewal are subject to the degree requirements listed in the catalog that is active at the time they are reinstated.

- No course from a term selected to be removed from GPA calculation can be used to satisfy an academic requirement (e.g., toward graduation, prerequisites, or certifications).
- All courses from terms will be removed from calculation of the student's GPA regardless of the grades earned. However, these courses will not be entirely erased. All courses taken by the student will still appear on their transcript. A note will appear on the student's transcript for each redacted term.
- A student may not apply for Academic Renewal in their final semester.

Students considering applying for Academic Renewal must inform an academic advisor of their intent to do so. The advisor will consult with the student regarding which academic terms to remove from calculation of the student's GPA. The student should submit a petition for Academic Renewal to the Office of Academic Services signed by the student's academic advisor and school dean. The student will be notified of a decision within 30 days of submission of the petition.

Notes: (1) Applying for Academic Renewal can affect a student's eligibility for financial aid. Students are encouraged to contact the Office of Financial Aid (financialaid@lindenwood.edu) before applying for Academic Renewal.

(2) Students on the GI Bill should contact the Veterans Affairs Center (ksieve@lindenwood.edu) before applying for Academic Renewal.

Grading System

Lindenwood University operates under the 4.0 grading system. An A carries four quality points; a B carries three quality points; and a C carries two quality points. A grade of F carries zero quality points and no credit. Thus, a course worth three 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, 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 but completion of course requirements. An F grade indicates coursework so unsatisfactory that no credit is given. No grade of D is awarded at the graduate level.

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 W 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.

Audit (AU)

A student may register to audit lecture courses, not to include studio or laboratory 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 five-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 posted tuition for a course.

Incomplete (I)

A grade of I (incomplete) is given at the end of a term only for incomplete 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 for 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 were progressing satisfactorily in the class before the exceptional circumstances arose.

A grade of I (incomplete) must be resolved prior to the end of the subsequent term; otherwise, the incomplete will be converted to an F. Any request to extend the time needed to resolve the grade of incomplete 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.

No Grade (N)

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

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.

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 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.

Adding, Dropping, and Withdrawing from Courses**Adding Courses**

Within the first week of a semester, a student may add or drop classes via the student portal without having to obtain the signature of a faculty member. Students may not add a course via the student portal after 5 p.m. on Friday of the first week of the term. Students may add a class during the second week of class only under extenuating circumstances and with signatures of the course professor, dean of the appropriate school, and the registrar. A Petition for Policy Exemption is required in addition to a drop/add/enrollment form to add a course after the deadline.

Dropping Courses during Week One

Within the first week of a semester, a student may drop classes via the student portal without having to obtain the signature of a faculty member. No grade of W will appear on the student's transcript as a result of dropping classes during this week, and the classes will be dropped as a "never attended" as long as the student's academic load does not fall below 12 credit hours for full-time students or six credit hours for half-time students.

Note: The following is an exception to the policy described above: A grade of W will appear on the transcripts of students whose status changes from full-time to half-time or from half-time to less than half-time as a result of dropping a class during the first week if the student attended the class before dropping it.

Withdrawing with a Grade of W

To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of the academic advisor, and, if the student has attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from the university altogether must obtain the signatures of the instructors for each course they wish to drop. The deadline to withdraw is set at the two-thirds mark of the term.

Late Withdrawals

Late withdrawals will be approved only under extreme, documented circumstances. A late withdrawal requested 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 will not be granted.

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

- Write a letter fully specifying the reasons for the withdrawal.
- Gather supporting documentation (physical report, court documents, hospital documents, etc.).
- Meet with the academic advisor for a signature on a Petition for Late Withdrawal.
- Meet with the dean of the school for a signature on the petition.

- Submit the signed petition, along with the letter and documentation, to the associate provost or registrar.
- If approved for a late withdrawal, the student will receive a W.

Notes: (1) Students are not permitted to withdraw from a course to attend another course if the second course has already had two class meetings.

(2) A student who is a first responder may elect to withdraw from a course with a grade of W at any time during the semester 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.

(3) Calculation of the return of Title IV aid will be based on the last date of attendance for the term. This may result in a balance due to the university for which the student will be responsible.

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 review a grade appeal before a recommendation is made to the provost for review.

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 Higher Learning Commission as part of its normal accrediting process. This information is shared in such a manner as to shield all individual identities of complainants. No letters or documents revealing the identities of individual complainants will be shared without the express written permission of the complainants.

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.

Thesis/Capstone Experience/Culminating Project Extensions

Registration for extensions on graduate thesis, capstone experience or culminating projects must be completed by the student each succeeding term after the student's initial enrollment for the 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 assistant vice president of the business office including any evidence that would substantiate the appeal.

Preparing for Graduation

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, in order to track the progress through a degree, each student must maintain a checklist of all requirements. The academic advisor will confirm that all degree requirements have been met; however, ultimate responsibility for tracking the student's progress through a program and assuring that all degree requirements for graduation are met lies with the student. 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. This form is available in the student portal to submit online to the advisor. The application must be signed by the student and the student's academic advisor and be submitted to the Office of Academic Services. Failure to submit an application by the appropriate deadline may postpone the posting of the student's degree.

The application deadlines are as follows:

<i>Graduation</i>	<i>Application Deadline</i>
March	December 30 of previous year
May	December 30 of previous year
June	December 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

Stopping Out and Readmission

Graduate students who opt to take a leave of absence from the university are said to "stop out." For requirements regarding readmission to the university, please see below.

Graduate Semester

Any graduate semester student who has not been enrolled in Lindenwood courses for more than four semesters and who wishes to resume coursework must be readmitted to the university by submitting a new application to the Office of Evening and Graduate Admissions. Students who were suspended at the time of departure from the

university must also submit a letter of appeal to the Provost's Office. Upon review of the new application, the admissions office will update the student's profile in preparation for the student's return to Lindenwood. Students will be directed to contact their advisors to enroll in classes once the readmit process has been approved.

Graduate Five-Term

Any graduate five-term student who has not been enrolled in Lindenwood courses for more than five terms and who wishes to resume coursework must be readmitted to the university by submitting a new application to the Office of Evening and Graduate Admissions. Students who were suspended at the time of departure from the university must also submit a letter of appeal to the Provost's Office. Upon review of the new application, the admissions office will update the student's profile in preparation for the student's return to Lindenwood. Students will be directed to contact their advisors to enroll in classes once the readmit process has been approved.

Academic Services

Requesting Transcripts

Transcripts may be ordered in the following ways:

1. **ONLINE** at the National Student Clearinghouse using a credit card. Delivery options are send "Now," "After Degree is Awarded," or "After Grades are Posted," The cost for an electronic transcript is \$6.75 per transcript or \$5 per transcript for United States Postal Service delivery. Electronic transcripts can only be requested through the National Student Clearinghouse.
2. **IN PERSON** at the Business Office. Requests submitted in person are processed for pickup immediately. Students must submit a completed Transcript Request Form and payment by cash, check or money order in the amount of \$5. Transcripts requested in person are only available for pickup. Requests to have transcripts mailed are only available through the online service.

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.

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

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

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

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

Requesting Grade Reports

Grade reports are available through the student portal, as are unofficial transcripts, class schedules, and information regarding business office statements and financial aid. Because grade reports are available online to all students, Lindenwood University no longer mails grade reports to students.

Students who need a copy of their grades for employer reimbursement may print a copy from the student portal. If a student's workplace will not accept the printed copy, the student should submit a written request to the registrar (academicservices2@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, the signature of the student making the request, and a contact telephone number. The request can be sent via fax to (636) 949-4776.

If students have any questions about their email accounts or their student portals, they can contact 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 the Registrar. 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 to the U.S. Department of Education.

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student

- To other school officials, including teachers, within Lindenwood University system whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. comptroller general, the U.S. attorney general, the U.S. secretary of education, or state and local educational authorities, such as a state post-secondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- If it is information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Definitions:

- A "school official" is not defined in the statute or regulations, Lindenwood University interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; board members; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

COURSES AND PROGRAMS

Course Numbering

Courses at Lindenwood are numbered sequentially.

- 01000-09999: Preparatory coursework, with credit hours not counting toward the cumulative total number of credit hours required to earn a bachelor's degree
- 10000-19999: Introductory courses open to all students, normally not having prerequisites
- 20000-29999: Specialized courses open to all students
- 30000-39999: Advanced courses having prerequisites
- 40000-49999: Senior level courses having prerequisites
- 50000-79999: Master's, Thesis, EdS, EdD, and graduate workshops
- 80000-99999: Doctoral level courses and graduate workshops

Course Offering Frequency

The schedule of course offerings is 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 a qualified instructor is not available.

Course Types

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 09000-09999, XXX 19000-19999, XXX 29000-29999, XXX 39000-39999, XXX 49000-49999, XXX 59000-59999, XXX 69000-69999. These courses are offered to cover special topics within a school or department. Special topics courses may be worth one to six 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. Lab fees may be required.

Distance Learning Courses

A distance learning course is one in which 100 percent of the course instruction is provided through video conferencing. Class meets at a regularly scheduled day and time each week with the professor and classmates through a video conference classroom.

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 Office of the Registrar no later than the third week of the term in which the work is to be done. An Add/Drop/Enrollment form and a one- to two- page course outline prepared by the student after consultation with the instructor must be attached.

Internships

Internships are available in many areas of study and provide the opportunity for students to obtain academic credit through an out-of-classroom work experience. Academic schools'/divisions' standards vary by program. Students interested in applying for internships should contact their faculty advisor for additional information. Internships are billed at the current tuition rate per credit hour. Internships are graded on a pass/fail basis. Standards vary by program. Internships may earn between zero and 12 credit hours depending on the program. Credit hours for internships are listed in course descriptions. Some degree programs may necessitate additional fieldwork and written documentation. Students, however, must meet the minimum standards set forth in this policy to be awarded credit for the internship.

Tutorials

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 regularly scheduled 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 (St. Charles campus) or campus provost (Belleville). Only students with a true need will be considered for a tutorial, and it is up to the academic school/division, instructor, and campus provost (Belleville only) 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 Office of the Registrar 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.

Hybrid Courses

A hybrid course is a method of instruction in which the predominance (more than 50 percent) of the course is taught using a learning management system platform. Time in the classroom is reduced but not eliminated.

Semi-Hybrid Courses

A semi-hybrid course is a method of instruction in which 50 percent or less of the course is taught using a learning management system platform. Time in the classroom is reduced but not eliminated.

Online Courses

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

~~Students enrolled in online classes will be expected to participate in the class academically. Attendance for this method of instruction is defined as submitting an academic assignment, taking an exam, participating in an online discussion about academic matters, or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Simply logging into an online class without active participation does not constitute academic attendance.~~

There is no limit on the number of online courses a semester undergraduate student can take per semester, except students with F-1 visas. For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing, or computer conferencing.

~~Policy updated after publishing per the addendum. **~~

Student Requirements for Online and Hybrid Courses**Hardware**

- Computer with 2.58 GHZ or higher processor speed and at least two GB RAM.
- Webcam or camera on a mobile device.

Operating Systems

- Windows 7 and newer.
- Mac OSX 10.6 and newer.
- Linux - chromeOS.

Internet

- High-speed Internet connection (six Mbps or higher).

Software

- Microsoft Office 2010 or newer.
- The latest version of Adobe Acrobat Reader or Preview to open and view .pdf documents.

- The latest version of Java.

Mobile Operating Systems (Optional)

- iOS 7 and newer.
- Android 4.2 and newer.

Attendance

~~Attendance in an online course is based on submission of one or more academic activities, such as discussion board participation, quiz, exam, paper, or other graded assignment. Logging into a course, submitting the institutional ethics agreement, or submitting an introductory video does not constitute academic attendance.~~

~~Students enrolled in hybrid or online classes will be expected to participate in the class academically. Attendance for this method of instruction is defined as submitting an academic assignment, taking an exam, participating in an online discussion about academic matters, or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Simply logging into an online or hybrid class without active participation does not constitute academic attendance.~~

~~Policy updated after publishing per the addendum. **~~

Student Authentication and Video Content

~~Lindenwood takes academic integrity very seriously; therefore compliance with student authentication requirements is a condition of enrollment in all online and hybrid courses. As per the Higher Education Opportunity Act (Public Law 110-315), student authentication is defined as “processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.”~~

~~Institutional authentication requirements include an ethics agreement, introductory video, end-of-course survey, and course specific methods, including but not limited to live or video proctoring, authentication technology, video assignments, videoconferences, and/or extensive writing assignments. The methods of student authentication incorporated into a particular course can be found in its syllabus. Any costs associated with authentication are disclosed prior to enrollment via fees included in course schedules.~~

~~To facilitate authentication measures, students must have ready access to a webcam or camera on a mobile device. Students who enroll in online or hybrid courses must also have a current photo, confirmed by a valid form of identification, within Lindenwood's student information system.~~

~~Students who fail to comply with authentication requirements may be withdrawn from the course at the discretion of the dean. Students withdrawn from a course are subject to University withdrawal policies and other~~

consequences if the change moves them from full-time to part-time status.

Policy updated after publishing per the addendum. **

~~Lindenwood takes academic integrity very seriously; therefore, compliance with Lindenwood's Student Authentication Policy is a condition of enrollment in all online and hybrid courses. As per the Higher Education Opportunity Act (Public Law 110-315), student authentication is defined as "processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit."~~

~~An overview of Lindenwood's Authentication Policy is provided below. The specific methods of student authentication incorporated into a particular course can be found in its syllabus.~~

- ~~1. Administration of all courses through Lindenwood's official learning management system (Canvas), which requires secure login and pass code information.~~
- ~~2. Confirmation of attendance and agreement to follow the institutional Ethics Agreement.~~
- ~~3. Submission of an introductory video at the onset of the course.~~
- ~~4. Incorporation of authentication measures in conjunction with all final exams or other significant evaluative activities. Instructors also incorporate authentic measures throughout online and hybrid courses, including but not limited to live or video proctoring, keystroke biometric technology, video assignments, video conferencing, or extensive writing assignments.~~
- ~~5. Completion of the institutional student authentication survey at the conclusion of the course.~~

~~Using a webcam or camera on a mobile device to record and submit video content within the secure Canvas Learning Management System is required in all online and hybrid courses at Lindenwood. Instructors may also ask students enrolled in online or hybrid courses to record and post video content in a class discussion board or participate in a recorded class videoconference. Students with a reasonable need or hardship that prevents or prohibits them from any of these video requirements may appeal, in writing, to their instructor, who will submit appeals for review and resolution to the Office of Student and Academic Support Services (SC) or the Academic Success Center (BV).~~

~~Students who enroll in online or hybrid courses must also have a current photo, confirmed by a valid form of identification, within Lindenwood's student information system. Students who refuse to complete initial authentication requirements by the end of the add period or who reject or refuse to complete the Ethics Agreement will be dropped from the course. Students who refuse to complete subsequent authentication requirements will be withdrawn from and charged for the course and subject to other financial consequences if the change moves them from full time to part time status. Authentication costs are~~

~~disclosed prior to enrollment via fees included in course schedules.~~

Consortium Programs

Lindenwood University belongs to a consortium of colleges and universities in the Greater St. Louis area. The consortium includes Fontbonne University, Maryville University, Missouri Baptist University, and Webster University. Full-time traditional undergraduate Lindenwood students may enroll in courses offered at colleges and universities in the consortium and count those hours as part of their Lindenwood degree programs. Students must be enrolled full-time at Lindenwood University during the same term of enrollment at colleges and universities in the consortium. No additional tuition cost is involved for combined enrollments between 12 and 18 hours. Lab fees will be charged at the host university.

Study Abroad

Lindenwood University recognizes the value that studying abroad brings to a student's education and encourages students to take advantage of study abroad opportunities. The student has the following study abroad options:

- Faculty-led courses for short-term study abroad, such as courses offered during throughout the year.
- One of the established Lindenwood semester abroad programs.
- An established program supervised by another American college or university, with academic credits being transferred back to Lindenwood.
- Independent study (either under the direction of a member of the Lindenwood faculty or by a host institution) that has been recognized by the sponsoring member of the Lindenwood faculty. A student who embarks on such study must send his or her transcript through World Education Services (WES) for evaluation before the credits can be accepted by Lindenwood.

The student must meet the following requirements to be eligible for a study abroad program:

- Be in good academic, social, and financial standing with Lindenwood University.
- Either have facility in the spoken language of the host country or be planning to study the language as a part of the approved study abroad coursework if this is required for the program.
- Meet course- or program-specific prerequisites.

All responsibility for travel, finances, application for admission to a foreign institution (where applicable), and the making of any other necessary arrangements rests with the student. For some programs, a student's enrollment in a program of study abroad is considered enrollment at the home institution for the purposes of applying for assistance under the Title IV programs. Students should consult the director of financial aid for additional information. Any student planning to take a course from any institution other than Lindenwood should

complete a Prior Approval form before leaving. This will guarantee that the credit will be accepted by Lindenwood.

Any study abroad coursework must be approved by the department at Lindenwood that will recommend credit. The academic advisor will help the student make appropriate course choices. Final approval of the program and the credit to be granted after completion of the study abroad period rests with the director of the study abroad program after consulting the associate vice president of student and academic support services. Questions about student study abroad opportunities may be directed to the associate director for international students and scholars academic engagement.

Note: In order to participate in study abroad programs, students must be degree-seeking students at Lindenwood University. Specific programs may have additional requirements. Deadlines for application vary according to the program, and it is the responsibility of the student to be informed as to those deadlines.

ROTC Cross-Enrollment

For information regarding ROTC cross-enrollment and simultaneous membership, see U.S. Air Force ROTC, (AES) Aerospace Studies in the course descriptions section of this catalog.

SCHOOL OF ARTS, MEDIA, AND COMMUNICATIONS

Joseph Alsobrook, EdD, Dean

Mission

The School of Arts, Media, and Communications strives to advance the mission of Lindenwood University by offering high-quality academic programs to develop visual and performing artists, designers, and communicators. These programs are designed to attract diverse and talented students, stimulate active student engagement, and prepare students for professional achievement and lifelong learning.

Art and Design Department

ART HISTORY, MA

36 credit hours

The Master of Arts in Art History provides students with a broad foundation and exploration of the visual arts and culture in various eras. Students develop a greater knowledge of the salient works of art through the exploration of diverse approaches and the examination of varied materials. Traditional and contemporary approaches to the discipline are introduced with a firm grounding in research and methods. The program seeks to reveal the structures within which works of art were produced, how they were utilized, and the manners in which visual culture communicates meaning.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.

- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. This option should only be considered by students who do not intend to continue study beyond the master's level. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. The required length for the thesis option for completion of a master's degree in the School of Arts, Media, and Communications is between 50-70 pages. The length will be determined by the topic of inquiry, scope and procedure used to investigate and draw conclusions. The final requirements will be determined by the student's committee chair and the director of graduate programs. This option is highly recommended for all students pursuing the MA in Art History, especially if intending to continue study at the doctoral level. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Foreign Language Requirements

The foreign language examinations are administered by the Department of Foreign Languages and ensure students have the ability to read in either French or German and use a language as a tool in the discipline. Students must successfully complete the foreign language examination within the first 18 credit hours of the program. Should the student fail the first attempt, a second will be allowed. However, the examination must be successfully passed at 18 credit hours, and, as such, students are encouraged to take it in their first semester.

Substitution of required foreign languages are at the discretion of the chair of Art History and the director of

graduate programs. Additionally, the foreign language requirement may also be met through the completion of four semesters (or the equivalent of fourth semester) college-level language with a 3.0 GPA average or passing a course specifically for reading knowledge. Students should plan ahead for either the exam or competency track to ensure enough time remains to complete the requirements.

Comprehensive Examination

Students pursuing the Master of Arts in Art History must successfully complete a comprehensive examination of Western and non-Western art (AMC 57000). The exam will require knowledge of works and their historical context from all eras and regions in a combination of identification and essays. The comprehensive exam may be retaken only once and must be passed with a score of 80 percent by the midpoint of the program.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours selected from the following:

ARTH 55400	Nineteenth-Century Art
ARTH 55600	Baroque Art
ARTH 55700	Ancient 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 56500	History of Photography
ARTH 56900	History of Graphic Design
ARTH 57000	History of Games and Critical Theory
ARTH 58000	History of Digital Art
ARTH 58300	Renaissance Art
ARTH 58400	Classical Myth
ARTH 58600-58699	Special Topics
ARTH 58900	Art Theory and Criticism
ARTH 58901	Independent Study
ARTH 58902	Independent Study
ARTH 58903	Independent Study
COM 57000	History of World Cinema

The Master of Arts in Art History also requires the following:

Successful completion of AMC 57000 Comprehensive Examination.

FASHION BUSINESS AND ENTREPRENEURSHIP, MS

30 credit hours

The Master of Science in Fashion Business & Entrepreneurship provides students who are interested in pursuing fashion design as an entrepreneur the necessary knowledge of the field, as well as the specific business courses to succeed. The advanced professional training prepares entrepreneurs with insight into the industry of fashion and provides managerial and economic skills.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Degree Requirements

Core Curriculum

ACCT 51010	Financial Accounting Concepts
ECON 53081	Economics Concepts
ENTR 57515	Small Business Management
FD 51300	Advanced CAD I: Apparel Design
FD 56500	Fashion Internship
FD 58500	Fashion Business and Entrepreneurship
FD 60000	Fashion Business Capstone
MGMT 56025	Business Concepts
MGMT 56060	Business Law and Ethics
MRKT 55010	Marketing Principles and Issues

Communications Department

ADVERTISING AND STRATEGIC COMMUNICATIONS, MA

36 credit hours

Degree requirements updated after publishing per the addendum. **

The Master of Arts in Advertising and Strategic Communications provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in advertising through campaigns. Students are exposed to various approaches in the field, provided with a historical overview of the field, and are introduced to the principles of a wide range of areas, including advertising principles, creative concepts and branding, copywriting, and campaign management.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of

an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours from the following:

AMC 59000-59999	Special Topics
COM 50100	Mass Communications Law
COM 50200	Seminar in Professional Practice and Ethics
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 50400	Broadcast Newswriting
COM 50700	Writing for the Electronic Media
COM 51700	Narrative Screenwriting
COM 51800	Fundamentals of Public Relations
COM 52300	Advertising Copywriting
COM 53500	Buying and Selling Media
COM 54300	Television News Production
COM 54700	Advertising Management Campaign
COM 55600	Mass Communications Theory
COM 55700	Editing Film and Video
COM 56000	Media Management
COM 56300	Creative Advertising Concepts
COM 57000	History of World Cinema
COM 57100	Advanced Audio Production

COM 57400	Producing Film and Video
COM 57900	Television Production
COM 58000	Television News Reporting
DCS 52200	Emerging Platforms and Analytics

CINEMA AND MEDIA ARTS, MFA

60 credit hours

The Master of Fine Arts 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.

Students in the Master of Fine Arts in Cinema and Media Arts will

1. Create films that are engaging, meaningful, and inventive works of cinematic storytelling.
2. Master the style and technique of filmmaking.
3. Become artistic entrepreneurs, capable of independently initiating and leading projects from concept to screen.
4. Build and draw on a broad knowledge of the arts in finding their own creative voices.
5. Become well versed in film theory and history and know their own creative influences and artistic context.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.

- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing the applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Candidates for admission are expected to demonstrate an undergraduate GPA of 3.0. They should also have completed undergraduate video or film production coursework, demonstrate equivalent basic proficiency, or be willing to enroll in leveling coursework upon admission.

Degree Requirements

Core Curriculum

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:

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
COM 58901	Cinema Workshop I
COM 58902	Cinema Workshop II
COM 60201	Cinema Thesis I
COM 60202	Cinema Thesis II

Plus 12 credit hours selected from the following options:

COM 50700	Writing for the Electronic Media
COM 51700	Narrative Screenwriting
COM 52500	Photojournalism
DWD 56400	Web Design III
DWD 57440	Web Design IV
DWD 53600	3D Graphics
COM 55700	Editing Film and Video
COM 55900	Short Film Production
DWD 55400	Web Design II
COM 57300-57399	Topics in Producing
COM 57400	Producing Film and Video
COM 57600-57699	Topics in Production
COM 57700-57799	Topics in Post-Production
COM 57800-57899	Topics in Scriptwriting
COM 57900	Television Production

Plus six credit hours selected from the following options:

ART 50500	Painting
ART 52000	Sculpture
ART 53000	Drawing
ART 53001	Digital 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 57000	History of Games and Critical Theory
ARTH 58900	Art Theory and Criticism
COM 57500-57599	Topics in Media Studies
GD 51500	Studies in Graphic Design
GD 52200	Motion Graphics
GD 54600	Digital Imaging
GD 54800	Digital Illustration
GD 55100	Typography

Plus nine credit hours selected from the following options:

AMC 56000	Graduate Seminar II
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 58903	Cinema Workshop III
COM 58904	Cinema Workshop IV
COM 60101	Communications Project
IMF 51400	Fundamentals of Writing for the MFA
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 54300-54399	Genre Fiction as Literature
IMF 54400-54499	Genre Fiction Workshop
IMF 54500	Creative Nonfiction Workshop
IMF 54600	The Personal Essay and Memoir
IMF 54700	The Lyric Essay
IMF 55100	Fiction Craft Foundations
IMF 55200	Creative Nonfiction Craft Foundations
IMF 55600-55699	The Prose Collection
IMF 56100	Classic Foundational Literature: Fiction
IMF 56200	Classic Foundational Literature: Creative Nonfiction
IMF 56600	Narrative Journalism

IMF 57300-57399	The Literary Novel
IMF 57400-57499	Literary Novel Workshop
IMF 58100	Contemporary Foundational Literature: Fiction
IMF 58200	Contemporary Foundational Literature: Creative Nonfiction

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

Plus 12 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 World Cinema
COM 58400	Media/Communication Internship
COM 59000-59999	Special Topics
IMF 53200	Advanced Focused Fiction Workshop
IMF 53300	Advanced Focused Nonfiction Workshop
IMF 53900	Advanced Studies Contemporary Fiction

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

DIGITAL AND WEB DESIGN, MA

36 credit hours

The Master of Arts in Digital and Web Design provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in design. Students are exposed to various approaches in the field, provided with a historical overview of the field, and are introduced to the principles of a wide range of areas, including web design, UI and UX design, commercial animation and video effects, graphic design, and digital storytelling.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours selected from the following:

AMC 53000	Arts Entrepreneurship
AMC 59000-59999	Special Topics
ART 53001	Digital Photography

COM 55000	Media Literacy
COM 55700	Editing Film and Video
COM 57100	Advanced Audio Production
COM 59000-59999	Special Topics
DCS 52200	Emerging Platforms and Analytics
DCS 55000	Personal Branding and Content Creation
DWD 50000	Portfolio and Career Foundations
DWD 51000	Design with Illustrator
DWD 51600	Drag and Drop Web Design
DWD 52000	Digital and Web Design Firm II
DWD 52400	Applications for Mobile Devices
DWD 52500	Desktop Publishing
DWD 53310	3D Printing
DWD 53600	3D Graphics
DWD 53700	Digital Painting
DWD 54000	Digital Web Design Firm III
DWD 55400	Web Design II
DWD 56400	Web Design III
DWD 57440	Web Design IV
DWD 59000-59999	Special Topics
GAM 57000	3D Animation
GD 52200	Motion Graphics

GAME DESIGN, MA

36 credit hours

The Master of Arts in Game Design provides students with the skills needed to thrive in a game studio environment and is comprised of high-level game design and production courses that prepares students for the industry. Students cover key industry concepts ranging from aesthetics and immersion to usability and game economics – in addition to foundational topics like storytelling and character development. Project and portfolio courses are threaded throughout the curriculum and are dedicated to providing a relevant and comprehensive curriculum.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

ARTH 57000	History of Games and Critical Theory
GAM 50001	Project and Portfolio I
GAM 50002	Project and Portfolio II
GAM 50003	Project and Portfolio III
GAM 50120	Level Design
GAM 55000	Game Design Capstone
GAM 55800	Game Development I
GAM 55900	Game Development II
GAM 56500	Game Design Internship
GAM 57000	3D Animation

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours selected from the following:

AMC 53000	Arts Entrepreneurship
AMC 59000-59999	Special Topics
ART 52900	Concept Design

JOURNALISM, MA*36 credit hours*

The Master of Arts in Journalism provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in broadcast and print. Students are exposed to various approaches in the field, provided with the history and ethics of journalism, guiding principles, and its role in a global society. Newsgathering and story composition techniques are applied to print, broadcast, and electronic media.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options*Non-Thesis/Applied Project Option*

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

A MA in Journalism requires the completion of COM 24200 Basic Reporting or the demonstration of basic journalistic skills and knowledge of communications law. In addition to the core courses, the degree requires 18 credit hours chosen from among the following options:

AMC 59000-59999	Special Topics
COM 50000	Multiplatform Reporting
COM 50100	Mass Communications Law
COM 50200	Seminar in Professional Practice and Ethics
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 50400	Broadcast Newswriting
COM 52500	Photojournalism
COM 52600	Advanced Reporting
COM 54300	Television News Production
COM 56700	Journalism Capstone and Ethics
COM 58000	Television News Reporting
COM 58100	Editing
COM 59000-59999	Special Topics

MASS COMMUNICATIONS, MA

36 credit hours

The Master of Arts in Mass Communications provides students with a firm foundation in critical theories of communication, as well as practical application and problem solving.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students

investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized Coursework

18 credit hours selected from the following options:

COM 50100	Mass Communications Law
COM 50200	Seminar in Professional Practice and Ethics
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 50400	Broadcast Newswriting
COM 50700	Writing for the Electronic Media
COM 54300	Television News Production
COM 55700	Editing Film and Video
COM 57000	History of World Cinema
COM 57100	Advanced Audio Production
COM 57400	Producing Film and Video
COM 57900	Television Production
COM 58000	Television News Reporting

SOCIAL MEDIA AND DIGITAL CONTENT STRATEGY, MS

36 credit hours

The Master of Science in Social Media and Digital Content Strategy provides students with the skills needed to create, analyze and optimize social media content and campaigns. With a firm foundation in information gathering techniques and data analysis, students will learn to define and analyze audiences for and with social media and to measure the effectiveness of social media strategies. A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options**Non-Thesis/Applied Project Option**

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements**Core Curriculum**

AMC 50000 Research Methods

AMC 51000 Research and Scholastic Writing
 AMC 55000 Graduate Seminar I
 AMC 56000 Graduate Seminar II
 AMC 60000 Thesis/Directed Project I
 AMC 61000 Thesis/Directed Project II

Specialized Coursework

18 credit hours selected from the following options:

AMC 59000-59999 Special Topics
 ART 53001 Digital Photography
 COM 55000 Media Literacy
 DCS 50000 Digital Content and Demographics
 DCS 51000 Media Literacy Theory
 DCS 52000 History of Contemporary Media Industries
 DCS 52200 Emerging Platforms and Analytics
 DCS 53000 Digital Content Strategy Practicum I
 DCS 55000 Personal Branding and Content Creation
 DCS 55500 Digital Content Strategy Practicum II
 DCS 56000 Information Literacy
 DCS 57000 Contemporary Audience Analysis
 DCS 58000 Digital Content Strategy Practicum III
 DCS 58900 Digital Content Strategy Capstone

Music Department**MUSIC EDUCATION, MME***33 credit hours*

The Master of Music Education program will enable certified, practicing K-12 educators to expand their knowledge of the field and improve their musicianship and leadership skills.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine 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.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once admitted to the university, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.

- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.
- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

EDU 52000	Curriculum Analysis and Design
MUS 50100	Foundations in Music Education
MUS 51000	Contemporary Issues in Music Education
MUS 53000	Leadership in K-12 Music Programs
MUS 54100	Conducting and Literature
MUS 55000	Arranging

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. This option should only be considered by students who do not intend to continue study beyond the master's level. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. The required length for the thesis option for completion of the Masters in the School of Arts, Media, and Communications is between 50-70 pages. The length will be determined by the topic of inquiry, scope and procedure used to investigate and draw conclusions. The final requirements will be determined by the student's committee chair and the director of graduate programs.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods or
EDU 57000	Educational Research
AMC 51000	Research and Scholastic Writing
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II
EDU 50500	Analysis of Teaching and Learning Behavior

PLASTER SCHOOL OF BUSINESS & ENTREPRENEURSHIP

Roger Ellis, JD, Dean

Mission

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

The Plaster School of Business & Entrepreneurship has received specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org). The school'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 PSB&E programs, students and applicants may visit the Robert W. Plaster School of Business & Entrepreneurship page on Lindenwood's website.

Graduate programs in the school of business operate on a five-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 eight 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 eight weeks.

Graduate Degrees

The PSB&E offers the following graduate degrees:

- Master of Accountancy*
- Master of Arts in Leadership
- Master of Arts in Nonprofit Administration
- 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*

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

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

Nonprofit administration

Supply chain management

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

Graduate Certificates

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

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

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 six 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 Graduate 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 Plaster School of Business & 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 Plaster School of Business & Entrepreneurship.

Transferring International Graduate Credit

A student wishing to transfer up to nine 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 Plaster School of Business & Entrepreneurship for approval.

**For further information on WES, visit www.wes.org or the International Applications Procedures (p. 55).*

Transferring Graduate Credit into a Certificate Program

Students who have taken graduate level courses may request an PSB&E review of their previous coursework. Previously completed courses will be evaluated, and the PSB&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 percent of the graduate certificate courses must be earned from the Lindenwood University Plaster School of Business & Entrepreneurship.
- Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood Plaster School of Business & 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 Plaster School of Business & Entrepreneurship for approval.

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

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.

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 PSB&E and is interested in pursuing a graduate certificate must complete the required core courses of the certificate program. A minimum of 50 percent of the graduate certificate courses must be earned from the Plaster School of Business & Entrepreneurship. Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood Plaster School of Business & 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 PSB&E and is interested in pursuing a graduate certificate must complete the required courses for the certificate program. A minimum of 50 percent of the graduate certificate courses must be earned from the Plaster School of Business & Entrepreneurship. Only credit earned within the five year period preceding the completion of all certification requirements, whether at the Lindenwood Plaster School of Business & 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 (nine 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 nine 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.

Attendance

Graduate evening programs are designed for motivated learners who take responsibility for their education. In an eight-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. 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 Plaster 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 Plaster 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 Academic Standards (p. 30).

Applicants who do not meet the 3.0 GPA or other admission requirements may be considered for further evaluation by the director of graduate admissions in collaboration with the Plaster School of Business & Entrepreneurship. In this case, the submission of a GRE or GMAT score may be considered in support of an application for admission.

Degree Program Application Procedures

U.S. Citizen and Permanent Resident Application

Application Requirements

To be considered for admission to the Plaster School of Business & Entrepreneurship, applicants should complete the following items:

- Online application.
- Official undergraduate transcript(s) 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). If an applicant has completed a graduate degree prior, admission to the program will be based on the last degree conferred.
- Current résumé.
- Personal statement.
- Personal interview at the Plaster School of Business & Entrepreneurship.

Notes: (1) Applicants who do not meet the 3.0 GPA or other admission requirements may be considered for further evaluation by the Director of Evening and Graduate Admissions, in collaboration with the Plaster School of Business and Entrepreneurship. 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 Plaster School of Business & Entrepreneurship at (636) 627-4000.

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 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.*

U.S. Citizen and Permanent Resident Application Deadlines

Fall I deadline:	August 10
Fall II deadline:	October 5
Spring I deadline:	January 4
Spring II deadline:	March 1
Summer deadline	May 17

Citizens and U.S. residents should mail applications to The Office of Evening and Graduate Admissions, Lindenwood University, 209 South Kingshighway, Saint Charles, MO 63301. Please email

eveningadmissions@lindenwood.edu or call 636-949-4933 with any admissions related questions.

International Citizen Application

Application Requirements

To be considered for admission to the Plaster 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.
- Current résumé.
- Personal statement.
- 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.
- Personal interview at the Plaster 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 Plaster School of Business & 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 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 \$200 housing deposit made payable to Lindenwood University. Campus housing will be assigned upon receipt of the housing application and deposit.
- 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: 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 or call (636) 949-4982 with any admissions related questions.

ACCOUNTANCY, MACC

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 Plaster 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.

Requirements

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:

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

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 fulfilling 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

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
ACCT 51022	Advanced Accounting
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 (nine credit hours), of which one shall be selected from the following options:

ACCT 51050	Individual Tax Planning
ACCT 51055	Business Tax Planning

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

ACCT 51030	Advanced Cost Management
ACCT 51050	Individual Tax Planning
ACCT 51055	Business Tax Planning
ACCT 51060	Governmental and Nonprofit Accounting
ACCT 51070	Financial Statement Analysis
ACCT 51080	Auditing Theory and Practices
ACCT 51089	Internship

Notes: (1) Either ACCT 51050 or ACCT 51055, whichever course was not already used to fulfill the first elective requirement, may be selected to fulfill this option.

(2) Students can only earn credit for one internship as an elective.

MA/MBA Programs

MA AND MBA FOUNDATION COURSES

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

Requirements

Foundation Courses

EPB 50100 Academic Writing for Graduate Students (6)

One of the following:

MGMT 56025 Business Concepts
MGMT 26032 Principles of Management

One of the following:

ECON 53081 Economics Concepts
ECON 23020 Principles of Microeconomics

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.

(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 percent 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 Plaster School of Business & Entrepreneurship.

(4) All foundation courses that have not been waived for a graduate degree are required to be completed as part of the individual student's graduation requirements.

(5) 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.

LEADERSHIP, MA

36-51 credit hours

Requirements

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

Foundation courses (0-15 credit hours)

Core business courses (27 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 56057	Leadership Strategies
MGMT 56058	Contemporary Issues in Leadership

Core elective course

Students choose one of the following:

MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 66058	Leadership Research

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

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

NONPROFIT ADMINISTRATION, MA

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.

The NPA degree program operates on a five-term calendar, meeting in the Fall I, Fall II, Spring I, Spring II, and Summer terms.

Requirements

Core Curriculum

NPA 50000	Fundraising and Planning
NPA 50300	Human Resource Management for Nonprofit Organizations
NPA 55000	Management of Nonprofit Organizations
NPA 56000	Leadership in Nonprofit Organizations
NPA 56500	Nonprofit Organization Startups & Policy
NPA 57100	Grantwriting
NPA 57400	Nonprofit Governance and Law
NPA 58000	Nonprofit Budgeting and Financial Management
NPA 58500	Marketing for Nonprofit Organizations
NPA 58800	Nonprofit Organization Capstone Project (1)

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

Elective Courses

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

NPA 50200	Advanced Fundraising Techniques
NPA 52000	Program and Organizational Evaluation
NPA 53000	Volunteer Management
NPA 57000	Organizational Behavior for Nonprofit Organizations
NPA 58100	Strategic and Program Planning for Nonprofit Organizations
NPA 58600	Research Project in Nonprofit Administration
NPA 58700	Nonprofit Administration Internship
NPA 59000-59999	Special Topics in Nonprofit Administration

SPORT MANAGEMENT, MA

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

To earn a Master of Arts 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 (three credit hours)

SPMGT 57095	Practicum in Sport Administration
-------------	-----------------------------------

Students are required to complete a three credit-hour structured practicum. Under the supervision of the Department of Sport Management, the student must complete 150 working hours in the sport industry. Students must gain approval for the practicum location from the chair of the department. Students will be evaluated on their practicum coursework both weekly and at the completion of the term.

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

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

BUSINESS ADMINISTRATION, MBA AND MBA-ONLINE

39-54 credit hours

Requirements

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

Foundation courses (0-15 credit hours)

Nine core business courses (27 credit hours)

ACCT 51011	Managerial Accounting
FIN 52010	Financial Policy
INTL 58001	International Business Operations
MGMT 56030	Management Practices
MGMT 56060	Business Law and Ethics
MGMT 56070	Statistics and Quantitative Analysis
MGMT 66080	Business Policies and Strategies
MIS 54001	Management Information Systems

MRKT 55010 Marketing Principles and Issues

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.

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 one business discipline with a grade of B or better in each course. For areas of emphasis available, see the program description of the MBA with an Emphasis.)

Note: 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.

Master of Business Administration Online

39-54 credit hours

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

Notes: (1) Online courses are subject to an additional 10 percent 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.

To earn a Master of Business Administration online, 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
MGMT 66080	Business Policies and Strategies
MIS 54001	Management Information Systems
MRKT 55010	Marketing Principles and Issues

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.

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. Note that students completing an online MBA may opt to complete their elective courses traditionally or online. (Currently, an online emphasis may be earned in the area of management.)

Notes: (1) An elective course in which a grade of C is earned may not be applied to the emphasis, and an alternative course must be taken.

(2) 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.

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. Available areas of emphasis are listed below.

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
MGMT 66080	Business Policies and Strategies
MIS 54001	Management Information Systems
MRKT 55010	Marketing Principles and Issues

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.

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.)

Note: 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.

BUSINESS ADMINISTRATION, MBA: ACCOUNTING EMPHASIS

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.

Requirements

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 and Nonprofit Accounting
ACCT 51070	Financial Statement Analysis
ACCT 51089	Internship

Notes: (1) It is recommended that students avoid taking accounting elective courses that may be equivalent to accounting courses taken at the undergraduate level.

(2) Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: ENTREPRENEURIAL STUDIES EMPHASIS

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.

Requirements

Required courses for an emphasis in entrepreneurial studies are as follows:

ENTR 57515	Small Business Management
ENTR 57525	Entrepreneurial Finance
ENTR 57535	Entrepreneurship and Growth

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

ENTR 57589	Internship
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

BUSINESS ADMINISTRATION, MBA: FINANCE EMPHASIS

An emphasis in finance is designed to prepare individuals for staff or line positions in business or with financial advisory firms.

Requirements

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

ACCT 51070	Financial Statement Analysis
ECON 53085	Macroeconomic Analysis
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 52089	Internship
FIN 52090-52099	Special Topics in Finance
INTL 58020	International Finance

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: HUMAN RESOURCE MANAGEMENT EMPHASIS

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.

Requirements

For an emphasis in human resource management, select four courses from among the following options:

HRM 56510	Strategic Human Resource Management
HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56550	Compensation and Benefits
HRM 56589	Internship

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: INTERNATIONAL BUSINESS EMPHASIS

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

Requirements

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 58089	Internship
INTL 58090-58099	Special Topics in International Business

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: LEADERSHIP EMPHASIS

Requirements

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

Group One

MGMT 56056	Leadership Theory
------------	-------------------

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	Contemporary Issues in Leadership

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.

BUSINESS ADMINISTRATION, MBA: MANAGEMENT EMPHASIS

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.

Requirements

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

ENTR 57515	Small Business Management
ENTR 57535	Entrepreneurship and Growth
HRM 56510	Strategic Human Resource Management
INTL 58032	International Management
MGMT 56020	Organizational Communications
MGMT 56035	Organizational Behavior
MGMT 56040	Supply Chain Management
MGMT 56045	Logistics Management
MGMT 56048	Procurement Management
MGMT 56056	Leadership Theory
MGMT 56057	Leadership Strategies
MGMT 56065	Project Management
MGMT 56080	Business Analytics
MGMT 56085	Operations Management
MGMT 56089	Internship
MGMT 56090-56099	Special Topics in Management

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: MARKETING EMPHASIS

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.

Requirements

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 55089	Internship
MRKT 55090-55099	Special Topics in Marketing
SPMGT 57040	Sport Marketing and Promotion

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: NONPROFIT ADMINISTRATION EMPHASIS

An emphasis in nonprofit administration allows students exposure to the philanthropic sector, understanding the unique nuances specific to working with nonprofit organizations, its operations, and its stakeholders.

Requirements

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

NPA 50000	Fundraising and Planning
NPA 50300	Human Resource Management for Nonprofit Organizations
NPA 53000	Volunteer Management
NPA 57400	Nonprofit Governance and Law
NPA 58100	Strategic and Program Planning for Nonprofit Organizations

Note: Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA: SUPPLY CHAIN MANAGEMENT EMPHASIS

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.

Requirements

For an emphasis in supply chain management, students must complete the following four courses:

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

Note: Students can only earn credit for one internship as an elective.

Master of Science Programs

FINANCE, MS

33-54 credit hours

Requirements

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

Foundation Courses

When a MS in Finance student's undergraduate degree was not in business or the student's undergraduate and/or post graduate work did not contain sufficient business coursework the students may be required to take additional foundation courses in order to meet MS program standards. Students must have sufficient hours in the following courses to satisfy this degree requirement:

MS Foundation Courses (0-15 credit hours)

EPB 50100	Academic Writing for Graduate Students (6)
-----------	--

One of the following:

FIN 52010	Financial Policy
FIN 32000	Principles of Finance

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

Program Prerequisites

Program Prerequisites are required for (1) MS in Finance students who have not completed sufficient academic coursework in finance or (2) students who have not earned a grade of B or better in courses previously taken from a regionally accredited institution in those content areas: investments and financial markets and institutions. For those students who need to take additional coursework the following courses would be required as part of their MS program requirements:

One of the following:

FIN 52030	Investments
FIN 32020	Investments I

One of the following:

ACCT 51010	Financial Accounting Concepts
ACCT 21010	Principles of Financial Accounting

One of the following:

FIN 52065	Financial Markets and Institutions
FIN 32050	Financial Institutions and Markets

(1) Students may opt to meet the foundation course and program prerequisite course 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 ECON 53081 without a transcript showing equivalent coursework may attempt to do so by achieving a score of 70 percent 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 Plaster School of Business & Entrepreneurship.

(3) All foundation and program prerequisite courses that have not been waived for a graduate degree are required to be completed as part of the individual student's graduation requirements.

MS Finance Applied Course Work Track:

Eleven core business courses (33 credit hours)

ACCT 51070	Financial Statement Analysis
ECON 53085	Macroeconomic Analysis
FIN 52020	Cases in Managerial Finance
FIN 52031	Derivatives
FIN 52032	Portfolio Management
FIN 52033	Fixed Income Securities
FIN 52055	Research Project in Finance
FIN 52080	Ethics and Compliance
INTL 58020	International Finance
MGMT 56075	Linear Statistical Models
MGMT 56080	Business Analytics

MS Finance Thesis Track:

Eleven core business courses (33 credit hours)

ACCT 51070	Financial Statement Analysis
ECON 53085	Macroeconomic Analysis
FIN 52020	Cases in Managerial Finance
FIN 52031	Derivatives
FIN 52032	Portfolio Management
FIN 52033	Fixed Income Securities
FIN 52080	Ethics and Compliance
FIN 62095	Finance Thesis I
FIN 62096	Finance Thesis II
INTL 58020	International Finance
MGMT 56075	Linear Statistical Models

MARKETING, MS

45-66 credit hours

Requirements

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)
-----------	--

One of the following:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics

One of the following:

MGMT 56025	Business Concepts
MRKT 35010	Principles of Marketing

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

In addition, students must select one elective course (three credit hours) from among the following options:

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

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 percent 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 Plaster School of Business & Entrepreneurship.

(4) All foundation courses that have not been waived for a graduate degree are required to be completed as part of the individual student's graduation requirements.

MS Marketing Applied Course Work Track

Fourteen core business courses (42 credit hours)

ACCT 51011	Managerial Accounting
INTL 58010	International Marketing
MGMT 56075	Linear Statistical Models
MGMT 56080	Business Analytics
MGMT 66075	Quantitative Research Methods in Business
MRKT 55010	Marketing Principles and Issues
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 55055	Research Project in Marketing
MRKT 55080	Marketing Strategy and Management
MRKT 55085	Marketing Strategies and Management II

MS Marketing Thesis Track:

Fourteen core business courses (42 credit hours)

ACCT 51011	Managerial Accounting
INTL 58010	International Marketing
MGMT 56075	Linear Statistical Models
MGMT 66075	Quantitative Research Methods in Business
MRKT 55010	Marketing Principles and Issues
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 55080	Marketing Strategy and Management
MRKT 55085	Marketing Strategies and Management II
MRKT 65095	Marketing Thesis I
MRKT 65096	Marketing Thesis II

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.

GRADUATE CERTIFICATE FOUNDATION COURSES

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

Requirements

The following four graduate certificate foundation courses may be required:

ACCT 51010	Financial Accounting Concepts
ECON 53081	Economics Concepts
EPB 50100	Academic Writing for Graduate Students (6)
MGMT 56025	Business Concepts

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 PSB&E the applicant has earned, within the past five 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

Requirements

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 (nine credit hours):

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

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

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

HUMAN RESOURCE MANAGEMENT GRADUATE CERTIFICATE

Requirements

To earn a graduate certificate in human resource management, the student must complete the following courses:

Foundation Courses (0-15 credit hours)

Two certificate core courses (six credit hours):

HRM 56510	Strategic Human Resource Management
HRM 56550	Compensation and Benefits

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

HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56570	Employee Health and Safety
HRM 56589	Internship

INTERNATIONAL BUSINESS GRADUATE CERTIFICATE

Requirements

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 (nine credit hours):

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

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

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

LEADERSHIP GRADUATE CERTIFICATE

Requirements

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 (nine credit hours):

MGMT 56037	Organizational Change and Development
------------	---------------------------------------

MGMT 56056	Leadership Theory
MGMT 56057	Leadership Strategies

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

HRM 56510	Strategic Human Resource Management
HRM 56530	Employee Training and Development
MGMT 56020	Organizational Communications
MGMT 56035	Organizational Behavior
MGMT 56055	Group and Team Dynamics
MGMT 56058	Contemporary Issues in Leadership
MGMT 56060	Business Law and Ethics

MARKETING GRADUATE CERTIFICATE

Requirements

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 (six credit hours), selected from among the following options:

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

SUPPLY CHAIN MANAGEMENT GRADUATE CERTIFICATE

Requirements

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 EDUCATION

Anthony Scheffler, EdD, Dean

Mission

The mission of the School of Education at Lindenwood University is to prepare educators, counselors, social workers, and leaders who meet the standards set forth by the national accrediting organizations, state licensing agencies, and/or other learned societies.

Our program completers are

- Educated in the theory and research-based practices of their content field from a global perspective.
- Able to demonstrate best practices in pedagogy and adult learning/andragogy.
- Caring professionals who are disciplined and others-centered. They are skilled in communication and collaboration with diverse learners, colleagues, community, and other stakeholders.
- Lifelong learners who pursue ongoing professional development in order to respond to the changing needs of their educational context.

The School of Education is divided into three departments:

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

Educational Leadership Department

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 add-on

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 with an emphasis in behavior analysis
- 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, elementary (K-6)
- Educational Specialist in Instructional Leadership with an emphasis in PK-12 education

Doctor of Education (EdD)

- 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 curriculum and instruction

Teacher Education Department

Master of Arts (MA)

- Master of Arts in Behavior Analysis
- Master of Arts in Early Interventions in Autism and Sensory Impairments
- Master of Arts in Educational Technology
- Master of Arts in English for Speakers of Other Languages (ESOL)
- Master of Arts in Gifted Education
- Master of Arts in Higher Education
- Master of Arts in Integrated School Library Media and Technology
- Master of Arts in Special Reading

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

- Master of Arts in Education with an emphasis in mathematics education specialist: elementary
- Master of Arts in Education with an emphasis in special education K-12

Master of Arts in Education Model II, Non-certification

- Master of Arts in Education with an emphasis in autism spectrum disorders K-12
- Master of Arts in Education with an emphasis in character education

- Master of Arts in Education with an emphasis in 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

The Lindenwood University Master of Arts in Counseling program is accredited by the Missouri Department of Elementary and Secondary Education (DESE, <http://dese.mo.gov/>) and the Illinois School Board of Education (<http://www.isbe.net>).

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. The Master of Arts in Counseling program requires completion of the University's admissions process, a 3.0 undergraduate GPA, in addition to all subsequent coursework. Candidates who do not meet the 3.0 GPA but exceed a 2.75 GPA may be considered for further evaluation by the Counseling department through a program interview.

The American Counseling Association code of ethics (2014) 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 program 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). 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 1 or 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 [Counselor Preparation Comprehensive Examination (CPCE) for professional counseling candidates. Missouri School Counseling students must pass the Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056] as an exit requirement. Illinois School Counseling students must pass the Illinois School Counseling Content Test (181) 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.

Illinois School Board of Education (ISBE) requirements can be found online at www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx. 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 in school and professional tracks.) 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 in Missouri and 700 hours of field placement experience in Illinois. 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 MO field placements in school counseling are required to apply for a MO substitute certificate, Type 70 and a Family Care Safety Registry application. Students are responsible for all associated fees.

Students submitting applications for IL field placements in school counseling are required to apply for an IL Background Check and Fingerprints. Students are responsible for all fees.

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.

EARLY ACCESS TO THE MA IN COUNSELING

With the approval of a committee of counseling faculty, students maintaining an undergraduate cumulative and major GPA of 3.0 may take up to nine semester hours at the graduate level during their senior year. These hours will count towards the MA Counseling degree but not toward the bachelor's degree. Students in the early access program must maintain a 3.0 or higher in all IPC courses. A student must be enrolled in at least 12 semester hours of undergraduate classes each semester that he or she is taking IPC credits under this option.

Application for MA Counseling Early Access is electronic and can be found at this website:

<http://www.lindenwood.edu/academics/academic-schools/school-of-education/counseling-and-social-work/>.

MA Counseling Early Access Frequently Asked Questions

1. Is there an overload fee? As long as you do not exceed a combined enrollment of more than 18 hours in the semester there is not an overload fee. If you receive approval and enroll in more than 18 hours you will be charged the standard overload fee as stated in the Lindenwood Undergraduate Catalog.
 2. How does this affect financial aid? It will not affect your financial aid – you are required to be enrolled in a minimum of 12 undergraduate hours.
 3. What forms and signatures do you need? You will need to complete an application to the Early Access to the MA Counseling Program. This form can be obtained from the School of Education. You will need to submit this form to Dr. Michael Rankins in the Department of Counseling. Your academic records will be reviewed by a committee, and if you meet the requirements, your paperwork will be sent to the vice president for academic affairs for approval. You will be notified of your status and your counseling advisor's name via email after the process has been completed. You will then need to meet with your advisor to complete an enrollment form and create a plan for completion of the MA Counseling after your undergraduate degree has been conferred.
 4. Why would I want to do this? If you enter the Lindenwood MA Counseling program after graduation, both the total cost of the program and the time to complete the degree will be reduced, especially if you take MA Counseling courses in the summer term.
 5. What is the maximum number of courses I can take prior to receiving my bachelor degree? Students are permitted to enroll in no more than six credit hours of IPC course work per semester and to complete no more than nine credit hours graduate work prior to receiving a bachelor's degree.
 6. Who can apply to the early access program? Any Lindenwood student in an eligible bachelor's degree program who has completed a minimum of 84 undergraduate hours with a minimum cumulative and major GPA of 3.0 is eligible to apply.
 7. What bachelor's degrees work for this program? Students who intend to focus on graduate studies in Professional Counseling may complete a bachelor's degree in any area. Students who intend to focus on graduate studies in School Counseling who do not complete a bachelor's associated with teacher certification will need to complete nine credit hours of Education coursework in order to be eligible for the MA in Counseling degree, and for Missouri certification in School Counseling. This is a Missouri state requirement.
 8. How much does this cost? Six hours per semester and no more than a total of nine credit hours will be included in your undergraduate full-time tuition.
- Book expenses and lab fees for any IPC courses will be at your expense.
9. Is there a minimum GPA to remain in the program? Yes. You must maintain a minimum undergraduate cumulative and in major GPA of 3.0 and a minimum cumulative graduate GPA of 3.0.
 10. Am I automatically accepted to the Graduate School once I have completed my undergraduate program? No. This allows you the opportunity to enroll in the Early Access MA Counseling Program. You will need to complete the process of applying to the Lindenwood Graduate Program.

<http://www.lindenwood.edu/admissions/graduate/index.html>
 11. Which IPC courses can I take for the MA in Counseling Early Access? You may only enroll in IPC 51000 Foundations of School Counseling or IPC 51100 Foundations of Professional Counseling, IPC 51200 Ethics & Professional Issues, and IPC 52100 Human Growth & Development.
 12. How much longer will it take me to finish my MA in Counseling after my undergraduate degree is conferred? This depends on the number of hours you take each semester. When you are admitted into the graduate program for School of Education, you will create a customized plan for completion with an advisor. A typical "streamlined" timeline is below for the MA in Counseling Early Access, including IPC coursework taken before and after the student obtains the bachelor's degree.
- Fall Senior Year*
IPC 51000 Foundations of School Counseling **or** IPC 51100 Foundations of Professional Counseling
IPC 51200 Ethics & Professional Issues
Undergraduate Coursework
- Spring Senior Year*
IPC 52100 Human Growth & Development
Undergraduate Coursework
- Summer Graduate Semester I*
Emphasis Area Course
Emphasis Area Course
- Fall Graduate Semester II*
Emphasis Area Course
Emphasis Area Course
- Spring Graduate Semester III*
Emphasis Area Course
Emphasis Area Course
Emphasis Area Course
- Summer Graduate Semester IV*
Emphasis Area Course

Elective Course	IPC 51300	Principles of School Counseling
<i>Fall Graduate Semester V</i>	IPC 52300	Adjustment and Learning Issues in Children and Adolescents
Elective Course	IPC 53100	Family Counseling
Internship or Field Placement	IPC 53200	Marital Counseling
<i>Spring Graduate Semester VI</i>	IPC 54200	Statistical Analysis
Elective Course	IPC 55300	Theories of Counseling Children and Adolescents
Internship or Field Placement (Second Semester)	IPC 56400	Crisis Intervention
Comprehensive Exam	IPC 56500	Introduction to Substance Abuse Counseling
List of Eligible Undergraduate Degrees	IPC 57500	Family and School Consulting
In general, completed bachelor's degrees are acceptable regardless of the area of emphasis. For students who have not completed a bachelor's degree associated with teaching, and who are intending to complete graduate studies in School Counseling, it may be necessary to complete nine credit hours of EDU coursework in addition to the 48 credit hours of core and elective coursework.	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.

COUNSELING, MA: PROFESSIONAL COUNSELING TRACK - MISSOURI PRACTITIONERS

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

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:

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 zero 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 zero 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

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.

Requirements

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 zero 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 zero 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

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

Core Curriculum

IPC 51000	Foundations of School Counseling
IPC 51200	Ethics and Professional Issues
IPC 51300	Principles of School Counseling
IPC 51301	Foliotek Seminar, Missouri School Counseling Program (0)
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
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 Canvas. 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 must pass the Illinois Test of Academic Proficiency or have a score of 21 or higher on an ACT or SAT plus writing no older than 10 years prior to taking Field Placement 1.** Students in the school counseling track are required to complete a minimum of 450 hours of supervised field placement experience. Field Placement 1 requires a minimum of 150 clock hours. Field Placement 2 requires a minimum of 300 clock hours. 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 zero 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 zero 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 all state required assessments. 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.

COUNSELING, MA: SCHOOL COUNSELING TRACK – ILLINOIS PRACTITIONERS

48 credit hours

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

Requirements

Core Curriculum

IPC 51000	Foundations of School Counseling
IPC 51200	Ethics and Professional Issues
IPC 51300	Principles of School Counseling
IPC 51302	Foliotek Seminar, Illinois School Counseling Program (0)
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 56500	Introduction to Substance Abuse 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 60700	Field Placement 1 Illinois Practitioners
IPC 60800	Field Placement 2 Illinois Practitioners

School Counseling Electives

IPC 60701	Field Placement 1 Extension Illinois Practitioners (0)
IPC 60801	Field Placement 2 Extension Illinois Practitioners (0)

Note: Courses are three credit hours unless otherwise indicated.

Professional Counseling Electives

Students also seeking professional licensure in addition to school counseling endorsement must take all of the courses below:

IPC 52200	Personality Theories and Psychopathology
IPC 52400	Adult Diagnosis and Treatment Planning
IPC 53100	Family Counseling
IPC 55100	Counseling Theory and Practice
IPC 55200	Counseling Skills Lab

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 Canvas. 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 700 hours of supervised field placements over two semesters. Prior to Field Placement, students must have a GPA of 3.0 or higher. Students are expected to earn a grade of A or B in Field Placement 1 (IPC 60700) 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 of the required internship hours, they must enroll in IPC 60701 for zero 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 60801 for zero 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 60900 Illinois School Counseling Content Exam by passing the Illinois Content Test (181). During the program, each student will also complete the Missouri

Educator Profile (MEP) to assist in professional development and continuous improvement goals. In addition, each student will purchase and compile an electronic portfolio demonstrating competencies as delineated by the Illinois School Board of Education standards, to be completed by the end of Field Placement 2. Further information regarding exit requirements is provided in the School Counseling Handbook.

COUNSELING, MA: SCHOOL PSYCHOLOGICAL EXAMINER CERTIFICATION – MISSOURI PRACTITIONERS

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: counseling, education, educational psychology, or psychology. 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

EDU 50200	Psychology of Teaching and Learning
EDU 54100	Education of the Exceptional Child
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

Note: Courses are three credit hours unless otherwise indicated.

Elective

IPC 62701	Internship in Diagnostic Assessment Extension (0)
-----------	---

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 their 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 zero

credit hours to allow them to attend internship classes while completing the required hours. A fee of \$50 will be incurred for each extension.

Exit Requirements

In order to fulfill exit requirements, each student will purchase and compile an electronic portfolio demonstrating competencies as delineated by the Missouri Department of Elementary and Secondary Education, to be completed by the end of Internship in Diagnostic Assessment. Further information regarding exit requirements is provided in the School Psychological Examiner Program Handbook.

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 options:

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 PK-12 education

SCHOOL ADMINISTRATION, MA

Initial certification, School Principal

36 credit hours

The Lindenwood University school principal preparation program is accredited by 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/).

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 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

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 Orientation 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 53500	School Facilities
EDA 54600	Data-Based Decision-Making
EDA 55300	Field Experience

*Course title changed for EDA 50000 after publishing per the addendum. ***

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 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.

SCHOOL ADMINISTRATION, MA: SPECIAL EDUCATION ADMINISTRATION ADD-ON CERTIFICATION

9 credit hours

Requirements

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:

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 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. 24 credit hours of course work at the 60000-level is required for the Educational Specialist in School Administration, and twenty-one credit hours at the 60000-level is required for the Educational Specialist in Instructional Leadership.

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

Program Requirements

Requirements for an educational specialist degree include the following options:

- A minimum of 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 52000 Curriculum Design and EDU 57000 Educational Research.)

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 and 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 six credit hours of starred coursework completed in the Lindenwood University, MA in School Administration, may be applied toward the Education Specialist in Educational Administration.

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

Internship Requirement

Students must complete three internship credit hours.

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

Research Requirement

Students must also complete six research project credit hours.

EDA 64500	Statistics in Educational Administration
EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)

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 master of arts in a field other than school administration. This EdS program leads to initial principal certification. An interview is required for admission to this program.

This program leads to eligibility for initial principal certification and requires 21 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 Orientation School Administration Foliolek and MEP Seminar
EDA 50500	Foundations of Education Administration
EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDA 61600	School Supervision
EDA 61800	School Business Management
EDA 62600	School Law
EDA 64600	Data-Based Decision-Making

Course title changed for EDA 50000 after publishing per the addendum. **

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

(2) EDA 53000, EDA 53500: Up to six 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 60810	Elementary School Administration and Organization
EDA 60910	Secondary School Administration and Organization

Internship Requirement

Students must complete three field experience credit hours.

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

Students must also complete six research project credit hours.

EDA 64500	Statistics in Educational Administration
EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)

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: BEHAVIOR ANALYSIS EMPHASIS

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 three 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, and Option III Intensive Practicum will require 750 hours of direct observational experience. 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 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 and sensory impairment and the autism spectrum disorders K-12 programs.

Certificate 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
EDAB 65000	Specialist Project-Behavioral Analysis Program

Option I

EDS 67100	Applied Behavioral Analysis Practicum I
EDS 67200	Applied Behavioral Analysis Practicum II
EDS 67300	Applied Behavioral Analysis Practicum III

Option II

EDS 68100	Behavioral Analysis Fieldwork I
EDS 68200	Behavioral Analysis Fieldwork II
EDS 68300	Behavioral Analysis Fieldwork III

Option III

EDS 66100	Applied Behavioral Analysis Intensive Practicum I
EDS 66200	Applied Behavioral Analysis Intensive Practicum II
EDS 66300	Applied Behavioral Analysis Intensive Practicum III

Students must earn a passing grade in one practicum course before moving on to the next practicum course. It is recommended that students have passed all other coursework before enrolling in EDAB 65000 Specialist's Project.

Note: All courses earn three credit hours unless otherwise noted.

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

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

Core Curriculum

EDA 60000	Instructional Program Leadership and Assessment
EDA 64500	Statistics in Educational Administration
EDA 64200	Instructional Leadership Internship
EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)
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: MATHEMATICS, EDUCATION SPECIALIST, ELEMENTARY K-6 EMPHASIS (ADD-ON CERTIFICATION)

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 hours in the core specialty area.

Requirements

Prerequisites

EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

Core Curriculum

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

Notes: Courses are three credit hours unless otherwise indicated.

Students must also complete the following courses:

EDA 60000	Instructional Program Leadership and Assessment
EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)

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.

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

CSC 10011	Introduction to Computer Science: Python
MTH 14100	Basic Statistics
MTH 14800	Mathematical Structures for Teachers I
MTH 14900	Mathematical Structures for Teachers II
MTH 15100	College Algebra
MTH 15200	Pre-calculus: Elementary Functions
MTH 17300	Survey of Calculus

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

INSTRUCTIONAL LEADERSHIP, EDS: PK-12 EDUCATION EMPHASIS

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 and Assessment
EDA 61000	Human Resource Administration
EDA 62500	Student Achievement Enhancement Techniques for Today's Learner **
EDA 63000	Instructional Educational Program Improvement Strategies **

Course titles for EDA 62500 and EDA 63000 were updated after publishing per the addendum. **

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 must choose one course from EDA 50000 or higher, or a graduate level 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 (0)

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

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

Doctor of Education (EdD)

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

The Doctor of Education applies theory and coursework to current issues arising from practice; research will reflect application skills in the candidate's chosen field of study. During this program, students will typically be engaged in 6 hours of course work per semester and identified as full 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.

GPA and Grades

Students must maintain a GPA of 3.5 or higher throughout the course of the EdD program. No more than two grades of C are allowed in the entire course of doctoral study. However, students must not receive a grade of C in any of the capstone courses. If a grade of C is earned the course must be retaken. In Capstone I & II students must earn a grade of A or B.

If a student receives a grade of F the course must be retaken. The initial grade of F is not replaced on the transcript. The new grade and the previous grade of F on the transcript are both used to calculate the new GPA.

Grades of I for Incomplete mean the student did not satisfy the course requirements during the term the course was taken. The student's first responsibility is to complete the course requirements. Therefore, students with a grade of I may not enroll in another course without the approval of the assistant dean, department of educational leadership.

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 from EdD to EdS.

Criteria for Admission to Doctoral Program

- Master's degree
- Application to Graduate Admissions
- Application to EdD program

- Current résumé
- GPA of 3.40 or higher in previous graduate studies
- Interview and on-site writing sample
- Four letters of recommendation

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 should remain active in their coursework and dissertation writing from the time of the first enrollment in the doctoral program until completion of the EdD degree. All credits, whether transfer or doctoral, applied to the EdD degree must be earned in the seven years prior to the completion of the degree. EDA 77500 (Capstone III and Leadership Seminar) and all dissertation work must be completed within three years after passing the Comprehensive Exam. Students do not have to be enrolled in a class each semester but should be mindful of the seven-year and three-year windows to complete the degree and work with their advisor and schedule their coursework to allow for this completion. Failure to complete the degree in this timeframe will result in removal from the EdD program. If the student does not have an EdS degree, but is eligible for one, the EdS degree will be awarded. Students are expected to complete the degree within seven years.

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 six credit hours (EDA 53000, EDU 57000) 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

Master's Level Requirements

The student must have completed the following courses to begin the Doctor of Education in Educational Administration or must complete them in the first two semesters of attendance:

EDA 53000	Public and Community Relations or similar Public Relations course
EDU 57000	Educational Research or similar Research course

Core Courses Required for Degree

EDA 70000	Instructional Program Leadership and Assessment
EDA 71000	Human Resource Administration
EDA 71500	Advanced School Business Management
EDA 72000	School District Administration
EDA 76500	Administrative Decision-Making in Schools

Elective Courses

Students must complete two additional courses (six credit hours) at the 70000-level. EDA 70500 Advanced School Law is suggested, but not required.

Internship Requirements

Students must complete three internship credit hours.

EDA 74100	Educational Administration Internship
-----------	---------------------------------------

Research Requirements

Students must also complete eighteen research credit hours including twelve for completing the dissertation supported by the Capstone classes:

EDA 74500	Statistics in Educational Administration
EDA 75000	Capstone I
EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research
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 if they are receiving help from the professors or using the university computer or library systems.

(3) EDA 77500: Dissertation Publication Fee required.

Instructional Leadership EdD

The Doctor of Education in Instructional Leadership is intended for students who wish to advance beyond the master's level in the area of instructional leadership. This degree does not lead to certification. The instructional leadership track has three emphasis areas, of which students must select one: Andragogy, Curriculum & Instruction, and Higher Education.

INSTRUCTIONAL LEADERSHIP, EDD EMPHASIS AREAS

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.

Curriculum & Instruction focuses on leadership in PK-12 programs and **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.

Higher Education Administration focuses on the leadership and management of institutions in a higher education setting. This emphasis instructs students on concepts such as organizational structure, leadership theory, and student development. This can be for those wishing to be academic administrators such as deans or provosts, or non-academic administrators such as directors or vice presidents.

Requirements for all Emphasis Areas

Master's Level Requirements

The student must have completed the following courses to begin the Doctor of Education in Educational Administration or must complete them in the first two semesters of attendance:

EDA 53000	Public and Community Relations or similar Public Relations course
EDU 57000	Educational Research or similar Research course

Core Courses Required for Degree

EDA 70000	Instructional Program Leadership and Assessment
EDA 71000	Human Resource Administration
EDA 76500	Administrative Decision-Making in Schools

Elective Courses

Student must take a minimum of four additional courses (12 credit hours) at the 70000-level.

For a "with emphasis in andragogy," four courses with prefix EDAA.

For a "with emphasis in curriculum & instruction," four courses including EDA 72500 ~~Student Achievement for Today's Learner~~ ~~Student Achievement Enhancement Techniques~~ & EDA 73000 ~~Educational Program Improvement~~ ~~Instructional Program Improvement Strategies~~ plus two other curriculum or instruction courses at the EDA 70000-level.

*Course titles for EDA 72500 and EDA 73000 updated after publishing per the addendum. ***

For a "with emphasis in higher education," four courses with a prefix of EDAH.

Internship Requirements

Students must complete three internship credit hours.

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

Research Requirements

Students must also complete eighteen research credit hours including twelve for completing the dissertation supported by the Capstone classes:

EDA 74500	Statistics in Educational Administration
EDA 75000	Capstone I
EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research
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 if they are receiving help from the professors or using the university computer or library systems.

(3) EDA 77500: Dissertation Publication Fee required.

Teacher Education Department

The Lindenwood University Educator Preparation Programs (EPP) is accredited by the Missouri Department of Elementary and Secondary Education (MoDESE <http://dese.mo.gov>). The initial teacher education program is accredited by the Teacher Education Accreditation Council (TEAC www.teac.org) through the Council for the Accreditation of Educator Preparation (CAEP www.caepnet.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.

The Department of Teacher Education offers the following degrees:

- Master of Arts in Education
- Master of Arts in Teaching

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.

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 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 will be required to take additional licensure exams and possibly coursework. Please see the Illinois State Board of Education website for more information. Students should first apply for their Missouri teaching certificate and then apply for an Illinois license.
- Graduate students in Master of Arts programs who register for the EDU 60000 Master's Project in one term must continue to register each subsequent term

until the project is completed and accepted. The fee for the Master's Project extension is \$50 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 and pay any required fees in order to be accepted for graduation. The application should be submitted according to the academic calendar deadlines.

Transfer and 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 seven 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.

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:

- 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 assistant dean of educational leadership.

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

Master of Arts

BEHAVIOR ANALYSIS, MA

BCBA Certification Program

30 credit hours

At Lindenwood University, the School of Education offers two program delivery options for the MA in Behavior Analysis. Behavior analysis is the science of systematically improving behaviors of shared importance to society. At Lindenwood University, the behavior analysis programs focus on the application of behaviorism and applied behavior analysis. Both conceptual analysis of behavior and experimental analysis of behavior are also studied. Lindenwood's course sequence is an approved course sequence (ACS) by the governing board for behavior analysts, the Behavior Analyst Certification Board (BACB).

The MA in Behavior Analysis program is offered as a cohort program beginning each fall. Upon completion of the MA in Behavior Analysis, graduates will have completed all necessary coursework and practicum experiences necessary to sit for the BCBA exam. Students completing the MA in Behavior Analysis must

Program Requirements

- Commit to the cohort model within this program and take all the courses in the sequence offered.
- Possess a bachelor's degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Complete application procedures for admission to the university, pay required fees, and be approved by the dean.
- Successfully complete a written entrance assessment.
- Participate in an entrance interview with BCBA faculty.
- Complete 30 semester hours of graduate coursework required to earn a Master of Arts in Behavior Analysis.
- Maintain a GPA of 3.0 or higher.
- Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
- Meet all the requirements of the master's program.
- Submit graduation application by deadlines.

Note: Applicants who do not meet the 3.0 GPA or other admissions requirements may be considered for further evaluation by the School of Education. GRE score submission may be considered in support of an application for admission.

Requirements

Behavior Analysis 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 Supervised Practicum Hours

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 Supervised Practicum Hours

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

Option III - Intensive Practicum - 750 Supervised Practicum Hours

EDSBA 56100	Applied Behavioral Analysis Intensive Practicum I
EDSBA 56200	Applied Behavioral Analysis Intensive Practicum II
EDSBA 56300	Applied Behavioral Analysis Intensive Practicum III

Note: Students must earn a passing grade in one practicum course before moving on to the next practicum course. It is recommended that students have passed all other coursework before enrolling in EDSBA 56000 Master's Project.

EARLY INTERVENTIONS IN AUTISM AND SENSORY IMPAIRMENTS, MA

33 credit hours

This is offered as an online degree.

The Master of Arts in Early Interventions in Autism and Sensory Impairments program targets practicing professionals in the fields of child development, early childhood special education, non-profit administration,

psychology, early childhood, speech and language, sign language, hard of hearing/deaf, vision impairments and social work.

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, early childhood professionals who may not hold Missouri Department of Elementary and Secondary Education teacher certification, but hold a BA 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. Current curriculum content is based upon recommendations found in the Professional Ethics and Standards "What Every Special Educator Must Know" for serving families and children aged birth through school age and is prepared and presented by the Council for Exceptional Children (CEC).

Graduates of the Lindenwood Early Interventions in Autism and Sensory Impairments program serve as family service coordinators, First Steps Early Intervention specialists and team members, Parents as Teachers educators, non-profit agency administrators and service providers, and pre-school and early childhood teachers. This program provides training to partner with parents and early intervention professionals of young children who have learning needs in the area of autism and/or sensory impairment.

Requirements

Recommended Courses

One of the following:

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

One of the following:

Recommended, not required

EDS 53700	Special Education Counseling
EDS 33700	Special Education Counseling

Early Interventions in Autism and Sensory Impairments 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 and Strategies for working with Infants and Young Children with Vision Impairments
EDS 56300	Characteristics and Strategies for working with Young Children with Deaf/Hard of Hearing Impairments

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
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

EDUCATIONAL TECHNOLOGY, MA

33 credit hours

This is offered as an online degree.

The Master of Arts in Educational Technology program prepares graduate students to assume roles of leadership in instructional technology settings in school, business, and industry. The emphasis is in equipping students to leverage technology in order to facilitate instruction in a wide variety of settings. Graduates will acquire technical and research skills involving equipment, software, web-based applications, current issues, trends, theories, and principles of instructional design. The program is delivered entirely online, allowing students to earn their degree remotely and according to schedules convenient to them. In addition, most of the courses are offered in an eight-week format, allowing students to complete the 33-hour program at an accelerated pace; therefore, students can complete the program in less than two years while never taking more than two courses at a time.

Requirements

Core Curriculum

EDU 57000	Educational Research
	or
EDR 57500	Action Research
EDU 52000	Curriculum Analysis and Design
	or
EDU 58400	Character Education Curriculum Design

Educational Technology Curriculum

EDT 50010	Educational Technology Theory and Practice
EDT 50020	Transforming Learning with Technology
EDT 50030	Multimedia Applications
EDT 50040	Digital Communication
EDT 50050	Andragogy and Distance Education

EDT 50060	Ethics and Issues in Educational Technology
EDT 50070	Educational Technology Seminar and Project
EDT 50900	Innovation Mindset
EDT 51900	Leadership in Education

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, MA

33 credit hours

The Master of Arts in English for Speakers of Other Languages (ESOL) requires 33 credit hours, four core courses and 21 credit hours of elective courses selected from specialized certification courses.

Increasingly, the students in classrooms across the nation are more linguistically diverse, and teachers need to know how to effectively instruct and support these students. Students in this program will develop foundational knowledge of the relationship between language, culture, and learning. The program also focuses on differentiated instruction and assessment for English language learners.

Students who are certified teachers and complete the program including the practicum course may be eligible for advanced certification for English language learners K-12.

Requirements

Prerequisite Courses

EDU 50600	Elementary School Language Arts Methods
EDU 50710	Content Literacy for Diverse Learners
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 54100	Education of the Exceptional Child
EDU 58700	Reading and Writing across the Curriculum**

*Course title for EDU 58700 updated after publishing per the addendum. ***

English for Speakers of Other Languages Curriculum

ESOL 50500	Language, Culture and Policy
ESOL 51500	Pedagogy of Second Language Acquisition
ESOL 52500	Grammar, Linguistics, and Writing in Language Education
ESOL 54500	Effective Assessments for Culturally and Linguistics Diverse Students
ESOL 55500	Theory and Practice of Culturally and Linguistically Diverse Curriculum
ESOL 57500	Bilingual Education Theory
ESOL 58900	ESOL Capstone

Methods Courses

ESOL 53500	Methods for Culturally and Linguistically Diverse Students
ESOL 54000	or TESOL Methods

Practicum/Project Requirement

ESOL 56000	TESOL Practicum
ESOL 57000	or ESOL Project

Electives

Six credit hours of EDS, EDU, or ESOL electives approved by advisor.

GIFTED EDUCATION, MA

33 credit hours

This is offered as an online degree.

To be eligible for gifted education certification in the State of Missouri, students must have a valid teaching certificate and at least two years of teaching experience.

Requirements

Prerequisite Courses

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

Gifted Education Curriculum

EDU 51300	Survey of Gifted and Talented Education
EDU 52010	Curriculum Analysis and Design for Gifted Education
EDU 52400	Assessment of Intellectual Skills
EDU 54200	Administration and Supervision of Gifted Programs
EDU 54400	Meeting the Affective Needs of Gifted Children

Research Procedures

EDU 57000	Educational Research
-----------	----------------------

Culminating Clinical Experience or alternative for out state online student

EDU 54900	Practicum: Gifted Education
	or
EDU 60000	Master's Project

Missouri gifted certification seeking students must take EDU 54900.

Non-gifted certification seeking students may take EDU 60000.

Electives

Minimum 12 credit hours from the following courses:

EDU 50200	Psychology of Teaching and Learning
EDU 51000	Conceptualization of Education
EDU 53000	A Survey of Learning Styles

EDR 58000	Writing for Research and Publication
IPC 58100	Appraisal of the Individual
IPC 62500	Individual Intelligence Testing

Students may elect to take a maximum of six credit hours of approved Graduate Workshop Credit to be accepted as part of the minimum 12 credit hours of elective credit.

Other electives as approved by the Program Coordinator.

HIGHER EDUCATION, MA

33 credit hours

Lindenwood University's School of Education offers a Master of Arts 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 as 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

Research Curriculum

EDHE 55000	Project in Higher Education
EDR 58000	Writing for Research and Publication
EDU 57000	Educational Research

Higher Education Curriculum

EDHE 50000	Introduction to Higher Education Administration
EDHE 50500	Foundations of Higher Education
EDHE 51000	Governance, Management, and Administration in Higher Education
EDHE 51500	Outcomes Assessment and Instructional Improvement
EDHE 52000	Leadership Development
EDHE 52500	Student Development and Student Affairs
EDHE 53000	Practicum in Higher Education
EDHE 53500	Ethical Decision-Making
EDHE 54000	Social Issues in Education

INTEGRATED SCHOOL LIBRARY MEDIA AND TECHNOLOGY, MA

33 credit hours

The Master of Arts in Integrated School Library Media and Technology prepares currently certified teachers for work as a library/media specialist in K-12 schools. Course work emphasizes essential library skills and responsibilities, such as curriculum development, library administration, collection management, and collaboration. Additionally, elective offerings afford students the opportunity to explore advanced library/media topics, educational technology, literacy, leadership, and innovative mindset.

Requirements

Core Curriculum

9 credit hours

EDU 52000	Curriculum Analysis and Design
EDR 57500	Action Research
EDT 50900	Innovation Mindset
	or
EDT 51900	Leadership in Education

Library/Media Curriculum

12 credit hours

EDL 50000	Foundations of Librarianship
EDL 50500	Library Media Administration
EDL 52000	Developing and Managing Collections
EDL 53000	Curriculum and the Media Center

Other advanced library/media electives may be required depending on certifying state.

Electives

Minimum 12 credit hours from the following courses:

It is recommended that students take at least one course from each category of electives.

Advanced Library/Media Electives

EDL 51000	Organizing Information
EDL 51500	Library Systems and Information Technologies
EDL 52500	Reference Sources and Services
EDL 53500	Children's, Adolescent, and Youth Literature
EDL 54500	Field and Clinical Experiences

Field Experience is strongly recommended for students who intend to seek employment as a Library/Media Specialist. Field Experience is not offered online at this time.

Educational Technology Electives

EDT 50030	Multimedia Applications
EDT 50040	Digital Communication
EDT 50060	Ethics and Issues in Educational Technology

Additional Education Electives

EDT 50900	Innovation Mindset
EDT 51900	Leadership in Education

EDU 50305	Methods of Teaching Reading, Writing, and Oral Communication
EDU 50710	Content Literacy for Diverse Learners
EDU 53800	Character Education
EDU 54700	Adolescent Literature

Duplication of coursework not allowed.

SPECIAL READING, MA

33 credit hours

To be eligible for special reading certification in the State of Missouri, students must have a valid teaching certificate and at least two years of teaching experience. Upon entrance to this program, students must purchase a Foliotek account.

Requirements

Prerequisite Courses

EDU 30500	Elementary Reading Methods or
EDU 50300	Elementary Reading Methods and
EDU 34100	Education of the Exceptional Child or
EDU 54100	Education of the Exceptional Child and
PSY 31300	Psychology of Adolescence

Professional Requirements

EDS 50200	Behavior Management
EDS 53700	Special Education Counseling
EDU 52400	Assessment of Intellectual Skills

Reading Content Curriculum

EDU 50110	Special Reading Program Seminar (0)
EDU 50710	Content Literacy for Diverse Learners
EDU 50900	Analysis and Correction of Reading Difficulties and
EDU 51600	Language Acquisition and Development for Young Children or
EDS 53300	Speech and Language Development for the Exceptional Learner and
EDU 52300	Practicum: Diagnosis of Reading Difficulties
EDU 52600	Practicum: Remediation of Reading Difficulties
EDU 58700	Reading and Writing across the Curriculum **

*Course title for EDU 58700 was updated after publishing per the addendum. ***

Electives

Minimum six credit hours from the following courses:

EDA 60000	Instructional Program Leadership and Assessment
EDARL 67100	Pedagogy for Effective Literacy Practices
EDARL 67500	Cognitive Coaching for Teaching Diverse Populations and Adult Learners
EDRL 50810	Reading Methods and Strategies for Students with Dyslexia and Struggling Readers
EDRL 51010	Assessment Driven Literacy Instruction
EDU 53200	Practicum: Advanced Reading Instruction

Master of Arts in Education Model I: Add-on Advanced Certification

Model I programs are advanced programs for educators who have had experience in either elementary or secondary schools. 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. In Model I, elective courses are selected from courses required for specialized certification or selected by the student in consultation with the advisor from existing graduate courses to meet state certification standards for application to the selected program.

Model I provides add-on certification after initial certification has been earned. A professional initial teaching certificate issued from the Missouri Department of Elementary and Secondary Education and two years of teaching experience is required*. A student may complete coursework required to be recommended and/or apply for Missouri DESE teacher certification. Application for certification in that emphasis area must be made directly to Missouri DESE. Students should send all transcripts to the Missouri DESE to determine the exact courses necessary for certification. The Lindenwood transcript of the completed advanced program degree acknowledges program completion in an "area of emphasis." Add-On Advanced certifications are offered in:

- Mathematics Specialist Grades 1-6
- Special Education K-12

EDUCATION, MA: MATHEMATICS SPECIALIST GRADES 1-6 EMPHASIS (ADD-ON CERTIFICATION)

33 credit hours

The Master of Arts in Education with an emphasis in Mathematics Specialist Elementary Grades 1-6 requires 33 credit hours, four core courses, and 21 credit hours of elective courses selected from specialized certification courses. The mathematics specialist grades 1-6 emphasis 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:

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

(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

For add-on advanced certification, students should send all transcripts to the Missouri Department of Elementary and Secondary Education to determine the exact courses necessary.

EDM 53800	Numbers and Operations
EDM 53900	Seminar with Internship I - Numbers and Operations
EDM 54000	Geometry and Measurement
EDM 54500	Seminar with Internship II - Geometry and Measurement
EDM 55000	Algebraic Reasoning

EDM 55500	Seminar with Internship III - Algebraic Reasoning
EDM 56000	Data Analysis, Statistics, and Probability
EDM 56500	Seminar with Internship IV - Data Analysis, Statistics, and Probability (1)
EDM 58000	Foundations of Mathematics Education Leadership
EDM 58090	Mathematics Leadership: Influencing and Facilitating Improvement
EDM 58095	Elementary Mathematics Specialists: Influencing and Facilitating Improvement

Note: Courses are three credit hours unless otherwise indicated.

EDUCATION, MA: SPECIAL EDUCATION K-12 EMPHASIS (ADD-ON CERTIFICATION)

33 credit hours

The Master of Arts in Education with an emphasis in special education K-12 requires 33 credit hours, four core courses and 21 credit hours of elective courses selected from specialized certification courses. The special education emphasis provides professional education courses required for the special education mild/moderate disabled (K-12) (add-on) teaching certification in Missouri.

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 three 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 two or more years of experience in teaching are only required to take one three credit hour practicum. Upon completion of the coursework all students should take and pass the Mild-Moderate: Cross Categorical Disabilities K-12 and Special Education: Core Knowledge and Mild to Moderate Applications (050) Missouri content exam to be considered "highly qualified" in the State of Missouri. An additional exam may be required, depending on the initial area of certification.

Requirements

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

Special Education Curriculum

Minimum 21 credit hours of the following:

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

EDS 50200	Behavior Management
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)
EDS 53300	Speech and Language Development for the Exceptional Learner
EDS 53700	Special Education Counseling
EDS 54000	Career Development
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)
EDS 55700	Remediation in Elementary Math
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 52400	Assessment of Intellectual Skills

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) EDS 55400: Students should only enroll in one practicum per semester.

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.

EDUCATION, MA: AUTISM SPECTRUM DISORDERS K-12 EMPHASIS (NON-CERTIFICATION)

33 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

Core Curriculum

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

One of the following:

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

One of the following:

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

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

EDUCATION, MA: CHARACTER EDUCATION EMPHASIS (NON-CERTIFICATION)

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

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

Electives

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

EDU 59300- Topics in Character Education
59399

EDUCATION, MA: TEACHER LEADERSHIP EMPHASIS (NON-CERTIFICATION)

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

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 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 (4)
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

Master of Arts in Teaching Model III: Leading to Initial Certification

Please Note: While certification requirements can be met by undergraduate coursework, full completion of the MAT degree may be achieved only through the completion of graduate coursework. Students will need to substitute undergraduate work that meets 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.

Introduction

The Lindenwood University Educator Preparation Program (EPP) is accredited by the Missouri Department of Elementary and Secondary Education (DESE <http://dese.mo.gov/>). The initial teacher education program is accredited by the Teacher Education Accreditation Council (TEAC www.teac.org) through the Council for the Accreditation of Educator Preparation (CAEP 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.

Application

A student who seeks entrance into the teacher education program typically does so after successful completion of nine hours of education coursework. Students should apply during EDU 51500 Teacher Education Seminar I. All application for admission to the teacher education program and admission to student teaching must be completed and submitted in Foliotek.

Admission

The teacher education program is divided into two stages or benchmarks 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 five steps outlined below. The student will not be allowed to enroll in most upper level or methods coursework until he/she has been formally admitted at benchmark/stage one to the teacher education program.

Benchmark/Stage One

1. The student has been accepted to the graduate program at Lindenwood University indicating he or

she has completed a bachelor's degree with a cumulative GPA of 3.0.

2. The student has completed nine hours of education coursework from the School of Education.
3. The student has achieved a cumulative minimum GPA of 3.0 (including all undergraduate and graduate coursework), 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 completed three Rationale/Reflections that have been accepted in Foliotek.

Benchmark/Stage Two

Acceptance into benchmark/stage two is required for admittance into student teaching, and consists of the following additional requirements:

1. The teacher candidate has obtained a passing score on the Missouri Content Assessment (MoCA).

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 correct MoCA exam is posted on the Missouri Educator Gateway Assessment (MEGA) website (www.mo.nesinc.com).

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

2. The teacher candidate must earn a minimum professional education coursework GPA of 3.0.
3. The teacher candidate is expected to have a minimum content GPA of 3.0. If the teacher candidate has a content GPA between a 2.75-2.99 and has passed the Missouri Content Assessment in the appropriate certification area at 1 standard error of measurement above 220, the teacher candidate can still meet the content GPA requirement for admission to student teaching.
4. The teacher candidate is expected to have a minimum cumulative GPA of 2.75. This includes all coursework taken at Lindenwood and other institutions for college credit. If the teacher candidate has met all of the other requirements for admission to student teaching but does not have the minimum cumulative GPA of 2.75 and has demonstrated a strong academic track record and has the potential to meet the cumulative GPA at the end of student teaching, the teacher candidate may be accepted into student teaching with the

understanding that a cumulative 2.75 must be obtained before being recommended for certification.

- Additional components for admission to benchmark/stage two can be found on the Lindenwood University School of Education Teacher Education website at <http://www.lindenwood.edu/education/teacherEd/studentTeachingApplication.html>.

Completion of Teacher Education Program

- The teacher candidate must earn a minimum professional education coursework GPA of 3.0.
- The teacher candidate is expected to have a minimum content GPA of 3.0. If the teacher candidate has a content GPA between a 2.75-2.99 and has passed the Missouri Content Assessment in the appropriate certification area at 1 standard error of measurement above 220, the teacher candidate can still meet the content GPA requirement for admission to student teaching.
- The teacher candidate is expected to have a minimum cumulative GPA of 2.75. This includes all coursework taken at Lindenwood and other institutions for college credit.
- The teacher candidate must successfully complete the student teaching course, EDU 60599 including all seminar sessions and portfolio requirements. The portfolio must be completed before a grade will be issued for student teaching.
- Candidates are also required to complete all state required assessments.

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 to seek certification in other states should seek advice from the Department of Education within the state he/she is seeking certification. A list of those contacts are located on the School of Education webpage.

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 Lindenwood University Counseling Center for guidance in test-taking. The Student Counseling Resource Center will advise the dean of 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
- Mathematics emphasis
- Science emphasis
- Social Science emphasis
- Technology and Engineering 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).

- Biological Sciences emphasis
- Business Education emphasis
- Chemistry emphasis
- English/Language Arts emphasis
- Mathematics emphasis
- Social Science emphasis
- Speech and Theatre emphasis
- Technology and Engineering emphasis
- Unified Science-Biological Science emphasis
- Unified Science-Chemistry 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
- Foreign Language
- French
- Spanish

- Health
- Music-Instrumental
- Music-Vocal
- Physical Education
- Special Education

The Master of Arts in Teaching is a 45-credit hour program. Coursework required may extend 45 credit 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.

MAT students may be eligible for an alternative certificate if they meet the following criteria:

- Conferred undergraduate degree closely aligned with their intended content field of certification (middle school, 9-12, or K-12 only).
- Passed the appropriate Missouri Content Assessment in no more than two attempts prior to or during their first semester in the MAT program.
- Met all DESE GPA requirements (2.75 cumulative, 3.0 in content).
- Completed all education coursework required for the MAT degree.
- Completed student teaching and all state required assessments.
- Students interested in pursuing alternative certification need assistant dean or dean approval. Additional content coursework may be required.

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 credit 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-credit 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.

EARLY ACCESS

With the approval of a committee of School of Education faculty, students maintaining an undergraduate cumulative and major GPA of 3.0 may take up to nine semester hours at the graduate level during their senior year. These hours will count towards the MAT degree but not toward the bachelor's degree. Students in the early access program must maintain a 3.0 or higher in all EDU courses. A student must be enrolled in at least 12 semester hours of undergraduate classes each semester that he or she is taking MAT credits under this option.

Application for MAT Early Access is electronic and can be found at this website:

<http://www.lindenwood.edu/academics/academic-schools/school-of-education/teacher-education/>

MAT Early Access Frequently Asked Questions

1. Is there an overload fee? As long as you do not exceed a combined enrollment of more than 18 hours in the semester there is not an overload fee. If you receive approval and enroll in more than 18 hours you will be charged the standard overload fee as stated in the Lindenwood Undergraduate Catalog.
2. How does this affect financial aid? It will not affect your financial aid – you are required to be enrolled in a minimum of 12 undergraduate hours.
3. What forms and signatures do you need? You will need to complete an application to the Early Access to the MAT Program. This form can be obtained from the School of Education. You will need to submit this form to Dr. Jill Hutcheson in the School of Education. Your academic records will be reviewed by a committee, and if you meet the requirements, your paperwork will be sent to the vice president for academic affairs for approval. You will be notified of your status and your education advisor's name via email after the process has been completed. You will then need to meet with your advisor to complete an enrollment form and create a plan for completion of the MAT after your undergraduate degree has been conferred.
4. Why would I want to do this? If you enter the Lindenwood MAT program after graduation, both the total cost of the program and the time to complete the degree will be reduced, especially if you take MAT courses in the summer term. You will also be exempt from taking the Missouri General Education Assessment.
5. What is the maximum number of courses I can take prior to receiving my bachelor degree? Students are permitted to enroll in no more than six credit hours of EDU course work per semester and to complete no more than nine credit hours graduate work prior to receiving a bachelor's degree.
6. Who can apply to the early access program? Any Lindenwood student in an eligible bachelor's degree program who has completed a minimum of 84 undergraduate hours with a minimum cumulative and major GPA of 3.0 is eligible to apply.

7. What bachelor's degrees work for this program? Your undergraduate degree must be closely related to your certification area, and you must pass a content assessment in that subject area. Please see the MAT Early Access Application for a complete list of certification areas. The alignment of your undergraduate major and your certification area depends on state teacher certification requirements.
8. How much does this cost? Six hours per semester and no more than a total of nine credit hours will be included in your undergraduate full-time tuition, and therefore you will be able to take up to three of your required EDU courses without charge. Book expenses and lab fees for any EDU courses will be at your expense.
9. Is there a minimum GPA to remain in the program? Yes. You must maintain a minimum undergraduate cumulative and in major GPA of 3.0 and a minimum cumulative graduate GPA of 3.0.
10. Am I automatically accepted to the Graduate School once I have completed my undergraduate program? No. This allows you the opportunity to enroll in the Early Access MAT Program. You will need to complete the process of applying to the Lindenwood Graduate Program.
<http://www.lindenwood.edu/admissions/graduate/index.html>.
11. Which EDU courses can I take for the MA in Education Early Access? You may only enroll in EDU 50500 Analysis of Teaching and Learning Behavior and EDU 51000 Conceptualization of Education* and an emphasis area course.

TEACHING, MA: EARLY CHILDHOOD OR EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION PREPARATION (BIRTH- GRADE 3)

86-89 credit hours, Early Childhood Certification

106-111 credit hours, Early Childhood Certification with Special Education Add-on Certification

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

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 School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods **
EDU 51400	Utilizing Family and Community Resources Introduction to Family and Community Involvement for the Young Learner **
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51600	Language Acquisition and Development for Young Children
EDU 51700	Introduction to Early Childhood/ Special Education
EDU 52210	Elementary School-Classroom Teaching and Technology **
EDU 52500	Introduction to Perceptual Motor and Development **
EDU 52700	Early Childhood Cognitive Curriculum-Concepts Concepts of Cognitive Curriculum in Early Childhood Education **
EDU 52900	Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (4)
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54500	Pre K-8 Health, Nutrition and 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

*Course titles for EDU 51200, EDU 51400, EDU 52210, EDU 52500, and EDU 52700 were updated after publishing per the addendum. ***

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

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 50200	Behavior Management
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)
EDS 53300	Speech and Language Development for the Exceptional Learner
EDS 53700	Special Education Counseling
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)
EDS 55700	Remediation in Elementary Math
EDU 52400	Assessment of Intellectual Skills

EDU 55300	Elementary 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
ESOL 54000	TESOL Methods

*Course titles for EDU 51200, EDU 51900, EDU 52210, and EDU 55300 were updated after publishing per the addendum.***

Note: Courses are three credit hours unless otherwise indicated.

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

TEACHING, MA: ELEMENTARY SCHOOL CERTIFICATION PREPARATION (GRADES 1-6)

80-83 credit hours

Requirements

Core MAT Curriculum

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

One of the following:

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

One of the following:

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

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 School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods **
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51900	Elementary School Science Methods **
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 and Safety

TEACHING, MA: K-12 CERTIFICATION PREPARATION

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

One of the following:

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

Core K-12 Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
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 58700	Reading and Writing across the Curriculum **
EDU 60599	Field Experience, Student Teaching

*Course title for EDU 58700 updated after publishing per the addendum. ***

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

TEACHING, MA: MIDDLE SCHOOL CERTIFICATION PREPARATION (GRADES 5-9)

60-63 credit hours

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

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 Middle Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
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

Middle School Certification Preparation

The Master of Arts in Teaching with middle school certification preparation program includes the 48-51 credit hours of graduate course work listed in the Middle School Certification Preparation, possible content area course work, plus:

EDU 58700	Reading and Writing across the Curriculum **
EDU 58800	Middle School Psychology

EDU 58910 Middle School Philosophy, Curriculum, and Instruction (4)

*Course title for EDU 58700 updated after publishing per the addendum. ***

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

TEACHING, MA: SECONDARY SCHOOL CERTIFICATION PREPARATION (GRADES 9-12)

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, biological sciences, chemistry, unified science-biological sciences, unified science-chemistry, speech-theatre, English language arts, 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 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

One of the following:

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

Core Secondary Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
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 58700	Reading and Writing across the Curriculum **
EDU 60599	Field Experience, Student Teaching

*Course title for EDU 58700 updated after publishing per the addendum. ***

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.

TEACHING, MA: SPECIAL EDUCATION CERTIFICATION FOR CROSS CATEGORICAL PREPARATION (GRADES K-12)

73 credit hours for certification (Complete MAT degree is not needed for certification)

85 credit hours for MAT

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 Special Education Certification Curriculum

EDS 50200	Behavior Management
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)
EDS 53300	Speech and Language Development for the Exceptional Learner
EDS 53700	Special Education Counseling
EDS 54000	Career Development
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)
EDS 55700	Remediation in Elementary Math
EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods **
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51900	Elementary School Science Methods **
EDU 52210	Elementary School-Classroom Teaching and Technology **

EDU 52400	Assessment of Intellectual Skills
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 55300	Elementary School Social Studies Methods **
EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching
ESOL 54000	TESOL Methods

Course title for EDU 51200, EDU 51900, EDU 52210, and EDU 55300 updated after publishing per the addendum. **

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

SCHOOL OF HEALTH SCIENCES

Cynthia Schroeder, PhD, Dean

Mission

The School of Health Sciences provides students with cutting-edge academic and experiential learning opportunities to prepare graduates as life-long learners in their chosen allied health profession. The school offers a graduate degree in health sciences with specialization tracks to meet a student's desired career path.

Master of Science in Health Sciences

- Sport Science and Athletic Performance Specialization
- Fitness and Wellness Specialization

Exercise Science Department

HEALTH SCIENCES, MS

33 credit hours

The Master of Science in Health Sciences provides students with research and practical opportunities in various settings in and outside of the classroom. Depending upon the interest, students wanting to pursue a graduate degree in health sciences may select from different options in which to emphasize their learning and direction. Those interested in the physiological dynamics of exercise, including its role in the training and conditioning of sports participants, its benefits in the rehabilitation of disease, and its use for risk reduction and improved quality of life may choose the science and performance specialization. Those seeking more of a nutrition focus, including performance-based nutritional strategies or recreational directed health and wellness may select the fitness and wellness specialization. Both areas of specialization prepare students with a strong foundation in health sciences, integrating theoretical, research, and practical knowledge and experiences to prepare students to be better leaders in the industry.

The program requires completion of a 12-15-credit hour core curriculum. Students then choose between a thesis or non-thesis option and elective courses to complete the remaining credit hours. Both thesis and non-thesis option require the completion of a comprehensive examination for the sport science and performance specialization. A written comprehensive examination is required for the non-thesis option, while a successful oral defense of the thesis is required for the thesis option.

The Master of Science in Health Sciences is consistent with the American College of Sports Medicine (ACSM) professional standards. Several instructors and faculty members are certified by the National Strength and Conditioning Association as Certified Strength and Conditioning Specialists (CSCS) and Certified Personal Trainer (NSCA-CPT) who teach in the sport science and performance specialization. In this respect, that 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 will be well prepared to sit for any of the certifications listed below.

American College of Sports Medicine (ACSM)

- Certified Personal Trainer (CPT)
- Certified Exercise Physiologist (EP-C)
- Certified Clinical Exercise Physiologist (CEP)

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

Health Sciences Program Admission

Applications for acceptance into the program must include the following documents:

- Online application.
- Official transcripts from all attended institutions verifying completion of bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0.
- Letter of intent that includes a personal statement discussing your area of interest in our graduate program along with your career goals.
- Current résumé including all related professional and extracurricular experience, education, and certifications.
- Minimum of three letters of recommendation addressing the applicant's academic qualifications and abilities to be successful in a graduate program. If the applicant is completing or has completed an undergraduate program in the School of Health Sciences at Lindenwood University, no more than one letter may come from a faculty or staff member whose primary academic appointment is within the School of Health Sciences at Lindenwood University.
- An interview with departmental faculty (via phone or in person).
- Current CPR certification including AED certification.
- The prerequisites for admission into the sport science and performance specialization include Anatomy and Physiology I and II with labs, Exercise Physiology with lab, Nutrition, and Statistics. Strongly suggested courses include Exercise Testing, and Exercise Prescription.

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 Health Sciences 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.

Sport Science and Performance Specialization

The graduate curriculum for the health sciences program with the sport science and performance specialization provides a strong scientific basis for students seeking advanced degrees in the exercise physiology, corporate wellness, clinical exercise physiology, strength and conditioning, and allied health professions as well as those seeking practical skills for employment in the health and fitness industry.

The Exercise and Performance Nutrition Laboratory contains approximately 2,000 square feet and offers a dedicated space for all laboratory instruction and research being conducted within the School of Health Sciences. This laboratory houses state-of-the-art body composition, cardiorespiratory, musculoskeletal fitness, balance, and biochemistry equipment.

Requirements

Research Core

HP 54000	Research Methods
HP 54200	Statistical Analysis

Extended Core

HP 52100	Exercise and Sports Nutrition
HP 57100	Bioenergetics of Human Movement
HP 57500	Cardiovascular and Respiratory Exercise Physiology

Culminating Experience

Non-Thesis Option

HP 54100	Internships or
HP 55100	Independent Study
HP 58100	Comprehensive Examination

Note: If a student selects HP 55100 as their Culminating Experience, they cannot also take it for additional elective credit.

Thesis Option

HP 65000	Thesis
----------	--------

Elective courses from the elective list below.

Recommended Electives

HP 51000	Advanced Strength Training
HP 51100	Human Movement Impairments and Corrective Exercise Strategies

HP 52200	Research in Nutrition and Dietetics (Independent Study)
HP 52500	Performance Psychology
HP 53500	Advanced Exercise Testing and Prescription
HP 53700	Community Health
HP 54100	Internships
HP 54300	Biomechanics
HP 55100	Independent Study
HP 58000	Exercise Considerations for Aging and Metabolic Populations
HP 64100	Disability Sport
HP 64200- 64999	Special Topics

Fitness and Wellness Specialization

The graduate curriculum for the health sciences program with the fitness and wellness specialization provides a strong scientific basis for students seeking advanced degrees in wellness, therapeutic recreation and various allied health professions as well as those seeking practical skills for employment in the health and fitness industry.

The curriculum is designed to provide the student with an advanced combination of courses from areas related to public health, exercise physiology, fitness, nutrition, recreation, health promotion and business management.

Requirements

Research Core

HP 54000	Research Methods
HP 54200	Statistical Analysis

Extended Core

HP 53700	Community Health
HP 55100	Independent Study

Recommended Electives

HP 50500	Medical Nutrition Therapy
HP 51500	Nutrition Education and Counseling
HP 52500	Performance Psychology
HP 54100	Internships
HP 54400	Foundations of Therapeutic Recreation
HP 54500	Recreation Organization and Administration
HP 54600	Program Planning and Leadership
HP 55100	Independent Study
HP 60000	Obesity: Theory and Application
HP 64200- 64999	Special Topics
HP 64100	Disability Sport

Additional electives with faculty advisor approval.

SCHOOL OF HUMANITIES

Michael Whaley, Dean

Mission

The Lindenwood University School of Humanities is committed to

- Enhancing student global awareness through world history, world literature, foreign languages, and international relations curricula.
- Advocating international experiences by sponsoring study abroad programs.
- Supporting a values-centered foundation through religion and philosophy courses.
- Contributing to the development of the whole student through diverse liberal arts offerings.

PUBLIC ADMINISTRATION, MPA

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.

The MPA degree program operates on a five-term calendar, meeting in the Fall I, Fall II, Spring I, Spring II, and Summer terms.

Requirements

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 and Ethics
MPA 58600	Program-Implementation and Evaluation
MPA 58800	Business-Government Environment
MPA 59001	Public Finance and 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 and Accountability
MPA 59908	Legal Issues in Public Administration
MPA 59909	Policy Design and Analysis
MPA 59911	Policy and Budgetary Forecasting
MPA 59912	Data Collection and Evaluation
MPA 59913	State and Local Public Finance, Taxation and 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	Human Resource Management for Nonprofit Organizations
NPA 52000	Program and Organizational Evaluation

NPA 55000	Management of Nonprofit Organizations
NPA 56000	Leadership in Nonprofit Organizations
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.

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.

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. 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 (3)

This course examines the development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions and IFRS standards. Issues covered relate to financial reporting and income statement, including specific attention to income recognition and income taxes as well as the balance sheet and statement of cash flows. Prerequisite: A grade of C or better in ACCT 31021.

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: A grade of C or better in ACCT 31021.

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: Successful completion of ACCT 51011 or ACCT 51011 waived by dean of Plaster School of Business & Entrepreneurship.

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 and Nonprofit Accounting (3)

This course examines concepts of accounting and financial reporting for federal, state, and local government and nonprofit organizations. Prerequisite: Successful completion of ACCT 51011 or ACCT 51011 waived by dean of Plaster School of Business & Entrepreneurship.

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: A grade of C or better in ACCT 31021.

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: A grade of C or better in ACCT 31021.

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 31021.

ACCT 51089 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and

experience firsthand the functioning of their graduate emphasis in business today. International graduate students would need to check with the Lindenwood University International Office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3 are required. Prerequisite: Permission of dean, department chair, advisor and internship coordinator.

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: This course is to be taken during the student's last term of the MACC program.

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 per term. The student must complete the master's thesis within five years of beginning the MS program.

AMC - Arts, Media and Communication

AMC 50000 - Research Methods (3)

This course is an introduction to research methods, historiography, and critical theory. The course introduces the language of research and shifts in practice over time through an examination of both modern and postmodern theories. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their own work. Offered: Intermittently.

AMC 51000 - Research and Scholastic Writing (3)

This course explores the tools and methods used to write graduate-level research papers. Students will be introduced to advanced research techniques, thesis development and refinement, differentiation of primary and secondary sources, and effective writing for their own discipline. Through the process, students will recognize and address the strengths and weaknesses in their critical thinking and writing skills and produce successful research projects that demonstrate knowledge of topics and proficiency in writing skills in their own field. Offered: Intermittently.

AMC 53000 - Arts Entrepreneurship (3)

This advanced entrepreneurship course helps students in the arts capitalize on their creative and artistic skills in a competitive marketplace. Students apply principles of business to careers in arts and entertainment through the development of business plans, and analysis of fundraising, budgeting, project management, personal branding, accounting, and monetizing content.

AMC 55000 - Graduate Seminar I (3)

This course is the first in two seminars where students conduct research in their fields and produce independent graduate projects. Students are encouraged to begin exploration into advanced issues, methods, and critical theory in order to identify the topic for their final thesis and begin gathering research toward that goal. Lab fee required. Offered: Intermittently.

AMC 56000 - Graduate Seminar II (3)

This course is the second in two seminars where students conduct research in their fields and produce independent graduate projects. Students are encouraged to begin exploration into advanced issues, methods, and critical theory in order to identify the topic for their final thesis and begin gathering research toward that goal. Lab fee required. Offered: Intermittently.

AMC 57000 - Comprehensive Examination (0)

The examination requires students to demonstrate mastery in their field of study in breadth and depth through assessments on key concepts and by synthesizing the materials presented. The comprehensive exam may be retaken only once and must be passed by the midpoint of the program unless otherwise indicated. The grade for this course will be either Pass or Fail. This course is repeatable. Lab fee required.

AMC 59000-59999 - Special Topics (1-3)

Special topics in arts, media, and communications. May be repeated as topics vary. Course fee may be required. Offered: Intermittently.

AMC 60000 - Thesis/Directed Project I (3)

The directed thesis project consists of a project in the student's field completed during the course of graduate studies and/or a supporting written thesis depending upon the program. The thesis project and topic must be approved by a committee of three faculty members, two of which must be from the student's own program. After students finalize their topic with their committee chair, research into and execution of the project begins. Lab fee required. Offered: Intermittently.

AMC 60500 - Thesis/Project Experience (1)

This is a one-hour credit course for students who have not yet completed the Thesis/Project. This course is designed to keep enrollment open in the student's graduate program while students complete the requirements. Credit for enrollment in AMC 60500 Thesis/Project Experience does not count toward the minimum course credit requirements for the degree. The grade for this course will be either Pass or Fail.

AMC 61000 - Thesis/Directed Project II (3)

The directed thesis project consists of a project in the student's field completed during the course of graduate studies and/or a supporting written thesis depending upon the program. The approval of the thesis project topic, and demonstrable progress of initial research/execution must be completed in AMC 60000. Final production of the thesis project and/or written thesis will be completed under faculty direction and evaluated by the student's committee. Lab fee required. Offered: Intermittently.

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. 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 advanced printmaking 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.

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. Sketchbook and studio fee required.

ART 52100 - Digital Art I (3)

This advanced digital art course examines how to utilize digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art.

ART 52300 - Digital Art II (3)

This advanced digital art course provides more advanced technical skills and conceptual frameworks to develop creative utilization of digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art.

ART 52400 - Digital Art III (3)

This advanced digital art course provides more advanced technical skills and conceptual frameworks to develop creative utilization of digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art.

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 52600 - Digital Art IV (3)

This advanced digital art course provides more advanced technical skills and conceptual frameworks to develop creative utilization of digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art.

ART 52900 - Concept Design (3)

This advanced design course will allow graduate students to use two-dimensional studio art skills, digital painting, and three-dimensional computer sculpture to create concept designs for games and film. The course will focus on transforming rudimentary descriptions into a fully realized artistic concept; examples include character, costume design, mechanical design, architectural design, and environmental design. Through case studies, students will also analyze the theories behind concept design. Lab fee required. Offered: Fall and spring semesters.

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 53001 - Digital 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. Lab fee may be required.

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. Sketchbook 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 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 54001 - Digital Photography II (3)

This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 mp and a flash drive. Lab fee may be required.

ART 55001 - Digital Photography III (3)

This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 mp and a flash drive. Lab fee may be required.

ART 56001 - Digital Photography IV (3)

This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 mp and a flash drive. Lab fee may be required.

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 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 59000-59099 - Special Topics (3) 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. The crosscurrents of major stylistic trends and how they relate to other movements in the sciences, literature and music will be explored in specific case studies. Students will analyze the relationship between art, politics, religion, and culture in order to examine, in depth, the emergence of modernism.

ARTH 55600 - Baroque Art (3)

This course is an investigation of the developments in Europe from 1600 to 1750 in Italy, France, Spain, Flanders, and Holland. The socio-cultural forces behind the style that would become known as the "baroque" will be discussed, as well as its dissemination and regional adaptations across Europe and eventually the New World and Asia. Students will analyze how art was used as a vehicle for ideological and/or political supremacy by a range of rulers and organizations.

ARTH 55700 - Ancient Art (3)

This course is a study of the developments in art and architecture from the dawn of civilization to Late Antiquity. Major monuments and works shall be covered from cultures in the Ancient Near East, Egypt, Aegean, Greece, and Rome. Students will analyze how influential these cultures in the Middle East and North Africa were for the development of Western civilization with Greece and Rome.

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 in Late Antiquity with Early Christian and Byzantine art, the influx of peoples on the fringe of Roman civilization shall be discussed as they settled in regions throughout Europe, North Africa, and the Middle East, reshaping those areas. Students will analyze these heterogeneous cultures as they slowly adopted Christianity through the Early Medieval/Hiberno-Saxon, Carolingian, Ottonian, and later Middle Ages.

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. The art of this period is characterized by extraordinary experimentation and innovation in styles, materials, techniques, and modes of dissemination. In addition to painting and sculpture, the 20th century witnessed the rise in popularity of photography, collage, montage, installations, earth art, performance, and conceptual art. Students will investigate the cultural and intellectual factors that both reflect and helped shape it with styles such as Fauvism, Cubism, Expressionism, Futurism, and Surrealism.

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 and examines the social and historical contexts of art produced, their theoretical justifications and critical receptions, and their varied functions. Beginning with Abstract Expressionism following the War, artists reacted to the political environment and the new emigres from Europe and dematerialized art, looking to engage with new audiences with new media and messages.

ARTH 56300 - Early Modern Gender Studies (3)

This course is an investigation of the issues relating to gender and sexuality in the Renaissance and Baroque eras. Students will review case studies on the social constructions of gender roles of both masculinities and femininities that include primary historical accounts, literary criticism, social criticism, as well as gender studies and women's studies.

ARTH 56400 - Non-Western Art (3)

This course investigates the art and architecture of the Americas, Africa, Australia and Oceania, as well as Asia. The exchanges between cultures are explored in their broad contexts and specific case studies. Students will analyze the roles played by politics, religion, and other cultural forces in shaping the art and material culture of each civilization. Special attention will be paid to the effects of colonization and globalization on these regions and the syncretism that occurs with cross-cultural exchanges.

ARTH 56500 - History of Photography (3)

This course will provide an in-depth examination of the role and history of photography from its beginnings in the 1830s to the present. Focusing on the key figures, periods, and concepts in the development of this medium, the course will follow the evolution of photography alongside the other visual arts, culminating in its primacy at the end

of the twentieth century. Photography as an artistic vehicle and technological tool has advanced many areas of investigation in the sciences and arts. Students will investigate the debate over the evolving technological and technical processes in case studies, and the “nature” of the medium, as well as the influence it has had on the broader evolution of the history of art.

ARTH 56900 - History of Graphic Design (3)

This course is the study of the history of graphic design, communication, and popular visual culture from the late nineteenth century 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. Students will investigate the development of the design field in Europe and the United States in case studies and analyze how theories relating to mass production, politics, and social psychology affected trends from Art Nouveau to Postmodernism.

ARTH 57000 - History of Games and Critical Theory (3)

This course investigates the history of video games and gaming from their influences and precursors to contemporary gaming on various platforms. Major game genres and technological developments shall be discussed within their appropriate socio-historical contexts, as well as the application of critical theory to the discipline. Students shall analyze the socio-historical influences on the industry, as well as the psychology of game play and design.

ARTH 58000 - History of Digital Art (3)

This course investigates the history of new media and digital art from their influences and precursors in photography to digital technologies impact on art. Students will analyze case studies of major genres and technological developments within their appropriate socio-historical contexts, as well as the applicability of critical theory to the discipline.

ARTH 58300 - Renaissance Art (3)

This course is a study of painting, sculpture, and architecture of the Renaissance in Italy from 1300 to 1600. Students will review case studies and analyze the cultural products that began with the late Middle Ages and investigate how new formats and techniques of painting was brought from the east and led to a revolution in art first in Italy, then spreading to Northern Europe. Furthermore, students will analyze how art was used as a vehicle for ideological and/or political supremacy by a range of rulers and organizations.

ARTH 58400 - Classical Myth (3)

This course will investigate the Classical myths of ancient Greece and Rome in their cultural context. The principle myths shall be covered to further elucidate 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. Students will analyze case studies and the various strategies for interpretation that include physical allegory,

historical allegory, moral allegory, as well as anthropological and linguistic theories.

ARTH 58600-58699 - Special Topics (3)

Special topics in art history. May be repeated as topics vary. Lab/course fee may be required. Offered: Intermittently.

ARTH 58900 - Art Theory and Criticism (3)

This course is an investigation 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. Through case studies, students will engage with the major theories, including Formalism, Structuralism and Post-Structuralism, Feminism, Marxism, Psychology, Gender Studies, Deconstruction, and more.

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 50000 - Multiplatform Reporting (3)

This advanced reporting course reinforces the skills necessary to produce content for multiple platforms. Reporting, writing, and editing will be practiced in this course including instruction in the latest digital newsgathering formats, as well as the analysis of case studies in the industry. Using content management systems, social media, and mobile applications, students gather and produce digital news content for various media platforms.

COM 50100 - Mass Communications Law (3)

This course investigates the laws that affect and regulate the mass media through the analysis of case studies in the field. Topics include the First Amendment, legal access to information, plagiarism, newsgathering, public access to the media, libel, right of privacy, fair trial/free press, obscenity and censorship.

COM 50200 - Seminar in Professional Practice and Ethics (3)

This course is an investigation into the ethical considerations in communications and the mass media. Through case studies, the bases of ethical decision-making in modern professional and business organizations shall be considered, while students will analyze the competing media-driven economic, political, and societal claims. Issues examined will include, but not be limited to, media violence, journalistic responsibility, government media regulation, threats to personal privacy, and media industry consolidation.

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 advanced lab course examines the preparation and presentation of newscasts and special news programs with

special consideration paid to reporting, interviewing, documentaries, and special events.

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 explores the narrative and storytelling principles of digital media production for commercial and professional applications with the goal of mastering writing for digital media environments. The types of writing covered are integral to visual media industry, including commercials & public service announcements, documentary scripts, and film & television screenplays. Through applying professional media writing skills, students will engage with advanced industry formatting standards, story structure, and narrative development pursuant to the expectations and demands of professional settings.

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 51700 - Narrative Screenwriting (3)

This course will be an advanced study of narrative screenwriting including the exploration of story, character, structure, and format. In crafting an expanded final script, the student will experience and examine each step of the writing process, from premise through development to treatment, first draft, and final submission. Students will also critically analyze acclaimed works from the writer's point-of-view to inform the student's own craft. Lab fee required.

COM 51800 - Fundamentals of Public Relations (3)

This course prepares students to understand each component and how it functions in the Public Relations profession. Students analyze real-world problems and solutions through case studies and independent projects. The fundamental strategic mission of public relations as an executive function aimed at long-term relationship and reputation management will be explored in various organization contexts, including but not limited to not-for-profit, non-profit, community, governmental, professional services, as well as proprietary consumer and business product/services.

COM 52300 - Advertising Copywriting (3)

This course is an advanced examination of writing for public relations and marketing communications. Through an examination of a local business or non-profit entity, students will apply the strategies in copywriting to research for information on both product and consumer and apply this information in developing a campaign

strategy. Students will produce advertising messages for print and broadcast, design print ad layouts, and plan and prepare broadcast storyboards. Internet advertising will also be studied.

COM 52500 - Photojournalism (3)

This course focuses on the advanced 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. Through an in-depth analysis, the course will emphasize news photography, typography, info-graphics and other compelling visual components.

COM 52600 - Advanced Reporting (3)

This advanced reporting course expands on students' journalistic skills through in-depth interviews, computer-assisted reporting, electronic newsgathering, and other data-mining available to today's reporters. Through an analysis of case studies, the course emphasizes informative stories written from fact-based reporting.

COM 53333 - News Videography (3)

With an emphasis on broadcast and digital newsgathering, this advanced course provides students with experiential learning opportunities to develop their video production skills. Students focus on audio, composition, lighting, sequencing, and nonlinear editing through the lens of journalism. Completed story projects may be featured on campus media outlets.

COM 53500 - Buying and Selling Media (3)

This course is an advanced study of the process of researching the cost and reach effectiveness of various media as advertising tools. Through case studies, students examine and analyze the processes of media planning and buying and the methods of selling/negotiating radio, television, newspaper, magazine, out-of-home and cyberspace advertising. The elements of digital media planning/buying and selling, including search, display, video, mobile, social, native and content marketing shall be analyzed; including and understanding of online key performances indicators and their best use.

COM 54300 - Television News Production (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 54700 - Advertising Management Campaign (3)

This course offers a comprehensive study of the processes involved in the development and deployment of successful advertising campaigns and will focus on the conceptualization, planning, budgeting, project timeline development and measurements of success and other stages of these campaigns. Students engage with current advertising campaign cases that need to be carefully analyzed for addressing the problem. Students will manage a major campaign from start to finish, with a view to examining and understanding the process of managing resources within an agency.

COM 55000 - Media Literacy (3)

This advanced course on the interpretation of media focuses on its cognitive, emotional, moral, and aesthetic influences and includes Radio, Film, TV, Multimedia, and the Internet. Through case studies, students will develop the analytical tools necessary to engage with information fluency as it relates to mass media.

COM 55300 - News Design and Editing (3)

This advanced course will provide students with instruction in the editing of words and images for inclusion in print and online publications. Coursework will include instruction in basic design principles and the use of InDesign software. Instruction also will focus on the editing of content for proper grammar, spelling, punctuation and Associated Press style, as well as the ethical considerations journalists must make when producing content for a general audience.

COM 55600 - Mass Communications Theory (3)

This course investigates mass communication theories that have evolved in response to developments in mass communication technology. Case studies will be used to elucidate the political, sociological, and cultural models constructed to explain phenomena, both real and imagined, perceived to be characteristic of audiences' behavioral responses to increasingly rapid technological advances since the late 19th century. Students will analyze these various theories and place them in their specific socio-historical contexts, as well as produce an original contribution to the field through research.

COM 55700 - Editing Film and Video (3)

This advanced and applied computer course improves students' editing skills using non-linear editing systems. Students also analyze how to integrate video, graphics, and audio imported from other multimedia production programs. Students will be instructed in the advanced use of editing software and will lead projects that require practical application of theories and software. Lab fee required.

COM 55900 - Short Film Production (3)

This advanced film course allows students to develop and produce short fiction films. Working in groups led by graduate students, they will apply pre-production, production, and post-production skills to the creation of a polished piece of work. Each student will also be responsible for leading a group of peers in producing and directing an original short film. Lab fee required.

COM 56000 - Media Management (3)

This course provides advanced insight into the structures, management, processes, economics of, and controversies surrounding the electronic media industries. Through case studies, students will focus on management theories and practices, fundamentals in financial administration, and human resources. Students will analyze the use of media research, effective marketing strategies and costs, FCC rules and regulations, and broadcast engineering and ownership.

COM 56300 - Creative Advertising Concepts (3)

This course offers an advanced examination of the creative processes involved in developing promotional messages, from brainstorming, through strategic message revision, to finished tactical message execution. Students will review creative and copy assets in preparation of creating their own-targeted message. Emphases will include practicing the tactics of the creative promotional concept execution, including targeting and tailoring promotional messages by integrating verbal and graphic message components for delivery across a variety of media platforms, including print, outdoor, broadcast, and interactive.

COM 56700 - Journalism Capstone and Ethics (3)

This capstone course is designed to invite analysis of a prior internship and/or practicum with special focus on journalistic ethics and contemporary controversies facing professional journalists. The capstone project requires news coverage of an assigned topic reported with portfolio-level skills applied in newspaper, Internet, television, and radio formats. Students will engage with methodologies, theories, and trends in the field through case studies.

COM 57000 - History of World Cinema (3)

This course is a study of the historical perspective of film from the efforts of early American and European filmmakers. Emphasis will be placed on the art of filmmaking, and its reflection of culture through in-depth analyses of case studies. Films would include works from Griffith, Eisenstein, Truffaut, Bergman, Kurosawa, and others.

COM 57100 - Advanced Audio Production (3)

This advanced audio production course provides students with the necessary skills to create professional products. Preparation, production, and evaluation of various audio projects will require students to refine skills in analog and digital video production.

COM 57300-57399 - Topics 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. Lab fee may be required. Offered: Intermittently.

COM 57400 - Producing Film and Video (3)

This advanced film course prepares students as producers and directors of visual media. Students learn to maximize production value when shooting on location. Leading a video project, students learn planning, scripting, budgeting, shooting, and editing skills as applied to the production of the professional-quality project. Lab fee may be required.

COM 57600-57699 - Topics 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. Lab fee may be required. Offered: Intermittently.

COM 57700-57799 - Topics 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. Lab fee may be required. Offered: Intermittently.

COM 57800-57899 - Topics 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. Lab fee may be required. Offered: Intermittently.

COM 57900 - Television Production (3)

This advanced laboratory course has students develop planning, scripting, shooting, directing, editing, budgeting, and studio skills needed to produce a program for television or cable broadcast. Working in groups, students will lead the production of a final broadcast. Lab fee may be required.

COM 58000 - Television News Reporting (3)

This advanced course develops students' mastery of the television news package as the preeminent format of broadcast journalism. Students lead groups who plan, shoot, report, and edit news stories as reporter packages for use in traditional television newscasts.

COM 58100 - Editing (3)

This journalism course offers instruction on advanced editing skills required for employment in newspaper, magazine, and electronic publications. Coursework will focus on the development of graduate-level 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 58901 - Cinema Workshop I (3)

Students devote the full term of the course to the production of a specialized work of cinematic art. Projects can include – but are not limited to – fiction films, screenplays, documentaries, animation, or experimental films. Classmates will engage in rigorous and in-depth critique and analysis of one-another's work. Lab fee required.

COM 58902 - Cinema Workshop II (3)

Students devote the full term of the course to the production of a specialized work of cinematic art. Projects can include – but are not limited to – fiction films, screenplays, documentaries, animation, or experimental films. Classmates will engage in rigorous and in-depth critique and analysis of one-another's work. Lab fee required. Prerequisite: COM 58901.

COM 58903 - Cinema Workshop III (3)

Students devote the full term of the course to the production of a specialized work of cinematic art. Projects can include but are not limited to fiction films, screenplays, documentaries, animation, or experimental films. Classmates will engage in rigorous and in-depth critique and analysis of one-another's work. Lab fee required. Prerequisite: COM 58902.

COM 58904 - Cinema Workshop IV (3)

Students devote the full term of the course to the production of a specialized work of cinematic art. Projects can include – but are not limited to – fiction films, screenplays, documentaries, animation, or experimental films. Classmates will engage in rigorous and in-depth critique and analysis of one-another's work. Lab fee required. Prerequisite: COM 58903.

COM 59000-59999 - Special Topics (3)

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

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. Lab fee may be required. 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. Lab fee may be required. Prerequisite: COM 60201.

DCS - Digital Content Strategy**DCS 50000 - Digital Content and Demographics (3)**

This advanced course introduces demographic analysis techniques and the quantifying of demographic data in the field of digital content and social media. Through various

case studies in social media, journalism, as well as memetic content, students will learn how to analyze trends in digital media. Through demographic analysis of major digital platforms, students will learn to illustrate demographic concepts and apply that knowledge in their content creation.

DCS 51000 - Media Literacy Theory (3)

This advanced theory course outlines the major methodologies in Media Literacy to interpreting media messages in the 21st century. Through content analysis of case studies in the cognitive, emotional, moral, and aesthetic influences of media, students will learn to consume media with a more trained eye. Students will then apply their findings through academic essays, videos, and presentations examining journalism, film, television, videogames, and social media.

DCS 52000 - History of Contemporary Media Industries (3)

This course introduces the major shifts in established media industries from the twentieth to the twenty-first century. Students will examine the influence of technological innovation on these media industries, as well as how the line between audience and creator has blurred in the age of digital resources and user-created media. A detailed history of major media industries will be provided and how they were forced to adapt to audience and technology.

DCS 52200 - Emerging Platforms and Analytics (3)

This course investigates newly emerging media platforms, including mobile, social, and digital that offer unique user experiences and opportunities for communicators to connect with an audience. Students will examine case studies and strategies used to understand audience behavior, as well as the analytical tools associated with those platforms. The analysis will allow students to develop dynamic content for storytelling, user engagement, and brand management.

DCS 53000 - Digital Content Strategy Practicum I (3)

This advanced applied course provides students with real-world experience in the design of digital content for regional entities. Students will lead groups and work directly with clients in the development of websites, logos, print materials, interactive applications, and overall branding strategies. The practica are collaborative and cross-disciplinary, allowing students to work closely with others in design and advertising. These courses are sequential and will operate much like a design firm, as students collaborate on projects, present content to clients, research solutions to client requests, and revise work based on client feedback.

DCS 55000 - Personal Branding and Content Creation (3)

This advanced course investigates social media platforms and their role in crafting personal brands. Through platforms, users are able to become their own media company and can apply that experience to other brands. Through case studies and analysis, students will learn to create, promote, protect, maintain, and monetize their own personal brand by utilizing major social media

platforms. Students will learn to analyze audience data to construct trend predictions and ultimately, create better content.

DCS 55500 - Digital Content Strategy Practicum II (3)

This advanced applied course provides students with real-world experience in the design of digital content for regional entities. Students will lead groups and work directly with clients in the development of websites, logos, print materials, interactive applications, and overall branding strategies. The practica are collaborative and cross-disciplinary, allowing students to work closely with others in design and advertising. These courses are sequential and will operate much like a design firm, as students collaborate on projects, present content to clients, research solutions to client requests, and revise work based on client feedback.

DCS 56000 - Information Literacy (3)

This advanced course on information fluency and literacy will examine the principles, practices, and critical thinking skills necessary to effectively evaluate and locate diverse information sources in a digital world. Through analysis of case studies, students will learn how to effectively seek out and vet information from multiple sources as well as understand the forces that shape the flow of information. This course will cover contemporary topics, such as copyright in the digital age, the influence of algorithms and filter bubbles on the flow of information, and the impact of open source technology on established informational institutions.

DCS 57000 - Contemporary Audience Analysis (3)

This advanced course will focus on methods of examining audience behavior in an increasingly dominant digital media environment. Through case studies, students will review the work of scholars and media industry professionals who analyze the meaning of the social, cultural, and political dimensions of a digitally mediated world. Marketing and sociological concepts will also be applied in the analysis of audience behavior and how to quantify that data into meaningful media messages.

DCS 58000 - Digital Content Strategy Practicum III (3)

This advanced applied course provides students with real-world experience in the design of digital content for regional entities. Students will lead groups and work directly with clients in the development of websites, logos, print materials, interactive applications, and overall branding strategies. The practica are collaborative and cross-disciplinary, allowing students to work closely with others in design and advertising. These courses are sequential and will operate much like a design firm, as students collaborate on projects, present content to clients, research solutions to client requests, and revise work based on client feedback.

DCS 58900 - Digital Content Strategy Capstone (3)

This capstone course allows students to apply their skills to their own original digital content campaign. Students will independently seek out and pitch to a real-world client with the goal of executing a specific goal or campaign. By utilizing major platforms, students will lead

a team that will craft a unique message through the creation of branded content. Students will set predictions of success prior to roll-out in a report which will be used at the end of the semester to assess the success of the campaign.

DWD - Digital and Web Design

DWD 50000 - Portfolio and Career Foundations (3)

This advanced professional course provides students with a structured environment to refine their personal design styles and technical skills as it pertains to the field. Students will refine self-selected pieces, mentor other students, and develop an interactive platform in which to display the best of their work. Interviewing, résumé building, and job hunting are closely tied to the distribution of a portfolio and thus are a pivotal part of the course content. Students will conclude the course with a professional résumé, digital portfolio, and set of skills that will assist them in securing both a valuable internship and future career. Lab fee may be required.

DWD 51000 - Design with Illustrator (3)

This advanced software course provides hands-on training in the creation of computer-generated vector graphics. Students will improve their skills while also learning 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.

DWD 51600 - Drag and Drop Web Design (3)

This advanced web design course provides students with hands-on experience with contemporary online publishing techniques using various content management systems. Through case studies, students will analyze design strategies and apply them in site creation. Lab fee required.

DWD 52000 - Digital and Web Design Firm II (3)

This advanced applied course provides students with real-world leadership experience in the design of digital and print content for both Lindenwood and non-profit entities in the community. Graduate students will lead design teams in working directly with clients in the development of websites, logos, print materials, interactive applications, and overall branding strategies. Students will collaborate on projects, present deliverables to clients, research solutions to client requests, and revise work based on client feedback. Lab fee may be required.

DWD 52400 - Applications for Mobile Devices (3)

This advanced applied course focuses on the creation of web applications for deployment on multiple platforms such as personal computers, tablets, and smartphones. Students will analyze case studies and topics that 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. Lab fee may be required.

DWD 52500 - Desktop Publishing (3)

This advanced applied course gives students an understanding of the production cycle of printed materials. Graduate students will develop a working knowledge of pre-press to press proof with a variety of printing demands, leading groups. The student will learn how to use printing software and develop an understanding of professionally designed and produced materials. Lab fee may be required.

DWD 52700-52799 - Focus in Design (3)

Techniques in design are constantly changing. This course ensures that the DWD 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.

DWD 53100-53199 - Focus in Interactive (3)

Techniques in interactive media are constantly changing. This course ensures that the DWD 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.

DWD 53200-53299 - Focus in Web (3)

Techniques in web architecture are constantly changing. This course ensures that the DWD 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.

DWD 53310 - 3D Printing (3)

This advanced course allows students to engage with principles of 3D modeling and manufacturing through hands-on experience. Students will build on the skills learned in 3D Graphics to physically prototype objects and will learn about the software and hardware necessary to print in three dimensions. Case studies investigate the potential impact new printing technologies will have on society and the future of the techniques. Lab fee required.

DWD 53600 - 3D Graphics (3)

This advanced design course provides students with the skills to design 3-D models, materials, lighting, and animation. Analyzing rendering techniques, camera usage, and surface-mapping, students will lead projects to produce photo-realistic images. Lab fee required.

DWD 53700 - Digital Painting (3)

This advanced software course familiarizes students with painting in a digital medium. The students will learn to utilize painting programs to simulate the natural tools of the artist, such as watercolor, oils, charcoal, etc. Students will use the various tools available in these programs such as brushes, paper textures, media palettes and mixers to create artwork that can only be generated in a digital medium. Lab fee may be required.

DWD 54000 - Digital Web Design Firm III (3)

This advanced applied course provides students with real-world leadership experience in the design of digital and print content for both Lindenwood and non-profit entities

in the community. Graduate students will lead design teams in working directly with clients in the development of websites, logos, print materials, interactive applications, and overall branding strategies. Students will collaborate on projects, present deliverables to clients, research solutions to client requests, and revise work based on client feedback. Lab fee may be required.

DWD 55400 - Web Design II (3)

This advanced web design course focuses on basic programming languages and how they are utilized in the design and development of interactive websites. Students analyze the responsive design, frameworks, jquery, and other design solutions as a means of responding to the demands of the industry. Leading projects, students apply the techniques of design principles and programming. Lab fee required.

DWD 56400 - Web Design III (3)

This advanced web design course builds on the skills and techniques covered in Web Design II and focuses on User Experience through the development of web environments and components. Students will engage with advanced programming languages and technologies currently trending in the industry. Lab fee required.

DWD 57440 - Web Design IV (3)

This advanced web design course builds on the skills and techniques covered in Web Design III and focuses on engaging target audiences through the design of interactive and intuitive interfaces. Through hands-on activities, students act as project leaders and apply current trends and techniques using popular software applications in an effort to create environments that are both inviting and stimulating. Lab fee required.

DWD 59000-59999 - Special Topics (1-3)

Techniques in web architecture are constantly changing. This course ensures that the DWD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. Topics may vary. Lab fee may be required. Offered: Intermittently.

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 Orientation 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.~~

This online, zero credit course orients students to the School Administration Program for the Master of Arts (MA) or Educational Specialist (EdS) degree. Topics covered include dispositions for school leaders, and state certification requirements for initial certification as a school principal in the state of Missouri including the performance assessment and the content assessment. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of program completion. Students should take this course in the first nine hours of their program.

Course title and course description updated after publishing per the addendum. **

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 51100 - Elementary Field Experience for Certification Masters' Level (3)

This three-hour course will provide an opportunity for the student to closely study the area of elementary administration through participation with a school administrator at the elementary level. Each student will spend 150 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking K-8 certification as a school administrator. This is the culminating course for the program.

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 51300 - Secondary Field Experience for Certification Masters' Level (3)

This three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will spend 150 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking 7-12 certification as a school administrator. This is the culminating course for the program.

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 54600 - Data-Based Decision-Making (3)

This course provides students with the foundational concepts and skills to understand and implement a data-driven, decision-making process in today's schools. This course provides a structure for educational leaders to form data teams to (a) collect, analyze, and prioritize data; (b) develop SMART Goals; (c) make instructional decisions; (d) determine result indicators; (e) monitor progress; and (f) create professional teams that reflect and improve on day-to-day practice using data.

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 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 Leadership** 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.

Course description updated after publishing per the addendum. **

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 60810 - Elementary School Administration and Organization (3)

As part of the Educational Specialist (EDS) degree, this three-hour course includes a focus on both research and practical application related to the function and role of the effective elementary school principal. Students will be provided with the opportunity to further develop their knowledge, understanding and skills of the principalship. ~~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 **the completion of a research based project related to the competencies of a successful secondary principal and 45 hours of internship activities.** Please see, "Program Internship and Field Experience Requirements" for details.

Course description updated after publishing per the addendum. **

EDA 60910 - Secondary School Administration and Organization (3)

As part of the Educational Specialist (EDS) degree, this three-hour course includes a focus on both research and practical application related to the function and role of the effective secondary school principal. Students will be provided with the opportunity to further develop their knowledge, understanding and skills of the principalship. ~~This course provides the student with 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, planning strategies and school climate. This course requires **the completion of a research based project related to the competencies of a successful secondary principal and 45 hours of internship activities.** Please see,

"Program Internship and Field Experience Requirements" for details.

Course description updated after publishing per the addendum. **

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 61100 - Elementary Field Experience for Certification EdS Level (3)

As part of the Educational Specialist (EdS) degree, tThis three-hour course will provide an opportunity for the student to closely study the area of elementary administration through participation with a school administrator at the elementary level. Each student will **be required to complete a research project focused on one of the specific domains related to the competencies of a successful elementary principal.** Additionally, each student will spend a minimum of 120 ~~150~~ hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is ~~designed to assist those students who are completing the bulk of their internship hours at the secondary level, and is a required course~~ required for students who are seeking k-12 8 certification as a school administrator. ~~The course is offered in conjunction with EDA 51000 and EDA 60810 Elementary Administration and Organization.~~ This is the culminating course for the program.

Course description updated after publishing per the addendum. **

EDA 61300 - Secondary Field Experience for Certification EdS Level (3)

As part of the Educational Specialist (EdS) degree, tThis three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will **be required to complete a research project focused on one of the specific domains related to the competencies of a successful secondary principal.** Additionally, each student will spend a minimum of 120 ~~150~~ hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course ~~is designed to assist those students who are completing the bulk of their internship hours at the elementary level, and is a required course~~ for students who are seeking k-12 8 certification as a school administrator. ~~The course is offered in conjunction with EDA 51200 and EDA 60910 Secondary Administration and Organization.~~ This is the culminating course for the program.

Course description updated after publishing per the addendum. **

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)

As part of the Educational Specialist (EdS) degree, this three-hour course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Each student will be required to complete a research project based on some aspect of school supervision. Topics include the nature of supervision, ~~a historical perspective of supervision~~, selection of personnel, evaluation of personnel, ~~retention of personnel~~, and organizational theory. This course requires 45 hours of internship activities.

Course description updated after publishing per the addendum. **

EDA 61800 - School Business Management (3)

As part of the Educational Specialist (EdS) degree, this three-hour course focuses on the key aspects ~~The student will become acquainted with aspects~~ of business management within the context of education. ~~Each student will complete a research project focusing on one of the topics related to school business management.~~ 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. Please see, "Program Internship and Field Experience Requirements" for details.

Course description updated after publishing per the addendum. **

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 for Today's Learner 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.~~ Attention is given to instructional design and assessment, educational ethics and understanding the individual learner.

Course title and course description updated after publishing per the addendum. **

EDA 62600 - School Law (3)

As part of the Educational Specialist (EdS) degree, this three hour ~~This~~ course provides the student with knowledge and understanding of the effect of the legal

system on education. ~~Each student will construct a research project on a legal topic of interest and importance.~~ 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.

Course description updated after publishing per the addendum. **

EDA 63000 – Educational Program Improvement Instructional Program Improvement Strategies (3)

This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance.

~~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.~~

Course title and course description updated after publishing per the addendum. **

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 ~~introductory~~ 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.

Course description updated after publishing per the addendum. **

EDA 64600 - Data-Based Decision-Making (3)

As part of the Educational Specialist (EdS) degree, this three-hour course provides students with the foundational concepts and skills to understand and implement a data-driven, decision-making process in today's schools. Each student will be required to complete an individual research project focusing on data based decision making. This course provides a structure for educational leaders to form data teams to (a) collect, analyze, and prioritize data; (b) develop SMART Goals; (c) make instructional decisions; (d) determine result indicators; (e) monitor progress; and (f) create professional teams that reflect and improve on day-to-day practice using data.

Course description updated after publishing per the addendum. **

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 offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. 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 Leadership 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.

Course description updated after publishing per the addendum. **

EDA 70500 - Advanced School Law (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. 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.

Course description updated after publishing per the addendum. **

EDA 71000 - Human Resource Administration (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. 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.

Course description updated after publishing per the addendum. **

EDA 71500 - Advanced School Business Management (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. 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.

Course description updated after publishing per the addendum. **

EDA 72000 - School District Administration (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. 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.

Course description updated after publishing per the addendum. **

EDA 72500 - Student Achievement for Today's Learner Enhancement Techniques (3)

This course assists the instructional leader in understanding how students learn. ~~Attention is given to instructional design and assessment, educational ethics and understanding the individual learner. Students will apply understanding through practical application. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.~~

Course title and course description updated after publishing per the addendum. **

EDA 73000 – Educational Program Improvement Instructional Program Improvement Strategies (3)

This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance through program evaluation.

~~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.~~

Course title and course description updated after publishing per the addendum. **

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 **complex** statistical techniques used in the analysis of data and helps students in the development of a doctoral level research proposal.

~~Further, there will be an emphasis on an interpretation of the analyzed data with regard to answering research questions and hypotheses. Class sessions will help students develop a research design and use scholarly language to report results. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.~~

Course description updated after publishing per the addendum. **

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 in research design and scholarly writing to support completion of the dissertation. Course objectives include: comprehension of the Lindenwood University dissertation process, dissertation vocabulary and forms; fundamentals of APA citation and reference, Lindenwood University writing style and dissertation formatting guidelines. Students will begin the process of research topic development, drafting of the Lindenwood University Research Prospectus, and literature review. During the course, students will review the Lindenwood University Doctoral Handbook and acquire a dissertation chair and/or committee members. If a grade below B is earned in any Capstone course, the course must be repeated.

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 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 (1)

This is a one-hour credit course for students who have not yet completed the dissertation. This course is designed to keep enrollment open in the EdD program while students complete the EdD requirements. Credit for enrollment in EDA 78000, Capstone Experience, does not count toward the 48-hour minimum course requirements for the EdD degree. Students in the EdD degree program must complete the degree within three years after passing the

Comprehensive Exam. The grade for this course will be either Pass or Fail.

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 (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.

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 71900 - History of Higher Education in the United States (3)

This course will examine the development of higher education in the United States. The course will review the impact of historical events on current and future issues in higher education. Governmental policies, important figures, population expansion, and curriculum 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 (1) (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) (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) (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) (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 Pedagogy for Effective Literacy Practices.

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 non-print). Topics will include, but not limited to, brain research and literacy, multi-model literacy, multi-level 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 Foundations of K-12 Literacy Administration Organization.

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 Student Achievement Enhancement Techniques for Middle School/High School Literacy.

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 Student Achievement Enhancement Techniques for Elementary Literacy.

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 Cognitive Coaching for Teaching Diverse Populations and Adult Learners.

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 Literacy Leadership: Influencing and Facilitating Program Improvement.

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 interpretive 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 50000 - Introduction to Higher Education Administration (0)**

An overview of the higher education profession. This introductory course will provide students with a framework for their educational and professional experiences. The reflective course will highlight functional areas, course expectations, and instructor backgrounds. This course is Pass/Fail.

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 - Leadership Development (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 53500 - Ethical Decision-Making (3)

In this course, students will examine decision-making strategies essential for student affairs administrators. Topics include: review of national governing board ethics, challenges in decisions, and power structure.

EDHE 54000 - Social Issues in Education (3)

A review of historical and recent social issues in the United States and impact on educational systems. Issues will be examined through the eyes of marginalized populations.

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 - Foundations of Librarianship (3)**

This course is designed to provide an overview, as well as a comparison of the American Association of School Librarians Standards and the Missouri School Librarian Standards. EDL 50000 orients students to the school librarian's role with teacher/librarian collaboration,

selecting a place for their professional learning network, as well as working toward becoming self-directed toward providing professional development opportunities with their colleagues. The changing nature of librarianship surfaces throughout the questions posted on the discussion board.

EDL 50500 - Library Media Administration (3)

This course investigates principles of organization and administration of the library and media center and its relationship to its many public's. The history of libraries, organization, and management are emphasized. The functions and roles of library media specialist and the library media center within the K-12 school are topics covered in this course, as well.

EDL 51000 - Organizing Information (3)

This course examines principles and practices of organizing information and creating bibliographic records. The principles of cataloging and classification theory and practice are integrated into the creation of library metadata using current standards and tools. Current standards and current technology are highlighted through experiences with software used in most K-12 schools. Principles that guide the work, recent developments in the field, and future trends in cataloging and access are highlighted in this class.

EDL 51500 - Library Systems and Information Technologies (3)

This course consists of investigation, manipulation and evaluation of current technologies that affect the production, storage dissemination, revival and use of information. A plethora of informational technological topics are covered related to basic software tools that support increasing teacher/librarian collaboration, as well as enlightening K-12 students, teachers, and administrators about applying information technology in the K-12 school setting.

EDL 52000 - Developing and Managing Collections (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. Procedures related to budgeting, purchasing, acquiring, and processing library materials will be covered. The course will expand the learners' knowledge of the selection versus censorship through exposure with ALA Intellectual Freedom Statement and Guidelines connection with School Board of Education's Selection and Reconsideration policies. Emphasis will be on evaluation, selection, and acquisition of library materials as they uphold the objectives of the institutions for which they are selected and acquired with all patrons in mind.

EDL 52500 - Reference Sources and Services (3)

This course examines the selection, evaluation, and use of traditional and electronic reference sources for school library media centers. It introduces the knowledge and skills necessary to provide professional information services to diverse patrons in a broad range of contemporary information environments. This course covers interaction with the patrons, development of search strategies, and analysis and use of general and specialized

reference tools. This course gives you experience using some of the principle tools for seeking information and the criteria necessary to evaluate those tools: printed reference books, fee-based databases, and the “free” Web.

EDL 53000 - Curriculum and the Media Center (3)

This course examines the integration of information literacy skills and current technologies into K-12 instructional strategies. Focus is on the integration of the library program and collections with the classroom curriculum incorporating the diverse student, as well as diverse learning styles. This course will integrate the role of the school librarian as a teacher with the use of electronic resources for research and learning.

EDL 53500 - Children's, Adolescent, and Youth Literature (3)

This course is an examination and evaluation of books and non-book materials with an emphasis on informational materials from preschool board books to young adult books. This course will cover a plethora of national and state awards emphasizing current titles of the award winners. Students read an average of two-to-three novel length titles each week from a variety of genres and formats and document literary elements for each. Book discussions and book talks are also part of this course.

EDL 54500 - Field and Clinical Experiences (3)

This course involves practical experience in processes of library media centers. The culminating Field and Clinical Experiences is a minimum of three semester hours with a minimum of 100 clock hours with a mentoring school librarian. This course blends library and information science theory with practical library experience and application.

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.

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 only.

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 only.

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 64500 or equivalent. Offered: Spring semester only.

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 only.

EDR 66700 - Introduction to Applied Quantitative Analysis (3)

Introduction to Applied Quantitative Analysis 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 only.

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 only.

EDRL- Education: Reading Literacy

EDRL 50810 - Reading Methods and Strategies for Students with Dyslexia and Struggling Readers (3)

Students will research the characteristics of the struggling readers with special attention for Dyslexia. The course will emphasize manifestations, warning signs, and symptoms in the classroom setting as well as the selection of appropriate strategies, methods, and materials for increasing success in reading for all students. Observation hours are required for this class. Students will be assisted in locating a setting where students with Dyslexia are receiving services. Students will be expected to devise personalized learning experiences for struggling readers. Upon completion, students will be able to effectively work with readers, their families and school districts to ensure that appropriate accommodations will be put in place.

EDRL 51010 - Assessment Driven Literacy Instruction (3)

Students will research formal and informal methods of formative and summative assessment, progress monitoring and the evaluation of data to inform the selection of appropriate strategies, methods and resources for the struggling readers. Upon completion students will be able to apply an understanding of assessment data to teacher-decisions in literacy instruction.

EDS - Education: Special Education Cross-Categorical K-12

EDS 50200 - Behavior Management (3)

This course is designed to increase the **student's-teacher candidate'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. **Teacher candidates will research peer-reviewed journal articles related to**

conceptual models presented in class and ethical expectations related to behavior management. Teacher candidates will reflect on their findings and write a scholarly paper using APA for citations. Completion of observation hours in an educational setting and application of behavior management strategies are required for this course. Prerequisite: EDU 34100 or EDU 54100.

Course description updated after publishing per the addendum. **

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 or 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, pre-vocational 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 graduate students in the MAT program to become special education teachers or special education teachers who already have teacher certification 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. Service delivery models including Response to Intervention (RtI), collaborative teaching, consultative services, itinerant teaching, and resource support services are emphasized in this course.

Both commercial and teacher developed materials are examined. This course will meet the new Illinois certification requirement for veteran and new teachers as a special education course. Prerequisite: Current teaching certificate or EDU 51500.

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)

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 mild/moderate cross-categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 53000. 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. 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)

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 and Strategies for working with Infants and Young Children with Vision Impairments (3)

In this course, Early Intervention Specialist candidates will learn the characteristics and strategies for working with infants and young children who have vision impairments and their families. Candidates will review 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 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.

EDS 56300 - Characteristics and Strategies for working with Young Children with Deaf/Hard of Hearing Impairments (3)

In this course, Early Intervention Specialist candidates will learn the characteristics and strategies for working with families 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. Candidates will also 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.

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 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 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 nontraditional therapeutic and intervention strategies, legal and social issues, community resources, and school and family will be examined. 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. 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. Offered: Fall semester.

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. Offered: Spring semester.

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. Offered: Spring semester.

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 BACB Professional and Ethical Compliance Code for Behavior Analysts. Students will learn the Compliance Code providing them the necessary knowledge to conduct themselves in a professional and ethical manner when acting as a BACB. Topics will include: responsible conduct of behavior analysts, behavior analysts' responsibility to clients, assessing behavior, behavior analysts and the behavior-change program, behavior analysts as supervisors, behavior analysts' ethical responsibility to the profession of behavior analysts and colleagues, public statements, behavior analysts and research, and behavior analysts; ethical responsibility to the BACB.

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 Foundational Knowledge Section III of the BACB Fourth Edition Task List. Lab fee required.

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

This course will highlight two dimensions of applied behavior analysis (Baer, Wolf, and 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 Section I A and B of the BACB Fourth Edition Task List.

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 Section I-C, D, E, F of the BACB Fourth Edition Task List.

EDS 64000 - Observation, Assessment, and Identification Methods of Applied Behavioral 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 Section II G, H, I of the BACB Fourth Edition Task List.

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 Section II J and K of the BACB Fourth Edition Task List.

EDS 66100 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total of 750 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Summer semester.

EDS 66200 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total of 750 BCBA hours. No fewer than 10 hours, but no more than

30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Fall semester.

EDS 66300 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total of 750 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Spring semester.

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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete practicum hours towards their total of 1000 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Summer semester.

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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete practicum hours towards their total of 1000 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Fall semester.

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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete 335 practicum hours towards their total of 1000 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Spring semester.

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 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

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 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

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 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours,

including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

EDSBA - Education: Behavior Analysis

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

This course will familiarize students with BACB Professional and Ethical Compliance Code for Behavior Analysts. Students will learn the Compliance Code providing them the necessary knowledge to conduct themselves in a professional and ethical manner when acting as a BACB. Topics will include: responsible conduct of behavior analysts, behavior analysts' responsibility to clients, assessing behavior, behavior analysts and the behavior-change program, behavior analysts as supervisors, behavior analysts' ethical responsibility to the profession of behavior analysts and colleagues, public statements, behavior analysts and research, and behavior analysts; ethical responsibility to the BACB.

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 Foundational Knowledge Section III of the BACB Fourth Edition Task List. Lab fee required.

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

This course will highlight two dimensions of applied behavior analysis (Baer, Wolf, and 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 Section I A and B of the BACB Fourth Edition Task List.

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 Section I - C, D, E, F of the BACB Fourth Edition Task List.

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

This course 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 Section II G, H, I of the BACB Fourth Edition Task List.

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 Section II J and K of the BACB Fourth Edition Task List.

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.

EDSBA 56100 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total 750 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Summer semester.

EDSBA 56200 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total of 750 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Fall semester.

EDSBA 56300 - Applied Behavioral Analysis Intensive 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete intensive practicum hours towards their total of 750 hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Spring semester.

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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete practicum hours towards their total of 1000 BCBA hours. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Summer semester.

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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete practicum hours towards their total of 1000 BCBA hours. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. 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 service plans. This course will be conducted in the field and will be under the supervision of a BCBA qualified professional as designated by the BACB. Students will complete practicum hours towards their total of 1000 BCBA hours. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. 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 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

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 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

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 individual 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 fieldwork hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 10 hours, but no more than 30 hours, including supervision, may be accrued per week. Curriculum will follow the BCBA Supervisor Training Curriculum outline. Lab fee required. Offered: Intermittently.

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 re-evaluate 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.

EDT 50900 - Innovation Mindset (3)

In this course, students will explore theories regarding innovation and the challenges associated with innovating in an educational culture. Students will examine aspects of an innovator's mindset, as well as behaviors and practices conducive to the effecting and sustaining of innovations.

EDT 51900 - Leadership in Education (3)

In this course, students will explore various theories and models of leadership and the unique challenges associated with leading in an educational setting. By means of group and individual exercises, students will examine their own skill sets and personality traits in order to develop a personal philosophy of leadership.

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 seeking~~ teacher certification. ~~Students~~ ~~Teacher candidates~~ will review educational law and ethical codes and apply them to classroom scenarios. ~~Students will understand~~ ~~Teacher candidates will examine~~ the spectrum of diversity in the context of schools. ~~Class presentations covering and present to the class on~~ a variety of educational topics ~~will be required~~. ~~Teacher candidates will be introduced to learning standards and objectives, Depth of Knowledge, and Bloom's taxonomy.~~ ~~An early level field experience is required, which may include a Saturday commitment. Teacher candidates must obtain a clear criminal background check to participate in~~

~~the field experience. A nominal fee is required for requesting a background check. Teacher candidates will also pay a site license fee for their portfolio and a lab fee is required for the field trip. A practicum is required, and students must complete a criminal background check for a nominal fee. Students will also pay a site license fee for their portfolio.~~

Course description updated after publishing per the addendum. **

EDU 50110 - Special Reading Program Seminar (0)

Students will complete preparation for the DESE assessment for Special Reading K-12 certification and an exit survey from the program during this course. Students will review School of Education Code of Ethics and reflect on their professional responsibilities and expectations as an educator in the field of Special Reading K-12. Students will have an opportunity to experience varying perspectives on best practices, and strategies from the field by visiting professors, Doctoral Students and/or practicing Reading Specialists. To be taken during the final semester of the program.

EDU 50200 - Psychology of Teaching and Learning (3)

This course requires exploration in current topics of interest in relation to the study and application of learning theories to contemporary educational issues. Physical, cognitive, and emotional development of the young child through adolescence are also investigated. Students will learn theory, models, and current research in developmental and educational psychology.

EDU 50300 - Elementary Reading Methods (3)

In this course, the student will participate in a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. 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. ~~Teacher candidates will collect pre and post assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature.~~

Prerequisite: ~~EDU 51500 51503 and~~ EDU 52110 or 52210.

Course description and prerequisites updated after publishing per the addendum. **

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. Prerequisite: EDU 51500.

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 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, EDU 51500, and EDU 52110.

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 50710 - Content Literacy for Diverse Learners (3)

~~This course is the second required literacy class designed for middle school, high school, and K-12 content area teachers. Students will learn to apply methods of instructional interventions for adolescents with reading deficits. Students will also focus on addressing content specific needs of English Language Learners. In this course, teacher candidates examine and implement methods of instructional intervention for middle and secondary students with reading deficits. Teacher candidates focus on addressing the content-specific needs of English Language Learners and students who have reading and comprehension disabilities. Teacher candidates also examine various reading assessments as well as assistive technologies that can be used in content specific courses. Teacher candidate will research a specific reading disability and create a data driven action plan.~~

~~Prerequisite: EDU 51500 and EDU 58700.~~

~~Course description and prerequisites updated after publishing per the addendum. **~~

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

administrating these programs are emphasized. Observations are required in several local area programs.

EDU 50900 - Analysis and Correction of Reading Difficulties (3)

This course is designed to teach the diagnostic/prescriptive process necessary to deal with ~~readers students of at~~ various levels in the classroom. ~~Students Teacher candidates~~ learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. ~~Students Teacher candidates~~ 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.~~ for both assessment and instruction. This course is to be taken concurrently with EDU ~~52200~~ 50999 for ~~students~~ teacher candidates working towards early childhood, early childhood special education, and elementary education certification.

Prerequisite: ~~EDU 51500~~, EDU 50300 ~~or EDU 50700 or EDU 50710~~. Co-Requisite EDU 50999 or EDU 52300 or EDU 52600.

~~Course description and prerequisites updated after publishing per the addendum. **~~

EDU 50999 - Practicum: Analysis and Correction of Reading Difficulties (2)

This practicum course is designed for MAT ~~students~~ teacher candidates who are working on their initial teaching certificate. This course provides the ~~student~~ teacher candidate with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The ~~student~~ teacher candidate will complete his/her practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The ~~student~~ teacher candidate will be expected to administer, score, and interpret basic ~~tests~~ assessments and to write case study reports. ~~The student will be required to either have previously taken or be enrolled in the same semester with EDU 50900.~~ Teacher candidates enrolled in this course will complete a progress monitoring project. Teacher candidates will analyze pre and post data as well as use progress monitoring and present a graphic representation of student/s growth during the practicum. This project will be presented in class. The teacher candidate will be required to provide evidence of enrollment in 50900 or past successful completion of EDU 50900. *Note: Only one practicum course may be taken in a semester.*

Prerequisite: EDU ~~51500 51503~~ 51600.

~~Course description and prerequisites updated after publishing per the addendum. **~~

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 ~~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. ~~Teacher candidates will write inquiry lesson designs relevant to teaching mathematics. Teacher candidates will use the Missouri Learning Standards for Mathematics and NCTM standards in this course. Graduate teacher candidates will read and reflect on peer-reviewed literature related to mathematics education and investigate and apply STEM (technology in Math) ISTE Standards in lesson planning. Students will identify MLS for each lesson; present one or more lessons developed for a 5-lesson unit plan to their peers and provide reflective critiques when their colleagues present lessons in class.~~

Prerequisite: ~~EDU 51500, EDU 52100~~ or EDU 52110 or 52210 and two university level mathematics courses.

~~Course title, course description, and prerequisites updated after publishing per the addendum. **~~

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~~ Introduction to Family and Community Involvement for the Young Learner (3)

~~This course examines community resources and methods of incorporating effective and active communication between home, school and community. Students will explore current resources, as well as incorporate digital components to strengthen a young child's living and learning environments. This course focuses on the importance of family and community involvement as it relates to children's development. Components addressed include the relationship between family and community involvement and increased student engagement, culturally responsive teaching, children and family advocacy, and~~

~~the research about the importance of family and community engagement. Teacher candidates will summarize peer-reviewed research correlation between theoretical concepts and teaching principles. All teacher candidates pursuing an early childhood teacher certificate are required to take this course before or in conjunction with their first education course(s).~~

~~Course title and course description updated after publishing per the addendum. **~~

EDU 51500 - Teacher Education Seminar I (0-3) (0-3)

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 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 must also make sure they have taken and submitted the Missouri Educator Profile (MEP) and the MEP developmental plan 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. Only EDU 51500 is counted toward degree credit. P/F grading. Prerequisite: EDU 50200, six additional credit hours of EDU coursework. Corequisite: Apply to the teacher education program. Offered: Every semester.

EDU 51600 - Language Acquisition and Development for Young Children (3)

~~This course includes a study of the nature of language, the normal sequence of language development, an introduction to the theories of language acquisition, and monitoring instruction of linguistically and culturally diverse students in a variety of English Language teaching contexts. This course will highlight the following: how the young child's environment and culture influence their language development, how early childhood educators develop strategies and developmentally appropriate activities for stimulating language growth, how early childhood educators can effectively identify typical and atypical language acquisition development.~~ This course involves an examination of theoretical concepts and teaching principles related to the nature of language, sequential development of language skills, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. The course will highlight how the young child's environment and culture influence their language development, how early childhood educators implement developmentally appropriate strategies and activities for stimulating language growth, and how early childhood educators can effectively identify typical and atypical language acquisition development.

Course description updated after publishing per the addendum. **

Prerequisite: EDU 51500 and EDU 50200.

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. Graduate students are expected to complete different and additional assignments (e.g. additional reading and writing intensity), student assessments for learning, and student assessments of media compilation, self-directed learning project learning (exams, quizzes, papers, and projects) designed for increased outcome and rigor. Graduate teacher candidates complete higher-level questions on the pre/post assessment quizzes. Teacher Candidates research a minimum of 20 different early childhood/early childhood special social media sites incorporating a description, analysis, and reflection (DAR) format as compared to 10 required for Undergraduate students. Teacher candidates selecting to complete a self-directed learning project will first complete a learning contract approved by the Professor prior to implementing the project.~~

Course description updated after publishing per the addendum. **

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 School Science Methods (3)

~~This course is designed to explore various methods, materials, strategies, and processes used in early childhood and elementary science programs. Students are expected to plan, develop, and teach several science lessons using a variety of science instruction formats. Lab~~

~~fee required.~~ This course includes the theoretical and practical aspects of the early childhood and elementary Science Methods and curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan, teach, and develop a variety of Science appropriate instructional formats, aligned to the Missouri Learning (Science) Standards and relevant Next Generation Science standards* including STEM relationships and tools for science inquiry, global awareness and interdependence. A lab fee and one Saturday field trip are required.

Prerequisite: ~~EDU 51500 and EDU 52100~~ or EDU 52110 or EDU 52210.

Course title, course description, and prerequisites updated after publishing per the addendum. **

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 52010 - Curriculum Analysis and Design for Gifted Education (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. Emphasis will focus on curricula used for educating gifted learners in a K-12 setting.

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

This course will enable ~~students~~ teacher candidates to examine the specific techniques and procedures for effective teaching at the secondary level. ~~Students~~ Teacher candidates will examine ~~what is required requirements~~ to design logical, engaging, and rigorous lessons that meet the needs of all learners. ~~This course will promote~~ In class collaboration and consultation with colleagues ~~to explore will encourage exploration of~~ several approaches for planning lessons including ~~but not limited to: the~~ direct teaching model, student-centered model, technology integration, and the co-teaching model. ~~Students~~ Teacher candidates will apply Blooms Taxonomy and Depth of Knowledge as related to lesson plan objectives, questions, and assessments ~~in planned lessons~~. The teacher candidate will examine and implement appropriate instructional strategies within demonstration lessons and review current peer-reviewed literature. ~~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.~~ The teacher candidate will learn to evaluate appropriate technology for their instructional purpose. The teacher candidates will also examine and implement educational technologies in written and demonstration

lessons. Teacher candidates are strongly encouraged to obtain Level 1 Google certification.

~~Prerequisite: EDU 51500.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 52210 - Elementary ~~School Classroom~~ Teaching and Technology (3)

This course will allow ~~students~~ teacher candidates to examine the specific techniques and procedures for effective teaching at the elementary level. ~~Students~~ Teacher candidates will examine what is required to design and prepare logical, engaging, and rigorous lessons that meet the needs of all learners. This course will ~~promote collaboration and consultation with colleagues to~~ explore several various approaches for planning lessons including the direct teaching and co-teaching models. ~~Students~~ Teacher candidates 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 use of~~ instructional technologies as teaching tools, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications. ~~Students will focus on the use of technology integration in instruction and lesson design and will be assigned several technology-driven assignments to demonstrate understanding instructional technology. The instructor will demonstrate various technology tools. Students will be strongly encouraged to obtain level 1 Google Certification in this course and will be provided information and access to the training.~~

Course title and course description and updated after publishing per the addendum. **

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. Prerequisite: EDU 51500. 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 the use of assessment results. Students will review administration of one of the more commonly used methods of assessment, either the SB-V or WISC-V. Students will be provided with opportunities (online or in class) to view assessments and demonstrations of the commonly used assessments in schools today. Students will also be introduced to ethical considerations, confidentiality, and the impact of diversity in testing. The role of testing in special programs, including gifted identification and the Response to Intervention (RtI) model will also be discussed. Lab fee required.

EDU 52500 – Introduction to Perceptual and 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.~~ This course examines the complex relationship between systems of the body and how they change over the life span. The interdependence of developmental domains (cognitive, language, physical, social development), culture, prior experiences, and individual constraints will be addressed. All teacher candidates pursuing an Early Childhood teacher certificate are required to take this course.

Prerequisite: EDU 51500 and EDU 50200 ~~or PE 15000.~~

Course title, course description, and prerequisites updated after publishing per the addendum. **

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~~ Concepts of Cognitive Curriculum in Early Childhood Education (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. Teacher candidates will correlate theoretical concepts with teaching principles related to the foundation of cognitive development through developmentally appropriate and evidence-based practices. Cross-curricular lesson plans will be introduced and developed.~~

Prerequisite: EDU 51500.

Course title and course description updated after publishing per the addendum. **

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. Teacher Candidates will correlate theoretical concepts with teaching principles to support early development in the fine arts, dramatic play and movement through developmentally appropriate and evidence-based practices. The teacher candidate will create a unit plan appropriate for implementation in early childhood and/or early childhood special education settings.~~

Course description updated after publishing per the addendum. **

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 52110.

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 either for 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 or EDU 52110.

EDU 53410 - Methods of Teaching Elementary School Dance (3)

This course is designed for either the elementary classroom teacher or for the dance teacher of elementary school students. Students will study the various approaches to dance education for the elementary student. For dance education majors. Offered: Intermittently.

EDU 53530 - Secondary Methods of Teaching Science (3)

This ~~graduate level~~ course examines a variety of ~~teaching methods of teaching Science~~ in middle ~~schools~~ and high schools, including ~~but not limited to~~: inquiry, cooperative learning, differentiation, and interdisciplinary ~~instruction, classroom simulations as well as specific teaching strategies unique to the subject area. etc. as well as specific strategies unique to Science instruction.~~ Students As a culminating project, teacher candidates will ~~also~~ develop a Unit Plan of ~~i~~nstruction. ~~Lab fee required.~~ During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53531 - Secondary Methods of Teaching Mathematics (3)

This ~~graduate level~~ course examines a variety of ~~teaching methods of teaching Mathematics~~ in middle ~~schools~~ and high schools, including ~~but not limited to~~: inquiry, cooperative learning, differentiation, and interdisciplinary ~~instruction, classroom simulations as well as specific teaching strategies unique to the subject area. etc. as well as specific strategies unique to Mathematics instruction.~~ As a culminating project, teacher candidates ~~Students~~ will ~~also~~ develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various

methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53532 - Secondary Methods of Teaching Modern Languages (3)

This graduate level course examines a variety of teaching methods ~~of teaching Modern Languages~~ in middle ~~schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Modern Languages instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53533 - Secondary Methods of Teaching Art (3)

This graduate level course examines a variety of teaching methods ~~of teaching Art~~ in middle ~~schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Art instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53534 - Secondary Methods of Teaching English (3)

This graduate level course examines a variety of teaching methods ~~of teaching English~~ in middle ~~schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as~~

~~specific strategies unique to English instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53535 - Secondary Methods of Teaching Social Sciences (3)

This graduate level course examines a variety of teaching methods ~~of teaching Social Sciences~~ in middle ~~schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Social Sciences instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53536 - Secondary Methods of Teaching Business Education (3)

This graduate level course examines a variety of teaching methods ~~of teaching Business Education~~ in middle ~~schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Business Education instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53537 - Secondary Methods of Teaching Speech and Theatre (3)

This graduate level course examines a variety of teaching methods of ~~teaching Speech and Theatre~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Speech and Theatre instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53538 - Secondary Methods of Teaching Music (3)

This graduate level course examines a variety of teaching methods of ~~teaching Music in middle schools~~ and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Music instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53539 - Secondary Methods of Teaching Technology and Engineering (3)

This graduate level course examines a variety of teaching methods of ~~teaching Technology and Engineering~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Technology and Engineering instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester,

teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53540 - Secondary Methods of Teaching Physical Education (3)

This graduate level course examines a variety of teaching methods ~~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.~~ but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53541 - Secondary Methods of Teaching Health Education (3)

This graduate level course examines a variety of teaching methods of ~~teaching Health Education~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Health Education instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

EDU 53572 - Secondary Methods of Teaching Dance (3)

This ~~graduate level~~ course examines a variety of ~~teaching methods of teaching Dance~~ in middle ~~schools~~ and high schools, including ~~but not limited to:~~ inquiry, cooperative learning, differentiation, and interdisciplinary ~~instruction, classroom simulations as well as specific teaching strategies unique to the subject area. etc. as well as specific strategies unique to Dance instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~Instruction~~. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

Course description and prerequisites updated after publishing per the addendum. **

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~~ require teacher candidates to examine and implement ~~the specific demands required for~~ differentiated instruction in the ~~diverse~~ middle school and high school classroom settings. The ~~student~~ teacher candidate will examine ~~co-teaching models, including the roles of each instructor including consulting and collaborating for cooperative teaching situations~~ and responsibilities of each participant. ~~This student will also explore the demands and techniques of classroom management.~~ The teacher candidate will examine different classroom management strategies and the importance of building classroom community and culture. Teacher candidates will create and teach multiple differentiated lesson plans. Teacher candidates will also create a classroom management plan. ~~Students will create lesson plans that use technology to enhance student learning. Legal and ethical issues that control the use of technology in the classroom will be investigated.~~ This course ~~has~~ requires a 45-hour ~~practicum~~ mid-level field experience. Teacher candidates will investigate student behaviors, research-based methodologies, and create management plans based on simulated classrooms.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or EDU 52210.~~

Course description and prerequisites updated after publishing per the addendum. **

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 settings. The student will examine the roles of each instructor including consulting and collaborating for cooperative teaching situations. This student will also explore the demands and techniques of classroom management. Students will create lesson plans that use technology to enhance student learning. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum.~~ This course examines the specific demands required for differentiated instruction in diverse elementary classroom settings. Teacher candidates in this course will identify specific strategies necessary for creating a productive environment for academic achievement. Teacher candidates will examine the process of consulting and collaborating with other professionals for cooperative teaching situations. This course will explore techniques of classroom management and identify best practices in managing the needs of multiple students with a range of ability and need. Teacher candidates will create lesson plans aligned to the Missouri Learning Standards and incorporate the use of technology to enhance student learning and demonstrate effective teaching pedagogy. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum.

Prerequisite: ~~EDU 51500 and~~ EDU 52110 or EDU 52210.

Course description and prerequisites updated after publishing per the addendum. **

EDU 54500 - Pre K-8 Health, Nutrition and 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) (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 examines developmentally appropriate methods in screening and assessing the development of young children.~~ This course examines developmentally appropriate methods in screening and assessing the development of young children. Students will develop skills to interpret and share assessment results with families and initiate the referral process. Students will learn methods and strategies of effective communication to ensure curriculum accommodations for the best interest of a young child's development. Methods and materials for prescribing instruction are utilized.

Prerequisite: EDU 51500.

Course description updated after publishing per the addendum. **

EDU 55300 - Elementary ~~School~~ Social Studies Methods (3)

~~This course includes the theoretical and practical aspects of the early childhood and elementary 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 and content including community helpers, civics and government, multicultural awareness, and economics at the state level. Lab fee required.~~ This course includes the theoretical and practical aspects of the early childhood and elementary social studies curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan and develop a variety of social studies appropriate instruction formats, aligned to the Missouri Learning Standards (Social Studies) and National Curriculum for Social Studies (NCSS) themes including culture, change, geography and the environment, local and state civics and government, economics, STEM relationships and tools for social science inquiry, and global awareness and interdependence. Lab fee required.

Prerequisite: ~~EDU 51500, EDU 52100 or~~ EDU 52110 or EDU 52210.

Course title, course description, and prerequisites updated after publishing per the addendum. **

EDU 55900 - Multicultural Education (3)

This course is designed to promote an understanding of the importance of multicultural education in a pluralistic

society. Students develop awareness of their own cultural heritage and attitudes, obtain information about various parallel cultures, and analyze the school as a product of the cultural community and as an instrument for promoting cultural understanding.

EDU 56100-56300 - Graduate Seminar on Teaching Strategies (1-3)

This course is designed to update practicing teachers in educational research, theory, strategies and techniques that will provide added expertise to the schools. This course may be taken more than once for credit.

EDU 56500 - Coordination of Cooperative Education (3)

This course is designed to prepare the ~~student~~ teacher candidate to plan, organize, deliver, supervise, and evaluate a variety of community-based ~~experiences~~ opportunities within Cooperative work experiences. Teacher candidates will leave this course with the knowledge of state and national requirements, documents and contacts needed to supervise and manage an effective work program.

Course description updated after publishing per the addendum. **

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. Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.

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.~~

This course develops within the teacher candidate an understanding of the curricular standards used in marketing education. Teacher candidates will examine state standards and model curriculums and design their own curriculum documents with supplemental activities and assessments in Marketing Ed. while developing a DECA chapter of events plan that can be embedded into their curriculum document as well as examine available professional development opportunities for Marketing Ed teachers.

Course description updated after publishing per the addendum. **

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.

EDU 57300 - Implementing Vocational Business Education Programs (3)

This course fulfills the necessary requirements for DESE to become vocationally certified for ~~b~~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 Program class within ~~the middle and~~ a high school setting will be addressed, researched and reflected upon. ~~Extensive use of computer technology, including the Internet, will be required for research and completion of projects.~~

Course description updated after publishing per the addendum. **

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 57500 - Methods of Teaching Elementary Music (3)

This course is a study of the various approaches to music education in the elementary schools. For music education majors. Prerequisite: EDU 50000. Corequisite: EDU 51500, EDU 52110/EDU 52210. Offered: Fall semester only.

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~~ different abilities and/or exceptionalities. 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.~~ This graduate level course will require teacher candidates to create a cross-curricular lesson plan including movement, art and music around a central theme or genre and a written research component. Lab fee required. Offered: ~~Fall and spring semesters.~~

Course description updated after publishing per the addendum. **

EDU 58200 - The Integrated Literature Curriculum (3)

~~This course is a study of the history and development of literature suitable for elementary school students. Evaluation of current literature material is included. This course will also examine research on the effectiveness of a literature based integrated curriculum for diverse populations 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 drama, reader's theatre and program components for creating literature based lessons, literature and the guided reading program, organizing materials and instruction, thematic approaches and assessment.~~ This course includes a study of the history and development of children's literature. Current research on the purpose and effectiveness of a literature based integrated curriculum will be examine along with materials, methods, and assessments used in developing and implementing such a curriculum. This course investigates the significance of literature on children and the impact of literature on student achievement as documented by current research. Evaluation of current literature will examine the efficacy of literature for diverse populations and explore a variety of literature elements and genres. Teacher candidates in this course are expected to plan and develop a unit plan that includes appropriate instruction formats aligned to the Missouri Learning Standards and supports a literature-based program with authentic assessment measures.

Course description and prerequisites updated after publishing per the addendum. **

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 58344 - Creating Classroom Climate with Character Education (3)

This course will provide educators with a theoretical and knowledge base regarding the importance of character education in designing and managing educational settings. Specific attention will be given to methods and procedures for educators to use in the implementation of character education at the classroom level as a part of the overall management plan.

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 Educational Research 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)

The student will experience practical approaches to ensure that classroom assessment is fair and effective. Curriculum mapping and alignment to standards are explored. Students will develop an understanding of the basic mathematics of measurement, item analysis, test score interpretation, test development, performance assessments, standardized testing, portfolios, grading procedures self-assessment, assessment of diverse student populations, and biases in educational assessment. Student reflection will facilitate an appreciation for the characteristics of an assessment-literate educator. Using data driven decision-making, students will analyze authentic student data and apply research-based strategies to create a plan for instruction to impact student learning. ~~This course is a writing intensity course for the Department of Teacher Education.~~ Teacher candidates will research a self-selected topic and create a scholarly paper.

~~Prerequisite: EDU 21501 or EDU 51501, and EDU 32100 or EDU 32200 or EDU 52100 or EDU 52110 or EDU 52210.~~

Course description and prerequisites updated after publishing per the addendum. **

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. Prerequisite: EDU 51500.

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. Prerequisite: EDU 51500.

EDU 58700 – Reading and Writing across the Curriculum (3)

~~This course addresses the process of making reading and writing educational activities relevant to adolescents by crossing subject matter lines. Emphasis is placed on integrating basic skills in all subject area instruction.~~ This course explores how reading and writing inter-relate with different content areas, crossing subject matter lines. Teacher candidates investigate how reading and writing skill development are

supported in content areas. Teacher candidates will research current best practices in developing comprehension and higher order thinking skills in lesson design aligned to the Missouri Learning Standards.

Prerequisite: EDU-51500.

Course title, course description, and prerequisites updated after publishing per the addendum. **

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; physical, emotional, social, and intellectual development will be studied as they relate to the middle school child's education.

EDU 58890 - Adolescent Psychology (3)

~~This online 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 online 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 online journal publications.~~

Adolescence is a transitional period in the human life span, linking childhood and adulthood. Understanding the meaning of adolescence is important because adolescents are the future of any society. This course examines salient issues concerning adolescent development. The focus will be on adolescent development as influenced by diverse contexts. Each student is expected to be ready to discuss the assigned readings with peers on the discussion board.

Course description updated after publishing per the addendum. **

EDU 58910 - Middle School Philosophy, Curriculum, and Instruction (4)

~~This course introduces students to examines the philosophy, organization, and curriculum of middle schools model and its implications on organization and curriculum of middle school settings. Students will explore the many aspects of effectively educating diverse middle school students, focusing especially on positive teacher student relationships. Students will also learn instructional strategies and programs best suited for middle school students. Students will identify and examine societal influences and their effects on the middle school setting. This course requires a 20-hour practicum to be completed in a middle school setting. During the practicum, the teacher candidate is required to teach at least one direct instruction lesson in the middle school setting. Students will explore development of~~

middle level learners and will determine effective instructional and affective curriculum goals for these diverse learners. Students will examine societal influences and their effects on the middle school model. Students will research and determine professional opportunities for growth as a middle level educator. Students will actively participate in a chosen professional opportunity. This course requires a 20-hour practicum in a middle school setting. The student will use data from the host school to create and teach a lesson and self-assess the presentation of this lesson in their practicum setting.

Prerequisite: EDU-52110.

Course description and prerequisites updated after publishing per the addendum. **

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)

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 determine the direction for meeting these objectives.

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 re-conceptualization 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)

~~This course consists of observation, individual conferences, and supervised teaching in an early childhood setting, elementary middle and/or secondary school and a weekly student teaching seminar. This course is designed to be the culminating experience in a student's teacher preparation program; thus students should have completed all of the courses necessary for the degree and certification prior to this course. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Students seeking K-12 certification must teach at both the elementary and secondary levels. Students must also participate in a pre-teaching experience prior to the official start of the student teaching semester. Students must complete student teaching applications through Foliotek on time in order to be successful during student teaching. Complete student teaching applications, including passing assignments and all other requirements are due July 1 for guaranteed fall placement and November 1 for spring placement. Incomplete applications will not be accepted or processed for student teaching placement. Students must successfully complete the Missouri Content Assessment prior to a student teaching placement being sought. Please see School of Education website for complete information on student teaching application process. A student teaching lab fee is required. Course enrollment must be approved by the Council of Teacher Education. This course can only be applied to the Master of Arts in Teaching (MAT) degree. This course is designed to be the culminating experience in a teacher candidate's educator preparation program; thus, students should have completed all the courses and assessments necessary for the degree and certification prior to this course. A weekly seminar is required. Teacher candidate must successfully assume responsibilities of the cooperating teacher including, but not limited to: planning and implementing lessons, assessing students, and analyzing performance data to improve instruction. Teacher candidates will be expected to participate in vertical and horizontal team meetings at the placement site. Graduate level rigor will be expected when completing assignments and activities supporting Missouri Educator Evaluation System standards and indicators. Additional professional development experiences and reflections will be required of the graduate level teacher candidate. The teacher candidate is responsible for arranging and paying the expense of transportation to and from the assigned placement. A student teaching lab fee is required. Course enrollment must be approved by the Council of Teacher Education. The course begins prior to the regular university schedule.~~

~~Prerequisite: EDU 21501/EDU 51500 and EDU 40400/EDU 58404.~~

Course description and prerequisites updated after publishing per the addendum. **

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 and 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 57589 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate students would need to check with the LU International office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: permission of the dean, department chair, advisor and internship coordinator.

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 in 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/ENGL 40400.

ESOL 50500 - Language, Culture and Policy (3)

The course will survey the social, cultural, and political contexts of language in school environments and society. Prospective teachers will examine the ways in which language behavior is associated with different cultural patterns and develop effective skills for cross-cultural communication. The introductory of language education policies also will be included.

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 51500 - Pedagogy of Second Language Acquisition (3)

The course will address major issues in teaching and learning of second languages, such as the development of first and second language acquisitions and the role of psychological, social, and cultural factors underlying instructional approaches. The major language pedagogies, acquisition theories, and practical applications will be emphasized as well.

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 52500 - Grammar, Linguistics, and Writing in Language Education (3)

The course will cover key concepts of the International Phonetic Alphabet (IPA) such as phonology, morphology, syntax, and semantics. Prospective teachers will learn the depth and breadth of English language and understand how to produce a strong grammar and writing foundation to support Culturally and Linguistically Diverse (CLD) students.

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 53500 - Methods for Culturally and Linguistically Diverse Students (3)

This course will focus on the Sheltered Instruction Observation Protocol (SIOP) method and different ESL instruction. Prospective teachers will learn to collaborate with content area teachers and establish a positive community for family involvement to support the learning of Culturally and Linguistically Diverse (CLD) students. Prerequisite: ESOL 50500 and ESOL 51500.

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 54500 - Effective Assessments for Culturally and Linguistically Diverse Students (3)

In this course, prospective teachers will explore different formal and informal assessment applications for the identification and placement of Culturally and Linguistically Diverse (CLD) students. The use of data of language proficiency assessments will be examined along with diverse instructional approaches. Prerequisite: ESOL 50500 and ESOL 51500.

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 55500 - Theory and Practice of Culturally and Linguistically Diverse Curriculum (3)

The course is to assist prospective teachers in acquiring skills and knowledge of culturally and linguistically responsive curriculum. The analysis of multicultural theories, the practice of WIDA and ESL lesson plans, and the design of learning accommodations for CLDs will be included. The differentiation between special education and ELL education also will be discussed.

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 57000 - ESOL Project (3)

The focus of this project should have a practical application. The instructor and the student will need to meet to discuss the project, rubric, and presentation of this project. This course can be taken in lieu of ESOL Practicum for online participants. Prerequisite: ESOL 50500, ESOL 51500, and ESOL 53500.

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/ENGL 37200.

ESOL 57500 - Bilingual Education Theory (3)

This course explores the history, application, and theories of Bilingual education. Through a great deal of research, case studies, and class discussion; the participant will be asked to create a final paper, presentation, or project detailing the current trends and efficacy of Bilingual education in the United States and abroad.

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.

ESOL 58900 - ESOL Capstone (3)

This course requires the student to create an original final project and portfolio as required for the course and graduation. The project must be original work of the student. It will require research and analysis of ESOL theories and Practices.

FD - Fashion Business and 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 only.

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 only.

FD 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. Prerequisite: FD 50010. Offered: Spring semester only.

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 only.

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 only.

FD 51300 - Advanced CAD I: Apparel Design (3)

This advanced software course uses the latest versions of Computer Aided Design programs. Students advance their software knowledge in order to create garment flats and illustrations, scan croquis, and design storyboards and visuals. Emphasis shall be placed on the application of these design elements with the computer as a design tool and using a variety of techniques and programs to achieve apparel designs. Lab fee may apply.

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 only.

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 only.

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 only.

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 only.

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 only.

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 only.

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 only.

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 only.

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 only.

FD 56500 - Fashion Internship (3)

This advanced applied 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.

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 only.

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 only.

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 only.

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 only.

FD 58500 - Fashion Business and 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. Through case studies in the industry, students will analyze trends in order to begin production of their own business plan to be completed in capstone.

FD 60000 - Fashion Business Capstone (3)

This capstone course provides graduate students the opportunity to identify themselves as entrepreneurs, develop a thorough and advanced business plan and create their own marketing strategy for their business. Students will analyze industry trends, research existing companies, and present their own personal business model.

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: 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 and 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 52055 - Research Project in Finance (3)

This course will develop the student's ability to apply financial valuation concepts and analytical methods to evaluate the financial condition and estimate the value of an actual company from the viewpoint of common stockholders. Prerequisite: FIN 52010 and MGMT 56070.

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 52089 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate Students would need to check with the LU International office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: Permission of dean, department chair, advisor and internship coordinator.

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 per term. The student must complete the master's thesis within five years of beginning the MS program.

GAM - Game Design**GAM 50001 - Project and Portfolio I (3)**

This advanced applied course has graduate students leading work in teams going through the entire game development process going from concept to completed publish ready game creating examples to build their portfolio.

GAM 50002 - Project and Portfolio II (3)

This advanced applied course continues to have graduate students work in teams going through the entire game development process going from concept to completed publish ready game creating examples to continue to polish their portfolio, with a special focus on creating a presentable body of work.

GAM 50003 - Project and Portfolio III (3)

Graduate students take a leadership role in this course leading a team of students through the entire game development process going from concept to completed publish-ready game, they help students with creating examples for their portfolio, and create new work of their own.

GAM 50120 - Level Design (3)

This advanced software course covers the creation of playable three-dimensional levels, including terrain generation, custom texture maps, and three-dimensional place-able models. Through case studies, students will analyze the theories behind **level creation and design**. **Lab fee required.**

GAM 55000 - Game Design Capstone (3)

This capstone course focuses on preparing the student for entering the world of game design. Graduate students will complete their portfolio by creating a final game project and leading teams. Other topics include resume building, interviewing skills, networking and presentation and explanation of work. Lab fee required.

GAM 55800 - Game Development I (3)

This advanced laboratory course will analyze the rise in video game popularity, the psychological effects of prolonged gaming, debate the idea of game design as an art form, and provide students with the skills and opportunity to create a two-dimensional game. Through case studies, students will analyze the theories behind video games and their development. Lab fee required.

GAM 55900 - Game Development II (3)

This advanced laboratory course builds on concepts covered in Game Development I, introducing students to industry standard software and game design practices. Through case studies, students will analyze the theories behind video games and their development. Lab fee required.

GAM 56500 - Game Design Internship (3)

This advanced applied 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.

GAM 57000 - 3D Animation (3)

This advanced course covers the principles of animation. Students will lead groups in the use of industry-standard software to create three-dimensional animations including particle simulations, character animation, facial animation, key frames and editing three-dimensional animation curves. Lab fee may be required.

GD - Graphic Design**GD 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.

GD 52200 - Motion Graphics (3)

This advanced computer course introduces time as a design element and surveys the potential applications for motion in visual communication. Students are introduced to advanced 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.

GD 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.

GD 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 of fine art purposes. Topics such as scanning, masking, compositing, color correction, resolution requirements, and production practices will be covered. File formats, techniques, and tools used in the graphic design field are emphasized. Imagery will be designed for printed and screen use. Lab fee required. Offered: Fall and spring semesters.

GD 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.

GD 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.

GD 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.

GD 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 only.

GD 57800 - Graphic Design Studio (3)

This course is an extension of GD 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 only.

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 50500 - Medical Nutrition Therapy (3)

This course introduces the student to the nutrition care process for assessment, diagnosis, intervention, and monitoring/evaluation (ADIME) for individuals of varying disease states. The nutrition recommendations for weight management, digestive disorders, food allergies & intolerances, diabetes, cardiovascular disease, hypertension, and cancer will be covered in detail.

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 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 will 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 51500 - Nutrition Education and Counseling (3)

This course covers the principles and practices of nutrition education of groups, including aspects of public speaking and lesson planning, and counseling for individuals interested in nutrition-related health behavior change.

HP 52100 - Exercise and 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 52200 - Research in Nutrition and Dietetics (Independent Study) (3)

This course is designed as an independent study for students who choose the non-thesis route. Students are expected to develop a research idea with a faculty member with relevant experience in the field of nutrition and dietetics, critically review the literature, and culminate the project with a written research paper.

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 (3)

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 Aspects of Physical Education (3)

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 online 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 only.

HP 54500 - Recreation Organization and Administration (3)

This course will provide a comprehensive overview of administrative aspects of recreation including risk management procedures. Leadership styles, employee development, volunteer management, evaluations, and safety issues; including lighting, heat illness, aquatics, playground equipment, drug abuse, and medical emergency plans will be discussed. Offered: Fall semester only.

HP 54600 - Program Planning and Leadership (3)

This course is designed for development of leadership programming skills for recreation programs in a variety of settings including: public, nonprofit and for profit sectors. Emphasis will be on activity selection, scheduling, marketing, staffing, and evaluations. Students will also learn leadership skills through new and cooperative, competitive, and cooperative-competitive games and activities. Offered: Spring semester only.

HP 55000 - Human Nutrition and Physiology (3)

This course is designed to examine physiological and biochemical aspects of nutrition, including best practice in assessment and intervention of nutritionally significant disease pathologies and conditions.

HP 55100 - Independent Study (1-6)

This course offers an independent study in the area of human performance. A program of study is formulated with an advisor outlining the specific learning goals in an area of concentration which is not covered to any great extent in existing courses. Topics of study in this course are related to the student's special area of interest.

HP 56000 - Gerontological Nutrition (3)

This course includes analysis of physiological and metabolic changes of aging, as well as a comprehensive overview of considerations for assessment, diagnosis, intervention, and evaluation of the nutritional status of older adults.

HP 57100 - Bioenergetics of Human Movement (3)

An advanced study of human bioenergetics and the physiological support systems for exercise and human performance. Lab fee required.

HP 57500 - Cardiovascular and Respiratory Exercise Physiology (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. Lab fee required.

HP 58000 - Exercise Considerations for Aging and Metabolic Populations (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 58100 - Comprehensive Examination (0)

Written comprehensive examinations are required for the human performance student who elects to not complete a thesis. Prerequisite: Completion of at least 24 hours of human performance coursework with a GPA greater than 2.75. This course will be graded as a pass/fail.

HP 60000 - Obesity: Theory and Application (3)

This course is designed to analyze biological and nutritional causes of obesity for development of theoretical and practical approaches, including nutrition

and exercise, for weight loss and management.
Prerequisite: HP 55000.

HP 64100 - Disability Sport (3)

This course will encompass the biomechanics, physiology, nutrition, sociology, and psychology of sport and recreation for individuals with physical disabilities. Students will study the history, current issues, and future development of disability sport at a national and international level. The rules and classifications to Summer and Winter Paralympic games, as well as the various training methodologies, periodization plans, and specific adaptations for different athletes will be discussed.

HP 64200-64999 - 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 two other experts in their field of study. This course is repeatable and six credit hours are required for the thesis option. **This is a graduate research course.** Prerequisite: HP 54000, HP 54200, and last semester of the master's program.

Course description updated after publishing per the addendum. **

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.

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 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.

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 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 56589 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate Students would need to check with the LU International office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: Permission of the dean, department chair, advisor and internship coordinator.

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.

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. Prerequisite: INTL 58001 is recommended.

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 58089 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate students would need to check with the LU International office on possible effects on the student’s OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: Permission of the dean, department chair, advisor, and internship coordinator.

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 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, application of technology in designing a school counseling website and overview of Excel-formatted Internal Improvement Review, and legal and ethical issues related to school counseling. Prerequisite: Admission to the Counseling Program.

IPC 51301 - Foliotek Seminar, Missouri School Counseling Program (0)

This course will orient students to the culminating assessment portfolio, the field placement process, field placement expectations and other state requirements for certification as a School Counselor in the state of Missouri. Students will be required to purchase Foliotek,

an electronic portfolio system, for the portfolio requirement portion of this course. Students will also be required to take the Missouri Educator Profile, an online self-assessment to identify strengths and areas of improvement 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 after 12 credit hours and/or concurrently with Principles of School Counseling. Prerequisite: 12 credit hours in the counseling program and/or concurrently with IPC 51300.

IPC 51302 - Foliotek Seminar, Illinois School Counseling Program (0)

This course will orient students to the culminating assessment portfolio, the field placement process, field placement expectations and other state requirements for certification as a School Counselor in the state of Illinois. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. Students will also be required to take the Missouri Educator Profile, an online self-assessment to identify strengths and areas of improvement 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 after 12 credit hours and/or concurrently with Principles of School Counseling. Prerequisite: 12 credit hours in the counseling program and/or concurrently with IPC 51300.

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, families, and community 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 required. 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 required. 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 required. 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 60700 - Field Placement 1 Illinois Practitioners (3)

Field Placement 1 requires a minimum of 350 clock hours and must include a minimum of 140 hours engaged in the provision of direct service to school counseling clients under the supervision of a certified school counselor as well as a faculty member. Of the ~~60~~ 140 direct service hours in Field Placement 1, 30 hours must be in a group **or classroom counseling** setting. Lab fee required.

Prerequisite: IPC 55300, IPC 56100, IPC 56200, IPC 57500, IPC 58200, and 3.0 GPA. **Students must pass the Illinois Test of Academic Proficiency or have a score of 21 or higher on an ACT or SAT plus writing no older than 10 years prior to taking Field Placement 1.**

IPC 60701 - Field Placement 1 Extension Illinois Practitioners (0)

Student who take an incomplete in Field Placement 1 and have less than half of the required hours must enroll in this extension and continue to attend their Field Placement 1 class. \$50 fee required. Prerequisite: IPC 55300, IPC 56100, IPC 56200, IPC 57500, IPC 58200, and 3.0 GPA.

IPC 60800 - Field Placement 2 Illinois Practitioners (3)

Field Placement 2 requires a minimum of 350 clock hours and must include a minimum of 140 hours engaged in the provision of direct service to school counseling clients under the supervision of a certified school counselor as well as a faculty member. Of the 60 direct service hours in Field Placement 2, 30 hours must be in a group setting. Lab fee required. Prerequisite: IPC 60700.

IPC 60801 - Field Placement 2 Extension Illinois Practitioners (0)

Student who take an incomplete in Field Placement 2 and have less than half of the required hours must enroll in this extension and continue to attend their Field Placement 2 class. \$50 fee required. Prerequisite: IPC 60800.

IPC 60900 - Illinois School Counseling Content Exam (0)

Comprehensive Examination, Illinois School Counseling Students. There will be a fee for the examination. Prerequisite: IPC 60700.

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 six-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)

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 required. This course is repeatable. Prerequisite: IPC 52400, IPC 56100, IPC 56200, 3.0 GPA, and permission.

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. This course is graded on a pass/fail basis. \$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. Students learn how to assess school climate and culture to best advocate and lead their comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required. Prerequisite: IPC 55300, IPC 56100, IPC 56200, IPC 57500, IPC 58200, 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. Students learn how to assess school climate and culture to best advocate and lead their comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required. Prerequisite: IPC 62000 or IPC 62100, 3.0 GPA, 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. Students learn how to assess school climate and culture to best advocate and lead their comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required. Prerequisite: IPC 62000 or IPC 62100, 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. Students learn how to assess school climate and culture to best advocate and lead their

comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required. Prerequisite: IPC 62000 or IPC 62100, 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 required. 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 required. 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, IPC 62600, 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 56045 or MGMT 56048 or MGMT 56085, 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 - Contemporary Issues in Leadership (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 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 56080 - Business Analytics (3)

This course provides an introduction to business analytics, by providing an overview of 'big data', data analytics/business intelligence, as well as hands-on use of mainstream commercial data analytics toolsets. Applications will include sport management, marketing, purchasing, and finance oriented analyses. Student will

also gain an understanding of data warehouses, data management, and web analytics. Prerequisite: MGMT 56070 and MIS 54001. Offered: Fall and spring semesters.

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 56089 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate students would need to check with the LU International office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: Permission of the dean, department chair, advisor and internship coordinator.

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 and 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 and 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 and 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 eminent 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 and 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 and 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 and Auditing (3)

Unlike the Public Finance and 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 55055 - Research Project in Marketing (3)

This course will require the student to either conduct primary research or evaluate secondary research on a marketing issue, and to write up their findings in a matter consistent with the goal of disseminating their findings to key stakeholders of the issue. Course will require extensive literature review of topic, as well as use of analytical skills. Prerequisite: MGMT 56070 and 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 55089 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. International graduate students would need to check with the LU International office on possible effects on the student's OPT. Student must have 18 hours in the graduate program and a cumulative GPA of at least 3.3. Prerequisite: Permission of the dean, department chair, advisor and internship coordinator.

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 Marketing. 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 Plaster School of Business & 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 Marketing 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 Marketing Thesis I or MRKT 65096 Marketing 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 per term. The student must complete the master's thesis within five years of beginning the MS program.

MUS - Music**MUS 50100 - Foundations in Music Education (3)**

An investigation of historical, philosophical, aesthetic, and pedagogical principles that provide the background and context for contemporary music education.

MUS 51000 - Contemporary Issues in Music Education (3)

A study of recent trends and issues in music education including curriculum developments, innovations, assessment, and multidisciplinary concepts.

MUS 53000 - Leadership in K-12 Music Programs (3)

This course is an advanced examination of factors that contribute to successful leadership practice in a wide variety of musical settings. Students will study topics including what leadership is, the challenges music education leaders face, the impact music education

leaders have and how to build learning organizations and relationships. Emphasis is placed on leadership knowledge, approach and application.

MUS 54100 - Conducting and Literature (3)

This course will offer an advanced experience in conducting a variety of works from various eras of choral and instrumental music. Students will study problems of instrumental and vocal techniques, formal and expressive analysis of the music, and manners of rehearsal. Literature covered in this course will provide current teachers with resources for locating, evaluating, and preparing musical literature for performance with school ensembles. Emphasis will be placed on identifying appropriate compositions and method books based on educationally sound criteria. Required of all Master of Music Education students. Prerequisite: Admission to program.

MUS 55000 - Arranging (3)

This course is an advanced arranging practicum. Scores are created for large ensembles consisting of voice, strings, woodwinds, brass, percussion and electronic instruments. Includes a range of styles and forms. Students must have a subscription to Sibelius or Sibelius First software for this course. Required of all Master of Music Education students.

MUS 58600-58699 - Special Topics (1-3)

Special topics in music. May be repeated as topics vary. Course fee may be required. Offered: Intermittently.

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 - Advanced Fundraising Techniques (3)

Students are given the opportunity to exercise, refine, and enhance their fundraising skills gained in NPA 50000 by completing a supervised group project in a nonprofit organization utilizing advanced fundraising techniques. Through involvement in a nonprofit setting, in which they have no prior knowledge, participants will experience the process of organizational assimilation and integration as they tackle a discrete fundraising project of long or short-term benefit to the organization in question. The larger theoretical issues that affect fundraisers will also be discussed within the context of this course. Prerequisite: NPA 50000.

NPA 50300 - Human Resource Management for Nonprofit Organizations (3)

This course is an exploration of human resource management from the beginning of job analysis and design, to recruitment and selection of personnel, performance evaluation, compensation and benefit issues, and training and development for both staff and volunteers. Any differences in the handling of grievances, diversity, discrimination, harassment, and placement

issues as they pertain to volunteers, including the board of directors, and paid staff will be discussed and examined.

NPA 52000 - Program and Organizational Evaluation (3)

This course examines the theory behind program outcomes and organizational process evaluation. Students will learn how to create an outcomes evaluation model.

NPA 53000 - Volunteer Management (3)

The theory and practice of managing volunteers. Students will be required to develop implement and evaluate a volunteer program.

NPA 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 in Nonprofit Organizations (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 56500 - Nonprofit Organization Startups & Policy (3)

This experiential learning course will provide students with a conceptual framework and the practical skills of understanding, analyzing, and creating a responsive nonprofit organization based on local community needs. The course uses both a textbook and the hands-on development of an actual nonprofit, given a variety of steps and sequences along with hypothetical situations. The course will combine the study of nonprofit management principles through examination of a nonprofit client/case study. Students will gain real-world exposure to the dynamic forces (management, ethical, legal, technological, global, etc.) intersecting with starting a nonprofit organization. In addition to working with a nonprofit client, students will have an opportunity to develop and refine critical thinking, written, and oral communication skills in the development and presentation of their professional-caliber final consultation reports.

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 student's 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 57400 - Nonprofit Governance and Law (3)

This course is designed to provide an understanding of the governing and regulatory environment associated with nonprofit organizations. Issues will be examined for students who may serve on a nonprofit board of directors, be employed by or work for one of them as a volunteer, or start their own nonprofit organization. The intent is to help students appreciate the complex nature of nonprofit organizations in addition to the legal roles and responsibilities of board members, staff and volunteers. This course will also examine the theory behind governance and law within the nonprofit business sector according to law and custom, ethical concepts, public attitudes, and contemporary legislative and regulatory issues that drive nonprofit organizational culture and executive decision-making. Prerequisite: NPA 50000.

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 in Nonprofit Administration (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. Prerequisite: Permission of the dean of the Plaster School of Business & Entrepreneurship or the nonprofit administration department chair.

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. Prerequisite: Permission of the dean of the Plaster School of Business & Entrepreneurship, nonprofit administration department chair, advisor and internship coordinator.

NPA 58800 - Nonprofit Organization Capstone Project (1) (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. Prerequisite: Permission of the dean of the Plaster School of Business & Entrepreneurship or the nonprofit administration department chair.

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

The Master of Science in Nursing program has been removed from the 2018-2019 catalog. The NUR course descriptions will remain for teaching out purposes.

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 and 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 and 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 51040 - Advanced Pathophysiology (3)

This course builds on the student's foundational knowledge of and provides in-depth study of physiology and pathophysiology related to the development of illness and the patient's responses to those problems. The understanding of pathophysiological processes will be applied to enhance clinical reasoning, clinical judgment, and decision-making skills leading to quality nursing management of patients and evidence-based approaches to care across the lifespan. This course is a part of the direct-care core for the nurse educator option of the MSN program.

NUR 51050 - Advanced Pharmacology (3)

This course builds on the student's foundational knowledge of the pharmacotherapeutics used in the management of illness and the maintenance of health. The action, absorption, distribution, metabolism, excretion, and adverse reactions of the major classes of medications used in clinical practice will be explored. The integration of pharmacological processes and their application to body processes will be applied to enhance clinical reasoning, clinical judgment, and decision-making skills leading to quality nursing management of patients and evidence-based approaches to care. This course is a part

of the direct-care core for the nurse educator option of the MSN program.

NUR 51100 - Advanced Health Promotion and 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 51300 - Principles of Teaching and Learning (3)

This course focuses on the exploration and analysis of teaching and learning theories and principles in health education. Adult learning principles of teaching and learning will be emphasized. Students critically analyze andragogy and pedagogy and the merits of each in a variety of healthcare and nursing educational settings.

NUR 51400 - Curriculum Development and 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)

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 and 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 51850 - Practicum in Patient Care (3)

This seminar/clinical course allows the student to obtain clinical proficiency to meet graduate nursing competencies. Building on the foundation of advanced pathophysiology, pharmacology, and health assessment,

students will gain greater expertise and a broader view of the principles of managing nursing care of individuals, families and populations. Students have the opportunity to focus on a population of interest or a specific nursing role with the guidance of a preceptor and a faculty facilitator. Emphasis is placed on quality and safety, evidence-based practice, and teaching and learning in clinical settings, as well as system assessment and interventions skills. Students work with preceptors to strengthen their clinical knowledge and advanced nursing competencies. Course is repeatable. Prerequisite: All core (NUR 50000, NUR 50100, NUR 50200, & NUR 50300) and direct care courses (NUR 51040, NUR 51050, & NUR 51100).

NUR 51900 - Practicum in Nursing Education (5)

This capstone course requires students 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 a project which is grounded in evidence, contains measurable objectives and outcomes and applies concepts and knowledge acquired in the direct care courses and the educator specialty courses.

NUR 52000 - Informatics and 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 and 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 and 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 53300 - Improving Outcomes through Patient Safety and Quality (3)

This course focuses on patient safety and quality at the system level by providing a basic understanding and working knowledge of mechanisms, data sources and analytical techniques commonly used in implementing and evaluating health care quality and patient safety. The course provides students with the opportunity to develop and evaluate strategies for improving patient safety and quality outcomes. Students will learn to critically evaluate published scientific literature, quality improvement policies, and measures of clinical performance, efficiency, healthcare quality, and patient safety.

NUR 53400 - Strategies to Improve Population 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 and Patient Safety (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 57030 - Economics of Sports (3)

This is an applied economics course in the area of Sport Economics. It will provide an overview of the economic issues facing the sports industry. The emphasis of the course is professional sport but the course will also address the economic impact of amateur sport and events. Students will be exposed to the following economic tools as related to sport: supply and demand, profit maximization, game theory, competitive balance measures, factor costs including labor costs, and public funding for sports venues. The course will cover league structure and financing, competitive bargaining agreements, broadcast rights, tax policy, financing of stadiums, collegiate issues including Title IX, social responsibility, and Mega events. Prerequisite: A grade of C or better in ECON 23020 and ECON 23030 or ECON 53081.

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 semester.

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 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 footwear.

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 only.

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 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 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.

ADMINISTRATION

Michael Shonrock (2015)

System President

BS, Western Illinois University; MS, EdS, Pittsburg State University; PhD, University of Kansas

Marilyn S. Abbott (1997)

Provost and Vice President for Academic and Student Affairs

AB, Indiana University; PhD, Purdue University

Deb Ayres (2008)

Vice President for Human Resources

BS, Missouri State University; MS, University of Missouri-St. Louis; EdD, University of Missouri-Columbia

Dan Grigg (2016)

Vice President for Development and Alumni Relations

BS, University of Denver

Diane Moore (2016)

Vice President, Operations

BA, Oklahoma Baptist University; MA, University of Missouri-Columbia; EdD, Lindenwood University

TJ Rains (2015)

Vice President for Information Technology and Chief Information Officer

BS, Emporia State University; MS, Capella University

Frank Sanfilippo (2017)

Vice President for Fiscal Affairs/Chief Financial Officer

BS, University of Missouri-Columbia

Grant Shostak (2012)

Vice President, General Counsel

BGS, JD, University of Missouri-Columbia

Brad Wachler (2016)

Vice President for Intercollegiate Athletics

BA, University of Michigan; MA, Indiana University; JD, Wayne State University

Terry Whittum (2017)

Vice President for Enrollment Management

BS, Plymouth State University; MS, Capella University

Barra Finnegan (2002)

Associate Vice President for Academic Affairs

BA, MBA, Lindenwood University

Chanda Jackson (1995)

Assistant Vice President, Procurement and Payables

BS, Washington University; MPA, Lindenwood University

Terry Kapeller (1993)

Assistant Vice President, Business Office

BA, Tarkio College; MBA, Lindenwood University

Erin I. Mann (2012)

Associate Provost

BA, Rice University; MA, PhD, University of Iowa

Kate O'Neal (2001)

Assistant Vice President for Development and Alumni Relations

BA, MA, Lindenwood University

Greg Phelps (2013)

Associate Vice President, Fiscal Affairs and Chief Accounting Officer

BA, MBA, Washington University

John Plunkett (2013)

Assistant Vice President for Finance

BS, Oakland City University; MBA, Lindenwood University

Christie Rodgers (2009)

Associate Vice President for Student and Academic Support Services and Student Ombudsman

BA, MS, EdD, Lindenwood University

Breanne Simkin (2017)

Associate Vice President for Enrollment Management

BS, University of North Florida; MS, University of Florida

Sara Wiedman (2008)

Assistant Vice President for Enrollment Management

BA, University of Missouri-St. Louis

Shane Williamson (2007)

Associate Vice President for Student Life and Dean of Students

BSBA, MS, Shippensburg University; MBA, Lindenwood University; EdD, Rutgers University

David W. Wilson (2014)

Chief Assessment Officer and Associate Vice President for Institutional Effectiveness

BS, Kansas State University; MS, PhD, Iowa State University

Oran Woodworth (2015)

Assistant Vice President for Fiscal Affairs/Controller

BS, California Baptist University; MS, Liberty University

FACULTY

Acker, Lawrence E. (2013)

Professor of Health Management and Program Director, Undergraduate Health Management
BA, Saint Louis University; MHA, Washington University; PhD, University of Missouri-St. Louis

Afful, Stephanie (2014)

Associate Professor of Psychology
BA, Drury University; MS, PhD, Saint Louis University

Alameda, Annie (2007)

Associate Professor of Physical Education and Director of Gymnastics Meets
BS, Illinois State University; MS, Saint Louis University; EdD, Lindenwood University

Albee, Alison J. (2013)

Assistant Professor of Biology
BS, Purdue University; PhD, University of Wisconsin-Madison

Aldridge, Amanda (2012)

Assistant Professor and Coordinator of Charter Schools and Secondary Student Teaching
BS, University of Missouri-Columbia; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Allen, Robert (2008)

Associate Professor of Management and Assistant Dean, Plaster School of Business and Entrepreneurship
BS, Missouri Valley College; MBA, University of Missouri-Columbia; DBA, Nova Southeastern University

Alsobrook, Joseph A. (2004)

Professor of Music and Dean, School of Arts, Media, and Communications
BA, Southwestern Oklahoma State University; MA, EdD, Lindenwood University

Anderson, C. Gregory (2010)

Associate Professor of Biology
BA, University of Missouri-Columbia; PhD, University of Tennessee

Anderson, Mary (2015)

Assistant Professor of General Education
BS, University of Texas; MFA, University of Missouri-St. Louis

Arendt, Brian (2012)

Assistant Professor of International Relations
BA, University of Missouri-St. Louis; MA, SUNY-Stony Brook; PhD, Georgetown University

Arns, David H. (1999)

Associate Professor of Marketing; Department Chair, Marketing; and Faculty Athletics Representative, NCAA Sports
BS, Southern Illinois University-Carbondale; MS, Southern Illinois University-Edwardsville

Aubuchon, Gregory P. (2015)

Assistant Professor of Economics and Program Director, Undergraduate Economics and Finance
MA, University of Missouri-St. Louis; JD, Vanderbilt University

Badra, Mazen (2015)

Assistant Professor of Marketing and Program Director, and MSA in Marketing
BA, Birzeit University in the Holy Land; MBA, Amberton University; DMgt, Colorado Technical University

Bagley, Sara (2015)

Associate Professor of Psychology
BA, Westminster College; MSR, PhD, Saint Louis 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 and Graduate Department Chair, Finance
BS, MSc, Birla Institute of Technology and Science, India, PhD, University of Alabama

Barr, John (2016)

Assistant Professor of Physics
BS, MS, University of Missouri-Rolla; PhD, University of Missouri-Rolla

Barudin, Jeffrey (2012)

Associate Professor of Music
BS, Pennsylvania State University; MM, DMA, University of Michigan

Beane, Robbie (2010)

Associate Professor of Mathematics and Division Chair, Mathematics and Computer Science
BS, MS, University of Missouri-Rolla; PhD, Missouri University of Science and Technology

Beckerle, John R. (2001)

Professor of Nonprofit Administration
BA, MA, MBA, EdD, Lindenwood University

Binz, Sara (2013)

Assistant Professor of Chemistry
BS, Loras College; MS, PhD, University of Iowa

Biri, Colleen (2003)

Professor of Psychology
BA, Southwest Missouri State University; MA, PsyD, Georgia School of Professional Psychology

Blum, Erica (2008)

Assistant Professor of Interactive Media and Web Design and Program Chair of Interactive Media and Web Design
BFA, Ohio University; MA, Lindenwood University

Blythe, Stephen A. (2009)*Associate Professor of Computer Science*

BS, University of Delaware; MS, PhD, Rensselaer Polytechnic Institute

Bosnick, James A. III (2017)*Assistant Professor of Accounting; Program Director of Accounting*

BS, JD, West Virginia University; MBA, LL.M., MSBA, Washington University

Bradley, Donna (2017)*Assistant Professor Criminal Justice and Program Director, Graduate Criminal Justice Administration*
BA, Brown University; MS, Columbia College; JD, Howard University; PhD, Capella University**Brickler-Ulrich, Kimberly K. (2003)***Associate Professor of Accounting*

BS, Truman State University; MBA, Saint Louis University; CPA

Boamah, Dominic (2016)*Assistant Professor of Information Technology; Assistant Dean, IT Programs Division*

AS, Kwame Nkrumah University of Science and Technology; MS, Jyväskylä University; PhD, Capella University

Brown, David (2000)*Professor of Philosophy and Department Chair, Philosophy*

BA, Gordon College; MA, University of Houston; PhD, University of Toronto

Brown-Hudson, Heather (2010)*Associate Professor of Foreign Language*

BA, Temple University; MA, Middlebury College; PhD, The Graduate Center, City University of New York

Bushur, Lisa (2017)*Instructor of Accounting*

BS, MAcc, University of Missouri-St. Louis; PhD, Northcentral University

Canan, Bruce (2010)*Assistant Professor of Human Resource Management*

BS, Bowling Green State University; JD, Capital University

Carlos, Peter (2004)*Associate Professor of Digital Cinema Arts*

BA, University of Missouri-St. Louis; MA, Middlebury College; MFA, Lindenwood University

Carnes, Geremy (2013)*Assistant Professor of English and Director of Academic Assessment*

BA, University of Notre Dame; PhD, University of Michigan

Cawly, John (2008)*Assistant Professor of Biology*

BS, MS, Southern Illinois University-Edwardsville; PhD, University of Missouri-Columbia

Cernik, Joseph A. (1990)*Professor of Political Science and Public Administration and Department Chair, Public Affairs and Administration*

BA, Adelphi University; MBA, Lindenwood University; MA, PhD, New York University

Cintel, David (2014)*Instructor of English*

BA, Truman State University; MA, University of Northern Iowa

Coble, Kyle (2012)*Assistant Professor of Marketing*

BS, MIAA, Southwest Missouri State University; PhD, Saint Louis University

Cohen, Theodore W. (2014)*Assistant Professor of History*

BA, Yale University; PhD, University of Maryland, College Park

Coleman, Steven (2011)*Associate Professor of Accounting*

BA, Saint Louis University; JD, Seton Hall University

Collier, Darren (2003)*Associate Professor of Graphic Design and Program Chair of Graphic Design*

BA, MFA, Lindenwood University

Cooper, Benjamin (2014)*Assistant Professor of English*

BA, Davidson College; MA, Northwestern University; MA Washington University; PhD, Washington University

Cooper, Dennis (2015)*Assistant Professor of Educational Leadership*

BA, Southwest Baptist University; MA, Missouri State University; EdD, University of Kansas

Cote, Robert (2015)*Assistant Professor of Management and Program Director, MSA in Management*

BA, Western Michigan University; MBA, Baker College of Corporate Services; PhD, Capella University

Crow, Lori (2016)*Instructor of Exercise Science*

BA, MS, Pittsburg State University

Cupples, Tom (2013)*Professor of Information Technology and Program Director, MS Graduate Information Technology*

BA, Union University; BS, Missouri Baptist University; MS, Washington University; EdD, NOVA Southeastern University

Curtis, Ryan (2008)*Associate Professor of Music*

BS, Missouri State University; MA, University of Missouri-St. Louis; EdD, Lindenwood University

Cypret-Mahach, Ronda (2016)*Assistant Professor of Teacher Education*

BS, University of Missouri-St. Louis; MA, EdD, Lindenwood University

Daly, Shelly (2011)*Associate Professor of International Business*

BS, University of Missouri-Columbia; MBA, PhD, Saint Louis University

Daniels, James (2015)*Instructor of Information Technology*

BS, Western Illinois University; MBA, University of Phoenix

Dasovich, Steve J. (2010)*Associate Professor of Anthropology and Archaeology and Division Chair, Anthropology and Criminal Justice*

BA, University of South Dakota; MS, Florida State University; PhD, University of Missouri-Columbia

Delgado, Ricardo A. (2006)*Professor of Chemistry and Dean, School of Sciences*

BS, Texas A and I University; MS, PhD, University of Missouri-St. Louis

DeVore, Sherry (2008)*Assistant Professor of Teacher Education*

BS, MA, EdS, Missouri State University; EdD University of Missouri-Columbia

Dey, Sajalendu (2004)*Professor of Physics*

BSc, MSc, Dhaka University, Bangladesh; MSc, Brock University, Ontario; PhD, Iowa State University; MSc, University of Missouri-St. Louis; MBA, Lindenwood University

Dill, William (2010)*Assistant Professor of Athletic Training*

BS, McKendree University; MS, Ohio University; EdD, Lindenwood University

Donovan, Heather (2017)*Assistant Professor of Criminal Justice*

BA, Pepperdine University; MS, University of New Haven; JD, Washington University in St. Louis

Douchant, Rachel (2005)*Professor of Managerial Philosophy and Director, Liberty and Ethics Center*

BA, Lindenwood University; PhD, Saint Louis University

Durbin, Nancy (2001)*Professor of Foreign Languages*

BA, University of Missouri-Columbia; MA, PhD, Washington University

Edele, Susan (2007)*Assistant Professor of English and Writing Center Director*

BSE, Truman State University; MA, University of Missouri-St. Louis; MFA, Lindenwood University

Elder, Robyne (2016)*Assistant Professor, Educational Leadership*

BA, University of Missouri; MA, EdD, Lindenwood University

Ellis, Roger (1997)*Professor of Management and Dean, Plaster School of Business and Entrepreneurship*

BS, University of Missouri-Rolla; JD, University of Arkansas

Elmes, Melissa (2016)*Assistant Professor of English*

BA, College of William and Mary; MA, Longwood University; PhD, University of North Carolina at Greensboro

Engleking, Charlene (1995)*Professor of Writing and Assistant Dean, School of Accelerated Degree Programs*

BA, Southwestern College; MEd, University of Missouri-Columbia; MFA, Lindenwood University; EdD, Lindenwood University

Estlund, Amy (2017)*Assistant Professor of Public Health*

BS, Marquette University; MPH, Emory University; PhD, Saint Louis University

Ezvan, Mira (1984)*Professor of Management and Management Information**Systems and Department Chair, Information Systems*
MS, Technical University of Wroclaw, Poland; PhD, Southern Illinois University**Farooqi, Javeria (2015)***Assistant Professor of Finance*

BA, MBA, PhD, University of Texas Pan-American

Ferrarini, Tawni (2017)*Professor of Economics*

BA, Southern Illinois University-Carbondale; MA, PhD, Washington University in St. Louis

Firestine-Scanlon, Jennifer (2003)*Professor of Chemistry and Division Chair, Physical Sciences*

BS, Eastern Oregon State College; PhD, Arizona State University

Fleitz, Elizabeth (2013)*Assistant Professor of English*

BS, MA, PhD, Bowling Green State University

Flicek, Tracy (2013)*Instructor of EPP and ESL*

BA, MA, Lindenwood University

Flippin Wynn, Monica (2016)*Associate Professor of Communications and Program Director, Undergraduate Communications*

BA, Southern University; MS, University of Wisconsin-Whitewater; PhD, University of Oklahoma

Ford, Yvonnda L. (2012)

Associate Professor of Business and Program Director, Graduate Healthcare Administration
BS, MS, JD, Saint Louis University

Frazier, Andrea (2010)

Assistant Professor of Health Management
RN, St. Mary's College; BS, Sterling College; MS, MBA, EdD, Lindenwood University

Foushee, Rebecca (2016)

Associate Professor of Psychology
BS, MS, PhD, Virginia Polytechnic Institute and State University

Ganahl, Gina (2014)

Assistant Professor of Marketing and Dean, School of Accelerated Degree Programs
BS, University of Illinois-Urbana; MEd, PhD, University of Missouri-Columbia

Gietschier, Steven P. (2009)

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 Teacher Education
BS, Southern Illinois University; MA, Lindenwood University

Glover, Kyle S. (1998)

Professor of English and Assistant Dean, Humanities
BA, Oklahoma Baptist University; MA, Baylor University; PhD, University of Missouri-Columbia

Godar, Tom (2003)

Associate Professor of Athletic Training; Assistant Dean, Health Sciences
BS, Southern Illinois University-Carbondale; MS, Lindenwood University

Golik, Wojciech L. (2001)

Professor of Mathematics and Associate Dean, Natural Science and 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

Grooms, Pamela (2007)

Associate Professor of Music and Program Chair, Music
BA, Central Missouri State University; MA, University of Missouri-St. Louis

Grover, Kathy (2014)

Assistant Professor of Educational Leadership
BS, MS, Missouri State University; EdS, EdD, Lindenwood University

Gupta, Nikhil (2016)

Assistant Professor of Mathematics
BS, Princeton; PhD, Indiana University

Gustafson, Susan (2017)

Instructor of Health Sciences
BS, Fontbonne University; MS, Southern Illinois University-Edwardsville

Hafer, Rik (2016)

Assistant Professor of Economics and Director of the Center for Economics and the Environment
BA, University of Nebraska-Lincoln; PhD, Virginia Polytechnic Institute and State University

Hamra, Teresa (2015)

Assistant Professor of Nursing
BSN, University of Missouri-St. Louis; MSN, University of Missouri-St. Louis

Hantak, Kelly (2015)

Assistant Professor of Education
BS, Southwest Missouri State University; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Hargate, Jon Grant (1983)

Professor of Studio 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

Harrod, Amanda (2017)

Instructor of Public Health
BA, Washington University in St. Louis; MPH, Saint Louis University

Hasty, Scott (2014)

Assistant Professor of Chemistry
BS, MS, PhD, University of Missouri-St. Louis

Hauck, John (2004)

Assistant Professor of Physics
BS, Parks College of Saint Louis University; MS, Georgia Institute of Technology; PhD, University of Missouri-Columbia

Hayes, Latrell (2017)

Assistant Professor of Human Resources and Program Director of Undergraduate Human Resources Management
BS, Columbia College; MA, Lindenwood University; EdD Maryville University

Heidenreich Jr., Donald (2000)

Professor of History
BA, San Francisco State University; MA, University of Arizona; PhD, University of Missouri-Columbia

Heinen, Rebecca (2017)

Instructor of Mathematics
BA, North Central College; MS, University of Missouri-Columbia

Hendrix, Evelyn K. (2007)

Associate Professor of Human Resource Management and Department Chair of Human Resources Management
BS, University of Wisconsin-Milwaukee; MBA, Lindenwood University; MA, PsyD, George Mason University

Herrell, Katherine (2012)

Assistant Professor of Music and Assistant Dean, Undergraduate Programs
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

Highly, Shannon (2007)

Associate Professor of Marketing
BA, BS, MBA, Southern Illinois University-Edwardsville; MA, Lindenwood University

Holden, Angela D. (2009)

Associate Professor of Business and Associate Dean, School of Accelerated Degree Programs
BA, National-Louis University; MBA, Lindenwood University; DMgt, Webster University

Hollis, Stuart (2014)

Assistant Professor of Theatre and Technical Theatre 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

Hosto-Marti, Barbara J. (2013)

Assistant Professor of Political Science and Program Director, GE Social Sciences
BA, Illinois College; MPA, Southern Illinois University-Edwardsville; MA, PhD, University of Missouri-St. Louis

Hudgins, Molly (2003)

Professor of Sports Management and Associate Dean, Plaster School of Business and Entrepreneurship
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)

Associate Professor of Initial Teacher Education and Assistant Dean, Teacher Education
BS, University of Missouri-Columbia; EdS, EdD, Lindenwood University

Hutson Jr., James Lee (2010)

Associate Professor of Art and Design; Assistant Dean, Graduate and Online Degrees
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

Inman, Jaime (2015)

Assistant Professor of Information Technology and Program Director, Undergraduate Information Technology
BS, Maryville University; MA, Webster University; MEd, EdD, University of Missouri-St. Louis

Jagim, Andrew (2017)

Assistant Professor of Exercise Science
BS, University of North Dakota; MS, University of Wisconsin-La Crosse; PhD, Texas A&M University

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

Johnston, Christopher (2006)

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 Program Chair, 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 Teacher Education and Associate Dean, School of Education
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 and Program Director, Research and Human Performance

BS, Truman State University; MS, University of Memphis; PhD, Baylor University

Kerksiek, Jo Ellen (1997)

Professor of History

BS, MA, Northwest Missouri State University; PhD, University of Kansas

Kichkha, Areerat (2013)

Assistant Professor of Economics; Program Director, Graduate Economics and Finance Clusters; Department Chair, Business Administration

BBA, Rhamkhamhaeng University, Thailand, MBA, Webster University; MS, Southern Illinois University-Edwardsville; PhD, Southern Illinois University-Carbondale

Killingbeck, Elizabeth (2014)

Instructor of English Preparedness

BA, MA, Southern Illinois University-Edwardsville

King, Denise (2013)

Assistant Professor of Social Work

BS, Tennessee State University; MSW, Howard University; PhD, University of Maryland, Baltimore

Kussman, Justin (2015)

Instructor of Interactive Media and Web Design

AAS, East Central College; BA, MA, Webster 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 Resources; Program Director, Graduate Human Resources Management and Assistant Dean, School of Accelerated Degree Programs
BA, University of Missouri-Columbia; MA, Southern Illinois University-Edwardsville; PhD, Illinois Institute of Technology

Lively, Jason Dude (2007)

Professor of Interactive Media and Web Design and Associate Dean, School of Arts, Media, and Communications

BS, Howard Payne University; MBA, Tarleton State University; PhD, Nova Southeastern University

Londono, Ana (2015)

Assistant Professor of Earth Sciences

BEng, Universidad Nacional de Colombia; MS, PhD, University of Cincinnati

Long, John (2012)

Assistant Professor of Educational Leadership and Department Chair, Educational Doctorate Program

BA, Columbia College; MEd, University of Missouri-Columbia; EdS, Central Missouri State University; PhD, Georgia State University

Longo, Patrick (2016)

Instructor of Advertising and Public Relations

BA, MA, Lindenwood University

Loughlin, John (2010)

Associate Professor of Finance and Assistant Dean, Plaster School of Business and Entrepreneurship

BS, BA, University of Missouri-St. Louis; MBA, PhD, Saint Louis University

Mack, Jennifer (2010)

Associate Professor of Accounting and Department Chair, Accounting

BS, MGE, University of Central Oklahoma; PhD, Walden University

Manjounes, Cindy (2006)

Professor of Business

BA, University of Missouri-St. Louis; MS, EdD, Lindenwood University; PhD Walden University

Marhanka, Darren (2004)

Associate Professor of Criminal Justice

AAS, Florissant Valley Community College; BA, MBA, Lindenwood University

Marsh, Meredith (2009)

Associate Professor of History

BA, Calvin College; MA, PhD, University of California-Santa Barbara

Martin, Erin Haller (2017)

Associate Professor of Mathematics and Program Director, Mathematics and Natural Sciences

BS, Missouri University of Science and Technology; MS, PhD, University of Arkansas

Marzano, Michael P. (2009)

Associate Professor of Management and Assistant Dean, Plaster 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 Department Chair 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 and Department Chair, Economics

BS, St. Norbert College; MA, University of Houston

McCoy, Lauren (2016)

Assistant Professor of English

MA, University of St. Andrews; MA, PhD, Washington University

McKinney, Brandon (2012)

Assistant Professor of Mass Communications and Production Manager of LUTV

BA, MFA, Lindenwood University

McMaken, W. Travis (2011)

Associate Professor of Religion; Assistant Dean, Humanities

BA, Wheaton College; MDiv, PhD, Princeton Theological Seminary

Mead, Beth (2004)

Professor of Writing and Program Director, MFA in Writing

BA, MFA, University of Missouri-St. Louis

Miller, Lawrence K. (2011)

Associate Professor of Computer Science

BA, University of Texas-Austin; MS, Southwest Texas State University; PhD, University of Houston

Miller, Nicholas (2016)

Assistant Professor of Paramedicine

BS, University of Minnesota-Twin Cities; MS, Eastern Kentucky University

Millians, Andrew (2014)

Assistant Professor of Digital Cinema Arts

BA, University of Georgia; MFA, Florida State University

Morris, Edward L. (2002)

Professor of Finance and Admissions Liaison, MBA Program

BA, Washington University; MBA, University of Pennsylvania; PhD, Saint Louis University

Mueller, Carla (1998)

Professor of Social Work

BS, Southern Illinois University-Carbondale; MSW, University of Illinois at Champaign-Urbana; EdD, Lindenwood University

Najjar, Annette Juliana (2001)

Professor of Economics

BS, University of West Indies; BEd, University of Toronto; MBA, Millsaps College; PhD, Kennedy-Western University

Nasser, Jr. Roger "Mitch" (2016)

Assistant Professor of Educational Leadership

BA, Saint Louis University; MS, Western Illinois University; PhD, Saint Louis University

Neely, Joshua (2016)

Assistant Professor of Biology

BS, Humboldt State University; MS, University of Illinois; PhD, Washington State University

Nicolai, Deborah (1993)

Associate Professor of Mass 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)

Associate Professor of History

BA, University of California-San Diego; MA, Northwestern University; MA, Westminster Seminary in California; PhD, Saint Louis University

Panagos, Rebecca Jean (1996)

Professor of Teacher Education

BA, MA, Louisiana Tech University; PhD, University of Missouri-Columbia

Parrish, Gillian (2017)

Assistant Professor of Writing

BA, George Mason University; MFA, Washington University

Pas, Justine (2010)

Associate Professor of English and Associate Dean, Humanities

BA, MA, California State University-Fullerton; PhD, University of Michigan

Patterson, Marilyn Miller (1992)

Professor of Psychology

BA, Florida State University; MS, EdD, University of Memphis

Patterson-Mills, Sarah (2010)

Associate Professor of Counseling

BA, University of Missouri; MA, PhD, Saint Louis University

Patzius, Billi J. (2007)

Professor of Criminal Justice and Associate Dean, Social Sciences

BA, BS, MA, University of Missouri-St. Louis; PhD, Saint Louis University

Peach, Amy (2016)

Assistant Professor of Educational Technology

BA, University of Missouri-Columbia; MA, Georgia State University; PhD, University of Missouri-St. Louis

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

BA, 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)

Professor of Theatre and Theatre Lighting Director
BA, University of Missouri-Columbia; MFA, University of Texas-Austin

Pomianek, Christina (2012)

Assistant Professor of Anthropology
BA, Truman State University; MA, PhD, University of Missouri-Columbia

Powell-Jia, Darla (2010)

Associate Professor of Chemistry
BS, North Dakota State University; PhD, University of California-Irvine

Qualls, Melissa (2002)

Assistant Professor of English
BA, MA, Truman State University

Quiggins, Larry (2002)

Associate Professor of Theatre
BA, MFA, Lindenwood University

Quinn, John (2013)

Instructor of Accounting
BS, University of Missouri-Columbia; LL.M., University of Missouri-Kansas City; MBA, Washinton University in St. Louis; JD, St. Mary's University

Ralston, Neil (2013)

Professor of Journalism and Program Director of Journalism
BA, BS, Northeast Missouri State University; MA, The Ohio State University; PhD, University of Missouri

Randolph, Jessica (2009)

Assistant Professor of Exercise Science and Assistant Dean, Health Sciences
BA, Carthage College; MS, Logan University; EdD, Lindenwood University

Rankins, Michael (2008)

Associate Professor of Counseling and Assistant Dean, Counseling
BPsy, MEd, PhD, University of Missouri-St. Louis

Ratican, Jeremiah (2014)

Assistant Professor of Digital Media
AA, East Central College; BA, Webster University; MS, University of Advancing Technology

Reighard, Richard (1987)

Associate Professor of Mass Communications and Program Chair of Mass Communications
BA, MA, Lindenwood University

Rice, Saint (2015)

Assistant Professor of Criminal Justice and Assistant Dean, Professional and Technical Programs
BA, MS, Lindenwood University; EdD, Maryville University

Richmond, Scott (2016)

Assistant Professor of Exercise Science
BS, Truman State University; MS, PhD, University of Kansas

Rodermund, Robert (2009)

Assistant Professor of Finance and Department Chair, Undergraduate Finance
BSBA, Washington University; MSCFE, University of Missouri-Columbia

Rodriguez, Robin (2014)

Assistant Professor of Earth Sciences
BS, MS, Utah State University; MS, University of Missouri; PhD, Oklahoma State University

Rogers, William (2016)

Associate Professor of Economics and Research Fellow, Center for Economics and the Environment
BA, Hastings College; MA, PhD, Colorado State University

Romero-Ghiretti, Gabriela (2012)

Associate Professor of Spanish and Department Chair of Foreign Languages
BA, Universidad Nacional de Cuyo, Mendoza, Argentina; MA, PhD, Washington University

Rosenwasser, David (2011)

Associate Professor of Marketing
BA, University of Maryland; MBA, University of Wisconsin; JD, Texas Southern University

Ruettgers, Mary (2014)

Assistant Professor of Teacher Education and Assistant Dean of Teacher Education
BS, McKendree University; MA, University of Missouri-St. Louis; MA, EdD, Lindenwood University

Schneider, Karolina (2011)

Associate Professor of Management
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

Schnellmann, Ana (1995)

Professor of English
BA, The College of St. Benedict; Graduate Certificate, MA, Ohio University; PhD, Saint Louis University

Scholle, Benjamin A. (2002)

Professor of Digital Cinema Arts and Program Chair, Digital Cinema Arts
BA, Washington University; MFA, American University

Schroeder, Cynthia A. (2010)

Professor of Exercise Sciences and Dean, School of Health Sciences
BS, Southern Illinois University-Carbondale; MS, Northeastern Illinois University-Chicago; PhD, University of Kansas-Lawrence

Scribner, Christopher (1995)

Professor of Psychology
BA, Earlham College; MFA, Lindenwood University; 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

Shoff, Catherine (2016)

Assistant Professor of Public Health
BS, Santa Clara University; MPH, PhD, Saint Louis University

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

Spooner, Pam (2016)

Assistant Professor of Educational Leadership
BS, Southern Illinois University-Carbondale; MED, University of Missouri-Columbia; EdS, EdD, Lindenwood University

Steffes, Bob (2016)

Assistant Professor of Educational Leadership
BA, Truman State University; MA, EdS, PhD, University of Missouri-Columbia

Steiniger, Joseph (2014)

Assistant Professor of Philosophy
BA, MA, University of Kansas, MA, PhD, University of Chicago

Stoelting, Suzanne (2015)

Associate Professor of Sociology and Division Chair, Sociology and Psychology
BA, MA, PhD, Southern Illinois University-Carbondale

Strzelec, Janet (1998)

Associate Professor of Dance and Department Chair, Dance
BS, Southern Illinois University-Edwardsville; MFA, Lindenwood University

Stuhler, Eric (2006)

Professor of Management
BA, Lindenwood University; JD, University of Missouri-Kansas City

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 Information Systems
BS, Southern Illinois University-Edwardsville; MBA, Lindenwood University

Tessmer, Kathryn (2012)

Associate Professor of Exercise Science and Associate Dean, School of Health Sciences
BA, Blackburn College; MSED, Southern Illinois University-Carbondale; PhD, University of Pittsburgh

Thies, Jeanie (2007)

Professor of Political Science
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

Torbitzky, Nichole (2016)

Assistant Professor of Religion
BA, Truman State University; MDiv, Pittsburgh Theological Seminary; PhD, Claremont Graduate University

Townsend, Maryann (1995)

Associate Professor of Information Systems
BA, MS, MBA, EdD, Lindenwood University

Trawick, Chajuana (2012)

Assistant Professor of Fashion Design and Program Chair, Fashion Design
BS, MBA, MFACS, Fontbonne University; PhD, University of Missouri-Columbia

Troy, John (2002)

Professor of Art and Program Chair, Art and Design
BFA, Washington University; MFA, Temple University

Tucciarone, Krista (2014)

Professor of Advertising and Public Relations and Program Chair of Advertising and Public Relations
BA, University of Missouri-St. Louis; MA, Lindenwood University; PhD, University of Missouri-St. Louis

Turner, Julie (2007)

Associate Professor of Nonprofit Administration and Department Chair, Nonprofit Administration
BA, Hope College; MA, Michigan State University; PhD, University of Missouri-St. Louis

Vahle, William B. (2004)

Associate Professor of Management
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 Computer Science*

BS, Towson State University; MS, Midwestern State University

Voss, Edward (2006)*Assistant Professor of Mass Communications*

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)*Professor of Economics and Director, Hammond Institute*

BA, State University of New York at Binghamton; MA, PhD, State University of New York at Buffalo

Wall, Mike (2001)*Associate Professor of Communications; Associate Dean, School of Arts, Media, and Communications*

BA, MA, Lindenwood University

Walton, C. Dale (2012)*Associate Professor of International Relations*

BA, University of New Mexico; MS, Missouri State University; PhD, University of Hull, United Kingdom

Weber, Abigail (2008)*Instructor, Sports Management and Head Coach, NCAA Women's Golf*

BA, MBA, Lindenwood University

Wehmer-Callahan, Laura (2012)*Instructor of English and Director of English**Preparedness for Business*

BS, MA, Southern Illinois University-Edwardsville

Weich, Susan (2015)*Assistant Professor of Journalism*

BA, Benedictine College; MFA, Lindenwood University

Weir, Graham (2009)*Associate Professor of Educational Leadership;**Department Chair, Educational Specialist Program*

BA, Principia College; MA, Truman State University; EdS, PhD, Saint Louis University

Welsh, Chad T. (2010)*Assistant Professor of Biology; Division Chair, Biology and Earth Sciences*

BS, MS, Middle Tennessee State University; PhD, University of Louisville

Whaley, Michael J. (2002)*Professor of History and Dean, School of Humanities*

BA, University of Missouri-Columbia; MA, University of Missouri-St. Louis; PhD, Southern Illinois University-Carbondale

Whitacre, Michelle (2016)*Assistant Professor of Teacher Education*

BA, University of Notre Dame; MA, University of Notre Dame Australia, MAT, Webster University; EdD, University of Missouri-St. Louis

Willbrand, Kim (2017)*Instructor of Accounting*

BS, University of Missouri; MBA, Lindenwood University

Williamson, Shane Y. (2007)*Associate Professor of Education; Associate Vice President, Student Life and Diversity; and Dean of Students*

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)*Associate Professor of Mathematics*

BS, MA, Marshall University; PhD, Missouri University of Science and Technology

Wisdom, Sherrie (2009)*Associate Professor of Educational Leadership*

BSE, Truman State University; MEd, University of Missouri-Columbia; MA, University of Missouri-St. Louis; EdS, Webster University; EdD, Lindenwood University

Witherspoon, Pernell (2005)*Associate Professor of Criminal Justice*

BS, MS, PhD, University of Missouri-St. Louis

Wood, Matthias (2017)*Instructor of Mathematics*

BS, Lindenwood University; MS, Missouri University of Science and Technology

Woltz, J. Megan (2015)*Assistant Professor of Biology*

BS, North Carolina State University; PhD, Michigan State University

Wright, Paul (2007)*Associate Professor of Physical Education and Program Chair of Recreation*

BS, MS, Clemson University; PhD, University of Utah

Zweier, Tricia (2011)*Assistant Professor of Dance*

BS, Richard Stockton College of New Jersey; MS, MFA, University of North Carolina-Greensboro

BOARD OF TRUSTEES

Officers

J. Michael Conoyer, Chairman

Physician, Midwest ENT Centre, P.C., St. Peters, Mo.

Vice Chairman (Vacant)

~~**Christopher Lissner, Vice Chairman**~~

~~President, Aeropolis Investment Management, L.L.C., St. Louis, Mo.~~

Doug Mueller, Treasurer

President and Founding Shareholder, Mueller Prost, P.C., St. Louis, Mo.

~~**Kevin Bray, Treasurer**~~

~~Senior Vice President and Group Manager, Commerce Bank, St. Peters, Mo.~~

Patricia Penkoske, Secretary

Alumna '69, Physician, Washington University St. Louis, Mo.

Ex Officio

Michael D. Shonrock

President

Members

Patricia A. Ahrens

President, Ahrens Contracting, Inc., St. Louis, Mo.

~~**Ben F. Blanton**~~

~~Chairman, Ben F. Blanton Construction Co., St. Peters, Mo. (Retired)~~

Kevin Bray

Senior Vice President and Group Manager, Commerce Bank, St. Peters, Mo.

Jacqueline Brock

Community Leader, St. Charles, Mo.

Gaspere Calvaruso

President, Capital Region Medical Center, Jefferson City, Mo.

David G. Cosby

Boardchair of SSM Health Corporation, St. Louis, Mo.

Ron Gorgen

Alumnus '98, Retired General Partner, Edward Jones, St. Louis, Mo.

John W. Hammond

Retired Business Owner, Chesterfield, Mo.

~~**Grace Harmon**~~

~~Community Leader, Chesterfield, Mo.~~

Art W. Johnson

Principal, A.J. Consulting, LLC, Chesterfield, Mo.

Joseph G. Mathews

Broker, Mathews and Associates, Lake Saint Louis, Mo.

~~**Doug Mueller**~~

~~President and Founding Shareholder, Mueller Prost, P.C., St. Louis, Mo.~~

Don C. Musick

President, Musick Construction Company, St. Louis, Mo.

Ronald W. Ohmes

Community Leader, Roach, Mo.

Ronnie D. Osborn

Minister of Word and Sacrament, St. Charles Presbyterian Church, St. Charles, Mo.

Harry H. (Chip) Peterson

President, Insight Partners, Inc., Farmington, Mo.

~~**Lucy Rauch**~~

~~Retired Circuit Judge, St. Charles County, Mo., St. Charles, Mo. (Retired)~~

Herb Roach

Mayor, City of O'Fallon, Il, O'Fallon, Il.

David Sabino

Managing Member, Sabino & Company LLC, Chesterfield, Mo.

Jerry E. Scheidegger

Board Chairman, Corporate Group, Inc., St. Charles, Mo.

William C. Schoenhard

Community Leader, Kirkwood, Mo.

Gary N. Shaw

Senior Vice President, Morgan Stanley, Chesterfield, Mo.

Donald Tuttle

Managing Partner and Owner, Top Gun Ventures, LLC, Godfrey, Il.

Life Members

~~**Ben F. Blanton**~~

~~Chairman, Ben F. Blanton Construction Co., St. Peters, Mo. (Retired)~~

Nancy Calvert

Alumna '61, Communications Consultant, Naperville, Ill.

Jane Calvert Rogers

Alumna '67, President, Preston/Rogers Assoc., Inc., Medfield, Mass.

Jonathan Ford

Community Leader, Indio, Ca.

Grace Harmon

Community Leader, Chesterfield, Mo.

Elizabeth Huss

Community Leader, St. Charles, Mo.

Larry G. Kelley

Community Leader, St. Louis, Mo.

Dale Rollings

Attorney, Rollings Family Trust Services L.L.C., St. Charles, Mo.

Patrick S. Sullivan

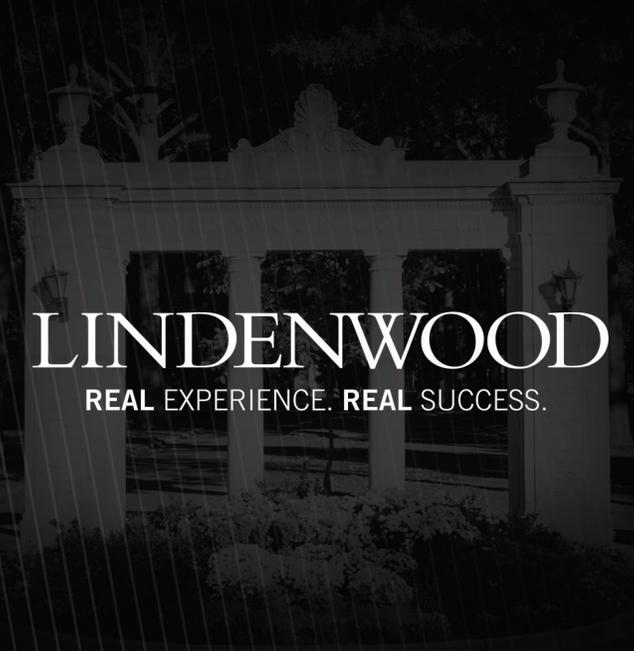
Community Leader, St. Charles, Mo.

INDEX

- Abuse of Student Portals, 19
- Academic Calendar, 30
- Academic Calendars, 5
- Academic Integrity, 32
- Academic Load and Enrollment Designations, 30
- Academic Load, Student Status Designations, and Enrollment Limitation, 54
- Academic Policies, 30
- Academic Policies and Procedures/Academic Services, 30
- Academic Procedures, 32
- Academic Renewal, 33
- Academic Services, 36
- Academic Standards, 31
- Accountancy, MAcc, 58
- Accreditation, 14
- ACCT - Accounting, 104
- Adding Courses, 34
- Adding, Dropping, and Withdrawing from Courses, 34
- Additional Graduate Degrees/Majors, 30
- Administration, 180
- Administrative Withdrawal, 34
- Admission Standards, 21
- Admission, Application, and Fees and Financial Assistance, 21
- Advertising and Strategic Communications, MA, 44
- AMC - Arts, Media and Communication, 105
- Appealing Academic Suspension, 32
- Appealing Grades, 35
- Appeals of Financial Aid Suspension, 28
- Appeals of Refund Calculation, 25
- Application for the Transfer of International Credit, 22
- Application Procedures, 21
- ART - Art, 106
- Art and Design Department, 42
- Art History, MA, 42
- ARTH-Art History, 108
- Assessment, 15
- Athletics, 17
- Attendance, 31, 55
- Attendance Failure (AF), 33
- Audit (AU), 34
- Behavior Analysis, MA, 85
- Board of Trustees, 191
- Business Administration, MBA
 - Accounting Emphasis, 62
 - Entrepreneurial Studies Emphasis, 62
 - Finance Emphasis, 62
 - Human Resource Management Emphasis, 62
 - International Business Emphasis, 63
 - Leadership Emphasis, 63
 - Management Emphasis, 63
 - Marketing Emphasis, 63
 - Nonprofit Administration Emphasis, 64
 - Supply Chain Management Emphasis, 64
- Business Administration, MBA and MBA-Online, 60
- Business Office, Tuition Reimbursement, and Corporate Promissory Note, 26
- Campus Accessibility for Students with Disabilities, 19
- Campus Life, 17
- Campus Tobacco Use, 20
- Cancellations Due to Inclement Weather, 19
- Cash Disbursements, 25
- Catalog of Entry, 31
- Certificate Program Application and Admission, 55
- Change in Degree Program, 30
- Change of Status from Certificate to Degree Program, 55
- Cinema and Media Arts, MFA, 45
- COM - Communications, 109
- Combining Terms of Enrollment, 29
- Commitments, 15
- Communications Department, 44
- Corporate Promissory Note, 26
- Counseling Department, 69
- Counseling, MA, 69
 - Professional Counseling Track - Illinois Practitioners, 73
 - Professional Counseling Track - Missouri Practitioners, 72
 - School Counseling Track - Illinois Practitioners, 74
 - School Counseling Track - Missouri Practitioners, 73
 - School Psychological Examiner Certification - Missouri Practitioners, 75
- Courses and Programs, 38
- DCS - Digital Content Strategy, 113
- Degree Program Admission Standards, 56
- Degree Program Application Procedures, 56
- Degree Programs, 30
- Degree Time Limit, 31
- Delinquent Accounts, 24
- Digital and Web Design, MA, 46
- Dismissal, 32
- Diversity, Equity, and Inclusion, 16
- Doctor of Education (EdD), 81
- Dropping Courses during Week One, 34
- DWD - Digital and Web Design, 114
- Early Access, 95
- Early Access to the MA in Counseling, 70
- Early Interventions in Autism and Sensory Impairments, MA, 85
- ECON - Economics, 115
- EDA - Education
 - Educational Administration, 116
- EDAA - Education
 - Andragogy, 122
- EDAB - Education
 - Board Certified Behavior Analyst, 124
- EDAH-Education-Higher-Education-Administration-Doctoral, 124
- EDAM - Education
 - Mathematics Education Specialist, 124
- EDARL - Education

- Literacy Education Specialist, 126
- EDB - Education
 - Interpretation, 126
- EDC - Education
 - Education for Counselors, 127
- EDHE - Education
 - Higher Education Administration Masters, 127
- EDL-Education
 - Library Media Specialist, 128
- EDM - Education
 - Mathematics Education Specialist Masters, 129
- EDR-Education
 - Research, 130
- EDRL- Education
 - Reading Literacy, 131
- EDS - Education
 - Special Education Cross-Categorical K-12, 131
- EDSBA - Education
 - Behavior Analysis, 136
- EDT-Education-Educational-Technology, 138
- EDU - Education, 139
- Education, MA
 - Autism Spectrum Disorders K-12 Emphasis (non-certification), 91
 - Character Education Emphasis (non-certification), 91
 - Mathematics Specialist Grades 1-6 Emphasis (add-on certification), 90
 - Special Education K-12 Emphasis (add-on certification), 90
 - Teacher Leadership Emphasis (non-certification), 92
- Educational Administration, EdD, 82
- Educational Administration, EdS, 77
- Educational Leadership Department, 76
- Educational Specialist (EdS), 77
- Educational Technology, MA, 86
- English for Speakers of Other Languages, MA, 87
- ENTR - Entrepreneurial Studies, 152
- EPB - English Preparedness for Business Programs, 152
- ESOL - English for Speakers of Other Languages, 153
- Exercise Science Department, 100
- Expectation of Student Work, 31
- Extra Credit, 31
- Faculty, 181
- Fall Half-Semesters 2018, 6
- Fall I 2018, 9
- Fall II 2018, 9
- Fall Semester 2018, 5
- Fashion Business and Entrepreneurship, MS, 43
- FD - Fashion Business and Design, 154
- Federal Financial Aid, 27
- Federal Work-Study Program (FWS), 27
- Fees and Payments, 22
- Filing a Grievance, 20
- FIN - Finance, 156
- Final Exams, 31
- Finance Graduate Certificate, 66
- Finance, MS, 64
- Financial Aid Suspension Reinstatement, 28
- Financial Assistance, 25
- Firearms Policy, 20
- GAM - Game Design, 157
- Game Design, MA, 47
- GD - Graphic Design, 158
- Gifted Education, MA, 87
- Grading System, 33
- Graduate Admission, 21
- Graduate Certificate Foundation Courses, 66
- Graduate Certificate Programs, 66
- Graduate Course Descriptions, 104
- Graduate Five-Term Academic Calendar, 9
- Health Insurance for International Students, 22
- Health Requirements for Incoming Students, 22
- Health Sciences, MS, 100
- Higher Education, MA, 88
- History, 13
- Housing Deposit, 23
- HP - Human Performance, 159
- HRM - Human Resource Management, 161
- Human Resource Management Graduate Certificate, 67
- Incomplete (I), 34
- Institutional Learning Outcomes, 13
- Institutional Scholarships and Grants, 25
- Instructional Leadership EdD, 83
- Instructional Leadership, EdD Emphasis Areas, 83
- Instructional Leadership, EdS
 - Behavior Analysis Emphasis, 79
 - Literacy Education Specialist (K-12) Emphasis, 79
 - Mathematics, Education Specialist, Elementary K-6 Emphasis (add-on certification), 80
 - PK-12 Education Emphasis, 81
- Integrated School Library Media and Technology, MA, 88
- International Business Graduate Certificate, 67
- International Citizen Application, 57
- International Citizen Application Deadlines, 57
- International Student Application, 21
- International Student Programming, 56
- INTL - International Business, 161
- Introduction, 13
- IPC - Counseling, 163
- Journalism, MA, 49
- Late Withdrawals, 34
- Leadership Graduate Certificate, 67
- Leadership, MA, 59
- Library and Academic Resources Center, 18
- Life Members, 191
- Lindenwood Student Government, 17
- Lindenwood University System, 17
- Lindenwood University-Belleville, 17
- Lindenwood University-St. Charles, 17
- Loan Repayment, 27
- LUTV All-Digital Television Channel, 17
- MA and MBA Foundation Courses, 59
- MA/MBA Programs, 59
- Maintaining Financial Aid Eligibility, 28
- Maintaining Good Academic Standing, 31
- Marketing Graduate Certificate, 67
- Marketing, MS, 65

- Mass Communications, MA, 50
 Master Candidate Pursuing a Graduate Certificate, 55
 Master Graduate Pursuing a Graduate Certificate, 55
 Master of Arts, 85
 Master of Arts in Education Model I
 Add-on Advanced Certification, 89
 Master of Arts in Education Model II
 Specialty Areas, 91
 Master of Arts in Teaching Model III
 Leading to Initial Certification, 93
 Master of Science Programs, 64
 Maximum Time-frame, 28
 MBA with Advanced Standing Program, 54
 MBA with an Emphasis, 61
 Members, 191
 MGMT - Management, 167
 MIS - Management Information System, 169
 Mission Statement, 13
 MPA - Public Administration, 169
 MRKT - Marketing, 170
 MUS - Music, 172
 Music Department, 51
 Music Education, MME, 51
 No Grade (N), 34
 Non-Degree Seeking Students, 31
 Nonprofit Administration, MA, 59
 Notice of Non-discrimination, 15
 NPA - Nonprofit Administration, 173
 NUR - Nursing, 174
 Office 365, 19
 Officers, 191
 On-Campus Printing, 19
 Orientation to Business Programs for International Students, 56
 Other Fees, 22
 Pass/Fail (P/F), 34
 Payment Options, 23
 Plaster School of Business & Entrepreneurship, 53
 Policies and Procedures, 54
 Post-Hoc External Benefits Scholarships and Grants, 26
 Preparing for Graduation, 35
 Program Formats, 13
 Public Administration, MPA, 102
 Radio KCLC FM 89.1 (HD-1 and HD-2), 17
 Recording and Electronic Devices, 20
 Refund Distribution of Financial Aid, 25
 Repeating a Course, 35
 Requesting Grade Reports, 36
 Requesting Transcripts, 36
 Requirements for Degree, 56
 Satisfactory Academic Progress (SAP) for Financial Aid, 28
 School Administration, EdS, 78
 School Administration, MA, 76
 Special Education Administration Add-on Certification, 77
 School of Arts, Media, and Communications, 42
 School of Education, 68
 School of Health Sciences, 100
 School of Humanities, 102
 Social Media and Digital Content Strategy, MS, 50
 Special Reading, MA, 89
 SPMGT - Sport Management, 177
 Sport Management, MA, 60
 Spring Half-Semesters 2019, 8
 Spring I 2019, 9
 Spring II 2019, 10
 Spring Semester 2019, 7
 Stopping Out and Readmission, 35
 Student and Academic Support Services (SASS) and Student Ombudsman, 18
 Student Expenses, 22
 Student Resources, 18
 Student Worker Program, 27
 Summer 2019, 10
 Supply Chain Management Graduate Certificate, 67
 TA - Theatre, 177
 Taxability of Scholarships and Grants Disclosure, 26
 Teacher Education Department, 83
 Teaching, MA
 Early Childhood or Early Childhood Special Education Certification Preparation (Birth-Grade 3), 96
 Elementary School Certification Preparation (Grades 1-6), 97
 K-12 Certification Preparation, 97
 Middle School Certification Preparation (Grades 5-9), 98
 Secondary School Certification Preparation (Grades 9-12), 98
 Special Education Certification for Cross Categorical Preparation (Grades K-12), 99
 The Family Educational Rights and Privacy Act, 36
 The Writing Center, 18
 Thesis/Capstone Experience/Culminating Project Extensions, 35
 Transfer Student Application (International Students), 22
 Transferring Credit, 32
 Transferring Credit into Graduate Business Programs, 54
 Transferring Graduate Credit into a Certificate Program, 54
 Transferring International Graduate Credit, 54
 Transferring U.S. Graduate Credit, 54
 Tuition Reimbursement Policy, 26
 Tutoring Services, 18
 U.S. Citizen and Permanent Resident Application, 21, 56
 U.S. Citizen and Permanent Resident Application Deadlines, 56
 University Policies, 19
 Unsubsidized Federal Stafford Loan, 27
 Veterans' Benefits, 27
 Vocational Rehabilitation, 27
 Wellness Center, 18
 William D. Ford Direct Loan Program, 27
 Withdrawal and Refund Calculation, 24
 Withdrawing with a Grade of W, 34



LINDENWOOD
REAL EXPERIENCE. REAL SUCCESS.

GRADUATE CATALOG

209 South Kingshighway, St. Charles, MO 63301

636.949.4933 / eveningadmissions@lindenwood.edu