GRADUATE CATALOG
2020–2021

LINDENWOOD UNIVERSITY

NATURA ET DOCTRINA

Founded 1827

ST. CHARLES, MISSOURI

LINDENWOOD
UNIVERSITY

ACADEMIC CALENDAR

Fall 2020			
Term	**Type**	**Title**	**Date**
FA 20 & FA I 20	**U & G**	**Academic Period Begins**	**August 24**
FA 20 & FA I 20	U & G	Last day to register for or add classes or choose audit at 5 p.m.	August 28
FA 20	U	4-week grades due at 5 p.m.	September 21
FA I 20	U	Midterm grades due at 5 p.m.	September 21
FA I 20	U & G	Last day to withdraw with "W".	September 28
FA I 20	U & G	Deadline for making up Incomplete grades from previous term at 5 p.m.	October 16
FA I 20	**U & G**	**Academic Period Ends**	**October 18**
FA 20	U	Midterm grades due at 5 p.m.	October 19
FA II 20	**U & G**	**Academic Period Begins**	**October 19**
FA , FA I, FA II 20	U & G	Spring and summer registration for active honors and non-traditional (8-week and online) active students begins.	October 23
FA , FA I, FA II 20	G	Spring and summer registration for active students (Graduate) begins.	October 23
FA II 20	U & G	Last day to register for or add classes or choose audit at 5 p.m.	October 23
FA , FA I, FA II 20	U	Spring and summer registration for active seniors begins.	October 26
FA , FA I, FA II 20	U	Spring and summer registration for active juniors begins.	October 27
FA , FA I, FA II 20	U	Spring and summer registration for active sophomores begins.	October 29
FA , FA I, FA II 20	U	Spring and summer registration for active freshmen begins.	October 30
FA 20	U & G	Last day to withdraw with "W".	October 30
FA, FA I, FA II 20	U & G	Spring and summer registration for new incoming students begins.	November 6
FA II 20	U	Midterm grades due at 5 p.m.	November 16
FA II 20	U & G	Last day to withdraw with "W".	November 20
		Commencement Ceremonies – See website for commencement information.	TBD
FA 20 & FA II 20	U & G	Thanksgiving holiday	November 23 - 27
FA 20 & FA II 20	U & G	All courses virtual. No classes held on campus or at learning centers. Students can still occupy dorms until the end of the term.	November 30 – December 4
FA 20	U & G	Final Exams - Virtual	December 7 - 11
FA 20 & FA II 20	**U & G**	**Academic Period Ends**	**December 11**
FA 20 & FA II 20	U & G	Deadline for making up Incomplete grades from previous term at 5 p.m.	December 11
	U & G	Commencement Ceremonies TBD	December 11- 13
FA 20 & FA II 20	U & G	Final grades due at 5 p.m.	December 14
Spring 2021			
Term	**Type**	**Title**	**Date**
SP 21 & SP I 21	**U & G**	**Academic Period Begins**	**January 11**
SP 21 & SP I 21	U & G	Last day to register for or add classes or choose audit at 5 p.m.	January 15

ACADEMIC CALENDAR

SP 21	U	4-week grades due at 5 p.m.	February 8
SP I 21	U	Midterm grades due at 5 p.m.	February 8
SP I 21	U & G	Last day to withdraw with "W".	February 15
SP I 21	U & G	Deadline for making up Incomplete grades from previous term at 5 p.m.	March 5
SP I 21	**U & G**	**Academic Period Ends**	**March 7**
SP 21	U	Midterm grades due at 5 p.m.	March 8
SP I 21	U & G	Final grades due at 5 p.m.	March 8
SP II 21	**U & G**	**Academic Period Begins**	**March 15**
SP, SP I, SP II 21	U & G	Fall registration for active honors and non-traditional (8-week and online) active students begins.	March 19
SP, SP I, SP II 21	G	Fall registration for active students (Graduate) begins.	March 19
SP II 21	U & G	Last day to register for or add classes or choose audit at 5 p.m.	March 19
SP, SP I, SP II 21	U	Fall registration for active seniors begins.	March 22
SP, SP I, SP II 21	U	Fall registration for active juniors begins.	March 23
SP, SP I, SP II 21	U	Fall registration for active sophomores begins.	March 25
SP, SP I, SP II 21	U	Fall registration for active freshmen begins.	March 26
SP 21	U & G	Last day to withdraw with "W".	March 26
SP, SP I, SP II 21	U & G	Fall registration for new incoming students begins.	April 2
SP II 21	U	Midterm grades due at 5 p.m.	April 12
SP II 21	U & G	Last day to withdraw with "W".	April 16
SP 21	U & G	Final Exams	May 3 - 7
SP 21 & SP II 21	U & G	Academic Period Ends	May 7
SP 21 & SP II 21	U & G	Deadline for making up Incomplete grades from previous term at 5 p.m.	May 7
	U & G	Commencement Ceremonies TBD	May 7 - 9
SP 21 & SP II 21	U & G	Final grades due at 5 p.m.	May 10
Summer 21			
Term	**Type**	**Title**	**Date**
SU 4-Week I	U & G	Academic Period Begins/Ends	May 17 - June 13
SU 4-Week II	U & G	Academic Period Begins/Ends	June 14 - July 11
SU 4-Week III	U & G	Academic Period Begins/Ends	July 12 - August 8
SU 6-Week I	U & G	Academic Period Begins/Ends	May 17 - June 27
SU 6-Week II	U & G	Academic Period Begins/Ends	June 28 - August 8
SU 8-Week I	U & G	Academic Period Begins/Ends	May 17 - July 11
SU 12-Week I	U & G	Academic Period Begins/Ends	May 17 - August 8

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INTRODUCTION

This catalog contains a description of the graduate programs offered at Lindenwood University. 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.

Lindenwood University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the catalog may change from time to time without notice. The governing document at any given time is the then-current version of the catalog, as published online, and then-currently applicable policies and information are those contained in that catalog.

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.

Due to COVID-19, changes were made to the university calendar. Please go to this website to view any necessary updates due to the pandemic.

https://www.lindenwood.edu/coronavirus/roaring-return/

Program Formats

All graduate academic programs are offered on a 16-week schedule with embedded 8-week terms. Some Information Technology programs are currently being taught out in a trimester format. New students are not being accepted into the trimester delivery mode. Terms will be held Fall, Spring, & Summer.

At the graduate level, the university offers coursework leading to a Master of Accountancy (MAcc), Master of Arts (MA), Master of Science (MS), Master of Business Administration (MBA), Master of Healthcare Administration (MHA) Master of Fine Arts (MFA), Master of Music Education (MME), 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.

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

- **Integrity** - We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity.

- **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.

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

American Chemical Society

1155 Sixteenth Street, N.W.

Washington, D.C. 20036

Phone: (202) 872-4589

www.acs.org/cpt

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

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

https://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

Out of State Licensure and Certification -Student Right to Know

www.lindenwood.edu/about/consumer-information/student-right-to-know/out-of-state-licensure-and-certification/

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
Library and Academic Resources Center 209
St. Charles, MO 63301

Dr. Shane Williamson
Associate Vice President and Dean of Students
swilliamson@lindenwood.edu
(636) 949-4728
209 S. Kingshighway
Evans Commons 3030
St. Charles, MO 63301

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

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 intentionally 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 people of different cultures, races, colors, genders, ages, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, disabilities, or countries of origin shall not be 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 campus community.

At Lindenwood University, we will strive to

- Offer collaborative and integrated academic, co-curricular and sporting programs that provide mutually beneficial experiences 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 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* throughout our community.

- Protect every member of our community against all forms of discrimination.

Lindenwood University System

Lindenwood University

Lindenwood's St. Charles, Mo., 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.

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, 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 90-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 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 Tutor.com, 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 Tutor.com for detailed, personalized feedback. 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

The Wellness Center provides integrated health services guided by the Substance Abuse and Mental Health Administration. https://www.samhsa.gov/.

The Wellness Center, Student Counseling and Resource Center, and the Chaplain's office are housed in Evans Commons on the third floor. In the Wellness Center, BJC Student Health Center serves on-campus students and full-time undergraduate 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.

The mission of The Student Counseling and Resource Center 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 raise awareness for the purpose of promoting the 8 dimensions of wellness, the mission of the SCRC, and the mission of Lindenwood University. The SCRC is also housed in Evans Commons on the third floor. 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 eight dimensions of wellness. The SCRC offers group counseling on various topics. 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 for the SCRC can be made directly at 636-949-4522.

The job of Lindenwood University's Chaplain is to respond to the needs of our community, to those of various faith traditions or no tradition, who are asking the "big questions," and to help them find answers. The Chaplain works with the Wellness Center to assist students in meeting their spiritual needs. Lindenwood University provides an ecumenical environment that welcomes and supports all religious traditions. Students may access our Sacred Space, for daily prayers and meditation, located in Spellmann Center room 4150. Sibley Chapel hosts regular non-denominational Christian religious services. Lindenwood students can also participate in regular events at the Newman Center just across the street from the main campus. 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 manager for student support and accessibility 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 manager 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). 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.

Photo Usage

As a student at Lindenwood University, you may be photographed on campus or at campus events, and those photographs may be used on Lindenwood's website, social media sites, and in promotional materials for the university.

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 University Admissions on the Lindenwood St. Charles campus, any of the extension sites, or online at https://www.lindenwood.edu/admissions/graduate-admissions/.

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 program interview, letters of recommendation, a portfolio, an audition, GRE/GMAT test scores, or other requirements identified by the academic school in which a candidate is seeking acceptance. Additional requirements may

also be requested dependent on application criteria as requested by University Admissions.

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 mailto:admissions@lindenwood.edu or call (636) 949-4949 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. In addition, applicants who indicated a criminal history at time of application will be required to submit additional documentation in regards to the offense.

International Student Application

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

- Online student application or Common Application.
- 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.
- Official TOEFL, IELTS or Duolingo score. For score reporting, the Lindenwood University code is 6367.
- Required minimum TOEFL scores:
  - 81 (Internet-based)
- Required minimum IELTS score: 6.5
- Passport (clear, readable copy of the identification page).
- Affidavit of support verifying the amount of personal or family funds (in U.S. dollars) available for tuition, personal costs, and educational expenses (books, insurance). The affidavit should provide an official document or statement from the applicant's bank. Documents must be in English. To submit an affidavit of support fill out the form available on the international admissions webpage.

- Current résumé. Provide a recent copy of your current résumé with all of your academic and work experience.

- Personal statement indicating your education plans, your long-term goals you possess and how this degree will assist you with your goals. The statement needs to be in formal essay format and at least two pages in length.

Notes: (1) The minimum TOEFL and IELTS scores listed above are requirements for admission to the university. Upon arrival, students will also undergo on-site English language testing to determine English language proficiency. Depending upon results of the testing will determine your course placement.

Once all application materials have been received, a member of the Office of Admissions & Services for International Students (OASIS) will contact the applicant. For questions regarding the application, the applicant should contact the Office of Admissions & Services for International Students (OASIS) at internationaladmissions@lindenwood.edu.

The Student Application or Common Application should be completed online and all required application materials should be scanned in PDF format and emailed to internationaladmissions@lindenwood.edu.

Hard copies of the required admission documents can be mailed to:

Lindenwood University,

Office of Admissions and Services for International Students (OASIS)

209 South Kingshighway,

Saint Charles, MO 63301 USA.

The preferred format is scanned in PDF and emailed. 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.

Notes: 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: Any and all transcripts must be submitted to Lindenwood University regardless of the credit(s) being transferable or not.

- Official transcripts from college or university, if the degree was received from an international institution the transcripts and proof of the undergraduate diploma or degree confirmation must be submitted in the student's native language along with a certified English translation. If the degree was from an American institution have the transcripts sent directly to Lindenwood University. If graduate level credits have been received from an American institution have the transcripts sent directly from the school to Lindenwood University, if the credits were received from an international institution those transcripts will need to be sent to World Evaluation Services (WES). For more information about transcript evaluation, contact WES at http://www.wes.org.

Notes: (1) Students must request a course-by-course evaluation (not a document-by-document evaluation) in order to transfer credit to Lindenwood for particular coursework. (2) The cost for the evaluation of international transcripts will be incurred by the applicant.

- 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 Admissions & Services for International Students (OASIS).

- 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 Admissions & Services for International Students (OASIS) 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 1957 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.

Tuition and Fees
Graduate Tuition

Graduate - rate	$495/credit hour
Graduate - PSB&E and Humanities rate	$525/credit hour
Education Specialist (EdS) rate	$545/credit hour
Doctor of Education (EdD) rate	$775/credit hour

Residential Charges

Standard - Residence Hall	$4,600/16-week term
Single - Residence Hall	$4,900/16-week term
Single - House	$5,000/16-week term
Standard - Residence Hall	$2,300/8-week term
Single - Residence Hall	$2,450/8-week term
Single - House	$2,500/8-week term

Academic Integrity Tutorial fee	$25
Applied Music fee*	$200/credit hour
Conferral processing/diploma fee EdS	$125
Conferral processing/diploma fee EdD	$200

Conferral processing/diploma fee master's	$125
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
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
Promissory Note fee	$25
Student Teaching fee	$300
Studio fee**	$85/course
Studio fee (general)	$30-$75/course
Study Abroad fee	$300

*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.

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.

per the Housing Contract, "The Deposit shall be held by University as security for the full and faithful performance of each provision of this Contract to be performed by Student. The Deposit is not a measure of University damages in case of Student's default hereunder. Upon

receipt, the Deposit will be reflected as a credit on Student's financial account with University. A Deposit submitted in connection with a prior academic term may continue to satisfy Student's obligation to provide a Deposit under this Contract so long as such Deposit has not been otherwise applied by University to satisfy Student's outstanding obligations. If the room to which Student is assigned is damaged during the period in which Student is entitled to reside therein, the cost of such damage will be deducted from the Deposit. Any amounts deducted from the Deposit must be repaid by Student upon demand from University, and in any event prior to the start of the next academic term. The Deposit is not a cap on Student's responsibility for damages and Student will be charged for damages to housing that exceed the Deposit.

No refund of the Deposit will be granted if Student withdraws from attending University after making the Deposit but prior to the start or completion of an academic term. If Student elects to depart from on-campus housing at the end of the academic term, Student is entitled to a refund of the Deposit if Student has (a) satisfied all financial obligations to University and has no outstanding debts, (b) completed the residential checkout process, (c) otherwise complied with this Contract and returned the room to its original condition (subject to normal wear and tear), (d) submitted a "Request a Refund" form or similar application through the Student Portal, and (e) completed a Change of Status form in the Office of Residential Life or an Exit process, as applicable, in the Office of Student and Academic Support Services, which is located in the Library and Academic Resources Center, room 354. Failure to complete the Change of Status form or Exit process by January 1 for the spring semester or by June 1 for the fall semester will result in forfeiture of the Deposit."

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:

- Direct Corporate Invoicing is available for students who work for companies that require an invoice from Lindenwood University in order to process tuition assistance. It is the student's responsibility to ensure that the employer's tuition voucher is submitted to the Business Office before the payment deadline of each term. Failure to submit the necessary paperwork to the Business Office by the published payment deadline may result in late fees.

- 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. Also, the student will forfeit the privilege of executing a promissory note in any future term if payment is not received in full by the due 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 addition, all transcripts and documents must be submitted to the Office of University Admissions to ensure that federal and state aid programs can be administered.

- Lindenwood offers monthly payment plans. The Tuition Payment Plan is an alternative to paying each term's tuition and fees (including on-campus housing expenses) in full by the due date. Students are able to enroll in a payment plan online in their student portal.

Per 16-Week Enrollment Fee	$20.00
Credit/Debit Card Fee	2.75% Domestic
Credit/Debit Card Fee	4.25% Foreign
ACH Payment Fee (Online Check)	No additional Fee

Delinquent Accounts

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

- Unless otherwise prohibited by law, transcripts will not be issued for students who have unsatisfied financial obligations with the university.

- 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

Within the first week of a term, 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."

In the event that a student wishes to withdraw from a course or courses or from the university altogether, the following conditions apply with respect to the refund of charges.

- Any student who withdraws from the university prior to the start of the second week of a term is eligible for a refund of charges for that term except the initial enrollment and housing deposits, book vouchers, books and other course materials. The refund of residential charges will be pro-rated.

- Any student who withdraws from all courses after the start of the second week of the term 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 12 & 16 Week Courses

Time of Withdrawal	Tuition Refund
Through week 1 of term (By Sunday 11:59 p.m. CST, Week 1)	100 percent
During week 2 of term (By Sunday 11:59 p.m. CST, Week 2)	75 percent
During week 3 of term (By Sunday 11:59 p.m. CST, Week 3)	50 percent
During week 4 of term (By Sunday 11:59 p.m. CST, Week 4)	25 percent
After week 4 of term	No refund

Refunds for 8 Week Courses

Time of Withdrawal	Tuition Refund
Through week 1 of term (By Sunday 11:59 p.m. CST, Week 1)	100 percent
During week 2 of term (By Sunday 11:59 p.m. CST, Week 2)	50 percent
During week 3 of term (By Sunday 11:59 p.m. CST, Week 3)	25 percent
After week 3 of term	No refund

Refunds for 4 & 6 Week Courses

Time of Withdrawal	Tuition Refund
Through week 1 of term (By Sunday 11:59 p.m. CST, Week 1)	100 percent
During week 2 of term (By Sunday 11:59 p.m. CST, Week 2)	50 percent
After week 2 of term	No refund

Full-time resident 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) Students should refer to their Housing Contract for terms and conditions. Application, lab, miscellaneous fees, and room reservation deposits are nonrefundable, except as indicated under the Housing Deposit section of this catalog.

(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 email the assistant vice president for the business office at BusinessOfficeAppeals@lindenwood.edu. 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 Student Financial Services 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 payments toward 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.

Student Employee 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 Employee 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 Employee 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.

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.

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.

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. 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 Veterans Affairs.

It is the responsibility of the students to notify the VA certifying official of any changes in their class schedules, degree, or major. The VA school certifying official 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 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 Veterans 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 Veterans Affairs must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

This institution abides by Section 103 of the Veterans Benefits and Transition Act of 2018. This policy ensures that we will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

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) 627-2922.

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 time frame and a minimum cumulative grade point average for each period of attendance.

Satisfactory Academic Progress is determined by the following criteria:

• Quantitative Measurement

  o Pace of Progression (Credit Hours)

• Qualitative Measurement (GPA)

  o Maintain a minimum cumulative grade point average.

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

• Completion of 67 percent of cumulative hours attempted,

  *i.e., 12 hours attempted, 8 hours must be completed (8/12 = 67 percent).

• 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 Student Financial Services 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 percent 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 Student Financial Services. Submission of an appeal is not an automatic approval. Student appeals submitted to Academic Services for academic suspension are not sent to Student Financial Services. Please be sure to submit a separate appeal letter to the Director of Student Financial Services, 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 Office of Student Financial Services 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 Office of Student Financial Services for review of reinstatement of their financial aid.

ACADEMIC POLICIES AND PROCEDURES/ACADEMIC SERVICES

Academic Policies

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 (e.g. Fall, Spring, Summer). The recommended load for students enrolled in 8-week courses is nine credit hours or less. Permission of the dean is required to enroll in more than nine credit hours per each 8-week course offering. In credit hours, the academic load designations for graduate students are as follows:

Full-time Enrollment

- Doctor of Education students - six or more credit hours per term (e.g. Fall, Spring, Summer)

- Specialist students - six or more credit hours per term (e.g. Fall, Spring, Summer)

- Graduate students - six or more credit hours per term (e.g. Fall, Spring, Summer)

- Certificate seeking students - six or more credit hours per term (e.g. Fall, Spring, Summer)

Half-time Enrollment

- Doctor of Education students - three to five credit hours per term (e.g. Fall, Spring, Summer)

- Specialist students - three to five credit hours per term (e.g. Fall, Spring, Summer)

- Graduate students - three to five credit hours per term (e.g. Fall, Spring, Summer)

- Certificate seeking students - three to five credit hours per term (e.g. Fall, Spring, Summer)

Less than Half-time Enrollment

- Doctor of Education students - two or fewer credit hours per term (e.g. Fall, Spring, Summer)

- Specialist students - two or fewer credit hours per term (e.g. Fall, Spring, Summer)

- Graduate students - two or fewer credit hours per term per term (e.g. Fall, Spring, Summer)

- Certificate seeking students - two or fewer credit hours per term (e.g. Fall, Spring, Summer)

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.

(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 or capstone experience 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.

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 or a graduate-level credit bearing certificate 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 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 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.

Posthumous Degree - Graduate

In the event of a student's untimely death, the university may grant a posthumous degree if the following criteria are met.

Graduate students

Masters/MFA/MBA/EdS

Eligibility:

- The student had successfully completed at least 70% of their degree requirements.

- For graduate certificates, the student must have successfully completed at least 75% of the coursework required.

- The student was in good standing with a cumulative GPA of 3.00 or higher.

- The student had no pending disciplinary sanctions.

- The academic school in which the student was enrolled recommends the awarding of a posthumous degree.

EdD

Eligibility:

- The student had successfully completed at least 75% of all program-associated coursework.

- For graduate certificates, the student must have successfully completed at least 75% of the coursework required.

- The student had completed the comprehensive exam or all program benchmark exams.

- The student had secured IRB approval to proceed with the implementation of the dissertation research.

- The student was in good standing with a cumulative GPA of 3.00 or higher.

- The student had no pending disciplinary sanctions.

- The School of Education recommends the awarding of a posthumous degree.

Procedure:

- Anyone can request a deceased student be considered for a posthumous degree. It is recommended that this request be made within two years of the student's passing.

- Once a request has been made, the student's academic school dean and department faculty will review the student's eligibility. If the school representatives determine that the student is eligible for a posthumous degree, the recommendation will be forwarded to the Provost.

- If approved, the Provost will direct the Registrar to award the degree and request a diploma to be sent to the next of kin.

- The statement "Awarded Posthumously" will be printed on both the student's transcript and the diploma.

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 all class activities for which they have enrolled. Students who miss class are expected to inform the instructor and to make up the work to the instructor's satisfaction.

At times, absence from class may be unavoidable—as in instances of prolonged illness, hospitalization, mandatory religious practices, or participation in an approved student activity. (For information regarding absence due to university-sponsored activity, see the Excused Absence Policy for Students Engaged in LU Authorized Events.) A student who has been hospitalized should submit official doctor's or hospital documentation to the accessibility manager located in the Library and Academic Resource Center, suite 346. Written verification of religious observances may be required.

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

Note: Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance See Veterans' Benefits, appearing earlier in this catalog.

Excused Absence Policy for Students Engaged in Lindenwood University Authorized Events

Lindenwood University allows students engaged in official sports contests, arts events, approved field trips, approved conferences, etc., to be excused from class for university-sponsored events in which those students are officially representing the university. Students are required to communicate personally with their professors regarding their anticipated absences and to make arrangements for missed work in advance of their university-authorized absences. When make-up work is pertinent, students who have provided their professors with advance notice should be afforded the opportunity to complete that work or an educationally equivalent and substitutable activity at a time and place mutually agreed upon by the student and the instructor.

Note: Students enrolled in classes with extremely compressed meeting schedules will not be excused from class attendance, even for a university-authorized event if participation in the event would cause the student to miss a significant portion of the scheduled meeting time. Students who enroll in such a class and find that they must be absent will be advised to withdraw from the class.

Excused Absence Policy for Students Engaged in Military Duties

Lindenwood University allows students participating in required military duties to be excused from class. Military duties covered under this policy include, but are not limited to, military deployment, required annual military training, ROTC activities, and civilian deployments in support of federal operations. For service members holding Reserve and National Guard status, weekend duty (drill) requirements should not interfere with normal school schedules. However, if a situation arises that requires absence from class due to duty/drill requirements, this absence can also be excused if the required absence is verified by the commanding officer or other affiliated Guard leader.

Students should notify instructors of all absences for military duty prior to the absence. Instructors may request documentation/verification of the military duty and require that the absence be verified by the Office of Veteran Affairs. If an exigent circumstance arises, where notification is not possible prior to the absence, the student should contact the instructor and/or university as soon as possible to present documentation of the reason for the absence as well as the reason for late notification. When make-up work is pertinent, students who have provided their professors with notice should be afforded the opportunity to complete assigned work. Alternatively, students can be assigned an educationally equivalent substitutable activity at a time and place mutually agreed upon by the student and the instructor.

No adverse or prejudicial effects shall result to any student with excused absences for official university activities or military duties.

Note: Students enrolled in classes with extremely compressed meeting schedules will not be excused from class attendance if participation in the activity would cause the student to miss a significant portion of the scheduled meeting time. Students who enroll in such a class and find that they must be absent will be advised to withdraw from the class.

Responsibilities Related to Excused Absence Policy

All members of the Lindenwood community have responsibilities to ensure that the Excused Absence Policy functions properly and efficiently for students, staff, and faculty. Below are the responsibilities of each party affected by or involved with the Excused Absence Policy:

Athletics Department

The Lindenwood Athletics Department will provide notice of any upcoming student-athlete absence for a sporting event or related, excused sports activity. The notice will be sent through CAMS, and student-athletes will appear in red on faculty portals. This notice is to inform faculty that the student-athlete is representing the university in an athletics event or function. Student-athletes will be given travel letters to hand to each individual professor on the first day of class. It is the responsibility of the student-athletes to remind professors of their absence at least 48 hours in advance and to make up any missed work.

Academic Departments

A faculty member or academic department sponsoring a special co-curricular event or outing should first complete a field trip form and submit it to the office of the provost for approval. This form should list the name of each student attending the outing, along with a sponsor signature, confirming that all students who will be traveling have signed a travel waiver. Once the outing is approved, the sponsor must provide at least 48 hours' advance written notice to the university community by sending the list of names of all students who will be absent to the Lindenwood University Digest. If a situation arises in which 48 hours' notice is not possible, the sponsoring professor or department should notify the faculty of changes or additions to the list of excused students as soon as possible.

Professors

Professors affected by excused student absences should make reasonable accommodations for excused students who are missing class or other academic activities because of their participation in an event or other function related to their participation in a scheduled, university-authorized co-curricular event. Professors should, in advance of any such excused absences, stipulate in writing in the course syllabus their expectations of and procedures for students who must miss class for authorized reasons. Each professor's expectations and procedures should meet the parameters outlined in this Excused Absence Policy and should be reviewed with all students during the first week of class.

Students

Students who must miss class for a Lindenwood sporting event or other Lindenwood-authorized activity must, in person or via email, provide advance notice to all professors whose classes they will miss with specific details of their upcoming absence. If possible, this notice should be provided at least 72 hours in advance of the affected class meetings. If 72 hours' notice is not possible, the student should notify professors as soon as possible. This personal notice shall be given in addition to the general notice provided by the Lindenwood Athletics Department or academic department sponsoring the event.

In each case, the student is also expected to prepare thoroughly for and promptly engage in any substitute or make-up assignment or activity.

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 term 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 provost of academic operations 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 email and will be provided a link with guidelines for submitting the appeal online, 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 to dismiss a student who fails to adhere to university academic and social standards at any time. Students can be dismissed for any of the reasons outlined below:

(1) The student is unable to meet academic standards for the university or specific academic program. (2) The student's continuance at the university is considered to be a danger to the student's own health or well-being or the health or well-being of others. (3) Lindenwood University supports an environment of respect for the dignity and worth of all members of the Lindenwood community. Students may be dismissed for failure to uphold the social standards and regulations of the university. Violations include but are not limited to:

- Harassment
- Bullying
- Bias incidents
- Sexual Misconduct
- The use of improper language
- Failure to respect campus authority

- Aggressive or inappropriate actions directed toward university employees, external partners of the university or other students

- Disruptive behavior within the campus or classroom setting

- Failure to adhere to any other relevant student conduct policy as outlined in the Lindenwood Student Guidebook.

Students dismissed from the university in the middle of a term will be withdrawn from the classes in which they are enrolled and will not be allowed to complete classes in which they received an Incomplete grade in previous terms.

If expelled or dismissed from the university, a student is still responsible for all tuition, room, board, and other charges incurred for that term, subject to the withdrawal and refund policies set forth in the University Academic Catalog.

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 University 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 credit 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 Admissions & Services for International Students (OASIS).

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 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 Student Financial Services (financialaid@lindenwood.edu) before applying for Academic Renewal.

(2) Students on the GI Bill® should contact the VA certifying official 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 (AU). 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 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.

Withdrawal (W)

A grade of W indicates that the student withdrew from a class with no effect to the student's GPA. 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 from which they wish to withdraw. The deadline to withdraw is set at the two-thirds mark of the term.

The only circumstance in which the student will not be charged for a course is if the student never attends a class session. If the student attends one class session or more, he or she will be charged a determined percentage of the course's tuition cost. The percentage applied to the student's account depends on how many classes the student attends and the withdrawal date. For further

information, please contact either the Student Financial Services Office or the Office of Academic Services.

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

Administrative Withdrawal

When it is in the best interest of a student or of Lindenwood University for a student to withdraw, a student may be given a W 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 term, 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 term, 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".

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.

(4) Petition for Late Withdrawal may be denied based on implications of the financial aid cycle.

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

A student may repeat any course in which they earn a grade of C or lower. Only the highest grade earned will be used in the calculation of the grade point average. Repeating a course does not remove the previous grade from the transcript. Additional credit hours are not earned when a student repeats a course. A student's eligibility for federal financial aid may be affected if they choose to repeat a course. The university is under no obligation to offer a course aside from its usual schedule to accommodate a student repeating the course.

Thesis/Capstone Experience Extensions

Registration for extensions on graduate thesis or capstone experience must be completed by the student each succeeding term after the student's initial enrollment for the thesis or Capstone III. 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, he/she will no longer be considered a degree candidate. Should the student wish to resume the thesis, capstone experience he/she must pay the full tuition rate for the thesis, capstone experience, 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 Degree Conferral

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 degree conferral 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 at academicservices@lindenwood.edu. Failure to submit an application by the recommended deadline may postpone the posting of the student's degree.

The recommended application deadlines are as follows:

Graduation	Application Deadline
March	January 15 of same year
May	February 1 of same year
August	June 1 of same year
October	September 15 of same year
December	September 15 of 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.

Any graduate student who has not been enrolled in Lindenwood course(s) for more than one calendar year and who wishes to resume coursework must be readmitted to the university by submitting a new application to the Office of University 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 and approval of the new application, the admissions office will update the student's profile in preparation for the student's return to Lindenwood University. Students will return to the university under the new catalog of re-entry. Students will be directed to contact their advisor 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 $7.00 per transcript or $5.25 per transcript for United States Postal Service delivery. Electronic transcripts can only be requested through the National Student Clearinghouse.

2. IN PERSON at the Main Street counter in Spellmann. 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 pick-

up. Requests to have transcripts mailed are only available through the online service.

Unless otherwise prohibited by law, transcripts will not be issued for students who have unsatisfied financial obligations with 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 (academicservices@lindenwood.edu) and a copy will be sent to the employer. The request must come from the student Lindenwood 365 email address, 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) 949-4606.

If students have any questions about their email accounts or their student portals, they can contact Helpdesk@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, which may or may not have prerequisites

- 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. It is up to the discretion of the individual school of the timeline of when/how a course is to be offered. Students should contact their advisor if they have questions about when a specific course will be offered.

The enrollment limit and prerequisite(s) of a course may be overridden by a dean (or others who are designated signatories) of the school the course is within. The student will need to complete a paper enrollment form including the authorized signature of the dean allowing the override and the student's advisor. The form can be taken to Academic Services for processing.

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, XXX 79000-79999. 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 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.

Curriculum Practical Training (CPT)

CPT is special work authorization for international students. It allows them to participate in internships or work off of campus as long as they are enrolled in an internship course for that term.

- CPT is term based, meaning that it is only authorized for the term that the student is taking the internship course.

- Students must have CPT added to their I-20 if they are receiving compensation or participating in a paid internship opportunity. If they are non-paid / volunteer internships then CPT does not need to be authorized on their I-20.
- CPT will only be authorized for part-time while the term is in session.
  - Undergraduate/Graduate students:
    - During the fall and spring semesters students can only work part-time.
    - Semester students can work full-time during the summer session.
- See Co-curricular Employment for International Students for more information.

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. Only students with a true need will be considered for a tutorial, and it is up to the academic school and the instructor whether to grant a tutorial. It is strongly recommended that undergraduate students who are granted tutorials have at least a 2.5 cumulative GPA. Graduate students should have at least a 3.0 cumulative GPA to qualify for a tutorial course.

To enroll in a tutorial course, the tutorial proposal form must be completed, signed, and returned to the Office of Academic Services 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.

Online courses might be assigned a lab fee (determined by each individual school) if they utilize a proctoring service for testing.

There is no limit on the number of online courses a semester undergraduate student can take per term, 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 credit hours per term, 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.

Student Requirements for Online and Hybrid Courses

Hardware

- Computer with 2.58 GHZ or higher processor speed and at least 4 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 2016 or newer. Microsoft Office 365 is provided free of charge to all Lindenwood University faculty, staff, and students. Information on download and installation can be found at Academic Support Resources Information Technology Office 365.
- 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 10 and newer.
- Android 7 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.

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.

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.

- Lindenwood semester abroad programs through our partner universities or study abroad providers.

- Summer opportunities to take classes abroad, complete an internship or conduct field research.

- 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 Office of Student Financial Services 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 assistant director of the study abroad program after consulting the associate provost of curriculum and experiential learning. Questions about student study abroad opportunities may be directed to the

assistant director of study abroad at
StudyAbroad@lindenwood.edu.

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

Jason Dude Lively, PhD, 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

ART HISTORY AND VISUAL CULTURE, MA

36 credit hours

The Master of Arts in art history and visual culture 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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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 and visual culture, 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 and visual culture 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.

Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 57000	Comprehensive Examination
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours selected from the following:

AMC 55555	Internship
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 56500	History of Photography
ARTH 56900	History of Graphic Design
ARTH 57000	History of Games and Critical Theory
ARTH 57001/COM 57000	History of World Cinema
ARTH 57200	History of Costume and Fashion to 1900
ARTH 57300	History of Costume and Fashion from 1900
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

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.
- Contact information for three academic and/or professional references.
- 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.

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.

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:

AAD 50000	Portfolio and Career Foundations
AAD 51000	Design with Illustrator
AAD 51600	Drag and Drop Web Design

AAD 52200	Motion Graphics
AAD 52450	Applications for Mobile Devices
AAD 52500	Desktop Publishing
AAD 52700-52799	Focus in Design
AAD 53001	Digital Photography
AAD 53100-53199	Focus in Interactive
AAD 53200-53299	Focus in Web
AAD 53310	3D Printing
AAD 53600	3D Graphics
AAD 53700	Digital Painting
AAD 54001	Digital Photography II
AAD 55100	Typography I
AAD 55200	Typography II
AAD 55400	Web Design - User Experience I
AAD 55501	Branding
AAD 56400	Web Design - User Experience II
AAD 56600	Advanced 3D
AAD 57440	Web Design - User Experience III
AAD 59000-59999	Special Topics
AMC 53000	Arts Entrepreneurship
AMC 59000-59999	Special Topics
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
GAM 57000	3D Animation

FASHION BUSINESS AND ENTREPRENEURSHIP, MS

36 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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

• 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) may be required if GPA is below 3.0.

• Contact information for three academic and/or professional references.

• 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.

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.

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:

ACCT 51010	Financial Accounting Concepts
AMC 55555	Internship
ECON 53081	Economics Concepts
ENTR 57515	Small Business Management
FBD 51700	Digital Apparel Production Management
FBD 55310	3D Fashion Design and Technology
FBD 58500	Fashion Business and Entrepreneurship
FBD 58530	Innovative Luxury Branding and Visual Display
FBD 58540	Global Apparel Buying and Trend Forecasting
FBD 58550	Global Fashion Sustainability
FBD 58560	Innovative Fashion Marketing and the Global Consumer
FBD 58570	Fashion Writing and Global Communication
FBD 60000	Fashion Business Capstone
MGMT 56025	Business Concepts
MGMT 56060	Business Law and Ethics
MRKT 55010	Marketing Principles and Issues
MRKT 55020	Marketing Information and Research
MRKT 55040	Advertising and Promotional Strategy

FASHION DESIGN AND TECHNOLOGY, MA

36 credit hours

The Master of Arts in Fashion Design and Technology provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in fashion systems. Students are exposed to various approaches in the field, provided with a historical overview of the field and industry, and are introduced to the principles of a wide range of strategies for design and construction.

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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:

FBD 50000	Studio I
FBD 51000	Studio II
FBD 51300	Advanced CAD I: Apparel Design
FBD 51600	Fashion Illustration
FBD 52000	Studio III
FBD 53000	Studio IV
FBD 55000	Final Collection I
FBD 55100	Advanced CAD II: Textile Design
FBD 55200	Advanced CAD III: Patternmaking
FBD 55300	Advanced CAD IV: Technical Design
FBD 55500	Professional Portfolio Design
FBD 56000	Final Collection II
FBD 56500	Fashion Internship
FBD 56600	Fashion Teaching Internship

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 Office of University Admissions to ensure all university admissions

standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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:

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

STUDIO ART, MA

36 credit hours

The Master of Arts in studio art provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in creating works of art. 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 studio disciplines, including painting, sculpture, drawing, printmaking, photography, and ceramics.

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.
- Contact information for three academic and/or professional references.
- 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.

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 studio art, 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.

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:

AAD 50001	Research Methods in Art
AAD 50010	Research Studies I: Methods in Art and Design
AAD 50020	Research Studies II: Seminar in Art and Design
AAD 50030	Research Studies III: Theories in Art and Design
AAD 50100	Printmaking
AAD 50200	Sculpture
AAD 50400	Ceramics
AAD 50500	Painting
AAD 52100	Digital Art I
AAD 52300	Digital Art II
AAD 52400	Digital Art III
AAD 52550	Graduate Projects in Art - 3D
AAD 52600	Digital Art IV
AAD 52900	Concept Design
AAD 53000	Drawing
AAD 53001	Digital Photography
AAD 53010	Figure Drawing
AAD 53400	Fibers
AAD 54001	Digital Photography II
AAD 55001	Digital Photography III
AAD 56001	Digital Photography IV
AAD 57000	Graduate Projects in Studio Art
AAD 58600-58699	Special Topics
AAD 58901	Independent Study
AAD 58902	Independent Study
AAD 58903	Independent Study
AAD 60000	Directed Thesis
AMC 53000	Arts Entrepreneurship

ART HISTORY CERTIFICATE

18 credit hours

Admission requirements (p. 34) *for the Art History Certificate is the same as the Master of Arts in art history and visual culture.*

Requirements

To earn a graduate certificate in art history, the student must complete 18 credit hours selected from the following courses:

Specialized coursework

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 56500	History of Photography
ARTH 56900	History of Graphic Design
ARTH 57000	History of Games and Critical Theory
ARTH 57001/COM 57000	History of World Cinema
ARTH 57200	History of Costume and Fashion to 1900
ARTH 57300	History of Costume and Fashion from 1900
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

Those pursuing certification with 18 credit hours of graduate coursework in the field of art history should see if specific electives are approved by their institution or accrediting body.

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

DATA VISUALIZATION CERTIFICATE**

15 credit hours

Requirements

| AAD 55700 | Infographics |
| DCS 52200 | Emerging Platforms and Analytics |

One of the following:

| AAD 50600 | Imaging and Illustration |
| AAD 51000 | Design with Illustrator |

One of the following:

AAD 52200	Motion Graphics
DCS 55500	Digital Content Strategy Practicum II
IIT 56506	Big Data Analytics
MGMT 56080	Business Analytics
MRKT 55015	Digital Marketing

3 credit hours selected from the following:

| AAD 52000 | Art and Design Firm II |
| AMC 55555 | Internship |

DCS 53000	Digital Content Strategy Practicum I
ENTR 57589	Internship
IIT 60400	Information Technology Internship
MGMT 56089	Internship
MRKT 55089	Internship

*Added after publishing - July addendum 07/01/2020***

GRAPHIC DESIGN CERTIFICATE**

15 credit hours

Requirements

12 credit hours selected from the following:

AAD 50600	Imaging and Illustration
AAD 51000	Design with Illustrator
AAD 52200	Motion Graphics
AAD 55100	Typography I
AAD 55200	Typography II
AAD 55501	Branding

3 credit hours selected from the following:

| AAD 52000 | Art and Design Firm II |
| AMC 55555 | Internship |

*Added after publishing - July addendum 07/01/2020***

WEB DESIGN CERTIFICATE**

15 credit hours

Requirements

AAD 55400	Web Design - User Experience I
AAD 56400	Web Design - User Experience II
AAD 57440	Web Design - User Experience III

One of the following:

AAD 52200	Motion Graphics
AAD 52450	Applications for Mobile Devices
AAD 52500	Desktop Publishing
AAD 53600	3D Graphics
AAD 55501	Branding

3 credit hours selected from the following:

| AAD 52000 | Art and Design Firm II |
| AMC 55555 | Internship |

*Added after publishing - July addendum 07/01/2020***

Communications

ADVERTISING AND STRATEGIC COMMUNICATIONS, MA

36 credit hours

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

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- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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:

AAD 50000	Portfolio and Career Foundations
AAD 51000	Design with Illustrator
AAD 52450	Applications for Mobile Devices
AMC 59000-59999	Special Topics
ASC 51600	Advertising Competition I: The Campaign
ASC 51700	Advertising Competition II: The Pitch
ASC 52300	Advertising Copywriting
ASC 53500	Media Planning and Buying
ASC 53900	Effective Messaging in Public Relations
ASC 54700	Advertising Campaign Management
ASC 56300	Creative Advertising Concepts
COM 50100	Mass Communications Law
COM 50310	Contemporary Digital Rights
COM 55000	Media Literacy
DCS 50000	Digital Content and Demographics
DCS 52200	Emerging Platforms and Analytics
DCS 55000	Personal Branding and Content Creation
DCS 57000	Contemporary Audience Analysis

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

Requirements

Core Curriculum

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

Two courses (six credit hours) from the following options:

AAD 50000-59999	Any Graduate Level AAD course
ARTH 55400-58903	Any Graduate Level ARTH course
COM 57000	History of World Cinema
COM 57500-57599	Topics in Media Studies

Three courses (nine credit hours) from the following options:

AMC 55555	Internship
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 51400-59799	Any Graduate Level IMF course

Four courses (12 credit hours) from the following options:

COM 50100-59999	Any Graduate Level COM course

Additional elective 12 graduate-level credit hours from the above-listed areas of Art and Design, Art History, Creative Writing, and Communications, or other graduate courses to be chosen in consultation with the student's advisor.

DIGITAL MARKETING, MS**

36 credit hours

The Master of Science in digital marketing 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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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:

AAD 53001	Digital Photography
AMC 59000-59999	Special Topics
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
MRKT 55010	Marketing Principles and Issues
MRKT 55015	Digital Marketing
MRKT 55020	Marketing Information and Research
MRKT 55025	Integrated Marketing Communications
MRKT 55080	Marketing Strategy and Management

Updated after publishing - July addendum 07/01/2020**

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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

The Master of Arts 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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

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 Visual 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

DIGITAL MARKETING CERTIFICATE**

15 credit hours

Requirements

12 credit hours selected from the following:

COM 55000	Media Literacy
DCS 53000	Digital Content Strategy Practicum I
DCS 55000	Personal Branding and Content Creation
DCS 56000	Information Literacy
MRKT 55010	Marketing Principles and Issues
MRKT 55015	Digital Marketing

3 credit hours selected from the following:

AMC 55555	Internship

DCS 55500   Digital Content Strategy Practicum II

Added after publishing - July addendum 07/01/2020**

Performing Arts

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 Office of University Admissions to ensure all university admissions standards are met. 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 and information:

- 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) may be required if GPA is below 3.0.

- Contact information for three academic and/or professional references.

- 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.

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.

Requirements

Core Curriculum

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	
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	

One course (three credit hours) from the following options:

AMC 50000	Research Methods
EDU 57000	Educational Research

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 during fall, spring, and summer terms. Most courses meet once weekly in four-hour sessions for eight consecutive weeks on weekday evenings. 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 Human Resource Management*

- Master of Arts in Leadership

- Master of Arts in Nonprofit Administration

- Master of Business Administration

- Master of Business Administration Online

- Master of Healthcare Administration

- Master of Science in Marketing*

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

- Accounting**

- Finance

- Healthcare Administration**

- Human Resource Management**

- International Business

- Leadership**

- Management**
- Marketing**
- Nonprofit Administration**
- Project Management**
- Sport Management
- Supply Chain Management**

**Emphasis is available online.

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 1 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
- Healthcare Administration
- Human Resource Management
- International Business
- Leadership
- Marketing
- Nonprofit Administration
- Project Management
- Supply Chain Management

Policies and Procedures

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:

- 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 registrar.

- All transfer credits must carry the equivalent of a letter grade of B or better and have been completed within the last five years. An official transcript must be provided for verification.

- Due to the impact of the COVID-19 Pandemic, grades of P (pass) and other equivalent non-qualitative grades earned during Spring or Summer 2020 terms will be accepted in the transfer process to satisfy either PSB&E core or elective credit.**

- Due to the impact of the COVID-19 Pandemic, grades of P (pass) and other equivalent non-qualitative grades earned during Spring or Summer 2020 terms will be accepted in the transfer process to satisfy foundational courses where a minimum grade of C or better is required.**

*Updated after publishing - May addendum - 5/15/2020***

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. 50).

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 credit 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 credit 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 University 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 (p.), and Transferring International Graduate Credit into a Business Program (p.).

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 <u>earned</u> 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, may be counted toward a certificate.

Master Candidate Pursuing a Graduate Certificate

A student who is <u>currently seeking</u> 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 Admissions & Services for International Students (OASIS) 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 (on a 4.0 scale) 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.).

Applicants who do not meet the 3.0 GPA may submit official GMAT or GRE scores in lieu of the 3.0 GPA requirement. Admissions to the Plaster School of Business & Entrepreneurship graduate programs based on GMAT or GRE scores is granted to students who have an official minimum GMAT score of 500 or combined GRE scores of 300. Scores should not be more than five years old at the time of application.

Applicants who do not meet the GPA, GMAT, or GRE thresholds may be considered for further evaluation by the Plaster School of Business & Entrepreneurship. As part of this review an interview may be required.

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 transcript showing completed prerequisite courses. In addition, Official transcript(s) from any graduate school(s) will be required. 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.

- Three professional letters of recommendation submitted to the Office of University Admissions.

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

The application deadline for on-ground or online students will be two weeks prior to the start of each 8-week term. Term start dates can be viewed in the Academic Calendars section of the catalog.

Citizens and U.S. residents should apply online at https://www.lindenwood.edu/admissions/graduate-admissions/. Please email eveningadmissions@lindenwood.edu or call 636-949-4949 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:

- Student Application or Common 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.

Online Program Application Requirement

The following additional admission requirement applies to those students seeking an online graduate degree program:

- International citizens applying to the online graduate programs who do not already possess a Lindenwood transcript 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.

- 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.

- 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

The application deadline for on-ground or online students will be two weeks prior to the start of each 8-week term. Term start dates can be viewed in the Academic Calendars section of the catalog.

Note: There is no international student intake or orientation beginning in the summer.

International residents should mail applications to The Office of Admissions & Services for International Students (OASIS), Lindenwood University, 209 South Kingshighway, Saint Charles, MO 63301 USA.

Please email internationaladmissions@lindenwood.edu or call (636) 949-4982 with any admissions related questions.

Master of Accountancy Program

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.

Requirements

Master of Accountancy Program Foundation Courses (0-9)

A Master of Accountancy student may be required to take the following courses if the student has not completed sufficient prior academic coursework from a regionally accredited institution. Students must have received a grade of B or better in order to waive these requirements. Alternatively, students wishing to waive the English composition requirement may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. To schedule an appointment to take this exam, contact the Plaster School of Business & Entrepreneurship. Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their

academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program.

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II
MGMT 56070	Statistics and Quantitative Analysis

Master of Accountancy General Business Foundation Courses (0-36)

General Business Foundation courses are required when a Master of Accountancy student's undergraduate degree is not in business or the student's undergraduate and/or post-graduate work does not include at least 27 credit hours in sufficient (non-accounting) business coursework or the student did not earn a grade of C or better in non-accounting business coursework previously taken from a regionally accredited institution. 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, general business courses may include but, are not limited to: ECON, FIN, HRM, MGMT and MRKT courses. Below are suggested courses for students who need the 27 hours in General Business Foundation Courses. Select 27 hours (if required).

ECON 53081	Economics Concepts
ECON 53085	Macroeconomic Analysis
FIN 52010	Financial Policy
INTL 58001	International Business Operations
MGMT 56030	Management Practices
MGMT 56035	Organizational Behavior
MGMT 56060	Business Law and Ethics
MGMT 56001	Information Technology for Managers
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.

Master of Accountancy Program Prerequisite Courses

The Master of Accountancy program prerequisite courses are required for Master of Accountancy students who have not completed sufficient preparatory academic coursework in accounting by having earned a grade of C or better in courses previously taken from a regionally accredited institution in the following 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). The additional accounting coursework required for such students is as follows, any of

which may be waived if the student has completed the class or its equivalent with a grade of C or better:

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

Requirements:

ACCT 51015	Ethics in Accounting
ACCT 51022	Advanced Accounting
ACCT 51065	International Accounting
ACCT 51085	Fraud Examination and Forensic Accounting
ACCT 61000	Professional Accounting Research

One of the following courses selected to fulfill tax core requirement:

ACCT 51050	Individual Tax Planning
ACCT 51055	Business Tax Planning

Twelve credit hours selected from the following options:

ACCT 51020	Financial Accounting Theory
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.

Master of Arts Programs

HUMAN RESOURCE MANAGEMENT, MA

36-42 credit hours

Requirements

Foundation Courses

Foundational courses may be required for students who have not had sufficient academic coursework in English composition from a regionally accredited institution. Students must have received a grade of B or better in order to waive this requirement. Alternatively, students wishing to waive the English composition requirement may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. To schedule an appointment to take this exam, contact the Plaster School of Business & Entrepreneurship. The

Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program.

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II

One course (three credit hours) from the following options:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics

Core courses

HRM 56510	Strategic Human Resource Management
HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56550	Compensation and Benefits
HRM 56555	Workforce Staffing
HRM 56565	Human Resource Management Analytics
HRM 56585	Human Resource Management Capstone
MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 56065	Project Management

One course (three credit hours) from the following options:

FIN 52005	Fundamentals of Financial Management
FIN 52010	Financial Policy

LEADERSHIP, MA

30 credit hours

The Master of Arts in Leadership is offered online.

Students are required to have an undergraduate degree from a regionally accredited college or university.

Requirements

Foundation Courses

Foundational courses may be required for students who have not had sufficient academic coursework in English composition from a regionally accredited institution. Students must have received a grade of B or better in order to waive this requirement. Alternatively, students wishing to waive the English composition requirement may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program.

To schedule an appointment to take this exam, contact the Plaster School of Business & Entrepreneurship. The Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program.

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II

Core courses (24 credit hours)

HRM 56510	Strategic Human Resource Management
MGMT 56030	Management Practices
MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 56056	Leadership Theory
MGMT 56057	Leadership Strategies
MGMT 56058	Contemporary Issues in Leadership

One course (3 credit hours) from the following options:

FIN 52005	Fundamentals of Financial Management
FIN 52010	Financial Policy

Elective courses

Two courses (six credit hours) from the following options:

HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
INTL 58001	International Business Operations
MGMT 56020	Organizational Communications
MGMT 56055	Group and Team Dynamics
MGMT 56060	Business Law and Ethics
MGMT 56085	Operations Management
MGMT 66058	Leadership Research

NONPROFIT ADMINISTRATION, MA

30-36 credit hours

The Master of Arts in nonprofit administration is offered online.

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.

Requirements

Foundation Courses

Foundational courses may be required for students who have not had sufficient academic coursework in English composition from a regionally accredited institution. Students must have received a grade of B or better in order to waive this requirement. Alternatively, students wishing to waive the English composition requirement may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. To schedule an appointment to take this exam, contact the Plaster School of Business & Entrepreneurship. The Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program.

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II

Core Courses (24 credit hours)

NPA 50010	Fundraising and Revenue Generation
NPA 53500	Strategic Governance and Volunteer Management
NPA 56010	Leadership Trends and Issues in Nonprofit Organizations
NPA 56510	Starting and Managing a Nonprofit Organization
NPA 57110	Grantwriting and Proposal Preparation
NPA 58000	Nonprofit Budgeting and Financial Management
NPA 58100	Strategic Planning & Performance Measurement for Nonprofit Management
NPA 58800	Nonprofit Organization Capstone Project

Notes: (1) NPA 58800 must be taken in the final semester of the program.

Six credit hours selected from the following options:

HRM 56510	Strategic Human Resource Management
MGMT 56035	Organizational Behavior
NPA 50200	Advanced Fundraising Techniques
NPA 57600	Nonprofit Leadership Institute and Conference
NPA 58500	Marketing for Nonprofit Organizations
NPA 58700	Nonprofit Administration Internship
NPA 59000-59999	Special Topics in Nonprofit Administration

Master of Business Administration Programs

MBA FOUNDATION COURSES (0-18)

The following foundational courses may be required for MBA students who have not completed sufficient prior academic coursework or students who have not earned a grade of B or better in courses previously taken from a regionally accredited institution. The foundational courses or their equivalents, if required, must be completed during the students' first 18 credit hours of the MBA graduate program.

Requirements

Foundation Courses

| EPB 50101 | Academic & Professional Writing for Business Students I |
| EPB 50102 | Academic & Professional Writing for Business Students II |

One of the following:

| ACCT 51010 | Financial Accounting Concepts |
| ACCT 21010 | Principles of Financial Accounting |

One of the following:

| ECON 53081 | Economics Concepts |
| ECON 23020 | Principles of Microeconomics |

One of the following:

| MGMT 56060 | Business Law and Ethics |
| MGMT 26061 | Business Law I |

One of the following:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics
MTH 24100	Statistics for Natural Science

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 & Professional Writing for Business 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.

BUSINESS ADMINISTRATION, MBA

33-51 credit hours

Requirements

Foundation courses (0-18 credit hours) (p. 56)

Core Courses (15 credit hours)

ACCT 51011	Managerial Accounting
FIN 52010	Financial Policy
MGMT 56030	Management Practices
MGMT 66080	Business Policies and Strategies
MRKT 55010	Marketing Principles and Issues

One required quantitative course (3 credit hours)

(Selected course would not count towards a student's emphasis)

MGMT 56075	Linear Statistical Models
MGMT 56080	Business Analytics
MGMT 56085	Operations Management

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

(2) In the event that taking a core course would require a student with an undergraduate degree in business to repeat coursework equivalent to that which the student has already taken, the school dean or the student's academic advisor may advise the student to select an alternative, higher level elective course (from within the same discipline) to fulfill the core requirement.

(3) Required Core Courses: MBA students who have sufficient undergraduate course work in a discipline may be permitted to substitute an advance course within the stated discipline for a required core course. An example would be: substituting ACCT 51030 Advance Cost Management for ACCT 51011 Managerial Accounting. Any substitution must be approved by the department chair and/or the dean of the specific discipline.

Elective Courses(15 credit hours)

To earn an MBA, students must select five elective courses (15 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 and a fifth additional elective 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.

BUSINESS ADMINISTRATION, MBA ONLINE

33-51 credit hours

Requirements

Foundation courses (0-18 credit hours)

See MBA Foundation Courses. (p. 56)

Core Courses (15 credit hours)

ACCT 51011	Managerial Accounting
FIN 52010	Financial Policy
MGMT 56030	Management Practices
MGMT 66080	Business Policies and Strategies
MRKT 55010	Marketing Principles and Issues

One required quantitative course (3 credit hours)

(Selected course would not count towards a student's emphasis)

MGMT 56075	Linear Statistical Models
MGMT 56080	Business Analytics
MGMT 56085	Operations Management

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

(2) In the event that taking a core course would require a student with an undergraduate degree in business to repeat coursework equivalent to that which the student has already taken, the school dean or the student's academic advisor may advise the student to select an alternative, higher level elective course (from within the same discipline) to fulfill the core requirement.

(3) Required Core Courses: MBA students who have sufficient undergraduate course work in a discipline may be permitted to substitute an advance course within the stated discipline for a required core course. An example would be: substituting ACCT 51030 Advance Cost Management for ACCT 51011 Managerial Accounting. Any substitution must be approved by the department chair and/or the dean of the specific discipline.

Elective Courses (15 credit hours)

To earn an MBA, students must select five elective courses (15 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 and a fifth additional elective 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.

MBA WITH AN EMPHASIS

33-51 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, plus one additional MBA elective 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 (0-18 credit hours)

See MBA Foundation Courses (p. 56)

Core Courses (15 credit hours)

ACCT 51011	Managerial Accounting
FIN 52010	Financial Policy
MGMT 56030	Management Practices
MGMT 66080	Business Policies and Strategies
MRKT 55010	Marketing Principles and Issues

One required quantitative course (3 credit hours)

(Selected course would not count towards a student's emphasis)

MGMT 56075	Linear Statistical Models
MGMT 56080	Business Analytics
MGMT 56085	Operations Management

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

(2) In the event that taking a core course would require a student with an undergraduate degree in business to repeat coursework equivalent to that which the student has already taken, the school dean or the student's academic advisor may advise the student to

select an alternative, higher level elective course (from within the same discipline) to fulfill the core requirement.

(3) Required Core Courses: MBA students who have sufficient undergraduate course work in a discipline may be permitted to substitute an advance course within the stated discipline for a required core course. An example would be: substituting ACCT 51030 Advance Cost Management for ACCT 51011 Managerial Accounting. Any substitution must be approved by the department chair and/or the dean of the specific discipline.

Elective Courses (15 credit hours)

Students are required to take 15 credit hours of elective MBA courses. To earn an MBA with an emphasis, students must complete a minimum of five 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.

Required Core Courses: MBA students who have sufficient undergraduate course work in a discipline may be permitted to substitute an advance course within the stated discipline for a Required Core Course. An example would be: substituting ACCT 51030 Advance Cost Management for ACCT 51011 Managerial Accounting. Any substitution must be approved by the department chair and/or the dean of the Plaster School of Business & Entrepreneurship.

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 51015	Ethics in Accounting	
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 FINANCE EMPHASIS

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

Requirements

FIN 52032   Portfolio Management
Note: Students can only earn credit for one internship as an elective.

In addition to the course listed above students must select three courses (nine credit hours) from the following options:

FIN 52020	Cases in Managerial Finance	
FIN 52031	Derivatives	
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	

Note: Students can only earn credit for one internship as an elective. Additionally, students interested in taking the CFA level one exam we recommend taking ACCT 51070 or

ECON 53085 as their fifth elective. However, those classes will not count towards the emphasis in finance.

BUSINESS ADMINISTRATION, MBA HEALTHCARE ADMINISTRATION EMPHASIS

An emphasis in healthcare administration is to prepare individuals interested entering the field of healthcare administration and management.

Requirements

HCA 53000	Human Resources in Healthcare
HCA 53200	Issues in Public Healthcare Administration

In addition to the two courses listed above students must choose two courses (six credit hours) from the following options:

HCA 53310	Administration of Healthcare Law and Case Study Analysis
HCA 53710	Medical Records, Ethics and the Law of Health Information
HCA 55100	Quality Improvement and Management in Healthcare Organizations
HCA 55200	Strategic Management and Marketing in Healthcare Organizations

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

HRM 56510	Strategic Human Resource Management

In addition to the course listed above students must select three courses (nine credit hours) from the following options:

HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56550	Compensation and Benefits
HRM 56555	Workforce Staffing
HRM 56565	Human Resource Management Analytics
HRM 56570	Employee Health and Safety
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

Four courses (12 credit hours) from the following options:

ACCT 51065	International Accounting
ECON 53075/INTL 58040	International Economics
ENTR 57540/INTL 58050	International Entrepreneurship
FIN 52015/INTL 58020	International Finance
MGMT 56010/INTL 58001	International Business Operations
MGMT 56033/INTL 58032	International Management
MGMT 56074/INTL 58060	International Risk and Politics
MGMT 56077/INTL 58070	International Business and Cross-Cultural Communications
MRKT 55030/INTL 58010	International Marketing

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

Updated after publishing - July addendum 07/01/2020.

BUSINESS ADMINISTRATION, MBA LEADERSHIP EMPHASIS

Requirements

For an emphasis in leadership, students must complete the following courses:

MGMT 56037	Organizational Change and Development
MGMT 56056	Leadership Theory

MGMT 56057   Leadership Strategies
One course (three credit hours) from the following options:

HRM 56510	Strategic Human Resource Management
MGMT 56020	Organizational Communications
MGMT 56035	Organizational Behavior
MGMT 56058	Contemporary Issues in Leadership

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

MGMT 56065   Project Management
Three courses (nine credit hours) from the following options:

ENTR 57515	Small Business Management
HRM 56510	Strategic Human Resource Management
INTL 58032/MGMT 56033	International Management
MGMT 56001	Information Technology for Managers
MGMT 56020	Organizational Communications
MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 56040	Supply Chain Management
MGMT 56056	Leadership Theory
MGMT 56080	Business Analytics
MGMT 56085	Operations Management
MGMT 56089	Internship
MGMT 56090-56099	Special Topics in Management

Note: MGMT 56080 & MGMT 56085 may count toward a Management Emphasis if they are not used to fulfill a core MBA course requirement. 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

Four courses (12 credit hours) from the following options:

INTL 58010/MRKT 55030	International Marketing
MGMT 56040	Supply Chain Management
MRKT 55015	Digital Marketing
MRKT 55020	Marketing Information and Research
MRKT 55025	Integrated Marketing Communications
MRKT 55035	Product Management
MRKT 55040	Advertising and Promotional Strategy
MRKT 55050	Personal Selling and Sales Management
MRKT 55060	Public Relations
MRKT 55080	Marketing Strategy and Management
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

Four courses (12 credit hours) from the following options:

NPA 50010	Fundraising and Revenue Generation
NPA 50300	Human Resource Management for Nonprofit Organizations
NPA 53000	Volunteer Management
NPA 57400	Nonprofit Governance and Law
NPA 58100	Strategic Planning & Performance Measurement for Nonprofit Management

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

BUSINESS ADMINISTRATION, MBA PROJECT MANAGEMENT EMPHASIS

Requirements

MGMT 56065	Project Management
MGMT 56066	Project Management Planning
MGMT 56067	Project Management Execution
MGMT 56068	Project Management Capstone

BUSINESS ADMINISTRATION, MBA SPORT MANAGEMENT EMPHASIS

An emphasis in sport management enables MBA students to gain principles and application knowledge in the management of sports and recreational business.

Requirements

SPMGT 57040	Sport Marketing and Promotion

Three courses (9 credit hours) from the following options:

SPMGT 57020	Principles of Management in Sport Administration
SPMGT 57050	Sport Venue and Event Management
SPMGT 57060	Sport Law
SPMGT 57095	Practicum in Sport Administration

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

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 Healthcare Administration Program

HEALTHCARE ADMINISTRATION, MHA

36-45 credit hours

Requirements

Foundation Courses

Foundation Courses are required for an MHA healthcare administration degree, but may be waived if a student has undergraduate or post graduate courses that are equivalent to those courses listed AND the student received a grade of B or better in those courses or a student has a score of 70% or better on a diagnostic exam (one exam per course) prior to the start of the business program.

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II

One course (three credit hours) from the following options:

MGMT 56070	Statistics and Quantitative Analysis
MTH 14100	Basic Statistics
MTH 24100	Statistics for Natural Science

Core Courses

HCA 53000	Human Resources in Healthcare
HCA 53200	Issues in Public Healthcare Administration
HCA 53310	Administration of Healthcare Law and Case Study Analysis
HCA 53400	Healthcare Analytics
HCA 53500	Research Methods in Healthcare
HCA 53710	Medical Records, Ethics and the Law of Health Information
HCA 55100	Quality Improvement and Management in Healthcare Organizations
HCA 55200	Strategic Management and Marketing in Healthcare Organizations
HCA 57710	Healthcare Finance and Accounting
HCA 57800	Economics of Health and Medical Care
HCA 58050	Digital Medicine and Healthcare Information Systems
HCA 60100	Healthcare Administration Capstone

Master of Science Program

MARKETING, MS APPLIED COURSE WORK TRACK

33-57 credit hours

Requirements

Foundation Courses

When an MS in marketing 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 student 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. For those students who need to take additional Foundation coursework the following courses would be required as part of their MS program requirements:

| EPB 50101 | Academic & Professional Writing for Business Students I |
| EPB 50102 | Academic & Professional Writing for Business Students II |

One course (three credit hours) from the following options:

| ACCT 51010 | Financial Accounting Concepts |
| ACCT 21010 | Principles of Financial Accounting |

One course (three credit hours) from the following options:

| ECON 53081 | Economics Concepts |
| ECON 23020 | Principles of Microeconomics |

One course (three credit hours) from the following options:

| MGMT 56070 | Statistics and Quantitative Analysis |
| MTH 14100 | Basic Statistics |

One course (three credit hours) from the following options:

| MRKT 55010 | Marketing Principles and Issues |
| MRKT 35010 | Principles of Marketing |

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 56070 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 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.

Program Prerequisites (0-9 credit hours)

Program Prerequisites are required for (1) MS in marketing students who have not completed sufficient academic coursework in marketing 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: marketing or management. For those students who

need to take additional coursework the following courses would be required as part of their MS marketing program requirements.

One course (three credit hours) from the following options:

| ACCT 51011 | Managerial Accounting |
| ACCT 21011 | Principles of Managerial Accounting |

One course (three credit hours) from the following options:

| MGMT 56060 | Business Law and Ethics |
| MGMT 26061 | Business Law I |

Core Courses (15 credit hours)

MRKT 55015	Digital Marketing
MRKT 55020	Marketing Information and Research
MRKT 55055	Research Project in Marketing
MRKT 55080	Marketing Strategy and Management

One course (three credit hours) from the following options:

| MGMT 56075 | Linear Statistical Models |
| MGMT 56080 | Business Analytics |

Elective Courses

Six courses (18 credit hours) from the following options:

INTL 58010/MRKT 55030	International Marketing
MGMT 56040	Supply Chain Management
MRKT 55025	Integrated Marketing Communications
MRKT 55035	Product Management
MRKT 55050	Personal Selling and Sales Management
MRKT 55060	Public Relations
MRKT 55089	Internship
SPMGT 57040	Sport Marketing and Promotion

Graduate Certificate Programs

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

GRADUATE CERTIFICATE FOUNDATION COURSES (0-18)

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 six graduate certificate foundation courses may be required:

ACCT 51010	Financial Accounting Concepts
ECON 53081	Economics Concepts
EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II
MGMT 56060	Business Law and Ethics
MGMT 56070	Statistics and Quantitative Analysis

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

18-36 credit hours

Requirements

Foundation Courses (0-18 credit hours)

See Graduate Certificate Foundation Courses (p. 56)

FIN 52010	Financial Policy
FIN 52020	Cases in Managerial Finance
FIN 52030	Investments
FIN 52065	Financial Markets and Institutions

Two courses (six credit hours) from the following options:

ACCT 51070	Financial Statement Analysis
FIN 52031	Derivatives
FIN 52032	Portfolio Management
FIN 52033	Fixed Income Securities
INTL 58020/FIN 52015	International Finance

HEALTHCARE ADMINISTRATION GRADUATE CERTIFICATE

18-27 credit hours

Requirements

Foundation Courses (0-9 credit hours)

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II
MGMT 56070	Statistics and Quantitative Analysis

Certificate Core Courses

HCA 53000	Human Resources in Healthcare
HCA 53200	Issues in Public Healthcare Administration
HCA 53310	Administration of Healthcare Law and Case Study Analysis
HCA 53710	Medical Records, Ethics and the Law of Health Information
HCA 55100	Quality Improvement and Management in Healthcare Organizations
HCA 55200	Strategic Management and Marketing in Healthcare Organizations

HUMAN RESOURCE MANAGEMENT GRADUATE CERTIFICATE

12-24 credit hours

Requirements

Foundation Courses (0-12 credit hours)

EPB 50101	Academic & Professional Writing for Business Students I
EPB 50102	Academic & Professional Writing for Business Students II
MGMT 56070	Statistics and Quantitative Analysis

One course (three credit hours) from the following options:

ACCT 51010	Financial Accounting Concepts
IHR 56200	Survey of Accounting

Students who have taken IHR 56200 in the previous ADP program can use this course as a substitute for ACCT 51010 with the HRM graduate certificate only. IHR 56200 is no longer taught at the university.

Two courses (six credit hours) from the following options:

HRM 56510	Strategic Human Resource Management
HRM 56550	Compensation and Benefits

Two courses (six credit hours) from the following options:

HRM 56530	Employee Training and Development
HRM 56545	Employment and Labor Law
HRM 56555	Workforce Staffing
HRM 56565	Human Resource Management Analytics
HRM 56570	Employee Health and Safety
HRM 56589	Internship

INTERNATIONAL BUSINESS GRADUATE CERTIFICATE

18-36 credit hours

Requirements

Foundation Courses (0-18 credit hours)

See Graduate Certificate Foundation Courses (p.)

Additional foundation course requirement

INTL 58001	International Business Operations

Three certificate core courses (nine credit hours)

INTL 58010/MRKT 55030	International Marketing
INTL 58020/FIN 52015	International Finance
INTL 58032/MGMT 56033	International Management

Two courses (six credit hours) from the following options:

INTL 58040/ECON 53075	International Economics
INTL 58060/MGMT 56074	International Risk and Politics
INTL 58070/MGMT 56077	International Business and Cross-Cultural Communications

LEADERSHIP GRADUATE CERTIFICATE

18-36 credit hours

Requirements

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

Three courses (nine credit hours) from 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

21-39 credit hours

Requirements

Foundation Courses (0-18 credit hours)

See Graduate Certificate Foundation Courses (p. 56)

MRKT 55010	Marketing Principles and Issues
MRKT 55015	Digital Marketing
MRKT 55020	Marketing Information and Research
MRKT 55025	Integrated Marketing Communications
MRKT 55035	Product Management

Two courses (six credit hours) from the following options:

INTL 58010/MRKT 55030	International Marketing
MRKT 55040	Advertising and Promotional Strategy
MRKT 55050	Personal Selling and Sales Management
MRKT 55060	Public Relations
SPMGT 57040	Sport Marketing and Promotion

NONPROFIT ADMINISTRATION GRADUATE CERTIFICATE

18 credit hours

Requirements

Six courses (18 credit hours) from the following options:

NPA 50010	Fundraising and Revenue Generation
NPA 50200	Advanced Fundraising Techniques
NPA 53500	Strategic Governance and Volunteer Management
NPA 56010	Leadership Trends and Issues in Nonprofit Organizations
NPA 56510	Starting and Managing a Nonprofit Organization
NPA 57110	Grantwriting and Proposal Preparation
NPA 57600	Nonprofit Leadership Institute and Conference
NPA 58100	Strategic Planning & Performance Measurement for Nonprofit Management
NPA 58700	Nonprofit Administration Internship

PROJECT MANAGEMENT GRADUATE CERTIFICATE

15-33 credit hours

Requirements

Foundation Courses (0-18 credit hours)

See Graduate Certificate Foundation Courses (p. 56)

MGMT 56030	Management Practices
MGMT 56065	Project Management
MGMT 56066	Project Management Planning
MGMT 56067	Project Management Execution
MGMT 56068	Project Management Capstone

SUPPLY CHAIN MANAGEMENT GRADUATE CERTIFICATE

15-33 credit hours

Requirements

Foundation Courses (0-18 credit hours)

See Graduate Certificate Foundation Courses (p. 56)

MGMT 56040	Supply Chain Management
MGMT 56045	Logistics Management
MGMT 56048	Procurement Management
MGMT 56070	Statistics and Quantitative Analysis
MGMT 56085	Operations Management

SCHOOL OF EDUCATION

Anthony Scheffler, PhD, 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 Lindenwood University School of Education is committed to an open, diverse, and inclusive learning environment that nurtures the growth and development of all regardless of race, socioeconomic status, gender, language, religion, or sexual identification. The School of Education believes learning is enriched by diversity of values, interests, experiences, and intellectual and cultural viewpoints and strives to promote and support a diverse and inclusive learning community of mutual respect, which encompasses the engagement of all involved-students, faculty, and the community.

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-Clinical Mental Health Counseling

- Master of Arts in Counseling-School Counseling

- School Psychological Examiner Certification (add-on certification)

Educational Leadership Department

Master of Arts (MA)

- Master of Arts in School Administration (initial certification-school principal)

Educational Specialist (EdS)

- Educational Specialist in Educational Administration (advanced certification-superintendent)

- Educational Specialist in School Administration (initial certification-school principal)

Doctor of Education (EdD)

- Doctor of Education in Educational Administration (advanced certification-superintendent)

- Doctor of Education in Educational Administration 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 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 (MAE)

- Master of Arts in Education with an emphasis in curriculum and instruction

- Master of Arts in Education with a Graduate Designing and Implementing K-12 e-Learning Certificate

- Master of Arts in Education with a Graduate Dyslexia Certificate

- Master of Arts in Education with a Graduate Leadership Certificate

Master of Arts in Teaching (MAT) Certification Preparation

- 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-9-12 Secondary School (with content area)

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, https://dese.mo.gov/and the Illinois School Board of Education http:/www.isbe.net).

IMPORTANT NOTE: Counseling, MA Professional Counseling Track – Illinois Practitioners and Counseling, MA School Counseling Track – Illinois Practitioners are no longer accepting new students to the programs.

The programs leading to a Master of Arts in counseling are designed to prepare master's level counseling practitioners. The clinical mental health 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 clinical mental health 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 Clinical Mental Health Counseling (3). These foundations classes will be considered screening classes. Foundations instructors will evaluate all students using the Pre-Service Counselor Candidate Disposition Assessment 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 clinical mental health 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 Pre-Service Counselor Candidate Disposition Assessment. 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 Pre-Service Counselor Candidate Disposition Assessment 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 clinical mental health 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 clinical mental health 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 https://dese.mo.gov/eq/and your counseling advisor will help you understand what you are required to do to meet those standards. Currently, a minimum GPA of 3.0 is required for all school counseling coursework.

All students are periodically reviewed to assess their academic progress. Only those students who meet program standards will be allowed to continue.

Students completing the clinical mental health 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 Clinical Mental Health 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. 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 Clinical Mental Health Counseling Handbook and the School Counseling Handbook.

Background Check

Some states will not provide a clinical mental health 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 clinical mental health 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 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 credit hours at the graduate level during their senior year. These hours will count towards the Master of Arts 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 in 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 in 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 credit 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 clinical mental health 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 credit 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 in 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 Early Access? You may only enroll in IPC 51000 Foundations of School Counseling **or** IPC 51100 Foundations of Clinical Mental Health 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 credit 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 Clinical Mental Health 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

Fall Graduate Semester V

Elective Course

Internship or Field Placement

Spring Graduate Semester VI

Elective Course

Internship or Field Placement (Second Semester)

Comprehensive Exam

List of Eligible Undergraduate Degrees

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.

COUNSELING, MA CLINICAL MENTAL HEALTH COUNSELING TRACK

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 Clinical Mental Health Counseling
IPC 51200	Ethics and Professional Issues
IPC 52100	Human Growth and Development
IPC 52200	Personality Theories and Psychopathology
IPC 52400	Adult Diagnosis and Treatment Planning
IPC 54100	Research Methods and Program Evaluation
IPC 55100	Counseling Theory and Practice

IPC 55200	Counseling Skills Lab
IPC 56100	Group Dynamics, Process and Counseling
IPC 56200	Social and Cultural Foundations of Counseling
IPC 58100	Appraisal of the Individual
IPC 58200	Lifestyle and Career Development
IPC 62000	Counseling Internship (3-6)

Note: Courses are three credit hours unless otherwise indicated.

Electives

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

IPC 51300	Principles of School Counseling
IPC 52300	Adjustment and Learning Issues in Children and Adolescents
IPC 53100	Family Counseling
IPC 53200	Marital Counseling
IPC 54200	Statistical Analysis
IPC 55300	Theories of Counseling Children and Adolescents
IPC 56400	Crisis Intervention
IPC 56500	Introduction to Substance Abuse Counseling
IPC 57500	Family and School Consulting
IPC 58300	Analysis of the Individual
IPC 59000-59999	Special Topics in Counseling
IPC 61003	Spirituality and Counseling
IPC 61004	Adult Survivors of Trauma
IPC 61005	Clinical Hypnotherapy (6)
IPC 61006	Grief Counseling
IPC 61007	Core Communication
IPC 62001	Internship Extension (0)

Note: Courses are three credit hours unless otherwise indicated.

Internship Requirement

Students in the clinical mental health 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 Clinical Mental Health Counseling Handbook.

IPC 60500   Comprehensive Examination (0)

COUNSELING, MA SCHOOL COUNSELING TRACK

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 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
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 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 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 62401 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 PSYCHOLOGICAL EXAMINER CERTIFICATION

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)

Educational Specialist (EdS)

- Educational Specialist in Educational Administration (advanced certification-superintendent)

- Educational Specialist in School Administration (initial certification-school principal)

Doctor of Education (EdD)

- Doctor of Education in Educational Administration (advanced certification-superintendent)

- Doctor of Education in Educational Administration with an emphasis in higher education administration

- Doctor of Education in Instructional Leadership (non-certification; students select one emphasis area)

- Doctor of Education in Instructional Leadership with an emphasis in curriculum and instruction

SCHOOL ADMINISTRATION, MA

Initial certification, School Principal

30-33 credit hours

Master of Arts in School Administration 30 credit hours

Prerequisite 3 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 complete the university admissions process and 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. Students with a GPA below a 3.0 may have their files reviewed by the director of admissions and the School of Education.

- 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.

Requirements

Prerequisite

EDU 54100	Education of the Exceptional Child

Core Curriculum

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

Content Curriculum

EDA 50500	Foundations of Education Administration
EDA 58100	Instructional and Curriculum Leadership in Culturally Responsive Schools
EDA 58200	Managerial and Ethical Leadership
EDA 58300	Relational Leadership and Community Outreach in Diverse Societies
EDA 58400	Visionary and Innovative Leadership
EDA 58600	Initial K-12 Field Experience and Data-Based Decision-Making
EDA 58700	Culminating K-12 Field Experience

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.

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.

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.

EDUCATIONAL ADMINISTRATION, EDS

30 credit hours

The Educational Specialist in educational administration is intended to lead to certification at the superintendent level, requiring all applicants to hold valid teaching and administration certifications. 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.

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

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

SCHOOL ADMINISTRATION, EDS

30-33 credit hours

30 credit hours curriculum

3 credit hours prerequisites (if needed)

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

Prerequisite:

EDU 57000	Educational Research

Core curriculum

EDA 50500	Foundations of Education Administration
EDA 64500	Statistics in Educational Administration
EDA 65000	Specialist Project
EDA 68100	Instructional and Curriculum Leadership in Culturally Responsive Schools

EDA 68200	Managerial and Ethical Leadership
EDA 68300	Relational Leadership and Community Outreach in Diverse Societies
EDA 68400	Visionary and Innovative Leadership
EDA 68600	Initial K-12 Field Experience and Data-Based Decision-Making
EDA 68700	Culminating K-12 Field Experience

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 3.0 or higher in previous graduate studies

- Interview

- Scholarly/Professional writing of at least five pages in length (course assignment, thesis, article, etc.)

- Four recommendation surveys, at least two of which must have credentialed doctorates.

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, and successfully defend 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, 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 five years prior to the completion of the degree. EDA 77500 (Capstone III and Leadership Seminar) and all dissertation work must be completed within five years after starting the program. Doctoral students do not have to be enrolled in a class each semester until the completion of EDA 77500 (Capstone III). Students who have not completed their dissertation by the end of Capstone III must enroll in EDA 78000 Capstone Experience each fall and spring term until the dissertation is completed. EDA 78000, Capstone Experience, is a one credit course that maintains full-time enrollment. If a student encounters medical or financial difficulties that may prohibit working on the dissertation and maintaining continuous enrollment, the student may

contact the Office of Student Academic Support Services and request a Stop-Out.

All doctoral students are expected to complete the degree within five years. Students should 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.

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, or other 50000-level education course) 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 terms 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.

(3) EDA 77500: Dissertation Publication Fee required.

EDUCATIONAL ADMINISTRATION, EDD HIGHER EDUCATION ADMINISTRATION EMPHASIS

48-57 credit hours

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

Master's Level Requirements

The student must have completed the following courses to begin the Doctor of Education in instructional leadership 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

Higher Education Elective Courses 70000-level (15 credit hours)

EDAH 70500   Legal Aspects of Higher Education
EDAH 71500   Business Management in Higher
              Education Administration
EDAH 71600   Public Policy in Higher Education
EDAH 71700   Educational Economics and
              Econometrics
EDAH 71800   Comparative Education Theory and
              Practice
EDAH 71900   History of Higher Education in the
              United States
EDAH 72500   Student Affairs in Higher
              Education Administration
EDAH 75500   Seminar in Educational Leadership:
              Perspectives on Higher Education
              Policy and Practice

Research Requirements

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

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.

(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.

INSTRUCTIONAL LEADERSHIP, EDD CURRICULUM & INSTRUCTION EMPHASIS

48-57 credit hours

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.

Requirements

Master's Level Requirements

The student must have completed the following courses to begin the Doctor of Education in instructional leadership 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

Curriculum & Instruction Elective Courses 70000-level (15 credit hours)

EDA 72500   Student Achievement for Today's
             Learner
EDA 73000   Educational Program Improvement

Three (nine credit hours) of curriculum & instruction courses at the 70000-level.

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.

(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

- Online application.

- Current résumé.

- An official transcripts showing a completed baccalaureate degree from an accredited college or university with a minimum GPA of a 3.0 on a 4.0 scale and any coursework completed since the completion of their bachelor's degree. Students with a GPA below a 3.0 have the ability to appeal the requirement through the Graduate Appeals Committee. If a student has completed an additional degree since their initial bachelor's degree they may be admitted on the GPA from their most recently completed degree.

- Successful completion of a program interview with a Program Director.

- Master of Arts in teaching students must submit official transcripts from all higher education institutions they have attended. A cumulative GPA calculation will be reviewed to determine admissibility.

- 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 better. An official transcript must be provided for verification.

- "Pass-Fail" or "Credit" courses may 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

42 credit hours

At Lindenwood University, the School of Education offers an 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 science of human behavior including principles of behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science. Lindenwood's course sequence is a verified course sequence (VCS) by the international professional association for behavior analysts, the Association for Behavior Analysis International (ABAI).

The MA in behavior analysis program is offered as a cohort program beginning each fall. Upon completion, graduates will have completed all necessary coursework and supervised fieldwork experiences necessary to register for the BCBA exam. Students completing the MA in behavior analysis must meet the following program requirements:

- Students do not have to possess teaching certification to be accepted into this program.

- Commit to the cohort model within this program and take all the courses in the sequence offered.

- All program coursework must be completed prior to taking the BCBA certification exam.

- 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.

- Complete 42 semester credit hours of graduate coursework required and complete supervised fieldwork experiences (option I or II).

- 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.

Requirements

Core Curriculum

EDSBA 50000	Ethical and Professional Issues in Behavior Analysis
EDSBA 51000	Concepts and Principles in Behavior Analysis
EDSBA 51100	Philosophical Foundations of Behavior Analysis and Introductory Concepts
EDSBA 52000	Advanced Research Methods in Applied Behavior Analysis
EDSBA 52100	Measurement, Data Display and Interpretation & Experimental Design
EDSBA 53000	Behavior Change Procedures for Applied Behavior Analysis
EDSBA 53100	Verbal Behavior and Applications to Behavior Change Procedures
EDSBA 54000	Assessment in Applied Behavior Analysis
EDSBA 55000	Performance Diagnostics, Supervision, and Organizational Behavior Management
EDSBA 56000	Master's Thesis - Behavior Analysis Program

Note: Students must earn a C or better in one fieldwork or concentrated fieldwork course before moving on to the next fieldwork or concentrated fieldwork course. It is recommended that students have earned a C or better in all other coursework before enrolling in EDSBA 56000 (Master's Thesis - Behavior Analysis Program).

Option I - Behavior Analysis Concentrated Fieldwork - 1500 Supervised Experience Hours

EDSBA 56100	Behavior Analysis Concentrated Fieldwork I
EDSBA 56200	Behavior Analysis Concentrated Fieldwork II
EDSBA 56300	Behavior Analysis Concentrated Fieldwork III
EDSBA 56400	Behavior Analysis Concentrated Fieldwork IV

Option II - Behavior Analysis Fieldwork - 2000 Supervised Experience Hours

EDSBA 58100	Behavior Analysis Fieldwork I - Distance Learning
EDSBA 58200	Behavior Analysis Fieldwork II - Distance Learning
EDSBA 58300	Behavior Analysis Fieldwork III - Distance Learning
EDSBA 58400	Behavior Analysis Fieldwork IV - Distance Learning

EARLY INTERVENTIONS IN AUTISM AND SENSORY IMPAIRMENTS, MA

33 - 39 credit hours

This is offered as an online degree.

The Master of Arts in early interventions in autism and sensory impairments program targets interested 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. As Mo DESE does not require teacher certification to work in the early interventions field teacher certification is not included nor required for this program.The Council for Exceptional Children developed the Early Intervention, Developmental Disabilities and Autism Spectrum Disorder Skill and Knowledge specialty sets that drive the curriculum content of the program.

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. Our program includes opportunities for observations with Early Intervention practitioners in the field through home-visits and models the shared philosophy of "holistic" therapies, family-centered practices, and the opportunity to work with families on home visits through a research study. The program distinguishes itself as including study of characteristics of vision and deaf/hard of hearing impairments for early detection and delivery of therapy in the natural environment. As an online degree, nation-wide experts with clinical therapeutic experience teach their specialty are to offer the latest evidence-based practices for early diagnosis.

Consistently, University Rankings rates Lindenwood's MA in early intervention in autism and sensory impairments program among the nation's top ten programs for a masters' degree in Early Interventions.

Requirements

Recommended Prerequisite Courses

Students must take all prerequisites listed, but only three credit hours will go towards fulfilling the total degree credit hours. Prerequisites can be taken at the undergraduate level, but only graduate credit may count toward the degree.

EDS 50200	Behavior Management	
EDS 53700	Special Education Counseling	
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction	

Core Curriculum

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

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	Transitioning to the IEP: Working with Families to Navigate the Early Intervention Process
EDS 57200	Designing Effective Classrooms for Young Children with Autism Spectrum

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

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

EDR 57500 may be substituted for EDU 57000.

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 51900	Leadership in Education

GIFTED EDUCATION, MA

33 - 36 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

Recommended Prerequisite Courses

One of the following options:

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

Core Curriculum

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

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

Electives

Minimum two courses (six credit hours) from the following options:

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 required elective credit. Other electives as approved by the program coordinator.

Culminating Clinical Experience or alternative for out state online student

One course (three credit hours) from one of the following options:

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

Missouri gifted certification seeking students must take EDU 54900.

Non-gifted certification seeking students may take EDU 60000.

HIGHER EDUCATION, MA

33 credit hours

This is offered as an online degree.

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 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

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 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

One of the following:

EDHE 51500	Outcomes Assessment and Instructional Improvement
EDT 50900	Innovation Mindset

Research Curriculum

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

INTEGRATED SCHOOL LIBRARY MEDIA AND TECHNOLOGY, MA

36 credit hours

This is offered as an online degree.

As the world turns increasingly digital, the role of library media specialists is becoming even more important. Long considered experts in books, these library leaders are also vital in teaching digital citizenship, media literacy, and educational technology. The Integrated School Library Media MA degree is just the place for teachers looking to expand their impact and learn more about how to manage a dynamic library program.

The Lindenwood School Library Media program has one goal: to create confident school librarian candidates with strong skill sets and unique learning experiences. Our students are prepared for their new role through our innovative and forward-thinking curriculum that focuses on meaningful and relevant coursework and experiences, informed by the Future Ready Library frameworks, National School Library Standards, and the Missouri

Department of Elementary and Secondary Education Standards for School Librarians.

Requirements

Core Curriculum

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

Library/Media Curriculum

EDL 51000	Organizing Information
EDL 52000	Developing and Managing Collections
EDL 54500	Field and Clinical Experiences
EDL 56000	The K-12 Library Media Specialist
EDL 56100	Management of the Library Media Center
EDL 56200	PK-YA: Literature at all Levels
EDL 56300	The Digital Librarian
EDL 56400	Collaboration, Curriculum, and Learning Diversity
EDL 56500	Real World Literacy

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

SPECIAL READING, MA

33 - 48 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

Recommended Prerequisite Courses

One course (three credit hours) from the following options:

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

One course (three credit hours) from the following options:

EDU 20200	Psychology of Teaching and Learning
EDU 50200	Psychology of Teaching and Learning

One course (three credit hours) from the following options:

EDU 58800	Middle School Psychology
EDU 58890	Adolescent Psychology

One course (three credit hours) from the following options:

EDU 30500	Elementary Reading Methods
EDU 50300	Elementary Reading Methods

One course (three credit hours) from the following options:

EDS 53300	Speech and Language Development for the Exceptional Learner
EDU 51600	Language Acquisition and Development for Young Children

Core Curriculum

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

Reading Content Curriculum

EDRL 50810	Reading Methods and Strategies for Students with Dyslexia and Struggling Readers
EDRL 51010	Assessment Driven Literacy Instruction
EDS 50200	Behavior Management
EDS 53700	Special Education Counseling
EDU 52300	Practicum: Diagnosis of Reading Difficulties
EDU 52400	Assessment of Intellectual Skills
EDU 52600	Practicum: Remediation of Reading Difficulties

One course (three credit hours) from the following options:

EDU 30900	Analysis and Correction of Reading Difficulties
EDU 50900	Analysis and Correction of Reading Difficulties

Master of Arts in Education Online

33 credit hours

This is offered as an online degree.

Students seeking a Master of Arts in education must meet the following entry requirements:

• Hold a baccalaureate degree

• Complete admission to Lindenwood University's graduate program

This degree does not lead to DESE certification.

EDUCATION, MA WITH CURRICULUM AND INSTRUCTION EMPHASIS

Completion of this emphasis area strengthens students as classroom educators, instructional coaches or teacher leaders. Students may personalize their own learning by selecting 18 graduate credit hours (EDS, EDT, or EDU) from the School of Education.

Requirements

Core and Foundational Courses (15 credit hours)

EDT 50900	Innovation Mindset

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 51000	Conceptualization of Education
EDU 51110	Advanced Educational Psychology
EDU 57000	Educational Research

EDUCATION, MA WITH DESIGNING AND IMPLEMENTING K-12 E-LEARNING GRADUATE CERTIFICATE**

33 credit hours

The Master of Arts Education with a focus in Designing and Implement K-12 e-Learning was designed with a focus on the needs of K-12 teaching and learning. Program participants will develop the expertise needed to design, plan, and implement e-Learning for K-12 students. Complete the 15 core MAE hours. Then add 18 e-Learning credits to earn a transcripted certificate in Designing and Implementing K-12 e-Learning. All eight-week certificate courses are project based and participants can begin any semester.

Requirements

Core and Foundational Courses (15 credit hours)

EDT 50900	Innovation Mindset
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 51000	Conceptualization of Education
EDU 51110	Advanced Educational Psychology
EDU 57000	Educational Research

Additional requirements

EDT 50010	Educational Technology Theory and Practice
EDT 50020	Transforming Learning with Technology
EDT 50030	Multimedia Applications
EDT 50060	Ethics and Issues in Educational Technology
EDU 54600	Instructional Design for K-12 e-Learning
EDU 54800	Engaging and Assessing K-12 Students in e-Learning

*Added after publishing - July addendum 07/01/2020***

EDUCATION, MA WITH DYSLEXIA GRADUATE CERTIFICATE

33 credit hours

Students enrolled in this program of study are preparing to address the learning needs of students struggling with reading. Individuals who are currently employed as a reading specialist, instructional coach, classroom teacher or paraprofessional will benefit from this degree

option. Completion of this major does not result in certification.

Requirements

Core and Foundational Courses (15 credit hours)

EDT 50900	Innovation Mindset
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 51000	Conceptualization of Education
EDU 51110	Advanced Educational Psychology
EDU 57000	Educational Research

Additional requirements

Six courses (18 credit hours) from the Dyslexia Graduate Certificate (p. 93).

EDUCATION, MA WITH LEADERSHIP GRADUATE CERTIFICATE

33 credit hours

Students enrolled in this program of study are preparing for careers in a business/education related field such as corporate training, publishing or educational marketing. Completion of this major does not result in certification to teach K-12 Business.

Requirements

Core and Foundational Courses (15 credit hours)

EDT 50900	Innovation Mindset
EDU 50500	Analysis of Teaching and Learning Behavior
EDU 51000	Conceptualization of Education
EDU 51110	Advanced Educational Psychology
EDU 57000	Educational Research

Additional requirements

Six courses (18 credit hours) from the Graduate Leadership Certificate (p. 64).

Master of Arts in Teaching Certification Preparation

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.

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. A student who seeks entrance into the teacher education program typically does so after successful completion of 9 hours of education coursework. Students should apply during EDU 51500 Teacher Education Seminar. 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. All application for admission to the teacher education program and admission to student teaching must be completed and submitted in Foliotek.

Stage One - Admission to Teacher Education

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 (including all college/university coursework) and met university admission standards.

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 must have a Program Plan from their advisor.

5. All materials must be uploaded to Foliotek and accepted before the student can be recommended to the Council of Teacher Education (CTE) for formal admittance into the Teacher Education Program.

Stage Two - Admission to Student Teaching

Acceptance into benchmark/stage two is required for admittance into student teaching. All application for admission to the teacher education program and admission to student teaching must be completed and submitted in Foliotek. The following are the requirements for admission to Stage Two.

1. Candidate Information Sheet

2. Résumé Application

3. Philosophy of Education

4. Program Plan from his/her advisor

5. TB Test Results

6. MoCA Results

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

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

   c. The correct MoCA exam is posted on the Missouri Educator Gateway Assessment (MEGA) website (http://www.monesinc.com). If a student is unsure of which test to take after reviewing the website, he/she may contact the Advising, Retention and Certification Center at 636-949-4377 for more assistance.

   d. 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.

7. 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.

8. Three letters of recommendation

9. Family care safety registry clear background check

10. Travel waiver

11. Confidentiality agreement

12. Substitute certificate

13. Professional liability insurance

Teaching applications must be completed and submitted by:

> August 31 for Spring Semester
>
> January 31 for Fall Semester

1. Any revisions or additional documentation required must be accepted by Nov 1 for Spring student teaching and by July 1 for Fall student teaching.*

2. *Teacher candidates can appeal late submissions in writing to the Chair of the Council for Teacher Education, Dr. Janette Ralston, on the appropriate form found in the Field Experience Handbook. The Chair of the Council for Teacher Education will bring the appeal to the committee for consideration. This appeal must be made no later than Nov. 15 for Spring Student Teaching and July 15 for Fall Student Teaching. No appeals will be considered after this date. However, no placement is guaranteed after the deadline of Nov. 1 or July 1 due to limited placement opportunities. Teacher candidates should have alternative plans in case the Council does not accept the appeal.

Stage Three – Completion of Teacher Education Program

1. The teacher candidate must earn a minimum professional education coursework GPA of 3.0.

2. 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.

3. 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.

4. The teacher candidate must successfully complete the student teaching course, EDU 60599 including all seminar sessions and portfolio requirements as identified by Lindenwood University in support of the Missouri Educator Evaluation System (MEES) Evaluation Assessment.

5. Candidates are also required to complete all state required assessments. the Missouri Educator Evaluation System (MEES) with a satisfactory score to be recommended for certification.

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. The Lindenwood certification officer at mailto:arcc@lindenwood.educan assist students who are pursuing certification in other states.

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

Programs Leading to Certification

Master of Arts in Teaching Early Childhood Education (Birth-Grade 3)

Master of Arts in Teaching Early Childhood Special Education (Birth-Grade 3)

Master of Arts in Teaching Elementary Education (Grades 1-6)

Master of Arts in Teaching Middle School Education (Grades 5-9)

Students seeking certification at the middle school education (Grades 5-9) level must complete the requirements for certification in the desired content instructional area

• Business emphasis

• English/Language Arts emphasis

- Mathematics emphasis

- Science emphasis

- Social Science 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).

Secondary Education (Grades 9-12)

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

- Biological Sciences emphasis

- Business Education emphasis

- Chemistry emphasis

- English/Language Arts emphasis

- Mathematics emphasis

- Social Science emphasis

Education (Grades K-12)

Students seeking (Grades K-12) certification must complete the requirements for certification in the desired content instructional area in education (Grades K-12).

- Art

- Music-Instrumental

- Music-Vocal

- Physical Education

- Spanish

- 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 specialty coursework that may be required by the Department of Elementary and Secondary Education for a subject certification) are described in the respective certification programs.

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.

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 (BIRTH-GRADE 3) CERTIFICATION PREPARATION

77-80 credit hours

Requirements

Early Childhood Certification Curriculum

EDS 51610	Speech and Language Development, Acquisition, and Intervention
EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50300	Elementary Reading Methods
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50600	Elementary School Language Arts Methods
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum
EDU 51000	Conceptualization of Education
EDU 51310	Instructional Design in Math, Science and Social Studies
EDU 51400	Introduction to Family and Community Involvement for the Young Learner
EDU 51500	Teacher Education Seminar I
EDU 51700	Introduction to Early Childhood/Early Childhood Special Education
EDU 52210	Elementary Teaching and Technology
EDU 52500	Introduction to Perceptual and Motor Development
EDU 52700	Concepts of Cognitive Curriculum in Early Childhood Education
EDU 52900	Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs

EDU 54410	Elementary Differentiation and Classroom Management
EDU 54510	Pre K-8 Health, Physical Education, and the Arts
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction
EDU 57000	Educational Research
EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching

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

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

96-99 credit hours

Requirements

Early Childhood Special Education Curriculum

EDS 50200	Behavior Management
EDS 51610	Speech and Language Development, Acquisition, and Intervention
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings
EDS 53700	Special Education Counseling
EDS 55700	Remediation in Elementary Math
EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50300	Elementary Reading Methods
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50600	Elementary School Language Arts Methods
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum
EDU 51000	Conceptualization of Education
EDU 51310	Instructional Design in Math, Science and Social Studies
EDU 51400	Introduction to Family and Community Involvement for the Young Learner
EDU 51500	Teacher Education Seminar I
EDU 51700	Introduction to Early Childhood/Early Childhood Special Education

EDU 52210	Elementary Teaching and Technology
EDU 52400	Assessment of Intellectual Skills
EDU 52500	Introduction to Perceptual and Motor Development
EDU 52700	Concepts of Cognitive Curriculum in Early Childhood Education
EDU 52900	Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54510	Pre K-8 Health, Physical Education, and the Arts
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction
EDU 57000	Educational Research
EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching

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 (GRADES 1-6) CERTIFICATION PREPARATION

71-74 credit hours

Requirements

Elementary Certification Preparation Curriculum

EDS 51610	Speech and Language Development, Acquisition, and Intervention
EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50300	Elementary Reading Methods
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50600	Elementary School Language Arts Methods
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum

EDU 51000	Conceptualization of Education
EDU 51310	Instructional Design in Math, Science and Social Studies
EDU 51500	Teacher Education Seminar I
EDU 52210	Elementary Teaching and Technology
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54510	Pre K-8 Health, Physical Education, and the Arts
EDU 57000	Educational Research
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

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 (GRADES 5-9) CERTIFICATION PREPARATION

48-51 credit hours

The Master of Arts in teaching with middle school certification preparation program includes education coursework listed in the Middle School Curriculum Certification Preparation, in addition to, content/specialty area coursework.

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

Requirements

Middle School Certification Preparation Curriculum

EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50710	Content Literacy for Diverse Learners
EDU 51000	Conceptualization of Education
EDU 51500	Teacher Education Seminar I
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 57000	Educational Research
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning

EDU 58700	Reading and Writing across the Curriculum
EDU 58800	Middle School Psychology
EDU 58910	Middle School Philosophy, Curriculum, and Instruction
EDU 60599	Field Experience, Student Teaching

Secondary Methods Course

Three credit hours in content specialty area:

EDU 53530	Secondary Methods of Teaching Science
EDU 53531	Secondary Methods of Teaching Mathematics
EDU 53534	Secondary Methods of Teaching English
EDU 53535	Secondary Methods of Teaching Social Sciences
EDU 53536	Secondary Methods of Teaching Business Education

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

48-51 credit hours

Students wishing to be certified in secondary education must select one of the following content areas in which to specialize: biological sciences, business education, chemistry, English/language arts, history (social science), or math.

Requirements

Secondary Education Certification Preparation Curriculum

EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50710	Content Literacy for Diverse Learners
EDU 51000	Conceptualization of Education
EDU 51500	Teacher Education Seminar I
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 57000	Educational Research
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 58700	Reading and Writing across the Curriculum
EDU 60599	Field Experience, Student Teaching

Notes: (1) EDU 60599 will only count toward hours in the MAT program; (2) Content area coursework required by

the Department of Elementary and Secondary Education must also be met for middle and secondary education.

TEACHING, MA SECONDARY EDUCATION (GRADES 9-12) CERTIFICATION PREPARATION ONLINE

41 credit hours

This is offered as an online degree.

The Master of Arts in Teaching Secondary Education Online Degree Program is designed for individuals currently employed in an instructional capacity within a school who are seeking initial teacher education certification in a secondary education content field. Courses are offered in a combination of 8-week and 16-week formats.To be accepted into the program, students must hold a baccalaureate degree in the content area or in a closely related field. Students must register for the designed Missouri Content Assessment (MOCA) within 30 days subsequent to acceptance into the MAT online program and earn a passing score on the designated MOA prior to enrollment in Semester II or taking any additional program related coursework.

Requirements

Semester One

EDU 50000	Foundations of K-12 Education
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 51500	Teacher Education Seminar I
EDU 52210	Elementary Teaching and Technology

Semester Two

EDU 50710	Content Literacy for Diverse Learners
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 58700	Reading and Writing across the Curriculum

Semester Three

Three credit hours in content specialty area:

EDU 53530	Secondary Methods of Teaching Science
EDU 53531	Secondary Methods of Teaching Mathematics
EDU 53532	Secondary Methods of Teaching Modern Languages
EDU 53533	Secondary Methods of Teaching Art
EDU 53534	Secondary Methods of Teaching English
EDU 53535	Secondary Methods of Teaching Social Sciences
EDU 53536	Secondary Methods of Teaching Business Education
EDU 53538	Secondary Methods of Teaching Music
EDU 53540	Secondary Methods of Teaching Physical Education

Also required Semester Three:

EDU 58404	Advanced Measurement and Evaluation to Enhance Learning

Semester Four

EDU 60599	Field Experience, Student Teaching

Additional Coursework:

EDT 50900	Innovation Mindset
EDU 51000	Conceptualization of Education
EDU 57000	Educational Research

1) Students must take courses in the semester sequence as listed.
2) Students seeking certification only should contact the Advising, Retention, & Certification Center (ARCC) at (636) 949-4377 or arcc@lindenwood.edu.

TEACHING, MA EDUCATION (GRADES K-12) CERTIFICATION PREPARATION

42-45 credit hours

Students wishing to be certified in K-12 education must select one of the following content areas in which to specialize: art and design, instrumental music, vocal music, physical education, or Spanish.

Requirements

K-12 Certification Preparation Curriculum

EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50410	Human Growth, Development, and the Exceptional Learner
EDU 50710	Content Literacy for Diverse Learners
EDU 51000	Conceptualization of Education
EDU 51500	Teacher Education Seminar I
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 57000	Educational Research
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 58700	Reading and Writing across the Curriculum

EDU 60599   Field Experience, Student Teaching

Secondary Methods Course

Three credit hours in content specialty area:

EDU 53530	Secondary Methods of Teaching Science
EDU 53531	Secondary Methods of Teaching Mathematics
EDU 53532	Secondary Methods of Teaching Modern Languages
EDU 53533	Secondary Methods of Teaching Art
EDU 53534	Secondary Methods of Teaching English
EDU 53535	Secondary Methods of Teaching Social Sciences
EDU 53536	Secondary Methods of Teaching Business Education
EDU 53538	Secondary Methods of Teaching Music
EDU 53540	Secondary Methods of Teaching Physical Education

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

TEACHING, MA SPECIAL EDUCATION (GRADES K-12) CERTIFICATION PREPARATION

95-102 credit hours

Requirements

Cross Categorical Special Education Certification Preparation

EDS 50200	Behavior Management
EDS 51610	Speech and Language Development, Acquisition, and Intervention
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings
EDS 53700	Special Education Counseling
EDS 54000	Career Development
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings
EDS 55700	Remediation in Elementary Math
EDT 50900	Innovation Mindset
EDU 50000	Foundations of K-12 Education
EDU 50300	Elementary Reading Methods
EDU 50410	Human Growth, Development, and the Exceptional Learner

EDU 50600	Elementary School Language Arts Methods
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum
EDU 51000	Conceptualization of Education
EDU 51310	Instructional Design in Math, Science and Social Studies
EDU 51500	Teacher Education Seminar I
EDU 52210	Elementary Teaching and Technology
EDU 52400	Assessment of Intellectual Skills
EDU 54410	Elementary Differentiation and Classroom Management
EDU 57000	Educational Research
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

Note: Courses above may have prerequisites.

Prerequisites:

MTH 14800	Mathematical Structures for Teachers I
	or
MTH 14900	Mathematical Structures for Teachers II
	and
MTH 15100	College Algebra

Graduate Certificate Programs

DESIGNING AND IMPLEMENTING K-12 E-LEARNING GRADUATE CERTIFICATE**

18 credit hours

Lindenwood University's Designing and Implementing K-12 e-Learning Graduate Certificate is specifically designed to empower teachers with the expertise to design and deliver outstanding educational experiences for K-12 students in a variety of e-Learning environments.

- You will learn to leverage the latest technologies, design learning experiences to support students' individual needs,

- Acquire a skill set that prepares you to support 21st century learning with the most current digital instructional best practices,

- Cultivate your proficiency and enrich your skill set for e-Learning instruction for K-12 students,

- You can accomplish all of this with the Online Graduate Degree Certificate in Designing and Implementing K-12 e-Learning.

This graduate certificate is a transcripted certificate but is not a DESE Certification.

Requirements

EDT 50010	Educational Technology Theory and Practice
EDT 50020	Transforming Learning with Technology
EDT 50030	Multimedia Applications
EDT 50060	Ethics and Issues in Educational Technology
EDU 54600	Instructional Design for K-12 e-Learning
EDU 54800	Engaging and Assessing K-12 Students in e-Learning

Added after publishing - July addendum 07/01/2020**

DYSLEXIA GRADUATE CERTIFICATE

18 credit hours

The Dyslexia Graduate Certificate is comprised of selected coursework (listed below) and designed to provide specialized knowledge in in meeting the needs of students who are diagnosed with dyslexia. The additional dyslexia-specific coursework should enable practicing teachers and reading specialist K-12 to better meet the needs of this specific group of struggling readers in K-12 schools. Courses will be taught by certified reading specialist and/or recognized experts trained in the specific content of the course.

Requirements

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
EDRL 53000	Assistive Technology and Structured Literacy
EDRL 57100	Pedagogy for Effective Literacy Practices
EDU 53200	Practicum: Advanced Reading Instruction

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

- Fitness and Wellness Specialization

- Healthcare Administration Specialization

- Sport Science and Performance Specialization

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 their 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 active individuals, its benefits in the rehabilitation of disease, and its use for risk reduction and improved quality of life may choose the sport science and performance specialization. Those seeking more of a generalized approach including recreational directed health and wellness or private or corporate fitness settings may select the fitness and wellness specialization. For those professionals interested in a position in a clinical or healthcare setting, they would benefit from the extended core of the healthcare administration program which includes specific coursework in organizational culture, process, and human resource management. All three areas of specialization prepare students with a strong foundation in relevant areas specific to the specialization and effectively integrate theoretical, research, practical knowledge, and experiences to prepare students to be better leaders in the industry. The Master of Science in Health Sciences graduate curriculum is recognized by the National Strength and Conditioning Association (NSCA) as both an applied and research curricula, one of less than five university programs in the United States holding this recognition and the only program in Missouri or any state contiguous to Missouri.

Fitness and Wellness Specialization

The fitness and wellness specialization requires completion of a 12-credit hour core curriculum. Students then choose between a thesis or non-thesis option with elective courses consisting of the remaining credit hours. Both thesis and non-thesis options within each specialization require the completion of a comprehensive examination. 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. Depending on the courses selected, the fitness and wellness specialization can be completed entirely online. A number of different focus options have been outlined in the Fitness and Wellness specialization to help provide a course program that best meets the needs of all students interested in completing this specialization. Like other specializations, coursework can be selected in the Fitness and Wellness specialization to allow for adequate preparation to sit for and pass a number of different health, exercise, fitness, and strength and conditioning professional certifications.

Health Sciences Program Admission

Applications for acceptance into the Fitness and Wellness specialization 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).

- The prerequisites for admission into the fitness and wellness specialization include a fitness and nutrition course, anatomy & physiology, and an exercise physiology/kinesiology course or other courses with program director approval.

Healthcare Administration Specialization

The healthcare administration specialization requires completion of a 18-credit hour core curriculum. Students then choose between a thesis or non-thesis option with elective courses consisting of the remaining credit hours.

Both thesis and non-thesis options within each specialization require the completion of a comprehensive examination. 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. Depending on the courses selected, the healthcare administration specialization can be completed entirely online. Like other specializations, coursework can be selected in the Healthcare Administration specialization to allow for adequate preparation to sit for and pass a number of different health related professional certifications.

Health Sciences Program Admission

Applications for acceptance into the Healthcare Administration specialization 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).

- The prerequisites for admission into the healthcare administration specialization include a fitness and nutrition course, anatomy & physiology, and an exercise physiology/kinesiology course or other courses with Program Director approval.

Sports Science and Performance Specialization

Sports science and performance specialization requires completion of a 15-credit hour core curriculum. Students then choose between a thesis or non-thesis options and elective courses to complete the remaining credit hours. Both thesis and non-thesis options within each specialization require the completion of a comprehensive examination. 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 and aligns 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 Trainers (NSCA-CPT) who teach in the sport science and performance specialization. Practical experiences offered on campus and throughout the program gives students robust experiences in strength and conditioning, athletic training, fitness assessment, and research as well as preparation for additional graduate coursework beyond the master's degree. Graduates of this program will be exposed to a variety of content that will offer a broad foundation of knowledge that can be applied towards certification exams in areas related to:

American College of Sports Medicine (ACSM)

- Certified Personal Trainer (CPT)

National Strength and Conditioning Association (NSCA)

- Certified Personal Trainer (NSCA-CPT)

- Certified Strength and Conditioning Specialist (CSCS)

- Tactical Strength and Conditioning (TSAC)

Aerobic Fitness Association of American (AFAA)

- Various Certifications

National Academy of Sports Medicine (NASM)

- Various Certifications

Additionally, students who express a desire to sit for more advanced certifications offered by the American College of Sports Medicine (e.g., Certified Exercise Physiologist and Certified Clinical Exercise Physiologist) can outline a plan of electives to ensure all course content is covered upon completion of the program.

Health Sciences Program Admission

Applications for acceptance into the sports science and performance specialization 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.

SCHOOL OF HEALTH SCIENCES| 101

- 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 health sciences courses under this option. Students in the early access program must maintain a 3.0 in all master's credits.

Exercise Science Department

HEALTH SCIENCES, MS FITNESS AND WELLNESS SPECIALIZATION

33 credit hours

The graduate curriculum for the health sciences program with the fitness and wellness specialization provides you with a strong scientific basis for 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 you 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

| HS 54000 | Research Methods |

One of the following:

| HS 54200 | Statistical Analysis |

| IPC 54200 | Statistical Analysis |

Extended Core

| HS 53700 | Community Health |
| HS 55100 | Independent Study |

Recommended Electives

Thesis Route: 15 credit hours

Non-Thesis Route: 18 credit hours

Suggested electives based on chosen specialty area:

Coaching: HS, PE, REC cross-listed

Fitness and Wellness Management: ENTR, HRM, HS, MGMT, NPA

Health Behavior Management: EDU, HS, IPC,

Health Education: EDU, HS, IPC, PHS cross-listed

Sports and Recreation Administration: HS, NPA, SPMGT

Strength and Conditioning: EXS cross-listed, HS

Therapeutic Recreation: EDU, HS, IPC

Additional electives with faculty advisor approval.

Culminating Experience

Thesis Option (Six credit hours)

| HS 65000 | Thesis |

Non-Thesis Option (Three credit hours)

| HS 58100 | Comprehensive Examination |

HS 58100 (zero credit hours) is required for completion of major.

HEALTH SCIENCES, MS HEALTHCARE ADMINISTRATION SPECIALIZATION

33 credit hours

Earn a Master of Science in health sciences with a healthcare administration specialization at Lindenwood University.

The graduate curriculum for the health sciences program with the healthcare administration specialization provides you with a strong scientific basis for seeking advanced degrees in the health sciences within the healthcare setting; such as clinical practice, hospitals, nursing homes, and the private sectors. Graduates will take core coursework in statistics and research methods as a foundation for their degree and four courses related to health care administration, including organizational behavior and public health perspectives.

The remaining curriculum is designed to provide you with an advanced combination of courses from areas related to public health, exercise physiology, fitness, nutrition,

recreation, health promotion and business management based on your career interests.

Requirements

Research Core

HS 54000	Research Methods

One of the following:

HS 54200	Statistical Analysis
IPC 54200	Statistical Analysis

Extended Core

HCA 53000	Human Resources in Healthcare
HCA 53200	Issues in Public Healthcare Administration
HCA 55100	Quality Improvement and Management in Healthcare Organizations
HCA 55200	Strategic Management and Marketing in Healthcare Organizations

Recommended Electives

Thesis Route: 9 credit hours

Non-Thesis Route: 12 credit hours

Suggested electives based on chosen specialty area:

Health Behavior Management: EDU, HS, IPC

Business/management: ENTR. HR, MGMT

Health Education: EDU, HS, IPC, PHS cross-listed

Therapeutic Recreation: EDU, HS, IPC

Additional electives with faculty advisor approval.

Culminating Experience

Thesis Option (Six credit hours)

HS 65000	Thesis

Non-Thesis Option (Three credit hours)

HS 58100	Comprehensive Examination

HS 58100 (zero credit hours) is required for completion of major.

One of the following:

HS 54100	Internships
HS 55100	Independent Study

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

HEALTH SCIENCES, MS SPORT SCIENCE AND PERFORMANCE SPECIALIZATION

33 credit hours

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 in addition to acceptance into doctoral education programs.

The Exercise and Performance Nutrition Laboratory (www.lindenwood.edu/epnl) 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 various body composition, cardiorespiratory, musculoskeletal fitness, balance, and biochemistry equipment.

Requirements

One of the following:

HS 54200	Statistical Analysis
IPC 54200	Statistical Analysis

Research Core

HS 54000	Research Methods

Extended Core

HS 57200	Physiology of Exercise I: Metabolism, Endocrinology, and Biomarkers
HS 57600	Physiology of Exercise II: Cardiorespiratory and Neuromuscular
HS 57700	Physiology of Exercise III: Nutrition & Body Composition Considerations

Recommended Electives

Thesis Route: 9 credit hours

Non-Thesis Route: 12 credit hours

HS 51000	Advanced Strength Training
HS 51100	Human Movement Impairments and Corrective Exercise Strategies
HS 52200	Research in Nutrition and Dietetics (Independent Study)
HS 52500	Performance Psychology
HS 53500	Advanced Exercise Testing and Prescription
HS 53700	Community Health
HS 54100	Internships
HS 54300	Biomechanics
HS 55100	Independent Study
HS 58000	Exercise Considerations for Aging and Metabolic Populations
HS 64100	Disability Sport

HS 64200- Special Topics
64999

Additional electives with faculty advisor approval.

Culminating Experience

Thesis Option (Six credit hours)

HS 65000 Thesis

Non-Thesis Option (Three credit hours)

HS 58100 Comprehensive Examination

HS 58100 (zero credit hours) is required for completion of major.

One of the following:

HS 54100 Internships
HS 55100 Independent Study

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

SCHOOL OF HUMANITIES

Kathi Vosevich, PhD, Dean

Mission: Preparing for Every Future

The School of Humanities at Lindenwood University prepares students for every future by providing them with the experience they need to succeed in their careers and their lives.

Values

High-impact teaching – Focusing on mentoring relationships through small class sizes and emphasis on advising. Internships, study abroad opportunities, and other forms of hands-on learning offer valuable professional and life experiences.

21st-Century skills – Teaching students to read carefully, think critically, and communicate clearly, skills that never go out of fashion – and cannot be replicated by robots! Courses enrich technological abilities with the lessons of human experience.

Life-long learning – Nurturing students' curiosity about the world and enhancing their abilities to learn independently. Courses make students into the intellectually flexible problem solvers that employers want.

Human connections – Helping students develop empathy, embrace diversity, and recognize the common human experience across space, time, culture, and language

PUBLIC ADMINISTRATION, MPA

36 credit hours

This is offered as an online degree.

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.

Admissions to the MPA program requires students to meet the university graduate admissions requirements. Students must complete an online application, official transcripts showing a completed bachelor's degree and any coursework completed since completing their bachelor's degree and submit a current resume, letter of intent. Students may also be required to submit letters of recommendation through the schools submission portal if their undergraduate GPA is below a 3.0. The admissions file will then be reviewed by the director of university admissions and MPA faculty.

Requirements

Core Curriculum

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

MPA 52000	Public Administration: Principles, Applications and Ethics
MPA 53000	Program-Implementation and Evaluation
MPA 54000	Governmental Budgeting
MPA 55000	Economic Analysis for Policy Makers
MPA 56000	Public Finance and Taxation
MPA 57000	Business-Government Environment
MPA 60000	Capstone Course in Public Administration

Students select one elective course (3 credit hours) from each category below:

Category 1: Research design

MPA 53500	Policy Design and Analysis
MPA 53700	Data Collection and Evaluation

Category 2: Budgeting and Finance

MPA 54500	Policy and Budgetary Forecasting
MPA 56500	State and Local Public Finance, Taxation and Auditing

Category 3: Accountability in Public Administration

MPA 52500	Government Institutions: Performance and Accountability
MPA 57500	Legal Issues in Public Administration

Students may choose remaining elective courses (six credit hours) from the list below:

MPA Elective Courses

MPA 59000-59999	Special Topics in Public Administration

MBA Elective Courses

ACCT 51010	Financial Accounting Concepts
ACCT 51011	Managerial Accounting
ECON 53081	Economics Concepts
HRM 56510	Strategic Human Resource Management
HRM 56545	Employment and Labor Law
MGMT 56001	Information Technology for Managers
MGMT 56020	Organizational Communications
MGMT 56030	Management Practices
MGMT 56035	Organizational Behavior
MGMT 56037	Organizational Change and Development
MGMT 56056	Leadership Theory
MGMT 56057	Leadership Strategies
MGMT 56070	Statistics and Quantitative Analysis

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

NPA Elective Courses

NPA 50010	Fundraising and Revenue Generation
NPA 50300	Human Resource Management for Nonprofit Organizations
NPA 52000	Program and Organizational Evaluation
NPA 55000	Management of Nonprofit Organizations
NPA 56010	Leadership Trends and Issues in Nonprofit Organizations
NPA 57000	Organizational Behavior for Nonprofit Organizations
NPA 57110	Grantwriting and Proposal Preparation
NPA 58000	Nonprofit Budgeting and Financial Management
NPA 58100	Strategic Planning & Performance Measurement for Nonprofit Management
NPA 58500	Marketing for Nonprofit Organizations

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

WRITING, MFA

48 credit hours

This is offered as an online degree.

The Master of Fine Arts in writing focuses on the study and practice of the craft of creative writing. We offer craft classes, literature classes, and writing workshops in small class settings. Coursework can be taken fully online, or through on-campus courses, or through a combination of both delivery methods.

Admission to the MFA in writing program is based on a creative writing sample and a statement of purpose. Both items should be emailed to the MFA program director. The writing sample should be 7-10 pages of creative writing (fiction, poetry, or creative nonfiction). The statement of purpose should describe why the applicant would like to pursue the MFA degree and the role writing has played in his or her life. The program seeks students who clearly demonstrate strong writing skills, an understanding of the craft of literary creative writing, and a willingness to continue growing as a writer. Students must also meet all university admissions requirements.

The MFA in writing is a 48-credit-hour degree program. The graduate thesis, in which students produce a creative thesis in the student's genre(s) of choice, is required for the final three credit hours of the program. Students select the remainder of their coursework from the MFA in writing curriculum. There are no prerequisite classes; the classes may be taken in any order and from any genre. Students have the option to declare an emphasis in one of three areas: fiction, poetry, or creative nonfiction. An emphasis requires a minimum of 27 credit hours of coursework in the emphasis area, including at least one foundational course from the list below for the declared genre; the three-credit-hour thesis must focus primarily on the emphasis genre. Emphasis students may choose any IMF course numbers for their remaining 18 credit hours. Students work with an advisor to ensure proper emphasis coursework is completed. MFA classes may be offered online, on-campus, or both.

Foundational Courses for Emphases

Students pursuing an emphasis must select at least one class from the list below for the declared genre:

Fiction Emphasis Foundational Options:

IMF 55100	Fiction Craft Foundations
IMF 56100	Classic Foundational Literature: Fiction
IMF 58100	Contemporary Foundational Literature: Fiction

Poetry Emphasis Foundational Options:

IMF 55300	Poetry Craft Foundations
IMF 56300	Classic Foundational Literature: Poetry
IMF 58300	Contemporary Foundational Literature: Poetry

Creative Nonfiction Emphasis Foundational Options:

IMF 55200	Creative Nonfiction Craft Foundations
IMF 56200	Classic Foundational Literature: Creative Nonfiction

IMF 58200	Contemporary Foundational Literature: Creative Nonfiction

MFA in Writing Curriculum

On-Campus and Online Options

Course List

IMF 51400	Fundamentals of Writing for the MFA
IMF 51500	Creative Writing for the MFA
IMF 51600-51699	Fiction Genres
IMF 51700-51799	Poetry Genres
IMF 51800	Advanced Creative Writing
IMF 52000	Advanced Poetry Genres
IMF 52100-52199	Focused Poetry Workshop
IMF 52200-52299	Focused Fiction Workshop
IMF 52300-52399	Focused Nonfiction Workshop
IMF 52400	Focused Scriptwriting Workshop
IMF 52500	Poetry Writing Workshop
IMF 52600	The Craft of Poetry: Prosody and Language
IMF 52700-52799	Selected Emphases in Poetry
IMF 52900	Advanced Studies Craft of Poetry
IMF 53000	Advanced Studies in Poetry
IMF 53200	Advanced Focused Fiction Workshop
IMF 53300	Advanced Focused Nonfiction Workshop
IMF 53400	Advanced Focused Scriptwriting Workshop
IMF 53500	Fiction Writing Workshop
IMF 53600	Fundamentals of Contemporary Fiction
IMF 53700-53799	Selected Emphases in Fiction
IMF 53900	Advanced Studies Contemporary Fiction
IMF 54100-54199	Special Topics Focused Workshop
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 55300	Poetry Craft Foundations
IMF 55500	Prose Workshop
IMF 55600-55699	The Prose Collection
IMF 55700-55799	The Literary Journal
IMF 55800	Advanced Studies in Prose
IMF 56000	Advanced Studies in Literary Journal
IMF 56100	Classic Foundational Literature: Fiction
IMF 56200	Classic Foundational Literature: Creative Nonfiction
IMF 56300	Classic Foundational Literature: Poetry
IMF 56500	Writing for Publications
IMF 56600	Narrative Journalism
IMF 56700	Readings in Narrative Journalism
IMF 57300-57399	The Literary Novel
IMF 57400-57499	Literary Novel Workshop
IMF 57500	Scriptwriting Workshop
IMF 57600	The Narrative Arc in Film
IMF 57700	Script Analysis
IMF 57800	Advanced Scriptwriting
IMF 58000	Advanced Script Analysis
IMF 58100	Contemporary Foundational Literature: Fiction
IMF 58200	Contemporary Foundational Literature: Creative Nonfiction
IMF 58300	Contemporary Foundational Literature: Poetry
IMF 59500-59599	Special Topics I
IMF 59600-59699	Special Topics II
IMF 59700-59799	Special Topics III
IMF 59700-59799	Special Topics III

Required Final Course

Graduate Thesis

IMF 58999	Graduate Thesis

SCHOOL OF SCIENCES

Ricardo Delgado, PhD, Dean

Mission

The School of Sciences supports the mission of Lindenwood University by

- Offering professional and pre-professional degree programs.

- Aiding students in the development of skills and talents through independent research and internship opportunities.

- Fostering adaptive thinking and problem-solving skills through the use of inquiry-based laboratory and field experiences.

- Getting students involved in numerous projects and programs that benefit the community.

- Offering general education courses that enable all students to connect science with their daily lives.

Social and Behavioral Sciences

CRIMINAL JUSTICE ADMINISTRATION, MS

33-39 credit hours

The Master of Science in criminal justice administration enhances the knowledge of practicing professionals who want to expand their skills in criminal justice administration. This degree is also perfect for scholar-practitioners in any field with a desire to combine existing knowledge and experience from other disciplines with criminal justice to pursue one of many careers in the criminal justice system. The accelerated curriculum integrates criminal law and theory, leadership development, global awareness, and organizational change. These foundational concepts prepare graduates for leadership roles in organizations related to the criminal justice profession and beyond.

Requirements

Prerequisites

CCJ 50400 (Public Policy and Criminal Justice) and CCJ 50500 (Criminal Justice Research Methods) are prerequisites for the Master of Science in Criminal Justice Administration program.

CCJ 51600 (Foundations of Criminal Justice) is a prerequisite course for students with non-criminal justice undergraduate degrees or no criminal justice related experience. Students accepted into the graduate program for criminal justice who do not possess a degree in criminal justice or who do not have criminal justice experience are required to take CCJ 51600 (Foundations of Criminal Justice) prior to enrolling in any other courses in the program.

CCJ 50400	Public Policy and Criminal Justice
CCJ 50500	Criminal Justice Research Methods
CCJ 51600	Foundations of Criminal Justice

Core Curriculum

CCJ 50300	Ethics in Criminal Justice Administration
CCJ 50310	Labor Management Relations in Criminal Justice Organizations
CCJ 50320	Criminal Justice Leadership: Strategies and Practice
CCJ 50330	Criminal Justice Leadership Theory
CCJ 51500	Constitutional Law
CCJ 51700	Crisis Management
CCJ 51800	Corrections Administration
CCJ 51900	Police Administration
CCJ 60100	Capstone I

Electives

CCJ 60200	Capstone II

CCJ 60200 (Capstone II) is an elective option for students who need additional time to complete the culminating project.

Information Technology and Cybersecurity

Cybersecurity Program

CYBERSECURITY MANAGEMENT, MS

36 credit hours

Requirements

Curriculum

IIT 52200	Data Forensics and Evidence Collection
IIT 52500	Network Security
IIT 52900	IT Compliance, Governance, and Ethics
IIT 53300	Systems Approach to Information Technology Projects
IIT 53500	Management and Administrative Theory for IT Professionals
IIT 53800	Business Communications for IT Professionals

IIT 56500	Business Approach to Cybersecurity
IIT 56501	Cybersecurity Systems and Architectures
IIT 56503	Ethical Hacking, Countermeasures, and Forensics Evaluation
IIT 56504	Current Issues in Cybersecurity
IIT 56505	Secure Application Development

One of the following:

| IIT 60303 | Cybersecurity Management and Internship Capstone |
| IIT 60400 | Information Technology Internship |

Information Technology Program

INFORMATION TECHNOLOGY MANAGEMENT, MS

36 credit hours

Requirements

Curriculum

IIT 52500	Network Security
IIT 52900	IT Compliance, Governance, and Ethics
IIT 53300	Systems Approach to Information Technology Projects
IIT 53500	Management and Administrative Theory for IT Professionals
IIT 53800	Business Communications for IT Professionals
IIT 54100	Database Integration and Management
IIT 54200	New Technology Integration
IIT 54400	Enterprise Resource Planning and Business Continuity
IIT 55800	Virtualization and Cloud Computing
IIT 56506	Big Data Analytics
IIT 56507	Deploying Business Blockchain Technology

One of the following:

| IIT 60302 | IT Management and Internship Capstone |
| IIT 60400 | Information Technology Internship |

GRADUATE CAREER CERTIFICATES

A certificate represents a structured set of courses designed to provide students with specific skills suited to different potential careers. In order to successfully earn a graduate certificate, students will complete a range of 12-21 credit hours. The certificate requirements may include labs, internships and/or clinicals. Degree and Non-degree-seeking graduate-level students are eligible to earn a Graduate Career Certificate. There may be additional foundational courses required as stated in the degree requirements. Depending on the length of program, students may or may not receive aid. Contact your representative in Student Financial Services for more information regarding aid.

School of Arts, Media, and Communication

Plaster School of Business and Entrepreneurship

School of Education

GRADUATE COURSE DESCRIPTIONS

AAD - Art and Design

AAD 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.

AAD 50001 - 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.

AAD 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.

AAD 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: AAD 50010.

AAD 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: AAD 50020.

AAD 50100 - 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 with a maximum of 18 credit hours. Studio fee required.

Offered: Fall/Spring/Summer.

AAD 50200 - 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.

AAD 50400 - 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/Spring/Summer.

AAD 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/Spring.

AAD 50600 - Imaging and Illustration (3)
This graduate course covers the production and manipulation of digital imagery. Projects will address visual problem-solving for commercial or fine art purposes. Topics such as scanning, masking, compositing, color correction, resolution requirements, and production practices will be covered. File formats, techniques, and tools used in the graphic design field are emphasized. Imagery will be created for printed and screen use. This class will utilize lecture, demonstration, discussion, and hands-on experiences. This 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 build 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. Lab fee required.

 Offered: Fall/Spring/Summer.

Added after publishing - July addendum 07/01/2020**

AAD 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.

AAD 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/Spring.

AAD 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.

AAD 52000 - Art and Design Firm II (3)

This graduate course provides students with real-world experience in the art and design fields working with entities both internal and external to the institution. Students will lead teams and have opportunities to work directly with clients and collaborate with other artists and designers. Lab fee may be required.

 Offered: Fall/Spring/Summer.

Added after publishing - July addendum 07/01/2020**

AAD 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.

AAD 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.

AAD 52300 - Digital Art II (3)

This intermediate digital art course provides more advanced technical skills that will allow graduate students to develop the creative utilization of digital technology in a Fine Art context and apply advanced problem solving to various media. Students use image editing, animation, and digital drawing to put into practice the principles of art.

 Offered: Fall/Spring.

AAD 52400 - Digital Art III (3)

This intermediate digital art course provides more advanced technical skills that will allow graduate students to develop the creative utilization of digital technology in a Fine Art context and apply advanced problem solving to various media. Students use image editing, animation, and digital drawing to put into practice the principles of art.

 Offered: Fall/Spring.

AAD 52450 - 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.

 Offered: Fall/Spring/Summer.

AAD 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.

AAD 52550 - Graduate Projects in Art - 3D (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: Fall/Spring/Summer.

AAD 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.

AAD 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.

AAD 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/Spring.

AAD 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/Spring.

AAD 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.

AAD 53010 - 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/Spring.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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/Spring.

AAD 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/Spring.

AAD 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/Spring.

AAD 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.

AAD 55100 - Typography I (3)
Typography I 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/Spring.

AAD 55200 - Typography II (3)
This advanced course builds on Typography I, and further develops an understanding of typographic nuance, experimental typography, and the development of custom typefaces in type development software. Lab fee may be required.

 Offered: Fall/Spring/Summer.

AAD 55400 - Web Design - User Experience I (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.

AAD 55501 - Branding (3)
This advanced course provides students with the opportunity to further their understanding and development of branding and identity design as it relates to organizations, individuals, or other systems. It reinforces the concepts associated with the visualization of corporate or organizational character, reputation, and strategy. Through case studies topics associated with the simplification and abstraction of symbols, icons, logos, and style guides are given focus.

 Offered: Fall/Spring/Summer.

AAD 55700 - Infographics (3)
This advanced course provides an investigation into the visual representation of data. It is designed to cover the differences between infographics and visualization.

Through both theory and applied practice the course covers specifics related to graphic design, online publishing, and corporate communication as it relates to large amounts of data and visually representing data in creative and meaningful ways.

 Offered: Fall/Spring/Summer.

Added after publishing - July addendum 07/01/2020**

AAD 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.

AAD 56400 - Web Design - User Experience II (3)
This advanced web design course builds on the skills and techniques covered in Web Design - User Experience I 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.

AAD 56600 - Advanced 3D (3)
This advanced course provides further exploration into 3D space and design. Students can expect to be presented with problems they can solve through both digital and traditional processes. Investigations into advanced design solutions will be brought to bear. Lab fee required.

 Offered: Fall/Spring/Summer.

AAD 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/Spring.

AAD 57440 - Web Design - User Experience III (3)
This advanced web design course builds on the skills and techniques covered in Web Design - User Experience II 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.

AAD 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.

AAD 57800 - Graphic Design Studio (3)
This course is an extension of AAD 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.

AAD 58600-58699 - Special Topics (3)
Special topics in art. May be repeated as topics vary. Lab or studio fee may be required.

AAD 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.

AAD 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.

AAD 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.

AAD 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.

AAD 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/Spring.

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. Lab fee may be required.

Prerequisite: ACCT 51010 or ACCT 21010.

ACCT 51015 - Ethics in Accounting (3)
This course investigates the ethical obligations of accountants and auditors. Specifically, this course will focus on professional responsibilities in the following contexts: corporate governance, financial reporting, audit function, and obligations to prevent and detect fraud. This course also addresses the importance of an accounting professional's ethical commitment to ensure that their work meets the highest standards of integrity, independence, and objectivity. Lab fee may be required.

Prerequisite: ACCT 51010 and ACCT 51011 with a C or better.

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. Lab fee may be required.

Prerequisite: ACCT 31021 with a C or better.

ACCT 51022 - Advanced Accounting (3)
This course examines specialized topics in advanced financial accounting; partnership accounting; and corporate consolidations and mergers, estates and trusts. Lab fee may be required.

Prerequisite: ACCT 31021 with a C or better.

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. Lab fee may be required.

Prerequisite: ACCT 51011.

ACCT 51050 - Individual Tax Planning (3)
This course examines the concepts of federal and state income taxes as applicable to the individual. Particular emphasis will be given to planning and compliance reporting. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: ACCT 51011.

ACCT 51065 - International Accounting (3)
This course examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of U.S. and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. Lab fee may be required.

Prerequisite: ACCT 31021 with a C or better.

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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: ACCT 31021 with a C or better.

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: ACCT 31021 with a C or better.

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. 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.

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.

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. This course is repeatable for a maximum of six credit hours. Lab fee required.

AMC 55555 - Internship (1-6)
Supervised work experience for graduate students which requires the advanced application of principles, skills, and strategies within the discipline. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization. This course may be repeated up to a maximum of 12 credit hours and is graded on a Pass/Fail basis.

Prerequisite: Permission of dean. Offered: Fall/Spring/Summer.

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. This course is repeatable for a maximum of six credit hours. Lab fee required.

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.

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. This course is repeatable for a maximum of six credit hours. Lab fee required.

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. This course is repeatable for a maximum of six credit hours. Lab fee required.

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 57001 - 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.

Cross-Listed as: COM 57000.

ARTH 57200 - History of Costume and Fashion 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/Spring/Summer.

ARTH 57300 - History of Costume and Fashion 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 1900. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period.

Offered: Fall/Spring/Summer.

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.

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.

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.

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.

ASC - Advertising and Strategic Communications

ASC 51600 - Advertising Competition I: The Campaign (3)
Students will research and develop a real-world comprehensive campaign for the National Student Advertising Competition. Students will engage in market research, strategic planning, market segmentation, branding, messaging strategy, campaign development, art direction, copywriting, production, media planning and placement. Creative executions developed and designed.

Prerequisite: Permission of dean.

ASC 51700 - Advertising Competition II: The Pitch (3)
Students will engage in the final stage of the campaign for the National Student Advertising Competition. Students will prepare the final creative executions and media plan created in Advertising Competition I including the Plans Book and 20-minute client pitch including props.

Prerequisite: Permission of dean.

ASC 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.

ASC 53500 - Media Planning and Buying (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.

ASC 53900 - Effective Messaging in Public Relations (3)
Designed to further develop public relations skills with emphasis on public relations case studies and the development and execution of a public relations plan. Specialized areas of public relations, such as media relations, employee, financial, public affairs, recruitment, fundraising, cause-related, corporate reputation, crisis management, public communication campaigns, non-profit, government, sports, leisure, and general business.

ASC 54700 - Advertising Campaign Management (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.

ASC 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.

CCJ - Criminology and Criminal Justice

CCJ 50300 - Ethics in Criminal Justice Administration (3)
This course emphasizes concepts, principles, and theories of ethical practice for criminal justice administrators. Students use course concepts to examine ethical issues, demonstrating critical thinking and reasoning skills. The course provides sound coverage of theory and emphasizes the contribution of the ethics field to understanding and addressing moral issues that arise in criminal justice and criminal justice related organizations.

CCJ 50310 - Labor Management Relations in Criminal Justice Organizations (3)
This course examines issues related to the labor-management relationship in collective bargaining environments and non-collective bargaining contexts for criminal justice employees. Grievance processing, negotiations, unionization, and meet and confer agreements are addressed during the course. A mock bargaining session is the culminating project for the course.

CCJ 50320 - Criminal Justice Leadership: Strategies and Practice (3)
This course prepares criminal justice administrators to cultivate strategies and identify best practices for confronting challenging workplace issues, managing crises, and supervising diverse populations. Students will have the opportunity to formulate solutions to problems that leaders, managers, and administrators face in criminal justice organizations in the United States and globally.

CCJ 50330 - Criminal Justice Leadership Theory (3)
This course examines leadership and management theories applicable to effective administrative oversight of criminal justice organizations. The course will establish a theoretical foundation to enhance criminal justice administrators' ability to use critical thinking skills effectively when creating organizational systems, processes, and change. Students will also gain comprehensive knowledge and significance of various leadership styles.

Prerequisite: CCJ 50400; CCJ 50500.

CCJ 50400 - Public Policy and Criminal Justice (3)
This course examines the public policy process, factors influencing policy development within the criminal justice system, and the nexus between law and public policy. A review of historic, critical issues shaping the criminal justice system provides the insight needed to better understand current criminal justice policy. Students learn to conduct a policy analysis and to research the literature to identify support for the proposal of new policy and to compare and contrast criminal justice policies globally.

CCJ 50500 - Criminal Justice Research Methods (3)
In preparation for and in conjunction with the graduate capstone course, students will learn about qualitative, quantitative, and mixed method approaches to research. This course explores various ways of acquiring knowledge and research philosophies. Students will learn to identify current problems or issues in the field of criminal justice and related gaps in the literature, formulate research questions, gather and analyze the data relevant to the research questions in preparation for graduate capstone course in which they will present findings, and make recommendations for future research. Ethical, political, and practical issues related to research are also examined.

CCJ 51500 - Constitutional Law (3)
This course focuses on the influence of constitutional law on police, corrections, and court practices, policies, and procedures. Students will learn about foundational cases, landmark cases, examine current constitutional law questions about police, corrections, and evidentiary issues, and discuss the application of constitutional law to the development of new policies and the influence on administrator decision-making in all phases of the criminal justice system.

Prerequisite: CCJ 50400; CCJ 50500.

CCJ 51600 - Foundations of Criminal Justice (3)
This course is designed for students seeking a Master of Science in Criminal Justice Administration who do not possess a bachelor's degree in criminal justice, sociology, or psychology, or lack experience working in criminal justice or a criminal justice related field. The course provides students the foundation needed to understand the criminal justice system and to critically analyze criminal justice issues within a theoretical and pragmatic framework.

CCJ 51700 - Crisis Management (3)
This course addresses various types of internal and external crises faced by criminal justice administrators, from a micro level to a macro level. Students will learn to analyze issues and formulate solutions to crises ranging from those faced by the individuals to crisis and disaster management. Students will also learn the significance of preparation and planning for crises.

CCJ 51800 - Corrections Administration (3)
This course teaches students effective leadership, management, and administration in the field of corrections, including people, services, and programs in jails, prisons, and community corrections. Students gain insight regarding issues involving the management of corrections staff and the environment. Students will integrate knowledge of the history of corrections.

CCJ 51900 - Police Administration (3)
This course focuses on the analyses of several issues confronting law enforcement, including the development and function of modern policing systems, recruitment and training processes, and legal issues confronted by police administrators. Theories, techniques, and programs related to the image and public response to law enforcement today are among the topics addressed.

CCJ 60100 - Capstone I (3)
This course is the culminating project of the Master of Science in Criminal Justice Administration. Students will use the knowledge gained in the CCJ 50500 Criminal Justice Research Methods course to prepare a graduate-level written report, a scholarly project demonstrating the ability to conduct and present research and methodology orally and in writing. Students will demonstrate the ability to synthesize and analyze the literature, discuss the implications of the research in the field of criminal justice, and recommend future research.

CCJ 60200 - Capstone II (3)
This elective course provides students an opportunity to continue with the completion of the culminating research project for the MS in Criminal Justice Administration. Students who desire additional time and guidance with completion of the project have the option of taking Capstone II as an elective.

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 Visual 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 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 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 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 56110 - Cinematography (3)
This advanced graduate course will be an intensive study of the elements of cinematography: lighting, exposure, composition, optics, and camera handling. Through a variety of hands-on production assignments, students will gain firsthand experience in all facets of production while developing their own cinematic style and produce work that advances the field.

Offered: Fall/Spring/Summer.

COM 56550 - Sound for Film and Video (3)
This graduate course will provide an advanced understanding of the purpose and function of sound mixing, and include the application of industry-standard sound recording techniques. Students will create multiple, professionally executed post-production sound mixes, and incorporate production and postproduction sound in the effective composition of a compelling film narrative.

Offered: Fall/Spring/Summer.

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.

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 57500-57599 - Topics in Media Studies (3)
Students will explore media theory and criticism as they relate to a chosen genre, era, or type of film, television or other motion medium. Course may be repeated for additional credit if different topics taken. 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.

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.

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.

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.

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.

ECON - Economics

ECON 53075 - 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. Lab fee may be required.

Prerequisite: ECON 53081. Cross-Listed as: INTL 58040.

*Added after publishing - July addendum 07/01/2020***

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 (0)
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.

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 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 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. Course requirement includes 150 hours of field experience.

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 51700 - K-12 Administration and Organization (3)

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

Offered: Fall

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 participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester 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. The course is required for

students who are seeking certification as a school administrator. This is the culminating course for the program.

EDA 58100 - Instructional and Curriculum Leadership in Culturally Responsive Schools (3)
This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instruction and curriculum in the school. Topics include the nature of supervision; an historical perspective of supervision; supervision in culturally responsive schools: development and evaluation of personnel; curriculum development process; horizontal and vertical alignment of curricula; assessment literacy; data analysis to inform the instructional process, and adult learning theory.

Offered: Fall/Spring/Summer.

EDA 58200 - Managerial and Ethical Leadership (3)
This course provides students with the knowledge, skills and strategies to implement operational systems, oversee personnel, and ensure the equitable and strategic use of resources. Topics include maintaining a safe and functional school facility, legal and ethical decisions impacting personnel records and staff evaluation, effective communications, hiring and removal of personnel, legalities of school budgets and major sources of revenue, and non-fiscal resources to support school goals.

Offered: Fall/Spring/Summer.

EDA 58300 - Relational Leadership and Community Outreach in Diverse Societies (3)
This course equips the student with knowledge and techniques necessary to build and maintain positive relationships with faculty, staff, parents, and community stakeholders to support student learning. Topics include public relations policy, recognition of community structure and communications channels, available resources to support the welfare of every student, strategies and legal implications for building relationships, and promotion of teacher leadership.

Offered: Fall/Spring/Summer.

EDA 58400 - Visionary and Innovative Leadership (3)
This course provides the student with the knowledge and skills to create and implement a shared vision to guide continuous school improvement. The course will also provide the knowledge and skills to create and maintain an effective professional growth plan. Topics include engaging stakeholders in the collective vision; utilizing multiple sources of data to drive school improvement; developing a professional growth plan that includes reflection, professional networking, and collegial feedback; maintaining ethical conduct; effective time management; and utilizing new knowledge as a catalyst for change.

Offered: Fall/Spring/Summer.

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. Course requirement includes 150 hours of field experience.

EDA 58600 - Initial K-12 Field Experience and Data-Based Decision-Making (3)
This course will provide an opportunity for the student to closely study the area of data-based decision making through participation in an internship with a school administrator. Each student will spend at least 90 hours during the semester participating in the activities under the guidance of the professor and an active principal. Topics include identifying school-based problems; collecting, analyzing, and prioritizing data; developing an action plan; using data to make instructional decisions; determining result indicators and monitoring progress; and creating a collaborative team to reflect and improve on day-to-day practice using data.This course will provide an opportunity for the student to closely study the area of administration through participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester 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. The course is required for students who are seeking certification as a school administrator.

Offered: Fall/Spring/Summer.

EDA 58700 - Culminating K-12 Field Experience (3)
This course will provide an opportunity for the student to closely study the area of administration through

participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester 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. The course is required for students who are seeking certification as a school administrator.

Offered: Fall/Spring/Summer.

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 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.

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 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, 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 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 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 61300 - Secondary Field Experience for Certification EdS Level (3)
As part of the Educational Specialist (EdS) degree, 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 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 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 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 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, selection of personnel, evaluation of personnel, retention of personnel, and organizational theory. This course requires 45 hours of internship activities.

EDA 61700 - K-12 Administration and Organization (3)
As part of the Educational Specialist (EDS) degree, this three-credit-hour course includes a focus on both research and practical application related to the function and role of the effective elementary/secondary school principal. Students will be provided with the opportunity to further develop their knowledge, understanding and skills of the principalship. Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate.

Offered: Fall

EDA 61800 - School Business Management (3)
As part of the Educational Specialist (EdS) degree, this three-hour course focuses on the key 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.

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 (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.

EDA 62600 - School Law (3)
As part of the Educational Specialist (EdS) degree, this three-hour 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.

EDA 63000 - Educational Program Improvement (3)
This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance.

EDA 64000 - Educational Administration Internship (3)
(Advanced Principal) This course provides an opportunity for the student to closely study the area of Principalship through participation with veteran building principals. Each student will spend at least 120 hours participating in the activities of at least two building principals, under the guidance of a professor. This is the culminating course for the program.

EDA 64100 - Educational Administration Internship (3)
(Superintendency) This course provides an opportunity for the student to closely study the area of Superintendency through participation with veteran district superintendents. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

EDA 64200 - Instructional Leadership Internship (3)
This course provides an opportunity for the student to closely study the area of instructional leadership through participation with recognized instructional leaders. Each student will spend at least 120 hours participating in the activities of at least two district leaders, under the guidance of a professor. This is the culminating course in the program.

EDA 64500 - Statistics in Educational Administration (3)
This course examines 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.

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.

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)
As part of the Educational Specialist (EdS) degree, 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 be required to complete a research project focused on one of the specific domains related to the competencies of a successful principal. Additionally each student will spend a minimum of 120 hours during the semester participating in the activities of building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking certification as a school administrator. This is the culminating course for the program.

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 68100 - Instructional and Curriculum Leadership in Culturally Responsive Schools (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instructional leadership in the school. This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instruction and curriculum in the school. Topics include the nature of supervision; an historical perspective of supervision; supervision in culturally responsive schools: development and evaluation of personnel; curriculum development process; horizontal and vertical alignment of curricula; assessment literacy; data analysis to inform the instructional process, and adult learning theory.

Offered: Fall/Spring/Summer.

EDA 68200 - Managerial and Ethical Leadership (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning managerial leadership in the school. This course provides students with the knowledge, skills and strategies to implement operational systems, oversee personnel, and ensure the equitable and strategic use of resources. Topics include maintaining a safe and functional school facility, legal and ethical decisions impacting personnel records and staff evaluation, effective communications, hiring and removal of personnel, legalities of school budgets and major sources of revenue, and non-fiscal resources to support school goals.

Offered: Fall/Spring/Summer.

EDA 68300 - Relational Leadership and Community Outreach in Diverse Societies (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning relational leadership in the school. This course equips the student with knowledge and techniques necessary to build and maintain positive relationships with faculty, staff, parents, and community stakeholders to support student learning. Topics include public relations policy, recognition of community structure and communications channels, available resources to support the welfare of every student, strategies and legal implications for building relationships, and promotion of teacher leadership.

Offered: Fall/Spring/Summer.

EDA 68400 - Visionary and Innovative Leadership (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course provides the student with the knowledge and skills to create and implement a shared vision to guide continuous school improvement. The course will also provide the knowledge and skills to create and maintain an effective professional growth plan. Topics include engaging stakeholders in the collective vision; utilizing multiple sources of data to drive school improvement; developing a professional growth plan that includes reflection, professional networking, and collegial feedback; maintaining ethical conduct; effective time management; and utilizing new knowledge as a catalyst for change.

Offered: Fall/Spring/Summer.

EDA 68600 - Initial K-12 Field Experience and Data-Based Decision-Making (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course will provide an opportunity for the student to closely study the area of data-based decision making through participation in an internship with a school administrator. Each student will spend at least 90 hours during the semester participating in the activities under the guidance of the professor and an active principal. Topics include identifying school-based problems; collecting, analyzing, and prioritizing data; developing an action plan; using data to make instructional decisions; determining result indicators and monitoring progress; and creating a collaborative team to reflect and improve on day-to-day practice using data.

Offered: Fall/Spring/Summer.

EDA 68700 - Culminating K-12 Field Experience (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course will provide an opportunity for the student to closely study the area of administration through participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester 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. The course is required for students who are seeking certification as a school administrator.

 Offered: Fall/Spring/Summer.

EDA 70000 - Instructional Program Leadership and Assessment (3)
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 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.

EDA 70500 - Advanced School Law (3)
This course examines constitutional, statutory, and case law that relates to all staff personnel, students, school district, and other allied governmental units. Special emphasis is given to the study of conditions of employment (contracts, dismissal, and retirement), student rights, liability of school personnel, school district and board members' legal rights and responsibilities. The course is designed to focus on the study of public school law in two major areas: 1.) The study of cases on the national level and their impact on local school districts and local school personnel. 2.) The study of the public school laws of Missouri and their impact on local school districts and local school personnel.

EDA 71000 - Human Resource Administration (3)
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.

EDA 71500 - Advanced School Business Management (3)
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.

EDA 72000 - School District Administration (3)
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.

EDA 72500 - Student Achievement for Today's Learner (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.

EDA 73000 - Educational Program Improvement (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.

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

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. 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 76100 - Leadership, Ethics and Education (3)
Leading education innovation and change requires daily decision making related to teaching and learning. How do ethics inform those decisions? Utilizing a seminar approach, steeped in discussion and debate, students will explore ethical leadership and decision making utilizing case studies and readings on the ethics of care, ethics of justice, ethics of critique and ethics of profession. As students participate in reflective practice they will be challenged to address today's educational issues through an ethical - social, political and economic lens.

Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 76200 - Educational Policy, Politics, and Social Justice (3)
In this course, doctoral students pursue an advanced and in-depth exploration of historical and present-day educational policies. They examine policy at the federal, state, and local levels and consider how these policies influence educational systems. Students also explore various constructions of social justice and how these align with past and present-day education reform efforts. Students analyze critical social theory, social constructions of identity, and networks of power to develop new understandings of educational advocacy and consider how education can help create more fair and just societies.

Offered: Summer.

Added after publishing - July addendum 07/01/2020**

EDA 76300 - Global and Social Perspectives Reinvisioning Curriculum and Instruction (3)
This course is designed to encourage critical analysis of educational philosophies within global, economic, social, and political contexts. In this course, doctoral students will critique established philosophies; apply theory to purpose curricular changes, select and critically examine extant peer-reviewed research in regards to curricular reform, and relate the research to the student's problem of practice. Ultimately, students will begin to construct a theoretical foundation to help guide the design of their own dissertation studies.

Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 76500 - Administrative Decision-Making in Schools (3)
This course is designed to improve the quality of educators' decisions by presenting a practical framework used to make better decisions. The course begins with a discussion of diversity, ethics, and personal and professional beliefs and their impact on decision-making. The discussion then turns to administrator decision making in six areas, each of which contributes to improving student achievement. Next, the discussion focuses on categories of principal behavior that positively affect students and teachers. The last topic for the course looks at leadership responsibilities, the decisions necessary to fulfill those responsibilities, and their correlation with student academic achievement.

EDA 76700 - Quantitative Methods Design in Educational Research (3)
This course is appropriate for students considering a quantitative methodology for the dissertation. The course continues a more in-depth examination of statistical techniques employed in educational research including correlation and regression, Chi Square analysis, Analysis of Variance (ANOVA), nonparametric inference, sampling, and simulation. Hypothesis testing and discussion of communication of inferential results is included.

Prerequisite: EDA 74500.

EDA 76800 - Qualitative Methods in Educational Research (3)
This course focuses on learning about and practicing qualitative research methods used in educational research. This includes considerations of research question, project design, approaches to data collection, forms of analysis, representing participants in the write-up, and issues of trustworthiness and transferability. Qualitative methods for data collection include (a) interviewing, (b) observation, (c) focus groups, (d) surveys, and (e) forms of analysis of texts and historical documents. Qualitative approaches, which frequently incorporate 2 or more of these methods, include (i) case studies, (ii) program evaluation, (iii) micro-ethnographies, and (iv) forms of action research. Note: Students planning to use qualitative methods in their doctoral research are encouraged to take this course to learn the necessary techniques for conducting and analyzing these kinds of research.

EDA 76900 - Mixed Method Design in Educational Research (3)
This course is appropriate for students considering a mixed methodology for the dissertation. The course includes a discussion of study designs available to the researcher and examines the four types commonly used for mixed methodology. Designs discussed include experimental, correlational, survey, grounded theory, ethnographic, action research, and narrative. Mixed method designs examined include triangulation, embedded, explanatory, and exploratory. Discussion of appropriate use of qualitative and quantitative data and clear communication of study results is included.

Prerequisite: EDA 74500.

EDA 77000 - Capstone II (3)
This course is the second in a series of three capstone courses in research design and scholarly writing to support the completion of the dissertation. Course objectives include: NIH training and certification, completion and submission of the Lindenwood University Research Prospectus to the Supervisor of Graduate Research, and drafting of the literature review. Capstone II students work closely with the instructor throughout the semester to meet course objectives. If a grade below B is earned in any capstone course, the course must be repeated.

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 77700 - Research Design, Methods, and Ethics in Educational Research (3)
This course is designed as an introduction to educational research focusing on methodologies and ethics in research. Research Design, Methods, and Ethics in Educational Research provides a broad overview of various methodologies to use in educational studies, research and appropriate use for such methods, instruments for data collection, analysis of such data, ethics in research, and other pertinent topics. The major focus of this course is the enhancement of the student's understanding of applicable and ethical use of methodologies for educational studies based on research, specifically researching a student's problem of practice which is the basis of their dissertation.

Offered: Fall/Spring/Summer.

EDA 77800 - Applied Qualitative Research Methods (3)
This course focuses on learning about and applying qualitative research methods used in educational research. This includes considerations of research question, project design, approaches to data collection, issues ethics, forms of analysis, including critical forms of analysis, representing participants in the write-up, and issues of trustworthiness and transferability. Qualitative methods for

data collection include (a) survey, (b) questionnaire (c) focus groups, and (d) interviewing, in addition to (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.

 Offered: Fall/Spring.

EDA 77900 - Applied Quantitative (3)

This course provides an introduction to data analysis and statistical inference with application to student's problem of practice. Students will learn how to analyze and interpret research, describe data (quantitatively and graphically), compute statistical estimates and hypothesis tests, and use the computer in text editing, data management, and statistical processing of research data. Emphasis is placed on using SPSS (now PASW), Version 25 or higher for data analysis and hypothesis testing. Participants will be able to produce and properly interpret SPSS output.

 Offered: Fall/Spring.

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 78100 - Creative Courage (3)

Creativity is an essential attribute of innovative leaders. However, exercising creativity requires leaders to take

risks. "Creative Courage" is a deeply reflective course that helps Ed.D. students explore personal attributes of creativity, vulnerability, risk-taking, grit, and courage and how these are integral facets of an innovative leadership mindset. Through this course, students will begin to make connections with the first stage of Designing Thinking, i.e. "Empathy", by developing a closer understanding of themselves as creative and courageous leaders. Drawing on traditional and contemporary literature, students will apply concepts and theoretical frameworks related to professional creativity and courageous leadership to their own practice. Through personal reflective writing, case study analysis, dialogue with colleagues, and story-telling, students will develop a stronger identity as a changemaker within their professional context, and, in an iterative spirit, they will begin to consider their 'problem of practice' through a news lens of creative courage. This work will inform the students' Year 1 Assessment, i.e. the Point of View Paper, by giving students insight into their own perspectives and how these beliefs influence their leadership behavior.

 Offered: Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78200 - Principles of Design Thinking (3)

This course provides the doctoral student an overview of the design thinking framework while incorporating research-based tools and methods to solve today's most pressing educational issues. Through collaboration and active engagement students will discover and apply the five steps of the design thinking process: empathy, define, ideate, pro-typing and testing to their problem of practice, while learning how the current literature, use of secondary data and traditional research methods are integral components to a creative, human-centric problem-solving process.

 Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78300 - Leadership Theory and Application (3)

This course seeks to provide students with a broad theoretical foundation for understanding leadership and formal organizations with application to student's problem of practice. Both topics are defining subjects in all professional schools, e.g., in public, business, hospital, and educational administration. Leadership cannot be examined apart from the organizational context in which it occurs; leadership and organizations go together like yin and yang. Leaders influence organizations for good or ill. Yet organizations also influence leaders.

Whereas the general focus of this course is on leadership and formal organizations, the specific focus is directed at understanding leadership in organizations. The theories, concepts, and readings examined in the course are intended to provide students with a set of cognitive tools to read, analyze, and guide students in becoming leaders in organizations society envisions. This larger goal is pursued

for the dual purposes of: 1) complicating students' thinking about leadership; and 2) increasing the capacity as leaders.

 Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78400 - Leading Organizational Change (3)
Leading Organizational Change equips students with the concepts, frameworks, best practices, and tools needed to lead change effectively in organizations. Course materials will address change management in various contexts, situating change in business, non-profits, and education such that students come away with a broad mindset and agility for leading change. As we learn, emphasis will be on the complexities of organizational change, models for approaching change management, the crucial role leadership plays in change, and how employees experience change. Students will have the chance to analyze change management case studies to gain an understanding of how changes have succeeded and failed in various contexts and will have the chance to demonstrate change leadership skills during a simulation and through an applied project pertinent to their field.

Added after publishing - July addendum 07/01/2020**

EDA 78500 - American Education (3)
In this course, doctoral students take a deep dive into the historical, theoretical, and sociocultural influences that have shaped the landscape of American Education. They examine the foundations of American education and analyze contemporary issues and future trends within the field. Focusing on several key dimensions of schools and schooling, students develop new understandings of the role and nature of schools and teaching. They construct alternative perspectives on educational issues and develop new approaches to addressing educational challenges.

 Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78600 - Leading in the Digital Age (3)
This course affords students the opportunity to explore various technologies and technology-related issues pertaining to education. Individually and in collaborative groups, students will actively engage topics by means of research and experimentation and will report findings / positions in a variety of digital formats. Legal and ethical implications of instructional technology will be highlighted. Topics include: The ISTE Standards, learning managements systems, mobile device management and models, emerging technologies, remote collaboration, open educational resources, augmented and virtual realities, gamification, and social networks.

 Offered: Fall/Spring.

Added after publication - July addendum 07/01/2020**

EDA 78700 - Curriculum and Instruction: Assessment and Evaluation (3)
This course provides an opportunity for EdD students to engage in meaningful research, determining the most effective means for assessing the current needs of their workplace. Through this process, students will be expected to demonstrate resourceful thinking as they research examples of needs assessments highlighted in peer-reviewed research articles; determine the types of data needed to propose effective change; design and implement a needs assessment; and use the data and extant literature to propose a change. Students will present their proposals for peer review, then refine their plans as appropriate for their Problems of Practice.

 Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78910 - Problem of Practice I (3)
Problem of Practice I is designed for the doctoral student working on the design thinking phase of testing, specifically data gathering. Techniques for gathering and de-identifying qualitative and quantitative data will be reviewed. A review of population and sample sizes, as they relate to the reliability and validity of the study, will be reviewed. With the understanding the IRB approval must be in place, students will be active in gathering data for their problem of practice study. During this course students will be working with the instructor and Problem of Practice Design Team (POP-DT) to draft Chapter 3 of the Dissertation in Practice. Individualized support will be offered to students throughout the class. If a student reaches a barrier in data gathering, such as low participant response, the instructor may offer the student and POP-DT alternatives and/or advice on how to continue and/or work with potential IRB revision.

 Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78920 - Problem of Practice II (3)
Problem of Practice II is designed for the doctoral student working on the design thinking phase of testing, specifically data analysis. Doctoral students will be answering the question, "What happened"? Qualitative and quantitative data analysis techniques will be reviewed. How to report results for statistical testing and qualitative analysis will also be discussed. During this course students will be working with the instructor and Problem of Practice Design Team (POP-DT) to draft Chapter 4 of the Dissertation in Practice. Individualized support will be offered to students throughout the class. If a student reaches a barrier in data analysis, the instructor may offer the student and POP-DT alternatives and/or advice on how to continue and/or work with potential IRB revision.

Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78930 - Problem of Practice III (3)
Problem of Practice III is designed for the doctoral student working on the design thinking phase of testing, specifically reflection and presentation. Using critical analysis doctoral students will answer the questions "Why and What next"? Discussion on interpretation of results, related to the problem of practice, will also be included as doctoral students draft Chapter Five of the dissertation in practice. The instructor will work with the student's Problem of Practice Design Team (POP-DT) to create a "best-fit" mode of presentation for members of the community in which the problem originated and the POP-DT. Individualized support will be offered to students throughout the class.

Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

EDA 78940 - Problem of Practice IV (3)
During this course doctoral students will complete the applied dissertation and the Problem of Practice (POP) Presentation with support from the student's POP Design Team. Prior approval is needed to enroll in the course, the student will receive a grade of pass or fail, and the student can enroll in the course up to two semesters upon the completion of POP III.

Offered: Fall/Spring.

Added after publishing - July addendum 07/01/2020**

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.

EDAB - Education: Board Certified Behavior Analyst

EDAB 65000 - Specialist Thesis-Behavioral Analysis Program (3)
Students will review the principles of behavior analysis and work towards achieving fluency in preparation for the BCBA exam. Students will complete an applied research project on a behavior analytic 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)
To develop depth of understanding, candidates will analyze teaching and learning of numbers and operations across the K-6 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 63800 Numbers and Operations (3).

EDAM 64000 - Geometry and Measurement (3)
This course will focus on the content and complexities of teaching and assessing geometry and measurement in a K-6 setting. Candidates will develop an expertise related to geometry and measurement that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop geometry and measurement concepts and skills. Course content will include geometric properties and relationships, visualization and spatial reasoning, adaptive reasoning, and measurement in multiple dimensions. To be taken concurrently with EDAM 64500 Seminar with Internship II - Geometry and Measurement (1).

EDAM 64500 - Seminar with Internship II - Geometry and Measurement (1)
To develop depth of understanding, candidates will analyze teaching and learning of geometry and measurement across the K-6 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 64000 Geometry and Measurement (3).

EDAM 65000 - Algebraic Reasoning (3)
This course will focus on the content and complexities of teaching and assessing algebraic reasoning in a K-6 setting. Candidates will develop an expertise related to algebraic reasoning that will support teachers and enhance learning. Candidates will also examine the learning trajectories as children develop algebraic reasoning concepts and skills. Course content will include examination of representation and analysis of mathematic situations and structures. Attention will be given to patterns, functions, and the transition from arithmetic to algebra. To be taken concurrently with EDAM 65500 Seminar with Internship III - Algebraic Reasoning (1).

EDAM 65500 - Seminar with Internship III - Algebraic Reasoning (1)
To develop depth of understanding, candidates will analyze teaching and learning of algebraic reasoning across

the K-6 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 65000 Algebraic Reasoning (3).

EDAM 66000 - Data Analysis, Statistics, and Probability (3)

This course will focus on the content and complexities of teaching and assessing data analysis, statistics, and probability in a K-6 setting. Candidates will develop an expertise related to data analysis, statistics and probability that will support teachers and enhance student learning. Candidates will also examine the learning trajectories as children develop data analysis, statistics, and probability concepts and skills. Course content will include the essentials of probability and statistics including designing data investigations, describing data, drawing conclusions and making inferences. To be taken concurrently with EDAM 66500 Seminar with Internship IV - Data Analysis, Statistics, and Probability (1).

EDAM 66500 - Seminar with Internship IV - Data Analysis, Statistics, and Probability (1)

To develop depth of understanding, candidates will analyze teaching and learning of data analysis, statistics, and probability across the K-6 grade levels through a variety of clinical experience [e.g. examine curriculum implementation, diagnose students, synthesize assessments, determine interventions, and develop instructional plans]. Other course activities will include seminar discussions, reflective papers, and field journals. To be taken concurrently with EDAM 66000 Data Analysis, Statistics, and Probability (3).

EDAM 68000 - Foundations of Mathematics Education Leadership (3)

In this introductory course, candidates will develop an understanding of the role of mathematics education leaders and the challenges leaders face including implementing national and state standards, increasing mathematics content knowledge of teachers, enhancing the pedagogical skills of teachers, and utilizing and interpreting assessments of student understanding. Course content focuses on students as mathematics learners, teachers as learners, and the design, teaching, and evaluation of inquiry-based lessons.

EDAM 68090 - Mathematics Leadership: Influencing and Facilitating Improvement (3)

In this course, candidates will explore research and practice related to teamwork, interaction, communication, conflict resolutions, and leadership in K-12 schools. Candidates will also examine effective strategies for influencing and facilitating school/district improvement.

EDAM 68095 - Elementary Mathematics Specialists: Influencing and Facilitating Improvement (3)

In this course, candidates will examine the complexities and challenges related to the roles of elementary mathematics specialists including mathematics coaching, mentoring novice teachers, and facilitating professional development. Candidates will explore effective models and strategies related to professional development and working with adult learners.

EDARL - Education: Literacy Education Specialist

EDARL 67000 - Foundations of K-12 Literacy Administration Organization (3)

This course will enable the student to develop an understanding of the role of the literary 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 literary. 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.

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 1990s. 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.

EDL 56000 - The K-12 Library Media Specialist (3)
This course provides an in-depth look at the daily tasks and functions of a library media specialist. From the necessary foundational knowledge of Dewey, genrefication, and the Future Ready Library/National School Library Standards to professional development facilitation this course will prepare students for the rest of their journey through the School Library program.

Offered: Fall/Spring.

EDL 56100 - Management of the Library Media Center (3)
Even as the library shifts from a traditional focus on books, catalog searches, and references sections to automated systems for nearly everything, there are many procedures and practices that are specific to the library media center. This course will cover the selection and acquisition of materials to create a fair and balanced collection, maintenance of the library collection, cataloging and classification, and library management systems.

Offered: Fall/Spring.

EDL 56200 - PK-YA: Literature at all Levels (3)
Making book recommendations is an integral part of the librarian's day. From knowing what to recommend next to a voracious reader or being able to suggest something high-interest to a reluctant reader, the librarian must have thorough knowledge of the library collection, as well as popular authors, book genres, and the latest craze in YA literature. This course will cover all levels of literature, as well as book awards, and promoting literature through book talks and more.

Offered: Fall/Spring.

EDL 56300 - The Digital Librarian (3)
The modern librarian is not only responsible for providing access to content, but also as a source for making connections between students, teachers, and appropriate and authentic audiences. The world increasingly demands critical thinkers and problem solvers, the librarian is in a position to provide guidance and options for presenting and disseminating curated knowledge in relevant and meaningful ways. This course will examine librarians as an important source of digital education: teachers of digital citizenship and ethical use and tools for educational technology. As the role of librarians continues to evolve, this digital responsibility extends to providing a digital presence for the library program, and making communication with stakeholders and the school community a priority.

Offered: Fall/Spring.

EDL 56400 - Collaboration, Curriculum, and Learning Diversity (3)
This course will focus on the necessity of collaboration between the librarian and classroom teachers in order to create strong curricular ties and instructional partnerships. Students will also discover the many ways the librarian can help provide learning tools and resources for the diverse range of students and learning styles found in a classroom.

Offered: Fall/Spring.

EDL 56500 - Real World Literacy (3)
In a time of constant and never-ending access and exposure to all kinds of media, it has never been more important to

be able to discern fact from fiction and have the ability to process information. This course will look at the way informational sources are created, used, and how the library plays an important role in helping students discern validity, reliability, and authenticity. One section of this class will offer an experiential learning opportunity for students.

Offered: Summer.

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)
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.

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.

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.

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.

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.

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.

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.

EDRL 53000 - Assistive Technology and Structured Literacy (3)
This course will include a book study and discussion of phonemic and structured literacy (phonemic awareness, phonics, fluency and metacognition) appropriate for struggling readers as well as an exploration of the available assistive technology and tools designed to help meet the needs of struggling readers.

Offered: Fall/Spring.

EDRL 57100 - Pedagogy for Effective Literacy Practices (3)
This course will enable the Reading Specialist K-12 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, reading/writing (print and non-print). Topics will include, but are not limited to, brain-research and literacy, multi-model literacy, structured and balanced literacy interventions, culture, diversity, and gender issues impacting literacy as well as meeting the needs of students with Dyslexia. Learners will be able to apply in-depth knowledge of the area of literacy to meet the needs of all learners.

Offered: Fall/Spring.

EDS - Education: Special Education Cross-Categorical K-12

EDS 50200 - Behavior Management (3)
This course is designed to increase the 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.

Prerequisite: EDU 51500.

EDS 51610 - Speech and Language Development, Acquisition, and Intervention (3)
This course is designed to increase student knowledge regarding the identification of typical and atypical language development and acquisition for young children and elementary students, particularly in the areas of syntax, semantics, and morphology. Students will follow research-based and evidence-based theoretical models as they develop a hypothetical Tier 2 intervention plan and activities to enhance or support language skills.

Prerequisite: EDU 50200; EDU 51500; EDU 50410 or EDU 54100. Offered: Fall/Spring/Summer.

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, itinerate 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: EDU 50410 or EDU 54100; EDU 51500; EDU 52210.

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.

Prerequisite: EDU 50410 or EDU 54100; EDU 51500; EDU 52210.

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.

Prerequisite: EDU 50410 or EDU 54100; EDU 51500; EDU 52210.

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.

Prerequisite: EDU 50410 or EDU 54100; EDU 51500; EDU 52210.

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.

Prerequisite: EDU 50410 or EDU 54100; EDU 51500; EDU 52210.

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: EDU 51200; EDU 51500; EDU 52110 or EDU 52210.

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.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Offered: Spring.

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.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Offered: Spring.

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.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Offered: Fall.

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.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Offered: Fall.

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 50200; EDS 56100; EDU 50410 or EDU 54100. Offered: Fall.

EDS 57100 - Transitioning to the IEP: Working with Families to Navigate the Early Intervention Process (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 50200; EDS 56100; EDU 50410 or EDU 54100. Offered: Fall.

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.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Offered: Spring.

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/Spring.

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/Spring.

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.

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.

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.

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 (Updated July, 2017). Students will gain a thorough understanding of the PECC which will allow them the necessary knowledge to conduct themselves in a professional and ethical manner. 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. Students will discuss the IRB process and professional issues when consulting with families or other stakeholders. This course covers Section 2E 1-10 of the BACB Fifth Edition Task List and satisfies the requirement that verified course sequences include a freestanding course on behavior analytic ethics. This course also contains the key assessments for EdS Standard 4, Quality Indicators 1 and 2 as well as Standard 5 Quality Indicator 1. EdS students will complete a self-evaluation of their professional skills in relation to collaboration with families, community members, community resource providers, and school district personnel.

EDS 61000 - Concepts and Principles of Behavior Analysis (3)
In this course students will focus on the basic concepts and principles of behavior analysis. It will include: basic and complex schedules of reinforcement, positive and negative punishment contingencies, automatic and socially mediated contingencies, operant extinction, stimulus control, discrimination, generalization, and maintenance. In addition the course will cover unconditioned, conditioned, and generalized reinforcers and punishers as well as motivating operations. The learning objectives are aligned Section 1B 5-12 of the BACB Fifth Edition Task List. This course meets the BACB requirement that there be a freestanding concepts and principles course in each verified course sequence. Students will interview a BCBA who does not work in their fieldwork site about their current position and how they use the concepts and principles of ABA in their work and professional practice. Lab fee required.

EDS 61100 - Philosophical Foundations of Behavior Analysis and Introductory Concepts (3)
This course covers the philosophical underpinnings of behavior analysis including the goals of behavior analysis as a science (i.e. description, prediction, control), philosophical assumptions underlying the science of behavior analysis (e.g. selectionism, determinism, empiricism, parsimony, pragmatism), and the radical behaviorism perspective. Students will distinguish among behaviorism, experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Introductory concepts will be introduced including the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) along with definitions and examples of behavior, response, response class, stimulus, stimulus class, respondent conditioning, operant conditioning, and positive and negative reinforcement contingencies. EdS students will complete a reflection that communicates the influence and potential of behavior analysis in relation to: a larger context such as educational policy, laws and the legal system,

client/student rights and advocacy, or fad/psuedoscientific treatments. This reflection must be uploaded to Foliotek and is the key assessment of Standard 6 QI 1-3. This course covers Section 1 A1-5 and Section 1 B 1-4 of the BACB Fifth Edition Task List.

Offered: Fall.

EDS 62000 - Advanced Research Methods in Behavior Analysis (3)
This course will enable the student to understand and conduct behavior analytic research. First students will describe advantages of single-subject experimental designs compared to group designs, use multiple single subject experimental designs (e.g. reversal, multiple baseline, multielement, changing criterion), and describe rationales for conducting comparative, component, and parametric analyses. Second, students will demonstrate practical applications of these designs by using positive and negative reinforcement procedures to strengthen behavior, using interventions based on motivating operations and discriminative stimuli, establishing and using conditioned reinforcers, and using stimulus and response prompts and fading in their research. Based on Section 1 D4-6 and Section 2 G1-4 of the BACB Fifth Edition Task List. Students will complete a reflection paper on the theoretical foundations of their thesis proposal. This will be used as the key assessment for EdS Standard 8, QI 1-2. Reflection papers must be uploaded to Foliotek for review by the instructor.

EDS 62100 - Measurement, Data Display and Interpretation & Experimental Design (3)
This course introduces students to foundational research concepts in applied behavior analysis including: operational definitions, direct, indirect, and product measures of behavior, procedures for measuring occurrence (e.g. frequency, rate, percentage), procedures for measuring temporal dimensions (e.g. duration, latency, interresponse time), procedures for measuring form and strength (e.g. topography, magnitude), and procedures for measuring trials to criterion. Students will learn to design and implement sampling procedures (i.e. interval recording, time sampling), evaluate the internal validity, external validity, and reliability of measurement procedures, select an appropriate measurement system based on contextual and pragmatic variables, graph data to communicate relevant quantitative dimensions (e.g. equal-interval graphs, bar graphs, cumulative records), and interpret graphed data using visual analysis. Students will identify dependent variables, independent variables, defining features of single subject experimental designs, and the differences between single subject and group experimental designs. These concepts will be applied to a self-management project completed during the course. EdS students will complete a brief literature review to identify five behaviors related to advanced leadership skills. They

will create a measurement system designed to collect data on one of these behaviors and use this system to complete their self-management project. This course meets the BACB requirement that verified course sequences include a freestanding course on these topics. The course covers Section 2C1-11, D1-3, and G20. Lab fee required.

 Offered: Fall.

EDS 63000 - Behavior Change Procedures for Applied Behavior Analysis (3)

This course examines fundamental elements of behavior change and the selection and implementation of behavior analytic interventions. Students will learn to use: modeling and imitation training, shaping, chaining, discrete-trial, free-operant, and naturalistic teaching arrangements, equivalence-based instruction, as well as high-probability instructional sequences. In addition, this course will explore the use of reinforcement procedures to weaken behavior (e.g. DRA, FCT, DRO, DRL, NCR), operant extinction, positive and negative punishment (e.g. time-out, response cost, overcorrection), token economies, group contingencies, contingency contracting, and self-management strategies. Students will state intervention goals in observable and measurable terms, identify potential evidence-based interventions, recommend intervention goals based on contextual and environmental variables, alternative functionally-equivalent behaviors for increase, plan for unwanted effects of reinforcement, extinction, and punishment procedures, and monitor client progress and treatment integrity. Based on Sections 2 G5, G7-9, G12-20, and H1-6 of the BACB Fifth Edition Task List. Students will complete the key assessment for EdS Standard 2, Quality Indicator 1. Specifically, EdS students will write a reflection paper discussing the impact of classroom culture on their choice of intervention strategies discussed in class.

EDS 63100 - Verbal Behavior Concepts and Applications to Behavior Change Procedures (3)

In this course, students will learn behavior analytic perspectives on language and communication. This approach, called verbal behavior, will then be applied to specific behavior change procedures. The course explores concepts such as rule-governed behavior, derived stimulus relations, and the main verbal operants in behavior analysis. Students will use instructions and rules, simple and conditional discriminations, and Skinner's analysis to influence verbal behavior, promote stimulus and response generalization, and promote maintenance. Within the context of verbal behavior change procedures, students will make data-based decisions about the effectiveness of their interventions, the need for treatment, and the need for ongoing services. The course will introduce strategies for interdisciplinary collaboration and working with other language and communication professionals who support and/or provide services to clients. The course covers

Section 1 B 13-15 and Section 2 G6, G10-11, G21-22, and H7-9 of the BACB Fifth Edition Task List. Education Specialists will complete requirements related to Standard 2, Quality Indicator 2. Education Specialist candidates will complete a training protocol and reflection on interdisciplinary collaboration as it applies to verbal behavior change procedures.

 Offered: Fall.

EDS 64000 - Observation and Assessment in Behavior Analysis (3)

Students will learn to conduct assessments relevant to the development of individual behavior change plans. Topics covered include: record review, determination of the need for behavior analytic services, identification and prioritization of socially significant behavior change goals, assessments of skill strengths and deficits, and interpretation of functional assessment data. Students will conduct preference assessments, descriptive assessments, and a functional analysis. Based on Section 2F 1-9 of the BACB Fifth Edition Task List. Students will write a short proposal for an alternative to a traditional FA that would be more appropriate in a school setting. This will include identifying legal and ethical barriers to traditional FAs in schools. (rubric) This will be used as part of the EdS Emphasis in BA assessment report and is the key assessment for Standard 5 QI1.

EDS 66100 - Behavior Analysis Concentrated Fieldwork I (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically in sections I and II. This course contains the key assessment for EdS students related to Standard 4, Quality Indicator 3. EdS students will upload their community resource list and reflection to Foliotek for evaluation by the instructor. These will be used in the program's assessment report. Lab fee required.

 Offered: Spring.

EDS 66400 - Behavior Analysis Concentrated Fieldwork IV - Distance Learning (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including

supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically sections V and VI. Lab fee required. EdS students will generate a professional development plan aligned with the PECC and based on their field evaluations over the length of the program Standard 2, QI 3; EdS students will generate a professional development plan aligned with the PECC and based on their field evaluations over the length of the program Standard 7 QI 1.

Offered: Spring.

EDS 68100 - Behavior Analysis Fieldwork I - Distance Learning (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically in sections I and II. This course contains the key assessment for EdS students related to Standard 4, Quality Indicator 3. EdS students will upload their community resource list and reflection to Foliotek for evaluation by the instructor. These will be used in the program's assessment report. Lab fee required.

EDS 68400 - Behavior Analysis Fieldwork IV - Distance Learning (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline; specifically sections V and VI. Lab fee required.

Offered: Spring.

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 (Updated July, 2017). Students will gain a thorough understanding of the PECC which will allow them the necessary knowledge to conduct themselves in a professional and ethical manner. 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. Students will discuss the IRB process and professional issues when consulting with families or other stakeholders. This course covers Section 2E 1-10 of the BACB Fifth Edition Task List and satisfies the requirement that verified course sequences include a freestanding course on behavior analytic ethics.

EDSBA 51000 - Concepts and Principles in Behavior Analysis (3)

In this course students will focus on the basic concepts and principles of behavior analysis. It will include: the principles of operant conditioning including basic and complex schedules of reinforcement, positive and negative punishment contingencies, automatic and socially mediated contingencies, operant extinction, stimulus control, discrimination, generalization, and maintenance. In addition the course will cover unconditioned, conditioned, and generalized reinforcers and punishers as well as motivating operations. The learning objectives are aligned Section 1B 5-12 of the BACB Fifth Edition Task List. This course meets the BACB requirement that there be a freestanding concepts and principles course in each verified course sequence. Lab fee required.

EDSBA 51100 - Philosophical Foundations of Behavior Analysis and Introductory Concepts (3)

This course covers the philosophical underpinnings of behavior analysis including the goals of behavior analysis as a science (i.e. description, prediction, control), philosophical assumptions underlying the science of behavior analysis (e.g. selectionism, determinism, empiricism, parsimony, pragmatism), and the radical behaviorism perspective. Students will distinguish among behaviorism, experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Introductory concepts will be introduced including the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) along with definitions and examples of behavior, response, response class, stimulus, stimulus class, respondent conditioning, operant conditioning, and positive and negative reinforcement contingencies. This course covers Section 1 A1-5 and Section 1 B 1-4 of the BACB Fifth Edition Task List.

Offered: Fall.

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

This course will enable the student to understand and conduct behavior analytic research. First students will describe advantages of single-subject experimental designs

compared to group designs, use multiple single subject experimental designs (e.g. reversal, multiple baseline, multielement, changing criterion), and describe rationales for conducting comparative, component, and parametric analyses. Second, students will demonstrate practical applications of these designs by using positive and negative reinforcement procedures to strengthen behavior, using interventions based on motivating operations and discriminative stimuli, establishing and using conditioned reinforcers, and using stimulus and response prompts and fading in their research. Based on Section 1 D4-6 and Section 2 G1-4 of the BACB Fifth Edition Task List.

EDSBA 52100 - Measurement, Data Display and Interpretation & Experimental Design (3)
This course introduces students to foundational research concepts in applied behavior analysis including: operational definitions, direct, indirect, and product measures of behavior, procedures for measuring occurrence (e.g. frequency, rate, percentage), procedures for measuring temporal dimensions (e.g. duration, latency, interresponse time), procedures for measuring form and strength (e.g. topography, magnitude), and procedures for measuring trials to criterion. Students will learn to design and implement sampling procedures (i.e. interval recording, time sampling), evaluate the internal validity, external validity, and reliability of measurement procedures, select an appropriate measurement system based on contextual and pragmatic variables, graph data to communicate relevant quantitative dimensions (e.g. equal-interval graphs, bar graphs, cumulative records), and interpret graphed data using visual analysis. Students will identify dependent variables, independent variables, defining features of single subject experimental designs, and the differences between single subject and group experimental designs. These concepts will be applied to a self-management project completed during the course. This course meets the BACB requirement that verified course sequences include a freestanding course on these topics. The course covers Section 2C1-11, D1-3, and G20. Lab fee required.

Offered: Fall.

EDSBA 53000 - Behavior Change Procedures for Applied Behavior Analysis (3)
This course examines fundamental elements of behavior change and the selection and implementation of behavior analytic interventions. Students will learn to use: modeling and imitation training, shaping, chaining, discrete-trial, free-operant, and naturalistic teaching arrangements, equivalence-based instruction, as well as high-probability instructional sequences. In addition, this course will explore the use of reinforcement procedures to weaken behavior (e.g. DRA, FCT, DRO, DRL, NCR), operant extinction, positive and negative punishment (e.g. time-out, response cost, overcorrection), token economies,

group contingencies, contingency contracting, and self-management strategies. Students will state intervention goals in observable and measurable terms, identify potential evidence-based interventions, recommend intervention goals based on contextual and environmental variables, alternative functionally-equivalent behaviors for increase, plan for unwanted effects of reinforcement, extinction, and punishment procedures, and monitor client progress and treatment integrity. Based on Section 2 G5, G7-9, G12-20, and H1-6 of the BACB Fifth Edition Task List.

EDSBA 53100 - Verbal Behavior and Applications to Behavior Change Procedures (3)
This approach, called verbal behavior, will then be applied to specific behavior change procedures. The course explores concepts such as rule-governed behavior, derived stimulus relations, and the main verbal operants in behavior analysis. Students will use instructions and rules, simple and conditional discriminations, and Skinner's analysis to influence verbal behavior, promote stimulus and response generalization, and promote maintenance. Within the context of verbal behavior change procedures, students will make data-based decisions about the effectiveness of their interventions, the need for treatment, and the need for ongoing services. The course will introduce strategies for interdisciplinary collaboration and working with other language and communication professionals who support and/or provide services to clients. The course covers Section 1 B 13-15 and Section 2 G6, G10-11, G21-22, and H7-9 of the BACB Fifth Edition Task List.

Offered: Fall.

EDSBA 54000 - Assessment in Applied Behavior Analysis (3)
Students will learn to conduct assessments relevant to the development of individual behavior change plans. Topics covered include: record review, determination of the need for behavior analytic services, identification and prioritization of socially significant behavior change goals, assessments of skill strengths and deficits, and interpretation of functional assessment data. Students will conduct preference assessments, descriptive assessments, and a functional analysis. Based on Section 2F 1-9 of the BACB Fifth Edition Task List.

EDSBA 55000 - Performance Diagnostics, Supervision, and Organizational Behavior Management (3)
This course covers two content areas: 1. Personnel Supervision including reasons for using behavior-analytic supervision, potential risks of ineffective supervision, establishing clear performance expectations for the supervisor and supervisee, selection of supervision goals, and evaluation of the effects of supervision. 2.

Performance Management which includes training personnel to competently perform assessment and intervention procedures, using performance diagnostics to identify variables affecting performance, and using function-based strategies to improve performance. Students will use performance monitoring, feedback, and reinforcement systems in an organizational behavior management context. Based on Section 2 I1-8 of the BACB Fifth Edition Task List.

EDSBA 56000 - Master's Thesis - Behavior Analysis Program (3)
Students will review the principles of behavior analysis and work towards achieving fluency in preparation for the BCBA exam. Students will complete an applied research project on a behavior analytic topic of their choice either at an individual or organizational level, analyze the data, and prepare a report.

EDSBA 56100 - Behavior Analysis Concentrated Fieldwork I (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outlined specifically in sections I and II. Lab fee required.

Offered: Spring.

EDSBA 56200 - Behavior Analysis Concentrated Fieldwork II (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically section III. Lab fee required.

Offered: Summer.

EDSBA 56300 - Behavior Analysis Concentrated Fieldwork III (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No

fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically section IV. Lab fee required.

Offered: Fall.

EDSBA 56400 - Behavior Analysis Concentrated Fieldwork IV (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically sections V and VI. Lab fee required.

Offered: Spring.

EDSBA 58100 - Behavior Analysis Fieldwork I - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically in sections I and II. Lab fee required.

Offered: Spring.

EDSBA 58200 - Behavior Analysis Fieldwork II - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically section III. Lab fee required.

Offered: Summer.

EDSBA 58300 - Behavior Analysis Fieldwork III - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours towards their total of 1500 BCBA hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20

hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically section IV. Lab fee required.

Offered: Fall.

EDSBA 58400 - Behavior Analysis Fieldwork IV - Distance Learning (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically sections V and VI. Lab fee required.

Offered: Spring.

EDSBA 58600 - Behavior Analysis Fieldwork Continuation (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA supervisor. Students will complete fieldwork hours towards their total required experience hours as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Students should enroll in this course if they have completed the requirements for the Master's in Behavior Analysis degree but have not accrued enough supervised experience hours to be eligible to apply for the BCBA exam.

Added after publishing - July addendum 07/01/2020**

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 seeking teacher certification. Teacher candidates will review educational law and ethical codes and apply them to classroom scenarios. Teacher candidates will examine the spectrum of diversity in the context of schools. Class presentations covering a variety of education 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.

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; EDU 52110 or EDU 52210.

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 50410 - Human Growth, Development, and the Exceptional Learner (3)

This course introduces and combines principles of human development, educational psychology, and special

education. Teacher candidates will compare the application of methods based on research in cognitive science with those based on principles of behaviorism. Topics include creating positive learning environments and supportive relationships for learning, increasing motivation, problem-solving, assessing student performance, and planning instruction to meet the needs of diverse learners. Teacher candidates will also explore the history of, legal basis for, and contemporary issues in special education. They will examine characteristics of exceptionalities, the referral process, service delivery models, and Individualized Education Programs.

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 51500; EDU 52210.

EDU 50610 - Methods of Teaching Language Arts and Children's Literature (3)
The purpose of this graduate course is to develop competencies about the role of literature in linguistic and communication development. Candidates become familiar with a variety of strategies and materials, including technology to support the development of the following communication processes: listening, speaking, reading, writing, viewing, visually representing, responding, and thinking. Topics explored include: English Language Arts curriculum development; the six-trait writing process; assessment; elements and genres of children's literature; digital, print, contemporary, and classic children's literature. Equity and diversity in literacy research and application will be examined.

 Offered: Fall/Spring/Summer.

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)
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 58700.

EDU 50900 - Analysis and Correction of Reading Difficulties (3)
This course is designed to teach the diagnostic/prescriptive process necessary to deal with students of various levels in the classroom. Teacher candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Teacher candidates also learn to use commercial and teacher-made materials for both assessment and instruction. This course is to be taken concurrently with EDU 50999 for teacher candidates working towards early childhood, early childhood special education, and elementary education certification.

Prerequisite: EDU 50300; EDU 51500. Corequisite: EDU 50999.

EDU 50910 - Instructional Strategies, Techniques and Analysis of Literacy with Practicum (3)
This course provides a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. Teacher candidates will review a variety of reading methodologies, materials, and evaluation items used with readers in the school system, including the diagnostic/prescriptive process necessary to deal with students of various levels in the classroom. Teacher candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Teacher candidates also learn to use commercial and teacher-made materials for both assessment and instruction. 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. This course includes a 45-hour practicum.

Prerequisite: EDU 50300; EDU 51500. Offered: Fall/Spring/Summer.

EDU 50999 - Practicum: Analysis and Correction of Reading Difficulties (2)
This practicum course is designed for MAT teacher candidates who are working on their initial teaching certificate. This course provides the teacher candidate with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The 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 teacher candidate will be expected to administer, score, and interpret basic assessments and to write case study reports. 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 50300; EDU 51500. Corequisite: EDU 50900.

EDU 51000 - Conceptualization of Education (3)
This course is designed to provide an overview of education from historical, philosophical, and sociological perspectives. Students will expand on their understanding of contemporary education through an investigation of the changing role of educators in current social, political, and economic times using current peer reviewed articles and other open educational resources (OER).

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 51110 - Advanced Educational Psychology (3)
EDU 51110 is an advanced course in educational psychology. The purpose of the course is to promote a depth of understanding about the topics central to the study of educational psychology including development, learning, individual differences, motivation, and assessment. The course also aims to further critical professional competencies including critical reading, academic writing, and online presentation skills through readings, written assignments, online group discussions and online class presentations.

EDU 51200 - Elementary 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 52110 or EDU 52210; Two university level mathematics courses.

EDU 51300 - Survey of Gifted and Talented Education (3)
This course includes entry-level concepts and is a prerequisite for future study in the field. The course introduces students to basic terminology, theories, and general approaches and encompasses the following broad aspects of the field: history; major research; philosophy; definitions; cognitive, social and emotional characteristics and needs of the gifted; types and levels of giftedness; broad-based identification procedures; general program issues, approaches; special populations; teacher characteristics and competencies.

EDU 51310 - Instructional Design in Math, Science and Social Studies (3)
This course provides a survey of approaches in teaching and lesson design for content areas of mathematics, science and social studies. Teacher candidates will write a variety of lessons following the Missouri Learning Standards, NCTM standards, relevant Next Generation Science standards including STEM relationships and tools for science inquiry, and National Curriculum for Social Studies (NCSS) standards. Methodology, techniques, strategies, and materials appropriate to the content areas investigated.

Prerequisite: EDU 51500; EDU 52200. Offered: Fall/Spring/Summer.

EDU 51400 - Introduction to Family and Community Involvement for the Young Learner (3)
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).

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51500 - Teacher Education Seminar I (0-3)
This course orients students to the requirements of the teacher education program and field experiences. Students will be required to purchase Foliotek, an electronic portfolio system, if they have not already done so. Students must have earned a minimum of nine EDU/EDS coursework credits, and a minimum GPA to be accepted into the teacher education program and to pass this course. If students do not pass this course, they will not be allowed to enroll in many upper level education courses. This course is graded on a Pass/Fail basis.

Prerequisite: EDU 50000. Offered: Fall/Spring.

EDU 51600 - Language Acquisition and Development for Young Children (3)
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.

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51700 - Introduction to Early Childhood/Early Childhood Special Education (3)
Graduate students are expected to complete research-based projects related to relevant early childhood/early childhood special education topics designed for increased outcome and rigor. Teacher Candidates incorporate a description, analysis, and reflection (DAR) format as a means of synthesizing research and developing new ideas. A 30-hour practicum is embedded in this course and includes 15 hours in an infant/toddler classroom and 15 hours in a preschool to third grade classroom.

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51900 - Elementary Science Methods (3)
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; EDU 52110 or EDU 52210.

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 teacher candidates to examine the specific techniques and procedures for effective teaching at the secondary level. Teacher candidates will examine requirements to design logical, engaging, and rigorous lessons that meet the needs of all learners. In class collaboration and consultation with colleagues will encourage exploration of several approaches for planning lessons including, but not limited to: direct teaching model, student-centered model, technology integration, and the co-teaching model. Teacher candidates will apply Blooms Taxonomy and Depth of Knowledge as related to lesson plan objectives, questions, and assessments. The teacher candidate will examine and implement appropriate instructional strategies within demonstration lessons and review current peer-reviewed literature. 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.

EDU 52210 - Elementary Teaching and Technology (3)
This course will allow teacher candidates to examine the specific techniques and procedures for effective teaching at the elementary level. 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 explore various approaches for planning lessons including the direct teaching and co-teaching models. Teacher candidates will apply Bloom's Taxonomy as related to lesson plan objectives and assessments in planned lessons. The technology examined will review and/or introduce 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.

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 30900 or EDU 50900; EDU 51500.
Corequisite: 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.

Prerequisite: EDU 51500; EDU 52210.

EDU 52500 - Introduction to Perceptual and Motor Development (3)
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 52110, EDU 52210, or PE 15000.

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 - Concepts of Cognitive Curriculum in Early Childhood Education (3)
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; EDU 52210.

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 (3)
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.

Prerequisite: EDU 51500; EDU 52210.

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.

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. Lab fee required.

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.

EDU 53530 - Secondary Methods of Teaching Science (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53531 - Secondary Methods of Teaching Mathematics (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53532 - Secondary Methods of Teaching Modern Languages (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will

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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53533 - Secondary Methods of Teaching Art (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. Lab fee required. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53534 - Secondary Methods of Teaching English (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53535 - Secondary Methods of Teaching Social Sciences (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53536 - Secondary Methods of Teaching Business Education (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53537 - Secondary Methods of Teaching Speech and Theatre (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53538 - Secondary Methods of Teaching Music (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53539 - Secondary Methods of Teaching Technology and Engineering (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53540 - Secondary Methods of Teaching Physical Education (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53541 - Secondary Methods of Teaching Health Education (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53572 - Secondary Methods of Teaching Dance (3)
This graduate level course examines a variety of teaching methods in middle 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. As a culminating project, teacher candidates will 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. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

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 require teacher candidates to examine and implement differentiated instruction in the middle school and high school classroom settings. The teacher candidate will examine co-teaching models, including the roles of and responsibilities of each participant. 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. This course requires a 45-hour mid-level field experience. Teacher candidates will investigate student behaviors, research-based methodologies, and create management plans based on simulated classrooms.

Prerequisite: EDU 51500; EDU 52110.

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 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; EDU 52210.

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 54510 - Pre K-8 Health, Physical Education, and the Arts (3)
This course focuses upon health, physical education, nutritional requirements, safety precautions, first aid techniques and emergency procedures of the young child. This course also explores design methods and competencies for teaching music, movement, and art. This course will review principles of instruction to accommodate students from diverse backgrounds and 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. This graduate level course will require teacher candidates to create a cross-curricular lesson plan around a central theme or genre and a written research component. Lab fee required.

Offered: Fall/Spring/Summer.

EDU 54600 - Instructional Design for K-12 e-Learning (3)
In this course, students will master the essential elements of design for e-learning environments. They will examine current learning theories and research-based principles of online learning. They will select appropriate technologies to achieve learning goals while also analyzing different approaches to course structure and ways to organize distance learning units. They will construct a comprehensive online course outline and schedule that is effective for a wide range of learners, and investigate methods to evaluate course quality through established rubrics and assessment criteria.

Added after publishing - July addendum 07/01/2020**

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 54800 - Engaging and Assessing K-12 Students in e-Learning (3)
In this course, students will become proficient in various tools and strategies used to engage and assess K-12 students in e-Learning. They will learn how to use the features of multiple video-conferencing platforms to effectively promote whole-class, small-group, individual interactions, and communicating with parents and families. They will learn how to identify and skillfully manage instructional resources to foster learning, and they will learn effective techniques of authentic assessment in a virtual environment.

Added after publishing - July addendum 07/01/2020**

EDU 54900 - Practicum: Gifted Education (3)
This course involves the application of knowledge, skills, and competencies delineated in the five basic areas of study: survey; program planning and development; screening, assessing, and evaluating; instruction; meeting the affective needs of the gifted and talented. A practicum will be individualized to address the needs, abilities; and prior educational and professional experiences of the students and focus on designing and evaluating curriculum and instruction methods that enhance the specific learning styles of students who are gifted. Individual conferences and group meetings will provide opportunities to share and discuss problems and solutions encountered during the practicum.

EDU 55000 - Graduate Practicum (2-6)
This course is an elective graduate course with credit from two to six hours. The work to be done will be based on the number of credit hours selected. In all cases, the study will involve work in an educational setting, generally a school system where the student is employed or where full cooperation will be extended to the student.

EDU 55100 - Early Childhood Screening, Diagnosing and Prescribing Instruction (3)
This course 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; EDU 51700; EDU 52210.

EDU 55300 - Elementary 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. 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 52110 or EDU 52210.

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 for current or aspiring high school Business and Marketing teachers. It is designed to prepare the teacher candidate to plan, organize, deliver, supervise and

evaluate a variety of community-based opportunities within Cooperative work experiences (work-program). Teacher candidates will leave this course with the knowledge of state and national requirements, documents and contacts needed to supervise and manage an effective vocational work program. Student will develop a learning management system for a school's cooperative work experience program.

Prerequisite: EDU 51500.

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. Students will also develop a Unit Plan of instruction. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 56700 - Curriculum for Marketing Education (3)
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.

EDU 57000 - Educational Research (3)
This course is designed to engage practitioners in the collection, evaluation, and interpretation of educational research for use in a variety of educational practices. The student will investigate the basis of educational research, along with pertinent methods of data collection and analysis of both quantitative and qualitative research results. Emphasis will be placed on research problems, designs, and findings in the student's selected area of concentration. Students will be expected to demonstrate their ability to narrow a research topic, complete accepted scholarly search strategies, identify and synthesize research articles, and correctly format a literature review using established APA guidelines.

EDU 57300 - Implementing Vocational Business Education Programs (3)
This course fulfills the necessary requirements for DESE to become vocationally certified for Business High School teachers. After successful completion of this class, the student will be qualified for Business Vocational Education Certification. This class covers the procedure to begin, expand, and continue vocational business classes within the school. The process of conducting a Vocational Business Education Program class within a high school setting will be addressed, researched, and reflected upon.

Prerequisite: EDU 51500.

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/Spring.

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.

 Offered: Fall.

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 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. 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.

EDU 58110 - LindenTeach Internship (3)
This course was designed to supplement the teaching experience in regional partner districts. Teacher candidates will engage in supervised, professional field experiences and will utilize reflective practices to improve their teaching. The course will support the development of the professional knowledge, skills and disposition of the teacher candidate. This course consists of observations, individual conferences, and supervised teaching experiences in an early childhood, elementary middle and/or secondary school setting while enrolled in a LindenTeach seminar course. The course provides candidates with the opportunity to experience the role of a substitute-teacher in a real school setting. Candidates will utilize researched based instructional strategies while teaching. Candidates will be responsible for maintaining a

well-managed, positive learning environment for PK-12 students, and will develop and implement lesson plans that adhere to the Missouri Educator Evaluation System standards and expectations. Teacher candidates enrolled in this program must meet all of the requirements as listed in the application, and must be accepted into the LindenTeach program in order to take this course. The teacher candidate is responsible for arranging and paying the expense of transportation to and from the assigned school for this experience. Teacher candidates must participate in a pre-teaching experience prior to the official start of the university semester for this program. Please see the Lindenwood School of Education website for complete information on the LindenTeach application process. This course is repeatable for credit for a maximum of six credit hours.

Prerequisite: EDU 51500.

EDU 58200 - The Integrated Literature Curriculum (3)
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 examined 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.

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. Teacher candidates will research a self-selected topic and create a scholarly paper.

Prerequisite: EDU 54310 or EDU 54410.

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 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.

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)
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.

EDU 58910 - Middle School Philosophy, Curriculum, and Instruction (4)
This course examines the philosophy of middle school 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 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 51500; EDU 52110.

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 (8)
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.

Prerequisite: EDU 51500; EDU 54310 or EDU 54410; EDU 58404.

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.

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; MRKT 55010.

ENTR 57540 - 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. Lab fee may be required.

Prerequisite: MGMT 56010. Cross-Listed as: INTL 58050.

*Added after publishing- July addendum 07/01/2020**

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 Lindenwood OASIS 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 & Professional Writing for Business 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.

EPB 50101 - Academic & Professional Writing for Business Students I (3)
This course is designed to develop graduate students' language and writing abilities within academic and professional genres. Topics will include writing coherence, logic, and processes; audience and situation awareness; development and support of ideas; and language formality and accuracy.

EPB 50102 - Academic & Professional Writing for Business Students II (3)
This course is designed to introduce graduate business students to the conventions and expectations of academic and professional writing and to develop their abilities to follow those conventions. Particular emphasis will be given to research writing, style, and organization. Additional topics will include best practices for creating clear, concise, and effective professional writing.

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.

FBD - Fashion Business and Design

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 51700 - Digital Apparel Production Management (3)
The purpose of this online graduate course is to introduce students to Apparel Production Management. Through the course the students will familiarize themselves with the supply chain from design concept to finished garments. Students will also learn about Technical Packages and how to build one for themselves. Graduate students will also conduct research about product management, global supply change and the environmental impact of the industry.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 55310 - 3D Fashion Design and Technology (3)
The purpose of this course is to teach students how to design fashions utilizing 3D digital software and

equipment. Students will learn to use and explore; Modular Design, 3D Simulation & Layer, 3D Garment Edit, 3D Arrangement, 2D Pattern Design, Grading, Sewing & Tacking, Fabric, Hardware & trims, Fine-tuning, Avatar, Fit Check, Colorway, Print Layout, Render Image/Video, and Animation (Runway).

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

FBD 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.

Cross-Listed as: ARTH 57200.

FBD 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 1900. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period.

Prerequisite: FBD 57200. Cross-Listed as: ARTH 57300.

FBD 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.

FBD 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.

FBD 58530 - Innovative Luxury Branding and Visual Display (3)
This graduate course focuses on innovative aspects of luxury retail branding, visual merchandising and display, from classic techniques to the most avant-garde developments. This course also reveals how both historic and innovative retailers can optimize their image with target markets through window and interior displays, branding, and new visual merchandising strategies.

FBD 58540 - Global Apparel Buying and Trend Forecasting (3)
This graduate course will focus on advanced buying tasks, identifying and understanding potential customers, creating a six-month merchandising plan, and developing sales forecasts, important retailing trends, including global buying and sourcing, omni-channel retailing, online retailing, mobile technologies, and social media.

FBD 58550 - Global Fashion Sustainability (3)
This course will focus on advanced sustainability and efforts to reduce the harsh impact of fashion manufacturing and consumption around the world.

FBD 58560 - Innovative Fashion Marketing and the Global Consumer (3)
This online graduate course will focus on contemporary marketing practices including; online marketing, social media, video, mobile technologies, in-store technologies, augmented reality, digital spaces and traditional marketing principles, in addition to consumer online buying behaviors, e-commerce, changes in technology, and social issues within the fashion industry.

FBD 58570 - Fashion Writing and Global Communication (3)
This online graduate course will focus on three areas of communication; reading, writing, and speaking about fashion through traditional and electronic means including; newspaper, magazine, radio, TV, social media, and fashion blogging. This course will also, explore various languages used in basic conversation when communicating and traveling to various fashion capitals and conducting business around the world. Specific languages include; Mandarin, Spanish, French, Italian, Japanese, Portuguese, Hindi, Arabic, Russian, German, and Swahili.

FBD 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). Lab fee may be required.

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 52015 - 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. Lab fee may be required.

Prerequisite: FIN 52010. Cross-Listed as: INTL 58020.

Added after publishing - July addendum 07/01/2020**

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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: ECON 53081; FIN 52010; 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; 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. Lab fee may be required.

Prerequisite: ECON 53081; FIN 52010; 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. Lab fee may be required.

Prerequisite: FIN 52010.

FIN 52055 - Research Project in Finance (3)
This course may be considered as a capstone class in the MS Finance program, in which students need to apply prior knowledge from the Investments, Macroeconomic Analysis and Financial Statement Analysis classes in order to complete their report in the Research Project course.

Prerequisite: ACCT 51070; ECON 53085; FIN 52030.

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. Lab fee may be required.

Prerequisite: ECON 53081; 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. Lab fee may be required.

Prerequisite: FIN 52010; 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 Lindenwood OASIS 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)
This 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.

HCA - Healthcare Administration

HCA 53000 - Human Resources in Healthcare (3)
This course presents the techniques and practices behind effective management of people the healthcare profession. It presents the techniques and practices behind effective management of people the healthcare profession on issues of employment law and employee relations, credentialing of healthcare providers, staff recruitment, selection, and retention practices performance management, workforce planning in a rapidly changing healthcare system and nurse staffing in healthcare organizations. Problem-based learning cases will engage students and expand learning comprehension Lab fee may be required.

HCA 53200 - Issues in Public Healthcare Administration (3)
Public health is concerned with threats to the overall health of a community based on population health analysis. Students will learn about public health from both a global and national viewpoint as well as additional topics of disaster preparedness, public policy and research. Disease prevention via behavior and environmental modification along with the cost effectiveness and benefits of public health interventions and technology use will also be reviewed. Lab fee may be required.

HCA 53310 - Administration of Healthcare Law and Case Study Analysis (3)
This course will be an in-depth discussion of case setting precedents in healthcare Law. The scope and perspective of the intricacies of healthcare law will be discussed from a management perspective, as well as liabilities of healthcare institutions as they relate to legal issues. Students will learn to analyze, synthesize, and apply current and previously established political, social, economic, and legal indications in the analysis of legal cases as they relate to predominant healthcare issues. Current precedent setting cases and established cases will be fully explored as they relate to and contrast the evolution of healthcare law. Lab fee may be required.

HCA 53400 - Healthcare Analytics (3)
The healthcare industry is in a state of accelerated transition. The proliferation of healthcare data and its assimilation, access, use, and security are ever-increasing challenges. Data analytics plays an increasingly greater role in healthcare organization. This course presents best practices for controlling, analyzing, and using data. The elements of preparing an actionable data strategy are exemplified on subjects such as revenue integrity, revenue management, and patient engagement. Students will look at different types of analytical tools to help make meaningful decisions that will cut costs, improve efficiency, and ultimately provide better care for patients. Lab fee may be required.

Prerequisite: MGMT 56070, MTH 14100, or MTH 24100.

HCA 53500 - Research Methods in Healthcare (3)
Students will learn how to become critical and intelligent consumers of research literature in healthcare. Guidelines to determine if research is valuable will be presented based upon the appropriateness of research design, methodology, and statistics. Students will learn how to apply knowledge obtained through research to everyday practices in healthcare organizations. Lab fee may be required.

Prerequisite: MGMT 56070, MTH 14100, or MTH 24100.

HCA 53710 - Medical Records, Ethics and the Law of Health Information (3)
This course reviews the accountability for the protection and dissemination of healthcare information and is an invaluable resource for students and practitioners across the health disciplines. This course provides an overview of health information HIPAA Privacy and Security rules, and Health Information Technology for Economic and Clinical Health (HITECH) Act, and the growth in the utilization of electronic record systems. It introduces other laws and organizations that are critical to the management and protection of health information as well as basic concepts such as compliance, uses of information for coding, and cybersecurity. Standards for conduct and ethical uniformity of practice for the Health Information profession and ethical decision-making matrices will be discussed as a guide to understanding the complexity of solving ethical problems. Lab fee may be required.

HCA 55100 - Quality Improvement and Management in Healthcare Organizations (3)
This course reviews the current healthcare system, history of quality, and quality issues specific to health care industry. Students will discuss the integration of quality into the strategic planning process. Students will understand the strategic role of quality in the American health care system. Students will learn domains and dimensions of quality and their integration into operational activities into the healthcare organization and a structured approach for reporting quality performance at multiple

levels of the organization Students will learn that there are parallels between financial performance and quality performance management. Lab fee may be required.

HCA 55200 - Strategic Management and Marketing in Healthcare Organizations (3)

This course provides the student with the ability to look at developing a strategic plan in a changing environment with changing consumer demands. Additionally, students will discuss healthcare marketing and health promotion applications used in various types of Healthcare organizations. Lab fee may be required.

HCA 57710 - Healthcare Finance and Accounting (3)

This course will cover a broad range of topics to include an overview of the healthcare system and evolving reimbursement methodologies; healthcare accounting and financial statements; managing cash, and billing and collections; and an analysis of financing major capital investments. Budgeting and performance measurement and pricing will also be reviewed. Students will discuss production analysis, cost measurement, and internal reporting concepts that are imperative to making informed management decisions. Lab fee may be required.

HCA 57800 - Economics of Health and Medical Care (3)

This course will give students a firm understanding of the relevance of economics to the US health care industry and the economic policies that affect medical care delivery and finance. Students will explore the changing nature of health care and will learn to analyze health policy from a social, political, and economic perspective. Lab fee may be required.

HCA 58050 - Digital Medicine and Healthcare Information Systems (3)

This course is designed to assist today's healthcare professionals and managers with the fundamental knowledge and tools needed to manage information and information resources effectively within a wide variety of health care organizations as well as understand national private sector and government initiatives that have played key roles in the adoption and application of the technologies in health care. Knowledge of these initiatives and mandates shaping the current HIT national landscape provides the background for understanding the importance of the health information systems that are used to promote excellent, cost-effective patient care. Lab fee may be required.

HCA 60100 - Healthcare Administration Capstone (3)

This course examines leadership skills in the context of managing in healthcare organizations. Course content includes strategic thinking, effective communications, team building, and leading in various contexts. While learning about leadership issues, students are required to synthesize the information and skills learned in previous courses through activities such as group projects, case studies, presentations, and research papers. Lab fee may be required.

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. Lab fee may be required.

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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: HRM 56510 or MGMT 56030.

HRM 56555 - Workforce Staffing (3)

This course covers phases of the selection and placement process and includes the interview as a multistage process,

cognitive structures brought to the selection task by applicants and interviewers, and means of improving the interview as an effective selection and recruiting technique. The course will also deal with concerns of designing and conduct of employee reviews. Lab fee may be required.

Prerequisite: HRM 56510.

HRM 56565 - Human Resource Management Analytics (3)

This course sets out new approaches, formulas, and software needed to enable any Human Resource (HR) function or organization to forecast trends and to use existing data to their organization's advantage in order to maximize efficiency and productivity. Students will review software to help them conduct forecasts with certainty to right size any organization. It will emphasize how HR can become a true business partner by rethinking HR's contribution to the organization in the future. Topics include a specific HR strategic model, reshaping of HR to align itself better with the business, and a number of new tools and techniques to aid in creating real financial value to the organization. Lab fee may be required.

Prerequisite: HRM 56510; MGMT 56070, MTH 14100, or MTH 24100.

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. Lab fee may be required.

HRM 56585 - Human Resource Management Capstone (3)

The capstone is the final core requirement and offers an intensive exploration of the applied aspect of human resource strategy, concepts, and methodologies. Working as a team with other students, individuals will apply human resources management solutions to management simulations based upon a real-world organizational setting. Students will apply what they have learned from classes through lecture, discussion, case studies, and examples that emphasize the strategic role that human resource management plays in an organization. Students will experience the role of the HR leader as change agent including the organizational development tools of action research, strategic leadership, consensus building, and core competencies needed to lead effectively in diverse organizations. This course is to be taken during the student's last term of the MS HRM program.Lab fee may be required.

Prerequisite: HRM 56510.

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 Lindenwood OASIS 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.

HS - Health Sciences

HS 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.

HS 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.

HS 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.

HS 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).

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 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.

HS 56500 - CSCS Exam Preparation (3)

This course provides a review of all areas necessary to prepare for the National Strength and Conditioning Association Certified Strength and Conditioning Specialist Exam including administrative duties, facility management and maintenance, fitness program implementation, dietary considerations, and assessment of fitness, conditioning, strength and flexibility. Lab consists of implementation of strength programs, and application of areas used in strength gains. Lab fee required.

HS 57200 - Physiology of Exercise I: Metabolism, Endocrinology, and Biomarkers (3)

An advanced study of energy production and regulation, exercise endocrinology and common biomarkers as they relate to human physiology, health, and performance. Lab fee required.

Offered: Fall.

HS 57600 - Physiology of Exercise II: Cardiorespiratory and Neuromuscular (3)

This course provides detailed instruction in two key areas. The first area will discuss the acute responses and physiological adaptations made by the human cardiorespiratory system in response to all types of exercise in young, aged, athletic, and diseased populations. The second area will discuss the acute responses and physiological adaptations made by the human neuromuscular system in response to all types of exercise in young, aged, athletic, and diseased populations. Lab fee required.

Offered: Fall.

HS 57700 - Physiology of Exercise III: Nutrition & Body Composition Considerations (3)

This course will examine key topics as they relate to fueling demands and nutritional recommendations for sport performance, health, and recovery. Additionally, this course will review several of the common approaches and theories to assess body composition and provide hands-on exposure to collecting, assessing, and evaluating body composition information. Lab fee required.

Offered: Spring.

HS 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.

HS 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.

HS 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: HS 55000.

HS 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.

HS 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.

HS 65000 - Thesis (1-6)
A research project developed, written, and presented under the supervision and guidance of a faculty committee chair and a minimum of two other committee members with expertise in their field of study. This course is repeatable and students must maintain continuous enrollment in thesis until successful defense of their thesis. This is a graduate research course. Course fee: $25.

Prerequisite: HS 54000; HS 54200; last semester of the master's program.

IIT - Information Technology Management

IIT 52100 - Information Technology Law and Ethics (3)
This course examines the federal and state law surrounding telecommunications and technology usage. Also examined is the impact of these laws on corporation and individuals both criminally and civilly. A discussion of ethics in information security will occur around these laws and their results.

IIT 52200 - Data Forensics and Evidence Collection (3)
The rules of digital evidence, as statutory and constitutional law prescribes them, are examined in this course. The long – standing history of proper evidentiary procedure is explored in depth and is made relevant through examination of related Supreme Court cases.

Prerequisite: IIT 56503.

IIT 52300 - Courtroom Testimony and Presentation for IT Managers (3)
The role of courtroom testimony and procedure is examined in this course. The importance of proper case preparation and presentation is carefully examined in this course along with constitutional restrictions on testimony and evidence. Examples from security breached and privacy issues will be used as examples.

IIT 52500 - Network Security (3)
This class will focus on the overarching responsibility of securing a network. It will include both physical security, data security, and a detailed evaluation of managing security in a corporate environment.

IIT 52600 - Current Issues in Network Technology (3)
In this course, the student will research current topics surrounding security by consulting relevant trade journals and the World Wide Web. Developing an awareness of and the ability to effectively communicate a solution to senior management regarding current security risks will be a key component of this class. Some current risks include phishing, identity theft, user awareness, man in the middle attacks, and distributed denial of service attacks.

IIT 52800 - Networking Essentials (3)
This course provides students with fundamental knowledge of networking, different types of networking, networking technologies and their implementation, and what to consider before deploying a particular type of network. It will discuss the OSI reference model, network operating systems, network protocols, transmission media, and topologies. Wireless networks and the concept of Internet of Things will also be explored.

IIT 52900 - IT Compliance, Governance, and Ethics (3)
This course reviews industry accepted standards and the frameworks that provide the cornerstones of IT compliance and management in organizations, which serve as the foundation for the development of IT policies to manage IT resources and the relationship between IT and other organizational entities. Several standards and frameworks will be examined, such as COBIT, ITIL, Zachman, PCI

DSS, ISO 2700 series, NIST 800 series, and others, focusing on how they are used to develop IT policies and procedures to manage and protect organizational IT resources and the relation between IT and other business entities in an ethical fashion.

IIT 53100 - Scheduling, Cost Control, and Estimating Models (3)

This course is an introduction to scheduling, cost control, and estimating techniques and the software available to assure successful project implementation. Such products as Microsoft Project and Excel, COCOMO II, Management Scientist, and others will be used. Understanding work breakdown structures, network diagrams, chart graphics, budget spreadsheets, change control methods, and organizational structures will be paramount.

IIT 53200 - Implementing a Management Control System (3)

The course will cover management functions such as project planning, scope statements, defining networks, cost analysis, risk, critical chain scheduling, product quality, and resource usage. Lifecycle activities including project charters, initial planning, priority, sponsorship, requirements definition, effort decomposition, development, test and integration, close out, and monitoring will be addressed.

IIT 53300 - Systems Approach to Information Technology Projects (3)

In this course students will analyze frameworks and best practices for managing IT projects, including agile and waterfall, to achieve organizational goals and objectives. Topics to be covered include definition of project scope, time and cost, trade-off analysis, cost estimation techniques, and learning curves. Students will define the requirements for a software development or network security deployment project, including the technical requirements; business user requirements; reporting and data requirements; security, access control, and compliance requirements; and/or service level requirements, as applicable for the type of project. Students will also create a project plan for their software development or network security deployment project as their major assignment in the course.

IIT 53400 - Advanced Business Analysis Practices (3)

This course introduces advanced business analysis techniques with an overview of the skills and knowledge required to apply effective tools and techniques using The Business Analyst's Handbook. This course will help students write SMART requirements and will be introduced to BABOK® Knowledge Areas. Students will

also be introduced to UML® Diagrams, Use Case, and Activity Diagrams.

IIT 53500 - Management and Administrative Theory for IT Professionals (3)

This course integrates theory, research, and applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, and leadership styles are examined. In addition, IT and its relationship to other departments is considered.

IIT 53600 - Organizational Behavior for IT Professionals (3)

This course will provide students with an understanding of the field of organizational behavior and a comprehensive analysis of individual and group behavior in organizations as it relates to IT management. Students will examine how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include define organizational behavior, individual and group behavior, motivation, performance management, managing conflict and negotiations, managing organizational change and stress, conflict, power, influence and politics, leadership effectiveness, job design, organizational structure, decision-making, communication and organizational development.

IIT 53700 - Leading IT Professionals (3)

This course introduces students to the theory of leadership which allows leadership to occur regardless of the position of the IT management or non-management person in the company. Topics covered include, diagnosing the situation, managing self, energizing others, and intervening skillfully.

IIT 53800 - Business Communications for IT Professionals (3)

This course is designed to introduce students to the convention and expectations of graduate coursework and to the business and technological communication of IT professionals. Topics will include: academic integrity, academic formatting, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and voice; types of academic, business, and IT writing. The goal of this course is to develop students' abilities to communicate accurately and effectively in their academic and professional careers.

IIT 53900 - Internship Practicum (0)
Students are required to have internship experience by the beginning of their second trimester. Students will keep weekly journal entries to describe their work experiences and reflect on how the concepts learned in class are related to business operations in the IT work environment. Students will write weekly journal entries for one of the courses in which they co-enroll with this course. The journals will be graded and worth 10% – 15% of the co-enrolled course grades. This course is graded on a Pass/Fail basis.

IIT 54100 - Database Integration and Management (3)
This course will explore the management of database integration in the business environment. Database integration is an iterative and ongoing process. An emphasis will be placed on the following areas: treatment of existing data and the standards used with this data, exploration of data standards that are consistent with wider national and international standards, and the role that web access has with integrating and managing database access.

IIT 54200 - New Technology Integration (3)
This course will introduce procedures for integrating new technologies into existing organizational systems. It will focus on the benefits as well as the downfalls of incorporating these technologies in the corporate environment.

IIT 54300 - Enterprise Resource Planning (ERP) (3)
This course will discuss the concepts and practices used to integrate all departments and functions across an organization onto a single computer system that can serve all departments of the organization effectively. ERP combines multiple software systems used throughout the organization into a single, integrated software system running off a single database allowing various departments to more readily share information and communicate.

IIT 54400 - Enterprise Resource Planning and Business Continuity (3)
This course will discuss the concepts and practices used to integrate all departments and functions across an organization onto a single computer system that can serve all departments of the organization effectively. ERP combines multiple software systems used throughout the organization into a single, integrated software system running off a single database allowing various departments to more readily share information and communicate.

IIT 55100 - Elements of Data Warehousing and Mining (3)
This course focuses on business intelligence. It gives a perspective to the major steps in developing and using a data warehouse. The student will create a project plan and business justification for a data warehouse, develop a dimensional data model, develop a data transfer and staging process, and develop a data access process.

IIT 55200 - Data Warehousing Systems (3)
This course teaches that a good dimensional model and its physical database form the hub of a business intelligence data warehouse. This course provides both introductory and advanced concepts and techniques for developing effective dimensional models to support data warehousing and mining.

IIT 55300 - Export, Translation, and Load (ETL) (3)
The basic theme of this course will be how to set up Export/Translation/and Load (ETL) processes to fill a data warehouse from a variety of different existing sources. The student will learn that the ETL process is typically the most time-consuming and misunderstood task in data warehousing and other data integrations. Microsoft SQL Server Integration Service will be used as the ETL tool for workshops and homework assignments.

IIT 55500 - Data Center and Cloud Architecture (3)
This course covers the pros and cons of each service model from the viewpoint of a consumer of cloud services. It will discuss vendor selection and development process for cloud computing initiatives. It will highlight major design considerations in areas such as security, data storage, monitoring, APIs, and more.

IIT 55600 - Applications and Services Best Practices (3)
Using cases and real-world examples, this course discusses the concepts of "everything as a service." A discussion of common applications and services using cloud computing will take place in relation to common business models.

IIT 55800 - Virtualization and Cloud Computing (3)
This course covers virtualization and cloud technologies. Students will learn about different technologies and concepts of cloud and virtualization and their impact on the design and deployment of information technology in organizations. Different models of cloud services and their pros and cons from the viewpoint of the consumer will be examined. Topics discussed include vendor selection and the development process for cloud computing initiatives, highlighting major design considerations such as security, data storage, monitoring, APIs, and more.

IIT 55900 - IT Management Project (3)
In this course, students will study the composition of an effective IT policy for a fictional corporation, based on their internship and previous work experiences and coursework. Students' will use their journal entries from current and previous terms as a resource in developing their IT policy. Students will submit a description and the parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will write an IT policy document to be evaluated for course credit.

IIT 56500 - Business Approach to Cybersecurity (3)
In this course, students will use four of the eight domains of (ISC)^2 CISSP's Common Body of Knowledge (CBK) in information security as a framework to conduct critical analysis and evaluation of the relationship between cybersecurity and business systems. Students will perform a detailed analysis of managing cybersecurity in a corporate environment and how that impacts corporate strategic decision-making and business performance.

IIT 56501 - Cybersecurity Systems and Architectures (3)
In this course, students will use the remaining four of the eight domains of the (ISC)^2 CISSP's Common Body of Knowledge (CBK) in information security as a framework to further analyze and evaluate the relationship between cybersecurity and business systems and focus on the overarching responsibility of securing organizational information assets.

Prerequisite: IIT 56500.

IIT 56502 - Cybersecurity Management Project (3)
In this course, students will study the composition of an effective cybersecurity policy for a fictional corporation based on their experiences from companies they have worked for in the past and knowledge from earlier courses. Students will submit a description and parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will work on the approved project, which will be written as a comprehensive cybersecurity policy document to be evaluated for course credit.

IIT 56503 - Ethical Hacking, Countermeasures, and Forensics Evaluation (3)
In this course, students will build on their experience and knowledge from IIT 56501 and dig further into perimeter defense; application vulnerabilities; threat agents and vectors; the relationship between risk, threat, and vulnerability; and penetration testing concepts. Various

means through which systems are hacked or compromised, countermeasures, and areas such as business continuity and forensics evaluation best practices will also be explored. Lab fee may be required.

Prerequisite: IIT 56501.

IIT 56505 - Secure Application Development (3)
Most, if not all, contemporary cybersecurity issues begin with underlying software problems. Consequently, secure development of software has become more critical than ever to the fight against cybercrimes and other cybersecurity issues. This course exposes students to secure development of applications by exploring implementation of security controls in developing underlying software for applications such as web, mobile, and transactional applications.

Prerequisite: IIT 56501. Offered: Fall/Spring/Summer.

IIT 56504 - Current Issues in Cybersecurity (3)
In this course, the student will research current topics surrounding security by consulting relevant trade journals and the World Wide Web. Developing an awareness of and the ability to effectively communicate a solution to senior management regarding current security risks will be a key component of this class. Some current risks include phishing, identity theft, user awareness, man in the middle attacks, and distributed denial of service attacks.

IIT 56506 - Big Data Analytics (3)
This course will address Big Data, its origins, sources, and data types by category. Tools and methodologies for storage, extraction, transformation and visualization will be identified. Big Data analysis including data mining, machine learning and artificial intelligence applications will be discussed. It will also identify real-world business and social problems that may be solved through Big Data solutions.

Offered: Fall/Spring/Summer.

IIT 56507 - Deploying Business Blockchain Technology (3)
This course discusses the theory and application of Blockchain technology. Blockchain is an emerging technology that is the foundation of the cryptocurrency marketplace. It is now a driver of technology innovation for business in diverse fields such as supply chain, IoT, smart contracts and more. This course is designed to give the student valuable insights into how Blockchain technology can be used and the considerations for deploying business Blockchain projects.

Offered: Fall/Spring/Summer.

IIT 60100 - Information Technology Capstone (3)
This course will be the culminating project for the degree program. The instructor will mentor students and guide

them to completion of a portfolio or other project, demonstrating successful completion of the degree.

IIT 60302 - IT Management and Internship Capstone (3)

This course will tie together components of managing information technology. Students will use the experiences and reflections from previous classes to prepare a paper and a presentation to demonstrate how they will implement the IT policy to ensure efficient usage and protection of corporate IT resources. The paper and the presentation will cover how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Finally, the presentation and the paper will demonstrate students' ability to identify organizational technology needs and how to successfully acquire and deploy the identified technology using the policy. Must be taken upon completion of all coursework or concurrent with last course.

Prerequisite: IIT 55900.

IIT 60303 - Cybersecurity Management and Internship Capstone (3)

This course will tie together components of managing cybersecurity. Students will prepare a paper and a presentation to demonstrate how they will implement the policy document they developed in cybersecurity class. The paper and presentation will show how students can identify organizational cybersecurity technology needs and successfully acquire and deploy that technology using the policy. Finally, the paper and presentation will show how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Must be taken upon completion of all coursework or concurrent with last course.

Prerequisite: IIT 56502.

IIT 60400 - Information Technology Internship (3)

This course will be the culminating project for the degree program. The instructor will mentor students and guide them to completion of an internship, demonstrating successful completion of the degree. Procurement of the Internship site will be the responsibility of the student. Must be taken upon completion of all coursework or concurrent with last course.

IMF - Writing

IMF 51400 - Fundamentals of Writing for the MFA (3)

This course requires intensive study and practice of fundamental writing skills, including the mechanics of writing, grammar basics, and sentence-level editing, as well as foundational literary writing techniques. Students will also study the guidelines and process of workshopping creative writing; students will practice these response techniques through the analysis of published work.

IMF 51500 - Creative Writing for the MFA (3)

This course offers structured practice in poetry and fiction writing for MFA students. The course concerns the development of original work through workshop, writing exercises, and assigned projects.

IMF 51600-51699 - Fiction Genres (3)

This course includes readings in short fiction by major authors working in modes ranging from realistic to abstract. Introduces aesthetic and strategic concepts with a focus on narrative, theme, character, and style.

IMF 51700-51799 - Poetry Genres (3)

Readings in poetry ranging from antiquity to present, with attention to changing forms, styles, and subjects as connected to the cultural experience.

IMF 51800 - Advanced Creative Writing (3)

This course offers advanced practice in poetry and fiction writing for MFA students. The course concerns the development of original work through workshop, writing exercises, and assigned projects.

IMF 52000 - Advanced Poetry Genres (3)

This course offers further readings in poetry ranging from antiquity to present, with attention to changing forms, styles, and subjects as connected to the cultural experience.

IMF 52100-52199 - Focused Poetry Workshop (3)

This course is an intensive poetry writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 52200-52299 - Focused Fiction Workshop (3)

This course is an intensive fiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for literary short fiction.

IMF 52300-52399 - Focused Nonfiction Workshop (3)
This course is an intensive nonfiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for creative nonfiction and journalistic pieces.

IMF 52400 - Focused Scriptwriting Workshop (3)
This course is an intensive scriptwriting workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for film and television scripts.

IMF 52500 - Poetry Writing Workshop (3)
This course serves as a discussion of original poetry with a focus on technique, purpose, and the creative process. Through submission of individual work and development of critical response, students address the question: how does one create and enhance the poem?

IMF 52600 - The Craft of Poetry: Prosody and Language (3)
This course serves as an overview of the machinery of the poem, including imagery, language, rhythm, syntax, form, accessibility, and mood. Focus is given to ways in which these parts produce the overall experience of the poem.

IMF 52700-52799 - Selected Emphases in Poetry (3)
This course is a study of major poets and poetry schools, with attention to evolution of craft and the influence of historical and cultural experience. Emphases may vary from term to term.

IMF 52900 - Advanced Studies Craft of Poetry (3)
This course is an advanced overview of the machinery of the poem, including imagery, language, rhythm, syntax, form, accessibility, and mood. Focus is given to ways in which these parts produce the overall experience of the poem.

IMF 53000 - Advanced Studies in Poetry (3)
This course offers further study of major poets and poetry schools, with attention to evolution of craft and the influence of historical and cultural experience. Emphases may vary from term to term.

IMF 53200 - Advanced Focused Fiction Workshop (3)
This course is intended for students who are at an advanced stage in their writing development; it is an intensive fiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53300 - Advanced Focused Nonfiction Workshop (3)
This course is intended for students who are at an advanced stage in their writing development; it is an intensive nonfiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53400 - Advanced Focused Scriptwriting Workshop (3)
This course is intended for students who have already successfully completed IMF 52400, the Focused Scriptwriting Workshop, and are at an advanced stage in their writing development; it is an intensive scriptwriting workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53500 - Fiction Writing Workshop (3)
This course will serve as a discussion of original short fiction with a focus on thematic purpose and the creative process. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers.

IMF 53600 - Fundamentals of Contemporary Fiction (3)
This course is an exploration of the machinery of the short story and the novel, including narrative arc, theme, character, style, and point of view. Readings and discussions focus on the way each component is employed in both short and long fiction.

IMF 53700-53799 - Selected Emphases in Fiction (3)
This course is a study of major fiction writers and their historical and cultural connection to literature. Emphases may vary from term to term.

IMF 53900 - Advanced Studies Contemporary Fiction (3)
This course is an advanced exploration of the machinery of the short story and the novel, including narrative arc, theme, character, style, and point of view. Readings and discussions focus on the way each component is employed in both short and long fiction.

IMF 54100-54199 - Special Topics Focused Workshop (3)
This course is an intensive writing workshop in a specific genre of writing. Each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 54300-54399 - Genre Fiction as Literature (3)
This literature course focuses on the study and analysis of genre fiction. Emphases studied may include Children's Literature, Young Adult Literature, Romance, Mystery, and Science Fiction/Fantasy. Study will include novels by authors using literary writing techniques and working in modes ranging from realistic to abstract. Introduces aesthetic and strategic concepts with a focus on narrative, theme, character, and style.

IMF 54400-54499 - Genre Fiction Workshop (3)
This craft and workshop course focuses on creation and discussion of original genre fiction with a focus on thematic purpose and the creative process. Workshop pieces may include Children's Literature, Young Adult Literature, Romance, Mystery, and Science Fiction/Fantasy. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers.

IMF 54500 - Creative Nonfiction Workshop (3)
This course is a discussion of original nonfiction pieces, including personal essays, lyric essays, and memoir chapters. Students will focus on incorporating personal experience and both narrative and lyrical elements into a nonfiction piece.

IMF 54600 - The Personal Essay and Memoir (3)
This course will focus on the wellspring of memory and reflection and the employment of narrative in creative nonfiction. Students will discuss a variety of personal essays and at least one memoir, noting the use of voice, character development, sense of place and time, and narrative arc.

IMF 54700 - The Lyric Essay (3)
This course is a study of the intersection of creative nonfiction and poetry, in which poetic devices such as fragment, imaginative language, and line breaks are used to create the nonfiction piece. Students will read and discuss numerous examples of lyric essays.

IMF 55100 - Fiction Craft Foundations (3)
This course is an in-depth study of foundational craft elements for writing literary short fiction. Elements include short story structure and plot arc; use of first, second, and third person in fiction; techniques for character development and effective description; use of dialogue; use of flashback scenes; and study of experimental fiction techniques. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Fiction emphasis for the MFA in writing degree.

IMF 55200 - Creative Nonfiction Craft Foundations (3)
This course is an in-depth study of foundational craft elements for writing literary creative nonfiction. Elements include essay structure for traditional narrative and lyric essays; techniques for development of self as character and effective description; use of dialogue and summary; and inclusion of light learning and research. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in writing degree.

IMF 55300 - Poetry Craft Foundations (3)
This course is an in-depth study of foundational craft elements for writing literary poetry. Elements include classic poetic forms and contemporary poetic style; use of enjambment and stanza breaks for effect; techniques for creative language usage and effective description; development of the poet's voice; and use of thematic references and literary allusions. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Poetry emphasis for the MFA in writing degree.

IMF 55500 - Prose Workshop (3)
This course serves as a discussion of original prose, in which students concentrate on a chosen specialty (fiction or creative nonfiction.) Students pay particular attention to elements that exist in both genres, as well as the application of factual and fictional information in prose.

IMF 55600-55699 - The Prose Collection (3)
This course is a study and analysis of single author collections in fiction and/or creative nonfiction. Emphasis

is given to the ways in which individual stories and essays make up a body of work.

IMF 55700-55799 - The Literary Journal (3)
This course is an overview of literary journal publication, from the submission process as a writer to the production of a journal as an editor. Students examine a variety of literary journals, and some focus is given to evaluation of what makes a poem, story, or essay "publishable."

IMF 55800 - Advanced Studies in Prose (3)
This course offers further discussion of original prose, in which students concentrate on a chosen specialty (fiction or creative nonfiction). Students pay particular attention to elements that exist in both genres, as well as the application of factual and fictional information in prose.

IMF 56000 - Advanced Studies in Literary Journal (3)
This course is an advanced overview of literary journal publication, from the submission process as a writer to the production of a journal as an editor. Students examine a variety of literary journals, and some focus is given to evaluation of what makes a poem, story, or essay "publishable."

IMF 56100 - Classic Foundational Literature: Fiction (3)
This course is an intensive survey and analysis of foundational classic literary fiction and its authors, including study of the schools of literary criticism. Authors studied will include masters of the literary novel and the literary short story form who have contributed important work to the literary canon, such as Austen, Conrad, Joyce, Wharton, and Orwell. This course is highly recommended for students declaring a Fiction emphasis for the MFA in writing degree.

IMF 56200 - Classic Foundational Literature: Creative Nonfiction (3)
This course is an intensive survey and analysis of foundational classic literary creative nonfiction and its authors, including study of literary criticism. Authors studied will include masters of memoir and the literary personal essay who have contributed important work to the history of the form, such as McCarthy, Hemingway, Conroy, and Thurber. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in writing degree.

IMF 56300 - Classic Foundational Literature: Poetry (3)
This course is an intensive survey and analysis of foundational classic literary poetry and its authors, including study of poetic literary criticism. Authors studied will include masters in the field of poetry who have contributed important work to the literary canon, such as Donne, Shakespeare, Blake, Keats, Woodsworth, Eliot, and Yeats. This course is highly recommended for students declaring a Poetry emphasis for the MFA in writing degree.

IMF 56500 - Writing for Publications (3)
Researching and writing short news accounts, brights, and traditional features for newspapers and magazines are the goals of this course.

IMF 56600 - Narrative Journalism (3)
In this course, students will gain practice in the art of literary feature writing, and the use of fiction and storytelling techniques to write nonfiction articles, profiles, and documentary narrative.

IMF 56700 - Readings in Narrative Journalism (3)
This course is a survey of the evolution of journalism traditions, ethics, history, and technology.

IMF 57300-57399 - The Literary Novel (3)
This literature course explores the machinery of the literary novel, including narrative arc, theme, character, style, and point of view. Critical discussion and study will include focus on the way each component is employed in long fiction. Students will analyze works from both a literary analysis perspective and a writer's perspective.

IMF 57400-57499 - Literary Novel Workshop (3)
This craft and workshop course focuses on creation and discussion of original long fiction with a focus on thematic purpose and the creative process. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers. Workshop sessions will focus on individual novel chapters, as students work toward completing and polishing a full literary novel.

IMF 57500 - Scriptwriting Workshop (3)
This course serves as a discussion of original film and television scripts and their essential elements. Students learn to develop a script in a professional format.

IMF 57600 - The Narrative Arc in Film (3)
This course includes a focus on dramatic development in scriptwriting and film, including important narrative elements such as suspense, confrontation, and resolution.

IMF 57700 - Script Analysis (3)
This course is an exploration of the three-act film and two-act television sitcom structure. Students will analyze well-known examples of exposition, script beats, dialogue, conflict, character, and scene creation.

IMF 57800 - Advanced Scriptwriting (3)
This course is an advanced discussion of original film and television scripts and their essential elements. Students learn to develop a script in a professional format.

IMF 58000 - Advanced Script Analysis (3)
This course offers further study of the three-act film and two-act television sitcom structure. Students will analyze well-known examples of exposition, script beats, dialogue, conflict, character, and scene creation.

IMF 58100 - Contemporary Foundational Literature: Fiction (3)
This course is an intensive survey and analysis of foundational contemporary literary fiction and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging fiction writers currently publishing important works, as well as contemporary masters in the field of literary short fiction and the novel, such as Tobias Wolff, Alice Munro, Joyce Carol Oates, John Updike, and Toni Morrison. This course is highly recommended for students declaring a Fiction emphasis for the MFA in writing degree.

IMF 58200 - Contemporary Foundational Literature: Creative Nonfiction (3)
This course is an intensive survey and analysis of foundational contemporary memoir and literary personal essay and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging creative nonfiction writers currently publishing important works, as well as contemporary masters in the field of literary creative nonfiction, such as Karr, Didion, Wolff, and Angelou. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in writing degree.

IMF 58300 - Contemporary Foundational Literature: Poetry (3)
This course is an intensive survey and analysis of foundational contemporary literary poetry and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging poets currently publishing important works, as well as contemporary masters in the field of poetry, such as Gluck, Shihab Nye, Forche, Simic, Laurentiis, and Shaughnessy. This course is highly recommended for students declaring a Poetry emphasis for the MFA in writing degree.

IMF 58999 - Graduate Thesis (3)
The graduate thesis is required for the final three credit hours of the MFA in writing program. Students receive instructor feedback and guidance during the term as they produce a 50-page final creative portfolio in their chosen genre (fiction, poetry, or creative nonfiction).

IMF 59500-59599 - Special Topics I (3)

IMF 59600-59699 - Special Topics II (3)

IMF 59700-59799 - Special Topics III (3)

INTL - International Business

INTL courses will be offered through Fall 20. See cross-listed courses with INTL courses for Spring 21.

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.

Cross-Listed as: MGMT 56010.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. Lab fee may be required.

Prerequisite: MRKT 55010. Cross-Listed as: MRKT 55030.

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. Lab fee may be required.

Prerequisite: FIN 52010. Cross-Listed as: FIN 52015.

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. Cross-Listed as: MGMT 56033.

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. Lab fee may be required.

Prerequisite: ECON 53081. Cross-Listed as: ECON 53075.

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. Lab fee may be required.

Prerequisite: INTL 58001. Cross-Listed as: ENTR 57540.

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. Lab may be required.

Cross-Listed as: MGMT 56074.

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. Lab fee may be required.

Cross-Listed as: MGMT 56077.

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 Lindenwood OASIS 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 Clinical Mental Health 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 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 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 61100 - Clinical Mental Health Counseling Practicum (3)
Students will engage in a 100-hour supervised practical experience in approved community and agency settings. Practicum students receive on-site supervision from qualified professionals at their site and meet weekly with the course professor in a group supervision seminar. Professional/student liability insurance is required. Advance approval from a faculty advisor is required for registration. Lab fee required. This course is repeatable.

Prerequisite: Prerequisites: IPC 51200; IPC 55100; IPC 55200; 3.0 GPA; permission of dean. Offered: Fall/Spring/Summer.

Added after publishing - July addendum 07/01/2020**

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 seeking K-8 or 7-12 certification will complete 150 hours in a school setting under the supervision of a certified school counselor as well as a faculty member. Students seeking K-12 certification will complete 300 hours of practice in a school setting at a different grade-level building than in Field Placement 2. 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 of dean.

Updated after publishing - July addendum 07/01/2020.**

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 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 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 56001 - Information Technology for Managers (3)
This course examines concepts of computer and communications technology for user-managers. The focus is on IT resources (computers, networks, software, data, and people) and alternative approaches to managing them; the opportunities and pitfalls associated with these technologies; and what user-managers need to know. This course will include the examination of these topics through case studies. Lab fee may be required.

MGMT 56010 - 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.

 Cross-Listed as: INTL 58001.

Added after publishing - July addendum 07/01/2020**

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. Lab fee may be required.

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 56033 - 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. Cross-Listed as: INTL 58032.

Added after publishing - July addendum 07/01/2020**

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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: MGMT 56045, MGMT 56048, or MGMT 56085.

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. Lab fee may be required.

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. Lab fee may be required.

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. 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. Lab fee may be required.

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. Lab fee may be required.

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. Lab fee may be required.

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.

MGMT 56065 - Project Management (3)
This MBA elective course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a complex project. It examines project management roles and environments, the project life-cycle, and various techniques of work planning, control, and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project software. Moreover, the Project Management Body of Knowledge PMBOK® will be used as a basis for content. Lab fee may be required.

Prerequisite: MGMT 56030.

MGMT 56066 - Project Management Planning (3)
This course is a specialized study of planning a project. It will include defining the scope of the project, development of a project charter, work breakdown structure, project scheduling using Project Management software and forecasting of a project budget. Other topics may include an analysis of project life cycle, canceled or failed projects, network scheduling techniques and estimating time and costs. Students will focus on preparing comprehensive project plans and schedules. Lab fee may be required.

Prerequisite: MGMT 56065.

MGMT 56067 - Project Management Execution (3)
This course is a specialized study of project execution. Students will examine issues which arise during a project's execution. The course will place emphasis on risk, quality, contract and scope management. The course will look at controlling change as the project progresses. Additional topics may include managing troubled projects, implementation planning of a project and closing down of a project. Lab fee may be required.

Prerequisite: MGMT 56066.

MGMT 56068 - Project Management Capstone (3)
This course is an in-depth study of the five process groups and 10 knowledge areas encompassed by the Product Management Body of Knowledge (PMBOK®), to consolidate learning in each area and place it within the framework of the Project Management Institutes (PMI) Project Management certification examinations (CAPM® and PMP®). Each week during the course, students will focus on the processes, terminology, and techniques within a chosen knowledge area. In addition, students will apply their learning by working on assigned sample exam

questions, and they will create a personal project plan to guide their preparation for taking the certification exam. Lab fee may be required.

Prerequisite: MGMT 56066; MGMT 56067.

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 56074 - 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. Lab may be required.

 Cross-Listed as: INTL 58060.

Added after publishing - July addendum 07/01/2020**

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 56077 - 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. Lab fee may be required.

 Cross-Listed as: INTL 58070.

Added after publishing - July addendum 07/01/2020**

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. Lab fee may be required.

 Prerequisite: MGMT 56001 and MGMT 56070. Offered: Fall/Spring.

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 Lindenwood OASIS 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. Lab fee may be required.

Prerequisite: MGMT 56056.

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.

MPA - Public Administration

MPA 52000 - Public Administration: Principles, Applications and Ethics (3)
You will learn core theories underlying public administration. In addition, you will examine ethical issues relative to specific federal and state laws and ethical challenges in public administration.

MPA 52500 - Government Institutions: Performance and Accountability (3)
This course addresses issues associated with governmental reform, and how agencies are held accountable for performance and outcomes. You will explore systems of performance measurement as these apply to public administration.

MPA 53000 - 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. You will learn how programs are evaluated to determine effectiveness and the principles of sound program evaluation.

MPA 53500 - Policy Design and Analysis (3)
You will develop policy analysis skills and learn to apply these to a wide range of social policies. You will learn how policy analysis holds promise for strengthening public policy, as well as its limitations in ensuring that policy is sound and effective.

MPA 53700 - Data Collection and Evaluation (3)
This course addresses how to find, interpret, and apply governmental data. You will become familiar with the

strengths and limitations of available data as a tool for determining effective public policy.

MPA 54000 - Governmental Budgeting (3)
This course focuses on the inter-relationships among the federal, state, and local governments. You will learn about specific issues related to 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 54500 - Policy and Budgetary Forecasting (3)
You will learn how government agencies make projections for budgets. Students will develop skills to forecast impacts of policy on budgets for a wide range of public issues.

MPA 55000 - Economic Analysis for Policy Makers (3)
You will analyze the impact of government spending. In addition, economic issues that matter to the study of public administration, such as the multiplier effect and interest rates will be examined.

MPA 56000 - Public Finance and Taxation (3)
This course focuses on governmental finances, including taxation and other forms of revenue. You will examine the similarities and differences in regard to these topics at the federal, state and local levels of government. Further, you will explore how the effect of recessions and depressions on public finance.

MPA 56500 - State and Local Public Finance, Taxation and Auditing (3)
This course addresses specific issues at state and local governmental levels. You will examine the impact of recessions and recoveries at the state and local levels, as well as, bond issues, credit ratings, audit reports, and budgetary ratio analysis.

MPA 57000 - Business-Government Environment (3)
You will explore the regulatory role of governments as well as partnership relationships between government and business. Some specific issues addressed include: tax credits, tax increment financing, public corporations, and economic development policies.

MPA 57500 - Legal Issues in Public Administration (3)
This course addresses the impact of court cases (federal and state) and how they affect different levels of government administration. You will examine issues such

as sovereign immunity and eminent domain. You will be introduced to Lexus/Nexus as a search tool that can help you explore legal issues affecting public policy of interest or concern to them.

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 60000 - Capstone Course in Public Administration (3)

This course synthesizes core program concepts related to fiscal management, budgeting, business relations, ethics, program evaluation and policy analysis in the field of public administration. Students complete a major research paper in which they demonstrate the program's major themes and how these apply to public policy.

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.

MRKT 55015 - Digital Marketing (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. Lab fee may be required.

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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55030 - 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. Lab fee may be required.

Prerequisite: MRKT 55010. Cross-Listed as: INTL 58010.

Added after publishing - July addendum 7/1/2020**

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. Lab fee may be required.

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. Lab fee may be required.

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. Lab fee may be required.

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; 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. Lab fee may be required.

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. Lab fee may be required.

Prerequisite: MRKT 55010.

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 Lindenwood OASIS 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.

NPA - Nonprofit Administration

NPA 50010 - Fundraising and Revenue Generation (3)
This course is the study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors. Emphasis is on financial planning, major gift giving, and planned giving. In addition, this course will provide students with an overview of the essential functions needed to support a comprehensive fund development program. Topics will include: case statements, setting up a development office, information systems, prospect research, direct mail, telephone solicitation, special events, grant writing, prospect research, and major and capital gifts, among others. Students will, in addition to two smaller class assignments related to critical aspects of the fund development process, select a local nonprofit organization in order to synthesize the course material and engage in a hands-on, mini-consulting project related to that organization's particular fundraising issue or need. Lab fee may be required.

Offered: Spring.

NPA 50200 - Advanced Fundraising Techniques (3)
Students are given the opportunity to exercise, refine, and enhance their fundraising skills gained in NPA 50010 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. Lab fee may be required.

Prerequisite: NPA 50010.

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. Lab fee may be required.

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. Lab fee may be required.

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 53500 - Strategic Governance and Volunteer Management (3)
As organizations throughout the country face the uncertainties of government cutbacks and financial challenges that follow in their wake, the need to leverage all available resources to the maximum capacity and efficiency is greater than ever. In this environment, volunteers becoming an increasingly important resource for nonprofit organizations of all types and sizes. The reason is simple: Nothing can replace the impact community services has as people work together to find a common solution, organize themselves, and reach out helping hands to those in need. Lab fee may be required.

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. Lab fee may be required.

NPA 56010 - Leadership Trends and Issues in Nonprofit Organizations (3)
This course will provide students with both a conceptual framework and practical skills of understanding, analyzing, and creating change within and through organizations and communities. The course uses a textbook, online activities, film clips and case studies of nonprofit and public sector initiatives and programs related to the 'profile' of an effective nonprofit leader, the role of the nonprofit board of directors, organizational challenges, and tools and techniques for effective management. Lab fee may be required.

Offered: Spring.

NPA 56510 - Starting and Managing a Nonprofit Organization (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 a myriad of resources (articles, websites, and videos) 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. Lab fee may be required.

Offered: Fall.

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. Lab fee may be required.

NPA 57110 - Grantwriting and Proposal Preparation (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 the 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. This course will provide students with a comprehensive overview of the grant preparation and grant writing process. Focus will be on developing grant writing initiatives in line with other organizational development efforts; conducting research, planning and budgeting; and understanding the essential elements of proposal development. Lab fee may be required.

 Offered: Fall.

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. Lab fee may be required.

Prerequisite: NPA 50000.

NPA 57600 - Nonprofit Leadership Institute and Conference (2)

The annual Nonprofit Leadership Conference is a capstone experience for students pursuing a Certificate in Nonprofit Leadership. The purpose of the conference is to expose social sector leaders to a vibrant learning experience centered on six central core competencies: Planning, Governance, Finance/Legal, Fund Development, Communication, Evaluation, and Historical Perspectives.

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. Lab fee may be required.

NPA 58100 - Strategic Planning & Performance Measurement for Nonprofit Management (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. Lab fee may be required.

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 (1-3)

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.

NPA 58800 - Nonprofit Organization Capstone Project (3)

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.

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: ECON 23020 and ECON 23030 or ECON 53081 with a grade of C or better.

SPMGT 57040 - Sport Marketing and Promotion (3)

This course examines the unique applications of marketing principles and processes to the amateur and professional sport industry. The class includes the comprehensive coverage of the functions of sports marketing, and gives students the opportunity to design an integrated marketing strategy. Students will gain an understanding of sport consumers as spectators and participants. Students will also plan, execute, and evaluate the sport marketing mix: product, price, place, and promotion.

SPMGT 57050 - Sport Venue and Event Management (3)

Provide an understanding of the essential elements of private and public sport venue management which includes: management theory, planning, feasibility, operations, budgeting and finance, design, repair and maintenance, staff training and management, risk management, scheduling, creation of revenue streams, concessions and admissions, box office, event management and structure, rental and co-promotional policy, venue marketing, and new venue financing.

SPMGT 57060 - Sport Law (3)

This course is the study of the law as it pertains to the three main divisions in sports: amateur, professional, and international. Particular emphasis will be given to contracts, agents, torts, governmental regulations, ethics, and social responsibility.

SPMGT 57090-57099 - Special Topics in Sport Management (3-6)

This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within a major. The subject area will cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment, and conclusions.

Prerequisite: Varies according to the content of the special topics course.

SPMGT 57095 - Practicum in Sport Administration (3-6)

Students are placed in sport management organizations to serve in functions normally assigned to managers and administrators. Under the supervision of the host organization, students observe and practice skills necessary for success in the field, including event planning, marketing, accounting, and controlling. Students must gain approval for the practicum location from the sport management department chair. Students will be evaluated on their practicum coursework both weekly and at the completion of the term.

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/Spring.

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/Spring.

TA 51000 - Graduate Script Analysis (3)
This course explores the analytical and research processes necessary for the consideration of any play prior to production.

TA 51100 - 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.

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.

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.

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.

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.

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.

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/Spring.

ADMINISTRATION

John R. Porter (2019)
President
BS, Evangel University; MBA, Washington University-St. Louis

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

Orrie Covert (2019)
Vice President for Advancement and Communications
BS, Graceland University-Lamoni; MA, Syracuse University

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

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

Bethany Alden-Rivers (2019)
Chief Assessment Officer and Associate Vice President for Institutional Effectiveness
BS, MBA, Missouri State University; MA, EdD, Open University UK

Molly Hudgins (2003)
Associate Provost, Curriculum and Experiential Learning
BS, Southern Illinois University-Carbondale; MS Florida State University; JD University of Tennessee

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, Academic Operations
BA, Rice University; MA, PhD, University of Iowa

Kate O'Neal (2001)
Assistant Vice President for Development and Alumni Relations
BA, MA, Lindenwood 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

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
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)
Professor of Physical Education
BS, Illinois State University; MS, Saint Louis University;
EdD, Lindenwood University

Albee, Alison J. (2013)
Associate Professor of Biology
BS, Purdue University; PhD, University of Wisconsin-
Madison

Aldridge, Amanda (2012)
Assistant Professor of Teacher Education
BS, University of Missouri-Columbia; MEd, University of
Missouri-St. Louis; EdD, Lindenwood University

Allen, Robert (2008)
*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)
Dean, Lindenwood Online
BA, Southwestern Oklahoma State University; MA, EdD,
Lindenwood University

Anderson, Mary (2015)
Assistant Professor of Writing
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Louis

Arendt, Brian (2012)
Assistant Professor of International Relations
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Brook; PhD, Georgetown University

Arns, David H. (1999)
*Associate Professor of Marketing and Faculty Athletics
Representative, NCAA Sports*
BS, Southern Illinois University-Carbondale; MS,
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Bagley, Sara (2015)
Associate Professor of Psychology

BA, Westminster College; MSR, PhD, Saint Louis
University

Banerjee, Gaurango (2013)
Professor of Finance
BS, MSc, Birla Institute of Technology and Science, India,
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Barr, John (2016)
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BS, MS, University of Missouri-Rolla; PhD, University of
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Biri, Colleen (2003)
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Blum, Erica (2008)
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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
BS, JD, West Virginia University; MBA, LLM, MSBA,
Washington University

Brickler-Ulrich, Kimberly K. (2003)
Associate Professor of Accounting
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Boamah, Dominic (2016)
*Assistant Professor of Information Technology and
Assistant Dean, IT Programs Division*
AS, Kwame Nkrumah University of Science and
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University

Brown, David (2000)
Professor of Philosophy
BA, Gordon College; MA, University of Houston; PhD,
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Professor of Digital Cinema Arts
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Carnes, Geremy (2013)
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Cintel, David (2014)
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Coble, Kyle (2012)
Associate Professor of Marketing
BS, MIAA, Southwest Missouri State University; PhD, Saint Louis University

Cohen, Theodore W. (2014)
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BA, Yale University; PhD, University of Maryland, College Park

Coleman, Steven (2011)
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Cooper, Benjamin (2014)
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Crow, Lori (2016)
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Curtis, Ryan (2008)
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Cypret-Mahach, Ronda (2016)
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Daly, Shelly (2011)
Associate Professor of International Business
BS, University of Missouri-Columbia; MBA, PhD, Saint Louis University

Daniels Jr., James (2015)
Instructor of Information Systems
BS, Western Illinois University; MBA, University of Phoenix

Dasovich, Steve J. (2010)
Associate Professor of Anthropology
BA, University of South Dakota; MS, Florida State University; PhD, University of Missouri-Columbia

Delgado, Ricardo A. (2006)
Dean, School of Sciences and Professor of Chemistry
BS, Texas A and I University; MS, PhD, University of Missouri-St. Louis

DeMartino, Darrell (2017)
Assistant Professor of Paramedicine
BS, Utah Valley University; BS, MS, Syracuse University; MEd, University of Houston; BS, MS, MSN, Excelsior College

DeVore, Sherry (2008)
Assistant Professor of Educational Leadership
BS, MA, EdS, Missouri State University; EdD University of Missouri-Columbia

Dill, William (2010)
Assistant Professor of Athletic Training
BS, McKendree University; MS, Ohio University; EdD, Lindenwood University

Donovan, Heather (2017)
Assistant Professor of Criminology and Criminal Justice
BA, Pepperdine University; MS, University of New Haven; JD, Washington University in St. Louis

Elder, Robyne (2016)
Assistant Professor, Educational Leadership
BA, University of Missouri; MA, EdD, Lindenwood University

Elmes, Melissa (2016)
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BA, College of William and Mary; MA, Longwood University; PhD, University of North Carolina at Greensboro

Estlund, Amy (2017)
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BS, Marquette University; MPH, Emory University; PhD, Saint Louis University

Ezvan, Mira (1984)
Professor of Information Systems
MS, Technical University of Wroclaw, Poland; PhD, Southern Illinois University

Ferguson, Rachel (2005)
Professor of Managerial Philosophy and Director, Liberty and Ethics Center
BA, Lindenwood University; PhD, Saint Louis University

Ferrarini, Tawni (2017)
Professor of Economics and Director, Center of Economic Education
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)
Associate Professor of English
BS, MA, PhD, Bowling Green State University

Flicek, Tracy (2013)
Instructor of English Preparedness
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Frazier, Andrea (2010)
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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

Gismegian, Mary (2001)
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Godar, Tom (2003)
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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)
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Gupta, Nikhil (2016)
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Gustafson, Susan (2017)
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Hafer, Rik (2016)
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

Hargate, Jon Grant (1983)
Professor of Studio Art
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Harris, Shenika (2014)
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Harrod, Amanda (2017)
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Hasty, Scott (2014)
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Hauck, John (2004)
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Hendrix, Evelyn K. (2007)
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Holden, Angela D. (2009)
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Hollis, Stuart (2014)
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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)
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Hudgins, Molly (2003)
Interim Dean, Plaster School of Business and Entrepreneurship, and Professor of Sports Management
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Hurst, Spencer (1999)
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Hutcheson, Jill (2013)
Associate Professor of Initial Teacher Education and Associate Dean, School of Education
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Hutson Jr., James Lee (2010)
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BA, MA, Southern Methodist University; PhD, University of Maryland

Ibele, Michael E. (2011)
Associate Professor of Chemistry
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Johnson, Emilie Wright (1999)
Professor of Teacher Education

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Johnston, Christopher (2006)
Professor of Mathematics
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Johnston, Gail (2003)
Professor of Biology
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Jones, Emily (2010)
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Kamm, Judy K. (1996)
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Karraker, Holly Beth (2007)
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Kerksick, Chad (2015)
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Killingbeck Pratte, Elizabeth (2014)
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BA, MA, Southern Illinois University-Edwardsville

King, Marilyn Denise (2013)
Assistant Professor of Social Work
BS, Tennessee State University; MSW, Howard University; PhD, University of Maryland, Baltimore

Kussman, Justin (2015)
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Leavitt, Lynda (2009)
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Lively, Jason Dude (2007)
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Londono, Ana (2015)
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BEng, Universidad Nacional de Colombia; MS, PhD, University of Cincinnati

Loughlin, John (2010)
Associate Professor of Finance
BS, BA, University of Missouri-St. Louis; MBA, PhD, Saint Louis University

Mack, Jennifer (2010)
Associate Professor of Accounting and Assistant Dean Plaster School of Business and Entrepreneurship
BS, MGE, University of Central Oklahoma; PhD, Walden University

Marhanka, Darren (2004)
Associate Professor of Criminology and Criminal Justice
AAS, Florissant Valley Community College; BA, MS, MBA, Lindenwood University

Marsh, Meredith (2009)
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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)
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BS, Southern Illinois University-Edwardsville; MBA, Saint Louis University; MIM, Washington University; DMgt, Webster University; CPIM, CSCP

Mason, Michael M. (1991)
Professor of Religion
BS, Iowa State University; MA, Loras College; MDiv, University of Dubuque Theological Seminary; DMin, San Francisco Theological Seminary

Mathea, Michael (2010)
Assistant Professor of Economics
BS, St. Norbert College; MA, University of Houston

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 and Assistant Dean, Humanities
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Mead, Beth (2004)
Professor of Writing
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Miller, Nicholas (2016)
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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

Mueller, Carla (1998)
Professor of Social Work
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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
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Neely, Joshua (2016)
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BS, University of Toronto; MASc, University of Waterloo; PhD, University of Connecticut

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Nunez-Betelu, Maite (2008)
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Panagos, Rebecca Jean (1996)
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Parrish, Gillian (2017)
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Pas, Justine (2010)
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Patterson-Mills, Sarah (2010)
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Patzius, Billi J. (2007)
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Peluchette, Joy V. (2013)
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Pennington, Heather (2010)
Assistant Professor of Physical Education
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Plate, Daniel (2004)
Associate Professor of English
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Powell-Jia, Darla (2010)
Associate Professor of Chemistry
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Qualls, Melissa (2002)
Assistant Professor of English
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Quinn, John (2013)
Instructor of Accounting

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Ralston, Neil (2013)
Professor of Journalism
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Rankins, Michael (2008)
Associate Professor of Counseling and Assistant Dean, Counseling and Social Work
BPsy, MEd, PhD, University of Missouri-St. Louis

Ratican, Jeremiah (2014)
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Reighard, Richard (1987)
Associate Professor of Mass Communications
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Richmond, Scott (2016)
Assistant Professor of Exercise Science
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Rodermund, Robert (2009)
Assistant Professor of Finance
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Romero Ghiretti, Gabriela (2012)
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Schneider, Karolina (2011)
Associate Professor of Management
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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
BA, Washington University; MFA, American University

Schroeder, Cynthia A. (2010)
Dean, School of Health Sciences and Professor of Exercise 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

Shoff, Catherine (2016)
Assistant Professor of Public Health
BS, Santa Clara University; MPH, PhD, Saint Louis University

Singer, Robert A. (2009)
Professor of Accounting
BS, MBA, PhD, Saint Louis University; CPA

Shostak, Grant J. (2012)
Associate Professor of Criminology and Criminal Justice
BGS, JD, University of Missouri-Columbia; MS, University of Central Missouri

Smith, Andrew (2011)
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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)
Senior Professor of History
BA, University of Idaho; MA, Washington State University; PhD, Saint Louis University

Steffes, Bob (2016)
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Steineger, 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
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Strzelec, Janet (1998)
Associate Professor of Dance

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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)
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Tessmer, Kathryn (2012)
Professor of Exercise Science and Associate Dean, School of Health Sciences
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Thies, Jeanie (2007)
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Torbitzky, Nichole (2016)
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BA, MS, MBA, EdD, Lindenwood University

Trawick, Chajuana (2012)
Endowed Chair, Fashion Design
BS, MBA, MFACS, Fontbonne University; PhD, University of Missouri-Columbia

Troy, John (2002)
Professor of Studio Art
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Tucciarone, Krista (2014)
Professor of Advertising and Public Relations
BA, University of Missouri-St. Louis; MA, Lindenwood University; PhD, University of Missouri-St. Louis

Turner, Julie (2007)
Professor of Nonprofit Administration
BA, Hope College; MA, Michigan State University; PhD, University of Missouri-St. Louis

Van der Graaf, Vanessa (2008)
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BS, University of Missouri-St. Louis; MEd, EdS, EdD,
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Vansell, Tara (2014)
Instructor of Geography
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Vosevich, Kathi (2019)
Dean, School of Humanities and Professor of English,
BA, MA, St. Louis University; PhD, University of Denver

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

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BOARD OF TRUSTEES

LOCATIONS

Lindenwood University-St. Charles
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St. Charles, MO 63301

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Belleville, IL 62226

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4500 Washington Street
Florissant, MO 63033

Old Post Office
815 Olive Street, Suite 20
St. Louis, MO 63101

Wentzville (at the Southern Air)
1102 East Pitman
Wentzville, MO 63385

Westport
The Westport
11960 Westline Industrial Drive, Suite 260
St. Louis, MO 63146

Education – Extended Site Locations
Aurora School District
305 West Prospect
Aurora, MO 65605

Carrollton R-7 School District
Carrollton Administration Building
103 East 9th Street
Carrollton, MO 64633

Forsyth School District
Forsyth Administration Offices
178 Panther Street
Forsyth, MO 65653

Hollister School District
Hollister District Office
1014 State Highway BB
Hollister, MO 65672

Florissant Center
302 North 4th Street
Florissant, MO 63033

Missouri Valley College
500 East College Street
Marshall, MO 65340

Neosho School District
Neosho School Administration
511 Neosho Boulevard
Neosho, MO 64850

Ozark School District
Ozark School Administration Offices
302 North 4th Street
Ozark, MO 65721

Ozark Technical Community College – Branson
10698 Historic Highway 165
Hollister, MO 65672

Ozark Technical Community College – Springfield
1001 East Chestnut Expressway
Springfield, MO 65802

Ozark Technical Community College – Waynesville
200 Fleetwood Drive
Waynesville, MO 65583

Parkway School District
Parkway Southwest Middle School
701 Wren Avenue
Manchester, MO 63021

Poplar Bluff School District
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Riverview Gardens District Office
10101 Lewis and Clark
St. Louis, MO 63101

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Chesterfield, MO 63005

Rolla School District
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Rolla, MO 65401

Southwest Missouri
909 East Republic Road
Springfield, MO 65807

Warsaw School District
Warsaw School District Offices
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Washington School District
202 Locust Street
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411 North Madison
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West Plains School District
West Plains South Central Career Center
407 Thornburgh St.
West Plains, MO 65775

Williard School District
District Administrative Offices
500 E Kime Street
Willard, MO 65781

Wright City School District
90 Bell Rd
Wright City, MO 63390

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