

Lindenwood University - Belleville

Graduate Catalog

Lindenwood University Graduate Semester Catalog

Graduate Programs Listed By Schedule

Semester Schedule

Master of Arts in Counseling

Master of Arts in Education

Master of Arts in School Administration

Table of Contents

Introduction of Lindenwood University	72	Scholarships	83
Accreditation	72	Graduate Assistant Positions	83
The Mission of Lindenwood University	72	Older Student and Institutional Grants	83
Historic Lindenwood	72	Federal Financial Aid	83
Lindenwood University-Belleville	72	Loan Limits	84
Degree Programs	72	Marguerite Ross Barnett Memorial Schol. Pgm	84
Program Formats	72	Vocational Rehabilitation Program	84
Campus Locations	72	Satisfactory Progress	84
Graduate Admissions	74	Financial Aid Probation/Suspension/Reinstatement	84
Admissions	74	Appeal of Satisfactory Progress Determination	84
Admissions Standards	74	Veterans Benefits	84
Application Procedures	74	Out of Classroom Life	85
Domestic Applications	74	Student Services	85
International Applications	75	Student Housing	85
Graduate Academics	76	Library Services	86
Academic Course Load	76	Writing and Math Lab	86
Graduate Students	76	Tutoring Services	86
Course Load	76	Lindenwood Student Government Association	86
Explanation of Course Numbers	76	Student Healthcare Services	86
Special Topics	76	Athletics and Fitness Center	86
Academic Policies	76	Religious Life	86
Degree Time Limit	76	Campus Tobacco use	86
Change in Degree Program	76	Firearms	86
Second Degrees	76	Campus Accessibility	86
Academic Honesty	76	Conferences	87
Attendance	76	Lionmail	87
Grading System	76	Abuse of Student Portals	87
Adding a Course	76	2011-2012 Academic Calendar	88
Retaking a Course	76	Semester Calendar	88
Withdrawals	77	Quarter Calendar	89
Attendance Failure	77	Academic Program Descriptions	90
No Grade	77	Education, M.A. and M.A.T.	90
Incomplete	77	Counseling, M.A.	92
Pass/Fail	77	Course Descriptions	95
Auditing	77	School Administration, M.A.	95
Online Course	77	Educational Specialist	95
Hybrid Course	77	Education-Counseling	96
Independent Study	77	Special Education, M.A.	96
Tutorial	77	Education, M.A., M.A.T.	97
Grade Reports	78	Counseling, M.A.	99
Final Exams	78		
Thesis/Capstone Experience/ Culminating Project Extensions	78		
Academic Procedures	78		
Appealing Grades	78		
Transferring Credits	78		
Withdrawing from Class	78		
Academic Standards	79		
Academic Suspension	79		
Readmission	79		
Dismissal	79		
Graduation	79		
Requesting Grade Reports	80		
Transcripts	80		
Directory Information Notice	80		
Fees and Financial Assistance	80		
Tuition and Fees	80		
Housing Deposit	81		
Payment Options	81		
Delinquent Accounts	82		
Withdrawal and Refund	82		
Financial Assistance	82		

Introduction to Lindenwood University

This catalog contains a description of the graduate programs offered at Lindenwood University. Separate catalogs are devoted to the description and the special requirements of the Lindenwood University undergraduate programs and the quarter schedule. All statements in this publication concerning policies, program requirements, fees and other matters are subject to change without notice. The statements in this catalog are for informational purposes only and should not be viewed as the basis of a contract between a student and the university.

Lindenwood University is an Equal Opportunity Employer. The university complies with the Civil Rights Act of 1964 and other legislation, as amended, including the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans With Disabilities Act of 1990, and other legislation which prohibits discrimination in employment and access to educational programs because of race, color, national origin, sex, age or physical handicap.

Lindenwood University is committed to a policy of non-discrimination and dedicated to providing a positive discrimination-free educational and work environment. Any kind of discrimination, harassment, and intimidation is unacceptable conduct. For the purpose of this policy, discrimination, harassment and intimidation may be defined as any attempt on the part of individuals, groups and recognized campus organizations to deny an individual or group those rights, freedoms or opportunities available to all members of the university community. The university is committed to meeting the full intent and spirit of the anti-discrimination laws, not merely the minimum letter of the law. Inquiries concerning the application of Lindenwood University's policy on non-discrimination should be directed to the university's vice president of human resources.

Lindenwood University complies with the Drug Free Schools and Communities Act of 1989 (Public Law 101-226) as amended; the Drug-Free Workplace Act of 1988 (Public Law 101-690); the Student Right-to-Know and Campus Security Act of 1990 (Final regulations published 1995, as revised 1999); and the Campus Securities Disclosures Section 485 of the Higher Education Amendments of 1992 (Final regulations published 1994, with technical corrections published 1995, as revised 1999); the Equity in Athletics Disclosure Act (the Higher Education Amendments of 1992, as revised in the Amendments of 1998); and the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, including Section 507 of the USA Patriot Act of 2001, and seeks to provide a healthy, safe and secure environment for students and employees.

Accreditation

Lindenwood University, founded in 1827, is a member of and/or accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Accreditation Council for Business Schools and Programs, the Council on Social Work Education, the Commission on Accreditation of Athletic Training Education, the Missouri Department of Elementary and Secondary Education, and is fully endorsed by the Society for Human Resource Management. Lindenwood is a member of the Teacher Education Accreditation Council and the

Council for Higher Education Accreditation.

The Mission of Lindenwood University

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

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

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

Historic Lindenwood

Amid the beautiful linden trees, Lindenwood University was founded in 1827 by innovative pioneering educators Mary Easton Sibley and Major George Sibley. They sought to establish an institution that reached across all fields of knowledge, teaching a solid academic core along with the balanced sense of self worth that accompanies dedication to the larger community and the world—an institution that was always up-to-date and with the times in teaching both the breadth of the liberal arts and the attention to detail of the sciences, seeking to synthesize all knowledge in an effort to educate the whole person. Lindenwood University serves full- and part-time students of all ages, with a wide variety of educational programs leading to bachelors, masters, and doctoral degrees. This academic year, Lindenwood University will serve more than 17,000 full-time and part-time students. More than 4000 of these students will live on the university's beautifully wooded campus in St. Charles.

Lindenwood University-Belleville

Following completion of key partnership agreements and approval by the Higher Learning Commission and the Illinois Board of Higher Education, Lindenwood University acquired ownership of the former Belleville West High School campus in 2003 and began offering master of arts (M.A.) programs in education and educational administration. An evening-based accelerated format designed for working adults was also initiated through Lindenwood's College for Individualized Education (LCIE) program. In 2004, the university received approval to offer both bachelor and master degree programs in

business administration, human resource management, corporate communication, criminal justice and professional counseling. By the end of the year, nearly 340 students were enrolled in classes, and in recognition of the growing impact of the University, the city of Belleville named the region between 6th and 28th streets “Belleville College District.”

Rapid growth initiated several renovation projects including the campus auditorium, a 940-seat venue designed by William B. Ittner in 1924. A \$2 million renovation of the campus auditorium’s interior and exterior was completed in 2005, and it was formally named “Lindenwood Auditorium.” In 2006, the Illinois State Highway Patrol announced plans to construct a regional crime laboratory immediately adjacent to the university property projected for fall of 2011. By 2008, enrollment at Lindenwood University-Belleville had increased to more than 1,200 students, making it the largest extension location in the Lindenwood network. An additional 125-space parking lot was completed on the west side of the campus, exterior work was completed on the school’s former cafeteria building, and additional classrooms were refurbished and equipped with state of the art instructional technology in other buildings on campus.

A traditional day academic program was started in the fall of 2009, with enrollment exceeding 200 students by the fall of 2010. The University established student clubs and activities including student government, a black student leadership union, and a student newspaper and yearbook. Enrollment is expected to increase to more than 5,500 within a decade.

The University Welcome Center, built as an addition to the historic auditorium, was completed in 2010. The auditorium is home to a Steinway piano; Lindenwood holds the honor of being one of 117 All-Steinway schools in the United States. The auditorium was recognized with the 2008 Historic Site Award from the St. Clair County Historical Society, one of the oldest county historical societies in Illinois.

During the spring of 2010, Lindenwood University-Belleville spent one million dollars renovating the Lynx Arena, adding a state-of-the-art fitness center and rehabbing the legendary basketball and tennis courts. The 2010-11 school year saw the inauguration of basketball, cross country, golf, tennis, soccer, spirit squad and volleyball teams with baseball, bowling, lacrosse, field hockey, softball and wrestling planned for implementation from 2011-2012. The former cafeteria building was reopened as the Senator Alan J. Dixon Student Center in August of 2011; the renovated student center houses an expanded library, a 48 seat open computer lab, and a full service cafeteria along with a more casual student lounge and snack bar.

Academic facilities will continue to be remodeled and expanded to accommodate the growing offerings of degree programs at Lindenwood University-Belleville. Additional laboratory space for biology, chemistry and physics will be renovated as Lindenwood University-Belleville seeks to forge partnerships with the Illinois State Police Crime Lab and growing regional biotechnology and plant science industries. As the University continues to grow, the campus will focus on balanced growth that emphasizes academics, the arts, and athletics, thereby nurturing the minds, bodies, and souls of our students as Lindenwood University-Belleville serves the Southwestern region of Illinois.

Degree Programs

Lindenwood University offers academic programs leading to the Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Social Work (B.S.A.), and Bachelor of Science (B.S.) degrees at the undergraduate level. At the graduate level, the university offers coursework leading to the Master of Science (M.S.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Public Administration (M.P.A.), Education Specialist (Ed. S.), and Doctor of Education (Ed. D.) Interdisciplinary majors and minors are available in international studies and human resource management. In all divisions individualized degrees may be developed on a contract basis for interdisciplinary specialties. The major areas of concentration and the format in which each degree is offered are listed under “Academic Programs” in this catalog.

Program Formats

Lindenwood University strives to make quality higher education accessible to traditional and non-traditional students. Undergraduate and graduate academic programs are offered in three distinct formats: the semester calendar, and the quarter calendar, employed by the Lindenwood College for Individualized Education. The day semester programs are considered the “traditional” format, with undergraduate classes offered in the semester format during the day. However, graduate degree courses in education and counseling are also held on a semester basis, with some classes meeting in the evenings.

In 1975, the Lindenwood College for Individualized Education (LCIE) was created to provide an accelerated program of study that enables students to make progress toward an undergraduate or graduate degree without relinquishing career and family obligations. Many older adults who might not pursue higher education in a traditional setting find LCIE’s educational philosophy and flexible program an ideal learning environment in which to earn a degree or to pursue studies appropriate to personal learning goals. Since its inception, the evening format, including both LCIE courses and evening semester courses, has maintained a deep commitment to meeting the intellectual and professional needs of adult learners with employment experience. The program continues to provide high-quality professional and personal competence.

Using methods based in adult learning theory, the evening programs provide students with the techniques of scholarly inquiry. Through varied curricula and excellent teaching designed to meet a full range of adult student needs, the Lindenwood evening programs realize their mission within the university community.

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

Campus Locations

St. Charles Campus: Located at 209 South Kingshighway in the heart of St. Charles, this 500-acre site is the original campus

founded by Major George and Mary Easton Sibley. Historic buildings grace the tree-lined walks and house classrooms, administrative offices and residential living.

Belleville Campus: Located at 2600 West Main Street in Belleville, IL, the Belleville site has more than 50 classrooms, including science labs, computer labs, and multipurpose classrooms. The Belleville location is the only other Lindenwood location to offer traditional day program classes.

Boone Campus: The site of the Boone Home and Boonesfield Village is located on Highway F near Defiance, Mo., approximately 40 minutes from Lindenwood's main campus. This historic landmark merged with Lindenwood University in 1998. The 1,000-acre Boone property, with its rich heritage and historic buildings and features, remains a popular St. Charles County tourist attraction. The campus also serves as a "laboratory" for students to study a variety of frontier-related programs, including the values, culture and history of the American frontier. Classes held at the site include historic preservation, frontier crafts, interpretation, museology, archaeological digs, and recreation skills. The tourist component provides for internships and practica in nearly every major in the Lindenwood curriculum, from accounting and marketing to theatre and education.

North County Campus: Students in the Florissant, MO, area can take classes conveniently at Lindenwood's site located at 4500 Washington Ave. Those interested should call 314-838-7653.

Lindenwood University Cultural Center (LUCC): Located at 400 N. Kingshighway, a few blocks from the main campus, the LUCC is the center for the Lindenwood College for Individualized Education. Classrooms, faculty offices, and a 600-seat auditorium are among the building's amenities.

Lincoln County Campus: Located at 995 Main Street, Moscow Mills, MO, this center has four classrooms with traditional schoolhouse decor. The center includes a computer laboratory for technology classes.

O'Fallon Campus North: Located on the administrative campus of the City of O'Fallon, MO, at 100 North Main Street, this center represents a partnership with the city of O'Fallon,

O'Fallon South Campus: Located just off Highway 40, at Highway K and Technology Drive in O'Fallon, MO, this contemporary campus is among upscale retail storefronts in Laboure Center. The O'Fallon South campus provides a convenient option for undergraduate and graduate evening students in this growing corporate and residential community. This campus opened in June 2011 and has generous parking. For more information, please call us at 636-949-4933.

Saint Louis City Campus: Located at 1409 Washington Avenue, the campus is strategically located to meet the needs of downtown residents as well as workforce commuters. This thoroughly modern facility serves both undergraduate and graduate evening students.

South County Campus: Located in the Hyland Educational Center at 10020 Kennerly Road, the South County Education Center, located in the St. Anthony Medical Center, meets the needs of working adults by offering evening undergraduate and graduate degree programs. Classrooms and administrative offices are housed in a modern facility with ample parking.

Wentzville Campus: Located at 1102 East Pitman, the Wentzville site serves students in Lincoln, Warren, and Western St. Charles counties. The site offers undergraduate and graduate

programs designed to meet the needs of adult students.

Westport Campus: Located in the 12000 Building, 11960 Westline Industrial Drive, Suite 250, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the Lindenwood University evening division. Classrooms and administrative offices are housed in a modern facility with ample free parking.

Wildwood Campus: Located in the beautiful Wildwood Town Center at 16747 Main Street, this campus offers a vibrant graduate and undergraduate learning experience. The campus opened in June of 2010, and the classrooms are thoroughly updated and comfortable. Parking is plentiful, and the campus is surrounded by numerous shops at which to grab a coffee or a bite to eat before or after classes. Please visit us at <http://www.lindenwood.edu/about/wildwood.cfm> or call us at (636)273-5249 for more information.

In addition to the above, the university provides onsite instruction at a number of businesses and school districts in the region.

Graduate Admissions

Admissions

The standards of admission to Lindenwood University-Belleville are selective yet flexible. We expect our applicants to have a sound academic preparation for graduate school, and we carefully examine each applicant's record to determine whether or not the student has the potential to be successful at Lindenwood. Lindenwood University-Belleville consciously seeks a diverse student body and welcomes applicants from all socio-economic, religious, and ethnic backgrounds. The university also values geographical diversity and welcomes international students.

Admissions Standards

Admission to graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence. Applications for admission to Lindenwood University-Belleville graduate programs will be reviewed. A student who is not seeking certification or any degree with Lindenwood University-Belleville may be accepted as a "Non-Degree, Special Status" student. Students accepted with Special Status may not take more than twelve (12) credit hours of regular, graduate credit without being fully admitted. This policy does not count toward Cooperative (Workshop) credit. Students accepted with Special Status will not be eligible for financial aid or student loans as they are not fully admitted to the university.

Payment arrangements must be made with the Business Office prior to attending class. For admissions standards and criteria specific to a graduate program or school, please refer to the section of this catalog that describes that program specifically.

Application Procedures

U.S. Citizen/Permanent Resident Application

U.S. citizens and U.S. permanent residents wishing to apply to a Lindenwood University-Belleville graduate program should visit the Office of Evening and Graduate Admissions at the Lindenwood University-Belleville campus, at any of the extension campuses, or online <http://belleville.lindenwood.edu/>

Students should complete the online Evening & Graduate Admissions application and submit the following:

1. A completed and signed application form with a \$30 application fee (non-refundable.) Checks or money orders should be made payable to Lindenwood University.
2. An official undergraduate transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
3. A resume—although this requirement may be waived in certain instances, as determined by the director of admissions.
4. Additional requirements, such as a portfolio or an audition as required by various programs.

Once the application, the application fee, and other required materials are received, an admissions counselor will contact the applicant. The application and application materials may be mailed to The Office of Evening and Graduate Admissions Lindenwood University-Belleville, 2600 West Main Street, Belleville, IL 62226.

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

The applicant should email BellevilleEveningAdmissions@lindenwood.edu or call (618) 239-6025 with any questions. For application procedures specific to a graduate program or school, please refer to the section of this catalog that describes that program.

International Citizen Application

International citizens wishing to apply to a Lindenwood University- Belleville graduate program should visit the university website and select *International Admissions*. Visit the *Admissions Process*, *Required Documents*, and *Admissions* links. (*Note: Applicants should complete the International Application not the Evening & Graduate Admissions Application.*)

The following items must be submitted for a complete international application:

1. International Student Application—The application must be submitted along with a non-refundable \$100 application fee.
2. A current resume.
3. An affidavit of Support—Students should provide an official document or statement from a bank verifying the amount of personal/family funds, in U.S. dollars, available for tuition (personal cost) and educational expenses (books, insurance.) All documents must be in English.
4. Official Transcripts—Graduate candidates must submit certified copies of college transcripts showing that a baccalaureate degree has been conferred. Transcripts must be in their original language and accompanied by a certified English translation. These documents will not be returned to the student. They will become part of the student's official file at Lindenwood University. The cost for the evaluation of the transcript will be incurred by the applicant. However, once the applicant obtains a visa and arrives at Lindenwood University, the cost of the evaluation will be refunded, provided that the applicant

brings the receipt for the evaluation service. Provisional admission to the university may be granted by the director of international admission on the basis of facsimile copies of high school transcripts or diploma equivalents, ACT/SAT scores, GED scores, and/ or other university transcripts.

5. If transfer credit is requested from an overseas school students should submit their transcripts and translations to World Evaluation Services (WES) for evaluation. Applicants should contact WES wes.org for more information about how to get transcripts evaluated. Students should list Lindenwood University as the recipient. WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy for his/her records. (For questions regarding the transfer of international credit to a specific graduate program, please refer to the section of this catalog that describes that program.)
6. Housing Application—All resident students must submit a housing application and a \$300 housing deposit made payable to Lindenwood University. Campus housing will be assigned upon receipt of the housing application and deposit. Students should include an e-mail address on their housing form.
7. Personal Statement (Essay)—Students should write an essay concerning their education plans. For example, the essay may include why the student wishes to further his/her education, long term goals he/she possesses, or a special experience in his/her life.
8. Passport—Students must provide a clear, readable copy of the identification page of their passports.
9. 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.
10. 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.
11. An official TOEFL or IELTS score. Required minimum TOEFL scores: 550 (paper-based exam), 213 (computer based exam), 80 (Internet-based exam). Required minimum IELTS score: 6.0. For score reporting, the Lindenwood University code is 6367.
12. Applicants to the online MBA program must submit a minimum GMAT score of 550.

Once the application, the application fee, and other required documents are received, a member of the Office of International Students and Scholars will contact the applicant. For more information regarding international application, the applicant should refer to the *International Student Center* page from the university website or contact the Office of International Students and Scholars.

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

Please email international@lindenwood.edu or call (636) 949-

Graduate Academics

Academic Calendar

All Evening College programs, LCIE programs, are offered on a quarter calendar. All other programs (including the graduate degrees in counseling, education, school administration, and teaching) are offered on a semester calendar. All academic credit is given in semester hours.

Academic Course Load

Full- and part-time student status is determined by the number of semester hours in which a student is enrolled during any given quarter, term, or semester. Note that international students must maintain full time student status to remain in compliance with visa regulations.

Graduate Students

Full time status: 9 semester hours

Half time status: 6-8 semester hours

Less than half time status: 1-5 semester hours

Course extensions, granted to permit students to complete incomplete work (including culminating project extensions, capstone experience, and thesis extensions), are not considered "hours enrolled" for purposes of this policy.

Course Numbers

50000-70000 Masters, Thesis, Ed. S., or Ed. D. courses

80000-99999 Graduate level courses

Special Topics

XXX 59999 Special Topics (1-3) Special topics selected from various areas of the offering department. May be repeated as topics will vary. Departments may designate specific course numbers for special topics designations if the requirements meet major requirements.

Academic Policies

Degree Time Limit

A graduate student is expected to complete a graduate program within five (5) years of the date of entry.

Change in Degree Program

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

Second Degrees

A student who has earned a master's degree from Lindenwood and desires another master's degree may transfer a maximum of 9 hours of credit from the first degree into the second degree if the credit is applicable. All other requirements for the second degree, including the culminating project or thesis, must be completed.

Academic Honesty Policy

Academic dishonesty is a serious offense to oneself and one's colleagues. Students wishing to maintain formal membership in the Lindenwood learning community must display the high level of integrity expected of all its members. According to Lindenwood University's Academic Honesty policy, names of students found guilty of cheating or plagiarizing will be sent to the university provost. A first offense of academic dishonesty will result in a warning and a failing grade in the course. A second offense will result in expulsion from the university.

Attendance Policies

All students at Lindenwood University-Belleville are expected to attend all classes and class activities for which they have enrolled. If classes are missed, a student is expected to make up the work to the satisfaction of the instructors concerned. At times, absence from class may be unavoidable as in instances of prolonged illness, hospitalization, or participation in an approved student activity. A student who has been hospitalized should offer a doctor's verification to his/her instructors. In case of unsatisfactory work due to excessive absences from class, the instructor may give ample warning to the student that his/her work is unsatisfactory and may report a final grade of "F" or "AF" to the office of academic services. Persons receiving benefits from the Veterans Administration are governed by special regulations concerning class attendance (See Veterans Benefits.)

Grading System

Graduate students may receive grades of A, B, C, F, W, WP, WF, AF, NG, I, and Audit. A mark of "A" represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking. A grade of "B" grade is awarded for work of high quality, well above average. The grade of "C" indicates below average work yet completion of course requirements unless stipulated differently under the specific degree program.. An "F" grade indicates one's coursework has been unsatisfactory and no credit is given. Note that there is no grade of D awarded at the graduate level.

Lindenwood University operates under the 4.0 grading system. An "A" carries 4 quality points; a "B," carries 3 quality points; and a "C," carries 2 quality points. A grade of "F" or "AF" carries no quality points and no credit. Thus, a course worth 3 semester hours in which a student earned an "A" would merit 12 quality points. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted. certification.

Adding a Course

Students may not add course (except for tutorials or independent studies) after 5:00 p.m. on Friday of the first week of the semester. Students may add a class during the second week of class only under extenuating circumstances and only with the signatures of both the course professor and the dean of the appropriate academic school.

Retaking a Course

Note that if a student fails and retakes a course, the second grade does not replace the first grade; the two grades are

averaged. For instance, if a student earns an “F” or “AF” for a class and retakes the class, earning an “A,” the two grades would be the equivalent of two “C’s” and would affect the overall grade-point average as two “C’s.”

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

A grade of “W” indicates that the student withdrew from a class with no affect to the student’s GPA. A student wishing to withdraw from a class for a grade of “W” may do so by completing an add/drop form and securing the signature of his or her advisor and course instructor before the appropriate deadline. If the student misses the first Withdrawal deadline, a second date, set at the 60% mark of the semester, term, or quarter, marks the deadline to apply for a “WP” or “WF.” A grade of “WP” indicates that a student wishing to withdraw from a class was passing the course at the time of the request to withdraw; a grade of “WF” indicates that the student was failing the course at the time of the request to withdraw. Neither “WP” nor “WF” will affect the student’s GPA.

Administrative Withdrawal

When it is in the best interest of a student or of Lindenwood University-Belleville, a student may be given a WP/WF and put on administrative hold. This action of administrative withdrawal results in removal of all credits associated with the affected classes and places the student on administrative suspension. Before re-enrolling at the university, the student on administrative suspension must write a letter of appeal to the provost. An Administrative Withdrawal does not affect one’s grade point average.

Attendance Failure (AF)

This grade is for use when students stop attending a particular class prior to the published deadline to receive a grade of “WP” or “WF” but do not withdraw from the course. The grade of “AF” is treated as a grade of “F” in the calculation of the student’s grade point average.

No Grade

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

Incomplete (I)

A grade of “I” (incomplete) is given at the end of a term only for failure to complete course work due to exceptional circumstances beyond the student’s control. An “I” grade must be resolved prior to the end of the next semester or quarter; otherwise, it automatically becomes an “F.” Any request to extend the time needed to complete an “I” must be submitted to the office of academic services no later than two weeks before the date the grade is due. Requests will then be sent to the appropriate school dean to be considered for approval.

Pass/Fail (P/F)

Some academic activities such as practicum placements, internships, residencies, and thesis projects are graded on the

basis of Pass/Fail. In these cases, the grade of “P” denotes successful completion of the assigned requirements for the aforementioned academic activity courses.

Audit

A student may register to audit lecture courses, not to include studio or photography courses or LCIE clusters. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. A student has one week into a semester and two class meetings into a, quarter or summer session to make a change in registration either to audit a class or take it for credit. The audit fee is 50 percent of the regular tuition for a course.

Online Course

An online course is a method of instruction in which 100% of the course is taught using a learning management system platform. There is no time spent in the on-ground classroom. In some cases, students may meet for an introductory meeting or a summative meeting; however, these meetings are not required. A 10% surcharge is added for each course.

Hybrid Course

A hybrid course is a method of instruction in which 75% or more of the course is taught using a learning management system platform. Time in the classroom is reduced, but not eliminated. Students are required to attend scheduled on-ground classes.

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 time requirement for an independent study is one documented contact hour every two weeks. It is strongly recommended that students who are granted independent studies have at least a 3.0 cumulative GPA.

The independent study form must be filled out, 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 1-2 page course outline prepared by the student after consultation with the instructor must be attached.

Tutorial

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

A tutorial form must be filled out, 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.

Grade reports

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

Final Exams

All semester, quarter, 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 time of the final exam, either by changing the date of the exam or by changing the time of the exam. Students should plan to attend their final exams on the scheduled dates.

In the event that classes are officially cancelled during final exams, the students' final course grades will be calculated based on the work in the course completed to that point, if 75% of the graded work in the class has already been assigned. If 75% of the graded work in the class has not been assigned by the final exam, a makeup exam will be scheduled.

Thesis/Capstone Experience/Culminating Project Extensions

Registrations for extensions on graduate thesis, capstone experience or culminating projects must be completed by the student each succeeding term after the initial enrollment for his/her thesis, capstone III, or culminating project. The fee charged for extension is listed on the fee page of this catalog. If the student fails to register for a term during which he/she plans to complete the thesis, capstone experience or culminating project, he/she will no longer be considered a degree candidate. Should the student wish to resume the thesis, capstone experience, or culminating project, he/she must pay the full tuition rate for the thesis, capstone experience, or culminating project at the time of re-enrollment. In order to appeal that charge, the student must submit a written request to the Business Office controller including any evidence that would substantiate the appeal.

Academic Procedures

Appealing Grades

Students who wish to appeal a final grade will first contact the course instructor. If the matter cannot be resolved through the instructor, the student may appeal in writing to the appropriate school dean or the provost. An Academic Grievance Committee may be convened to hear academic grievances concerning grades and other academic matters before a recommendation is made to the president for review by the president or his designee.

Information concerning these procedures is available through the provost. Notice of intent to file a grievance must be made in writing to the appropriate school dean or provost within six weeks of receipt of the grade. Changes under this procedure will only be made during the term immediately following the term in which the disputed grade was given.

Lindenwood University has a number of appeals and grievance processes in place (see, e.g., the process for "Appeal of Financial Aid Suspension") in various university publications. Once the normal appeals and grievance procedures (for appeals of any

kind) have been exhausted, students may make formal written complaints concerning academic matters to the provost and those complaints concerning student services to the vice president for student development. All other formal written student complaints should be directed to the president's office.

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

Transferring Credits from Another University

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request official transcripts be sent directly to Lindenwood University-Belleville's Office of Graduate and Evening admissions by the school(s) previously attended. An evaluation of transfer credit will be made by the appropriate school dean. Credit may be transferred from regionally accredited institutions only.

A maximum of 9 semester hours of transfer credit is allowed for graduate students. If transfer credit is requested from an overseas school, students must submit their transcripts and their English translations to World Evaluation Services (WES) for evaluation. For more information regarding obtaining a WES transcript evaluation, please refer to the *International Application Procedures* section of this catalog or contact the Office of International Students and Scholars.

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

Appeals of transfer credit evaluations should be submitted in writing to the provost. A student at Lindenwood who wishes to take courses at another college or university while pursuing a degree at Lindenwood must first obtain permission for the transfer of these courses from the academic advisor and the registrar. A Prior Approval form may be obtained for this purpose from the office of academic services. Students may be allowed to take courses from other schools during terms in which the requested course is not offered at Lindenwood. Credits accepted in transfer do not affect the student's grade point average at Lindenwood University.

Withdrawing from Classes

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

The deadline for WP/WF grades shall be a date for each term as set annually on the Academic Calendar at the 60% mark of the term, semester, quarter or five-term program. Neither grade will affect the student's grade point average. (Students should also refer to the Withdrawal and Refund section of this catalog.) Late withdrawals will be approved only under

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

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

If approved, the student will receive either a Withdraw Pass (WP) or a Withdraw Fail (WF), depending upon the grade at the time the student withdrew. If a student determines, after the term has ended, that a withdrawal from a class would have been the best option, he/she may request that the grade assigned be changed to a WP/WF by using the procedure described above.

Academic Standards

To be in good academic standing, all graduate students must maintain a 3.0 grade point average and adhere to the requirements set by their academic program. The academic standing of any graduate student whose cumulative grade point average falls below 3.0 will be reviewed by the provost and the appropriate school dean. Following that review, the student will be notified as to whether he or she has been placed on academic probation or suspended from the graduate program. If the student is placed on academic probation and permitted to continue, the conditions under which he or she will be allowed to continue will be provided to the student in writing. Such conditions may include requiring the student to repeat the course or courses in which a deficient grade was earned. When a course is repeated, both grades will be averaged to determine the cumulative grade point average. In all cases, if after the next term of work the student has not improved his or her cumulative grade point average to the 3.0 level, the student may be suspended for unsatisfactory academic progress.

Academic Suspension

The following are general guidelines used in reviewing academic performance deficiencies at the graduate level. A student will be suspended if his or her cumulative grade point average drops below the levels stated below:

- Any student who has attempted 18 or fewer hours must maintain at least a 2.66 GPA.
- Any student who has attempted 19-27 hours must maintain at least a 2.75 GPA.
- Any student who has attempted 28-32 hours must maintain at least a 2.8 GPA.
- Any student who has attempted 33 or more hours must maintain at least a 3.0 GPA.

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.

Graduate students must maintain a 3.00 GPA. The name of any student who does not maintain a 3.00 GPA will be sent to the provost and the dean of the appropriate school for review.

Students who are suspended for unsatisfactory academic progress are ordinarily not again admitted to the graduate programs of Lindenwood University. Appeals of academic suspension and petitions for readmission should be directed to the provost for review.

Notification of Academic Suspension

In addition to regular mail notification, the suspension letter for all students will be emailed to the student's Lindenwood University email account by the Registrar. It is the responsibility of the student to check his or her portal and Lionmail regularly.

Appealing Academic Suspension

Suspended students will be provided in writing with a date by which academic and financial appeals must be received. If appeals are not received by that date, the student will be dropped from all classes, and if the student is a resident, on-campus housing will be cancelled.

Appealing Academic Suspension: Quarter Students

Students enrolled in the quarter system will be given seven calendar days from the date of their suspension letters to appeal. If the appeal is not received and approved within that time limit, the student will be dropped from all current and future classes; this student will not be charged for that quarter or term. Faxed, emailed, mailed, or delivered appeal letters will be accepted. Appeals should be sent to the Office of the Provost.

Graduate Re-admission

Students who leave Lindenwood University for two years or more will need to meet with an admissions counselor to complete the re-admission process. A review of major requirements will be conducted by the Academic Advisor. Students who leave Lindenwood University for more than two years will be subject to all degree requirements of the catalog at the time of reenrollment. Students who were suspended at the time they left the university will need to submit a letter of appeal to the Vice-President for Academic Affairs.

Dismissal

The university reserves the right at any time to request the withdrawal of a student who is unable to meet academic standards or whose continuance in the university is felt to endanger the student's own health or well-being or that of others or who does not observe the social regulations and standards of conduct of the university.

Preparing for Graduation

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

her completion of each requirement. The academic advisor will confirm that all degree requirements have been met; however, the student is ultimately responsible for tracking his/ her own progress through his/her program and meeting all requirements for graduation. The advisor has the authority to approve academic work within the major; however, only the chief academic officer (Provost) of the university and the registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript.

In addition to tracking their own progress through academic programs, students must each submit an application to graduate. The application must be signed by the student and the student's academic advisor and be submitted to the office of academic services. Failure to submit an application by the appropriate deadline may postpone the posting of the student's degree. The application deadlines are as follows:

Students graduating in must apply by

March	Dec 30 of the previous year
May	Dec 30 of the previous year
June	Dec 30 of the previous year
August	February 28 of the same year
September	March 30 of the same year
October	May 30 of the same year
December	May 30 of the same year

Requesting Grade Reports

Lindenwood University-Belleville employs an integrated database system called CAMS. Grade cards are available through the student portals, as are unofficial transcripts, class schedules, and information about the business office statements and financial aid. Because grade reports are available online to all students, Lindenwood University will no longer mail reports to students. If a student needs a copy of his/her grades for work reimbursement, a copy of his/her grades can be printed by the student from his/ her portal and submitted for reimbursement. If the student's workplace will not accept the printed copy, the student should submit a written request to the Dean of Academic Services (academicservices@lindenwood.edu) and a copy will be sent to the employer. The request must include the mailing address to which the report should be sent, student ID, term for which grades are requested, signature of the student making the request, and a call back number. The request can be faxed to (636) 949-4776. If students have any questions about their Lionmail accounts or their student portals, they can contact CAMSSupport@lindenwood.edu.

Requesting Transcripts

A request for a transcript should be made either on a Transcript Request Form or by letter to the Office of Academic Services, including name, last four digits of Social Security Number, date of attendance, and current address. Normal processing time for transcripts is three days. Students may also request a transcript online by accessing the Lindenwood University-Belleville website and completing the transcript request form located in the "Academics" area. A fee of \$5 is charged for each transcript requested.

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

from the individual student. A transcript will not be issued when the student is delinquent in payment of tuition or fees, has not returned library books, or when there are other unfulfilled obligations to the university.

Students will be given 30 days after a transcript request has been made to clear any outstanding balance with the Business Office. After 30 days, it will be the student's responsibility to submit a new request for transcript.

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

Directory Information Notice

Pursuant to the Family Education Rights and Privacy Act (FERPA), Lindenwood University may disclose, without consent, "directory" information. This notice will advise you of the types of information considered as directory information. You must notify the Office of Academic Services, in writing, to request that certain directory information not be disclosed. Directory information includes name, address, telephone listing, e-mail information, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, most recent school attended, and other like information.

Fees and Financial Assistance

Full-time Tuition Rates

Full-time residential semester rate (9-15 credit hours)	\$6,825/semester
Full-time commuter semester rate	\$395/credit hour
Full-time residential 5-term rate (9 hours)	\$3,600/term
Full-time MBA online	
5-term rate	10% surcharge per credit hour
Full-time commuter 5-term rate	\$400/credit hour
Full-time LCIE rate Grad	\$3,555/9 hour cluster
Quarter Overload Fee	
(over 9 hours) Grad	\$395/credit hour
5-term M.B.A. Overload Fee.	\$400/credit hour
Semester Overload Fee	\$395/credit hour

Part-time Tuition Rates

Part-time semester rate	\$395/credit hour
Part-time 5-term rate	\$400/credit hour
Part-time MBA online	
5-term rate	10% surcharge per credit hour
Part time Specialist rate.	\$450/hour
Part time Doctor of Education rate	\$650/credit hour
Specialist rate.	\$450/hour

Housing & Meals

Semester.	\$3,500/term
Quarter	\$2,905/quarter
5-term M.B.A	\$2324/term
Room Fee during breaks	\$226/week

Other Fees

Online Surcharge	10%/course
Housing/Enrollment Deposit (non-refundable)	\$300
Semester Resident Student Activity Fee	\$175/term
Resident 5-term M.B.A. Activity Fee	\$70/term
Communications Fee - Residence Halls (sem)	\$150/term
5-term M.B.A. Communications/Residence	\$60/term
Resident Student Email Fee (sem)	\$30/term
Resident 5-term M.B.A. Student Email Fee	\$12/term
Resident Quarter Activity Fee	\$88 term
Resident Quarter Communications Fee	\$75 term
Resident Quarter Email Fee	\$15 term
Lab Fee (in specified courses)	\$30-\$75/course
Studio Fee (general)	\$30-\$75/course
Studio Fee (ceramics, color theory, photography and drawing)	\$85/course
Student Teaching Fee	\$250
Counseling Internship Fee	\$65/term
Applied Music Fee	\$150/credit hour
For individual lessons in piano, voice, orchestral instruments and organ; per semester hour credit)	
Experiential Learning Fee (one-time only charge)	\$300
Experiential Learning Credit	\$90/credit hour
Overload Fee for residents (except students in LCIE)--a charge to full-time students who take more than 15 credit hours in a semester program or 9 credit hours in 5-term program.)	\$395/hr sem MBA
Late Registration Fee	\$25
Promissory Note Origination Fee	\$25
Late Payment Fee (per month)	\$50
Culminating Project Extension Fee	\$150
Graduation/diploma Fee Graduate	\$125
Specialist	\$125
Ed. D.	\$200

Ed. S. Fees

EDA 68000 Specialist Experience	\$500
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Ed. D. Fees

EDA 78000 Capstone Experience	\$500
Dissertation Publication	\$500

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

Students are expected to pay tuition charges prior to the beginning of each term. Students may use financial aid (grants and loans) as payment. Student Aid Reports and loan applications should be submitted to the Financial Aid Office prior to the beginning of each term. Students are not eligible for any refund until their account realizes a credit balance. Students receiving financial aid must attend class before they are eligible for a refund. The communications fee covers telephone service, voicemail, email, and cable TV services. The university provides complimentary Internet service to resident students living in the dormitories and some campus housing.

Housing Deposit

Resident students are expected to pay a \$300 non-refundable fee to reserve their rooms. The room reservation fee becomes a refundable room damage deposit after the student has attended classes and the semester charges have been paid. This deposit remains on account at the university as long as the student resides in campus housing. Any damage to the assigned housing during the time of residence will be deducted from the deposit.

Students are entitled to a deposit refund upon completion of the Residential Check-Out form once all outstanding debts to the university have been satisfied. If a new student withdraws prior to the beginning of a term, the housing application fee is not refunded. Continuing students must notify the Resident Life Office of plans not to return as a resident student the following term and complete the Residential Check-Out form. Failure to complete this process by the date of the last class or exam preceding the departure will result in forfeiture of the deposit. No refund for room and board charges will be made for an academic year after the student signs either a New Student Housing Application or a Returning Student Housing Application.

Students must meet all financial obligations to the university in order to qualify for a room damage deposit refund. Application materials for the refund are available in the Business Office. When students have been accepted for admission, students, and their parents and/or guardians accept all the conditions of payment as well as all the regulations of the university. In making the initial payment of \$300, the student and the parent or guardian acknowledge these terms and signify acceptance of these obligations. No promise or contract that differs from these terms shall bind the university unless it has been signed by the chief operating officer of Lindenwood University. The university reserves the right to increase or reduce fees each year according to changes in fiscal conditions. An additional charge may be added for all single rooms in the dormitories and/or apartment/house living quarters (on a space availability basis.)

Payment Options

All tuition charges and fees are payable prior to the beginning of the term. Students should consult their student account representative in the Business Office regarding due dates or to make other payment arrangements prior to the beginning of the term. Payment options include:

Corporate Promissory Note:

The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. Proof of employment and a copy of the company's reimbursement policy must be on file in the Business Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. A monthly late charge will be assessed after this date. By signing a promissory note, students give Lindenwood University permission to contact their employers if the note is not paid by the date due.

Direct Debit Payment Note (DDP):

Lindenwood University offers a Direct Debit Payment Plan or the convenience of students. Their payments can be made directly (electronically) from their checking account. There are

no fees associated with this method of payment. Any payment or financial aid received prior to the promissory note due date will be applied to the balance appearing on the student's accounts.

Delinquent Accounts

Students must meet all financial obligations to the university in order to qualify for continued enrollment or graduation. This means that, each semester or term, each student must pay all money due to the university, including tuition, fees, traffic fines, library fines, and any other financial obligation. Students with delinquent accounts can expect:

1. Enrollment for a succeeding term will not be allowed.
2. Grades for the current term will be held.
3. A transcript will not be issued.
4. The student will not be permitted to graduate.

Withdrawal & Refund

Students wishing to withdraw from Lindenwood University should contact both the office of academic services and the office of financial aid. In order to receive the proper refund, any notification of withdrawal or cancellation and requests for refund should be made in writing. To begin the withdrawal process, students should submit a completed add/drop form to the office of academic services located in room M212 of the Main Administration Building. The office hours are Monday-Thursday, 8 a.m. until 6 p.m., Friday 8 a.m. until 5 p.m. Calculations of the return of Title IV aid or tuition adjustments shall be based on the date the student begins the withdrawal process, provides official notification of the intent to withdraw, or the midpoint of the payment period for which Title IV aid was disbursed.

Students who receive Title IV aid while attending Lindenwood University and withdraw during the first 60 percent of the term will be disbursed Title IV aid in direct proportion to the length of time he/she remains enrolled. A student who remains enrolled beyond the 60 percent point of the term will not be entitled to a return of Title IV aid.

Students wishing to withdraw from a graduate program are subject to the Lindenwood University refund calculation as described below. If any student withdraws from a graduate program prior to the beginning of a semester or term, all payments for that term except the initial \$300 non-refundable room reservation deposit will be refunded. The refund policy for tuition, fees, including overload charges for semester programs is as follows:

Withdrawal during 1st two weeks	75%
Withdrawal during 3rd week of term	50%
Withdrawal during 4th week of term	25%
Withdrawal after 4th week of term	No Refund

The quarter program and 5-term program tuition refund schedule is as follows:

Withdrawal before 1st class meets	100%
Withdrawal before 2nd class meets	75%
Withdrawal before 3rd class meets	50%
Before 4th class meets	No Refund

Note that these refund schedules apply only to students withdrawing from the University altogether and not to students withdrawing from a single class but remaining enrolled in the

University. No refunds are granted to students withdrawing from a class.

No refund for room charges will be made for a term after the student signs either a New Student Housing Application or a Returning Student Housing Application. Application, activity, lab, and miscellaneous fees and room reservation deposits are non-refundable, except as indicated under "Enrollment Deposit" and above.

Refund Calculation Appeals

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

Refund Distribution of Financial Aid

After the amount of the refund has been calculated, the Financial Aid Office will determine the Title IV refund amounts according to the calculation schedule approved by the Secretary of Education. Refunds to specific Title IV programs will be made to the following programs in the order outlined:

1. Outstanding balances on Unsubsidized Stafford and Subsidized Stafford loans;
2. Federal Perkins Loans;
3. PLUS;
4. Federal Pell Grant awards;
5. Federal SEOG awards;
6. other Title IV student assistance;
7. other federal, state, private or institutional aid; and
8. the student.

No Title IV program may receive a portion of the federal refund amount if that program was not part of the student's original package.

Cash Disbursements

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

Financial Assistance

Financial aid is available to all qualified students. Financial need may be met through a combination of state, federal, and institutional aid. Federal grants are outlined below. Institutional awards and grants are offered in the areas of academics, leadership, athletics, and the fine arts.

The Lindenwood University financial aid program provides assistance to students with financial need who would otherwise be unable to receive an undergraduate education. The primary responsibility for paying the student's education expenses

rests with the student and his/her family, and the university expects both the student and his/her parent(s) to make a realistic contribution to meet these costs. Financial aid is a supplement for those students and families who cannot afford the entire cost of university education.

What the student is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all Title IV and institutional assistance. Lindenwood does not require students to fill out supplementary fee-based forms to determine eligibility for institutional financial aid. All students wishing to receive Title IV aid must submit a valid set of Student Aid Reports or a valid ISIR (Institutional Student Information Record) that results from the processing of the FAFSA and must complete any required verification. Financial need is calculated as the difference between the cost of attendance and the expected family contribution from the student and his/her parent(s). Financial aid is an award from grant, loan, and/or work funds that will help meet this need. Upon completion of all documentation necessary to establish eligibility, financial assistance will be posted to the student accounts at least once each term. To be considered for financial assistance, a student applying for need based aid must complete a FAFSA online at www.fafsa.gov. The LU school code is 002480. Students are reminded to press "print" because that is what submits the application. Students should then FAX submission results to the attention of the admissions counselors at 636-949-4989. If students have any questions about their SAR (Student Aid Report), they are encouraged to call 1-800-433- 3243.

Scholarships

Although Lindenwood University scholarships and grants are credited in total at the beginning of each term, they are actually earned as tuition, room, and board charges are incurred. Therefore, tuition, room, and board charges that are reduced as a result of being unearned will automatically result in an immediate proportional reduction of the Lindenwood University scholarship or grant as also being unearned. All institutional aid will be reduced, in accordance with the student's reduced charge, for campus-housed students who move off campus.

Graduate Assistant Positions

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

No candidates will be considered until they have been officially admitted to the university. Once admitted, interested students should complete an application and submit it to the Vice President for Human Resources, whose office is located in the Executive Suite in Roemer Hall. All graduate assistants must provide evidence of an undergraduate cumulative GPA of 3.0 or greater.

Older Student & Institutional Grants

Lindenwood University offers a 50 percent scholarship to all persons age 55 and over. The university also offers partial institutional grants for employees of selected companies, municipalities, and school systems. These grants apply to the tuition for credit classes and do not apply to courses that are audited. This grant is not available to students in the doctoral program. Any other funding may first replace the Lindenwood University grant. Online classes and classes at the doctoral level are exempt from this grant.

Federal Financial Aid

Federal Work-Study Program (FWS)

The program provides work opportunity for needy students. Eligibility is dependent upon the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily a student will work 10 hours per week while attending school. Wages are \$8 per hour.

Federal Perkins Loans

This is a federal loan to students at an interest rate of five percent repayable nine months after graduation, after termination of an academic program, or after enrolling for fewer than 6 credit hours during a semester. Students may borrow up to \$5,500 per year to an aggregate maximum of \$11,000 for freshman and sophomores and \$27,500 for juniors and seniors, and \$8,000 per year to an aggregate maximum of \$60,000 as a graduate student. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. This loan is administered by Lindenwood University and does not require a separate application other than the FAFSA. Availability of this loan is at the discretion of the Dean of Admissions and financial aid.

William D. Ford Direct Loan Program

The federal government guarantees loans up to \$8,500 for eligible graduate students per academic year. These loans are made by the Department of Education, and interest is subsidized by the federal government

Eligible Stafford Borrower Limits:

Graduate Study: \$8,500/academic year.

Cumulative Limit (including undergraduate study): \$65,500

For borrowers who have loans that originated July 1, 2011, through June 30, 2012, the interest rate on a Stafford Loan is fixed at 6.8 percent. Students must file the FAFSA to determine eligibility for a Stafford Loan and must submit Student Aid Reports in order to receive loan funds. A student can complete a Master Promissory Note online at studentloans.gov. Lindenwood will receive electronic notification once the application is complete.

Unsubsidized Federal Stafford Loan

This loan provides for a maximum \$12,000 a year for graduate students. Students who meet the eligibility requirements under Section 484 of the Higher Education Amendments and who do not qualify for interest subsidies under the Stafford Loan

program may borrow under the Unsubsidized Stafford Loan program. Similar to the Federal Subsidized Stafford Loan program, the Unsubsidized Stafford Loan is available to all eligible students, and students must complete a valid need analysis. Unsubsidized Stafford Loans are not need based, however, and interest accruing on the loan is not subsidized (or paid) by the federal government while the student is in school. Students must therefore pay the interest payments while in school. A student can complete a Master Promissory Note online at studentloans.gov. Lindenwood will receive electronic notification once the application is complete.

Unsubsidized Loan (Formerly SLS)

Unsubsidized loans to students provide for a maximum \$12,000 a year for graduate students. Loans made under the unsubsidized loan program are not eligible for interest subsidy. Students must therefore pay the interest payments while in school or allow the interest to capitalize. The interest rate for a loan originated July 1, 2011 – June 30, 2012, is fixed at 6.8 percent.

Loan Limits

Pursuant to P.L.101-508, Lindenwood University reserves the right to refuse to certify a loan application, or to reduce the amount of the loan, in individual cases where the institution determines that the portion of the student's costs covered by the loan could more appropriately be met directly by the student. In addition, requested loan amounts will be reviewed to ensure compliance with educational purpose regulations.

Marguerite Ross Barnett Memorial Scholarship Program

This program is available to eligible students who are enrolled part-time and who are employed for at least twenty (20) hours a week. Contact the Missouri Coordinating Board or the Financial Aid Office for details on eligibility criteria.

Vocational Rehabilitation

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

Satisfactory Progress

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

The minimum cumulative Grade Point Average (GPA) is outlined in detail in the Academic Standards section of this catalog.

Satisfactory progress is defined as satisfactory based on the following maximum academic years and earned credit hours per year of enrollment:

Full-time Students

Graduate College

Academic Years Completed

1 2 3 4

Earned Credit Hours

12 27 39 48

Satisfactory academic progress determination is made for all students at the end of each enrollment period.

For a student to be eligible for Title IV aid at Lindenwood University, the student must have academic standing at the point in the program that is consistent with Lindenwood University's requirements for graduation as listed under "Academic Standards" previously. Before each payment period, the student's academic record will be checked for satisfactory academic progress based on the most recent determination.

Failure to maintain academic progress will result in a student being ineligible to receive Title IV financial assistance, following a financial aid warning period.

Financial Aid Warning/Suspension Reinstatement

If a student fails to meet the minimum requirements as stated, the student will be placed on financial aid warning for the next succeeding term (semester or quarter) of enrollment. If at the end of the financial aid warning term the student does not meet the minimum requirements, the student will be placed on financial aid suspension and not be eligible for financial aid reinstatement until the minimum cumulative requirements of the policy are attained. Students placed on warning or suspension will have their Lindenwood University Institutional Grant reevaluated.

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

Appeal of Satisfactory Progress Determination

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 factors such as undue hardship because of the death of a relative, an injury or illness, or similar special circumstances that could affect the decision, or that said decision was not correctly made. To appeal a financial aid suspension, the student must submit an appeal letter with supporting documentation to the Director of Financial Aid. If the student's appeal is granted, the student will be placed on Financial Aid probation and will have the next succeeding term of enrollment (semester or quarter) to meet the minimum requirement stated above. If the appeal is denied, the student will be ineligible to receive Title IV aid until the academic requirements are met.

Veterans' Benefits

Veterans who believe they may be eligible for benefits can receive information and applications through the V.A. School Certifying Official at the university, located in the office of Academic Services. Educational assistance is also provided to widows or children of veterans who died in service or as a result of service-related injuries. Spouses and dependants of disabled veterans are also eligible for assistance. It is the responsibility for the student to notify the V.A. School Certifying Official of any changes in his/her class schedule.

The School Certifying Official promptly reports to the Veterans Administration when notified that a veteran is no longer attending class, is making unsatisfactory progress, or has withdrawn from a class or from studies. Due to requirements imposed by the Veterans Administration, and as a condition of being certified to receive benefits from the V.A., the student

receiving such benefits acknowledges the following policies that may differ from those required of other students at Lindenwood.

1. The university will notify the V.A. of all terminations, interruptions, or any change in semester-hour load within 30 days. This may change the benefits available to the student.
2. The student accepts the responsibility of notifying the registrar, the V.A. School Certifying Official at the university, and his/her advisor immediately in case of withdrawal from any course.
3. The student accepts the responsibility of notifying his/her instructors of any expected absence from class. A student may be dismissed by the university as a result of excessive absences.
4. The Veterans Administration will be informed that progress is no longer satisfactory with the accumulation of 12 or more hours of 'F' grades.
5. LCIE students receiving benefits through the Veterans Administration must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

Out of Classroom Life

The fabric of a learning community weaves itself whole. To bridge formal and out-of-classroom learning, the Office of Student Services promotes programs, services, and diverse opportunities for personal growth and development. Lindenwood University currently serves nearly 17,000 students with more than 1,700 of those students attending the Belleville campus. Students of Lindenwood University-Belleville enjoy a beautiful, 22 acre campus located in the heart of what has been described as a combination of urban, suburban and rural communities.

Students of Lindenwood-Belleville enjoy being part of a larger, nationally and internationally known institution, while taking classes in a smaller environment that offers all the services that are found on the St. Charles campus. Many Lindenwood University -Belleville students find the city of Belleville to be diverse and welcoming. With a population of just over 53,000, Belleville offers students parks, cultural events, fall festivals, a farmer's market, shopping, sporting events, and the second oldest Philharmonic in the United States. Seasonal activities in the city of Belleville include the Oktoberfest, Chili Cook-Off, Art-on-the-Square Art Fair (the nation's largest art fair) and holiday parades for St. Patrick's Day, Memorial Day, and Christmas. However, when students want to enjoy big city amenities, Belleville is part of the popular Metro Link light rail system that students can utilize to take advantage of all the St. Louis region has to offer, including the Missouri Botanical Garden, Fox Theatre, St. Louis Cardinals, St. Louis Symphony and St. Louis Zoo just to name a few.

Student Services

Lindenwood University-Belleville espouses the importance of co-curricular involvement in activities as a vital supplement to academic learning and part of the total educational experience. The Office of Student Services serves as a coordination hub

on campus, working closely with student organizations in creating, facilitating, and promoting activities and programs. Various student-organized programs and events are scheduled throughout the year. Lindenwood University-Belleville Student Government Association, Greek Organizations, and other student organizations are supported by the Office of Student Services.

Student organizations and activities are an important part of University life, providing opportunities for students to design and implement activities, programs, and events that support and grow the goals of Lindenwood-Belleville's mission. Students may compliment their educational experiences by becoming involved with approximately 15 student clubs and organizations which, along with the Student Activities Office, are the major scheduling source for lectures, movies, dances, entertainers, and a wide variety of events and activities designed to satisfy the eclectic needs and interests of the student community. It is necessary for each organization to register and seek approval from the Dean of Students each year and provide the name of a faculty or staff advisor, a current mission statement, and a current list of officers and members.

The Office of Student Services is located on the first floor of the Administration building. The Dean of Students, Director of Residential Services, and Coordinator of Student Development are located in Student Services to aid and assist in all student development and planning.

Examples of organizations on the Lindenwood-Belleville campus include

- Lindenwood Student Government Association—LSGA
- Black Student Leadership Union—BSLU
- Criminal Justice Club—CJC
- Lindenwood University Housing Association—LUHA
- Lynx Pack Spirit Club
- Lindenwood Lynx Tale Student Newspaper and Yearbook
- Theater Club
- Lindenwood University Women's Wrestling Club
- Lindenwood University Women's Club
- International Hospitality Club
- Green Crew Environmental Club
- Intramurals
- Greek Organizations

Student Housing

Although primarily a commuter campus, Lindenwood University-Belleville does offer several diverse housing options. Surrounding the campus, students may choose to live in one of several houses owned and operated by the University. This residential type of living is often described by parents and students as a more familiar, familial atmosphere. Other students prefer the convenience of staying in the University sponsored hotel dormitory. Located just one block off campus, this co-ed housing offers students state-of-the-art security and limited housekeeping and laundry service. Each room includes cable TV, phone service, a small refrigerator, a microwave oven, and a private bathroom. There is also an outdoor swimming pool for students to enjoy. A 27 unit apartment building owned by Lindenwood University-Belleville offers students a more independent and private, yet secure, living environment while enjoying the University food service. Additionally, the Office of Student Services provides a list of available housing for students

who wish to commute, rather than living in University housing. The properties available are not affiliated with the University and are privately owned but have expressed interest in hosting Lindenwood University-Belleville students and are located in close proximity to the campus. Students who commute are eligible for the “Commuter Plus” meal plan. This plan is a wonderful way to enjoy an enriched campus experience with peers in the new Alan J. Dixon Student Center, while taking advantage of an incredible meal plan at an affordable price. Please see the listed prices below for how the plan works for students and the overall cost savings vs. daily/weekly/monthly grocery and restaurant bills.

Commuter Plus Meal Plan Costs

- Plan includes 19 meals per week
- 3 meals per day M-F
- 2 meals per day Saturday and Sunday

**\$3280 total for the 2011-12 academic year

\$ 364.00/month

\$ 91.00/week

\$ 4.78/meal

Library Services

The Lindenwood University-Belleville Library, located in the Alan J. Dixon Student Center, is a member of the MOBIUS consortium. MOBIUS provides students access to over 14 million book titles throughout the state of Missouri. If an item is not available through MOBIUS, patrons may use Butler Library’s Inter-Library Loan service.

The library’s dedicated staff is available to help patrons navigate the wealth of traditional print and electronic resources that it offers. The library staff has developed a series of workshops, class presentations, and study guides to assist users. In addition, the Lindenwood librarians are available during all library hours to assist patrons with whatever their research needs might be. Reference librarians may be contacted in person, by phone, or by email.

Writing and Math Lab

The Lindenwood University-Belleville Writing and Math Lab is located on the first floor of the Main Administrative Building in room 111 and offers tutorial assistance to students working on assignments for their classes. Appointments are suggested but not required. Consultants for the Writing Lab are prepared to help students in all disciplines to create and revise assigned work. Issues covered include organization, sentence clarity, development, grammar, and usage. Mathematics tutors are available to assist students in completion of their mathematics coursework.

Tutoring Services

Most academic areas have tutors who complete their work-and-learn hours by helping other students understand course material. The complete list of tutors is available on PCCCommon. Students are also encouraged to ask their classroom professors about possible tutoring assistance.

Lindenwood Student Government Association

All students at Lindenwood, full-time and part-time, undergraduate, or graduate, are encouraged to participate in the

Lindenwood Student Government Association (LSGA). The LSGA works to promote structure for student expression and self-government. Members of the LSGA play a strong role in the academic and administration decision-making process of the university through representation in various planning governance committees. For more information about LSGA, please contact the Student Services office.

Student Health Care Services

While Lindenwood University-Belleville does not offer health care services, students may access two regional hospitals conveniently located just a short distance from campus. For a list of services provided and insurance accepted, please visit the website of St. Elizabeth’s Hospital at www.steliz.org or the website of Memorial Hospital at www.memhosp.com.

Athletics and Fitness Center

Intercollegiate, intramural, and recreational sports are an important part of the Lindenwood out-of-classroom life. Intramural sports offer exercise and healthy competition to all students in the community. Intercollegiate baseball, basketball, bowling, cheerleading, cross country, field hockey, golf, lacrosse, soccer, softball, spirit squads, tennis, track, volleyball and wrestling are offered for full-time students. Lindenwood University-Belleville is a member of the United States Collegiate Athletic Association (USCAA). For those involved in team sports and others interested in personal fitness, the university has a new state-of-the-art Fitness Center with extensive weight training equipment located in the lower level of the Lynx arena.

Religious Life

Lindenwood University enjoys a historical relationship with the Presbyterian Church (USA). The university fosters an ecumenical spirit that celebrates the wide range of religious traditions represented on a campus. Students wishing to worship can find religious services of all major faiths within the greater Belleville/St. Louis community.

Campus Tobacco Use

In accordance with the law of the State of Illinois, the use of both smoking and smokeless tobacco is prohibited in all buildings on campus and on the campus property. This includes classrooms, laboratories, hallways, offices, restrooms, residence halls and lounges. Lindenwood University-Belleville is a **smoke free** campus.

Firearms Policy

No person is permitted to carry firearms or other weapons — either concealed or visible — on Lindenwood property or to any Lindenwood class (offered anywhere), except duly sworn law enforcement officers who are on duty. Off-duty police officers may carry completely concealed weapons to their Lindenwood classes only if authorized to do so by their employer and the state of Missouri or Illinois.

Campus Accessibility

It is the guiding philosophy of Lindenwood University to make our facilities, programs, and classes as accessible to individuals with disabilities as practical. In instances where a room or building is not easily accessible, it may be necessary to

bring the service or class to the student. It is the responsibility of the student to advise the office of academic services when special arrangements are needed. If personnel are unable to accommodate a request for special arrangements, the request will be forwarded to the vice president for student development for further measures.

The university provides reasonable accommodations to students with aural, visual, and other impairments that might hamper a student's reaching his or her potential achievement level. The coordinator for campus accessibility services acts to ensure the accessibility of programs assists and support student disabilities. Students who need assistance or accommodations regarding certified disabilities should contact the Lindenwood University's Disabilities Services Office:

Coordinator for Campus Accessibility
Lindenwood University
Memorial Arts Building
209 S. Kingshighway
St. Charles, MO 63301
(636) 949-4784

Conferences

The university offers a variety of services and accommodations to community groups, religious organizations, businesses, and trade and professional organizations on campus and at our off-campus sites. Many conferences, workshops, meetings and community events are held each year at the various Lindenwood facilities.

Lionmail

It is every student's responsibility to check his/her Lindenwood Lionmail email account. Important messages including academic standing and financial aid reminders are sent via Lionmail. Students will be held accountable for any information or due dates sent via the campus email system. Lionmail accounts are available for all students and may be accessed by contacting the Computer Services department.

Abuse of Student Portals

Any student who gains unauthorized entrance to another's student's portal, makes changes to another student's schedule via the student portal, or otherwise tampers with or compromised 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.

2011-2012 Academic Calendar

Semester Schedule Fall Semester 2011

International Student Orientation and Check-in	August 15
Faculty Workshops	August 15-19
Freshman Orientation Check-in	August 17
Freshman Orientation	August 17-21
Fall Residential Check-in	August 20-21
Classes Begin	August 22
Last day to register for or add class, or choose audit	August 26
Labor Day Holiday	September 5
Last day to withdraw with "W"	September 30
Late Start classes begin	October 3
Last Day to Register for a Late Start Class	Before the third day of class
Midterm Grades due, noon	October 10
Last date to withdraw with "WP"/"WF"	October 28
Spring semester and J-Term Registration for Seniors	November 7
Spring semester and J-Term Registration for Juniors	November 10
Spring semester and J-Term Registration for Sophomores	November 15
Spring semester and J-Term Registration for Freshmen	November 17
Faculty In-service Day- no classes held except for MBA and LCIE evening classes	November 23
Thanksgiving Holiday	November 24-25
Last Day of Classes	December 2
Final Exams	December 5-9
Deadline for making up "INC" grades from Spring	December 9
Lindenwood residential semester student housing closes at 4:30 PM	December 9
Final Grades due 5:00 p.m.	December 13
Deadline to apply for March/May/June Graduation	December 30

January Term 2012

Last Day to register for J-Term class	December 27
J-Term Residential Check-in	January 2
Classes Begin	January 3
Days on which J-Term classes will meet	January 3-6, 9-12, 16-19
Last day to withdraw with a "W"	January 12
Last day of class	January 19
Final Grades due 5:00 p.m.	January 23

Spring Semester 2012

International Student Orientation and Check-in	January 16
New Student Registration/Orientation- Residential Housing Opens	January 21
Spring Residential Check-in	January 22
Classes Begin	January 23
Last day to register, add a class, or choose an audit	January 27
Sibley Day	February 22
Deadline to apply for August Graduation	February 28
Last day to withdraw with a "W"	March 2
Late Start classes begin	March 5
Last day to Register for a Late Start Class	Before the third day of class
Midterm Grades due, noon	March 12
Fall Semester Registration and Housing Sign-up – Seniors	March 12

Fall Semester Registration and Housing Sign-up- Juniors	March 15
Fall Semester Registration and Housing Sign-up – Sophomores	March 20
Fall Semester Registration and Housing Sign-up- Freshmen	March 22
Spring Break	March 24- April 1
Last day to withdraw with a “WP”/“WF”	April 5
Good Friday – no classes will meet	April 6
Honors Convocation	April 22
Last Day of Classes	May 4
Final Exams	May 7-11
Deadline for making up “INC” grades from Fall.	May 11
Lindenwood Residential Housing closes at 4:30 p.m.	May 11
Baccalaureate Ceremony and Graduate Students’ Commencement 7:00 p.m.	May 11
Undergraduate Commencement 10:00 a.m.	May 12
Final Grades due 5:00 p.m.	May 15
Deadline to apply for October/December Graduation.	May 30

Summer 2012

** Schedules may vary by course

Session 1	May 14-June 8
Session 2	June 11-July 6
Session 3	July 9-August 3

ACADEMIC PROGRAM DESCRIPTIONS

Education: M.A. and M.A.T. PROGRAM DESCRIPTION

The Lindenwood University Teacher Education Programs are accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and the Missouri Department of Elementary and Secondary Education (DESE). The School of Education is also a member, in good standing, of the Teacher Education Accreditation Council (TEAC). The Lindenwood University graduate degrees in Education are designed to meet the needs of practicing educators. Building upon existing skills, 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 in continuous problem-solving opportunities with peers and colleagues; and the opportunity to prescribe an individualized program of studies.

The goal of the program is to produce skilled and motivated educators who will (1) be more effective in their educational setting; (2) show enriched lifetime commitment to the profession; and (3) view learning as a continuing process of self-assessment, planned improvement, and subsequent evaluation.

Lindenwood University is committed to offering excellent programs in teacher education both at the pre-service and graduate levels of instruction. In response to the need of beginning and veteran educators, Lindenwood has developed several alternatives by which the practicing educator may complete a Master of Arts degree. 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.

**Note: For more information about the graduate program in school counseling, consult the Professional and School Counseling section of this catalog.*

Criteria for Admission to the Graduate Education Program

1. A baccalaureate degree from an accredited college or university with a minimum grade point average of a 3.0 on a 4.0 scale.
2. Recommendation by an immediate education supervisor. This may be the letter of recommendation required for admission to the graduate program.
3. Approval of the dean of education.

Application Procedures

1. Complete the application procedures required for admission to the university.
2. Complete a program overview with the assistance of an education school advisor.
3. Obtain approval of the dean of the school.

Requirements for the Program

1. Three options exist for graduate students in education. The Master of Arts degree in Education requires students

to complete at least 33 semester hours of graduate courses. Students may choose either the Master of Arts project (EDU 60000) or curriculum design coursework (EDU 52000) to fulfill degree requirements. All graduate students must maintain a GPA of 3.0 or higher. The Master of Arts in School Administration is a 36 credit hour program. The Master of Arts in Teaching with elementary school certification preparation is a 71 credit hour program. Middle school certification preparation is a 57 credit hour program, and secondary school certification preparation is a 45 credit hour program. All include certification requirements. Content area coursework required by the Department of Elementary and Secondary Education must also be met for middle and secondary education.

2. Graduate degrees are to be completed within five calendar years from the date of matriculation in the program. (Matriculation is the date of the first day of the first term in which the student begins the graduate program.) Students requiring longer than five years must file a petition for policy exemption. Students will be expected to meet the degree requirements in effect at the time of the petition.
3. Graduate students who have not had a course in Education of the Exceptional Child will be required to take the course.
4. Graduate students in Master of Arts degree programs who register for the Master of Arts Project in one term must continue to register each subsequent term until the project is completed and accepted. The fee for the Master of Arts project extension is \$50.00 per semester. Summer semester sessions are excluded.
5. Graduate students must complete an application for graduation in the office of academic services and pay any required fees in order to be accepted for graduation. The application should be submitted according to the academic calendar.

Transfer & Workshop Credit

Graduate students may transfer no more than nine (9) graduate semester hours of credit to Lindenwood from other accredited institutions.

1. All transfer graduate credit must be from an accredited graduate institution and must meet the approval of the dean of the School of Education and the registrar.
2. All transfer credits must carry a letter grade of "B" or higher. An official transcript must be provided for verification.
3. "Pass-Fail" or "Credit" courses will be accepted in transfer.
4. All transfer and workshop graduate credit must be relevant to the student's proposed program and should have been completed within the last 7 years.
5. Once admitted, the student must obtain prior permission from the education dean and the registrar in order to apply credit from any other college or university toward the degree. Prior Approval forms are available in the office of academic services for this purpose.
6. Students may elect to take a maximum of six (6) credit hours of approved workshops to be accepted as part of the

credit for the degree. These hours would be included as part of approved transfer credit if taken at other accredited institutions.

Core Courses

All students seeking a Master of Arts degree in education are required to complete four core courses;

Core Courses

- EDU 50500 Analysis of Teaching and Learning Behavior
- EDU 51000 Conceptualization of Education
- EDU 57000 Educational Research
- EDU 52000 Curriculum Analysis and Design

Graduate Teacher Education Goals

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

1. Read critically in the areas of contemporary education problems, curriculum, and educational research.
2. Analyze and discuss educational issues and write about them in accepted academic formats.
3. Analyze one's own teaching behavior and plan strategies for improvement using a variety of instructional models.
4. Demonstrate knowledge of human growth and development as it relates to the teaching-learning-leading process.
5. Study curriculum theory and to design curricula pertinent to the needs of selected student populations.
6. Understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
7. Demonstrate the ability to do effective library research.
8. Effectively prescribe educational experiences for learners with special needs.
9. Gain increased understanding of the knowledge, attitudes and skills needed to teach about global issues and cultural pluralism.
10. Design research projects in education or specific areas, that will enable the practicing educator to meet his/her professional goals.
11. Explore one or more areas of professional concern in some depth.
12. Become an informed decision maker, capable of self and educational program evaluation, who, recognizing the value of continuing education has succeeded in developing within him/her the art and the science of teaching and leading.

MASTER OF ARTS IN EDUCATION: MODEL I

Model I is an advanced degree program for educators who have had experience in either elementary or secondary schools. A student may complete coursework required to apply for Missouri certification in Reading, an area of Special Education, Early Childhood Education, Early Childhood Special Education, or Gifted Education. In Model I, elective courses are selected from courses required for specialized certification. The program is designed to enable the educator to extend his/her knowledge, skills, and understanding of the process of teaching and learning. Model I allows the graduate student, in accord with a faculty advisor, to design a portion of the program according to

individual needs and career goals. Students admitted to Model I must hold a valid teaching certificate and be presently involved in an educational setting or have worked within one in the last three years. The program includes the four core courses required of all graduate students in Education. The remaining credit hours will be selected by the student in consultation with the advisor from existing graduate courses to meet state certification standards for application.

MASTER OF ARTS IN EDUCATION: MODEL II (SPECIALTY AREA)

Model II is an advanced program that allows the student to develop extensive expertise in a specific content area. The student and the faculty advisor will design a comprehensive program in a content area. The program includes the four core courses required of all graduate students in Education. The remaining credit hours will be selected by the student in consultation with the advisor from existing graduate courses to meet individual needs.

MASTER OF ARTS IN TEACHING (M.A.T.) PROGRAM DESCRIPTION

The Master of Arts in Teaching degree is offered as a parallel to the Master of Arts in Education. The M.A. in Teaching is designed to serve students who have earned a Bachelor of Arts degree in a subject/content area of certification but have not certificate. Most of the courses offered in this program are offered at the Belleville location; however, students may be required to complete coursework at the St. Charles campus as well.

The Master of Arts in Teaching with elementary school certification preparation is a 71 credit hour program. Middle school certification preparation is a 57 credit hour program, and secondary school certification preparation is a 45 credit hour program. All include certification requirements. Content area coursework required by the Department of Elementary and Secondary Education must also be met for middle and secondary education.

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

- The Master of Arts in Teaching program for secondary preparation includes 45 hours of graduate course work:
- EDU 50000 Foundations of K-12 Education (3)
 - EDU 50200 Psychology of Teaching and Learning (3)
 - EDU 50500 Analysis of Teaching Behavior (3)
 - EDU 50700 Reading in the Content Area (3)
 - EDU 51000 Conceptualization of Education (3)
 - EDU 51500 PRAXIS-Foliotek Seminar (0-3)
 - EDU 51800 Meas. & Evaluation to Enhance Learning (3)
 - EDU 52000 Curriculum Analysis & Design (3)
 - EDU 52100 Classroom Teaching/Management (3)
 - EDU 53500 Subject Area Teaching Methods (3)
 - EDU 54100 Education of the Exceptional Child (3)
 - EDU 57000 Education Research (3)
 - EDU 59900 Field Experience (Student Teaching) (12)

The Master of Arts in Teaching program for middle school preparation includes the 45 hours of graduate course work listed above, possible content area course work, plus:

EDU 58500 Middle School Philosophy/ Organization (3)
EDU 58600 Middle School Curriculum/ Instruction (3)
EDU 58700 Reading/Writing Across Curriculum (3)
EDU 58800 Middle School Psychology (3)

The Master of Arts in Teaching program for elementary school preparation includes:

EDU 50000 Foundations of K-12 Education (3)
EDU 50200 Psychology of Teaching and Learning (3)
EDU 50500 Analysis of Teaching Behavior (3)
EDU 51000 Conceptualization of Education (3)
EDU 51500 PRAXIS-Foliotek Seminar (0-3)
EDU 51800 Meas. & Evaluation to Enhance Learning (3)
EDU 52000 Curriculum Analysis & Design (3)
EDU 52100 Classroom Teaching/Management (3)
EDU 54100 Education of the Exceptional Child (3)
EDU 50300 Elementary Reading Methods (3)
EDU 50600 Elem/Middle School Language Arts Methods (3)
EDU 50900 Analysis and Correction of Reading Disabilities (3)

EDU 52200 Reading Practicum (2)
EDU 51200 Elem/Middle School Mathematics Methods (3)
EDU 51900 Elementary/Middle School Science Methods (3)
EDU 53100 Elementary Music Methods (2)
EDU 53300 Elementary Art Methods (2)
EDU 54500 Health, Safety, and Nutrition (3)
EDU 55300 Elem/Middle School Social Studies Methods (3)
EDU 58200 Integrated Literature (3)
EDU 57400 P.E. in the Elementary School (2)
EDU 57000 Education Research (3)
EDU 59900 Field Experience (Student Teaching) (12)

Master of Arts Degree (M.A.)

School Administration (initial certification – school principal)

MASTER OF ARTS IN SCHOOL ADMINISTRATION

The Master of Arts degree in School Administration program meets the needs of those students seeking initial certification as a school principal. The program stresses reflective leadership to foster effective schools. Skills taught prepare students to assume leadership roles in instruction, management, supervision, and problem solving in a creative and effective manner. To be admitted into the Master of Arts in School Administration program all students must:

1. Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
2. Hold a valid teaching certificate.
3. Complete 36 hours of the required graduate administrative coursework.
4. Maintain a GPA of 3.0 or higher.
5. Have passing credit for Education of the Exceptional Child.
6. Complete the degree within five years from the first day of which the program commenced.

Core Courses:

EDU 50500 Analysis of Teaching/Learning Behavior (3)
EDU 51000 Conceptualization of Education (3)
EDU 57000 Educational Research (3)

EDU 52000 Curriculum Design (3)

In addition to the four core courses required of all graduate students in Education, the following courses are required:

EDA 50500 Foundations of Educational Administration (3)
EDA 51000 Elementary School Administration and Organization
or EDA 51200 Secondary School Administration and Organization (3)
EDA 51500 School Supervision (3)
EDA 52000 School Business Management (3)
EDA 52500 School Law (3)
EDA 53000 Public and Community Relations (3)
EDA 53500 School Facilities (3)
EDA 59900 Field Experience (3)

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

MASTER OF ARTS IN COUNSELING

The programs leading to a Master of Arts in Counseling are designed to prepare master's level counseling practitioners. The Professional Counseling and School Counseling tracks provide students with a broad base of psychological knowledge and theory integrated with extensive training and practice in the use of counseling skills. Graduates of Professional and School Counseling Programs are qualified to work in a variety of school and/or mental health settings with individuals, groups, and families.

The Professional Counseling and School Counseling tracks are intensive and comprehensive, requiring a minimum of 48 semester hours of coursework and applied experience. Admission to the Counseling Program is selective, yet flexible. All students are periodically reviewed to assess their academic progress. Only those students who meet program standards will be allowed to continue. Students completing the Professional Counseling track must obtain a minimum of 600 hours of supervised internship experience. Internship placements may be arranged with a variety of mental health agencies that provide counseling services to clients. Internship students receive individual supervision from qualified professionals at their field sites and will also participate in a group supervision course conducted by a faculty member of the Counseling Program. The Professional Counseling Handbook specifies the details for the Internship experience.

Students completing the School Counseling track must obtain a minimum of 450 hours of Field Placement experience in a school setting (additional hours are required for Illinois certification). Students completing their Field Placement experiences receive individual supervision from a certified school counselor at their site and will also participate in a group supervision course conducted by a faculty member of the Counseling Program. The School Counseling Handbook specifies the details for both Field Placement experiences. Exit requirements vary by program. Brief descriptions of the exit requirements are provided below. Further information regarding exit requirements is provided in the Professional Counseling Handbook and the School Counseling Handbook.

PROFESSIONAL COUNSELING TRACK MISSOURI PRACTITIONERS

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

Core Curriculum

- IPC 51100 Foundations of Professional Counseling
- IPC 51200 Ethics and Professional Issues
- IPC 52100 Human Growth and Development
- IPC 52200 Personality Theories and Psychopathology
- IPC 52400 Adult Diagnosis and Treatment Planning
- IPC 54100 Research Methods and Program Evaluation
- IPC 55100 Counseling Theory and Practice
- IPC 55200 Counseling Skills Lab
- IPC 56100 Group Dynamics, Process and Counseling
- IPC 56200 Social and Cultural Foundations of Counseling
- IPC 58100 Appraisal of the Individual fee required
- IPC 58200 Lifestyle and Career Development fee required
- IPC 59000 Counseling Internship (two semesters) fee required

Electives

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

- IPC 53100 Family Counseling
- IPC 53200 Marital Counseling
- IPC 55300 Theories of Counseling Children and Adolescents
- IPC 56400 Crisis Intervention
- IPC 56500 Introduction to Substance Abuse Counseling
- IPC 58300 Analysis of the Individual
- IPC 59800 Special Topics in Counseling
- IPC 59801 College Admission Counseling
- IPC 59802 Peer Helping Programs
- IPC 59803 Spirituality and Counseling
- IPC 59804 Adult Survivors of Trauma
- IPC 59805 Clinical Hypnotherapy
- IPC 59001 Counseling Internship Extension (fee required)

Internship Requirement

Students in the Professional Counseling track are required to complete a minimum of 600 hours of supervised internship experience over two semesters. Prior to internship, students must have a GPA of 3.0 or higher. Students are expected to earn a grade of "A" or "B" in their Counseling Internship (IPC 59000) 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 59001 for 0 credit hours to allow them to attend internship classes while completing the required hours. If students take an incomplete during their second internship, regardless of how many hours are needed, they must enroll in IPC 59001 for 0 credit hours to allow them to complete all internship hours. For each extension a charge of \$50 will be incurred.

Exit Requirements

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

- IPC 60600 Scholarly Paper (0)

or
IPC 60500 Comprehensive Examination. (0)

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

PROFESSIONAL COUNSELING TRACK ILLINOIS PRACTITIONERS PROGRAM DESCRIPTION

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

Core Curriculum

- IPC 51100 Foundations of Professional Counseling
- IPC 51200 Ethics and Professional Issues
- IPC 52100 Human Growth and Development
- IPC 52200 Personality Theories and Psychopathology
- IPC 52400 Adult Diagnosis and Treatment Planning
- IPC 53100 Family Counseling
- IPC 54100 Research Methods and Program Evaluation
- IPC 55100 Counseling Theory and Practice
- IPC 55200 Counseling Skills Lab
- IPC 56100 Group Dynamics, Process and Counseling
- IPC 56200 Social and Cultural Foundations of Counseling
- IPC 56500 Introduction to Substance Abuse Counseling
- IPC 58100 Appraisal of the Individual fee required
- IPC 58200 Lifestyle and Career Development fee required
- IPC 59000 Counseling Internship (two semesters) fee required

Internship Requirements

Students in the Professional Counseling track are required to complete a minimum of 600 hours of supervised Internship experience over two semesters. Prior to internship, students must have a GPA of 3.0 or higher. Students are expected to earn a grade of "A" or "B" in their Counseling Internship (IPC 59000) 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 59001 for 0 credit hours to allow them to attend internship classes while completing the required hours. If students take an incomplete during their second internship, regardless of how many hours are needed, they must enroll in IPC 59001 for 0 credit hours to allow them to complete all internship hours. For each extension a charge of \$50 will be incurred.

Exit Requirements

In order to fulfill degree requirements, each student completes one of the following: IPC 60600 Scholarly Paper or IPC 60500 Comprehensive Examination. The student must obtain a passing score on the Counselor Preparation Comprehensive Examination (CPCE). Further information regarding exit requirements is provided in the Professional Counseling Handbook.

SCHOOL COUNSELING TRACK MISSOURI PRACTITIONERS PROGRAM DESCRIPTION

The program of study at Lindenwood University required for

recommendation for certification as a School Counselor in Missouri is as follows:

Core Curriculum

IPC 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 (fee required)
IPC 58200 Lifestyle and Career Development (fee required)
IPC 58300 Analysis of the Individual (fee required)
IPC 59100 Field Placement 1 (fee required)
IPC 59200 Field Placement 2 K-8 (fee required)
or
IPC 59300 Field Placement 2 7-12 (fee required)
or
IPC 59400 Field Placement 2 K-12 (fee required)

Electives

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

IPC 53100 Family Counseling
IPC 53200 Marital Counseling
IPC 54200 Statistical Analysis
IPC 56400 Crisis Intervention
IPC 56500 Introduction to Substance Abuse Counseling
IPC 58400 Individual Intelligence Testing
IPC 58500 Individual Diagnostic Assessment
IPC 59800 Special Topics in Counseling
IPC 59801 College Admission Counseling
IPC 59802 Peer Helping Programs
IPC 59803 Spirituality and Counseling
IPC 59804 Adult Survivors of Trauma
IPC 59805 Clinical Hypnotherapy
IPC 59101 Field Placement Extension (fee required)
IPC 59201 Field Placement Extension (fee required)
IPC 59301 Field Placement Extension (fee required)
IPC 59401 Field Placement Extension (fee required)

Education Courses

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

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

The Counseling Department offers a cluster of these three education courses, to be taken concurrently, which requires access to and familiarity with the internet and Blackboard. If students elect to take these education courses separately, or have taken one or two equivalent education classes previously,

they may take the education classes as tutorials through the Department of Counseling, or through another program. Undergraduate equivalent courses are accepted.

Field Placement Requirement

Students in the School Counseling track are required to complete a minimum 450 hours of supervised Field Placement. Field Placement I requires a minimum of 150 clock hours (350 in Illinois). Field Placement 2 requires a minimum of 300 clock hours (350 in Illinois). All Field Placements must be in K-12 settings under the supervision of a certified School Counselor. Students must have at least a 3.0 GPA in order to begin Field Placement 1 or 2. Students are expected to earn a grade of "A" or "B" in their Field Placements (IPC 59100 and 59200/59300/59400) in order to graduate. Students will be required to repeat the course if they earn less than a "B". If students take an Incomplete and are unable to complete at least half the required field placement hours, they must enroll in IPC 59101 (for Field Placement I), or IPC 59201, 59301, or 59401 (for the various levels of Field Placement II) for 0 credit hours to allow them to attend field placement classes while completing the required hours. For each extension a charge of \$50 will be incurred.

Exit Requirements

In order to fulfill degree requirements, each student completes IPC 60500 Comprehensive Examination by passing the Praxis II for School Counselors (test 0420). In addition, each student will purchase at the beginning of the program an electronic portfolio demonstrating competencies as delineated by the MoSTEP standards, to be completed by end of Field Placement II. Further information regarding exit requirements is provided in the School Counseling Handbook.

Illinois Practitioners

Students who wish to practice as school counselors in Illinois may obtain Illinois Certification under certain conditions. Illinois candidates must fulfill all Missouri requirements and obtain Missouri certification. In addition, the Illinois State Board of Education requires students who complete an out of state program to obtain additional Field Placement hours (as indicated above) and pass the Illinois Content Area Test. Students seeking certification in other states will need to check requirements with their state.

COURSE DESCRIPTIONS

(NOTE: Courses are listed alphabetically by course ID)

SCHOOL ADMINISTRATION

EDA 50500 Foundations of Education Administration (3) This course will enable the student to develop an understanding for the role of the administrator in education. Topics include federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

EDA 51000 Elementary School Administration and Organization (3) This course provides the student with understanding, knowledge and skills related to the function and role of the effective elementary school principal. Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate.

EDA 51200 Secondary School Administration and Organization (3) This course provides the student with the understanding, knowledge and skills related to the function and role of the effective secondary school principal. Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, scheduling, vocational education planning strategies, school climate, and administration of school activities.

EDA 51400 Foundations and Administration of Special Education (3) This course provides practicing special educators, special education administrators, and regular school administrators with experience in dealing with common problems that arise in public school special education programs. Major topics to be covered include supervision of special education programs, IDEA, policy development, reporting procedures and staff deployment. (St. Charles Campus)

EDA 51500 School Supervision (3) This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Topics include the nature of supervision, an historical perspective of supervision, selection of personnel, evaluation of personnel, and organizational theory.

EDA 52000 School Business Management (3) The student will be acquainted with aspects of business management within the context of education. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the LEA.

EDA 52500 School Law (3) This course provides the student with knowledge and understanding of the effects of the legal system on education. Areas include the constitutional framework of

public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

EDA 53000 Public and Community Relations (3) This course equips the student with knowledge and techniques necessary to maintain an effective public relations program for a school. Topics include public relations policy, recognition of community structure and communications channels, a survey of internal and external public, the use of various forms of presentations and maintenance of a positive relationship with the press and media.

EDA 53500 School Facilities (3) This course will equip the student with the strategies and skills necessary to plan and maintain educational facilities effectively and economically. Topics include space evaluation, effective use of space for the instructional program, modernization of facilities, planning strategies to meet the educational and community needs and supervision of building personnel.

EDA 59900 Field Experience (3) This course will provide an opportunity for the student to closely study the area of administration through participation with a school administrator. Each student will spend at least 3 hours each week participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. This is the culminating course for the program. (St. Charles Campus)

EDUCATIONAL SPECIALIST

EDA 60000 Instructional Program Leadership & Assessment (3) This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of education programs including curriculum, instruction, materials and program evaluation recommended by the various learned societies for education administration. The major focus of this course is the enhancement of the student understands 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 61500 Advanced School Business Management (3) This course is the study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school finance project.

EDA 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 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. (St. Charles Campus)

EDA 64500 Statistics in Educational Administration (3) This course examines statistical techniques used in the analysis of data and helps students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal

EDA 65000 Specialist Project (3) This course requires the student to identify, analyze, and report on an issue of significant concern to practitioners of educational administration.

EDA 68000 Specialist Experience (0) This is a non-credit course designed to keep enrollment open in the Ed. S. program while students complete the Ed.S. 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.

EDUCATION-COUNSELING

EDC 52100 Classroom Teaching/Management for Counselors (3) This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific microteaching skills, techniques of classroom management and discipline.

EDC 53500 Teaching Methods for Counselors (3) This course addresses issues of teaching the guidance curriculum K-12. New materials and methods are examined, implemented and evaluated.

EDC 54100 Education of the Exceptional Child for Counselors (3) This course allows the student to develop an understanding of the unique characteristics, strengths and challenges of children classified as exceptional. An historical and legal overview of the field of special education will be presented as well as

current trends, issues and best practices for educating children with exceptionalities in the 1990's. Students will understand the competencies necessary to effectively teach, communicate and live with individuals with exceptionalities in educational and natural environments. The course focuses on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

SPECIAL EDUCATION

EDS 50200 Behavior Management (3) This course is designed to increase the student's knowledge and repertoire of ethical effective and efficient behavioral management techniques and programs that can be used with children and youth in general and special education, home and community settings. Conceptual models have made and continue to make significant contributions to our knowledge of learning and behavior are reviewed and analyzed through an integrative framework. Observation and application of behavior management strategies are part of this course. Prerequisite: EDU 34100/54100.

EDS 53700 Special Education Counseling (3) This course combines the traditional psychology of counseling in all its variety with special consideration of the problems experienced by exceptional children, their families, and their teachers.

EDS 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 (IFSPs). This course will be taught fall semesters. Pre-requisite courses that must be taken prior to taking courses below are (these courses may be taken as electives): Education of the Child with Exceptionalities EDU 34100/54100 and Special Education Counseling EDS 33700/53700.

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. This course will be taught fall semesters. Should be taken concurrently with EDS 560000 Introduction to Family Centered Practices for Early interventions in Autism, Visual Impairment,

Deaf/Hard of Hearing. Pre-requisite courses that must be taken prior to taking courses below are (these courses may be taken as electives): Education of the Child with Exceptionalities EDU 34100/54100 and Special Education Counseling EDS 33700/53700 Behavior Management EDS 50200.

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

EDU 50000 Foundations of K-12 Education (3) This course consists of a general introduction to the area of elementary and secondary education for the graduate student without teacher certification. All students planning to teach are required to take this course before or in conjunction with their first education course(s). A practicum is required.

EDU 50200 Psychology of Teaching and Learning (3) This course encourages students to examine current areas of interest in the study of learning theories and application of those theories to education. Concepts, methods, and issues of research in developmental and educational psychology are also investigated.

EDU 50300 Elementary Reading Methods (3) In this course, the student will participate in a comprehensive study of the skills required for reading development, such as word attack, perception, vocabulary, and comprehension. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. This course includes a ten-hour practicum. Prerequisites: EDU 50200 and EDU 52100.

EDU 50500 Analysis of Teaching and Learning Behavior (3) This course is designed to enable the educator to analyze/diagnose, prescribe, and evaluate ways to improve teacher and learner behavior. Various methods of analyzing teacher behavior are studied and applied. Emphasis is also given to developing the ability to analyze and prescribe programs for individual learners.

EDU 50700 Teaching Reading in the Content Areas (3) This course is designed to provide teachers of grades 8-12 with techniques for assessing and improving reading/study skills in content areas (e.g. English, Math). Students learn to apply reading concepts, theories, and techniques to content area material by developing model lessons and materials. This course satisfies state requirements for a basic reading course for middle school and secondary certification.

EDU 50900 Analysis and Correction of Reading Disabilities (3) This course is designed to teach the diagnostic/prescriptive process necessary to deal with readers at various levels in the classroom. Students learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Students also learn to use commercial and teacher-made materials in conjunction with basal readers to provide appropriate instruction. Students are expected to work with a problem reader during the course. This course is to be taken concurrently with EDU 52200 for students working towards early childhood, early childhood special education, and elementary education certification.

EDU 51000 Conceptualization of Education (3) This course allows

the student to learn how to examine contemporary educational problems by studying them from the perspectives of history, philosophy, sociology, and psychology.

EDU 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 51500 PRAXIS and Foliotek Seminar for Teacher Education (0-3) Provides the student an opportunity to review and synthesize the skills and content knowledge of selected subject areas of teacher certification. This course will assist in developing test taking techniques in preparation for the PRAXIS. Students are also oriented to the requirements of the culminating assessment portfolio. Prerequisite: Admitted to the teacher certification program. Scheduled each semester and summer session. P/F grading.

EDU 51501, EDU 51502, EDU 51503 PRAXIS – Foliotek Seminar for Teacher Education can be taken for credit.

EDU 51800 Measurement and Evaluation to Enhance Learning (3) This course is designed so that students experience practical approaches to ensure that classroom assessment is fair and effective. Students will explore curriculum mapping and alignment to standards as well as assumptions about educational assessment. More specifically, students will learn about the basic mathematics of measurement, the meaning of test scores, item analysis, steps in developing appropriate classroom tests and assessments, performance assessments, portfolios, assigning grades on the basis of classroom assessments, standardized testing, assessing to meet the diverse populations of students in classrooms, biases in educational assessment, and students in self assessment. Students will gain an appreciation for personal assessment and reflection to improve classroom practices.

EDU 52000 Curriculum Analysis and Design (3) This course has a dual emphasis. First, it includes substantive study of past and current curricula with attention to their bases in research and theory. Second, this knowledge is utilized by participants in preparing curricular programs which will enable them to function more effectively in their particular educational settings.

EDU 52100 Classroom Teaching/Management (3) This course covers techniques and procedures applicable to effective teaching, planning for instruction, practicing specific microteaching skills, techniques of classroom management and discipline. A 30-hour practicum is required.

EDU 52200 Practicum: Diagnosis of Reading Difficulties (2) This practicum course was designed for MAT students who are working on their initial teaching certificate; This course provides the student with clinical experiences in the use of various

diagnostic instruments and procedure for identifying types of reading difficulties. The student will complete his/her practicum in an after school tutoring or summer reading camp programs taught and supervised by a Lindenwood professor and will be required to either have previously taken or be enrolled in the same semester with EDU 50900 (3) Analysis and Correction of Reading Difficulties. The student will be expected to administer, score, and interpret basic tests and to write case study reports. Note: Only one practicum course may be taken in a semester.

EDU 52300 Practicum: Diagnosis of Reading Difficulties (3)

This practicum course was designed to be completed in the candidate's home school under the supervision of a reading certified teacher. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. This course provides the graduate student who is seeking certification in K-12 Special Reading with clinical experiences in the use of various diagnostic instruments and procedures of identifying types of reading difficulties. The student will be expected to administer, score and interpret basic tests and to write a diagnostic summary with recommendations for developing early literacy skills for young children. A diagnostic summary utilizing a case study approach of pre- and post-assessment information should be included, along with lesson plans and recommendations for parents, classroom teachers, and the school reading specialist. Offered during Fall and Spring semesters to allow for supervision in the candidate's home school by a certified reading teacher in the candidate's school, special arrangements may be made to complete this practicum during the Lindenwood Summer Reading Camp, e.g., those who teach in charter, private or parochial schools where there is not a certified special reading teacher to supervise on site. Only one three hour practicum course may be taken in a semester. Pre-requisite course: EDU 50900 Analysis and Correction of Reading Disabilities.

EDU 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 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 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 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 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 the 1990's. Students will understand the competencies necessary to effectively teach, communicate and live with individuals with exceptionalities in educational and natural environments. The course focuses on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

EDU 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 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 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 57000 Educational Research (3) This course is designed in such a way that practitioners will be able to evaluate the results of educational research for use in a variety of educational practices. The student will investigate the basic nature of educational research, along with pertinent methods of data

collection and analysis. Emphasis will be placed on research problems, designs, and findings in the student's selected area of concentration. Prerequisite: EDU 50500 and 51000.

EDU 58200 The Integrated Literature Curriculum (3) This course will examine the research on the effectiveness of the literature based integrated curriculum and the materials and methods used in developing and implementing such a curriculum. A variety of literature elements and genres will be explored as well as a variety of approaches to a literature-based program including program components, creating literature-based lessons, literature and the basal reading program, organizing materials and instruction, thematic approaches and assessment.

EDU 58600 Middle School Curriculum/ Instruction (3) This course investigates current trends in instructional programs found in typical middle schools. Attention is given to the unique learning needs of adolescents, and how schools can address those needs.

EDU 58700 Reading/Writing Across Curriculum (3) This course addresses the process of making grades 4-8 reading and writing educational activities relevant to adolescents by crossing subject matter lines. Emphasis is placed on integrating basic skills in all subject area instruction.

EDU 58800 Middle School Psychology (3) This course will provide an understanding and appreciation for the characteristics of the middle school adolescent. The growth of adolescents; physically, emotional, social, and intellectual will be studied as they relate to the middle school child's education.

EDU 59900 Field Experience (Student Teaching) (12) This course consists of observation, individual conferences, supervised teaching in an appropriate school setting and a weekly student teaching seminar and is designed to be the culminating experience in one's teacher preparation program. Students should have completed all courses necessary for the degree and certification prior to this course.

Master of Arts in 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.

IPC 51100 Foundations of Professional Counseling (3) This course is an introduction to the field of counseling, services, tools and challenges of the professional counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, and counselor self-awareness and use of self and client self-awareness.

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: IPC 51000 or IPC 51100; may take concurrently.

IPC 51300 Principles of School Counseling (3) This course is an introduction to functions and components of a comprehensive school guidance program, with practical strategies for planning, organization and implementation of such programs. The course includes program evaluation, collaboration with school personnel and legal and ethical issues related to school counseling. Prerequisite: IPC 51000 or IPC 51100; may take concurrently.

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: IPC 51000 or IPC 51100; may take concurrently.

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: IPC 51000 or IPC 51100; may take concurrently.

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: IPC 51000 or IPC 51100; may take concurrently.

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. Prerequisites: IPC 52100 and 52200; may take concurrently.

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. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling credits.

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 and 18 hrs. of counseling credits.

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 58100; may be taken concurrently.

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. This course is required for students opting to do a scholarly paper. Prerequisites: IPC 54100 and 18 hours of counseling credits.

IPC 55100 Counseling Theory and Practice (3) This course is an intensive study of the basic theories, principles, and methods of counseling. Prerequisites: IPC 52100 and 52200; must be taken concurrently with IPC 55200.

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. Prerequisites: IPC 52100 and 52200; must be taken concurrently with IPC 55100.

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. Prerequisites: IPC 52100 and 52300; may take concurrently.

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 52100.

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: IPC 55100 or IPC 55300 and 18 hours of counseling credits.

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. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling credits.

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. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling credits

IPC 57500 Family and School Consulting (3) This course examines the development and implementation of solution focused strategies and skills when working with students, school personnel, and families in a school setting. The course requires intensive case studies. Prerequisite: IPC 55100 or IPC 55300

IPC 58100 Appraisal of the Individual (3) This course is an introduction to psychometrics and methods of appraisal. Students will examine several data collection approaches including interviewing and testing and consider factors affecting data interpretation such as age, sex, and ethnic and cultural background. Students will learn how to use and interpret a variety of tests including personality, vocational interest, achievement, group intelligence, and aptitude tests. Lab fee. Prerequisite: IPC 52100.

IPC 58200 Lifestyle and Career Development (3) This course is the study of major theories of career development including career choice theories and models of career decision making. Students will examine the relationship between career choice and lifestyle. The course serves as an introduction to career counseling techniques and sources of occupational and educational information. Lab fee. Prerequisite: IPC 52100.

IPC 58300 Analysis of the Individual (3) This course offers intensive study and practice in the administration, scoring and interpretation of several psychological tests used with children and adolescents and the preparation of comprehensive case reports. Lab fee. Prerequisite: IPC 58100.

IPC 58400 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. Prerequisites: IPC 58100 and 18 hours of counseling credits.

IPC 58500 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. Prerequisites: IPC 58100 and 18 hours of counseling credits.

IPC 58600 Internship in Diagnostic Assessment (3) Students work in a school or clinical setting assessing children and adolescents, participating in diagnostic teams, and determining educational needs. They are supervised by a certified School Psychological Examiner as well as a faculty member. Prerequisites: IPC 58400 and 58500 and permission.

IPC 58601 Internship In Diagnostic Assessment Extension (0)

Students who take an Incomplete in Internship in Diagnostic Assessment must enroll in this extension and continue to sit in their internship class. \$50 fee required.

IPC 59000 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. Prerequisites: IPC 52400 and 56100 and 56200 and 3.0 GPA and permission; is repeatable. Lab fee.

IPC 59001 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 sit in their Internship class. \$50 fee required.

IPC 59100 Field Placement 1 (3) Students complete 150 hours of clinical practice in a mental health or school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee. Prerequisites: IPC 55300, 56100, 56200, 57500, 58200, and 3.0 GPA. Lab fee.

IPC 59101 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 sit in their Field Placement 1 class. \$50 fee required.

IPC 59200 Field Placement 2 K-8 (3) Students complete 300 clock hours in an elementary school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee. Prerequisites: IPC 59000 or IPC 59100, and 3.0 GPA and permission. Lab fee.

IPC 59201 Field Placement 2 K-8 Extension (0) Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to sit in their Field Placement 2 class until all required hours are completed. \$50 fee required.

IPC 59300 Field Placement 2 7-12 (3) Students complete 300 clock hours in a secondary school setting under the supervision of a certified school counselor as well as a faculty member. Advance approval from a Faculty Advisor is required for registration. Lab fee. Prerequisites: IPC 59000 or IPC 59100, and 3.0 GPA and permission. Lab fee.

IPC 59301 Field Placement 2 7-12 Extension (0) Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to sit in their Field Placement 2 class until all required hours are completed. \$50 fee required.

IPC 59400 Field Placement 2 K-12 (3) Students complete 150 clock hours in an elementary setting and 150 hours in a secondary setting under the supervision of a certified school counselor as well as a faculty member. Advance approval

from a Faculty Advisor is required for registration. Lab fee. Prerequisites: IPC 59000 or IPC 59100 and 3.0 GPA and permission. Lab fee.

IPC 59401 Field Placement 2 K-12 Extension (0) Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to sit in their Field Placement 2 class until all required hours are completed. \$50 fee required.

IPC 59800 Special Topics in Counseling (1-6) This course examines topical issues in counseling theory, research, and practice. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling credits.

IPC 59801 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 59802 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 59803 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. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling coursework.

IPC 59804 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. Prerequisites: IPC 55100 or IPC 55300 and 18 hours of counseling coursework.

IPC 59805 Clinical Hypnotherapy (6) This course will provide an introduction to the practice of hypnotherapy and other deep relaxation techniques. It will concentrate on the contributions and techniques of Milton Erickson and explore therapeutic disciplines that have developed around his theories and practices. Students will gain skills in practicing Ericksonian techniques through demonstration and role-playing. This 6-hour course qualifies as sufficient training for certification in the practice of clinical hypnotherapy only when the student has completed the master's degree in professional counseling and completes other requirements set out by the National Board for Certified Clinical Hypnotherapists. Prerequisites: IPC 55100 and 18 hours of counseling coursework.

IPC 60500 Comprehensive Examination (0) This includes the standardized Counselor Preparation Comprehensive Examination (CPCE) (professional) or the Praxis II (school) examination. There will be a fee for the examination. Prerequisite: IPC 59000 or IPC 59100.

IPC 60600 Scholarly Paper (0) Students complete a scholarly paper. Students register for the culminating project after completion of IPC 54100 Research Methods and Program Evaluation. Students will receive an incomplete grade for this project until the scholarly paper is finished and approved by a review committee. Prerequisite: IPC 59000.

LINDENWOOD

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Values-centered liberal arts education — preparing students for life