



TRIMESTER PROGRAM CATALOG
2017-18

LINDENWOOD
LIKE NO OTHER

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ACADEMIC CALENDAR

Summer Trimester 2017 (SU TRA 17)

Enrollment for continuing students	March 27
Enrollment for new students	April 3
Students have access to course in Canvas	April 24
Online coursework begins for all students	May 8
Online orientation for new students through Canvas conference, 6:00 p.m.	May 8
New student orientation and networking event on campus, 9:00 a.m.	May 12
First Saturday class meeting	May 13
Second Saturday class meeting	June 10
Last day to withdraw with "W"	July 7
Third Saturday class meeting	July 8
Fourth and final Saturday class meeting	August 5
Trimester ends	August 12
Deadline for making up Incomplete grades from previous term	August 12
Final grades due, 5 p.m.	August 14

Summer Trimester 2017 (SU TRB 17)

Enrollment for continuing students	June 5
Enrollment for new students	June 12
Students have access to course in Canvas	July 10
Online coursework begins for all students	July 17
Online orientation for new students through Canvas conference, 6:00 p.m.	July 17
New student orientation and networking event on campus, 9:00 a.m.	July 21
First Saturday class meeting	July 22
Second Saturday class meeting	August 19
Last day to withdraw with "W"	September 11
Third Saturday class meeting	September 16
Fourth and final Saturday class meeting	October 14
Trimester ends	October 21
Deadline for making up Incomplete grades from previous term	October 21
Final grades due, 5 p.m.	October 23

Fall Trimester 2017 (FA TRA 17)

Enrollment for continuing students	July 25
Enrollment for new students	August 1
Students have access to course in Canvas	August 22
Online coursework begins for all students	September 5
Online orientation for new students through Canvas conference, 6:00 p.m.	September 8
New student orientation and networking event, 8:15 a.m.	September 8
First Saturday class meeting	September 9
Second Saturday class meeting	October 14
Last day to withdraw with “W”	November 3
Third Saturday class meeting	November 11
Fourth and final Saturday class meeting	December 2
Trimester ends	December 9
Deadline for making up Incomplete grades from previous term	December 9
Final grades due, 5 p.m.	December 11

Spring Trimester 2018 (SP TRA 18)

Enrollment for continuing students	November 27
Enrollment for new students	December 4
Students have access to course in Canvas	December 27
Online coursework begins for all students	January 8
Online orientation for new students through Canvas conference, 6:00 p.m.	January 8
New student orientation and networking event, 9:00 a.m.	January 12
First Saturday class meeting	January 13
Second Saturday class meeting	February 10
Last day to withdraw with “W”	March 9
Third Saturday class meeting	March 10
Fourth and final Saturday class meeting	April 7
Trimester ends	April 14
Deadline for making up Incomplete grades from previous term	April 14
Final grades due, 5 p.m.	April 16

Summer Trimester 2018 (SU TRA 18)

Enrollment for continuing students	March 26
Enrollment for new students	April 2
Students have access to course in Canvas	April 23
Online coursework begins for all students	May 7
Online orientation for new students through Canvas conference, 6:00 p.m.	May 7
New student orientation and networking event, 8:15 a.m.	May 11
First Saturday class meeting	May 12
Second Saturday class meeting	June 9
Last day to withdraw with “W”	June 29
Third Saturday class meeting	July 7
Fourth and final Saturday class meeting	August 4
Trimester ends	August 11
Deadline for making up Incomplete grades from previous term	August 11
Final grades due, 5 p.m.	August 13

INTRODUCTION

The School of Accelerated Degree Programs was founded in 1975 under the name Lindenwood College for Individualized Education (LCIE). Our school has rich history focused on helping adult students attain their educational goals while managing jobs, families, and community service obligations. Our goal is, and always has been, enhancing the educational experience we provide for our students. To this end, we continually work to update our curriculum in all academic disciplines, improve our instructional methods, and enhance our student services.

This catalog contains descriptions of the graduate trimester programs offered by the School of Accelerated Degree Programs. 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.

Extracurricular Life

Students enrolled in the School of Accelerated Degree Programs and commuter students are encouraged to participate in the Lindenwood community beyond the classroom. A well-rounded education includes participation in a variety of experiences that can broaden the student's self-knowledge and knowledge of the community. All students and their families can enjoy a variety of activities sponsored by the university. Students are eligible to receive two free tickets to many of the fine arts student productions, sporting events, and special speakers hosted by the university.

Athletics

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

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

Intercollegiate athletics programs not associated with the NCAA compete under the Student Life Sports (SLS) umbrella. These programs include billiards, bowling, cheerleading (competitive and sideline), chess, cycling (road, mountain, downhill, Cyclo-cross, and BMX), dance (Lion Line, Lionettes, and Golden Line), ice hockey

(men's), roller hockey, rugby, shotgun sports (American and International Trap and Skeet, and Sporting Clays), synchronized skating, synchronized swimming, table tennis, water polo, weightlifting (Olympic), and wrestling (women's).

Lindenwood Student Government

All undergraduate and graduate students are encouraged to participate in Lindenwood Student Government. Lindenwood Student Government works to provide a structure for student expression and self-governance. Members of student government play a strong role in the academic and administrative decision-making process of the university through representation in various planning committees. For more information about Lindenwood Student Government, visit its office, located in the Student Organization Resource Center on the third floor of Evans Commons or call (636) 627-2538. Students may access the Lindenwood Student Government website by visiting the Student Life page of the Lindenwood website at <http://www.lindenwood.edu/student-life/>. Students can also email questions to LSGPresident@Lindenwood.edu.

Religious Life

Lindenwood has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. The university provides an ecumenical environment that respects all religious traditions. The Lindenwood University Newman Center is located at 304 N. Kingshighway. Muslim prayer rooms are located in the Spellmann Center, and the Sibley Chapel often hosts religious services.

The job of a chaplain is to respond to the needs of the college community, to those of various faith traditions, to those with no faith tradition who are asking the "big questions," and to those who ask those questions and find that God or gods do not fit the answer. The University Chaplain, Rev. Dr. Nichole Torbitzky, is available to meet with anyone for counsel, spiritual direction, or pastoral care. The chaplain's office is located in the Wellness Center.

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 off-campus sites. Many conferences, workshops, meetings, and community events are held each year at Lindenwood facilities. Facilities on the St. Charles campus can be reserved at www.lindenwood.edu/calendar/index.html.

Program Format

The specialty Hybrid Weekend Program at the School of Accelerated Degree Programs offers challenging coursework, exceptional faculty and an accelerated format that allows working adults to earn a graduate degree in as little as 24 months. Our program allows you to earn your degree and advance your career while you continue working and managing other responsibilities. Our graduate technology programs offer relevant coursework in a condensed, convenient format that will help launch you into the next phase of a successful career.

The Hybrid Weekend Program is based on cohorts and comprised of three fourteen-week trimester terms per year for each cohort. Each term you will enroll in a cluster of two interrelated courses with your cohort for six credit hours. A highly qualified instructor will teach your classes for eight hours one Saturday each month, and you will complete weekly online assignments. Small class sizes during the Saturday meetings offer personalized attention and a challenging learning environment specially designed for working adults. Co-curricular employment is an integral learning component of the program. This means that in addition to earning your degree and as part of the program, you will also be gaining valuable real world experience on how the contents of the coursework apply in the real world if you are not already involved in the industry. If you are employed before joining the program, you will have the opportunity to take your performance and career to the next level by directly applying what you gain from the coursework to your projects at work.

The School of Accelerated Degree Programs Policies

Full-Time Accelerated Pace

The Trimester programs at the School of Accelerated Degree Programs' academic year consist of 14-week terms with four cohort meetings per term for each cohort. Students enroll in one cluster per term, earning six credit hours. New students may be admitted at the beginning of each term in cohorts and will be expected to attend three terms in each academic year.

In this manner, students make rapid progress toward degree completion while still fulfilling professional and personal responsibilities.

Cluster Limit Policy

Students are not permitted to take more than one cluster in a trimester. The trimester clusters are designed to ensure that the courses within each cluster are inter-related and the clusters themselves are inter-related in a way that provides students a better understanding of how the various elements in an organization work together. This format enables students to focus entirely on the content of their

clusters during the term and that maximizes the likelihood of a quality effort resulting in a quality learning experience. Limiting a student's course load is intended to protect the academic integrity of the program and its degree offerings. Limiting a student's course load is also intended to enable the student to fulfill the co-curricular requirement of the program.

Cluster Attendance Policy

The trimester program is a hybrid program in which a highly qualified instructor will teach your classes for eight hours one Saturday each month, and you will complete weekly online assignments. Because of its hybrid nature, there are two components to the attendance policy of the trimester program. There are four Saturday cluster meetings in each term and students are expected to attend all of them. Students who miss any of these meetings without official documentation such as a doctor's note, flight cancellation or delay document from the airline, inclement weather that closes roads and highways to the St. Louis metropolitan area and campus, and things of that nature that are beyond the control of the student may have a grade drop in one or both courses in the cluster. A student who has missed or will miss two cluster meetings without the proper documentation will receive failing grades in the cluster. A student who misses a cluster meeting with an acceptable excuse will be given an equivalent amount of work by the instructor to complete as a make-up for the work he/she missed. All new students are required to attend New Student Orientation. Attendance at orientation is considered part of the scheduled coursework and attendance will be counted accordingly.

In addition, the attendance policy is structured so that it incorporates tardiness and early departure from class as part of overall attendance reporting. Students are expected to arrive for the beginning of class periods and remain until the instructor terminates the class meeting.

Instructors will monitor and record the names of students who arrive late for class meetings or who leave class early. Tardy or early departure absences are cumulative and counted according to the school's absence reporting policy. Students who accumulate eight hours of tardy or early departure penalties will be assessed one Saturday absence and will face a drop in grade in one or both classes in the cluster, depending on the instructor's judgement. This policy shall be strictly enforced except in the event of the occurrence of any of the mitigating conditions stated above with supporting official documents. In such cases, an equivalent make-up work will be assigned by the instructor.

The other component of the attendance policy is the online attendance policy. Students are required to complete weekly online assignments, actively participate in weekly online discussions, and take assigned quizzes online. Attendance will be recorded for each week through participation in the weekly discussions. Students who do not participate will score an "F" grade for that week's discussion. Students who do not participate in the discussions for two weeks will have a grade drop in one or both courses in the cluster. Students who miss or will miss discussions for seven weeks and who do not withdraw before the withdrawal date will earn an "F" in that cluster. A week in the trimester program is defined as Monday through Sunday.

Students are expected to take quizzes and submit assignments by the due date set by the instructor. Quizzes and assignments submissions will be blocked after the due date and students will score "F" for quiz or the assignment if they are not completed.

Cluster Textbook Policy

All students must have their textbooks by the day that the online course begins. Students also have the responsibility of making sure they purchase the correct textbooks for each cluster or class. This is especially true when students choose to purchase textbooks from sources other than Barnes & Noble, Lindenwood's official bookstore. It is the responsibility of the student to purchase or rent the correct textbooks for the cluster in which he or she is enrolled. Lindenwood University will not accept responsibility for any textbooks that were not purchased from the university bookstore.

Textbook Ordering

Textbooks for all clusters and courses are available through Barnes and Noble, Lindenwood's affiliated bookstore. To order texts, students should go to the Lindenwood University website and access Barnes and Noble through a direct link to the company's Lindenwood University account. Students will need to know the number of each course within the cluster and be prepared to use a credit card to order books. Students are strongly encouraged to order books at least two weeks before the beginning of the trimester and have them shipped directly to their home addresses if they do not live in close proximity to the St. Charles campus.

The Capstone Course

The capstone course is taken in the final cluster in all the programs offered. The course will emphasize the theories and concepts of the concentration from an academic viewpoint as well as their practical applications in the professional setting. The course requires a mastery of the concepts within the concentration and integrates academic studies with issues faced by practicing professionals in their area of employment. Consequently, students should

expect case analyses, written assignments, and at least one major research paper during the last cluster. Students are required to earn a grade of "B" or above to pass this course.

Accreditation

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

The Higher Learning Commission

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

The Accreditation Council for Business Schools and Programs

11520 West 119th St.
Overland Park, KS 66213
phone: (913) 339-9356
fax: (913) 339-6226
www.acbsp.org

The Council on Social Work Education

1701 Duke St., Suite 200
Alexandria, VA 22314-3457
phone: (703) 683-8080
fax: (703) 683-8099
info@cswe.org

The Commission on Accreditation of Athletic Training Education

2201 Double Creek Drive
Suite 5006 Round Rock, TX 78664
phone: (512) 733-9700
fax: 512-733-9701
www.caate.net

Commission on Collegiate Nursing Education

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

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036
(202) 223-0077
<http://caepnet.org>

The Missouri Department of Elementary and Secondary Education

PO Box 480
Jefferson City, MO 65102
phone: 573-751-4212

fax: 573-751-8613

<http://dese.mo.gov>

Lindenwood is fully endorsed by the following organization:

The Society for Human Resource Management

1800 Duke St.

Alexandria, VA 22314

phone: (800) 283-7476

www.shrm.org

Lindenwood is a member of the following organizations:

The Teacher Education Accreditation Council

One Dupont Circle NW, Suite 320

Washington, DC 20036

phone: (202) 466-7236

www.teac.org

The Council for Higher Education Accreditation

One Dupont Circle NW, Suite 510

Washington, DC 20036

phone: (202)-955-6126

fax: (202)-955-6129

chea@chea.org

Commitments

Assessment

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

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

A Culture of Continuous Improvement: Defining Characteristics

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

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

Notice of Non-discrimination

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

Lindenwood University is committed to a policy of non-discrimination. Any kind of discrimination, harassment, intimidation, or retaliation is unacceptable. For the purpose of this policy, discrimination, harassment, intimidation, or retaliation may be defined as any attempt on the part of individuals, groups, or recognized campus organizations to deny an individual or group those rights, freedoms, or opportunities available to all members of the Lindenwood University community.

The following persons have been designated to handle inquiries regarding Lindenwood University's non-discrimination policies: Kelly Moyich, Title IX coordinator, kmoyich@lindenwood.edu, 636-255-2275, 209 S. Kingshighway, Spellmann Center 3175, St. Charles, MO 63301; Annie Reis, deputy Title IX coordinator, areis@lindenwood.edu, 618-239-6037, 2600

W. Main St., Lynx Arena 12, Belleville, IL 62226; Dr. Shane Williamson, associate vice president and dean of students, swilliamson@lindenwood.edu, 636-949-4728, 209 S. Kingshighway, Evans Commons 3010, St. Charles, MO 63301; Dr. Thomas Trice, dean of students, ttrice@lindenwood.edu, (618) 671-6130, 200 W. Main St., Old Main Hall 208, Belleville, IL 62226; and Dr. Deb Ayres, vice president, human resources, dayres@lindenwood.edu; 636-949-4405, 209 S. Kingshighway, Stumberg Hall 9, St. Charles, MO 63301. Jeremy Keye, student support and accessibility coordinator, jkeye@lindenwood.edu, 636-949-4510, 209 S. Kingshighway, Library and Academic Resources Center 353, St. Charles, MO 63301, and S. Veronica Spates, testing center and ADA compliance coordinator, svspates@lindenwood.edu, 618-239-6095, 2600 W. Main St., Alan J. Dixon Center D100, Belleville, IL 62226, have been designated to handle inquiries regarding Lindenwood University's disability services. Any person may also direct inquiries to the U.S. Department of Education's Office for Civil Rights. Lindenwood University is an Equal Opportunity Employer.

Lindenwood University complies with the Civil Rights Act of 1964, as amended; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Americans with Disabilities Act of 1990; Drug Free Schools and Communities Act of 1989 (Public Law 101-226) as amended; the Drug-Free Workplace Act of 1988 (Public Law 101-690); the Student Right-to-Know and Campus Security Acts of 1990 (final regulations published 1995, as revised 1999); and the Campus Securities Disclosures Section 485 of the Higher Education Amendments of 1992 (final regulations published 1994, with technical corrections published 1995, as revised 1999); the Equity in Athletics Disclosure Act (the Higher Education Amendments of 1992, as revised in the Amendments of 1998); and the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, including Section 507 of the Patriot Act of 2001 and seeks to provide a healthy, safe, and secure environment for students and employees.

Diversity, Equity, and Inclusion

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

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

At Lindenwood University, we will strive to

- Offer collaborative and integrated academic and sporting programs that provide mutually beneficial experiences (locally and internationally) to our diverse body of students.
- Pursue and promote mutual understanding, respect, and cooperation among our teaching and non-teaching staff, contractors, suppliers, and visitors to our community who represent the aforementioned differences.
- Respect the knowledge, skills, and experiences that every person in our community brings to the university.
- Design and operate flexible and easily accessible services, facilities, and activities whose procedures appropriately recognize the needs of both the able and disabled.
- Make every effort to ensure that no discrimination occurs among individuals or groups in the daily discharge of the university's work.
- Protect every member of our community against all forms of discrimination.
- Encourage and promote the empowerment and advancement of ethnic and gender minority groups within our community through academic and social activities, offering activities of special interest to them, and affording them equal-opportunity integration within our community.
- Make every effort to ensure that our current and future contractual agreements and obligations fully reflect and embrace our commitment to the philosophy and culture of diversity, equity, and inclusion as delineated in this statement.
- Encourage all faculty and staff members to promote diversity, equity, and inclusion in all locations within our community.

History

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

Lindenwood University System

Lindenwood University-St. Charles

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

Mission Statement

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

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

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

Student Resources

Butler Library

Built in 1929, the Margaret Leggat Butler Library provides a welcoming environment for scholarly pursuit. The library contains a collection of books, periodicals, online resources, and other instructional and media resources. The materials in the library exist to support the curricular offerings of the University. Students may also access the resources of Butler Library remotely using their Lindenwood ID number. More than 50 subscription databases are available for students and faculty to access scholarly articles at no cost. In addition, the library houses the Mary E. Ambler Archives, which include primary source material documenting the history of Lindenwood and the surrounding area. The Library is also a member of the MOBIUS consortium, which provides students access to over 14 million book titles throughout the state of Missouri. If an item is not available through MOBIUS, patrons may use Butler Library’s Inter-Library Loan service.

Butler Library’s dedicated staff is available to help patrons navigate the wealth of traditional print and electronic resources that it offers. The library staff has developed a series of workshops, class presentations, and study guides to assist users. In addition, the Lindenwood librarians are available to assist patrons with their research needs. Reference librarians may be contacted in person, by phone, or by email. In addition to the traditional offerings at Butler Library, students are encouraged to stop in for a cup of coffee and a snack at the library’s coffee shop, Java 201.

While Butler Library has enjoyed its current home for the past 87 years, we will soon be preparing for a new home as Lindenwood University is currently constructing a new, state of the art academic resources center. The new Library and Academic Resources Center will house the library and its many resources, as well as provide the academic community with cutting edge amenities and advanced technologies.

Library and Academic Resources Center

Opening in fall 2017, this new state-of-the-art, 100,000-square-foot building offers a wealth of amenities. In addition to a variety of academic support services, the new space offers students community spaces, a multi-media lab, gaming spaces with access to all gaming platforms, a theater, group study rooms, classroom spaces, a vastly expanded archives, Help Desk staff, a Starbucks location, quiet study spaces, and tutoring, all supported by Wi-Fi throughout.

In addition to the services mentioned above, over 23 million book titles are available through the library in conjunction with its membership in Missouri’s statewide academic library consortium, MOBIUS. MOBIUS gives enrolled students physical and electronic access to public

and academic library collections in Missouri, as well as access to the collections of the Colorado Alliance of Research Libraries (CARL). In order to take advantage of these resources, students must obtain a valid Lindenwood student ID.

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

Additional services available through the Library and Academic Resources Center include

- Access to reference librarians in person, via email, by telephone, or chat.
- Computer lab.
- Laptop checkout for up to 24 hours.
- Hardcopy journal collections.
- An interlibrary loan service for any items not available at the Library and Academic Resources Center or through MOBIUS.

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

The Writing Center

Located within the Office of Student and Academic Support Services (SASS) in the Library and Academic Resources Center, the Lindenwood University Writing Center, offers tutorial assistance to students working on written assignments. Students are highly encouraged to make appointments on the Writing Center website. By scheduling an appointment through the Writing Center website, students can meet with tutors who are prepared to help students from all disciplines create and revise assigned work. Common issues tutors address include organization, sentence clarity, development, grammar, and usage.

Tutoring Services

Peer tutoring from many academic areas is available to help students who need help understanding course material. Peer tutors are student workers available in SASS within the Library and Academic Resources Center. Tutoring for course topics requiring special equipment or models will take place in the appropriate academic buildings outside of SASS. An available tutor list identified by topic and location can be found on PC Common, an internal drive accessible to all Lindenwood students and faculty, in the Tutor Lists folder. Students may also contact SASS at sass@lindenwood.edu or call (636) 627-2543 with additional tutoring services questions.

Students are also encouraged to ask their classroom professors about possible tutoring assistance.

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

Student and Academic Support Services (SASS) and Student Ombudsman

Students who experience problems of any type are encouraged to visit the Office of Student and Academic Support Services (SASS). SASS assists students in the resolution of obstacles that impede academic progress. SASS staff can assist with inter-office facilitation, institutional guidance, academic mentoring, and dispute resolution. The associate vice president for student and academic support services also works as a liaison between students and other university offices and serves as the official university-student ombudsman. SASS is located in the Library and Academic Resources Center and can be contacted at sass@lindenwood.edu or at (636) 627-2543.

Student Success Center in the School of Accelerated Degree Programs

The mission of the Student Success Center (SSC) is to work with students to help define, clarify, and achieve student academic goals and persistence through student advising and retention management. The SSC

- Provides academic advising to current undergraduate students, while empowering them to make informed choices regarding academic programs and cluster/course selections.
- Assists student in developing dynamic learning strategies to fulfill educational goals.
- Is the central point of contact to guides students to appropriate campus and community resources.

Services include

- Academic advising.
- Student success coaching.
- Retention and academic progress monitoring.
- College survival/study skills sessions.
- Link to resources. Contact the student success specialists at (636) 627-4503 or SSC_ADP@lindenwood.edu.

Campus Accessibility for Students with Disabilities

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

Students are encouraged to serve as their own advocates and to be responsible for obtaining special services offered by the university. If the coordinator is unable to satisfy a reasonable request, that request may then be directed to the office of the associate vice president for student and academic support services, located in the Library and Academic Resources Center.

Office 365

Important messages including information about academic standing and financial aid are sent via the university's internal email system. Students will be held accountable for any information or due dates sent via the campus email system. Office 365 accounts are provided for all students and may be accessed from the Lindenwood homepage.

On-Campus Printing

Students are entitled to print an allotted number of pages per term at no cost from any on-campus computer. Resident students may print up to 500 pages per term; commuter students may print up to 300 pages per term. Once the total number of allotted pages has been reached, students may opt to purchase additional printing capabilities through the student portal for \$3 per 100 pages.

University Policies

Abuse of Student Portals

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

Campus Tobacco Use

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

Cancellations Due to Inclement Weather

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

In the unlikely event that the normal work and/or class schedule are to be altered, an announcement will be posted on the university's website homepage (<http://lindenwood.edu> and <http://belleville.lindenwood.edu>). An announcement will also be distributed via email and the Rave system. Separate announcements may be made regarding evening classes (those classes starting at or after 4 p.m.).

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

Filing a Grievance

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

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

Firearms Policy

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

Recording and Electronic Devices

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

Electronic devices used for prosthetic or accessibility purposes may be used only after the faculty member has received a signed accommodation letter from the accessibility officer. Any recordings made during class may not be redistributed to anyone not a member of the class without the express written permission of the instructor and all student subjects of the recording.

Recorded video sessions of a class may be used within that class as long as the videos are password-protected.

Recordings that involve students cannot be used in future classes. Video sessions of lectures recorded outside of the classroom by the instructor that do not involve students may be used by the instructor in future classes. Students may download electronic course materials for personal use only.

Student Code of Conduct

The School of Accelerated Degree Programs is designed for the working adult. As such, it is assumed that classroom and campus behavior will reflect the professional demeanor that adults demonstrate in a work environment. The following guidelines are designed to remind students of appropriate behaviors expected in the classroom.

1. Students are expected to give proper respect to faculty, staff members, and fellow students. Exchange of ideas is an integral component of learning, and participants must feel free to share ideas within the classroom setting.
2. Appropriate language is expected. Language chosen to belittle another person or group or that could be considered hate speech will not be tolerated.
3. In order to respect students' privacy, individual grades will only be discussed before class, during breaks, or after class, at the discretion of the professor.
4. All students are to be in the class on time and to stay for the entire class period.
5. Cell phones and pagers should be set to silent mode during class except for emergency services personnel on call. Text messaging distracts from learning and therefore is not permitted during class.
6. Smoking is prohibited in all campus buildings and is restricted to specific smoking areas outside of the buildings.
7. With the exception of computer lab courses, food in the classroom is allowed only with permission of the instructor. Students are expected to dispose of any trash that they generate during class.
8. A hostile environment is not conducive to learning, and students who violate this code of conduct will be referred to the dean of the school of accelerated degree programs and/or the provost and may be removed from the cluster and possibly from the University.

ADMISSION AND APPLICATION

Admission Standards

The standards of admission to Lindenwood University are selective, yet flexible. We expect our applicants to the trimester graduate programs to possess sound academic preparation for graduate work, and we carefully examine each applicant's record to determine whether the student has the potential to be successful at Lindenwood.

Lindenwood University consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. We also value geographical diversity and welcome international students to the Lindenwood campus.

Graduate Application Procedures

Application

Prospective students wishing to apply to the trimester graduate degree programs in the School of Accelerated Degree Programs should visit the Office of Evening and Graduate Admissions at the Welcome Center on the Lindenwood-St. Charles campus or online at www.lindenwood.edu/admissions (select Evening and Graduate Admissions). When the application and application fee are received, an admissions counselor will contact the applicant to answer any questions and assist in the admissions process. Once all documents are obtained, the counselor will submit them for review by the program director who will contact the student to schedule an interview.

Non-US citizen prospective students wishing to apply to the trimester graduate degree programs in the School of Accelerated Degree Programs should visit the Office of International Students & Scholars at the Spellmann Center on the Lindenwood-St. Charles campus, or online at www.lindenwood.edu/admissions (select International Admissions). When the application and application fee are received, an international admissions coordinator will contact the applicant to answer any questions and assist in the admissions process. Once all documents are obtained, the coordinator will submit them for review by the director of the international admission for the final decision.

Graduate U.S. Citizen Application

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

1. Electronic application, along with a non-refundable \$30 application fee.
2. Current resume.

3. Submit a personal statement describing the applicant's professional experience or philosophy and a description of the applicant's decision to attend a graduate program that includes his/her personal or professional goals upon completion of the program.
4. Provide three letters of recommendation if the applicant's undergraduate or graduate GPA is below 3.0. *NOTE: Applicants with an undergraduate degree or a previously earned graduate degree who earned a 3.0 or better GPA (on a 4.0 scale) are not required to submit three letters of recommendation.*
5. Interview with the program director.
6. Additional requirements, such as a portfolio, or a writing sample may be required.

Once the application is submitted, an admissions counselor will contact the applicant to answer any questions and assist in the admissions process. The program director will contact the applicant to schedule an interview. If the applicant is accepted in the program, the program director will enroll him/her in the upcoming trimester.

The application and application materials should be mailed to:

Lindenwood University
Office of Evening and Graduate Admissions
209 South Kingshighway
St. Charles, MO 63301 USA

Applications may also be submitted by email to eveningadmissions@lindenwood.edu.

Please call (636) 949-4933 with any questions.

Graduate International Application

International citizens wishing to apply to the trimester programs in the School of Accelerated Degree Programs should submit the following documents:

1. International student application submitted along with a non-refundable \$100 application fee.
2. A current résumé.
3. Three letters of recommendation.
4. An affidavit of support in the form of 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.

5. Official transcripts presented 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. Provisional admission to the university may be granted by the director of international admission on the basis of facsimile copies of diploma equivalents and/or other university transcripts.
6. 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 code is 6367.
7. If an international student applicant is transferring from another university within the United States, the student must forward the SEVIS transfer eligibility form (found on the university website on the international homepage) along with the letter of acceptance from Lindenwood University to the appropriate official at the school previously attended, where it will be processed and returned to the Lindenwood University Office of International Students and Scholars. The SEVIS transfer eligibility form should be sent to the Office of International Students and Scholars' direct email account, international@lindenwood.edu.
8. Personal statement - an essay describing the applicant's professional experience or philosophy and a description of the applicant's decision to attend a graduate program that includes his/her personal or professional goals upon completion of the program.
9. A clear, readable copy of the identification page of the applicant's passport.
10. Additional requirements, such as a portfolio or a writing sample, as required by various programs.

The International Student Application and all required application materials may be mailed to

Lindenwood University
Office of International Students and Scholars
209 South Kingshighway
St. Charles, MO 63301 USA

Admission documents will also be accepted via email and can be sent to international@lindenwood.edu.

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

Health Insurance for International Students

Students are encouraged to be insured while studying in the United States. Lindenwood University does not provide

insurance for students. Students may carry any health insurance policies they choose.

Health Requirements for Residential Students

In accordance with recommendations made by the American College Health Association (ACHA), all applicants (except students born before 1956 and any student who is enrolled an online degree program) must provide proof of the following immunizations to be considered for admission:

- Two doses of MMR (Measles, Mumps, and Rubella).
- Meningococcal Vaccination. Students residing in on-campus housing are required by state law to receive the meningococcal vaccine or sign a waiver refusing the vaccination.
- Tuberculosis (TB) Screening Questionnaire.

FEES AND FINANCIAL ASSISTANCE

Fees and Payments

When students have accepted an offer of admission to Lindenwood, the student likewise accepts all conditions of payment as well as all terms and regulations of the university. By making the non-refundable \$200 enrollment deposit, the student acknowledges these terms and signifies 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.

Student Expenses

Graduate Trimester Tuition

Full-time (6 credit hour cluster)	\$4,080/trimester
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Housing and Meals

Students are expected to provide their own housing and meals, though options are available to live on campus. Students can use the school cafeteria with their id cards and enjoy student discounts.

Other Fees

(Not all fees may apply.)

Enrollment Deposit	\$200 one-time fee
Technology fee	\$100/trimester term
Late payment fee (per month)	\$50
Graduation processing/diploma fee, graduate	\$125
International Student fee	\$1,275

Qualified students are expected to pay all tuition and fee charges prior to the beginning of each term. Domestic students may use financial aid (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 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. Alternatively, students may also use their student portal to remit payment.

Delinquent Accounts

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

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

- Enrollment for the subsequent term will not be allowed.
- Grades for the current term will be withheld.
- A transcript will not be issued. The university reserves the right to withdraw any student who fails to meet his/her financial obligations to the university. Students who are withdrawn for nonpayment are liable for all charges on their student accounts at the time of withdrawal.

Withdrawal and Refund Calculation

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

1. Any student who withdraws from the university prior to the beginning of a term is eligible for a refund of all payments.
2. Any student wishing to withdraw from a cluster of courses or from Lindenwood University should submit a completed Add/Drop/Withdrawal form to the student's advisor no later than Friday of the eighth week of the term (see Academic Calendar for deadlines). The academic advisor will forward the completed form to the Office of Academic Services, located in the lower level of Roemer Hall, between the hours of 8 a.m. - 6 p.m. Monday through Thursday, and 8 a.m. to 5:00 p.m. on Fridays.
3. Any student who withdraws from all of his or her courses after a term has begun is eligible for a refund of the tuition charges (including course-overload charges) for the courses he or she attended upon the start of the term. Refunds are granted according to the schedule below:

Time of Withdrawal from a Cluster or the University	Tuition Refund
Before submitting an online assignment in Canvas	100 percent
Before first class meets	75 percent
Before submitting an online assignment in Canvas during week 2	50 percent
Before submitting an online assignment in Canvas during week 3	25 percent

Before submitting an online assignment in Canvas during week 4	No refund
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Appeals of Refund Calculation

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

Refund Distribution of Financial Aid, Domestic Students only

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

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

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

Cash Disbursements

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

ACADEMIC POLICIES AND PROCEDURES/ACADEMIC SERVICES

Academic Policies

Academic Load

All academic credit is stated in semester credit hours. Student enrollment status is determined by the number of credit hours in which a student is enrolled during a given term. In credit hours the academic load for trimester students is as follows:

Graduate Trimester students

6 credit hours: full-time

3 credit hours: half-time

1-2 credit hours: less than half-time

Course extensions (including culminating project extensions and thesis extensions) are not considered a part of “hours enrolled” for purposes of this policy and are therefore less than half time.

Classification of Students

Academic progress is calculated in credit hours.

Grading System

Lindenwood operates under the 4.0 grading system. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted. An A carries 4 quality points; thus, a course worth three semester hours in which a student earned an A would merit 12 quality points. A grade of B carries 3 quality points; a grade of C carries 2 quality points; and a grade of D carries 1 quality point. A grade of F carries no quality points and no credit. A grade of AF (attendance failure) carries no quality points and no credit. Only grades earned at Lindenwood are used in computing the GPA.

Graduate students may receive grades of A, B, C, F, W, AF, NG, I and Audit (AU). A grade of A represents work of outstanding quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking. A grade of B is awarded for work of high quality, well above average. The grade of C indicates average work and satisfactory completion of course requirements. The grade of D is not awarded at the graduate level. A grade of F or AF indicates that one’s coursework is unsatisfactory, and no credit is given.

Repeating a Course or Cluster

When a graduate student has received a C or an F in any part(s) of a cluster may repeat the entire cluster. The second grade does not replace the first grade; the two grades are averaged. For instance, if a student earns an F for a class and retakes the class, earning an A, the two

grades would be the equivalent of two Cs and would affect the overall grade- point average as two Cs.

Incomplete (I)

A grade of I (incomplete) is given at the end of a trimester only for failure to complete the coursework because of exceptional circumstances beyond the student’s control. An incomplete is not an alternative for the student who is failing the course or who has excessive absences. An incomplete is not an option for the student who has consistently missed or been tardy with assignments. A student should have attended all cluster meetings to date and should be relatively current with the online assignments in order to qualify for the extension afforded through an incomplete grade. Students must contact their faculty advisor for additional information about an incomplete grade in the trimester program. An incomplete grade if not made up by the end of the next term automatically becomes an F.

Attendance Failure (AF)

This grade is given when a student stops attending a particular class prior to the published deadline to receive a grade of W but does not withdraw from the course. The grade of AF is treated as a grade of F in the calculation of the student’s grade point average.

No Grade (N)

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

Catalog of Entry

Students are required to satisfy the degree requirements of the catalog in effect at the time of matriculation. A continuing student who desires to pursue a course of study added to the curriculum in a subsequent catalog year or who wishes to fulfill general education or major requirements that have changed since the student’s matriculation must submit a catalog change request to the Office of Academic Services. If the request is granted, the student will be bound by all policies and requirements in the new catalog. Students who discontinue study at Lindenwood University may be required to adopt the requirements of the catalog in effect at the time of readmission depending upon the length of the absence. See the Academic Policies and Procedures/Academic Renewal section of this catalog for further information regarding catalog requirements after a leave of absence from the university.

Note: The university reserves the right to modify its policies (other than degree requirements) at any time.

Students must adhere to all university policies that are in effect during each term of enrollment.

Academic Standards

Students must make satisfactory academic progress and meet an additional set of academic expectations in order to remain in good academic standing with the University. Failure to meet these standards will result in academic warning, academic probation, academic suspension, or dismissal from the University.

Maintaining Good Academic Standing

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

Academic Probation

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

Academic Suspension

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

Appealing Academic Suspension

Upon academic suspension, a student who wishes to resume his or her studies must first appeal the suspension in writing. The appeal must be received and reviewed prior to the beginning of the term following the student's suspension. The dean of academic services and an appeals committee will review the student's letter of appeal, along with the student's academic history and overall academic performance. The student's instructors and academic advisor may provide feedback that contributes to the ultimate approval or denial of the student's appeal of academic suspension. An international student who is placed on suspension and does not win his or her appeal will have to leave the country.

Continuously enrolled students whose appeals of academic suspension are granted will resume their studies on probation.

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

Academic Integrity

Lindenwood University students belong to an educational community invested in the exploration and advancement of knowledge. Academic integrity is a critical part of that investment: all students have a fair opportunity to succeed, and, as such, all students owe their classmates, instructors, administrators, and themselves the duty of scholarly and creative work untainted by plagiarism, dishonesty, cheating, or other infringements of academic integrity. In turn, instructors, staff, and administrators will also uphold these policies in order to promote student intellectual development and preserve the integrity of a Lindenwood degree.

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

The penalty for the first reported offense of academic dishonesty will be determined by the instructor and may result in a reduced or failing grade on the work, a failing grade for the course, or any other appropriate penalty. Upon a first report of academic dishonesty, the student is also required to complete an online Academic Integrity Tutorial. A charge for the tutorial will be applied to the student's Business Office account. For undergraduates, a second offense will result in a failing grade for the course, and a third offense will lead to expulsion from the university. Graduate students will be expelled after a second offense is reported.

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

Dismissal

The university reserves the right at any time to dismiss a student who is (1) unable to meet academic standards or (2) whose continuance in the university is considered to

endanger the student's own health or well-being or that of others or (3) who does not observe the social regulations and standards of conduct of the university.

Academic Procedures

Withdrawing with a Grade of W

A grade of W indicates that the student withdrew from a class with no effect to the student's GPA. To withdraw from a course with a grade of W, students must complete, sign, and submit an Add/Drop/Withdrawal form before the last day to withdraw with a W, with the signature of his/her academic advisor, and, if he/she has attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from the university altogether must obtain the signatures of the instructors for each course they wish to drop. The deadline to withdraw is set at the percent mark of the trimester.

Late Withdrawals

Late withdrawals will be approved only under extreme, documented circumstances. Requesting a late withdrawal due to a low grade in the class, lack of interest in the subject matter, a different learning style from that of the classroom professor, or a change of major/requirements are not reasons that will be honored.

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

- Write a letter fully specifying the reasons for the withdrawal.
- Gather supporting documentation (physical report, court documents, hospital documents, etc.)
- Meet with the academic advisor who will complete and sign a Late Withdrawal request form.
- Meet with the dean of the school for a signature on the request form.
- Submit the signed form, along with the letter and documentation, to the associate provost.
- If approved for a late withdrawal, the student will receive a W.

Notes: (1) In addition, students are not permitted to withdraw from a cluster to attend another cluster if that cluster has already had two class meetings.

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

Appealing Grades

Students who wish to appeal a final grade must first contact the course instructor. If the matter cannot be resolved through the instructor, the student may appeal in writing to the appropriate school dean. If resolution is not reached at that time, the student may appeal in writing to the associate provost. An Academic Grievance Committee may be convened to review a grade appeal before a recommendation is made to the provost for review.

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

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

Transferring Credit

Transferring Graduate Credit from another University

Students transferring credit hours from a regionally accredited university must submit official transcripts from each university attended to the Office of Evening and Graduate Admissions along with the application for admission. All hours accepted in transfer must be from regionally accredited colleges and universities. In order to count towards graduation, all graduate credit hours must be 50000 level or above and must be in the same subject area.

If courses have the same title, contain similar or like content and have a grade of "B" or above, they may transfer in as equivalents of Lindenwood course credit. Grades of "C" or below will not transfer into any graduate program. A maximum of nine credit hours of graduate credit will transfer to a graduate program. All transfer credit is subject to approval by the program director and the dean.

Transferring To/From Graduate Programs between Schools at Lindenwood University

Some trimester term students, after taking one or more clusters, may decide to transfer into the quarter term program in the School of Accelerated Degree Programs at Lindenwood University to earn their graduate degree. When this occurs, students may be able to transfer nine credit hours from their first graduate degree program toward their new graduate degree program. Approval of

transfer credit is at the discretion of the program director or department chair of the trimester program.

Academic Services

Grade Reports

Grade cards are available through the student portals, as are transcripts, class schedules, and information about the business office statements and financial aid. Because grade reports are available online to all students, Lindenwood University no longer mails 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 employer will not accept the printed copy, the student should submit a written request to the dean of academic services (academicservices2@lindenwood.edu) and a copy will be sent to the employer. The request must include the mailing address to which the report should be sent, student ID, term for which grades are requested, 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 Office 365 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, student ID number, dates of attendance, and current address. Normal processing time after receiving the request for transcripts is three days. Students may also request a transcript online by accessing the Lindenwood University website and completing the Transcript Request Form located under *Academics; Support & Resources; Transcript Request*. A fee of \$5 is charged for each transcript requested \$6.75 for electronic transcripts via the National Student Clearinghouse.

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

A transcript will not be issued when the student is delinquent in payment of tuition or fees, has not returned library books, or when there are other unfulfilled obligations to the university. Students will be given 30 days after a transcript request has been made to clear any outstanding balance with the Business Office. After 30 days, it will be the student's responsibility to submit a new request for transcript.

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

The Family Educational Rights and Privacy Act

In conformance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Lindenwood University has established a system to ensure that students have complete access to their educational records and the right to challenge information they believe to be inaccurate or misleading. Information about these procedures can be obtained from the Office of Academic Services. Unless specifically prohibited by the student, Lindenwood University may release "directory information" at its discretion for government-mandated reporting, news releases, and other purposes that it believes serve the student's interest. This includes

- Full name
- Local and home addresses
- Local and home telephone numbers
- Email address
- Date and place of birth
- Most recent educational institution attended
- Enrollment status
- Class level
- Dates of attendance
- Degrees, awards, and honors received
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Photographs

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

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

- To other school officials, including teachers, within Lindenwood University system whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
 - To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
 - To authorized representatives of the U. S. comptroller general, the U.S. attorney general, the U.S. secretary of education, or state and local educational authorities, such as a state post-secondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§ 99.31(a)(3) and § 99.35)
 - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
 - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
 - If it is information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
 - To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§ 99.31(a)(15))
- Definitions:
- A "school official" is not defined in the statute or regulations, Lindenwood University interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; board members; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

COURSES AND PROGRAMS

Course Numbering

Courses at Lindenwood are numbered sequentially.

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

Course Offering Frequency

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

Due to the cohort approach to the trimester program, once a cohort is enrolled and the first cluster starts, it will be unlikely that any of the subsequent clusters for the cohort will be cancelled.

Course Types

The trimester program offers Master's degree consisting of 50000-60000 level courses. Each term students will enroll in a cluster of two interrelated courses for six credit hours. A highly qualified instructor will teach the classes for eight hours one Saturday each month, and students will complete weekly online assignments. Co-curricular employment is an integral learning component of the program. Academic attendance will be recorded for the one Saturday a month meeting and the online component. Academic attendance for the online portion is defined as actively participating in the weekly online discussions. Simply logging into an online class without active participation does not constitute academic attendance.

Hybrid Courses

A hybrid course is a method of instruction in which the predominance (more than 75 percent of the course is taught using a learning management system platform. Time in the classroom is reduced but not eliminated.

TRIMESTER PROGRAM

Introduction to the School of Accelerated Degree Programs: Graduate Students

Graduate Programs offered by the School of Accelerated Degree Programs are specifically designed for the student with significant employment experience. Students are challenged to expand their knowledge with exercises, techniques, and instruments to update and reinforce learning and enhance understanding of difficult concepts. In addition, students continue to develop their analytical and conceptual skills by enlarging their perspectives and identifying a balance between theory and practice with regard to their particular areas of study. At the completion of the program, students will be prepared to contribute to their organizations' goals by effectively administering and developing resources.

Throughout their programs of study, students will have opportunities to develop their communication skills, demonstrate workplace responsibility, use interpersonal skills, practice working within a team, and develop an appreciation of the importance of continuing growth and education with an emphasis on values-centered thinking. Students are encouraged to engage in speculative thinking and to develop original work and/or research in their major areas of interest. This work should be analytical rather than descriptive, demonstrating a distinct, defensible, methodological, and theoretical perspective.

The Cluster

Central to the theory and practice of adult education is the ideal of the synthesis of knowledge. The School of Accelerated Degree Programs seeks to achieve this goal through the construct of the cluster. The trimester clusters are comprised of a faculty member and approximately 25 students who meet for eight hours on one Saturday per month and complete weekly online assignments. Each student is enrolled in a group of two related subject area courses, called a cluster, that are, in many cases, integrated into one seminar. Three semester hours of credit are awarded for successful completion of each course in the cluster for six semester hours per cluster. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline.

These cluster group meetings provide a collegial environment in which students present their work and share their learning. A major objective of this format is the development of knowledge synthesis, so students can expect their learning to be measured in a variety of ways: written and oral presentation, class discussion, research papers, group projects, and traditional testing. However, as is true of most higher-education programs, each instructor determines how students are to be assessed and graded; therefore, tests and quizzes may be used to supplement

papers and presentations as assessments of student mastery. Each cluster is limited in size to approximately 25 students. The clusters will begin with the online component in Canvas followed by the first Saturday eight-hour meeting at the end of the first week. There is a mandatory New Student Orientation meeting on the Friday before the first Saturday of each term to review the term and the structure of the program with new students so students will know what to expect from the beginning of their program of study. More information on assignments and meeting times will also be made available in the syllabus located in Canvas for easy accessibility by students. Due to the accelerated nature of the program, it is expected that a student will spend, at a minimum, twenty hours per week working on weekly assignments, online discussions, quizzes, papers, and projects. This time commitment may vary, however, depending upon the student's level of expertise in a given cluster. A student in a management cluster, for example, who has worked several years in a middle management position, and who has completed a variety of corporate sponsored management courses, may, in fact, spend less time working on assignments for this cluster.

Due to the accelerated nature of the cluster (program), the rewriting of papers or the assigning of extra credit homework to improve a grade, or grades, will be at the discretion of the instructor but this practice is not encouraged.

Student Enrollment Process

An academic advisor is assigned during the graduate admission process. Students are required to meet in person or by phone or email with their academic advisor prior to enrollment in each term. During this advisor contact time, the academic advisor discusses enrollment options and opens the student's portal for online registration. Graduate students will enroll prior to the start of each trimester.

Students may register themselves for classes through their student portal after it is opened by their academic advisor unless the academic advisor enrolls the student on their behalf. Once the initial enrollment is completed, the academic advisor closes the student portal. If a student decides after the initial enrollment to make a schedule change or withdraw from classes, the student must contact the advisor again, who will open the student's portal for the enrollment change. It is the responsibility of the student to schedule this contact time with the advisor and to complete the enrollment process each trimester.

Preparing for Graduation

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, in order to track the progress through a degree, each student must maintain a checklist of all requirements. The

academic advisor will confirm that all degree requirements have been met; however, ultimate responsibility for tracking the student's progress through a program and assuring that all degree requirements for graduation are met lies with the student. Only the provost and the registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript.

In addition to tracking their own progress through academic programs, students must submit an Application for Degree. The application must be signed by the student and the student's academic advisor and be submitted to the Office of Academic Services. Failure to submit an application by the appropriate deadline may postpone the posting of the student's degree.

The application deadlines are as follows:

<i>Graduation Date</i>	<i>Application Deadline</i>
March	Dec 30 of previous year
May	Dec 30 of previous year
June	Dec 30 of previous year
August	February 28 of the same year
September	March 30 of the same year
October	May 30 of the same year
December	May 30 of the same year

Graduate Degree Time Limit

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

Additional Graduate Degrees/Majors in the School of Accelerated Degree Programs **Second Master's Degree**

A student who has previously earned a master's degree from Lindenwood and desires another master's degree from the trimester program may transfer a maximum of nine hours of credit from the first degree into the trimester degree if the credit is applicable. All other requirements for the trimester degree, including the capstone and co-curricular employment, must be completed. If the student is seeking a major leading to a degree type not previously earned at Lindenwood University, the major will be added to the student's transcript and a new diploma will be received listing the degree and major earned.

Second Master's Major

If the student previously earned a degree at Lindenwood University and is seeking a major leading to the same

degree type in the trimester program, the second major will be added to the student's transcript with the notation "Second Master's Major" but they will not receive a new diploma as no new degree type has been earned.

Additional Master's Degrees

A student who has earned a master's degree from Lindenwood and desires another master's degree from the trimester program may transfer a maximum of nine hours of credit from the first degree into the trimester degree if the credit is applicable. All other requirements for the trimester degree, including the capstone and co-curricular employment must be completed. A student who would like to pursue any additional master's degree type beyond completing a second master's degree will have to complete all degree requirements including the total earned hours for the degree program.

Co-curricular Employment for International Students

Given the purpose of a modern graduate education is to obtain applicable skills, resources, and experience, the trimester programs support the solicitation of an internship during students' course of study. International students are eligible to work under Curricular Practical Training (CPT), pending authorization from the academic department and Office of International Students and Scholars.

Trimester Programs

The School of Accelerated Degree Programs currently offers two trimester graduate programs:

1. The Master of Science in Cybersecurity Management
2. The Master of Science in Information Technology Management

CYBERSECURITY MANAGEMENT MS

36 credit hours

The MS in Cybersecurity Management serves students by providing them with the background necessary to become effective cybersecurity managers. Eligible students will have earned undergraduate degrees in information technology, computer science, computer information systems, management information systems, Post-Bachelor's Certificates in Information Technology with at least two years of experience in cybersecurity, or a Bachelor's degree in cybersecurity.

Curriculum

Graduate Communications and Management Cluster (6)

IIT 53500	Management and Administrative Theory for IT Professionals	3
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IIT 52400	Intermediate Business Communications for IT Professionals	3	IIT 52400	Intermediate Business Communications for IT Professionals	3
IIT 53800	Advanced Business Communications for IT Professionals	3	IIT 53800	Advanced Business Communications for IT Professionals	3
Graduate Cybersecurity and Business Systems Cluster (6)			Graduate IT Systems and Business Analysis Cluster (6)		
IIT 53300	System Approach to Software Management	3	IIT 53300	System Approach to Software Management	3
IIT 56500	Business Approach to Cybersecurity	3	IIT 53400	Advanced Business Analysis Practices	3
Graduate Cybersecurity Systems and Architectures Cluster (6)			Graduate IT Network and Security Cluster (6)		
IIT 56501	Cybersecurity Systems and Architectures	3	IIT 52800	Networking Essentials	3
IIT 56504	Current Issues in Cybersecurity	3	IIT 56504	Current Issues in Cybersecurity	3
Graduate Cybersecurity Policy Development Cluster (6)			Graduate IT Governance and Compliance Cluster (6)		
IIT 52900	IT Compliance, Governance, and Ethics	3	IIT 52900	IT Compliance, Governance, and Ethics	3
IIT 56502	Cybersecurity Project	3	IIT 55900	IT Management Project	3
Graduate Cybersecurity and Systems Vulnerabilities Cluster (6)			Graduate IT ERP and Cloud Computing Cluster		
IIT 54400	Enterprise Resource Planning and Business Continuity	3	IIT 54400	Enterprise Resource Planning and Business Continuity	3
IIT 56503	Ethical Hacking, Countermeasures, and Forensics Evaluation	3	IIT 55800	Virtualization and Cloud Computing	3
Graduate Cybersecurity Capstone Cluster (6)			Graduate Database and New Technology Integration Cluster (6)		
IIT 54200	New Technology Integration	3	IIT 54200	New Technology Integration	3
IIT 60301	Cybersecurity Capstone	3	IIT 60300	IT Management Capstone	3

INFORMATION TECHNOLOGY MANAGEMENT, MS

36 credit hours

The MS in Information Technology Management serves students by providing them with the background necessary to become effective IT managers. Eligible students will have earned undergraduate degrees in information technology, computer science, computer information systems, and management information systems, Post-Bachelor's Certificates in Information Technology, or equivalent work experience or professional certifications to be determined by Lindenwood University.

Curriculum

Graduate IT Communications and Management Cluster (6)		
IIT 53500	Management and Administrative Theory for IT Professionals	3

TRIMESTER COURSE DESCRIPTIONS

IIT - Information Technology

IIT 52400 - Intermediate Business Communications for IT Professionals (3)

This course is designed to introduce intermediate-level non-native English speakers to the convention and expectations of graduate coursework and to the business and technological communication of IT professionals. Topics will include academic integrity, academic formatting, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and voice; types of academic, business, and IT writing. The goal of this course is to develop students' abilities to communicate accurately and effectively in their academic and professional careers.

IIT 52800 - Networking Essentials (3)

This course provides students with fundamental knowledge of networking, different types of networking, networking technologies and their implementation, and what to consider before deploying a particular type of network. It will discuss the OSI reference model, network operating systems, network protocols, transmission media, and topologies. Wireless networks and the concept of Internet of Things will also be explored.

IIT 52900 - IT Compliance, Governance, and Ethics (3)

This course reviews industry accepted standards and the frameworks that provide the cornerstones of IT compliance and management in organizations, which serve as the foundation for the development of IT policies to manage IT resources and the relationship between IT and other organizational entities. Several standards and frameworks will be examined, such as COBIT, ITIL, Zachman, PCI DSS, ISO 2700 series, NIST 800 series, and others, focusing on how they are used to develop IT policies and procedures to manage and protect organizational IT resources and the relation between IT and other business entities in an ethical fashion.

IIT 53300 - System Approach to Software Management (3)

This course will address modeling applications with the use of learning curves, financial consideration and cash flow, tradeoff analysis, applied probability and statistics, PERT/CPM under conditions of uncertainty, and decision science modeling. Effective process definition, priority tasking, variance analysis, metric establishment, historical record retention, and modern estimation techniques will

provide methods of providing future project success. Lab fee required.

Offered: St. Charles location intermittently

IIT 53400 - Advanced Business Analysis Practices (3)

This course introduces advanced business analysis techniques with an overview of the skills and knowledge required to apply effective tools and techniques using The Business Analyst's Handbook. This course will help students write SMART requirements and will be introduced to BABOK® Knowledge Areas. Students will also be introduced to UML® Diagrams, Use Case, and Activity Diagrams.

IIT 53500 - Management and Administrative Theory for IT Professionals (3)

This course integrates theory, research, and applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, and leadership styles are examined. In addition, IT and its relationship to other departments is considered.

IIT 53800 - Advanced Business Communications for IT Professionals (3)

This course is designed to introduce advanced-level non-native English speakers to the convention and expectations of graduate coursework and to the business and technological communication of IT professionals. Topics will include academic integrity, academic formatting, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and voice; types of academic, business, and IT writing. The goal of this course is to develop students' abilities to communicate accurately and effectively in their academic and professional careers.

IIT 54200 - New Technology Integration (3)

This course will introduce procedures for integrating new technologies into existing organizational systems. It will focus on the benefits as well as the downfalls of incorporating these technologies in the corporate environment.

IIT 54400 - Enterprise Resource Planning and Business Continuity (3)

This course will discuss the concepts and practices used to integrate all departments and functions across an organization onto a single computer system that can serve all departments of the organization effectively. ERP

combines multiple software systems used throughout the organization into a single, integrated software system running off a single database allowing various departments to more readily share information and communicate.

IIT 55800 - Virtualization and Cloud Computing (3)

This course covers virtualization and cloud technologies. Students will learn about different technologies and concepts of cloud and virtualization and their impact on the design and deployment of information technology in organizations. Different models of cloud services and their pros and cons from the viewpoint of the consumer will be examined. Topics discussed include vendor selection and the development process for cloud computing initiatives, highlighting major design considerations such as security, data storage, monitoring, APIs, and more.

IIT 55900 - IT Management Project (3)

In this course students will study the composition of an effective IT policy for a fictional corporation based on their experiences from companies they have worked for in the past. Students will submit a description and parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will work on the approved project, which will be provided as a written IT policy document to be evaluated for course credit. Students will show evidence of incorporating experience from their internship through weekly journals.

IIT 56500 - Business Approach to Cybersecurity (3)

In this course, students will use four of the eight domains of (ISC)² CISSP's Common Body of Knowledge (CBK) in information security as a framework to conduct critical analysis and evaluation of the relationship between cybersecurity and business systems. Students will perform a detailed analysis of managing cybersecurity in a corporate environment and how that impacts corporate strategic decision-making and business performance.

IIT 56501 - Cybersecurity Systems and Architectures (3)

In this course, students will use the remaining four of the eight domains of the (ISC)² CISSP's Common Body of Knowledge (CBK) in information security as a framework to further analyze and evaluate the relationship between cybersecurity and business systems and focus on the overarching responsibility of securing organizational information assets.

Prerequisite: IIT 56500

IIT 56502 - Cybersecurity Project (3)

In this course, students will study the composition of an effective cybersecurity policy for a fictional corporation based on their experiences from companies they have worked for in the past and knowledge from earlier courses. Students will submit a description and parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will work on the approved project, which will be written as a comprehensive cybersecurity policy document to be evaluated for course credit. Students will show evidence of incorporating experience from their internship or professional experience through weekly journals.

IIT 56503 - Ethical Hacking, Countermeasures, and Forensics Evaluation (3)

In this course, students will build on their experience and knowledge from IIT 56501 and dig further into perimeter defense; application vulnerabilities; threat agents and vectors; the relationship between risk, threat, and vulnerability; and penetration testing concepts. Various means through which systems are hacked or compromised, countermeasures and areas such as business continuity and forensics evaluation best practices will also be explored.

Prerequisite: IIT 56501

IIT 56504 - Current Issues in Cybersecurity (3)

In this course, the student will research current topics surrounding security by consulting relevant trade journals and the World Wide Web. Developing an awareness of and the ability to effectively communicate a solution to senior management regarding current security risks will be a key component of this class. Some current risks include phishing, identity theft, user awareness, man in the middle attacks, and distributed denial of service attacks.

IIT 60300 - IT Management Capstone (3)

This course will tie together components of managing information technology. Students will prepare a paper and a presentation to demonstrate how they will implement the policy document they developed in the IT Management Project class to ensure efficient usage and protection of corporate IT resources. The paper and the presentation will cover how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Finally, the presentation and the paper will show how students can identify organizational technology needs and successfully acquire and deploy that technology using the policy. Students will show evidence of incorporating experience from their internship through weekly journals.

Prerequisite: IIT 55900.

IIT 60301 - Cybersecurity Capstone (3)

This course will tie together components of managing cybersecurity. Students will prepare a paper and a presentation to demonstrate how they will implement the policy document they developed in the cybersecurity Project. The paper and presentation will show how students can identify organizational cybersecurity technology needs and successfully acquire and deploy that technology using the policy they developed in the cybersecurity project class (IIT 56502). Finally, the paper and presentation will show how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Students will show evidence of incorporating experience from their internship through weekly journals.

Prerequisite: IIT 56502.

ADMINISTRATION

Michael Shonrock (2015)

System President

BS, Western Illinois University; MS, EdS, Pittsburg State University; PhD, University of Kansas

Marilyn S. Abbott (1997)

Provost and Vice President for Academic and Student Affairs

AB, Indiana University; PhD, Purdue University

Deb Ayres (2008)

Vice President for Human Resources

BS, Missouri State University; MS, University of Missouri-St. Louis; EdD, University of Missouri-Columbia

Dan Grigg (2016)

Vice President for Development and Alumni Relations

BS, University of Denver

Greg Phelps (2013)

Vice President and Chief Financial Officer

BA, MBA, Washington University

TJ Rains (2015)

Vice President for Information Technology and Chief Information Officer

BS, Emporia State University; MS, Capella University

Grant Shostak (2012)

Vice President, General Counsel

BGS, JD, University of Missouri-Columbia

Brad Wachler (2016)

Vice President for Intercollegiate Athletics

BA, University of Michigan; MA, Indiana University; JD, Wayne State University

Barry Finnegan (2002)

Associate Vice President of Academic Affairs

BA, MBA, Lindenwood University

Ryan Guffey (2003)

Associate Vice President for Global Education

BS, MBA, Lindenwood University; MA, the Queen's University of Belfast; PhD, Saint Louis University

Chanda Jackson (1995)

Assistant Vice President, Procurement and Payables

BS, Washington University; MPA, Lindenwood University

Terry Kapeller (1993)

Assistant Vice President for Business Office

BA, Tarkio College; MBA, Lindenwood University

Erin I. Mann (2012)

Associate Provost

BA, Rice University; MA, PhD, University of Iowa

Diane Moore (2016)

Associate Vice President for Operations

BA, Oklahoma Baptist University; MA, University of Missouri-Columbia; EdD, Lindenwood University

Kate O'Neal (2001)

Assistant Vice President for Development and Alumni Relations

BA, MA, Lindenwood University

John Plunkett (2013)

Assistant Vice President for Finance

BS, Oakland City University; MBA, Lindenwood University

Christie Rodgers (2009)

Associate Vice President for Student and Academic Support Services and Student Ombudsman

BA, MS, EdD, Lindenwood University

Sara Wiedman (2008)

Assistant Vice President for Enrollment Management

BA, University of Missouri-St. Louis

Shane Williamson (2007)

Associate Vice President for Student Life and Dean of Students

BSBA, MS, Shippensburg University; MBA, Lindenwood University; EdD, Rutgers University

David W. Wilson (2014)

Chief Assessment Officer and Associate Vice President for Institutional Effectiveness

BS, Kansas State University; MS, PhD, Iowa State University

FACULTY

Acker, Lawrence E. (2013)

Professor of Health Management and Program Director, Undergraduate Health Management
BA, Saint Louis University; MHA, Washington University; PhD, University of Missouri-St. Louis

Afful, Stephanie (2014)

Associate Professor of Psychology
BA, Drury University; MS, PhD, Saint Louis University

Alameda, Annie (2007)

Associate Professor of Physical Education and Health
BS, Illinois State University; MS, Saint Louis University; EdD, Lindenwood University

Albee, Alison J. (2013)

Assistant Professor of Biology
BS, Purdue University; PhD, University of Wisconsin-Madison

Aldridge, Amanda (2012)

Assistant Professor and Coordinator of Charter Schools and Secondary Student Teaching
BS, University of Missouri-Columbia; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Allen, Robert (2008)

Associate Professor of Business and Division Chair, Plaster School of Business and Entrepreneurship
BS, Missouri Valley College; MBA, University of Missouri-Columbia; DBA, Nova Southeastern University

Alsobrook, Joseph A. (2004)

Associate Professor of Education and Dean, School of Arts, Media, and Communications
BA, Southwestern Oklahoma State University; MA, EdD, Lindenwood University

Anderson, C. Gregory (2010)

Associate Professor of Biology
BA, University of Missouri-Columbia; PhD, University of Tennessee

Arendt, Brian (2012)

Assistant Professor of International Relations

BA, University of Missouri-St. Louis; MA, SUNY-Stony Brook; PhD, Georgetown University

Arns, David H. (1999)

Associate Professor of Marketing; Department Chair, Marketing; and Faculty Athletics Representative, NCAA Sports
BS, Southern Illinois University-Carbondale; MS, Southern Illinois University-Edwardsville

Aubuchon, Gregory P. (2015)

Assistant Professor of Economics and Program Director, Undergraduate Economics and Finance
MA, University of Missouri-St. Louis; JD, Vanderbilt University

Badra, Mazen (2015)

Assistant Professor of Marketing and Program Director, Marketing Clusters and MSA in Marketing
BA, Birzeit University in the Holy Land; MBA, Amberton University; DMgt, Colorado Technical University

Bagley, Sara (2015)

Assistant Professor of Psychology
BA, Westminster College; MSR, PhD, Saint Louis University

Balogh, Alexander (2005)

Associate Professor of English
BA, University of Oregon; MA, Southern Illinois University-Carbondale; MFA, Lindenwood University

Banerjee, Gaurango (2013)

Professor of Finance and Graduate Department Chair, Finance
BS, MSc, Birla Institute of Technology and Science, India, PhD, University of Alabama

Barr, John (2016)

Assistant Professor of Physics
BS, MS, University of Missouri-Rolla; PhD, University of Missouri-Rolla

Barudin, Jeffrey (2012)

Assistant Professor of Music

BS, Pennsylvania State University; MM, DMA, University of Michigan

Beane, Robbie (2010)

Associate Professor of Mathematics and Division Chair, Mathematics and Computer Science
BS, MS, University of Missouri-Rolla; PhD, Missouri University of Science and Technology

Beckerle, John R. (2001)

Professor of Nonprofit Administration
BA, MA, MBA, EdD, Lindenwood University

Binz, Sara (2013)

Assistant Professor of Chemistry
BS, Loras College; MS, PhD, University of Iowa

Biri, Colleen (2003)

Professor of Psychology
BA, Southwest Missouri State University; MA, PsyD, Georgia School of Professional Psychology

Blum, Erica (2008)

Assistant Professor of Interactive Media and Web Design
BFA, Ohio University; MA, Lindenwood University

Blythe, Stephen A. (2009)

Associate Professor of Computer Science
BS, University of Delaware; MS, PhD, Rensselaer Polytechnic Institute

Bosnick, James A. III (2017)

Assistant Professor of Accounting and Finance; Program Director of Undergraduate and Graduate Accounting Courses
BS, JD, West Virginia University; MBA, LL.M., MSBA, Washington University

Brickler-Ulrich, Kimberly K. (2003)

Associate Professor of Accounting
BS, Truman State University; MBA, Saint Louis University; CPA

Boamah, Dominic (2016)

Assistant Professor of Information Technology; Assistant Dean, Trimester IT Graduate Programs
AS, Kwame Nkrumah University of Science and

Technology; MS, Jyväskylä University; PhD, Capella University

Brown, David (2000)

Professor of Philosophy and Department Chair, Philosophy
BA, Gordon College; MA, University of Houston; PhD, University of Toronto

Brown-Hudson, Heather (2010)

Associate Professor of French, English and Gender Studies; Program Chair, Gender Studies
BA, Temple University; MA, Middlebury College; PhD, The Graduate Center, City University of New York

Carlos, Peter (2004)

Associate Professor of Digital Media and LUTV Station Manager
BA, University of Missouri-St. Louis; MA, Middlebury College; MFA, Lindenwood University

Carnes, Jeremy (2013)

Assistant Professor of English
BA, University of Notre Dame; PhD, University of Michigan

Carper, Michael (2006)

Assistant Professor of Philosophy
BA, MA, University of Nebraska-Kearney; MTS, Boston University; PhD, Saint Louis University

Cawly, John (2008)

Assistant Professor of Biology
BS, MS, Southern Illinois University-Edwardsville; PhD, University of Missouri-Columbia

Cernik, Joseph A. (1990)

Professor of Political Science and Public Administration and Department Chair, Public Affairs and Administration
BA, Adelphi University; MBA, Lindenwood University; MA, PhD, New York University

Cintel, David (2014)

Instructor of ESL
BA, Truman State University; MA, University of Northern Iowa

Coble, Kyle (2012)

Assistant Professor of Marketing
BS, MIAA, Southwest Missouri State University; PhD,
Saint Louis University

Cohen, Theodore W. (2014)

Assistant Professor of History
BA, Yale University; PhD, University of Maryland,
College Park

Coker, Stanley, (2008)

*Associate Professor of Management and Department
Chair, Management*
BS, United States Air Force Academy; MA, MBA, DMgt,
Webster University

Coleman, Steven (2011)

Associate Professor of Accounting
BA, Saint Louis University; JD, Seton Hall University

Collier, Darren (2003)

Assistant Professor of Graphic Design
BA, MFA, Lindenwood University

Cooper, Benjamin (2014)

Assistant Professor of English
BA, Davidson College; MA, Northwestern University; MA
Washington University; PhD, Washington University

Cooper, Dennis (2015)

Assistant Professor of Educational Leadership
BA, Southwest Baptist University; MA, Missouri State
University; EdD, University of Kansas

Cote, Robert (2015)

*Assistant Professor of Management and Program Director,
Management Clusters and MSA in Management*
BA, Western Michigan University; MBA, Baker College
of Corporate Services; PhD, Capella University

Crow, Lori (2016)

Instructor of Exercise Science
BA, MS, Pittsburg State University

Cupples, Tom (2013)

*Professor of Information Technology and Program
Director, Undergraduate Cyber Security and Graduate
Information Technology Degrees*

BA, Union University; BS, Missouri Baptist University;
MS, Washington University; EdD, NOVA Southeastern
University

Curtis, Ryan (2008)

Associate Professor of Music and Director of Bands
BS, Missouri State University; MA, University of
Missouri-St. Louis; EdD, Lindenwood University

Cusumano, Joseph (2013)

*Associate Professor of Counseling and Director, Student
Counseling and Resource Center*
BS, MEd, University of Missouri-St. Louis; PhD, Saint
Louis University

Cypret-Mahach, Ronda (2016)

Assistant Professor of Teacher Education
BS, University of Missouri-St. Louis; MA, EdD,
Lindenwood University

Daly, Shelly (2011)

Associate Professor of International Business
BS, University of Missouri-Columbia; MBA, PhD, Saint
Louis University

Dasovich, Steve J. (2010)

*Assistant Professor of Anthropology and Archaeology and
Division Chair, Social Sciences*
BA, University of South Dakota; MS, Florida State
University; PhD, University of Missouri-Columbia

Delgado, Ricardo A. (2006)

*Associate Professor of Chemistry and Dean, School of
Sciences*
BS, Texas A and I University; MS, PhD, University of
Missouri-St. Louis

DeVore, Sherry (2008)

Assistant Professor of Teacher Education
BS, MA, EdS, Missouri State University; EdD University
of Missouri-Columbia

Dey, Sajalendu (2004)

Professor of Physics and Pre-Engineering
BSc, MSc, Dhaka University, Bangladesh; MSc, Brock
University, Ontario; PhD, Iowa State University; MSc,
University of Missouri-St. Louis; MBA, Lindenwood
University

Dill, William (2010)*Instructor of Athletic Training*

BS, McKendree University; MS, Ohio University

Douchant, Rachel (2005)*Professor of Management and Director, Liberty and Ethics Center*

BA, Lindenwood University; PhD, Saint Louis University

Durbin, Nancy (2001)*Professor of Foreign Languages and Department Chair, Foreign Languages*

BA, University of Missouri-Columbia; MA, PhD, Washington University

Edele, Susan (2007)*Instructor of English and Writing Center Coordinator*

BSE, Truman State University; MA, University of Missouri-St. Louis

Elder, Robyne (2016)*Assistant Professor, Educational Leadership*

BA, University of Missouri; MA, EdD, Lindenwood University

Ellis, Peggy (2012)*Professor of Nursing and Program Director, Nursing, Fire and Paramedic, and Public Health*

BSN, Southeast Missouri State University; MSN, University of Central Arkansas; PhD, Southern Illinois University-Carbondale

Ellis, Roger (1997)*Professor of Business and Dean, Plaster School of Business and Entrepreneurship*

BS, University of Missouri-Rolla; JD, University of Arkansas

Elmes, Melissa (2016)*Assistant Professor of English*

BA, College of William and Mary; MA, Longwood University; PhD, University of North Carolina at Greensboro

Engleking, Charlene (1995)*Professor of Writing and Program Director, BIS and**General Education Communications and Humanities Courses, and Assistant Dean, School of Accelerated Degree Programs*

BA, Southwestern College; MEd, University of Missouri-Columbia; MFA, Lindenwood University; EdD, Lindenwood University

Ezvan, Mira (1984)*Professor of Management and Management Information Systems and Department Chair, Information Systems*

MS, Technical University of Wroclaw, Poland; PhD, Southern Illinois University

Farooqi, Javeria (2015)*Assistant Professor of Finance*

BA, MBA, PhD, University of Texas Pan-American

Firestine-Scanlon, Jennifer (2003)*Professor of Chemistry and Division Chair, Physical Sciences*

BS, Eastern Oregon State College; PhD, Arizona State University

Fleitz, Elizabeth (2013)*Assistant Professor of English*

BS, MA, PhD, Bowling Green State University

Flicek, Tracy (2013)*Instructor of EPP and ESL*

BA, MA, Lindenwood University

Flippin Wynn, Monica (2016)*Associate Professor of Communications and Program Director, Undergraduate Communications*

BA, Southern University; MS, University of Wisconsin-Whitewater; PhD, University of Oklahoma

Ford, Yvonna L. (2012)*Associate Professor of Business and Program Director, Graduate Healthcare Administration*

BS, MS, JD, Saint Louis University

Foushee, Rebecca (2016)*Associate Professor of Psychology*

BS, MS, PhD, Virginia Polytechnic Institute and State University

Ganahl, Gina (2014)

Assistant Professor of Education and Dean, School of Accelerated Degree Programs
BS, University of Illinois-Urbana; MEd, PhD, University of Missouri-Columbia

Gietschier, Steven P. (2009)

Associate Professor of History and Faculty Athletics Representative, SLS Sports
BSFS, Georgetown University; MA, PhD, The Ohio State University

Gismegian, Mary (2001)

Assistant Professor of Teacher Education and Program Chair, Teacher Education
BS, Southern Illinois University; MA, Lindenwood University

Glover, Kyle S. (1998)

Professor of English and Division Chair, English Language and Literature and Assistant Dean, Humanities
BA, Oklahoma Baptist University; MA, Baylor University; PhD, University of Missouri-Columbia

Godar, Tom (2003)

Assistant Professor of Athletic Training; Program Director, Athletic Training; Assistant Dean, Health Sciences; Clinical Coordinator and Head Trainer, Football
BS, Southern Illinois University-Carbondale; MS, Lindenwood University

Golik, Wojciech L. (2001)

Professor of Mathematics and Associate Dean, Natural Science and Mathematics
BS, MS Poznan University of Technology, Poznan, Poland; MS, PhD, New Mexico State University

Gossett, Rachael (2013)

Assistant Professor of Criminal Justice
BA, MA, PhD, The Ohio State University

Green, Christina Marie (1999)

Associate Professor of English
BA, Regis University; MAT, Webster University; MA, University of Missouri-St. Louis

Grooms, Pamela (2007)

Associate Professor of Music and Department Chair, Music
BA, Central Missouri State University; MA, University of Missouri-St. Louis

Grosso, Tina (2010)

Assistant Professor of Gerontology and Program Director, Social Sciences
BS, MS, EdD Lindenwood University

Guffey, Ryan (2003)

Associate Professor of International Relations and Associate Vice President for Global Education
BS, MBA, Lindenwood University; MA, The Queen's University of Belfast; PhD, Saint Louis University

Gupta, Nikhil (2016)

Assistant Professor of Mathematics
BS, Princeton; PhD, Indiana University

Gustafson, Susan (2017)

Instructor of Health Sciences
BS, Fontbonne University; MS, Southern Illinois University-Edwardsville

Hafer, Rik (2016)

Assistant Professor of Economics
BA, University of Nebraska-Lincoln; PhD, Virginia Polytechnic Institute and State University

Hamra, Teresa (2015)

Assistant Professor of Nursing
BSN, University of Missouri-St. Louis; MSN, University of Missouri-St. Louis

Hantak, Kelly (2015)

Assistant Professor of Teacher Education
BS, Southwest Missouri State University; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Hargate, Jon Grant (1983)

Professor of Art
AA, Meramec Community College; BFA, Southern Illinois University-Edwardsville; MFA, University of Cincinnati

Harris, Shenika (2014)

Assistant Professor of Spanish

BA, University of Missouri-St. Louis; MA, Saint Louis University; PhD, University of Wisconsin-Madison

Hasty, Scott (2014)

Assistant Professor of Chemistry

BS, MS, PhD, University of Missouri-St. Louis

Hauck, John (2004)

Assistant Professor of Physics

BS, Parks College of Saint Louis University; MS, Georgia Institute of Technology; PhD, University of Missouri-Columbia

Hayes, Latrell (2017)

Instructor of Human Resource Management

BS, Columbia College; MA, Lindenwood University

Heidenreich Jr., Donald (2000)

Professor of History

BA, San Francisco State University; MA, University of Arizona; PhD, University of Missouri-Columbia

Heinen, Rebecca (2017)

Instructor of Mathematics

BA, North Central College; MS, University of Missouri-Columbia

Heinle, Jeff (2011)

Associate Professor of Communications and Program

Director, Undergraduate and Graduate Communications

BA, University of Wisconsin; MA, City University of New York; PhD, University of Wisconsin

Hendrix, Evelyn K. (2007)

Associate Professor of Human Resource Management

BS, University of Wisconsin-Milwaukee; MBA, Lindenwood University; MA, PsyD, George Mason University

Herrell, Katherine (2012)

Assistant Professor of Music and Assistant Dean,

Undergraduate Programs

BA, Truman State University; MBA, Maryville University; MA, EdD, Lindenwood University

Heyn, Hollis Carolyn (1996)

Associate Professor of English

BA, Lindenwood University; MA, Southern Illinois University

Holden, Angela D. (2009)

Associate Professor of Management and Associate Dean, School of Accelerated Degree Programs

BA, National-Louis University; MBA, Lindenwood University; DMgt, Webster University

Hollis, Stuart (2014)

Assistant Professor of Theatre and Technical Director

BFA, Shenandoah College and Conservatory of Music;

MFA, Southern Methodist University

Hoormann, Matthew (2014)

Assistant Professor of Music

BM, MM, Southern Illinois University Edwardsville; DMA, University of California Los Angeles

Hudgins, Molly (2003)

Associate Professor of Sports Management and Associate Dean, Plaster School of Business and Entrepreneurship

BA, Southern Illinois University-Carbondale; MS, Florida State University; JD, University of Tennessee College of Law

Hurst, Spencer (1999)

Associate Professor of English

BA, Westminster College; MBA, Southern Illinois University-Edwardsville; MFA, University of Missouri-St. Louis

Hutcheson, Jill (2013)

Associate Professor of Teacher Education and Assistant Dean, Teacher Education

BS, University of Missouri-Columbia; EdS, EdD, Lindenwood University

Hutson Jr., James Lee (2010)

Associate Professor of Art History; Assistant Dean, Graduate and Online Degrees

BA, MA, Southern Methodist University; PhD, University of Maryland

Ibele, Michael E. (2011)

Assistant Professor of Chemistry

BS, University of North Carolina; PhD, Pennsylvania State University

Inman, Jaime (2015)

Assistant Professor of Information Technology and Program Director, Undergraduate Information Technology and Business Systems Development
BS, Maryville University; MA, Webster University; MEd, EdD, University of Missouri-St. Louis

Jagim, Andrew (2017)

Assistant Professor of Exercise Science
BS, University of North Dakota; MS, University of Wisconsin-La Crosse; PhD, Texas A&M University

Johnson, Debra L. (2003)

Associate Professor of Social Work
BSW, Southeast Missouri State University; MSW, Washington University

Johnson, Emilie Wright (1999)

Professor of Teacher Education
BS, MS, Missouri State University; PhD, Saint Louis University

Johnston, Christopher (2006)

Professor of Mathematics
BS, University of Missouri-Columbia, MA, Michigan State University, PhD, Northeastern University

Johnston, Gail (2003)

Professor of Biology
BS, MS, Mississippi State University; PhD, Southern Illinois University-Carbondale

Jones, Emily (2010)

Associate Professor of Theatre and Department Chair, Theatre
BFA, Midwestern State University; MFA, University of Arkansas

Kamm, Judy K. (1996)

Associate Professor of Economics
BS, MA, University of Missouri-St. Louis

Kania-Gosche, Beth (2009)

Associate Professor of Teacher Education and Associate Dean, School of Education
BS, Southeast Missouri State University; MEd, University of Missouri-Columbia; PhD, Saint Louis University

Karraker, Holly Beth (2007)

Associate Professor of Counseling
BA, MA, PhD, Saint Louis University

Kelly, Nicholas (2009)

Assistant Professor of Theatre
MA, MFA, Lindenwood University

Kerksick, Chad (2015)

Assistant Professor of Exercise Science and Program Chair, Human Performance
BS, Truman State University; MS, University of Memphis; PhD, Baylor University

Kerksiek, Jo Ellen (1997)

Professor of History and Director, Study Abroad
BS, MA, Northwest Missouri State University; PhD, University of Kansas

Kichkha, Areerat (2013)

Assistant Professor of Economics and Finance; Program Director, Graduate Economics and Finance Clusters; Department Chair, Business Administration
BBA, Rhamkhamhaeng University, Thailand, MBA, Webster University; MS, Southern Illinois University-Edwardsville; PhD, Southern Illinois University-Carbondale

Killingbeck, Elizabeth (2014)

Instructor of EPP
BA, MA, Southern Illinois University-Edwardsville

King, Denise (2013)

Assistant Professor of Social Work
BS, Tennessee State University; MSW, Howard University; PhD, University of Maryland, Baltimore

Kussman, Justin (2015)

Instructor of Interactive Media and Web Design
AAS, East Central College; BA, MA, Webster University

Leavitt, Lynda (2009)

Associate Professor of Educational Leadership
BS, Central Missouri State University; BS, University of Missouri; MEd, National Louis University; EdD, Saint Louis University

Lerman, Mark D. (2008)

Associate Professor of Human Resource Management; Program Director, Graduate Human Resources Management and Assistant Dean, School of Accelerated Degree Programs
BA, University of Missouri-Columbia; MA, Southern Illinois University-Edwardsville; PhD, Illinois Institute of Technology

Lively, Jason Dude (2007)

Professor of Interactive Media and Web Design and Assistant Dean, School of Arts, Media, and Communications
BS, Howard Payne University; MBA, Tarleton State University; PhD, Nova Southeastern University

Londono, Ana (2015)

Assistant Professor of Earth Sciences
BEng, Universidad Nacional de Colombia; MS, PhD, University of Cincinnati

Long, John (2012)

Assistant Professor of Educational Leadership and Department Chair, Educational Leadership Program
BA, Columbia College; MEd, University of Missouri-Columbia; EdS, Central Missouri State University; PhD, Georgia State University

Longo, Patrick (2016)

Instructor of Advertising and Public Relations
BA, MA, Lindenwood University

Loughlin, John (2010)

Associate Professor of Finance and Assistant Dean, Plaster School of Business and Entrepreneurship
BS, BA, University of Missouri-St. Louis; MBA, PhD, Saint Louis University

Mack, Jennifer (2010)

Associate Professor of Accounting and Department Chair, Accounting
BS, MGE, University of Central Oklahoma; PhD, Walden University

Marhanka, Darren (2004)

Associate Professor of Criminal Justice
AAS, Florissant Valley Community College; BA, MBA, Lindenwood University

Marsh, Meredith (2009)

Associate Professor of Geography and Department Chair, History and Geography
BA, Calvin College; MA, PhD, University of California-Santa Barbara

Martin, Erin Haller (2017)

Associate Professor of Mathematics and Program Director, Mathematics and Natural Sciences
BS, Missouri University of Science and Technology; MS, PhD, University of Arkansas

Marzano, Michael P. (2009)

Associate Professor of Management and Assistant Dean, Plaster School of Business and Entrepreneurship
BS, Southern Illinois University-Edwardsville; MBA, Saint Louis University; MIM, Washington University; DMgt, Webster University; CPIM, CSCP

Mason, Michael M. (1991)

Professor of Religion and Butler Chair of Religion
BS, Iowa State University; MA, Loras College; MDiv, University of Dubuque Theological Seminary; DMin, San Francisco Theological Seminary

Mathea, Michael (2010)

Assistant Professor of Economics and Department Chair, Economics
BS, St. Norbert College; MA, University of Houston

McCoy, Lauren (2016)

Assistant Professor of English
MA, University of St. Andrews; MA, PhD, Washington University

McKinney, Brandon (2012)

Assistant Professor of Digital Media
BA, MFA, Lindenwood University

McMaken, W. Travis (2011)

Associate Professor of Religion; Chair, Interdisciplinary Studies Program; and Assistant Dean, Humanities
BA, Wheaton College; MDiv, PhD, Princeton Theological Seminary

Mead, Beth (2004)

Professor of Writing and Program Director, MFA in Writing
BA, MFA, University of Missouri-St. Louis

Miller, Lawrence K. (2011)

Associate Professor of Computer Science
BA, University of Texas-Austin; MS, Southwest Texas State University; PhD, University of Houston

Miller, Nicholas (2016)

Assistant Professor of Paramedicine
BS, University of Minnesota-Twin Cities; MS, Eastern Kentucky University

Millians, Andrew (2014)

Assistant Professor of Digital Media
BA, University of Georgia; MFA, Florida State University

Morris, Edward L. (2002)

Professor of Finance and Assistant Dean, Graduate Admissions Interviews
BA, Washington University; MBA, University of Pennsylvania; PhD, Saint Louis University

Mueller, Carla (1998)

Professor of Social Work
BS, Southern Illinois University-Carbondale; MSW, University of Illinois at Champaign-Urbana; EdD, Lindenwood University

Najjar, Annette Juliana (2001)

Professor of Economics
BS, University of West Indies; BEd, University of Toronto; MBA, Millsaps College; PhD, Kennedy-Western University

Nasser, Jr. Roger "Mitch" (2016)

Assistant Professor of Educational Leadership
BA, Saint Louis University; MS, Western Illinois University; PhD, Saint Louis University

Neely, Joshua (2016)

Assistant Professor of Biology
BS, Humboldt State University; MS, University of Illinois; PhD, Washington State University

Nicolai, Deborah (1993)

Associate Professor of Mass Communications
BA, MA, Lindenwood University

Nohara-LeClair, Michiko (2002)

Professor of Psychology
BS, University of Toronto; MASc, University of Waterloo; PhD, University of Connecticut

Northcott, Donna (2007)

Associate Professor of Theatre
BA, Saint Louis University; MA, Northwestern University

Nunez-Betelu, Maite (2008)

Professor of Spanish
BA, University of Basque Country, Spain; MA, West Virginia University; PhD, University of Missouri-Columbia

O'Banion, Patrick John (2010)

Associate Professor of History
BA, University of California-San Diego; MA, Northwestern University; MA, Westminster Seminary in California; PhD, Saint Louis University

Panagos, Rebecca Jean (1996)

Professor of Teacher Education
BA, MA, Louisiana Tech University; PhD, University of Missouri-Columbia

Parrish, Gillian (2017)

Assistant Professor of Writing
BA, George Mason University; MFA, Washington University

Pas, Justine (2010)

Associate Professor of English and Associate Dean, Humanities
BA, MA, California State University-Fullerton; PhD, University of Michigan

Patterson, Marilyn Miller (1992)

Professor of Psychology
BA, Florida State University; MS, EdD, University of Memphis

Patterson-Mills, Sarah (2010)

Associate Professor of Counseling and Program Chair, School Counseling
BA, University of Missouri; MA, PhD, Saint Louis University

Patzius, Billi J. (2007)

Associate Professor of Criminal Justice and Associate Dean, Social Sciences
BA, MA, University of Missouri-St. Louis; PhD, Saint Louis University

Peach, Amy (2016)

Assistant Professor of Educational Technology
BA, University of Missouri-Columbia; MA, Georgia State University; PhD, University of Missouri-St. Louis

Peluchette, Joy V. (2013)

Professor of Management
BS, MS, West Virginia University; DBA, Southern Illinois University-Carbondale

Pennington, Heather (2010)

Assistant Professor of Physical Education and Health Sciences
BA, Samford University; MA, University of Alabama

Plate, Daniel (2004)

Associate Professor of English
BA, Taylor University; MFA, University of Arkansas; MA, Washington University; PhD, Washington University

Poertner, Tim (2008)

Professor of Theatre and Theatre Lighting Director
BA, University of Missouri-Columbia; MFA, University of Texas-Austin

Pomianek, Christina (2012)

Assistant Professor of Anthropology and Sociology
BA, Truman State University; MA, PhD, University of Missouri-Columbia

Powell-Jia, Darla (2010)

Associate Professor of Chemistry
BS, North Dakota State University; PhD, University of California-Irvine

Qualls, Melissa (2002)

Assistant Professor of English
BA, MA, Truman State University

Quiggins, Larry (2002)

Associate Professor of Theatre
BA, MFA, Lindenwood University

Ralston, Janette (2015)

Instructor of Teacher Education and Director, Field and Clinical Experiences
BM, University of Missouri; MA, Truman State University; PhD, University of Missouri

Ralston, Neil (2013)

Professor of Journalism and Lindenlink Advisor
BA, BS, Northeast Missouri State University; MA, The Ohio State University; PhD, University of Missouri

Randolph, Jessica (2009)

Instructor of Exercise Science and Assistant Dean, Health Sciences
BA, Carthage College; MS, Logan University

Rankins, Michael (2008)

Associate Professor of Counseling and Assistant Dean, Counseling
BPsy, MEd, PhD, University of Missouri-St. Louis

Ratican, Jeremiah (2014)

Assistant Professor of Interactive Media and Web Design
AA, East Central College; BA, Webster University; MS, University of Advancing Technology

Reighard, Richard (1987)

Associate Professor of Mass Communications and KCLC Operations Director
BA, MA, Lindenwood University

Rice, Saint (2015)

Assistant Professor of Criminal Justice and Program Director, Undergraduate Criminal Justice Degrees and Assistant Dean, School of Accelerated Degree Programs

BA, MS, Lindenwood University; EdD, Maryville University

Richmond, Scott (2016)

Assistant Professor of Exercise Science

BS, Truman State University; MS, PhD, University of Kansas

Rodermund, Robert (2009)

Assistant Professor of Finance and Department Chair, Undergraduate Finance

BSBA, Washington University; MSCFE, University of Missouri-Columbia

Rodriguez, Robin (2014)

Assistant Professor of Earth Sciences

BS, MS, Utah State University; MS, University of Missouri; PhD, Oklahoma State University

Rogers, William (2016)

Associate Professor of Economics and Research Fellow, Center for Economics and the Environment

BA, Hastings College; MA, PhD, Colorado State University

Romero-Ghiretti, Gabriela (2012)

Associate Professor of Spanish

BA, Universidad Nacional de Cuyo, Mendoza, Argentina; MA, PhD, Washington University

Rosenwasser, David (2011)

Associate Professor of Marketing

BA, University of Maryland; MBA, University of Wisconsin; JD, Texas Southern University

Ruettgers, Mary (2014)

Assistant Professor of Teacher Education and Department Chair, Initial Teacher Education Program

BS, McKendree University; MA, University of Missouri-St. Louis; MA, EdD, Lindenwood University

Schneider, Karolina (2011)

Associate Professor of Marketing

BA, BS, MBA, EdD, Lindenwood University

Schneider, Nancy (1999)

Associate Professor of Teacher Education and

Coordinator, Early Childhood and Elementary Student Teaching

BS, MS, EdS, Southwest Missouri State University; EdD, University of Missouri-Columbia

Schnellmann, Ana (1995)

Professor of English

BA, The College of St. Benedict; Graduate Certificate, MA, Ohio University; PhD, Saint Louis University

Scholle, Benjamin A. (2002)

Professor of Digital Media and Program Manager, Cinema and Television

BA, Washington University; MFA, American University

Schroeder, Cynthia A. (2010)

Associate Professor of Exercise Sciences and Dean, School of Health Sciences

BS, Southern Illinois University-Carbondale; MS, Northeastern Illinois University-Chicago; PhD, University of Kansas-Lawrence

Scribner, Christopher (1995)

Professor of Psychology

BA, Earlham College; MFA, Lindenwood University; PhD, University of Tennessee

Sharp, Chryssa (2008)

Associate Professor of International Business

BS, University of Illinois-Urbana-Champaign; MBA, Thunderbird School of Global Management; PhD, University of Calgary, Alberta, Canada

Sherblom, Stephen (2008)

Associate Professor of Educational Leadership and Assistant Supervisor, Quantitative Research

BA, University of Massachusetts; EdM, EdD, Harvard University

Shoff, Catherine (2016)

Assistant Professor of Public Health

BS, Santa Clara University; MPH, PhD, Saint Louis University

Singer, Robert A. (2009)

Associate Professor of Accounting

BS, MBA, PhD, Saint Louis University; CPA

Smith, Andrew (2011)

Assistant Professor of Mass Communications
BA, MA, Webster University

Smith, Jeffrey (1996)

Professor of History
BA, Mount Union College; MFA, Syracuse University;
PhD, University of Akron

Smith, Kris Runberg (2002)

Professor of History
BA, University of Idaho; MA, Washington State
University; PhD, Saint Louis University

Stanley, Jacob (2012)

Assistant Professor of Art
BA, DePauw University; MFA, The University of
Tennessee

Steffes, Bob (2016)

Assistant Professor of Educational Leadership
BA, Truman State University; MA, EdS, PhD, University
of Missouri-Columbia

Steineger, Joseph (2014)

Assistant Professor of Philosophy
BA, MA, University of Kansas, MA, PhD, University of
Chicago

Stewart, Terrance A. (2007)

*Assistant Professor of Educational Leadership and
Assistant Dean, Educational Leadership*
BS, University of Missouri-Columbia; MS, Central
Missouri State University; EdD, University of Missouri-
Columbia

Stoelting, Suzanne (2015)

Assistant Professor of Sociology
BA, MA, PhD, Southern Illinois University-Carbondale

Strzelec, Janet (1998)

*Associate Professor of Dance and Department Chair,
Dance*
BS, Southern Illinois University-Edwardsville; MFA,
Lindenwood University

Stuhler, Eric (2006)

Professor of Management

BA, Lindenwood University; JD, University of Missouri-
Kansas City

Sweeney, Daniel (2014)

Associate Professor of Sport Management
BEd, McGill University; MHK, University of Windsor,
Ontario Canada; PhD, Florida State University

Talbott, F. Robert (2007)

Assistant Professor of Information Systems
BS, Southern Illinois University-Edwardsville; MBA,
Lindenwood University

Tessmer, Kathryn (2012)

*Associate Professor of Exercise Science and Associate
Dean, School of Health Sciences*
BA, Blackburn College; MEd, Southern Illinois
University-Carbondale; PhD, University of Pittsburgh

Thies, Jeanie (2007)

Professor of Political Science
BA, University of Missouri-Columbia; MA, PhD,
University of Missouri-St. Louis

Thomason, Andrew (2004)

Associate Professor of English
BA, Lindenwood University; MA, MLA, Washington
University

Torbitzky, Nichole (2016)

Assistant Professor of Religion
BA, Truman State University; MDiv, Pittsburgh
Theological Seminary; PhD, Claremont Graduate
University

Townsend, Maryann (1995)

Associate Professor of Information Systems
BA, MS, MBA, EdD, Lindenwood University

Trawick, Chajuana (2012)

*Assistant Professor of Fashion Design and Department
Chair, Fashion Design*
BS, MBA, MFACS, Fontbonne University; PhD,
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