GRADUATE CATALOG
2024–2025

LINDENWOOD UNIVERSITY

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NATURA ET DOCTRINA

ST. CHARLES, MISSOURI

LINDENWOOD
UNIVERSITY

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2024/2025 ACADEMIC CALENDAR

All statements in this publication are subject to change without notice.			
FALL 2024		For important updates on Lindenwood University campus residential life, check-ins, FAQ's, etc., please visit [Residential Life webpage](#).	
Term	**Type**	**Title**	**Date**
FA 24 & FA I 24	**U & G**	**Academic Period Begins**	**Aug. 26**
FA 24 & FA I 24	U & G	Last day to register for or add classes or choose audit at 5 p.m.	Aug. 30
		Labor Day holiday - No classes held	Sept. 2
FA 24	U	4-week grades due at 5 p.m.	Sept. 23
FA I 24	U	Midterm grades due at 5 p.m.	Sept. 23
FA I 24	U & G	Last day to withdraw with "W".	Sept. 29
		Fall Break - No classes held	Oct. 7 - 8
FA I 24	**U & G**	**Academic Period Ends**	**Oct. 20**
FA 24	U	Midterm grades due at 5 p.m.	Oct. 21
FA I 24	U & G	Final grades due at 5 p.m.	Oct. 21
FA II 24	**U & G**	**Academic Period Begins**	**Oct. 21**
FA , FA I, FA II 24	U & G	Spring and summer registration for active undergraduate honors, veterans, and non-traditional students (8 week and online) begins.	Oct. 25
FA , FA I, FA II 24	G	Spring and summer registration for active undergraduate students including honors, non-traditional (8 week and online), and veteran students begins.	Oct. 25
FA II 24	U & G	Last day to register for or add classes or choose audit at 5 p.m.	Oct. 25
FA , FA I, FA II 24	U	Spring and summer registration for active seniors begins.	Oct. 28
FA , FA I, FA II 24	U	Spring and summer registration for active juniors begins.	Oct. 29
FA , FA I, FA II 24	U	Spring and summer registration for active sophomores begins.	Oct. 31
FA , FA I, FA II 24	U	Spring and summer registration for active freshmen begins.	Nov. 1

FA 24	U & G	Last day to withdraw with "W".	Nov. 3
FA, FA I, FA II 24	U & G	Spring and summer registration for new incoming students begins.	Nov. 8
FA II 24	U	Midterm grades due at 5 p.m.	Nov. 18
FA II 24	U & G	Last day to withdraw with "W".	Nov. 24
FA 24 & FA II 24	U & G	Thanksgiving holiday	Nov. 27 - 29
FA 24	U & G	Final Exams	Dec. 9 - 13
FA 24		Deadline for making up Incomplete grades from previous term at 5 p.m.	Dec. 13
FA 24 & FA II 24	**U & G**	**Academic Period Ends**	**Dec. 13**
FA 24 & FA II 24	U & G	Final grades due at 5 p.m.	Dec. 16
		Winter Break - Campus Closed	Dec. 23 - Jan. 1

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SPRING 2025		For important updates on Lindenwood University campus residential life, check-ins, FAQ's, etc., please visit [Residential Life webpage](#).	
Term	**Type**	**Title**	**Date**
SP 25 & SP I 25	**U & G**	**Academic Period Begins**	**Jan. 13**
SP 25 & SP I 25	U & G	Last day to register for or add classes or choose audit at 5 p.m.	Jan. 17
		Martin Luther King Day - No classes held	Jan. 20
SP 25	U	4-week grades due at 5 p.m.	Feb. 10
SP I 25	U	Midterm grades due at 5 p.m.	Feb. 10
SP I 25	U & G	Last day to withdraw with "W".	Feb. 16
		Celebration of Teaching Day - No classes held	TBD
SP I 25	**U & G**	**Academic Period Ends**	**Mar. 9**
SP 25	U	Midterm grades due at 5 p.m.	Mar. 10
SP I 25	U & G	Final grades due at 5 p.m.	Mar. 10
		Spring Break	Mar. 10 - 14
SP II 25	**U & G**	**Academic Period Begins**	**Mar. 17**
SP, SP I, SP II 25	U & G	Fall registration for active undergraduate honors, veterans, and nontraditional students (8 week and online) begins	Mar. 21
SP, SP I, SP II 25	G	Fall registration for active graduate students (on-ground and online) begins	Mar. 21
SP II 25	U & G	Last day to register for or add classes or choose audit at 5 p.m.	Mar. 21
SP 25	U & G	Last day to withdraw with "W"	Mar. 23
SP, SP I, SP II 25	U	Fall registration for active seniors begins.	Mar. 24
SP, SP I, SP II 25	U	Fall registration for active juniors begins.	Mar. 25
SP, SP I, SP II 25	U	Fall registration for active sophomores begins.	Mar. 27
SP, SP I, SP II 25	U	Fall registration for active freshmen begins.	Mar. 28
SP, SP I, SP II 25	U & G	Fall registration for new incoming students begins.	Apr. 4
		Honors Convocation	Apr. 6
SP II 25	U & G	Midterm grades due at 5 p.m.	Apr. 14
		Good Friday - No classes held	Apr. 18

Term	Type	Title	Date
SP II 25	U & G	Last day to withdraw with "W".	Apr. 20
SP 25	U & G	Final Exams	May 5 - 9
SP 25	U & G	Deadline for making up Incomplete grades from previous term at 5 p.m.	May 9
SP 25 & SP II 25	**U & G**	**Academic Period Ends**	**May 9**
	U & G	Commencement Ceremonies - See website for commencement information.	TBD
SP 25 & SP II 25	U & G	Final grades due at 5 p.m.	May 12

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Summer 2025		For important updates on Lindenwood University campus residential life, check-ins, FAQ's, etc., please visit [Residential Life webpage]().	
Holiday		Memorial Day - Campus Closed	May 26
Holiday		Juneteenth - Campus Closed	June 19
Holiday		Independence Day - Campus Closed	July 4
Term	**Type**	**Title**	**Date**
SU 4-Week I 25	**U & G**	**Academic Period Begins**	**May 19**
		Last day to register for or add classes or choose audit at 5 p.m.	May 23
		Last day to withdraw with "W".	June 4
		Academic Period Ends	**June 15**
		Final grades due at 5 p.m.	June 16
SU 4-Week II 25	**U & G**	**Academic Period Begins**	**June 16**
		Last day to register for or add classes or choose audit at 5 p.m.	June 20
		Last day to withdraw with "W".	July 2
		Academic Period Ends	**July 13**
		Final grades due at 5 p.m.	July 14
SU 4-Week III 25	**U & G**	**Academic Period Begins**	**July 14**
		Last day to register for or add classes or choose audit at 5 p.m.	July 18
		Last day to withdraw with "W".	July 30

		Academic Period Ends	**Aug. 10**
		Final grades due at 5 p.m.	Aug. 11
SU 6-Week I 25	**U & G**	**Academic Period Begins**	**May 19**
		Last day to register for or add classes or choose audit at 5 p.m.	May 23
		Last day to withdraw with "W".	June 12
		Academic Period Ends	**June 29**
		Final grades due at 5 p.m.	June 30
SU 6-Week II 25	**U & G**	**Academic Period Begins**	**June 30**
		Last day to register for or add classes or choose audit at 5 p.m.	July 4
		Last day to withdraw with "W".	July 24
		Academic Period Ends	**August 10**
		Final grades due at 5 p.m.	August 11
SU 8-Week I 25	**U & G**	**Academic Period Begins**	**May 19**
		Last day to register for or add classes or choose audit at 5 p.m.	May 23
		Last day to withdraw with "W".	June 22
		Academic Period Ends	**July 13**
		Final grades due at 5 p.m.	July 14
SU 10-Week I 25	**U & G**	**Academic Period Begins**	**June 2**
		Last day to register for or add classes or choose audit at	June 6
		Last day to withdraw with "W".	July 13
		Academic Period Ends	August 10
		Final grades due at 5 p.m.	August 11
SU 12-Week I 25	**U & G**	**Academic Period Begins**	**May 19**
		Last day to register for or add classes or choose audit at 5 p.m.	May 23
		Last day to withdraw with "W".	July 7
		Deadline for making up Incomplete grades from previous term at 5 p.m.	Aug. 8
		Academic Period Ends	**August 10**
		Final grades due at 5 p.m.	August 11

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INTRODUCTION

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

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

Lindenwood strives to make higher education accessible to both traditional and nontraditional students and serves both full- and part-time students. The University offers a variety of programs leading to baccalaureate, master's, specialist, and doctoral degrees.

Program Formats

Graduate academic programs are offered on a 16-week schedule with embedded 8-week terms (Fall/Spring) with the exception of the Summer term schedule, which is offered in 4, 6, 8, or 12-week format depending on the program.

At the graduate level, the University offers coursework leading to a Master of Accountancy (MAcc), Master of Arts (MA), Master of Arts—Education (MAE), Master of Arts—Teaching (MAT), Master of Business Administration (MBA), Master of Fine Arts (MFA), Master of Healthcare Administration (MHA), Master of Public Administration (MPA), Master of Science (MS), Education Specialist (EdS), and Doctor of Education (EdD) degrees. In all colleges, individualized degrees may be developed on a contract basis for interdisciplinary studies or specialties. Descriptions of degree programs are listed in the Academic Programs section of this catalog.

History

Lindenwood University was founded in 1832 by pioneering educators Mary Easton Sibley and George Sibley. The Sibleys sought to establish an institution that educated students across disciplinary fields, provided a solid core curriculum, and promoted the desire to serve the community. The Sibleys envisioned a college that would educate the "whole person" by encouraging students to pursue the liberal arts as well as focused studies. Their vision survives to this day.

Mission Statement
Mission
Real Experience. Real Success.
Enhancing lives through quality education and professional preparatory experiences.

Vision
The Next Great Learner-Centric University
Lindenwood University, a nationally recognized institution of higher learning, delivers comprehensive student-centric learning and community engagement through innovative, relevant, and forward-thinking academic and experiential programs.

Our Core Values

At Lindenwood, our purpose is to support our students in reaching their educational and professional goals, achieving our mission of providing real experiences that lead to real success.

- **We put our students first.** We have an unwavering commitment to providing the highest quality education, service, and experience by connecting with our students at every interaction in their educational journey and beyond.

- **We thrive together.** As team members, we foster a community founded on collaboration, authenticity, support, and understanding.

- **We do what is right.** We work hard and hold ourselves accountable for our decisions, actions, and words.

- **We have grit.** We relentlessly pursue innovation, adaptability, and continuous learning, even in the presence of challenges.

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

Commission on Accreditation of Allied Health Education Programs
phone: (727) 210-2350
www.caahep.org

The Commission on Accreditation of Athletic Training Education
2001 K. St. NW, 3rd Floor North
Washington, DC 20006
phone: (512) 733-9700
www.caate.net

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
phone: (214) 703-8445
www.coaemsp.org

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

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

The 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 Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
phone: (573) 751-4212
fax: (573) 751-8613
www,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

Out of State Licensure and Certification -Student Right to Know
www.lindenwood.edu/about/consumer-information/state-authorization-for-distance-learning/

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 does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information or other status protected under applicable law. This policy extends to its admissions, employment, activities, treatment, educational programs, and services. Lindenwood is committed to a policy of non-discrimination. Any kind of discrimination, harassment, intimidation, or retaliation based upon a person's protected status 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 community.

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

Dr. Heather Black
Assistant Vice President, Student Affairs
hblack@lindenwood.edu
(636) 255-2275
209 S. Kingshighway
Evans Commons 3040
St. Charles, MO 63301

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

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

Mrs. Janet Owens
Manager, Student Support and Accessibility Program
jowens1@lindenwood.edu
(636) 949-4768
209 S. Kingshighway

Library and Academic Resources Center 355
St. Charles, MO 63301
Any person may also direct inquiries to the U.S. Department of Education's Office for Civil Rights. Lindenwood is an equal opportunity employer.

Lindenwood 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 is proud of its diverse population of faculty, staff, and students from all corners of the world. We intentionally design our policies in such a manner that all stakeholders (whether students, employees, or visitors) will be treated respectfully, fairly, equitably, and with dignity and inclusiveness in the pursuit and achievement of the objectives of their relationship with the university.

Additionally, we strive to ensure the opportunities afforded by the University for learning, personal advancement, and employment are offered to all without discrimination, and that we always provide a safe, supportive, and welcoming environment for all students, employees, and visitors. Upholding a culture of *diversity, equity, and inclusion* means that people of different cultures, races, colors, genders, ages, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, disabilities, or countries of origin shall not be mistreated or discriminated against on the basis of their differences. Therefore, all Lindenwood policies, facilities, resources, activities, and privileges, irrespective of individual differences, are made available and accessible to everyone in our campus community.

At Lindenwood, we will strive to

- Offer collaborative and integrated academic, co-curricular and sporting programs that provide mutually beneficial experiences to our diverse body of students.

- Pursue and promote mutual understanding, respect, and cooperation among our students, teaching and non-teaching staff, contractors, suppliers, and visitors to our

community who represent the aforementioned differences.

• Encourage and promote the empowerment and advancement of minority groups within our community through academic and social activities, offering activities of special interest to them, and affording them equal-opportunity integration within our community.

• Respect the knowledge, skills, and experiences that every person in our community brings to the University.

• Design and operate flexible and easily accessible services, facilities, and activities whose procedures appropriately recognize the needs of everyone in our community.

• Make every effort to ensure that our current and future contractual agreements and obligations fully reflect and embrace our commitment to the philosophy and culture of *diversity, equity, and inclusion* as delineated in this statement.

• Encourage all faculty and staff members to promote *diversity, equity, and inclusion* throughout our community.

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

Lindenwood University System

Lindenwood University
Lindenwood's Missouri, campus, located at 209 S. Kingshighway in the heart of St. Charles, is the original campus founded by George and Mary Sibley in 1832. Historic buildings grace the tree-lined walks and house classrooms, administrative offices, and student residences.

Institutional Learning Outcomes
Lindenwood is committed to preparing its graduates for a world of increasing complexity, innovation, and change. Institutional Learning Outcomes articulate the learning priorities for Lindenwood students, and as such they help to shape the curriculum and co-curricular experiences. Lindenwood uses a set of seven Lindenwood Graduate Attributes as its institutional level outcomes for student learning. More information about Lindenwood Graduate Attributes can be found here.
www.lindenwood.edu/about/graduate-attributes

Campus Life

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

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

Lindenwood University is currently reclassifying from NCAA Division II to D-I. The University sponsors baseball, men's and women's basketball, men's and women's cross country, football, men's and women's golf, men's and women's ice hockey, women's indoor and outdoor track and field, women's lacrosse, men's and women's soccer, softball, women's tennis, men's and women's volleyball, women's beach volleyball, and women's wrestling in D-I.

Intercollegiate athletics programs not associated with the NCAA compete under the Student Life Sports (SLS) umbrella. These programs include men's and women's archery, men's and women's bowling, cheerleading (competitive and sideline), dance (Lion Line, Lionettes, and Golden Line), men's and women's ice hockey, roller hockey, men's and women's rugby, shotgun sports (American and International Trap and Skeet, and Sporting Clays), and weightlifting (Olympic).

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

Student Organizations

Students may complement their academic experiences by becoming involved with some of the 60-plus student clubs and organizations on campus geared toward academic interests, special interest groups, fraternities and sororities, honor societies, departmental clubs, religious organizations, and recreational clubs. For more information on student organizations, including joining or creating an organization, stop by the Student Involvement Office in Evans Commons 3040 or visit the Student Life page of the Lindenwood website at www.lindenwood.edu/student-life.

Leadership Development

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

LUTV All-Digital Television Channel

Qualified students may conduct practicums in the context of St. Charles County's only higher education television venue. The purpose of the station is to offer learning opportunities for Lindenwood's broadcast students, who operate the station under the supervision of the College of Arts and Humanities faculty. The channel offers original programming designed to provide educational experiences and cultural enrichment. LUTV is available on Charter Cable and online through the Lindenwood website.

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

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

Student Resources

Library and Academic Resources Center

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

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

resources, students must obtain a valid Lindenwood student ID.

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

Additional services available through the Library and Academic Resources Center include

- Access to reference librarians in person, via email, by telephone, or chat.

- Computer lab.

- Laptop checkout for the day.

- Hardcopy journal collections.

- An interlibrary loan service for any items not available at the Library and Academic Resources Center or through MOBIUS.

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

The Writing Center

The Lindenwood University Writing Center, located in Suite 221 of the Library and Academic Resources Center, offers tutorial assistance to students, staff, and faculty working on writing pieces. 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 pieces of writing. In-person, virtual, and emailed feedback options are offered. Common issues tutors address include organization, sentence clarity, development, grammar, and usage.

The Math Success Center

The Math Success Center, located in LARC 121, is a haven for students seeking to conquer their mathematical challenges. Whether unraveling complex equations or mastering fundamental concepts, our skilled Math Tutors are dedicated to aiding students on their mathematical journey.

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 the appropriate academic buildings. An available tutor list identified by topic and location can be found at

www.lindenwood.edu/tutor. Students may also contact SASS at sass@lindenwood.edu or call (636) 949-4699 with additional tutoring services questions. Students are also encouraged to ask their classroom professors about possible tutoring assistance.

Lindenwood also offers online tutoring from www.tutor.com which is available to any Lindenwood student. Online tutors are available in a variety of subjects to work with students 24 hours a day, depending upon the subject area. Completed drafts of writing assignments may also be submitted to www.tutor.com for detailed, personalized feedback. Students may access online tutoring through Canvas.

Student Academic Support Services (SASS) and Student Ombudsperson

Students who experience problems of any type are encouraged to visit the Office of Student 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. Associate Vice President of Advising and Retention Experience also works as a liaison between students and other university offices and serves as the official university-student ombudsperson. SASS is located in the Library and Academic Resources Center, Suite 346, and can be contacted at sass@lindenwood.edu or (636) 949-4699.

Wellness Center

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

The Wellness Center, Student Counseling and Resource Center, and the Chaplain's Office are housed in Evans Commons on the third floor. In the Wellness Center, BJC Student Health Center serves on-campus students and full-time undergraduate students for a variety of medical conditions, from illnesses and injuries to physical examinations, well woman examinations, STD testing/HIV testing, birth control counseling, minor procedures, anxiety and depression consultations and immunizations. The clinic has an on-site nurse practitioner to confidentially assist students with their healthcare needs. Walk-ins are welcome, but students with appointments take first priority.

The mission of The Student Counseling and Resource Center at Lindenwood is dedicated to helping students at Lindenwood achieve the kinds of academic success, personal growth, and balance that lead to rich, full, and healthy lives. We approach wellness, mental, physical, and spiritual health through a multidisciplinary approach of social justice, equity, diversity, and inclusion for all students. The vision of the SCRC is to promote better

health outcomes and raise awareness for promoting the 8 dimensions of wellness, the mission of the SCRC, and the mission of Lindenwood. The SCRC is housed in Evans Commons on the third floor. Practicum and intern students also assist in meeting the demands of the SCRC. The SCRC offers confidential counseling and referrals for resources on and off campus that assist students in meeting SAMHSA's eight dimensions of wellness. The SCRC offers group counseling on various topics. Additionally, the SCRC partners with multiple campus organizations, offices, faculty, and staff for referrals and collaboration of workshops to educate students, faculty, and staff about wellness. Appointments for the SCRC can be made directly at (636) 949-4522.

The job of Lindenwood's chaplain is to respond to the needs of our community, to those of various faith traditions or no tradition, who are asking the "big questions," and to help them find answers. The chaplain works with the Wellness Center to assist students in meeting their spiritual needs. Lindenwood provides an ecumenical environment that welcomes and supports all religious traditions. Students may access our Sacred Space, for daily prayers and meditation, located in Evans Commons, 3110. Sibley Chapel hosts regular non-denominational Christian religious services. 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 McCluer Hall, 202. Appointments can be made through (636) 949-4651.

Campus Accessibility for Students with Disabilities

The guiding philosophy of Lindenwood University is to make programs and facilities as accessible as possible to students with disabilities. The manager for student support and accessibility acts to ensure the accessibility of programs and assists and supports students with disabilities. Students who need assistance or accommodations for certified disabilities should contact the student support and accessibility manager at (636) 949-4768.

Students are encouraged to serve as their own advocates and to be responsible for obtaining special services offered by the university. If the manager is unable to satisfy a reasonable request, that request may then be directed to the office of the director of student support services, located in the Library and Academic Resources Center, Suite 346.

Office 365

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

On-Campus Printing

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

University Policies

Abuse of Student Portals

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

Cancellations Due to Inclement Weather

Only the president (or, in the president's absence, the provost or associate provost) has the authority to cancel classes in the event of severe weather. Should weather create potentially hazardous conditions, Lindenwood University will evaluate the situation and take into consideration the safety of faculty, staff, and students as well as the services that must be provided despite the inclement weather. After this careful evaluation and depending on the hazardous weather conditions (e.g., tornado, snow/ice, etc.), an alert will be sent to students, faculty, and staff via a Rave system text message and email message, as necessary. This alert will detail the appropriate action required of faculty, staff, and students and will 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 (www.lindenwood.edu). An announcement also will be distributed via email and the Rave system. Separate announcements may be made regarding evening classes (those classes starting at or after 4 p.m.).

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

Campus Tobacco Use

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

Filing a Grievance

The University has specific grievance procedures related to grade appeals, financial aid and other academic or financial policies specifically outlined in this academic catalog. If a student has a grievance that falls outside of the established policies, students may submit a formal complaint to the student ombudsperson 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 shares information from students' formal written complaints with the Higher Learning Commission as part of its normal accrediting process. This information is shared in such a manner as to shield the individual identities of all complainants. No letters or documents revealing the identities of individual complaints will be shared without the express written permission of the complainants.

Firearms Policy

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

Recording and Electronic Devices

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

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

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

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

Photo Usage

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

ADMISSION, APPLICATION, AND FEES AND FINANCIAL ASSISTANCE

Graduate Admission

Admission Standards

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

Applications for admission to graduate programs will be reviewed by the director of admissions and the department head of the degree being sought. For admission standards and criteria specific to particular graduate programs or colleges, please refer to the sections of this catalog that describe those programs specifically.

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

Application Procedures

U.S. Citizen and Permanent Resident Application

U.S. citizens and U.S. permanent residents wishing to apply to a Lindenwood graduate program should visit the Office of University Admissions on the Lindenwood St. Charles campus, any of the extension sites, or online at www.lindenwood.edu/admissions/graduate-admissions/.

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

- Online application.

- Current résumé.

- Letter of intent, including a personal statement regarding your interest in the program and career goals.

- Official undergraduate transcript(s) as well as official transcript(s) from any graduate school(s) attended.

- Additional requirements, such as program interview, letters of recommendation, a portfolio, an audition, GRE/GMAT test scores, or other requirements identified by the academic school in which a candidate is seeking acceptance. Additional requirements also may be requested dependent on application criteria as requested by University Admissions.

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

The applicant may email admissions@lindenwood.edu or call (636) 949-4949 with any admissions related questions.

Note: A student must have a completed file and be admitted to the University before any financial aid will be processed. For application procedures specific to particular graduate programs or schools, please refer to the sections of this catalog that describe those programs. In addition, applicants who indicated a criminal history at time of application will be required to submit additional documentation in regard to the offense.

International Student Application

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

- Online student application or Common Application.

- Official transcripts (or certified copies of university transcripts) showing that a baccalaureate degree has been conferred. Transcripts must be in their original language and accompanied by a certified English translation. These documents will not be returned to the student. They will become part of the student's official file at Lindenwood University. The cost for the evaluation of the transcript will be incurred by the applicant.

- Official TOEFL, IELTS, or Duolingo score. For score reporting, the Lindenwood University code is 6367.

  - Required minimum TOEFL score: 81 (Internet-based)

  - Required minimum IELTS score: 6.5

  - Required minimum Duolingo score: 105

Notes: (1) Students who studied and completed at least four years of rigorous academic study in any of the following countries, may be eligible for an International Test Score waiver: Anguilla, Antigua, Barbuda, Australia, Bahamas, Barbados, Bermuda, British Virgin Islands, Canada (with the exception of Quebec), Cayman Islands, Dominica, England, Grenada, Guyana, Ireland, Jamaica, New Zealand, Northern Ireland, Scotland, Seychelles, Shetland Islands, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United States (with the exception of Puerto Rico), US Virgin Islands, and Wales. Students who have completed their studies in an American or British School abroad may also be eligible for a waiver if at least four years of rigorous academic study has been completed AND if their scores meet or are above the required standard. If not eligible for the waiver, student must supply at least on standardized test score to be considered for undergraduate admission.

- Passport (clear, readable copy of the identification page).

- Affidavit of Support form: This form is to verify the information of your sponsor along with their contact information. This form also states if you are bringing dependents (spouse or children) with you while you are attending Lindenwood. This form needs to be accompanied with proof of financials. This form is for legal purposes for Lindenwood only. The form can be accessed here: Affidavit of Support | Office of Admissions and Services for International Students.

- Proof of available finances.
  - Certified Bank Statement or Letter
    - Bank statement or letter verifying the total, available, liquid funds (Savings, Checking, Fixed Deposit, or Educational Savings Plan/Loan accounts)
    - Be in US dollars or clearly state monetary unit
    - Be in English (or accompanied by a certified English translation)
    - Be from within the last 6 months
    - Be certified by a bank official (needs to be stamped or signed by the bank or bank official.

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

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

- Additional documents may be required depending upon the program that the student is applying for.

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

Once all application materials have been received, a member of the University Admissions will contact the applicant. For questions regarding the application, the applicant should contact the University Admissions at internationaladmissions@lindenwood.edu.

The Student Application or Common Application should be completed online, and all required application materials should be scanned in PDF format and upload to the application, if that is not possible, please email the documents to internationaladmissions@lindenwood.edu.

Application for the Transfer of International Credit

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

Notes: Students must request a course-by-course evaluation (not a document-by-document evaluation) in order to transfer credit to Lindenwood for particular coursework.

Transfer Student Application (International Students)

In addition to submitting the materials required for admission, international students wishing to transfer to Lindenwood from a SEVIS-sponsored school should also submit the following documents: Any and all transcripts must be submitted to Lindenwood University regardless of the credit(s) being transferable or not. The ECE or WES evaluation would only be required for graduate level courses that may be able to be transferred in. The evaluation is not required for any undergraduate course work or degrees.

- ECE (Educational Credential Evaluators): Official transcripts from college or university, if the degree was received from an international institution the transcripts and proof of the undergraduate diploma or degree confirmation must be submitted in the student's native language along with an unofficial English translation. For more information about transcript evaluation, contact ECE at www.ece.org.

- WES (World Education Services): Official transcripts from college or university, if the degree was received from an international institution the transcripts and proof of the undergraduate diploma or degree confirmation must be submitted in the student's native language along with certified English translation. For more information about transcript evaluation, contact WES at www.wes.org.

- If the degree was from an American institution request the transcripts to be sent directly to Lindenwood University. If graduate level credits have been received from an American institution have the transcripts sent directly to Lindenwood

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

- The SEVIS transfer process will be emailed directly to the student. Please follow the instructions listed in the email.

Health Insurance for International Students

Only graduate athletes are required to hold the university health insurance plan. All other graduate students are recommended to have insurance, but it isn't mandatory or through the university. Students are required to be insured

while studying in the United States. Lindenwood University provides insurance through Wellfleet Insurance Company. Students can find information regarding the Student Health Insurance plan through the website. Students are automatically enrolled in the health insurance program and will be required to pay the annual premium for the health insurance.

Health Requirements for Incoming Students

In accordance with the Missouri Senate Bill 197, all applicants and students who took a term off and are now returning (except students born before 1957 and any student who is enrolled in an online degree program) must provide proof of the following immunizations prior to enrolling in the subsequent term:

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

Fees and Payments

Upon acceptance of admission to the university, the student likewise accepts all conditions of payment as well as all terms and regulations of the university. No promise or contract that differs from these terms shall bind the university unless it has been signed by the chief operating officer of Lindenwood University. The university reserves the right to increase or reduce fees each year according to changes in fiscal conditions.

Tuition and Fees
Graduate

Tuition - PCB&E	$597/credit hour
Tuition - MFA	$561/credit hour
Tuition - All Other Grad	$551/credit hour
Tuition - Educational Specialist	$607/credit hour
Tuition - Doctor of Education	$845/credit hour

Room	
Standard - Residence Hall	$3,590/16-week term
Single - Residence Hall	$3,690-$4,422.50/16-week term
Single - House	$4190/16-week term
Standard - Residence Hall	$1,795/8-week term
Single - Residence Hall	$1,845-$2,211.25/8-week term
Single - House	$2,095/8-week term

Single - House 12 month	$14,560/year
Board	
Standard (Lion's Roam, Lion's Roar, & Lion's Pride)	$2,260/16-week term

Fees	
Academic Integrity Tutorial Penalty	$25
Athletic Training Program Annual Charge (beginning Summer 2024 cohort)	$1000
Applied Music Course Charge*	$200/credit hour
Barnes & Noble First Day	Varies
Campus Violation Fines	Varies
Conferral Processing/Diploma Fee - EdD	$210
Conferral Processing/Diploma Fee - EdS	$210
Conferral Processing/Diploma Fee - Graduate	$150
Counseling Internship Fee	$65/term
Culminating Project Extension Charge	$155
EdS Project Fee – EDA 68000 Specialist Experience	$525/semester
Experiential Learning Credit	$100/credit hour
Experiential Learning Portfolio Review Charge (one-time)	$310
Housing Fines	Varies
ID replacements	$15
Lab Fee (in specified courses)	$5-$625/course
Late Payment Penalty	$55/month
Library Fines	Varies
Master of Accountancy (MAcc) Program Fee (one time)	$1,750
Online Student Technology Fee (annual)	$500
Parking Fines	Varies

Student Teaching Administration Charge	$300
Studio Fee**	$85/course
Studio Fee (general)	$30-$75/course
Study Abroad Administration Charge	$310
Study Abroad Trip Charge/s	Varies
Wellfleet Student Insurance (International Students)	Varies

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

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

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

Payment Options

All tuition charges and fees are due prior to the beginning of the term. Students should consult their Student Financial Services Counselor regarding due dates or to make other payment arrangements prior to the beginning of the term. Alternatively, students may also use their student portals to remit payment. Payment options include the following items:

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

- The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. Proof of employment and a copy of the company's reimbursement policy must be on file in the Bursar's Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. A monthly late charge will be assessed after this date. In addition, the student will forfeit the privilege of executing a promissory note in any future term if payment is not received in full by the due date. By signing a promissory note, students give Lindenwood University permission to contact their employers if the note is not paid by the date due. Any payment or financial aid received prior to the promissory note due date will be applied to the balance

appearing on the student's account. In addition, all transcripts and documents must be submitted to the Office of University Admissions to ensure that federal and state aid programs can be administered.

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

Per 16-Week Enrollment Fee	$20.00
Credit/Debit Card Fee	2.95% Domestic, minimum fee of $3**
Credit/Debit Card Fee	4.25% Foreign, minimum fee of $3
ACH Payment Fee (Online Check)	No additional Fee

*Percentage and fee updated after publishing – May Addendum – 5/8/2024***

Delinquent Accounts

Students must meet all financial obligations to the university in order to qualify for continued enrollment or graduation. Each term, students must pay all money due to the university, including tuition, fees, parking fines, library fines, and any other financial obligation. A student with a delinquent account can expect the following consequences:

- Enrollment for the subsequent term will not be allowed.

- Final grades for the current term will be withheld.

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

- A diploma will not be issued.

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

Withdrawal and Refund Calculation

Within the first week of a term, a student may drop classes via the student portal without having to obtain the signature of a faculty member. No grade of W will appear on the student's transcript because of dropping classes during this week, and the classes will be dropped as a "never attended."

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

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

- Any student who withdraws from all courses after the start of the second week of the term is eligible for a refund of the tuition and lion fee charges (including course-overload charges) for the courses the student attended upon the start of the term. Refunds are granted according to the schedule in the tables below.

Refunds for 12- & 16-Week Courses

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

Refunds for 8 Week Courses

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

Refunds for 4- & 6-Week Courses

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

Full-time resident students whose academic status is not affected by the withdrawal from a course or courses they have already attended are not eligible for any refund of tuition for the withdrawal from those courses. No refunds are granted to students who remain enrolled unless the student never attended the course being dropped.

Note: The reduction in credit hours resulting from withdrawing from a course will also result in a review and adjustment of the student's financial scholarship, if applicable.

Students wishing to withdraw from Lindenwood University should submit a completed withdrawal form (with the signatures of the instructors for each of the courses the student attended and the signature of the student's advisor) to the Office of Academic Services.

Notes: (1) Calculations of the return of Title IV aid for withdrawals occurring during the first two weeks of a term will be based on the last date of attendance for the term in which the student withdraws. Students who initiate a withdrawal from the university after the first two weeks of the term will be eligible for a refund of Title IV aid based on the date that the withdrawal form was submitted to Academic Services.

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

(3) Students should refer to their Housing Contract for terms and conditions. Application, lab, miscellaneous fees, and room reservation deposits are nonrefundable.

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

Appeals of Refund Calculation

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

Refund Distribution of Financial Aid

Once the withdrawal date is determined, A Title IV refund calculation will be performed. All unearned Title IV aid funds will be returned to the respective programs within 45 days of the determined date of withdrawal. Fund will be returned in the following order:

1. Unsubsidized Federal Direct Loans

2. Subsidized Federal Direct Loans

3. PLUS Federal Direct Loan

4. Federal Pell Grant - Once the institution has determined that a student has completely withdrawn, a Return of Title IV funds calculation will be performed within 30 days. The institution will notify the student in writing of their revised eligibility after the Return of Title IV funds calculation is completed. If the student owes

unpaid tuition and fees, the student will receive an updated invoice from the institution.

5. Iraq and Afghanistan Service Grant (IASG)

6. Federal Supplemental Educational Opportunity Grant

7. TEACH Grant

After the Office of Student Financial Aids has a withdrawal date the Return to Title IV calculation will begin as follows:

Step 1: Determine the percentage of aid earned by calculating the percentage of the period that the student completed.

Step 2: Determine the amount of earned aid by applying the percentage to the total Title IV aid that was or could have been disbursed.

Step 3: Determine the amount of unearned aid by subtracting earned aid from disbursed aid or determine the amount of a post-withdrawal disbursement by subtracting disbursed aid from earned aid.

Step 4: If unearned funds must be returned, determine the school's and the student's shares; or if a post-withdrawal disbursement is due, determine the sources from which it will be funded.

Step 5: If unearned funds must be returned, allocate unearned aid to programs from which student was funded; or if a post-withdrawal disbursement is due, send student applicable notification.

Step 6: Return Lindenwood University`s share and any funds repaid by the student or if the calculation results in an amount that exceeds Lindenwood's portion the student will be notified to repay those funds; or make the post-withdrawal disbursement.

If the student did not receive all the funds earned, they may be a due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the student will be offered to the student within 30 days. The institution must get the student's permission before the funds can be disbursed. The student may choose to decline all or part of the loan funds, so they do not incur additional debt. Students who wish to have loan funds credited to their account will need to make the request in writing to the Office of Student Financial Services within 14 calendar days of receiving their notification letter. If the post-withdrawal disbursement is from Pell, then the money will be applied to any outstanding tuition, fees, room or board. If there is a credit balance it will be sent to the student within 14 days of being created. If the calculation results in an amount that exceeds Lindenwood's portion the student will be notified to repay those funds to the Department of Education.

There are some Title IV funds that a student may have been scheduled to receive that cannot be disbursed to a student once they have completely withdrawn because of other eligibility requirements. For example, if a student is a first-time, first year undergraduate student and has not completed the first 30 days of their program before they withdraw, they will not receive any Federal Direct Loan funds that they would have received if they had remained enrolled past the 30th day.

Cash Disbursements

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

Financial Assistance

Financial aid is available to all qualified students. Financial need may be met through a combination of federal loans and institutional aid. Graduate students can receive aid if enrolled with half-time status or 3 credit hours.

The Lindenwood University financial aid program helps students with financial need who would otherwise be unable to receive a graduate education. Financial need is calculated as the difference between the cost of attendance and aid received.

Financial aid is provided in the form of an award that will help meet this need. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal student loans and institutional assistance. Upon completion of all documentation necessary to establish eligibility, financial assistance will be posted to the student's account at least once each term.

To be considered for financial assistance, a student must complete the FAFSA online at www.studentaid.gov/h/apply-for-aid/fafsa. The Lindenwood school code is 002480. Lindenwood University does not require students to fill out any supplementary fee-based forms to determine eligibility for institutional financial aid.

Institutional Scholarships and Grants

Lindenwood University offers a 50 percent scholarship to all persons age 60 and over. The university also offers partial institutional grants for employees of selected companies, municipalities, and school systems. These grants may only be applied toward courses taken for credit and do not apply to courses that are audited. Classes taken at the doctoral level are only eligible to receive the educator grant. Any other funding may first replace the

Lindenwood University funding. It is the responsibility of the student to inform the admissions counselor of any scholarship opportunities for which the student may be eligible.

The purpose of the Lindenwood University grant program is to make it possible for the student to earn a degree when it would otherwise be financially prohibitive to do so. In short, a Lindenwood grant (institutional partnership, merit- and need-based gift aid) is intended to fill a funding gap and enable a student with need to pursue further education. The gap is the difference between the total cost of tuition and the sum of all personal and outside funding available to the student. The Lindenwood grant is based on an academic partnership memorandum and merit- and need-based financial aid, after all personal and outside underwriting sources are accessed. When the student becomes eligible for additional outside support, that revenue reduces the student's "funding gap," and the Lindenwood grant is reduced by the amount of the additional funds, per the policy above. The intent is for Lindenwood and the student to share equitably in covering the cost of the student's education.

Taxability of Scholarships and Grants Disclosure

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

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

Student Employee Program

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

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

Student workers are paid on a bi-weekly payroll cycle and receive their checks through direct deposit.

Federal Financial Aid

Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent on the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily, a student will work 20 hours per week while attending school.

Federal Loan Programs/Direct Subsidized Federal Stafford Loan

For more information on federal loans previous loan and grant history, you may visit studentaid.gov/. Federal Direct Subsidized Loan

- Low interest federal loan for qualified students

- Repayment (principal and interest) begins six months after a student graduates, withdraws, or drops below half-time status.

- Loan must be repaid within 10 years at payments of no less than $50 per month. Other payment options are available.

- Loan amounts are up to $3,500 for freshmen, $4,500 for sophomores and $5,500 for juniors and seniors.

Direct PLUS Loan for Graduate Students

PLUS loans can help pay for educational expenses not covered by other financial aid. To be eligible for a Direct PLUS loan you must be a graduate student enrolled at least half-time at an eligible school in a program leading to a graduate degree and not have adverse credit history. You may only borrow this loan if there is remaining need in your financial aid budget after all other aid has been awarded.

To apply for a Direct PLUS Loan for Graduate Students:

- Complete the FAFSA (studentaid.gov/).

- Meet the general eligibility requirements for federal student aid.

- Apply online at studentaid.gov/.

- Complete a Direct PLUS Loan Master Promissory Note (MPN), agreeing to the terms of the loan.

- Graduate or professional students who haven't previously received a PLUS loan will also be required to complete entrance counseling (studentaid.gov/).

Loan Repayment

Student loans are funds borrowed by students to pay educational expenses. Student loans must be repaid, as outlined in university literature. A sample loan repayment schedule may be obtained by contacting the Office of Student Financial Services.

Student loan entrance and exit interviews are required for the Federal Stafford Loan Program (required by 34 CFR 685.304). The terms and conditions under which borrowers under the Direct Loan Program may defer payments of their loan principal and interest are reviewed during the exit interview. Additional information regarding deferment of loan repayment may be obtained by contacting the student loan guarantor or the Office of Student Financial Services.

Vocational Rehabilitation

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

Veterans' Benefits

Veterans and service members who believe they may be eligible for benefits can receive information and applications through the Veterans Affairs Center. Educational assistance may be provided to widows or children of veterans who have fallen in service or who are disabled because of service-related injuries. Spouses and children of disabled veterans may also be eligible for assistance as determined by the United States Department of Veterans Affairs.

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

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

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

- The student accepts the responsibility of notifying the registrar, the VA certifying official at the university, and the student's advisor immediately in case of withdrawal from any course.

- The student accepts the responsibility of notifying instructors of any expected absence from class. A student may be withdrawn by the university for excessive absence.

- The school certifying officials shall inform the Department of Veterans Affairs that progress is no longer satisfactory with the accumulation of 12 or more hours of F grades.

- Students receiving benefits through the Department of Veterans Affairs must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

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

If you have any questions regarding veteran's education benefits including federal and state tuition assistance for the reserves and National Guard components, please call the Lindenwood Veterans Affairs Center at the St. Charles campus at (636) 627-2922.

Maintaining Financial Aid Eligibility

Satisfactory Academic Progress (SAP) for Financial Aid

Graduate Students

Satisfactory Academic Progress (SAP) ensures students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum standards. Federal regulations mandate that all students are required to meet SAP standards as they work toward a degree in order for them to qualify for financial assistance. This policy pertains to both those students receiving Title IV funding and non-Title IV recipients. SAP is evaluated on a payment period basis (generally this will be at the end of fall, spring and summer semesters) after grades are posted and will affect the eligibility for the upcoming payment period.

Satisfactory Academic Progress is determined by the following criteria:

• Quantitative Measurement

• Pace of Progression (Credit Hours)

• Qualitative Measurement (GPA)

• Maintain a minimum cumulative grade point average.

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

• Completion of 67 percent of cumulative hours attempted,

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

• Grades of "I," "W," or "F" are considered as attempted hours.

• Transfer credit hours accepted by Lindenwood University will count as both attempted and completed hours.

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

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

Maximum Time Frame

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

SAP Monitoring

A student's SAP will be evaluated at the end of each payment period. The cumulative academic record at Lindenwood University is considered when SAP is evaluated regardless of whether the student received financial aid. Students who are not successfully completing courses at the pace and GPA outlined are placed on Financial Aid Warning for the following payment period and will be notified by the Office of Student Financial Services. If SAP is not still being met after the warning period, then the student will receive notification from the Office of Student Financial Services that the student is no longer eligible to receive financial aid and will need to be meeting SAP before Financial Aid is offered again. This evaluation will include a measurement of student's progress set forth in the qualitative standards (GPA) and quantitative standards (credits).

Financial Aid Warning

Students may receive financial aid during the semester they are on warning. If the student fails to meet SAP at the end of their warning payment period, the student will be ineligible for financial aid.

After the warning period, any student not making Satisfactory Academic Progress (SAP) for financial aid will receive a letter from the Office of Student Financial Services stating that the student is no longer eligible to receive aid from any program.

At this point, that student will have two options.

• Attend Lindenwood using the student's own financial resources and without federal financial aid, until the minimum requirements of the Institute's Federal Satisfactory Academic Progress policy has been met.

• Submit an appeal stating the reason(s) why they have not met the minimum standards along with any supporting documentation that verifies the circumstances that affected their ability to meet the minimum standards. Additional information on the appeal process is provided below.

Appeal Process

A student may submit a written statement of appeal for additional federal assistance if the student feels that their special circumstances prevented them from meeting the minimum standards of Federal Satisfactory Academic Progress. Note that a student may only submit up to two SAP appeals during their academic career at Lindenwood.

Reasons for appeal might include:

• Medical, family, or emotional difficulty

• Documented learning disability

• Other special significant or unusual circumstances (poor time management is not a significant or unusual circumstance)

Students must submit the following to the Office of Student Financial Services:

• The Satisfactory Academic Progress Appeal Request Form

• A detailed statement of their reason for not meeting SAP standards

• What has changed that will enable them to meet SAP standards

• Third party documentation supporting their statement such as, but not limited to:

• Letter from doctor, minister, counselor, or instructor Hospital records

• Death certificates

The SAP Appeals Committee will review the request, the written statement, and any other submitted documentation to determine if the student can meet SAP standards by the end of the next semester in tandem with the Office of Academic Services. If the committee determines that the student cannot meet the required standards after completion of one semester, the student will need to agree to an Academic Plan for Improvement.

All students will be notified in writing of the Appeals Committee's decisions. Please note that if approved, only one semester of financial aid eligibility can be offered without an approved Academic Plan for Improvement. The student must meet the minimum standards of SAP by the end of the approved semester to retain eligibility. If the student does not improve the deficiencies within the approved semester(s), the student will no longer be eligible to receive financial aid. Students will continue to be ineligible for financial aid until the minimum requirements are met or an Academic Plan for Improvement is approved.

ACADEMIC POLICIES AND PROCEDURES/ACADEMIC SERVICES

Academic Policies

Academic Load and Enrollment Designations

All academic credit is given in semester credit hours. Full- and half-time student status is determined by the number of credit hours in which a student is enrolled during a given term (e.g. Fall, Spring, Summer). The recommended load for students enrolled in 8-week courses is nine credit hours or less. Permission of the dean is required to enroll in more than nine credit hours per each 8-week course offering. In credit hours, the academic load designations for graduate students are as follows:

Full-time Enrollment

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

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

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

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

Half-time Enrollment

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

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

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

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

Less than Half-time Enrollment

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

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

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

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

Notes: (1) In order to remain in compliance with U.S. visa regulations, students on an F1 visa must maintain full-time enrollment status by enrolling in a minimum of six credit hours per term.

(2) Course extensions (including culminating project extensions, capstone extensions, and thesis extensions) are not counted among a student's hours enrolled. For this reason, students who are only enrolled in the completion of a thesis or capstone experience are considered less than half-time students.

(3) Active duty military personnel pursuing certain online graduate programs in the semester format may qualify for full-time enrollment status at six credit hours. Such students should contact the VA certifying official for more information.

Change in Degree Program

Students wishing to pursue a degree or emphasis in a program other than the one to which they were admitted need to consult with their current advisor/success coach who can connect them with the relevant academic administrator (department head, dean, etc.) in the new program to determine if the change represents a good fit. In some cases, the student will need to reapply and be admitted to the new program, especially if the new program is in a different college or involves certification. Admission to the new program is not guaranteed. In cases where it is not necessary for the student to reapply to be admitted to the new program, students may be able to effect the change by submitting a Change of Major/Advisor form to Academic Services. The Office of Graduate Admissions and the appropriate academic administrator will determine if the Change of Major/Advisor form will suffice or if the student needs to reapply.

*Policy updated after publishing – April Addendum – 4/30/2024***

Additional Graduate Degrees/Majors

Second Master's Degree

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

Second Master's Major

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

Additional Master's Degrees

A student who 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.

Pursuing a Master's Degree after Completion of a Graduate-Level Credit-Bearing Certificate

A student who has previously earned a Graduate-Level Credit-Bearing Certificate from Lindenwood and desires to earn a Master's degree in the same discipline may "stack" or apply all credits from the certificate into the degree if the credit is applicable. All other requirements for the degree, including the thesis, must be completed. Any credits earned from another institution would be subject to the "Transferring Credit" procedures in the Graduate Catalog. If the student pursues additional Master's degrees, the policies for "Second Master's Degree", "Second Master's Major" and "Additional Master's Degrees" will apply.

Accelerated Master's Program (AMP)

Lindenwood University offers an accelerated master's program in selected majors that allows high achieving undergraduate students an opportunity to earn a bachelor's degree and a master's degree in as few as five years. Traditional first-time college students will complete the majority of their undergraduate curriculum, as well as most general education requirements, during their first three years. Then, upon formal acceptance into the master's degree program, the students will complete their graduate coursework during their fourth and fifth year. Current undergraduate students and transfer students are also eligible for participation in an accelerated master's program, but graduation timelines vary and are dependent on an official review of their prior academic history. Students who elect not to complete the graduate portion of the program can still graduate with an undergraduate degree following the completion of all undergraduate degree requirements.

Enrollment Process and Eligibility

The accelerated master's program is designed for traditional first-time college students, but current students and transfer students can declare their interest in an accelerated master's program and follow the academic pathway at any time. Interested students should inform their academic advisor of their intent to complete an accelerated master's program as early as possible to ensure they follow the necessary academic degree plan. Additionally, some accelerated master's programs offer early assurance programs that require an initial application or screening process prior to the student's first semester at the university.

Generally, traditional undergraduate students following an accelerated master's program degree plan will formally apply to the graduate phase of the program during the fall semester of their third year. Accelerated master's programs will have program-specific eligibility requirements, application procedures, selection criteria, and retention criteria. Typical program requirements include the following, but please refer to the specific accelerated master's program for additional information:

- Completion of the accelerated master's program application
- Completion of the university graduate program application
- Cumulative GPA of 3.00 or higher
- Completion of at least 75 undergraduate credit hours at time of application submission (credit hours for courses enrolled in at time of application should be included)
- Completion of at least 90 undergraduate credit hours at time of entry into program
- Letters of recommendation

Earning Graduate Credit as an Undergraduate Student

Students participating in an accelerated master's program may take up to 9 credit hours at the graduate level during their senior year at no additional charge. Enrollment in these graduate courses will require approval from the director of the accelerated master's program. These credit hours can count toward the graduate degree. To earn graduate credit as an undergraduate student, the student must be enrolled in at least 12 credit hours at the undergraduate level for each semester that the student is taking graduate credit and have a minimum undergraduate 3.0 GPA. A maximum of 6 graduate credits may be earned in a single semester. Please see the specific accelerated master's program for additional information.

Grading Policy for Undergraduate Students Enrolled in Graduate Courses

Undergraduate students enrolled in graduate-level courses will be graded in accordance to the undergraduate grading policy. The undergraduate student may receive grades of A, B, C, F, W, AF, N, I and Audit (see appropriate definitions in the Grading System section of the graduate catalog).

Student Classification and Degree Conferment

Students participating in an accelerated master's program will be classified as an undergraduate student until all undergraduate degree requirements have been met. Under normal circumstances, this should be accomplished by the end of the fourth year. Upon completion of the undergraduate degree requirements, the bachelor's degree will be conferred, and the student shall be considered a graduate student for all university purposes.

Tuition

Students participating in an accelerated master's program will be subject to undergraduate tuition rates until the undergraduate degree is conferred. Therefore, graduate courses completed as an undergraduate student in an accelerated master's program that provide credit for the undergraduate degree or graduate degree will be subject to undergraduate tuition and financial aid. Upon conferment of the undergraduate degree, the student will be considered a graduate student and will be subject to graduate tuition, graduate financial aid, and all other fees associated with

graduate programs. Please see the specific accelerated master's program for additional information regarding tuition, program expenses, and all other fees.

For additional information on financial aid, please see the Federal Financial Aid sections in the undergraduate and graduate catalogs.

Honors Academy

Undergraduate students participating in an accelerated master's program can continue to participate in the Honors Academy. With prior approval of the course instructor and academic advisor, students participating in the Honors Academy can register for 500-level courses for undergraduate Honors credit. The student must earn a final grade of AH or BH to receive Honors credit in these courses.

General Honors

Students participating in an accelerated master's program will have all graduate courses that count toward undergraduate credit included in their determination for general honors.

Academic Integrity

Undergraduate students enrolled in graduate level courses as part of an accelerated master's program will continue to be subject to the undergraduate student policies for academic dishonesty. Upon the conferment of an undergraduate degree, the student will be formally recognized as a graduate student and will be subject to the graduate student policies for academic dishonesty. Please see the Academic Integrity section of the undergraduate or graduate catalog for additional details.

For students participating in an accelerated master's program, any report of academic dishonesty as an undergraduate student will remain in the student's record throughout the entire program. Thus, a single report of academic dishonesty by a graduate student with a previous offense at the university as an undergraduate or graduate student will result in expulsion from the university.

Transfer of Credit

A student wishing to transfer undergraduate credit to Lindenwood University from an accredited college or university should request official transcripts be sent directly to Lindenwood University's Office of University Admissions by the school(s) previously attended. Evaluation of undergraduate transfer credit will be made by the registrar. For more information regarding the transfer of undergraduate credit, please refer to the Admission, Application, and Fees & Financial Assistance section of the undergraduate catalog.

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request official transcripts be sent directly to Lindenwood University's Office of University Admissions by the school(s) previously attended. Evaluation of graduate transfer credit for an accelerated master's

program will be made by the appropriate program coordinator. For more information regarding graduate credit transfer policies, please refer to the Transferring Credit section of the graduate catalog. Please also refer to the specific accelerated master's program for more information, as additional program-specific policies may exist regarding transfer credit policies.

Posthumous Degree - Graduate

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

Graduate students

MA/MBA/MFA/MHA/MPA/MS/EdS

Eligibility:

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

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

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

- The student had no pending disciplinary sanctions.

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

EdD

Eligibility:

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

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

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

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

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

- The student had no pending disciplinary sanctions.

- The College of Education and Human Services recommends the awarding of a posthumous degree.

Procedure:

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

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

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

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

Degree Time Limit

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

Attendance

All students at Lindenwood University are expected to attend all classes and all class activities for which they have enrolled. Students who miss class are expected to inform the instructor and to make up the work to the instructor's satisfaction.

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

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

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

Bereavement Policy
Rational

In the event that a student experiences the death of a loved one during the course of an academic term, the student may request to utilize the Bereavement Policy for Students. Lindenwood recognizes the impact that a loss may have on the emotional and academic well-being of a student and wishes to support the student during this stressful time. Lindenwood also understands that grief impacts every student differently and, therefore, this policy is not an attempt to quantify the impact of the death of a loved one

or in any way address the nature of the grief process. Rather, the purpose of this policy is to provide a formal process to allow grieving students the time to attend the bereavement services, as well as the opportunity to be available for their families during times of death and grief.

Policy

Under this policy, a student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. A student is entitled up to five (5) consecutive academic days of bereavement to mourn a death in the immediate family as defined below. For a death outside the immediate family as defined below, a student is entitled up to three (3) consecutive academic days of bereavement. While this policy excuses a student from class attendance, the student remains responsible for all material covered in class and must work with each individual professor upon return to complete any required work.

The immediate family includes:

- Parent(s) or legal guardian(s)

- Spouse

- Parent

- Stepparent

- Sibling

- Child

- Stepchild

- Grandparents or grandparents-in-law

- Father-in-law

- Mother-in-law

- Brother-in-law

- Sister-in-law

- Son-in-law

- Daughter-in-law

- Grandchild

International Students

An international student will be granted up to ten (10) consecutive days if there is a death in their immediate family. The student must provide the SASS office with relevant and appropriate documentation to certify the death of a relative. Such documentation may include a copy of a death certificate, a letter from a recognized religious leader (such as an Imam), a police or consular report, official government certification or similar. All submitted documentation must be official copies in English (or be accompanied by an official translation).

Exceptions

The University reserves the right to review specific situations to determine if exceptions to the established bereavement policy are warranted. Exceptions must be discussed and agreed upon prior to the start of the leave with the Director, Student Support Services in consultation with the Associate Provost, Academic Affairs and the AVP, Student Affairs.

Scope of Applicability

This policy is applicable to all full- and part-time graduate and undergraduate students.

Process and Notification

The student or a representative (family member, room/suitemate, on-campus faculty/staff) must notify the Student Academic Support Services (SASS) Office prior to the start of the bereavement leave. The student is required to provide appropriate documentation to the SASS Office. Upon receipt of the appropriate documentation, a representative from SASS will notify the necessary and appropriate on-campus offices (faculty, success coach/academic advisor, athletic coaches, Residence Life) of a student's bereavement leave and anticipated return date. Upon return to the institution, it is the responsibility of the student to communicate with their instructors about any missed assignments and arrange to complete missed work. In keeping with this policy, instructors shall excuse the student from class according to this policy and provide an opportunity for the student to complete missed quizzes, exams, papers, other required work and/or alternative assignments. Students who have followed this policy should not incur academic penalties. Members of the faculty shall have the option to adjust course requirements at their discretion to assist the student in ways deemed appropriate including, but not limited to, the following:

- Extension of due dates

- Providing make-up exams

- Assigning alternative assignments and/or evaluations

- Assigning a grade of Incomplete

- Issuing the student a final grade for coursework earned to date without a requirement to complete remaining academic assignments (typically for situations occurring within the last two weeks of the semester)

- Other measures agreed upon by the instructor and the student

Documentation

Any student who wishes to utilize this policy is required to provide documentation to the Student Academic Support Services (SASS) Office. Acceptable documents may include: a funeral program, obituary, signed letter from funeral home, or death certificate. Failure to provide documentation will result in the absences being considered unexcused.

Appeal

If an instructor fails to follow this policy, the student may appeal the instructor's decision in writing to the Associate Provost, Academic Affairs.

Counseling Services

Lindenwood University's Student Counseling and Resource Center is available to assist students and provide counseling services if so desired by the student. Students may also access free crisis and scheduled teletherapy through Uwill while away from campus and upon their return.

Academic Support

Lindenwood University's Student Academic Support Services (SASS) Office is available to assist students and provide academic support if so desired by the student.

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

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

Excused Absence Policy for Students Engaged in Military Duties
Title 38 of the U.S. Code (Law) states that an educational institution may not take the following actions when a member receives orders for a period of service:

- Assigning the member a failing grade,

- Reducing the member's grade point average,

- Characterizing any member's absence(s) as unexcused, or

- Assessing a financial penalty on a member because of a withdraw or leave of absence due to receiving orders for service.

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

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

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

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

Responsibilities Related to Excused Absence Policy

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

Athletics Department

The Lindenwood Athletics Department will provide notice of any upcoming student-athlete absence for a sporting event or related, excused sports activity. The notice will be sent through LindenCircle. This notice is to inform faculty that the student-athlete is representing the university in an athletics event or function. It is the responsibility of the student-athletes to remind professors of their absence at least 48 hours in advance and to make arrangements for any missed work. Exceptions to the 48-hour rule should be noted in the LindenCircle excuse form and include last-minute travel roster substitutions, changes in schedule due to inclement weather, and/or qualifying competition.

Academic Departments

A faculty member or academic department sponsoring a special co-curricular event or outing should first complete a field trip form and submit it to the office of the associate provost for engaged learning for approval. This form should list the name of each student attending the outing, along with a sponsor signature, confirming that all students who will be traveling have signed a travel waiver. Once the outing is approved, the associate provost will send notice via LindenCircle of the excused absence.

Professors

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

Students

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

Extra Credit

At the instructor's discretion, extra credit opportunities may be offered. Such opportunities must be equally accessible to all students enrolled in the course. Please direct any questions about this policy to the Office of the Provost.

*Policy updated after publishing – April Addendum – 4/30/2024**

Expectation of Student Work

Student work is defined as assignments, homework, and other academic activities to be completed outside of instructional time, including reading, studying, writing, research etc. Students should expect to spend a minimum of two hours per week completing this work for each credit hour enrolled (thus six hours of work outside of class per week for a three-hour course), although the time spent outside of class may increase based on the topic and level of the course.

Final Exams

All courses are required to meet until the end of the scheduled academic periods as stated in the university calendar. Professors are required to hold a final exam or other significant evaluative activity at the scheduled final exam time as outlined in the final exam schedule. There are to be no exceptions to these requirements.

Faculty members are not to change the schedule of the final exam, either by changing the date of the exam or by changing the time of the exam. Students should plan to attend their final exams on the scheduled dates.

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

Non-Degree Seeking Students

A student who is not seeking certification or any degree with Lindenwood University may be accepted as a non-degree, "Special Status" student. Students accepted under this status must meet university admissions standards and may not take more than 15 credit hours of regular, undergraduate, or graduate credit without being fully admitted. This policy does not apply to cooperative (workshop) credit. Students accepted with special status are not eligible for financial aid or student loans, as they are not fully admitted to the university. Payment arrangements must be made with the Bursar's Office prior to attending class. Please direct any questions about this policy to the Office of the Registrar.

Policy updated after publishing – April Addendum – 4/30/2024**

Catalog of Entry

Students are required to satisfy the degree requirements of the catalog in effect at the time of matriculation. A continuing student who desires to pursue a course of study added to the curriculum in a subsequent catalog year or who wishes to fulfill degree requirements that have changed since the student's matriculation must submit a catalog change request to the Office of Academic Services.

If the request is granted, the student will be bound by all policies and requirements in the new catalog. Students who discontinue study at Lindenwood University may be required to adopt the requirements of the catalog in effect at the time of readmission depending upon the length of the absence.

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

Academic Standards

In addition to making the satisfactory academic progress required to maintain financial aid eligibility, students must also meet an additional set of academic expectations in order to remain in good academic standing with the university. Failure to meet these standards will result in academic probation, academic suspension, or dismissal from the university.

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

Maintaining Good Academic Standing

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

Academic Probation

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

Academic Suspension

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

Note: If individual programs have more stringent

definitions of probationary or suspension status than does the university as a whole, that program's definitions will prevail over the university's definition.

Appealing Academic Suspension

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

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

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

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

Academic Integrity

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

As part of this educational community, students are expected to familiarize themselves with the university's policies on Academic Honesty 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.

Academic Dishonesty includes plagiarism, cheating, and lying or deception.

- Cheating is giving or receiving unauthorized aid on an examination, assignment, or other graded work. Regardless of where the aid comes from—e.g., cell phone, crib sheet, or another student—it qualifies as academic dishonesty.

- Lying/Deception refers to dishonest words, actions, or omissions directed at University personnel by a student in order to improve the academic or financial standing of any student at the University.

- Plagiarism is the fraudulent presentation of another person's ideas or work as the student's own, or the presentation of the student's own previous work as new and original.

  - When a student, whether by accident or design, does not properly acknowledge sources in any academic assignment where original work is expected, that student is stealing the ideas and effort of another.

  - For all assignments completed entirely or in part out of class, the instructor reserves the right to interview the student about the work to verify authorship. A student who is unable to demonstrate a basic understanding of the submitted work will be reported for academic dishonesty and an appropriate penalty will be applied.

Consequences of Academic Dishonesty

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/test, failure in the course, or other appropriate penalty. Upon a first report of dishonesty, the student is also required to complete an online Academic Integrity Tutorial. A charge for the tutorial will be applied to the student's Business Office account. For undergraduate students, a second offense will result in failure of the class, and a third offense will lead to expulsion from the university. Graduate students will be expelled after a second offense is reported.

Any questions concerning this policy should be directed to the Associate Provost, Academic Operations and Student Success who maintains confidential records of academic dishonesty reports. These records are accessible only to limited personnel in the office of the Provost and are not linked to the student's academic or financial records at the University. Beginning Fall 2023, to ensure compliance with NCAA policies, information about academic integrity cases involving NCAA athletes (to include only the student name, sport, charge and brief summary) will be shared with the Assistant Athletic Director for Academic Success and Development.

Dismissal

The university reserves the right to dismiss a student who fails to adhere to university academic and social standards at any time. Students can be dismissed for any of the reasons outlined below:

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

- Harassment

- Bullying

- Bias incidents

- Sexual Misconduct

- The use of improper language

- Failure to respect campus authority

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

- Disruptive behavior within the campus or classroom setting

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

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

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

Academic Procedures

Transferring Credit

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request that official transcripts be sent directly to Lindenwood University's Office of University Admissions by the school(s) previously attended. An evaluation of transfer credit will be made by the appropriate college dean. Credit may be transferred from regionally accredited institutions only. A maximum of nine semester credit hours of transfer credit is allowed for graduate students. Any credit hours awarded for experiential learning will be counted toward the maximum number of credits allowed as transfer credit. Appeals of transfer credit evaluations should be submitted in writing to the registrar.

If transfer credit is requested from an international institution, students must submit their transcripts and their English translations to Educational Credential Evaluators (ECE) or World Evaluation Services (WES) for evaluation. For more information regarding obtaining an ECE or WES transcript evaluation, please refer to the International Application Procedures section of this catalog or at internationaladmissions@lindenwood.edu.

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

A student at Lindenwood who wishes to take courses at another college or university while pursuing a degree at Lindenwood must first obtain permission for the transfer of these courses from the academic advisor and the registrar. A Prior Approval form may be requested at academicservices@lindenwood.edu. Credits accepted in transfer do not affect the student's grade point average at Lindenwood University.

Earning Credits through Prior Learning and Experience

Experiential Learning

For some students, professional experience or life experience may be accepted as university credit and be recorded as such onto the student's Lindenwood transcript. Credit earned in this fashion is referred to as credit for experiential learning.

The following skills or experiences may be considered equivalent to university credit for purposes of receiving experiential learning credit:

- Professional skills acquired on the job.

- Participation in business seminars.

- Experience in community affairs.

- Professional training in particular fields.

- Non-credit-bearing coursework that contain academic content.

Notes: (1) Credit is awarded only for university-level knowledge and the learning gained from the experience. Experiential learning credit is not granted for non-university level learning, having completed routine professional tasks, having acquired outdated or forgotten knowledge, or for private experiences.

(2) Limits for experiential credits earned may be imposed on the acquisition of such credit for certain technical skills and specialties.

(3) Credit is not given for learning that duplicates a university course the student has already taken.

Students may request to receive up to 6 hours of credit for experiential learning, depending on the requirements of their degree programs. The total number of credit hours awarded for experiential learning may vary according to the time spent on particular activities and the nature of the learning experience. The total number of credit hours awarded for experiential learning will be counted toward the maximum number of credits allowed as transfer credit. The current transfer credit limit is 9 credit hours.

Note: Lindenwood cannot guarantee how any other university might interpret transfer credit earned from the Experiential Learning Credit program.

Students who wish to have experiential learning credit posted to their Lindenwood transcript must pay a fee of $100 per credit hour. Credit will not be applied to the transcript until the fees are paid.

Experiential Learning Requiring a Portfolio

If the student does not have one of the professional credentials listed on these pages or does not have credit from a course that is specifically listed as being accepted for experiential learning credit, that student may be required to create a portfolio in order to earn university credit for the experience before that credit is posted to the student's Lindenwood transcript.

The portfolio must validate the student's experience by providing proof (by certificate, diploma, syllabi, letters of testimony, and/or samples of work accomplished) that such experience led to university-level knowledge. An essay describing the knowledge gained in the learning experience must accompany all other documentation provided.

The manager of alternative credentials will help the student develop a portfolio. The manager will identify potential experiences that may be posted to the student's transcript as university credit and discuss the organization of the portfolio with the student.

Students wishing to receive experiential learning credit in their majors must apply for this credit before taking courses in their majors. Once the portfolio has been approved, the student will be charged a portfolio fee of $310 plus $100 per credit hour. Credit will not be applied to the transcript until payment is received. Financial aid may be applied to experiential learning, but the student must be enrolled in classes at the time the request for funding is made.

Academic Renewal

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

- The student must have been absent from the Lindenwood University system for at least three consecutive academic years.

- The student must not have obtained a degree at Lindenwood or any other institution of higher education in the years between taking leave from Lindenwood and applying for academic renewal.

- The student must declare a major or program of study.

- The student must be enrolled in and complete at least one academic term at full-time status, earning a minimum undergraduate GPA of 2.5 or graduate GPA of 3.5 before applying for Academic Renewal.

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

- Academic Renewal can only be applied once.

- Academic Renewal can only be applied to academic terms completed prior to the student's leave of absence.

- Academic Renewal can only be applied to courses taken at Lindenwood University.

- For undergraduate students, up to three terms can be selected for Academic Renewal; for graduate students, up to two terms can be selected.

- Once implemented, the Academic Renewal cannot be removed.

- Students approved for Academic Renewal are subject to the degree requirements listed in the catalog that is active at the time they are reinstated.

- No course from a term selected to be removed from GPA calculation can be used to satisfy an academic requirement (e.g., toward graduation, prerequisites, or certifications).

- All courses from terms will be removed from calculation of the student's GPA regardless of the grades earned. However, these courses will not be entirely erased. All courses taken by the student will still appear on their transcript. A note will appear on the student's transcript for each redacted term.

- A student may not apply for Academic Renewal in their final semester.

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

will be notified of a decision within 30 days of submission of the petition.

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

(2) Students on the GI Bill® should contact the VA certifying official before applying for Academic Renewal.

Grading System

Lindenwood University operates under the 4.0 grading system. An A carries four quality points; a B carries three quality points; and a C carries two quality points. A grade of F carries zero quality points and no credit. Thus, a course worth three credit hours in which a student earned an A would merit 12 quality points. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted. Only grades earned at Lindenwood are used in computing the GPA unless the student is seeking teacher certification.

Graduate students may receive grades of A, B, C, F, W, AF, N, I, and Audit (AU) (see appropriate definitions.) A grade of A represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking. A grade of B is awarded for work of high quality, well above average. The grade of C indicates below average work but completion of course requirements. An F grade indicates coursework so unsatisfactory that no credit is given. No grade of D is awarded at the graduate level.

Attendance Failure (AF)

A student is given this grade if they stop attending a particular class prior to the published deadline to receive a grade of W but does not withdraw from the course. The grade of AF is treated as a grade of F in the calculation of the student's grade point average.

Audit (AU)

A student may register to audit lecture courses, not to include studio or laboratory courses. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. A student has one week into a 16-week term and two class meetings into an 8-week term or summer session to make a change in registration to either audit a class or take it for credit. The audit fee is 50 percent of the posted tuition for a course.

Incomplete (I)

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

A grade of I (incomplete) must be resolved prior to the end of the subsequent term; otherwise, the incomplete will be converted to an F. Any request to extend the time needed to resolve the grade of incomplete must be submitted to the Office of Academic Services no later than two weeks before the date the grade is due. Requests will then be sent to the appropriate college dean and the assistant provost to be considered for approval.

No Grade (N)

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

Pass/Fail (P/F)

Some academic activities such as practicum placements, internships, residencies, and thesis projects are graded on the basis of pass/fail. In these cases, the grade of P denotes successful completion of the assigned requirements for the aforementioned academic activity courses.

Satisfactory/Unsatisfactory (S/U)

A grade of S indicates that a student completed satisfactory work in an academic activity. This grade does not have points associated with the course and will not be included in computation of the grade point average. A grade of U indicates that a student completed unsatisfactory work in an academic activity. This grade does not have points associated with the course and will not be included in computation of the grade point average.

Withdrawal (W)

A grade of W indicates that the student withdrew from a class with no effect to the student's GPA. To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of the academic advisor. The deadline to withdraw is set at the two-thirds mark of the term.

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

student attends and the withdrawal date. For further information, please contact either the Student Financial Services Office or the Office of Academic Services.

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

Administrative Withdrawal

When it is in the best interest of a student or of Lindenwood University for a student to withdraw, a student may be given a W and put on administrative hold. This action of administrative withdrawal results in removal of all credits associated with the affected classes and places the student on administrative suspension. Before re-enrolling at the university, the student on administrative suspension must write a letter of appeal to the Associate Vice President, Student Affairs at studentaffairs@lindenwood.edu. An administrative withdrawal does not affect the student's grade point average.

Adding, Dropping, and Withdrawing from Courses
Adding Courses

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

Dropping Courses during Week One

Within the first week of a term, a student may drop classes via the student portal without having to obtain the signature of a faculty member. No grade of W will appear on the student's transcript because of dropping classes during this week, and the classes will be dropped as a "never attended".

Withdrawing with a Grade of W

To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of the academic advisor. The deadline to withdraw is set at the two-thirds mark of the term.

Late Withdrawals

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

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

- Write a letter fully specifying the reasons for the withdrawal.

- Gather supporting documentation (physical report, court documents, hospital documents, etc.).

- Meet with the academic advisor for a signature on a Petition for Late Withdrawal.

- Meet with the dean of the college for a signature on the petition.

- Submit the signed petition, along with the letter and documentation, to the associate provost or registrar.

- If approved for a late withdrawal, the student will receive a W.

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

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

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

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

Appealing Grades

Students who wish to appeal a final grade must first contact the course instructor. If the matter cannot be resolved through the instructor, the student may appeal in writing to the appropriate college dean. If resolution is not reached at that time, the student may appeal in writing to the 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 Provost's Office. Notice of intent to file a grade appeal must be made in writing to the appropriate college dean or assistant provost within six weeks of receipt of the grade. Changes under this procedure will be made only during the term immediately following the term in which the disputed grade was given.

Lindenwood University shares information from students' formal written complaints with the Higher Learning

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

Repeating a Course

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

Thesis/Capstone Experience Extensions

Registration for extensions on graduate thesis or capstone experience must be completed by the student each succeeding term after the student's initial enrollment for the thesis, Capstone III, or Problem of Practice III. The fee charged for extension is listed on the fee page of this catalog. If the student fails to register for a term during in which the student plans to complete the thesis, capstone experience, the student will no longer be considered a degree candidate. Should the student wish to resume the thesis or capstone experience the student must pay the full tuition rate for the thesis, capstone experience, at the time of re-enrollment.

Preparing for Graduation

Students are responsible for tracking their own academic progress and eligibility for graduation. Specifically, in order to track the progress through a degree, each student must maintain a checklist of all requirements. The academic advisor will confirm that all degree requirements have been met; however, ultimate responsibility for tracking the student's progress through a program and assuring that all degree requirements for graduation are met lies with the student. Only the provost and the registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript.

In addition to tracking their own progress through academic programs, students must submit an Application for Degree. This form is available in the student portal to submit online to the advisor. The application must be signed by the student and the student's academic advisor and be submitted to the Office of Academic Services at academicservices@lindenwood.edu. Failure to submit an application by the recommended deadline may postpone the posting of the student's degree.

The recommended application deadlines are as follows:

Conferral	*Application Deadline*
March 30	January 15 of same year
May 30	February 1 of same year
August 15	June 1 of same year
October 30	September 15 of same year
December 30	September 15 of same year

Leave of Absence

Lindenwood University allows students with extenuating circumstances to apply for a Leave of Absence for no more than 180 days. The Leave of Absence involves an approval process that requires submission of the Leave of Absence form to the SASS office along with attached supporting documentation from qualified/appropriate sources. Individuals in a Leave of Absence status do not intend to make academic progress toward the completion of their degree. Students must be enrolled at least half-time for one term (6 credit hours for undergraduate and 3 credit hours for graduate) and complete at least one term successfully prior to applying for a Leave of Absence. Students must be in good academic standing and making satisfactory academic progress within the parameters set in the university catalog. Taking a leave of absence means you agree not to take classes at any other higher education institution during your leave. Reasons for a leave of absence include (but are not limited to):

- Medical issues (physical or mental)
- Family circumstances such as death, pregnancy or parental leave
- Circumstances regarding someone you aren't related to but are close to
- Financial concerns
- Military service

When returning from an approved Leave of Absence, students can begin the reentry process with their advisor. Students returning without an approved Leave of Absence who wish to resume coursework must be readmitted to the university by submitting a new application to the Office of University Admissions. Upon review of the new application, the admissions office will update the student's profile in preparation for their return to Lindenwood. Students not enrolled for one year and eligible to return to Lindenwood will do so under the current catalog of re-entry and will be directed to contact their advisors to enroll once the readmit process has been approved.

Readmission for Service Members

Students may be temporarily unable to attend classes or be required to suspend their studies in order to perform military service. Lindenwood University encourages such

students to resume their education once a military service obligation has ended and adopts this policy to ensure the timely readmission of such students.

In accordance with federal regulations, 34 C.F.R. § 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), the university will promptly readmit servicemembers who seek readmission to a program that was interrupted due to a uniformed service obligation.

This policy shall apply to: (1) servicemembers who are unable to attend classes for more than 30 consecutive days; and (2) servicemembers who are unable to attend classes for less than 30 days when such an absence would result in a withdrawal from the university.

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

A student must provide oral or written notice of a uniformed service obligation to the Office of Veterans Affairs as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the university.

The student must also give oral or written notice of his/her intent to return to Lindenwood University within three years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that he/she may be entitled to the tuition and enrollment benefits outlined in this policy. The returning student may be required to provide supporting documentation.

Notification under this section must be provided, by the student, to the Office of Veterans Affairs VAquestions@lindenwood.edu or (636) 627-2922.

A returning student readmitted to the same program must be charged the same tuition and fees in effect during the last academic year the student attended, unless veterans' education benefits or other servicemember education benefits will pay the amount in excess. For a student admitted to a different program, and for subsequent academic years, the returning student may not be charged tuition and fees in excess of what other students in the program are charged.

A returning student will be permitted to reenroll in the next class(es) scheduled in the same academic program, unless the student requests a later date of reenrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. If the exact program no longer exists, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status, number of completed credit hours, and academic standing as the last academic year of attendance. If the student is returning to a cohort program, the university will coordinate with the student to determine an appropriate reentry date to ensure the student can successfully resume their studies.

If the university determines that a returning student is not prepared to resume the program or is unable to complete the program, the university must make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the university, the university is not required to readmit the student.

In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy. However, servicemembers who receive dishonorable or bad conduct discharge may remain eligible for readmission even though they will not be entitled to the benefits outlined in this policy.

Students who have been away less than one calendar year may complete a Returning Student Form and work with the Office of Veterans Affairs and their Academic Advisor to enroll in courses.

Students who have been away more than a calendar year will need to apply for re-admission to jumpstart the process and will work with the Office of Veterans Affairs and their Academic Advisor to complete a Catalog Revert Application if needed.

Please direct any questions about this policy to the Office of the Provost.

Policy added after publishing — July Addendum — 7/15/2024.**

Academic Services

Requesting Transcripts

All transcript requests must be placed via the online service provider. Students will have three options to select from this service, US Postal Service, electronic, or pick-up from campus. The cost of transcripts are $9.50 per copy. Price per copy may change without notification.

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

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

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

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

Requesting Grade Reports

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

Students who need a copy of their grades for employer reimbursement may print a copy from the student portal. If a student's workplace will not accept the printed copy, the student should submit a written request to Academic Services (academicservices@lindenwood.edu) and a copy will be sent to the employer. The request must include the mailing address to which the report should be sent, student ID, term for which grades are requested, the signature of the student making the request, and a contact telephone number.

If students have any questions about their email accounts or their student portals, they can contact helpdesk@lindenwood.edu.

The Family Educational Rights and Privacy Act

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

- Full name
- Local and home addresses
- Local and home telephone numbers
- Email address

- Date and place of birth
- Most recent educational institution attended
- Enrollment status
- Class level
- Dates of attendance
- Degrees, awards, and honors received
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Photographs

Students may withhold information from some of these disclosure requests by editing FERPA options within their student portal during the first week of each term. All requests for non-disclosure will be honored by the university for only one term; therefore, authorization to withhold student information must be filed during each term of attendance. Students have a right to voice any concerns to the U.S. Department of Education.

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

- To other school officials, including teachers, within Lindenwood University system whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U.S. comptroller general, the U.S. attorney general, the U.S. secretary of education, or state and local educational authorities, such as a state post-secondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this

provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- If it is information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against the student. (§99.31(a)(14))

- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Definitions:

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

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

COURSES AND PROGRAMS

Course Numbering

Courses at Lindenwood are numbered sequentially.

- 01000-09999: Preparatory coursework, with credit hours not counting toward the cumulative total number of credit hours required to earn a bachelor's degree

- 10000-19999: Introductory courses open to all students, normally not having prerequisites

- 20000-29999: Specialized courses open to all students, which may or may not have prerequisites

- 30000-39999: Advanced courses which may or may not have prerequisites

- 40000-49999: Senior level courses normally having prerequisites

- 50000-59999 Graduate level courses including graduate workshops; occasional senior level courses. Certain 3+2 or 4+1 programs may allow graduate level courses to satisfy undergraduate level degree requirements. See the individual programs for details.

- 60000-79999: Master's, Thesis, EdS, EdD, and graduate workshops

- 80000-99999: Doctoral level courses and graduate workshops

Course Offering Frequency

The schedule of course offerings is dependent on student enrollment and availability of qualified instructors. The university reserves the right to cancel any course when enrollment is below minimum requirements or a qualified instructor is not available. It is up to the discretion of the individual college of the timeline of when/how a course is to be offered. Students should contact their advisor if they have questions about when a specific course will be offered.

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

Course Instructional Method

Lindenwood at all times reserves the right at its sole discretion and determination to adjust, alter and/or otherwise change the methods and modes of course and/or instructional delivery and/or completion of students' education, in part or in whole, based on any number of factors, and students acknowledge and agree to this possibility.**

*Updated after publishing – July Addendum – 07/09/2024**

Asynchronous Learning

An instructional approach that refers to learning that occurs when the instructor and the students all engage with the course content at different times (and from different locations). Asynchronous online learning is commonly facilitated by media such as e-mail and discussion boards, and is facilitated in a way that ensures regular and substantive interactions between learners and instructors, even when participants are not online at the same time.

Hyflex Learning

An instructional approach that combines on-ground (face-to-face) and online learning (on-ground, hybrid, & semi-hybrid courses) to provide regular and substantive interaction between students and instructors. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can change their mode of attendance weekly or by topic, according to need or preference.

Synchronous Learning

An instructional approach that refers to all types of learning in which learners and instructors are in the same place (physical or virtual), at the same time, in order for instruction and learning to take place. This includes face-to-face classes and live online meetings when the whole class or smaller groups get together. Synchronous learning that occurs in online courses is often facilitated by media such as videoconferencing, shared documents, and live chat, and is facilitated in a way that ensures regular and substantive interactions between learners and instructors.

Student Requirements for Asynchronous, Hyflex, and Synchronous Learning

Hardware

- Computer with 2.58 GHZ or higher processor speed and at least 4 GB RAM.

- Webcam or camera on a mobile device.

Operating Systems

- Windows 7 and newer.

- Mac OSX 10.6 and newer.

- Linux - chromeOS.

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

Software

- Microsoft Office 2016 or newer.
- Microsoft Office 365 is provided free of charge to all Lindenwood University faculty, staff, and students. Information on download and installation can be found at Academic Support Resources Information Technology Office 365.
- The latest version of Adobe Acrobat Reader or Preview to open and view .pdf documents.
- The latest version of Java.
- Mobile Operating Systems (Optional)
- iOS 10 and newer.
- Android 7 and newer.

Attendance

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

Student Authentication and Video Content

Lindenwood takes academic integrity very seriously; therefore, compliance with student authentication requirements is a condition of enrollment in all online and hybrid courses. As per the Higher Education Opportunity Act (Public Law 110–315), student authentication is defined as "processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit." The methods of student authentication incorporated into a particular course can be found in its syllabus. Examples include but are not limited to live or video proctoring, authentication technology, video assignments, video conferences, and extensive writing assignments. To facilitate authentication measures, all students in any online or hybrid course must have ready access to a webcam or camera on a mobile device. Students who enroll in online or hybrid courses must also have a current photo, confirmed by a valid form of identification, within Lindenwood's student information system. Students who refuse to complete initial authentication requirements by the end of the add period or who reject or refuse to complete the Ethics Agreement will be dropped from the course. Students who refuse to complete subsequent authentication requirements will be withdrawn from and charged for the course and subject to other financial consequences if the change moves them from full-time to part-time status. Authentication costs are disclosed prior to enrollment via fees included in course schedules.

Distance Education Learning

An instructional method that uses one or more of the technologies listed below to deliver instruction to students who are physically separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies used may include:

- The internet
- One way and two-way transmissions through open broadcast, closed circuit cable, microwave, broadband line, fiber optics, satellite, or wireless communication devices.
- Audio-conferencing
- Video cassettes, DVDs and CD-ROMs, if the videocassettes, DVDs or CD-ROMs are used in conjunction with any of the above technologies listed above.

Course Delivery Method

Distance-delivered Course

Courses in which **at least 75 percent** of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Distance Learning

Course in which **100 percent** of the instruction and interaction is provided through video conferencing. Class meets at a regularly scheduled day and time each week with the professor and classmates through a video conference classroom.

Hybrid Course

A hybrid course combines scheduled synchronous and asynchronous learning activities to provide regular and substantive interaction between students and instructors. A hybrid course usually has **fewer than 75 percent** of its activities occurring in a face-to-face format.

*Note: For VA: *Hybrid training must have at least one session that meets the definition of a standard class session (i.e. one 50-minute class,) but does not have to meet weekly.*

Hyflex Course

The hybrid flexible, or Hyflex, course format is an instructional approach that combines face-to-face and online learning to provide regular and substantive interaction between students and instructors. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can change their mode of attendance weekly or by topic, according to need or preference.

Independent Study

An independent study is an innovative, nonstandard class involving independent research/study on the part of the student under the guidance of an instructor. The contact time requirement for an independent study is one documented contact hour every two weeks. It is strongly recommended that undergraduate students who are granted independent studies have at least a 2.5 cumulative GPA. Graduate students should have at least a 3.0 cumulative GPA to qualify for an independent study course. Independent study courses cannot be used to meet an undergraduate general education requirement.

To enroll in an independent study course, the Independent Study Proposal form must be completed, signed, and returned to the Office of the Registrar no later than the third week of the term in which the work is to be done. An Add/Drop/Enrollment form and a one- to two- page course outline prepared by the student after consultation with the instructor must be attached.

Internships

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

Curriculum Practical Training (CPT)

CPT is special work authorization for international students. It allows international students to participate in internships or work off campus as long as they are enrolled in an internship course for that term. Lindenwood does not offer any Day-1 CPT programs. CPT is approved based on the number of credits completed and with the advisor's request.

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

- Students must have CPT added to their I-20 if they are receiving compensation or participating in a paid internship opportunity. If they are non-paid / volunteer internships, then CPT does not need to be authorized on their I-20.

- CPT will only be authorized for part-time while the term is in session.

  - Undergraduate/Graduate students:

    - During the fall and spring semesters students can only work part-time.

    - Semester students can work full-time during the summer session.

- See Co-curricular Employment for International Students for more information.

CPT Procedures

- Students are required to fill out all four sections of the CPT form.

- If the student has an internship procedure/packet, it will need to be included with the CPT form.

- The student can include a copy of the employer hire letter in lieu of the employer filling out the requested section of the CPT form.

On-Ground Course

(Also called Face-to-Face or In-Person) An instructional method where **100 percent** of the course content and learning materials are delivered and is taught in person to a group of students, or in some cases to an individual student. This allows for synchronous interaction between a learner and an instructor who are physically located in the same physical environment.

Online Course

A type of 'distance delivered course' in which **100 percent** of the instruction and interaction for a particular course occurs via electronic communication, correspondence or equivalent mechanisms, where there is regular and substantive interaction between the students and instructor, and where the faculty and students are physically separated from each other. In an online course, there are no required face-to-face sessions and no requirements for on-campus activity.

*Note: For VA: *When a course is taken solely online, the course must be certified to VA as distance training.*

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

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

including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing, or computer conferencing.

Semi-Hybrid Course

A semi-hybrid course combines scheduled synchronous and asynchronous learning activities to provide regular and substantive interaction between students and instructors. A semi-hybrid course usually **has fewer than 50 percent** of its activities occurring in a face-to-face format.

Special Topics Course

Special topics courses, listed alphabetically according to department prefix (indicated here by "XXX"), are followed by a course number, as follows: XXX 09000-09999, XXX 19000-19999, XXX 29000-29999, XXX 39000-39999, XXX 49000-49999, XXX 59000-59999, XXX 69000-69999, XXX 79000-79999. These courses are offered to cover special topics within a college or department. Special topics courses may be worth one to six credit hours and may be repeated, in some cases. Departments may designate specific course numbers for special topics courses if the courses meet general education or major requirements. Lab fees may be required.

Tutorial

A tutorial is a class listed in the catalog taught to a student on an individual basis. The content of the course is the same as the material taught in the regularly scheduled class. The contact time requirement for a tutorial is one documented contact hour per week during which the subject matter will be discussed and student progress evaluated. Only instructors who have previously taught the class in the regular session will be approved to teach a tutorial unless permission is granted by the dean. Only students with a true need will be considered for a tutorial, and it is up to the academic college and the instructor whether to grant a tutorial. It is strongly recommended that undergraduate students who are granted tutorials have at least a 2.5 cumulative GPA. Graduate students should have at least a 3.0 cumulative GPA to qualify for a tutorial course.

To enroll in a tutorial course, the tutorial proposal form must be completed, signed, and returned to the Office of Academic Services no later than the third week of the term in which the work is to be done. An add/drop/enrollment form and a syllabus must be attached.

Program Types
Blended Program

A type of 'distance-delivered program' in which the required courses are offered as a combination of courses in different modalities, such as courses that are online, hybrid, hyflex, on-ground, etc. Blended programs (also known as hybrid programs in other institutions) require the same level of regular and substantive interaction between the students and the instructor as required for all courses.

Consortium Program

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

Online Program

A type of 'distance-delivered program' in which 100 percent of the instruction and interaction for a particular program occurs via electronic communication, correspondence or equivalent mechanisms, where there is regular and substantive interaction between the students and the instructor, and where the faculty and students are physically separated from each other. There are no required face-to-face sessions within the courses and no requirements for on-campus activity.

Study Abroad Program

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

- Faculty-led courses for short-term study abroad, such as courses offered during throughout the year.

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

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

- An established program supervised by another American college or university, with academic credits being transferred back to Lindenwood.

- Independent study (either under the direction of a member of the Lindenwood faculty or by a host institution) that has been recognized by the sponsoring member of the Lindenwood faculty. A student who embarks on such study must send an official transcript through ECE (Educational Credential Evaluators) for evaluation before the credits can be accepted by Lindenwood.

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

- Be in good academic, social, and financial standing with Lindenwood University.

- Either have facility in the spoken language of the host country or be planning to study the language as a part of the approved study abroad coursework if this is required for the program.
- Meet course- or program-specific prerequisites.

All responsibility for travel, finances, application for admission to a foreign institution (where applicable), and the making of any other necessary arrangements rests with the student. For some programs, a student's enrollment in a program of study abroad is considered enrollment at the home institution for the purposes of applying for assistance under the Title IV programs. Students should consult the Office of Student Financial Services for additional information. Any student planning to take a course from any institution other than Lindenwood should complete a Prior Approval form before leaving. This will guarantee that the credit will be accepted by Lindenwood.

Any study abroad coursework must be approved by the department at Lindenwood that will recommend credit. The academic advisor will help the student make appropriate course choices. Final approval of the program and the credit to be granted after completion of the study abroad period rests with the assistant director of the study abroad program after consulting the associate provost of curriculum and experiential learning. Questions about student study abroad opportunities may be directed to the assistant director of study abroad at studyabroad@lindenwood.edu.

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

Student Modality

Modality refers to the way that students receive instruction. Lindenwood University is proud to offer two modalities for our degree programs: online and on-ground. Students are admitted as either online or on-ground students and are expected to complete the majority of their coursework via modality under which they were admitted. If an undergraduate student is considering shifting their mode of study from on-ground, classroom instruction to online learning (or from online to on-ground), they should be aware of a few potential ramifications.

Students who transition from on ground to online will lose eligibility of certain Lindenwood University grants and scholarships.

Tuition costs will change from a flat rate to a per-credit-hour-rate.

Student athletes should contact their coach before changing from on-ground to online.

Veterans who are interested in changing to online education should contact the university's Veteran Affairs office.

For international students, switching to all online classes could jeopardize your visa status; international students should contact the Office of Admissions and Services for International Students with any concerns about taking on-ground classes.

Once a student has conferred with the necessary offices, they can download and complete the Petition for Change of Modality form with their advisor and email it to academicservices@lindenwood.edu.

COLLEGE OF ARTS AND HUMANITIES

Kathi Vosevich, PhD, Dean

Mission:

Preparing for every future.

Make your own way. Tell your own story.

The College of Arts and Humanities advances the mission of Lindenwood University by offering students high-quality academic, creative, and experiential programs to succeed in their careers and lives.

Join the College of Arts and Humanities and engage with world-class scholars, writers, designers, and visual and performing artists in state-of-the-art facilities. You'll get a personalized experience and build lasting professional relationships, as you develop highly valued power skills, such as critical thinking, creativity, effective communication, and empathy. Explore and showcase your talents while crafting a successful and meaningful future.

Art History, AI, and Visual Culture

Department title revised after publishing — June Addendum — 6/11/2024

ART HISTORY AND VISUAL CULTURE, MA

30 credit hours

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

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Completion Options

Non-Thesis/Applied Project Option

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

Thesis Option

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

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

Foreign Language Requirements

The foreign language examinations are administered by the Department of Foreign Languages and ensure students have the ability to read in either French or German and use a language as a tool in the discipline. Students must successfully complete the foreign language examination within the first 18 credit hours of the program. Should the student fail the first attempt, a second will be allowed. However, the examination must be successfully passed at 15 credit hours, and, as such, students are encouraged to take it in their first semester.

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

Comprehensive Examination

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

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 57000	Comprehensive Examination	0
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Specialized Coursework

15 credit hours of coursework from the following options:

ARTH 55300	Eighteenth Century Art	3
ARTH 55400	Nineteenth-Century Art	3
ARTH 55600	Baroque Art	3
ARTH 55700	Ancient Art	3
ARTH 55800	Medieval Art	3

ARTH 56100	Twentieth-Century Art/Modern	3
ARTH 56200	Twentieth-Century Art/Contemporary	3
ARTH 56300	Early Modern Gender Studies	3
ARTH 56400	Non-Western Art	3
ARTH 56500	History of Photography	3
ARTH 56900	History of Graphic Design	3
ARTH 57000	History of Games and Critical Theory	3
ARTH 57001/CINE 54000	History of World Cinema	3
ARTH 57200	History of Costume and Fashion to 1900	3
ARTH 57300	History of Costume and Fashion from 1900	3
ARTH 58000	History of Digital Art	3
ARTH 58300	Renaissance Art	3
ARTH 58400	Classical Myth	3
ARTH 58600-58699	Special Topics	3
ARTH 58900	Art Theory and Criticism	3
ARTH 58901	Independent Study	1-6
ARTH 58902	Independent Study	1-6
ARTH 58903	Independent Study	1-6
CAH 55555	Internship	1-6

ART HISTORY GRADUATE CERTIFICATE

18 credit hours

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Requirements

Certificate Coursework

18 credit hours of coursework from the following options:

ARTH 55300	Eighteenth Century Art	3
ARTH 55400	Nineteenth-Century Art	3
ARTH 55600	Baroque Art	3
ARTH 55700	Ancient Art	3
ARTH 55800	Medieval Art	3
ARTH 56100	Twentieth-Century Art/Modern	3
ARTH 56200	Twentieth-Century Art/Contemporary	3
ARTH 56300	Early Modern Gender Studies	3
ARTH 56400	Non-Western Art	3
ARTH 56500	History of Photography	3
ARTH 56900	History of Graphic Design	3
ARTH 57000	History of Games and Critical Theory	3
ARTH 57001/CINE 54000	History of World Cinema	3
ARTH 57200	History of Costume and Fashion to 1900	3
ARTH 57300	History of Costume and Fashion from 1900	3
ARTH 58000	History of Digital Art	3
ARTH 58300	Renaissance Art	3
ARTH 58400	Classical Myth	3
ARTH 58600-58699	Special Topics	3
ARTH 58900	Art Theory and Criticism	3

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

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

HUMAN-CENTERED ARTIFICIAL INTELLIGENCE, MA

Program added after publishing — June Addendum — 6/11/2024

30 credit hours

The Master of Arts in Human-Centered Artificial Intelligence (AI) is a transformative 30-credit-hour graduate program offered by the College of Arts and Humanities. Designed for individuals from diverse academic and professional backgrounds, this program does not require previous experience in artificial intelligence, machine learning, or mathematics. It is specifically tailored to empower non-specialists in all fields to harness the potential of AI across various modalities, including content generation for writing, image and video creation, and coding. The program offers a flexible, interdisciplinary curriculum that prepares graduates to excel in the rapidly evolving landscape of human-centered AI. Students will gain hands-on experience through real-world projects and research tailored to their interests and professional goals.

Admission Requirements

Applications for the Master of Arts in Human-Centered Artificial Intelligence are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met, and are then reviewed by program faculty to determine acceptance into the program. Applicants should fulfill the following requirements:

- Hold an undergraduate degree with a minimum GPA of 3.0 in all major coursework.

- Submit official results from the Graduate Record Examination (GRE) if the GPA falls below 3.0.

- Provide contact information for three academic and/or professional references.

- Submit a 1,000-word statement of purpose outlining the applicant's goals.

- Depending on the area of study, applicants may be required to submit specific deliverables such as a writing sample and/or portfolio of work.

Completion Options

Non-Thesis/Applied Project Option

This option is suitable for students with a professional focus. It allows them to apply the theories and research methods of their field in a professional setting or through a final product or series of products. Projects may take various forms, but all students produce some material on behalf of an organization or field of practice. Students document their progress and product for final review by their thesis committee.

Thesis Option

The thesis option involves the creation of an original piece of scholarship relevant to the field of study. Students investigate an aspect of that field, professional area, or organization. They evaluate existing research, develop a research question, and refine their thesis over the course of the program. The final thesis is written in the last two semesters and reviewed by the thesis committee. Students taking the thesis option are required to take CAH 50000 Research Methods as one of their electives.

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3
PHRL 52500	Ethics of AI	3

Specialized Coursework

9 credit hours of coursework from the following options:

AIHC 53500	Data Analysis and Visualization	3
AIHC 53600	AI for Skill Development	3
AIHC 53700	Coding and Scripting with Generative AI	3
AIHC 53800	Advanced Research and Writing with AI	3
AIHC 54000	Generative AI Image Production	3
AIHC 55500	Human-AI Collaboration	3

Elective Coursework

6 credit hours of coursework from the following options:

AIHC 53500	Data Analysis and Visualization	3
AIHC 53600	AI for Skill Development	3
AIHC 53700	Coding and Scripting with Generative AI	3
AIHC 53800	Advanced Research and Writing with AI	3
AIHC 54000	Generative AI Image Production	3
AIHC 55500	Human-AI Collaboration	3
CAH 50000	Research Methods	3
CAH 55555	Internship	1-6
DCS 52200	Emerging Platforms and Analytics	3
DCS 56000	Information Literacy	3

No duplication of coursework allowed.

INTERDISCIPLINARY MEDIA ARTS, MFA

Department updated after publishing — June Addendum — 6/11/2024

48 credit hours

The move away from exclusive specialization within the realm of visual arts commenced more than a decade ago, and it endures as we witness the continuous fusion of new media with traditional artistic mediums. The 3-year Master of Fine Arts (MFA) in Interdisciplinary Media Arts is a terminal degree that integrates various media, harmonizing contemporary artistic practice with studies in art, design, and media production encompassing both historical and theoretical facets. Through this terminal degree program, students embark on a multifaceted journey. In their first year, they immerse themselves in exploring interdisciplinary methodologies in media creation as an artistic pursuit, gaining familiarity with the ever-evolving landscape of contemporary media art. The remainder of the program is devoted to the cultivation of their own definitive portfolio and the creation of a scholarly thesis report. This program's distinctive attribute lies in its integration of diverse media forms, affording students a comprehensive understanding of the interplay between art and technology.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Requirements

Major Coursework

21 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 56000	Graduate Seminar II	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

CAH 56000 should be taken for a total of 6 credit hours (repeatable up to 9 credit hours) to meet the minimum core credits.

History and Theory Elective Coursework

6 credit hours of coursework from the following options:

ARTH 55400	Nineteenth-Century Art	3
ARTH 55600	Baroque Art	3
ARTH 55700	Ancient Art	3
ARTH 55800	Medieval Art	3
ARTH 56100	Twentieth-Century Art/Modern	3
ARTH 56200	Twentieth-Century Art/Contemporary	3
ARTH 56300	Early Modern Gender Studies	3
ARTH 56400	Non-Western Art	3
ARTH 56500	History of Photography	3

ARTH 56900	History of Graphic Design	3
ARTH 57000	History of Games and Critical Theory	3
ARTH 57001/CINE 54000	History of World Cinema	3
ARTH 57200	History of Costume and Fashion to 1900	3
ARTH 57300	History of Costume and Fashion from 1900	3
ARTH 58000	History of Digital Art	3
ARTH 58300	Renaissance Art	3
ARTH 58400	Classical Myth	3
ARTH 58600-58699	Special Topics	3
ARTH 58900	Art Theory and Criticism	3
ARTH 58901	Independent Study	1-6
ARTH 58902	Independent Study	1-6
ARTH 58903	Independent Study	1-6

Media Elective Coursework

21 credit hours of media elective coursework from the following options and drawing on at least two different disciplinary prefixes (e.g., AAD and DCS), with at least 9 credit hours completed in each of two disciplines:

AAD 50000	Portfolio and Career Foundations	3
AAD 50010	Research Studies I: Methods in Art and Design	3
AAD 50020	Research Studies II: Seminar in Art and Design	3
AAD 50030	Research Studies III: Theories in Art and Design	3
AAD 50100	Printmaking	3
AAD 50500	Painting	3
AAD 51000	Design with Illustrator	3
AAD 51100	Extended Realities (XR/AR/VR)	3
AAD 51200	User Experience and Interaction Design for XR (AR/VR)	3
AAD 51300	Cinematics for XR (AR/VR)	3
AAD 51350	Development for XR (AR/VR)	3
AAD 51500	Studies in Graphic Design	3
AAD 51600	Drag and Drop Web Design	3
AAD 52001	Graduate Art and Design Firm	3
AAD 52100	Digital Art I	3
AAD 52200	Motion Graphics	3
AAD 52300	Digital Art II	3
AAD 52400	Digital Art III	3
AAD 52500	Desktop Publishing	3
AAD 52600	Digital Art IV	3
AAD 52700-52799	Focus in Design	3
AAD 52900	Concept Design	3
AAD 53000	Drawing	3
AAD 53001	Digital Photography	3

AAD 53100-53199	Focus in Interactive	3
AAD 53200-53299	Focus in Web	3
AAD 53310	3D Printing	3
AAD 53400	Fibers	3
AAD 53500	Graduate Projects in Art - Graphic Design	3
AAD 53600	3D Graphics	3
AAD 53700	Digital Painting	3
AAD 54001	Digital Photography II	3
AAD 54600	Digital Imaging	3
AAD 54800	Digital Illustration	3
AAD 54900	Print Design and Production	3
AAD 55001	Digital Photography III	3
AAD 55100	Typography I	3
AAD 55400	Graduate Web Design I	3
AAD 56001	Digital Photography IV	3
AAD 56400	Graduate Web Design II	3
AAD 57000	Graduate Projects in Studio Art	3
AAD 57440	Graduate Web Design III	3
AAD 57700	Graphic Design Portfolio	3
AAD 57800	Graphic Design Studio	3
AAD 58600-58699	Special Topics	3
AAD 58901	Independent Study	1-6
AAD 58902	Independent Study	1-6
AAD 58903	Independent Study	1-6
AAD 59000-59999	Special Topics	1-3
CAH 53000	Arts Entrepreneurship	3
CAH 55555	Internship	1-6
CINE 50000	Cinema Workshop	3
CINE 51500	MicroCinema	3
CINE 52700	Advanced Cinematography	3
CINE 52800	Directing for Film & Television	3
CINE 53500	History of Animation	3
CINE 53700	Cinema and Gender	3
CINE 54200	The Films of the Coen Brothers	3
CINE 54300	The Films of Alfred Hitchcock	3
CINE 54400	Horror Cinema	3
CINE 54700	Cult Cinema	3
CINE 55000	Screenwriting	3
CINE 55200	Advanced Screenwriting	3
CINE 55500	Feature Film Screenwriting	3
CINE 56000	Producing for Film and Video	3
CINE 56300	Production Management	3
CINE 58500	Advanced Post Production	3
CINE 58700	Visual Effects	3
COM 50100	Mass Communications Law	3
COM 50200	Seminar in Professional Practice and Ethics	3
COM 50310	Contemporary Digital Rights	3
COM 50320	Critical Analysis of Media	3
COM 50330	Media and Politics	3

COM 50340	Audience Analysis in an Interactive Age	3
COM 50400	Broadcast Newswriting	3
COM 52500	Photojournalism	3
COM 54300	Television News Production	3
COM 55000	Media Literacy	3
COM 57100	Advanced Audio Production	3
COM 57300-57399	Topics in Producing	3
COM 57600-57699	Topics in Production	3
COM 57700-57799	Topics in Post-Production	3
COM 57800-57899	Topics in Scriptwriting	3
COM 57900	Television Production	3
COM 58000	Television News Reporting	3
DCS 50000	Digital Content and Demographics	3
DCS 51000	Media Literacy Theory	3
DCS 52000	History of Contemporary Media Industries	3
DCS 52200	Emerging Platforms and Analytics	3
DCS 55000	Personal Branding	3
DCS 56000	Information Literacy	3
DCS 57000	Contemporary Audience Analysis	3
DCS 58900	Digital Content Strategy Capstone	3
GAM 50001	Team Studio I	3
GAM 50120	Level Design	3
GAM 56500	Game Design Internship	3
GAM 57000	3D Animation	3

Note: Not all courses listed here are available in all instructional modalities: for example, some are available exclusively in the online modality, and some are available exclusively in the seated modality. Please consult with the relevant departments for further detail.

Art, Production, and Design

ART AND DESIGN, MA

30 credit hours

The Master of Arts in art and design provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in design. Students are exposed to various approaches in the field, provided with a historical overview of the field, and are introduced to the principles of a wide range of areas with emphases in graphic design, and studio art.

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine

graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Completion Options

Non-Thesis/Applied Project Option

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

Thesis Option

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

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of CAH 61000, must enroll in

CAH 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Specialized Coursework

15 credit hours of coursework from the following options:

AAD 50000	Portfolio and Career Foundations	3
AAD 51000	Design with Illustrator	3
AAD 51600	Drag and Drop Web Design	3
AAD 52200	Motion Graphics	3
AAD 52450	Applications for Mobile Devices	3
AAD 52500	Desktop Publishing	3
AAD 52700-52799	Focus in Design	3
AAD 53001	Digital Photography	3
AAD 53100-53199	Focus in Interactive	3
AAD 53200-53299	Focus in Web	3
AAD 53310	3D Printing	3
AAD 53600	3D Graphics	3
AAD 53700	Digital Painting	3
AAD 54001	Digital Photography II	3
AAD 55100	Typography I	3
AAD 55200	Typography II	3
AAD 55400	Graduate Web Design I	3
AAD 55501	Visual Branding	3
AAD 56400	Graduate Web Design II	3
AAD 56600	Advanced 3D	3
AAD 57440	Graduate Web Design III	3
AAD 59000-59999	Special Topics	1-3
CAH 53000	Arts Entrepreneurship	3
CAH 59000-59999	Special Topics	1-3
CINE 58000	Editing for Film and Video	3
COM 55000	Media Literacy	3
COM 57100	Advanced Audio Production	3
COM 59000-59999	Special Topics	3
DCS 52200	Emerging Platforms and Analytics	3
DCS 55000	Personal Branding	3
GAM 57000	3D Animation	3

ART AND DESIGN, MA GRAPHIC DESIGN EMPHASIS

30 credit hours

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Emphasis Coursework

15 credit hours of coursework from the following options:

AAD 50600	Imaging and Illustration	3
AAD 51000	Design with Illustrator	3
AAD 52001	Graduate Art and Design Firm	3
AAD 52200	Motion Graphics	3
AAD 52500	Desktop Publishing	3
AAD 54900	Print Design and Production	3
AAD 55100	Typography I	3
AAD 55200	Typography II	3
AAD 55400	Graduate Web Design I	3
AAD 55501	Visual Branding	3
AAD 59000-59999	Special Topics	1-3
ARTH 56900	History of Graphic Design	3
CAH 55555	Internship	1-6
CAH 59000-59999	Special Topics	1-3

ART AND DESIGN, MA STUDIO ART EMPHASIS

30 credit hours

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Emphasis Coursework

15 credit hours of coursework from the following options:

AAD 50100	Printmaking	3
AAD 50200	Sculpture	3
AAD 50400	Ceramics	3
AAD 50500	Painting	3

AAD 52100	Digital Art I	3
AAD 52300	Digital Art II	3
AAD 52900	Concept Design	3
AAD 53000	Drawing	3
AAD 53001	Digital Photography	3
AAD 53010	Figure Drawing	3

FASHION BUSINESS AND ENTREPRENEURSHIP, MS

30 credit hours

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

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Completion Options

Non-Thesis/Applied Project Option

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

Thesis Option

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

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

Requirements

Major Coursework

21 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3
FBD 58500	Fashion Business and Entrepreneurship	3
FBD 60000	Fashion Business Capstone	3

Specialized Coursework

9 credit hours of coursework from the following options:

ACCT 51010	Financial Accounting Concepts	3
CAH 55555	Internship	1-6
ECON 53081	Economics Concepts	3
ENTR 57515	Small Business Management	3
FBD 51700	Digital Apparel Production Management	3
FBD 57200/ARTH 57200	History of Costume to 1900	3
FBD 57300/ARTH 57300	History of Costume from 1900	3
FBD 58530	Innovative Luxury Branding and Visual Display	3

FBD 58540	Global Apparel Buying and Trend Forecasting	3
FBD 58550	Global Fashion Sustainability	3
FBD 58560	Innovative Fashion Marketing and the Global Consumer	3
FBD 58570	Fashion Writing and Global Communication	3
MGMT 56025	Business Concepts	3
MGMT 56060	Business Law and Ethics	3
MRKT 55010	Marketing Principles and Issues	3
MRKT 55020	Marketing Information and Research	3
MRKT 55040	Advertising and Promotional Strategy	3

FASHION DESIGN AND TECHNOLOGY, MA

30 credit hours

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

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Completion Options

Non-Thesis/Applied Project Option

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

Thesis Option

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

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

Requirements

Major Coursework

18 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3
FBD 55000	Final Collection I	3

Specialized Coursework

12 credit hours of coursework from the following options:

FBD 50000	Studio I	3
FBD 51000	Studio II	3
FBD 51300	Advanced CAD I: Apparel Design	3
FBD 51600	Fashion Illustration	3
FBD 52000	Studio III	3
FBD 53000	Studio IV	3

FBD 55100	Advanced CAD II: Textile Design	3
FBD 55200	Advanced CAD III: Patternmaking	3
FBD 55300	Advanced CAD IV: Technical Design	3
FBD 56500	Fashion Internship	3
FBD 56600	Fashion Teaching Internship	3
FBD 57200/ARTH 57200	History of Costume to 1900	3
FBD 57300/ARTH 57300	History of Costume from 1900	3

GAME DESIGN, MA

30 credit hours

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

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.

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

- 1,000-word statement of purpose describing applicant's goals.

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

Completion Options

Non-Thesis/Applied Project Option

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

Thesis Option

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

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

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Specialized Coursework

15 credit hours of coursework from the following options:

AAD 52900	Concept Design	3
AAD 53600	3D Graphics	3
ARTH 57000	History of Games and Critical Theory	3
CAH 53000	Arts Entrepreneurship	3
CAH 59000-59999	Special Topics	1-3
GAM 50001	Team Studio I	3
GAM 50120	Level Design	3

GAM 52400	Game Design Firm	3
GAM 56500	Game Design Internship	3
GAM 56800	Game Development	3
GAM 57000	3D Animation	3

DATA VISUALIZATION GRADUATE CERTIFICATE

15 credit hours

Requirements

Certificate Coursework

6 credit hours of coursework from the following options:

| AAD 55700 | Infographics | 3 |
| DCS 52200 | Emerging Platforms and Analytics | 3 |

Elective Coursework I

3 credit hours of coursework from the following options:

| AAD 50600 | Imaging and Illustration | 3 |
| AAD 51000 | Design with Illustrator | 3 |

Elective Coursework II

3 credit hours of coursework from the following options:

AAD 52200	Motion Graphics	3
IIT 56506	Big Data Analytics	3
MGMT 56080	Business Analytics	3
MRKT 55015	Digital Marketing	3

Practical Application Coursework

3 credit hours of coursework from the following options:

AAD 52001	Graduate Art and Design Firm	3
CAH 55555	Internship	1-6
ENTR 57589	Internship	1-3
IIT 60400	Information Technology Internship	3
MGMT 56088	Internship	1-3
MRKT 55088	Internship	1-3

EXTENDED REALITY (XR/AR/VR/MR) GRADUATE CERTIFICATE

12 credit hours

Requirements

Certificate Coursework

9 credit hours of coursework from the following options:

AAD 51100	Extended Realities (XR/AR/VR)	3
AAD 51200	User Experience and Interaction Design for XR (AR/VR)	3
AAD 51350	Development for XR (AR/VR)	3

Elective Coursework

3 credit hours of coursework from the following options:

| AAD 51300 | Cinematics for XR (AR/VR) | 3 |
| AAD 53600 | 3D Graphics | 3 |

Media, Communications, and Cinema

CINEMA AND MEDIA ARTS, MFA

54 credit hours

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

Students in the Master of Fine Arts in cinema and media arts will

1. Create films that are engaging, meaningful, and inventive works of cinematic storytelling.

2. Master the style and technique of filmmaking.

3. Become artistic entrepreneurs, capable of independently initiating and leading projects from concept to screen.

4. Build and draw on a broad knowledge of the arts in finding their own creative voices.

5. Become well versed in film theory and history and know their own creative influences and artistic context.

A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course, if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

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

- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.
- Contact information for three academic and/or professional references.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work.

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

Requirements

Major Coursework

21 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CINE 50000	Cinema Workshop	3
CINE 60000	Cinema Thesis	3

Students must complete 6 credit hours in CINE 50000 and 6 credit hours in CINE 60000 to meet major coursework credit hour requirements.

Art & Media Studies Elective Coursework

6 credit hours of coursework from the following options:

AAD 50000-59999	Any Graduate Level AAD course	3
ARTH 55400-58903	Any Graduate-Level ARTH course	3
CINE 53000-54999	Media Studies Elective	3
CINE 54000	History of World Cinema	3

Cinema Elective Coursework

12 credit hours of coursework from the following options:

CINE 50000-59999	Any Graduate-Level CINE Course	3

Extended Graduate-Level Coursework

9 credit hours of coursework from the following options:

CAH 55555	Internship	1-6
CAH 56000	Graduate Seminar II	3
CINE 50000	Cinema Workshop	3
IMF 51400-59799	Any Graduate-Level IMF course	3

Free Elective Coursework

6 credit hours of coursework from the following options:

Additional 6 credit hours of graduate courses to be chosen in consultation with the student's advisor.

No duplication of coursework allowed.

SOCIAL MEDIA MARKETING, MS

30 credit hours

The Master of Science in social media marketing provides students with the skills needed to create, analyze, and optimize social media content and campaigns. With a firm foundation in information gathering techniques and data analysis, students will learn to define and analyze audiences for and with social media and to measure the effectiveness of social media strategies. A graduate student in the College of Arts and Humanities may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the Office of University Admissions to ensure all university admissions standards are met. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the College of Arts and Humanities should complete and/or submit the following documents and information:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) may be required if GPA is below 3.0.
- Contact information for three academic and/or professional references.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work.

Completion Options

Non-Thesis/Applied Project Option

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

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

Thesis Option

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

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

Requirements

Major Coursework

15 credit hours of coursework from the following options:

CAH 50000	Research Methods	3
CAH 51000	Research and Scholastic Writing	3
CAH 55000	Graduate Seminar	3
CAH 60000	Thesis/Directed Project I	3
CAH 61000	Thesis/Directed Project II	3

Specialized Coursework

15 credit hours of coursework from the following options:

AAD 55501	Visual Branding	3
CAH 53000	Arts Entrepreneurship	3
COM 55000	Media Literacy	3
DCS 50000	Digital Content and Demographics	3
DCS 51000	Media Literacy Theory	3
DCS 52200	Emerging Platforms and Analytics	3
DCS 52500	Social Media Strategy	3
DCS 54500	Advanced Social Media Strategy	3
DCS 55000	Personal Branding	3
DCS 56000	Information Literacy	3
DCS 57000	Contemporary Audience Analysis	3
DCS 57100	Social Media Strategy Practicum	3
MRKT 55010	Marketing Principles and Issues	3
MRKT 55015	Digital Marketing	3
MRKT 55040	Advertising and Promotional Strategy	3

Public Administration

PUBLIC ADMINISTRATION, MPA

36 credit hours

This degree is offered online.

The Master of Public Administration (MPA) is offered online. All required and elective courses are available online, although they may not be offered every graduate session. Students and prospective students will work with an advisor who will help plan a schedule regarding courses, given the schedule of offerings.

The MPA is a professional graduate program that prepares individuals to serve as managers in local, state, and federal/national government. The MPA is also useful if a student is interested in employment with an international organization or agency. Working in the public sector often requires skills that cannot be confined to a single discipline: the public sector and the private sector cross paths, and public officials need the skills of both to function effectively. Public administration is a blending of business administration, human services, and additional core topics covered in the required public administration courses and the MPA degree program is designed to educate students in the applications of inter-disciplinary skills needed in government operations.

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

Requirements

Major Coursework

21 credit hours of coursework from the following options:

MPA 52000	Public Administration: Principles, Applications and Ethics	3
MPA 53000	Program-Implementation and Evaluation	3
MPA 54000	Governmental Budgeting	3
MPA 55000	Economic Analysis for Policy Makers	3
MPA 56000	Public Finance and Taxation	3
MPA 57000	Business-Government Environment	3
MPA 60000	Capstone Course in Public Administration	3

Research Design Coursework

3 credit hours of coursework from the following options:

MPA 53500	Policy Design and Analysis	3
MPA 53700	Data Collection and Evaluation	3

Budgeting and Finance Coursework

3 credit hours of coursework from the following options:

MPA 54500	Policy and Budgetary Forecasting	3
MPA 56500	State and Local Public Finance, Taxation and Auditing	3

Accountability in Public Administration Coursework

3 credit hours of coursework from the following options:

MPA 52500	Government Institutions: Performance and Accountability	3
MPA 57500	Legal Issues in Public Administration	3

Elective Coursework

6 credit hours of coursework from the following options:

ACCT 51010	Financial Accounting Concepts	3
ACCT 51011	Managerial Accounting	3
ECON 53081	Economics Concepts	3
HRM 56510	Strategic Human Resource Management	3
HRM 56545	Employment and Labor Law	3
MGMT 56001	Information Technology for Managers	3
MGMT 56020	Organizational Communications	3
MGMT 56030	Management Practices	3
MGMT 56035	Organizational Behavior	3
MGMT 56037	Organizational Change and Development	3
MGMT 56053	Leadership Competencies	3
MGMT 56057	Leadership Strategies	3
MGMT 56070	Statistics and Quantitative Analysis	3
MPA 59000-59999	Special Topics in Public Administration	3

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

POLICY DESIGN AND ANALYSIS GRADUATE CERTIFICATE

18 credit hours

Requirements

Certificate Coursework

18 credit hours of coursework from the following options:

MPA 52000	Public Administration: Principles, Applications and Ethics	3
MPA 52500	Government Institutions: Performance and Accountability	3
MPA 53000	Program-Implementation and Evaluation	3
MPA 53500	Policy Design and Analysis	3
MPA 53700	Data Collection and Evaluation	3
MPA 54500	Policy and Budgetary Forecasting	3

Writing

WRITING, MFA

48 credit hours

This degree is offered online as well as on-ground.

The Master of Fine Arts in writing focuses on the study and practice of the craft of creative writing. We offer craft classes, literature classes, and writing workshops in small class settings.

Admission to the MFA in writing program is based on a creative writing sample and a statement of purpose. Both items should be included in the admissions application. The writing sample should be 7-10 pages of creative writing (Fiction, Poetry, Creative Nonfiction, or Young Adult and Middle Grade). The statement of purpose should describe why the applicant would like to pursue the MFA degree and the role writing has played in their personal life. The program seeks students who clearly demonstrate strong writing skills, an understanding of the craft of literary creative writing, and a willingness to continue growing as a writer. Students must also meet all university admissions requirements.

The MFA in writing is a 48-credit-hour degree program. In the first two terms, students must take an Orientation course and are expected to also take a Foundations course in one of four genres: fiction, poetry, creative nonfiction, or young adult and middle grade writing. The six-credit graduate thesis, in which students produce a creative thesis in the student's genre(s) of choice, should be taken in the final semester of the student's program. Students select the remainder of their coursework from the MFA in writing curriculum in whatever order they wish.

Completing a Track

Students have the option to complete a curriculum track in one of four areas: Fiction, Poetry, Creative Nonfiction, or Young Adult and Middle Grade writing. Students are not required to complete a curriculum track.

An emphasis requires a minimum of 27 credit hours of coursework in the emphasis area, including at least one Foundations course from the list below for the declared

genre. The six credit-hour thesis must focus primarily on the emphasis genre.

Note that students in the Young Adult-Middle Grade (YA-MG) emphasis track may count 9 credits of (non-YA-MG) Fiction as part of their required 27 credits of YA-MG Fiction. Likewise, Fiction emphasis track students can count 9 credits of YA-MG Fiction as part of their 27 credits of Fiction.

Emphasis students may choose any IMF course numbers for their 12 remaining credit hours. Students work with an advisor to ensure proper emphasis coursework is completed.

Requirements

Major Coursework

9 credit hours of coursework from the following options:

| IMF 50000 | MFA Lindenways | 3 |
| IMF 65000 | MFA Thesis | 6 |

Foundations Coursework

All students, regardless of whether they declare an emphasis track, must complete 3 credit hours of coursework from a Foundations course in one of four genres: Fiction, Creative Nonfiction, Poetry, or Young Adult and Middle Grade Writing.

Note that students pursuing an emphasis must take the foundations course that matches their emphasis designation.

Elective Coursework

Students who are not pursuing a curriculum track will take 36 credit hours of elective IMF coursework. Students who are pursuing a curriculum track must take 27 credits in their emphasis area, as well as, 12 additional elective credits.

PLASTER COLLEGE OF BUSINESS AND ENTREPRENEURSHIP

Jennifer Mack, PhD. Dean

Plaster College of Business and Entrepreneurship
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PlasterCollegeofBusiness@lindenwood.edu

Mission

Set forth below, the mission of the Plaster College of Business and Entrepreneurship complements and expands upon the Lindenwood University mission statement. In furtherance of the university's mission, the Plaster College of Business and Entrepreneurship is committed to:

- Providing a comprehensive core curriculum of business subjects.

- Instilling a strong and enduring sense of ethical business practices.

- Providing theoretical tools and analytical skills for lifelong use.

- Developing the student's communication and presentation skills.

- Offering major fields of study to equip students for specialized careers.

- Providing opportunities to supplement classroom education with real world experience.

- Expanding the student's geographical and cultural horizons for success in an increasingly global economy.

- Instilling the entrepreneurial model as an essential component of American free enterprise.

- Fostering the scholarship of teaching, application, integration, and discovery among its students and faculty, as appropriate.

Graduate Outcomes

The Plaster College of Business and Entrepreneurship provides instruction, knowledge, and experience in an environment that encourages students to develop self-motivation and the ethical standards essential to becoming citizens in the global business community. The Lindenwood University Plaster College of Business and Entrepreneurship expects that its graduates should:

- Have the contemporary business competencies of their chosen discipline and the aptitude required for life-long learning and personal development.

- Have the technical, human, and conceptual skills that would contribute to critical analysis, problem solving, operational recommendations, and continuous improvement of dynamic and changing organizations and the ability to professionally communicate those recommendations and improvements.

- Demonstrate the entrepreneurial spirit of being enterprising, resourceful, and productive in their professional lives.

- Be able to act and build upon the foundation of their course work for the furtherance of their professional careers.

Description of Graduate Programs

The Plaster College of Business and Entrepreneurship has received specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org). The school's graduate degree programs prepare students to pursue careers in the management of business firms or other formally organized enterprises. The programs emphasize knowledge, skills, and techniques useful in designing and maintaining effective organizations. The case method of instruction is used extensively throughout the student's coursework to enhance decision-making skills.

Graduate programs in the Plaster College of Business and Entrepreneurship operate during fall, spring, and summer terms. Course duration is eight consecutive weeks. The college offers courses in several modalities. Common course modalities include: 1) on-campus meeting one evening per week in four-hour sessions; 2) the entire course is online; or 3) Flex where students may attend the course in person, online synchronously or online asynchronously. Students are expected to participate in their courses multiple times throughout each of the eight weeks.

Completion of Plaster College of Business and Entrepreneurship requirements for degree, completion of all course work, and a minimum 3.0 GPA in all work completed as a graduate student at this university are required in order to receive a graduate degree.

Policies and Procedures

Degree Program Admission Standards

Admission to the Plaster College of Business and Entrepreneurship graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence. An undergraduate GPA of 3.0 (on a 4.0 scale) or higher from a regionally accredited institution is required for admission. Once accepted, students must maintain a minimum cumulative GPA of 3.0. Students whose GPA falls below the 3.0 minimum will be subject to academic probation or suspension, as outlined in Academic Standards (p. 31).

Applicants who do not meet the 3.0 GPA may submit official GMAT or GRE scores in lieu of the 3.0 GPA requirement. Admissions to the Plaster College of Business and Entrepreneurship graduate programs based on GMAT

or GRE scores is granted to students who have an official minimum GMAT score of 500 or combined GRE scores of 300. Scores should not be more than five years old at the time of application.

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

Degree Program Application Procedures

U.S. Citizen and Permanent Resident Application
Application Requirements

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

- Online application.

- Official undergraduate transcript(s) from a regionally accredited institution of higher learning showing that a bachelor's degree has been conferred, with a minimum GPA of 3.0, as well as any transcript showing completed prerequisite courses. In addition, Official transcript(s) from any graduate school(s) will be required. If an applicant has completed a graduate degree prior, admission to the program will be based on the last degree conferred.

- Current résumé.

- Personal statement.

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

U.S. Citizen and Permanent Resident Application Deadlines
The application deadline for on-ground or online students will be two weeks prior to the start of each 8-week term. Term start dates can be viewed in the Academic Calendars (p.62) section of the catalog.

Citizens and U.S. residents should apply online at www.lindenwood.edu/admissions/graduate-admissions. Please email admissions@lindenwood.edu or call (636) 949-4949 with any admissions related questions.

International Citizen Application
Application Requirements

To be considered for admission to the Plaster College of Business and Entrepreneurship, international applicants should complete the online International Application and submit the following items:

- Student Application or Common Application– A completed and signed copy of the application form must be submitted.

- Current résumé.

- Personal statement.

- Official TOEFL or IELTS score. Required minimum TOEFL scores: 550 (paper-based exam), 213 (computer-based exam), 80 (Internet-based exam). Required minimum IELTS score: 6.0. For score reporting, the Lindenwood University code is 6367.

Online Program Application Requirement

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

- International citizens applying to the online graduate programs who do not already possess a Lindenwood transcript submit an official minimum GMAT score of 500. For score reporting, the Lindenwood University code is 6367.

Additional Application Documentation Required

- An affidavit of support–Students should provide an official document or statement from a bank verifying the amount (in U.S. dollars) of personal or family funds available for tuition (personal cost) and educational expenses (books, insurance). All documents must be in English.

- Official transcripts–Graduate candidates must submit certified copies of university transcripts showing that a baccalaureate degree has been conferred, with a minimum GPA of 3.0 (or its equivalent, as determined by ECE or WES). Transcripts must be in their original language and accompanied by a certified English translation. These documents will not be returned to the student. They will become part of the student's official file at Lindenwood University. The cost for the evaluation of the transcript will be incurred by the applicant.

- If transfer credit is requested from an international school, students should submit all transcripts and translations to ECE or WES for evaluation. Refer to www.ece.org or www.wes.org for more information about transcript evaluation. Lindenwood University must be listed as the recipient of the evaluation. ECE or WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy for student records. (For further information regarding the transfer of international credit to a business program, please refer to the Academic Policies section of this catalog.)

- Housing application–Campus housing will be assigned upon receipt of the housing application.

- Passport–Students must provide a clear, readable copy of the identification page of their passports.

- Insurance–All students are required to be insured while studying in the United States. Lindenwood University

does not provide insurance for students. Students may carry any health insurance policy they choose.

- If an international student applicant is transferring from another university within the United States, the student should forward the Lindenwood University transfer paperwork (found in the application) to their schools' officials for processing.

International Citizen Application Deadlines

The application deadlines are listed on the International Admissions website.

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

International residents should complete the online application.

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

Transferring Credit into Graduate Business Programs

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

- All transfer graduate credit must be from a regionally accredited graduate institution and must meet the approval of the dean of the Plaster College of Business and Entrepreneurship and the registrar.

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

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

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

Transferring U.S. Graduate Credit

A student wishing to transfer up to nine semester hours of graduate level coursework from a regionally accredited (U.S.) institution may do so by requesting that an official transcript be sent directly to Lindenwood University's Office of Graduate Admissions by the school or schools that the candidate previously attended. Students should bring copies of these official transcripts when meeting with their academic advisors. An evaluation of transfer credit

will be made by the student's advisor and the dean of the Plaster College of Business and Entrepreneurship.

Transferring International Graduate Credit

A student wishing to transfer up to nine semester hours of graduate level coursework from an international institution must bring to Lindenwood the following items and present them to the academic advisor to review:

- An official ECE* or WES** course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.

- A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.

- An official ECE or WES document evaluation of the international undergraduate transcript, confirming that a baccalaureate degree has been conferred.

Upon arrival to Lindenwood, the student should bring these items to the academic advisor. These items will be reviewed by the advisor and will be forwarded to the dean of the Plaster College of Business and Entrepreneurship for approval.

For further information on ECE, visit www.ece.org.

**For further information on WES, visit www.wes.org.*

Transferring Graduate Credit into a Certificate Program

Students who have taken graduate-level courses may request review of their previous coursework. Previously completed courses will be evaluated, and the Plaster College of Business and Entrepreneurship will determine whether any of those courses and their corresponding credit hours will be accepted in transfer into a graduate certificate program.

The transfer of credit is subject to the following conditions:

- A student may transfer up to nine semester credit hours of coursework from a regionally accredited (U.S.) institution.

- A minimum of 50 percent of the graduate certificate courses must be earned from the Lindenwood University Plaster College of Business and Entrepreneurship.

- Only credit earned within the five-year period preceding the completion of all certification requirements, whether at the Lindenwood University Plaster College of Business and Entrepreneurship or elsewhere, is counted toward a certificate.

A student wishing to transfer up to nine semester credit hours of graduate level coursework from a regionally accredited (U.S.) institution may do so by requesting that an official transcript be sent directly to Lindenwood University's Office of University Admissions by the

school or schools that the candidate previously attended. Students should bring copies of these official transcripts when meeting with academic advisors.

Students seeking to transfer international credit into a certificate program must bring to Lindenwood the following items and present them to the academic advisor:

- An official ECE or WES course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.

- A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.

- An official ECE or WES document evaluation of the international undergraduate transcript, confirming that a baccalaureate degree has been conferred.

These items will be reviewed by the advisor and will be forwarded to the dean of the Plaster College of Business and Entrepreneurship.

Note: The request for a transfer of credit must follow the Plaster College of Business and Entrepreneurship procedures for transferring credit outlined in the catalog year of the applicant's admission into the program. For more information, refer to Transferring U.S. Graduate Credit into a Business Program (p. 63), and Transferring International Graduate Credit into a Business Program (p. 63).

Certificate Program Application and Admission

For admission into a graduate certificate program, candidates must have a bachelor's degree from a regionally accredited U.S. university and a minimum undergraduate GPA of 3.0. Applicants should follow the application procedures required for admission to the MBA program. International applicants must meet the Lindenwood University admissions standards for the year of their admission.

Change of Status from Certificate to Degree Program

A student wishing to pursue a degree or program other than the graduate certificate program should consult with an advisor in the new program to determine whether additional application materials must be submitted for admission to the new program.

Master Graduate Pursuing a Graduate Certificate

A student who has earned a graduate degree and is interested in pursuing a graduate certificate may request to transfer credit hours appropriate to the certificate's foundation and core courses. A minimum of 50 percent of the graduate certificate core and elective courses must be earned from the Plaster College of Business and Entrepreneurship. Only credit earned within the five-year period preceding the completion of all certification requirements, whether at the Lindenwood University

Plaster College of Business and Entrepreneurship or elsewhere, may be counted toward a certificate.

Master Candidate Pursuing a Graduate Certificate

A student who is currently seeking to earn an MBA or MS degree from the Plaster College of Business and Entrepreneurship and is interested in pursuing a graduate certificate must complete the required courses for the certificate program. A student pursuing a graduate degree and a certificate must select different elective courses to fulfill the requirements of the two programs. No duplication of elective coursework is permitted within the degree programs. A minimum of 50 percent of the graduate certificate courses must be earned from the Plaster College of Business and Entrepreneurship. Only credit earned within the five-year period preceding the completion of all certification requirements, whether at the Lindenwood University Plaster College of Business and Entrepreneurship or elsewhere, is counted toward a certificate.

Note that students must determine whether they wish to complete the certificate program and/or pursue a graduate business degree prior to the completion of their third certificate course (nine credit hours). In the scenario in which a student decides to pursue both a certificate and a graduate degree, the credit hours required for the graduate degree must be taken in addition to the credit hours required for their graduate certificate program. The graduate must complete the total number of credit hours sufficient to satisfy both the certificate and degree program requirements.

If, by the nine-credit-hour mark, a student decides to pursue a graduate degree, the graduate certificate courses the student has taken may be used to fulfill the degree requirements of the graduate degree program, and no graduate certificate will be earned or issued.

Orientation to Business Programs for International Students

Graduate programs for all international students begin on the first day of international student orientation. During orientation, students will complete an English language assessment, receive information regarding business program requirements, meet with an academic advisor, and enroll in classes. Any international student who is not able to arrive to the university in time to participate in the orientation program may be required to wait to begin the business program until the start of the subsequent term.

International Student Programming

To best serve the needs of the international graduate student community, an international student program exists within the business school, working in conjunction with the University Admissions to support graduate business students. Among the support services coordinated from within the business program are (1) international advising

(2) new student orientation, and (3) academic writing instruction.

Attendance

Graduate evening programs are designed for motivated learners who take responsibility for their education. In an eight-week program, it is assumed that a student will not miss any classes. However, recognizing that graduate students may be working adults, one absence may be compensated for (at the instructor's discretion) through additional assigned work. Two unexcused absences will result in a grade drop. Three unexcused absences are unacceptable. A student with three or more unexcused absences may, at the discretion of the professor, fail the course and be required to re-take it.

Note: Excessive absences will jeopardize international students' F-1 visa compliance.

PCB&E 4+1 PILOT

Plaster College of Business and Entrepreneurship is piloting 4+1 pathways from undergraduate programs into PCB&E graduate programs which will allow high-achieving undergraduate students an opportunity to earn a bachelor's degree and a master's degree in as few as five years. Full-time college students will complete the majority of their undergraduate curriculum, as well as most of their general education requirements, during their first three years. Then, upon formal acceptance into the master's degree program, the students will complete their graduate coursework during their fourth and fifth year. Current Lindenwood undergraduate students are eligible for participation in the 4+1 master's pathway. Graduation timelines may vary and are dependent on an official review of the student's prior academic history. Students who elect not to complete the graduate portion of the program can still graduate with an undergraduate degree following the completion of all undergraduate degree requirements. The pathway to different master programs has specific eligibility requirements, application procedures, selection criteria, and retention criteria.

Tuition

During their Junior/Senior years, students participating in a 4+1 undergraduate/master's pathway will be subject to undergraduate tuition rates until the undergraduate degree is conferred. Undergraduate tuition permits a student to take up to 18 credit hours per semester. Pathway students must take 12 credit hours of undergraduate courses and may take up to 6 graduate credit hours per term. (Pathway students may take up to a maximum of 12 graduate credit hours at the undergraduate tuition rate while in the 4+1 Pathway.) Undergraduate students who enroll for more than 18 hours in a semester will be charged at the university's course overload rate. Graduate courses completed as an undergraduate student in the 4+1 pathway that provides credit for the undergraduate degree or

graduate degree will be subject to undergraduate tuition and financial aid.

Eligibility

• Enrolled into PCBE major

• 3.0 cumulative GPA or higher

• Earned 60 credit hours

• Completion, or near completion, of all general education requirements

4+1 Undergraduate to Master Pathway Application Process and Criteria:

• Completion of the 4+1 master's pathway application (may be submitted after 60 credit hours).

• Completion of at least 60 undergraduate credit hours at time of application submission to the PCB&E 4+1 pathway. (Credit hours the student is enrolled at the time of 4+1 application will count as part of the total hours).

• Completion of all graduate program prerequisites with a B or better.

• Transcript verification of completion of all program prerequisite courses. If the prerequisite courses have not been completed at the time of application, students can submit final verification at a later date.

Master Pathway Application Deadlines:

• For enrollment into Fall I Graduate courses, the Pathway Application must be submitted by June 1 of the same year.

• For enrollment into Fall II Graduate courses, the Pathway Application must be submitted by September 1 of the same year.

• For enrollment into Spring I Graduate courses, the Pathway Application must be submitted by December 1 of the previous year.

• For enrollment into Spring II Graduate courses, the Pathway Application must be submitted by February 1 of the same year.

• For enrollment into Summer Graduate courses, the Pathway Application must be submitted by April 1 of the same year.

4+1 Master Pathway to Graduate Program Application Process and Criteria:

• Completion of at least 84 undergraduate credit hours before the student may submit an application to and be admitted to the appropriate Lindenwood graduate program.

• Completion of the university graduate program application (after 84 undergraduate credit hours)

- Completion of all graduate program foundation courses or equivalencies with a B or better.

4+1 Master Pathway to Graduate Program and Foundation Courses:

Pathway students may want to plan their undergraduate courses to complete Master Program Foundational or program core courses prior to undergraduate graduation. For undergraduate courses to be counted as completed Graduate Foundation courses, student must earn a grade of B or better in the undergraduate course (each pathway graduate program has program-specific academic eligibility requirements, application procedures, selection criteria, and other admission criteria).

Upon conferment of the undergraduate degree, the student will be considered a graduate student and will be subject to graduate tuition, graduate financial aid, and all other fees associated with graduate programs. Please refer to the current university policies regarding undergraduate and graduate information on tuition, program expenses, and all other fees. For additional information on financial aid, please see the Federal Financial Aid sections in the undergraduate and graduate catalogs.

Students participating in a 4+1 undergraduate to master's pathway will be classified as an undergraduate student until all undergraduate degree requirements have been met. Under normal circumstances, this should be accomplished by the end of the fourth year. Upon completion of the undergraduate degree requirements, the bachelor's degree will be conferred, and the student shall be considered a graduate student for all university purposes.

Earning Graduate Credit as an Undergraduate Student
Enrollment into graduate courses will require approval from the Dean or their appropriate representative. To earn graduate credit as an undergraduate student, the student must be enrolled in at least 9 credit hours at the undergraduate level for each semester that the student is taking graduate credit and have a minimum undergraduate 3.0 GPA (colleges and programs may have different academic requirements please check with the college of your desired program.). A maximum of 6 graduate credit hours may be earned in a single semester. Please see the specific 4+1 undergraduate to master's pathway for additional information. Once a student has been approved for the 4+1 pathway, the undergraduate student will need to follow a 4+1 course plan and will be eligible to register in selected graduate courses. These graduate-level courses will be determined by the 4+1 pathway.

Grading Policy for Undergraduate Students Enrolled in Graduate Courses
Undergraduate students enrolled in graduate-level courses will be graded in accordance to the graduate course grading policy. In graduate level courses, undergraduate students may receive grades of A, B, C, F, W, AF, N, I and

Audit (see appropriate definitions in the Grading System section of the graduate catalog)

Student Classification and Degree Conferment
Students participating in a 4+1 undergraduate to master's pathway will be classified as an undergraduate student until all undergraduate degree requirements have been met. Under normal circumstances, this should be accomplished by the end of the fourth year. Upon completion of the undergraduate degree requirements, the bachelor's degree will be conferred, and the student shall be considered a graduate student for all university purposes.

Upon conferment of the undergraduate degree, the student will be considered a graduate student and will be subject to graduate tuition, graduate financial aid, and all other fees associated with graduate programs. Please refer to the current university policies regarding undergraduate and graduate information on tuition, program expenses, and all other fees. For additional information on financial aid, please see the Federal Financial Aid sections in the undergraduate and graduate catalogs.

Master of Accountancy Program

ACCOUNTANCY, MACC

30-81 credit hours - Amount of credit hours needed to complete program dependent on the courses required to fulfill foundation & prerequisite coursework.

The Master of Accountancy program is intended for students who have completed an undergraduate degree or substantial foundational coursework in accounting. Completion of the Master of Accountancy, coupled with an undergraduate course of study in business and foundational accounting coursework, may satisfy the 150-credit-hour requirement for the Uniform CPA Exam. (Eligibility for the CPA exam in Missouri requires a degree with a concentration in accounting and at least 120 hours of college credit which must include a specific amount of accounting and other business hours. Licensure as a CPA in Missouri requires all of the above and at least 150 college credit hours.)

A primary objective for the MAcc program is to prepare students for the CPA Exam. Therefore, enrollment in the program includes required access to the Becker CPA Review Course at a substantial discount.* Selected courses in the program incorporate materials offered by Becker,** and the cost of the program includes access to the Becker CPA Review materials beginning from the date the student first accesses the materials.

*A program fee of $1,750 will be billed when the student first enrolls in the program, but the 24-month Becker subscription will not begin until the student first accesses the materials.

**Courses with Becker materials integrated are indicated with an (*) in the major and elective courses listings below.

Please consult an advisor in the Plaster College of Business and Entrepreneurship for further information.

Requirements

Master of Accountancy Program Foundation Coursework

0-9 credit hours of coursework from the following options:

A Master of Accountancy student may be required to take the following courses if the student has not completed sufficient prior academic coursework from a regionally accredited institution. Students must have received a grade of B or better in order to waive these requirements. Alternatively, students wishing to waive the English composition requirement may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. Students will be charged a fee for each exam and/or study materials they choose to take. To schedule an appointment to take this exam, contact the Plaster College of Business and Entrepreneurship. Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program.

EPB 50101	Academic & Professional Writing for Business Students I	3
EPB 50102	Academic & Professional Writing for Business Students II	3
MGMT 56070	Statistics and Quantitative Analysis	3

Master of Accountancy General Business Foundation Coursework

0-27 credit hours of coursework from the following options:

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

| ECON 53081 | Economics Concepts | 3 |

ECON 53085	Macroeconomic Analysis	3
FIN 52010	Financial Policy	3
MGMT 56001	Information Technology for Managers	3
MGMT 56010	International Business Operations	3
MGMT 56030	Management Practices	3
MGMT 56035	Organizational Behavior	3
MGMT 56060	Business Law and Ethics	3
MRKT 55010	Marketing Principles and Issues	3

Note: Courses are three credit hours unless otherwise indicated. It is also recommended that students avoid taking courses that may be equivalent to any previously completed coursework when fulfilling the 27-credit-hour requirement.

Prerequisite Coursework

The Master of Accountancy program prerequisite courses are required for Master of Accountancy students who have not completed sufficient preparatory academic coursework in accounting by having earned a grade of C or better in courses previously taken from a regionally accredited institution in the following content areas: financial accounting, managerial accounting, accounting cycle analysis, financial accounting and reporting I (upper-level intermediate), and financial accounting and reporting II (upper-level intermediate). The additional accounting coursework required for such students is as follows, any of which may be waived if the student has completed the class or its equivalent with a grade of C or better.

0-15 credit hours of coursework from the following options:

ACCT 51010	Financial Accounting Concepts	3
ACCT 51011	Managerial Accounting	3
ACCT 31012	Accounting Cycle Analyses	3
ACCT 31020	Financial Accounting and Reporting I	3
ACCT 41021	Financial Accounting and Reporting II	3

Major Coursework

18 credit hours of coursework from the following options:

ACCT 51015	Ethics in Accounting	3
ACCT 51022	Advanced Financial Accounting I	3
ACCT 51023*	Advanced Financial Accounting II	3
ACCT 51050*	Income Tax Planning	3
ACCT 51080*	Advanced Auditing	3
ACCT 61000	Professional Accounting Research	3

Elective Coursework

12 credit hours of coursework from the following options:

| ACCT 51030* | Advanced Cost Management | 3 |
| ACCT 51055 | Business Tax Planning | 3 |

ACCT 51060	Governmental and Nonprofit Accounting	3
ACCT 51065	International Accounting	3
ACCT 51070	Financial Statement Analysis	3
ACCT 51085	Fraud Examination and Forensic Accounting	3
ACCT 51088	Internship	1-3
ACCT 51090-51099	Special Topics in Accounting	3-6

Notes: 1) If choosing ACCT 51088 or ACCT 51090-51099 to fulfill requirement, 3 credit hours of coursework must be taken. 2) Students can only earn credit for one internship as an elective.

Master of Arts Programs

HUMAN RESOURCE MANAGEMENT, MA

33-42 credit hours

Requirements

Foundation Coursework

0-9 credit hours:

A Master of Human Resource Management student may be required to take the following Foundation courses if the student has not completed sufficient prior academic undergraduate coursework from a regionally accredited institution or students have not earned a grade of B or better in courses previously taken from a regionally accredited institution. Students must have received a grade of B or better in order to waive these requirements. Alternatively, students wishing to waive foundation course requirements may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. Students will be charged a fee for each exam and/or study materials they choose to take. To schedule an appointment to take this exam, contact the Plaster College of Business and Entrepreneurship. The Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program. The foundational courses or their equivalents, if required, must be completed during the student's first 18 credit hours of the MBA graduate program.

0-6 credit hours of coursework from the following options:

| EPB 50101 | Academic & Professional Writing for Business Students I | 3 |
| EPB 50102 | Academic & Professional Writing for Business Students II | 3 |

0-3 credit hours of coursework from the following options:

| MGMT 56070 | Statistics and Quantitative Analysis | 3 |
| MTH 14100 | Basic Statistics | 3 |

Major Coursework

30 credit hours of coursework from the following options:

HRM 56510	Strategic Human Resource Management	3
HRM 56530	Workforce Talent Development	3
HRM 56545	Employment and Labor Law	3
HRM 56550	Workforce Total Rewards	3
HRM 56555	Workforce Staffing	3
HRM 56565	Human Resource Management Analytics	3
HRM 56585	Human Resource Management Integration	3
MGMT 56035	Organizational Behavior	3
MGMT 56037	Organizational Change and Development	3
MGMT 56065	Project Management	3

Financial Management Coursework

3 credit hours of coursework from the following options:

| FIN 52005 | Fundamentals of Financial Management | 3 |
| FIN 52010 | Financial Policy | 3 |

LEADERSHIP, MA

30-36 credit hours

The Master of Arts in Leadership is offered online.

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

Requirements

Foundation Coursework

0-6 credit hours of coursework from the following options:

A Master of Leadership student may be required to take the following Foundation courses if the student has not completed sufficient prior academic undergraduate coursework from a regionally accredited institution or students have not earned a grade of B or better in courses previously taken from a regionally accredited institution. Students must have received a grade of B or better in order to waive these requirements. Alternatively, students wishing to waive foundation course requirements may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. Students will be charged a fee for each exam and/or study materials they choose to take. To schedule an appointment to take this exam, contact the Plaster College of Business and Entrepreneurship. The Academic and Professional Writing for Business Students I and II may be required for any international student whose

first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program. The foundational courses or their equivalents, if required, must be completed during the student's first 18 credit hours of the MBA graduate program.

| EPB 50101 | Academic & Professional Writing for Business Students I | 3 |
| EPB 50102 | Academic & Professional Writing for Business Students II | 3 |

Major Coursework

21 credit hours of coursework from the following options:

HRM 56510	Strategic Human Resource Management	3
MGMT 56030	Management Practices	3
MGMT 56035	Organizational Behavior	3
MGMT 56037	Organizational Change and Development	3
MGMT 56053	Leadership Competencies	3
MGMT 56057	Leadership Strategies	3
MGMT 56058	Contemporary Issues in Leadership	3

Elective Coursework

6 credit hours of coursework from the following options:

HRM 56530	Workforce Talent Development	3
HRM 56545	Employment and Labor Law	3
MGMT 56010	International Business Operations	3
MGMT 56020	Organizational Communications	3
MGMT 56060	Business Law and Ethics	3
MGMT 56085	Operations Management	3

Financial Management Coursework

3 credit hours of coursework from the following options:

| FIN 52005 | Fundamentals of Financial Management | 3 |
| FIN 52010 | Financial Policy | 3 |

Master of Business Administration Programs

MBA with Advanced Standing Program

The MBA with advanced standing program is designed to further educate individuals in business management who hold a graduate degree from a regionally accredited college or university in a field related to business or management. A person who meets this criterion is eligible to receive an MBA upon completion of the 30 credit hours, including the 27 credit hours that make up the core curriculum. Students who have a graduate degree that includes courses equivalent to Lindenwood University's core courses may

substitute elective courses for the required core courses. However, under no circumstances can a student complete the program without having taken at least 30 credit hours in the Lindenwood University MBA program. Required program prerequisite courses are not included in the 30 credit hour minimum, and, to the extent such courses are required, they will add to the minimum credit hour requirement for the MBA with advanced standing.

BUSINESS ADMINISTRATION, MBA

33-51 credit hours

Requirements

0-18 credit hours

A Master of Business Administration student may be required to take the following Foundation courses if the student has not completed sufficient prior academic undergraduate coursework from a regionally accredited institution or students have not earned a grade of B or better in courses previously taken from a regionally accredited institution. Alternatively, students wishing to waive foundation course requirements may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam prior to the start of the business program. Students will be charged a fee for each exam and/or study materials they choose to take. To schedule an appointment to take the exam(s), contact the Plaster College of Business & Entrepreneurship.

The Academic and Professional Writing for Business Students I and II may be required for any international student whose first language is not English dependent on the results of their academic writing placement exam taken prior to the start of the business program. The writing prerequisite course(s) must be taken during the student's first term of the program. The foundational courses or their equivalents, if required, must be completed during the student's first 18 credit hours of the MBA graduate program.

Foundation Coursework

0-6 credit hours of coursework from the following options:

| EPB 50101 | Academic & Professional Writing for Business Students I | 3 |
| EPB 50102 | Academic & Professional Writing for Business Students II | 3 |

Accounting Coursework

0-3 credit hours of coursework from the following options:

| ACCT 51010 | Financial Accounting Concepts | 3 |
| ACCT 21010 | Principles of Financial Accounting | 3 |

Economics Coursework

0-3 credit hours of coursework from the following options:

| ECON 53081 | Economics Concepts | 3 |
| ECON 23020 | Principles of Microeconomics | 3 |

Management Coursework

0-3 credit hours of coursework from the following options:

| MGMT 56060 | Business Law and Ethics | 3 |
| MGMT 26061 | Business Law I | 3 |

Statistics Coursework

0-3 credit hours of coursework from the following options:

MGMT 56070	Statistics and Quantitative Analysis	3
MTH 14100	Basic Statistics	3
MTH 24100	Statistics for Natural Science	3

Major Coursework

15 credit hours of coursework from the following options:

ACCT 51011	Managerial Accounting	3
FIN 52010	Financial Policy	3
MGMT 56030	Management Practices	3
MGMT 66080	Business Policies and Strategies	3
MRKT 55010	Marketing Principles and Issues	3

Quantitative Coursework

3 credit hours of coursework from the following options:

MGMT 56075	Linear Statistical Models	3
MGMT 56080	Business Analytics	3
MGMT 56085	Operations Management	3

Selected course will not count towards emphases.

Elective Coursework

15 credit hours of coursework:

Students are required to take 15 credit hours of elective MBA courses. To earn an MBA with an emphasis, students must complete a minimum of four elective courses from one business discipline and achieve a grade of B or better in each course, plus one additional MBA elective course.

Notes: (1) Students can only earn credit for one internship as an elective.

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

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

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

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

(6) Students may opt to meet the course foundation requirements by (a) taking these courses at the graduate level at Lindenwood or at another regionally accredited institution or (b) taking the equivalent undergraduate courses at Lindenwood or any regionally accredited institution. In either case, students must have received a grade of B or better in order to waive the foundation course.

(7) Alternatively, students wishing to waive one or more of the business foundation courses without a transcript showing equivalent coursework may attempt to do so by achieving a score of 70 percent or better on a diagnostic exam (one exam per course) prior to the start of the business program. To schedule an appointment to take this exam, contact the Plaster College of Business and Entrepreneurship.

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

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

BUSINESS ADMINISTRATION, MBA WITH AN EMPHASIS

33-51 credit hours

In addition to earning an MBA, students may choose to customize their degree with an emphasis in a particular area of study. An area of emphasis is intended for students who wish to add an area of in-depth study to the business administration degree. To earn an MBA with an emphasis, the student must complete a minimum of four elective courses from one business area with a grade of B or better in each course, plus one additional MBA elective course. Available areas of emphasis are listed below.

Requirements

0-18 credit hours

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

Foundation Coursework

0-6 credit hours of coursework from the following options:

| EPB 50101 | Academic & Professional Writing for Business Students I | 3 |
| EPB 50102 | Academic & Professional Writing for Business Students II | 3 |

Accounting Coursework

0-3 credit hours of coursework from the following options:

| ACCT 51010 | Financial Accounting Concepts | 3 |
| ACCT 21010 | Principles of Financial Accounting | 3 |

Economics Coursework

0-3 credit hours of coursework from the following options:

| ECON 53081 | Economics Concepts | 3 |
| ECON 23020 | Principles of Microeconomics | 3 |

Management Coursework

0-3 credit hours of coursework from the following options:

| MGMT 56060 | Business Law and Ethics | 3 |
| MGMT 26061 | Business Law I | 3 |

Statistics Coursework

0-3 credit hours of coursework from the following options:

MGMT 56070	Statistics and Quantitative Analysis	3
MTH 14100	Basic Statistics	3
MTH 24100	Statistics for Natural Science	3

Major Coursework

15 credit hours of coursework from the following options:

ACCT 51011	Managerial Accounting	3
FIN 52010	Financial Policy	3
MGMT 56030	Management Practices	3
MGMT 66080	Business Policies and Strategies	3
MRKT 55010	Marketing Principles and Issues	3

Quantitative Coursework

3 credit hours of coursework from the following options:

MGMT 56075	Linear Statistical Models	3
MGMT 56080	Business Analytics	3
MGMT 56085	Operations Management	3

Selected course will not count towards emphases.

Elective Coursework

15 credit hours of coursework:

Students are required to take 15 credit hours of elective MBA courses. To earn an MBA with an emphasis, students must complete a minimum of four elective courses from one business discipline and achieve a grade of B or better in each course, plus one additional MBA elective course.

Notes: (1) Students can only earn credit for one internship as an elective.

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

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

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

Business Administration, MBA Emphasis Areas

12 credit hours of coursework in a specific business discipline listed as options in the areas below.

BUSINESS ADMINISTRATION, MBA ACCOUNTING EMPHASIS

The graduate curriculum in accounting offers advanced training in the nature, theory, and central problems of business accounting. The program is designed to develop the expanded knowledge that is the basis for the specialist in an accounting management career or in further advanced study.

Requirements

Emphasis Coursework

12 credit hours of coursework from the following options:

| ACCT 51015 | Ethics in Accounting | 3 |
| ACCT 51030* | Advanced Cost Management | 3 |

ACCT 51050*	Income Tax Planning	3
ACCT 51055	Business Tax Planning	3
ACCT 51060	Governmental and Nonprofit Accounting	3
ACCT 51070	Financial Statement Analysis	3
ACCT 51088	Internship	1-3

Notes: (1) It is recommended that students avoid taking accounting elective courses that may be equivalent to accounting courses taken at the undergraduate level. (2) Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA FINANCE EMPHASIS

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

Requirements

Emphasis Coursework

3 credit hours of coursework from the following option:

| FIN 52032 | Portfolio Management | 3 |

Elective Coursework

9 credit hours of coursework from the following options:

FIN 52015	International Finance	3
FIN 52020	Cases in Managerial Finance	3
FIN 52031	Derivatives	3
FIN 52033	Fixed Income Securities	3
FIN 52065	Financial Markets and Institutions	3
FIN 52080	Ethics and Compliance	3
FIN 52088	Internship	1-3
FIN 52090-52099	Special Topics in Finance	3-6

Note: Students can only earn credit for one internship as an elective. Additionally, students interested in taking the CFA level one exam we recommend taking ACCT 51070 or ECON 53085 as their fifth elective. However, those classes will not count towards the emphasis in finance.

BUSINESS ADMINISTRATION, MBA HEALTHCARE ADMINISTRATION EMPHASIS

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

Requirements

Emphasis Coursework

6 credit hours of coursework from the following options:

| HCA 53000 | Human Resources in Healthcare | 3 |

| HCA 53200 | Issues in Public Healthcare Administration | 3 |

Elective Coursework

6 credit hours of coursework from the following options:

HCA 53310	Administration of Healthcare Law and Case Study Analysis	3
HCA 53500	Research Methods in Healthcare	3
HCA 53710	Medical Records, Ethics and the Law of Health Information	3
HCA 55100	Quality Improvement and Management in Healthcare Organizations	3
HCA 55200	Strategic Management and Marketing in Healthcare Organizations	3
HCA 58050	Digital Medicine and Healthcare Information Systems	3

BUSINESS ADMINISTRATION, MBA HUMAN RESOURCE MANAGEMENT EMPHASIS

An emphasis in human resource management is designed to prepare individuals for professional, management, consultant, leadership, and executive human resource positions in business, government, and other organizations. The emphasis has a strong practical base, along with leading edge HR techniques and skills, so that the students will be able to apply their learning to the workplace.

Requirements

Emphasis Coursework

6 credit hours of coursework from the following options:

| HRM 56510 | Strategic Human Resource Management | 3 |
| HRM 56550 | Workforce Total Rewards | 3 |

Elective Coursework

6 credit hours of coursework from the following options:

HRM 56530	Workforce Talent Development	3
HRM 56545	Employment and Labor Law	3
HRM 56555	Workforce Staffing	3
HRM 56565	Human Resource Management Analytics	3
HRM 56570	Employee Health and Safety	3
HRM 56588	Internship	1-3

BUSINESS ADMINISTRATION, MBA INTERNATIONAL BUSINESS EMPHASIS

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

Requirements

Emphasis Coursework

12 credit hours of coursework from the following options:

ACCT 51065	International Accounting	3
ECON 53075	International Economics	3
ENTR 57540	International Entrepreneurship	3
FIN 52015	International Finance	3
MGMT 56010	International Business Operations	3
MGMT 56033	International Management	3
MGMT 56074	International Risk and Politics	3
MGMT 56077	International Business and Cross-Cultural Communications	3
MRKT 55030	International Marketing	3

BUSINESS ADMINISTRATION, MBA LEADERSHIP EMPHASIS

Requirements

Emphasis Coursework

9 credit hours of coursework from the following options:

MGMT 56037	Organizational Change and Development	3
MGMT 56053	Leadership Competencies	3
MGMT 56057	Leadership Strategies	3

Elective Coursework

3 credit hours of coursework from the following options:

HRM 56510	Strategic Human Resource Management	3
MGMT 56020	Organizational Communications	3
MGMT 56035	Organizational Behavior	3
MGMT 56058	Contemporary Issues in Leadership	3

BUSINESS ADMINISTRATION, MBA MANAGEMENT EMPHASIS

The prime mission of the management emphasis is to provide students with an in-depth graduate education in management to prepare them to competently fill administrative positions in business enterprises and non-business organizations, such as government and not-for-profit institutions.

Requirements

Emphasis Coursework

3 credit hours of coursework from the following option:

MGMT 56065	Project Management	3

Elective Coursework

9 credit hours of coursework from the following options:

ENTR 57515	Small Business Management	3
HRM 56510	Strategic Human Resource Management	3
MGMT 56001	Information Technology for Managers	3
MGMT 56020	Organizational Communications	3
MGMT 56033	International Management	3
MGMT 56035	Organizational Behavior	3
MGMT 56037	Organizational Change and Development	3
MGMT 56040	Supply Chain Management	3
MGMT 56053	Leadership Competencies	3
MGMT 56080	Business Analytics	3
MGMT 56085	Operations Management	3
MGMT 56088	Internship	1-3
MGMT 56090-56099	Special Topics in Management	3-6

Note: MGMT 56080 & MGMT 56085 may count toward a Management Emphasis if they are not used to fulfill a core MBA course requirement. Students can only earn credit for one internship as an elective.

BUSINESS ADMINISTRATION, MBA MARKETING EMPHASIS

An emphasis in marketing is intended to prepare individuals for the responsibility of management in marketing. The program is flexible, offering a balance between theoretical analysis and examination of established practices. Areas of marketing offered include advertising, sales management, personal selling, business-to-business marketing, international marketing, public relations, and marketing research.

Requirements

Emphasis Coursework

12 credit hours of coursework from the following options:

MGMT 56040	Supply Chain Management	3
MRKT 55015	Digital Marketing	3
MRKT 55020	Marketing Information and Research	3
MRKT 55025	Integrated Marketing Communications	3
MRKT 55030	International Marketing	3
MRKT 55035	Product Management	3
MRKT 55040	Advertising and Promotional Strategy	3
MRKT 55050	Personal Selling and Sales Management	3
MRKT 55060	Public Relations	3
MRKT 55080	Marketing Strategy and Management	3

MRKT 55088	Internship	1-3
MRKT 55090-55099	Special Topics in Marketing	3-6
SPMGT 57040	Sport Marketing and Promotion	3

BUSINESS ADMINISTRATION, MBA PROJECT MANAGEMENT EMPHASIS

Requirements

Emphasis Coursework

12 credit hours of coursework from the following options:

MGMT 56065	Project Management	3
MGMT 56066	Project Management Planning	3
MGMT 56067	Project Management Execution	3
MGMT 56068	Project Management Capstone	3

BUSINESS ADMINISTRATION, MBA SPORT MANAGEMENT EMPHASIS

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

Requirements

Emphasis Coursework

3 credit hours of coursework from the following option:

| SPMGT 57040 | Sport Marketing and Promotion | 3 |

Elective Coursework

9 credit hours of coursework from the following options:

SPMGT 57020	Principles of Management in Sport Administration	3
SPMGT 57050	Sport Venue and Event Management	3
SPMGT 57060	Sport Law	3
SPMGT 57095	Practicum in Sport Administration	3-6

BUSINESS ADMINISTRATION, MBA SUPPLY CHAIN MANAGEMENT EMPHASIS

An emphasis in supply chain management (SCM) enables MBA students to gain principles and application knowledge in supply chain management. SCM includes procurement, operations, and logistics functions and integrates them within the firm, as well as between the firm and its supplier and distribution channel partners. This discipline is recognized and practiced by many businesses within manufacturing and service industries worldwide.

Requirements

Emphasis Coursework

12 credit hours of coursework from the following options:

MGMT 56040	Supply Chain Management	3
MGMT 56045	Logistics Management	3
MGMT 56048	Procurement Management	3
MGMT 56085	Operations Management	3

Master of Healthcare Administration Program

HEALTHCARE ADMINISTRATION, MHA

36-45 credit hours

Requirements

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

Foundation Coursework

0-6 credit hours

| EPB 50101 | Academic & Professional Writing for Business Students I | 3 |
| EPB 50102 | Academic & Professional Writing for Business Students II | 3 |

0-3 credit hours

MGMT 56070	Statistics and Quantitative Analysis	3
MTH 14100	Basic Statistics	3
MTH 24100	Statistics for Natural Science	3

Major Coursework

36 credit hours of coursework from the following options:

HCA 53000	Human Resources in Healthcare	3
HCA 53200	Issues in Public Healthcare Administration	3
HCA 53310	Administration of Healthcare Law and Case Study Analysis	3
HCA 53400	Healthcare Analytics	3
HCA 53500	Research Methods in Healthcare	3
HCA 53710	Medical Records, Ethics and the Law of Health Information	3

HCA 55100	Quality Improvement and Management in Healthcare Organizations	3
HCA 55200	Strategic Management and Marketing in Healthcare Organizations	3
HCA 57710	Healthcare Finance and Accounting	3
HCA 57800	Economics of Health and Medical Care	3
HCA 58050	Digital Medicine and Healthcare Information Systems	3
HCA 60100	Healthcare Administration Capstone	3

Graduate Certificate Programs

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

GRADUATE CERTIFICATE FOUNDATION COURSES

0-9 credit hours

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

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

(2) Additional foundation courses may vary by specific graduate certificate programs.

(3) Any and all of the foundation courses may be waived if in the judgment of PCB&E the applicant has earned, within the past five years, university level credit covering the topics of the prerequisite course with a GPA of 3.0 or better or the equivalent.

FINANCE GRADUATE CERTIFICATE

15-24 credit hours

Requirements

Foundation Coursework

0-9 credit hours of coursework from the following options:

Accounting Foundation Coursework

0-3 credit hours of coursework from the following options:

| ACCT 21010 | Principles of Financial Accounting | 3 |
| ACCT 51010 | Financial Accounting Concepts | 3 |

Statistics Foundation Coursework

0-3 credit hours of coursework from the following options:

| MTH 14100 | Basic Statistics | 3 |
| MGMT 56070 | Statistics and Quantitative Analysis | 3 |

Finance Foundation Coursework

0-3 credit hours of coursework from the following options:

| FIN 32000 | Principles of Finance | 3 |
| FIN 52010 | Financial Policy | 3 |

Certificate Coursework

9 credit hours of coursework from the following options:

FIN 52020	Cases in Managerial Finance	3
FIN 52030	Investments	3
FIN 52032	Portfolio Management	3

Elective Coursework

6 credit hours of coursework from the following options:

ACCT 51070	Financial Statement Analysis	3
FIN 52015	International Finance	3
FIN 52031	Derivatives	3
FIN 52033	Fixed Income Securities	3
FIN 52065	Financial Markets and Institutions	3

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

(2) Additional foundation courses may vary by specific graduate certificate programs.

(3) Any and all of the foundation courses may be waived if in the judgment of PCB&E the applicant has earned, within the past five years, university level credit covering the topics of the prerequisite course with a GPA of 3.0 or better or the equivalent.

HEALTHCARE ADMINISTRATION GRADUATE CERTIFICATE

15 credit hours

Requirements

Certificate Coursework

15 credit hours of coursework from the following options:

| HCA 53200 | Issues in Public Healthcare Administration | 3 |
| HCA 53710 | Medical Records, Ethics and the Law of Health Information | 3 |

HCA 55100	Quality Improvement and Management in Healthcare Organizations	3
HCA 55200	Strategic Management and Marketing in Healthcare Organizations	3
HCA 57710	Healthcare Finance and Accounting	3

HUMAN RESOURCE MANAGEMENT GRADUATE CERTIFICATE

12 credit hours

Requirements

Certificate Coursework

6 credit hours of coursework from the following options:

HRM 56510	Strategic Human Resource Management	3
HRM 56550	Workforce Total Rewards	3

Elective Coursework

6 credit hours of coursework from the following options:

HRM 56530	Workforce Talent Development	3
HRM 56545	Employment and Labor Law	3
HRM 56555	Workforce Staffing	3
HRM 56565	Human Resource Management Analytics	3
MGMT 56035	Organizational Behavior	3
MGMT 56037	Organizational Change and Development	3

INTERNATIONAL BUSINESS GRADUATE CERTIFICATE

12-21 credit hours

Requirements

Foundation Coursework

0-9 credit hours of coursework from the following options:

FIN 52010	Financial Policy	3
MGMT 56030	Management Practices	3
MRKT 55010	Marketing Principles and Issues	3

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

(2) Additional foundation courses may vary by specific graduate certificate programs.

(3) Any and all of the foundation courses may be waived if in the judgment of PCB&E the applicant has earned, within the past five years, university level credit covering the topics of the prerequisite course with a GPA of 3.0 or better or the equivalent.

Certificate Coursework

12 credit hours of coursework from the following options:

FIN 52015	International Finance	3
MGMT 56010	International Business Operations	3
MGMT 56033	International Management	3
MRKT 55030	International Marketing	3

LEADERSHIP GRADUATE CERTIFICATE

15 credit hours

Requirements

Certificate Coursework

12 credit hours of coursework from the following options:

MGMT 56030	Management Practices	3
MGMT 56037	Organizational Change and Development	3
MGMT 56053	Leadership Competencies	3
MGMT 56057	Leadership Strategies	3

Elective Coursework

3 credit hours of coursework from the following options:

HRM 56510	Strategic Human Resource Management	3
HRM 56530	Workforce Talent Development	3
MGMT 56020	Organizational Communications	3
MGMT 56035	Organizational Behavior	3
MGMT 56058	Contemporary Issues in Leadership	3

MARKETING GRADUATE CERTIFICATE

12-18 credit hours

Requirements

Foundation Coursework

0-3 credit hours of coursework from the following options:

MRKT 55010	Marketing Principles and Issues	3
MRKT 35010	Principles of Marketing	3

Statistics Coursework

0-3 credit hours of coursework from the following options:

MGMT 56070	Statistics and Quantitative Analysis	3
MTH 14100	Basic Statistics	3

Certificate Coursework

3 credit hours of coursework from the following option:

MRKT 55080	Marketing Strategy and Management	3

Elective Coursework

9 credit hours of coursework from the following options:

MRKT 55015	Digital Marketing	3
MRKT 55020	Marketing Information and Research	3
MRKT 55025	Integrated Marketing Communications	3
MRKT 55030	International Marketing	3
MRKT 55040	Advertising and Promotional Strategy	3
MRKT 55050	Personal Selling and Sales Management	3
MRKT 55060	Public Relations	3
SPMGT 57040	Sport Marketing and Promotion	3

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

(2) Additional foundation courses may vary by specific graduate certificate programs.

(3) Any and all of the foundation courses may be waived if in the judgment of PCB&E the applicant has earned, within the past five years, university level credit covering the topics of the prerequisite course with a GPA of 3.0 or better or the equivalent.

PROJECT MANAGEMENT GRADUATE CERTIFICATE

15 credit hours

Requirements

Certificate Coursework

15 credit hours of coursework from the following options:

MGMT 56030	Management Practices	3
MGMT 56065	Project Management	3
MGMT 56066	Project Management Planning	3
MGMT 56067	Project Management Execution	3
MGMT 56068	Project Management Capstone	3

SUPPLY CHAIN MANAGEMENT GRADUATE CERTIFICATE

12 credit hours

Requirements

Certificate Coursework

12 credit hours of coursework from the following options:

MGMT 56040	Supply Chain Management	3
MGMT 56045	Logistics Management	3
MGMT 56048	Procurement Management	3
MGMT 56085	Operations Management	3

Note: Check prerequisites when planning enrollment as a required certificate course might be the prerequisite for another required certificate course.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Daniel Kirk, PhD, Dean

Mission

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

Our program completers are

- Educated in the theory and research-based practices of their content field from a global perspective.

- Able to demonstrate best practices in pedagogy and adult learning/andragogy.

- Caring professionals who are disciplined and others-centered. They are skilled in communication and collaboration with diverse learners, colleagues, community, and other stakeholders.

- Lifelong learners who pursue ongoing professional development in order to respond to the changing needs of their educational context.

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

The College of Education and Human Services is divided into three departments:

- Curriculum & Instruction

- Educational Leadership Department

- Human Services Department

Curriculum and Instruction – Advanced Graduate Programs

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

The Lindenwood University graduate degrees in education are designed to meet the needs of practicing educators as well as those interested in entering the discipline of education. These degree programs offer new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include developing a one-to-one relationship with an experienced and highly trained educator; participating in courses which provide strong foundations for professional growth such as problem-solving opportunities and the opportunity to prescribe an individualized program of study.

Criteria for Admission to the Graduate Education Program

- Online application.

- Current résumé.

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

- Successful completion of a program interview with a Program Director. Applicants will submit a taped video response to six questions which the admissions team will review.

- Master of Arts in teaching students must submit official transcripts from all higher education institutions they have attended.

- Completion of a program overview with the assistance of a professor who teaches in the specific department in which the applicant is interested.

Requirements for the Program

- Graduate degrees are to be completed within five calendar years from the date of matriculation in the program. (Matriculation is the date of the first day of the first term in which the student begins the graduate program.) Students requiring longer than five years must file a Petition for Policy Exemption. Students will be expected to meet the degree requirements in effect at the time of the petition.

- Graduate students who have not had an undergraduate or graduate course in Education will be required to take EDU 54100 Education of the Exceptional Child to fulfill MoDESE requirements.

- Students who plan to apply for a certificate in Illinois will be required to take additional licensure exams and possibly coursework. Please see the Illinois State Board of Education website for more information. Students should first apply for their Missouri teaching certificate and then apply for an Illinois license.

- Graduate students in Master of Arts programs who register for the EDU 60000 Master's Project in one term must continue to register each subsequent term until the project is completed and accepted. The fee for the Master's Project extension is $50 per semester. Summer semester sessions are excluded. Failure to register for continuous registration will result in termination from candidacy for the degree.

- Graduate students must complete an application for degree and pay any required fees in order to be accepted for graduation. The application should be submitted according to the academic calendar deadlines.

Transfer and Workshop Credit

Students in the master's programs (Human Services does **not** accept workshop transfer credits) may transfer no more than nine graduate hours of credit to Lindenwood from other accredited institutions. Human Service students are not eligible to count workshop credit towards degree conferral.

- All graduate transfer credit must be from an accredited graduate institution and must meet the approval of the dean of the College of Education and Human Services and the registrar.

- All transfer credits must carry a letter grade of B or better. An official transcript must be provided for verification.

- "Pass-Fail" or "Credit" courses may be accepted in transfer.

- All transfer and workshop graduate credit must be relevant to the student's proposed program and should have been completed within the last seven years.

- Once admitted, the student must obtain prior permission from the dean of the College of Education and Human Services and the registrar in order to apply credit from any other college or university toward the degree. Prior Approval forms are available in the Office of Academic Services for this purpose.

- Students may elect to take a maximum of six credit hours of approved workshops to be accepted as part of the credit for the degree. These hours would be included as part of approved transfer credit if taken at other accredited institutions.

Transfer of International Course Credit

A student wishing to transfer semester hours of graduate level coursework from an international institution must bring to Lindenwood the following items and present them to the academic advisor to review:

- An official ECE or WES course-by-course evaluation of the international graduate level transcript showing the courses that the student wishes to transfer.

- A translated copy of the course description and syllabus for each course that the student wishes to apply to transfer.

- An official ECE or WES document evaluation of the international undergraduate transcript, confirming that a baccalaureate degree has been conferred.

Upon arrival to Lindenwood, the student should bring these items to the academic advisor. These items will be reviewed by the advisor and will be forwarded to the assistant dean of educational leadership.

All students seeking a Master of Arts in education are required to complete the core curriculum within each program page.

Master of Arts

EARLY INTERVENTIONS IN AUTISM AND SENSORY IMPAIRMENTS, MA

33-42 credit hours

This is offered as an online degree.

The Master of Arts in early interventions in autism and sensory impairments program targets interested professionals in the fields of child development, early childhood special education, non-profit administration, psychology, early childhood, speech and language, sign language, hard of hearing/deaf, vision impairments and social work.

Potential candidates for this program include teachers, parents, speech and language therapists and related services professionals, certified pre-K-12 teachers, certified VI teachers who want to learn more about autism and sensory impairments, sign language professionals with a BA, early childhood professionals. As Mo DESE does not require teacher certification to work in the early interventions field teacher certification is not included nor required for this program. The Council for Exceptional Children developed the Early Intervention, Developmental Disabilities and Autism Spectrum Disorder Skill and Knowledge specialty sets that drive the curriculum content of the program.

Graduates of the Lindenwood Early Interventions in Autism and Sensory Impairments program serve as family service coordinators, First Steps Early Intervention specialists and team members, Parents as Teachers

educators, non-profit agency administrators and service providers, and pre-school and early childhood teachers. This program provides training to partner with parents and early intervention professionals of young children who have learning needs in the area of autism and/or sensory impairment. Our program includes opportunities for observations with Early Intervention practitioners in the field through home-visits and models the shared philosophy of "holistic" therapies, family-centered practices, and the opportunity to work with families on home visits through a research study. The program distinguishes itself as including study of characteristics of vision and deaf/hard of hearing impairments for early detection and delivery of therapy in the natural environment. As an online degree, nation-wide experts with clinical therapeutic experience teach their specialty area to offer the latest evidence-based practices for early diagnosis.

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

Requirements

Prerequisite Coursework

3-12 credit hours of coursework from the following options:

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

EDS 50200	Behavior Management	3
EDS 53700	Special Education Counseling	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 54100	Education of the Exceptional Child	3
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction	3

Major Coursework I

9 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework II

21 credit hours of coursework from the following options:

| EDS 56000 | Introduction to Family Centered Practices for Early Interventions in Autism, Visual Impairment, Deaf/Hard of Hearing | 3 |

EDS 56100	Characteristics of Young Children with Autism Spectrum Disorders	3
EDS 56200	Characteristics and Strategies for working with Infants and Young Children with Vision Impairments	3
EDS 56300	Characteristics and Strategies for working with Young Children with Deaf/Hard of Hearing Impairments	3
EDS 57000	Methodologies for Teaching Young Children with Autism Spectrum Disorders	3
EDS 57100	Transitioning to the IEP: Working with Families to Navigate the Early Intervention Process	3
EDS 57200	Designing Effective Classrooms for Young Children with Autism Spectrum	3

INSTRUCTIONAL TECHNOLOGY, MA

30 credit hours

This is offered as an online degree.

Today, nearly every industry requires professionals with knowledge of current technologies and how to not only implement these tools, but also how to best leverage them for learning and instruction. Whether working with students or training colleagues, instructional best practices include the master of technology. Lindenwood's Instructional Technology program provides the necessary skills to incorporate technology to design and deliver effective instruction through a variety of methods. Courses include learning theory and practice, how to transform teaching, including and creating multimedia, designing for active learning, and cultivating an innovator's mindset.

Requirements

Major Coursework

12 credit hours of coursework from the following:

EDT 50900	Innovation Mindset	3
EDU 50500	Analysis of Teaching and Learning Behavior	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Instructional Technology Coursework

18 credit hours of coursework from the following options:

| INST 51010 | Instructional Technology: Theory and Practice | 3 |
| INST 51020 | Transforming Learning with Technology | 3 |

INST 51030	Digital/Visual Literacy & Instructional Media	3
INST 51040	Engaging and Assessing Students in Virtual Environments	3
INST 51060	Emerging Instructional Technologies	3
INST 51070	Instructional Technology Capstone	3

*INST 51050 replaced with INST 51070 after publishing - April Addendum - 4/19/2024***

GIFTED EDUCATION, MA

30 credit hours

This is offered as an online degree.

The Master of Arts in Gifted Education program at Lindenwood University is designed to prepare educators to work effectively with gifted children and families as well as other school personnel and administrators. Students in the MA in Gifted Education program acquire the knowledge and skills required to provide services for gifted students using the most current instructional methods, examine and analyze research related to identifying and serving gifted children, and learn how to design gifted education programs based on the needs of a school district. Graduates of the MA in Gifted Education program who hold a valid Missouri teaching certificate and have a minimum of two years of teaching experience will be eligible for Missouri Gifted K-12 add-on teaching certification.

Requirements

Prerequisite Coursework

0-3 credit hours of coursework from the following options:

EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 54100	Education of the Exceptional Child	3
EDU 34100	Education of the Exceptional Child	3

Major Coursework I

9 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework II

15 credit hours of coursework from the following options:

| EDU 51300 | Survey of Gifted and Talented Education | 3 |
| EDU 52010 | Curriculum Analysis and Design for Gifted Education | 3 |

EDU 52400	Assessment of Intellectual Skills	3
EDU 54200	Administration and Supervision of Gifted Programs	3
EDU 54400	Meeting the Affective Needs of Gifted Children	3

Elective Coursework

3 credit hours of coursework from the following options:

EDU 50200	Psychology of Teaching and Learning	3
EDU 53000	A Survey of Learning Styles	3
IPC 58100	Appraisal of the Individual	3
IPC 62500	Individual Intelligence Testing	3

Lindenwood University offers a variety of opportunities to earn Graduate Workshop Credits throughout the year. Applicable Graduate Workshop Credits offer professional development opportunities with local, state, and national experts in the field of Gifted Education. Students may elect to take a maximum of six credit hours of approved Graduate Workshop Credit to be accepted as part of the elective credit. Workshop credit cannot be substituted for any required course.

Practical Application Coursework

3 credit hours of coursework from the following options:

| EDU 54900 | Practicum: Gifted Education | 3 |
| EDU 60000 | Master's Project | 3 |

Students seeking Missouri gifted certification must take EDU 54900. Students not seeking Missouri gifted certification may take EDU 60000.

LITERACY SPECIALIST K-12, MA

33-48 credit hours

To be eligible for literacy specialist K-12 certification in the State of Missouri, students must have a valid teaching certificate and at least two years of teaching experience. Upon entrance to this program, students must purchase a Foliotek account.

Requirements

Prerequisite Coursework

0-15 credit hours of coursework from the following options:

3 credit hours of coursework from the following options:

| EDU 34100 | Education of the Exceptional Child | 3 |
| EDU 54100 | Education of the Exceptional Child | 3 |

3 credit hours of coursework from the following options:

| EDU 20200 | Psychology of Teaching and Learning | 3 |

EDU 50200	Psychology of Teaching and Learning	3

3 credit hours of coursework from the following options:

EDU 58800	Middle School Psychology	3
EDU 58890	Adolescent Psychology	3

3 credit hours of coursework from the following options:

EDU 30500	Elementary Reading Methods	3
EDU 50300	Elementary Reading Methods	3

3 credit hours of coursework from the following options:

EDS 51610	Speech and Language Development, Acquisition, and Intervention	3
EDS 53300	Speech and Language Development for the Exceptional Learner	3
EDU 51600	Language Acquisition and Development for Young Children	3

Major Coursework I

9 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework II

24 credit hours of coursework from the following options:

EDS 50200	Behavior Management	3
EDS 53700	Special Education Counseling	3
EDU 50710	Content Literacy for Diverse Learners	3
EDU 50900	Analysis and Correction of Reading Difficulties	3
EDU 52300	Practicum: Diagnosis of Reading Difficulties	3
EDU 52400	Assessment of Intellectual Skills	3
EDU 52600	Practicum: Remediation of Reading Difficulties	3
EDU 58700	Reading and Writing across the Curriculum	3

EDU 58600 changed to EDU 58700 after publishing— April Addendum—4/15/2024.

Master of Arts in Education Online

30 credit hours

The Master of Arts Education is as an online degree.

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

• Hold a baccalaureate degree

• Complete admission to Lindenwood University's graduate program

This degree does not lead to DESE certification.

EDUCATION, MA WITH CURRICULUM AND INSTRUCTION EMPHASIS

30 credit hours

Completion of this emphasis area strengthens students as classroom educators, instructional coaches or teacher leaders.

Requirements

Foundational Coursework

12 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50500	Analysis of Teaching and Learning Behavior	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework

18 credit hours of coursework from the following options:

Students may personalize their own learning by selecting 18 graduate credit hours (EDL, EDS, EDT, EDU, EDRL, EDARL, ESOL, IDE, or INST) from the College of Education and Human Services.

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

30 credit hours

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

Requirements

Foundational Coursework

12 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50500	Analysis of Teaching and Learning Behavior	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework

18 credit hours of coursework from the following options:

EDU 54600	Instructional Design for K-12 e-Learning	3
INST 51010	Instructional Technology: Theory and Practice	3
INST 51020	Transforming Learning with Technology	3
INST 51030	Digital/Visual Literacy & Instructional Media	3
INST 51040	Engaging and Assessing Students in Virtual Environments	3
INST 51060	Emerging Instructional Technologies	3

Program course requirements updated after publishing - April Addendum - 4/19/2024.**

EDUCATION, MA WITH ENDEAVOR STEM TEACHING GRADUATE CERTIFICATE

30 credit hours

Education, MA with Endeavor STEM Teaching Graduate Certificate is a 100% online program for K-12 educators focused on training in-service educators to teach STEM education. Endeavor is a program previously funded by a NASA grant that now functions off a formal Space Act Agreement with NASA's Office of STEM Engagement.

Requirements

Major Coursework

21 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50500	Analysis of Teaching and Learning Behavior	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3
EDU 58920	Methods of STEM Education	3
EDU 58936	STEM Leadership Seminar	3
INST 51020	Transforming Learning with Technology	3

EDT 50050 replaced with INST 51020 after publishing - April Addendum - 4/19/2024**

Elective Coursework

9 credit hours of coursework from the following options:

EDU 58921	Life and Marine Science: Tracking Live Marine Animals	3
EDU 58922	Math Connections to STEM Education	3
EDU 58923	Astronomy and Space Science	3
EDU 58924	Physics for Real Beginners: Earth, Moon, and Space	3

EDU 58925	Physical Science in Motion: Classroom Applications	3
EDU 58926	Literacy and Discourse Practices in STEM	3
EDU 58927	Chemistry in the STEM Classroom	3
EDU 58928	Coding, Robotics, and 1:1 Devices	3
EDU 58929	Advanced Coding, Robotics, and 1:1 Devices	3
EDU 58930	The Arts in STEM: Advancing Meaningful Integration	3
EDU 58931	Culturally Responsive Teaching and NGSS Science for All	3
EDU 58932	The E in STEM: Meaningful Content for Engineering	3
EDU 58933	Eyes on Earth: Teaching Earth Science from Space	3
EDU 58934	Climate Science: Socioscientific Issues in the STEM Classroom	3
EDU 58935	Lessons from the Ocean: Science on the Water Planet	3

EDUCATION, MA WITH INTEGRATED SCHOOL LIBRARY MEDIA AND TECHNOLOGY GRADUATE CERTIFICATE

30 credit hours

Requirements

Foundational Coursework

12 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50500	Analysis of Teaching and Learning Behavior	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Major Coursework

18 credit hours of coursework from the following options:

EDL 51000	Organizing Information	3
EDL 52000	Developing and Managing Collections	3
EDL 56000	The K-12 Library Media Specialist	3
EDL 56100	Management of the Library Media Center	3
EDL 56300	The Digital Librarian	3
EDL 56500	Real World Literacy	3

Master of Science

INSTRUCTIONAL DESIGN, MS

30 credit hours

The Master of Science in Instructional Design degree will prepare students to oversee designing instruction at any level. Working through a curriculum balanced between theoretical and hands-on instruction, students will learn the tools, models, and theory associated with instructional design and gain experience in all aspects of the instructional design process. The degree will prepare students to serve as instructional designers in academic and non-academic environments.

Requirements

Major Coursework

30 credit hours from the following options:

EDT 50050	Designing for Active Learning	3
EDT 50060	Ethics and Issues in Instructional Technology	3
EDU 57000	Educational Research	3
IDE 50010	Principles of Instructional Design	3
IDE 50020	Learning Theories and Instructional Design Models	3
IDE 50030	Accessibility and Inclusive Design	3
IDE 50040	Assessment and Evaluation	3
IDE 50050	Analysis in Instructional Design	3
IDE 50060	Technologies of Instructional Design	3
IDE 50070	Capstone in Instructional Design	3

Graduate Certificate Programs

DESIGNING AND IMPLEMENTING K-12 E-LEARNING GRADUATE CERTIFICATE

18 credit hours

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

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

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

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

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

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

Requirements

Certificate Coursework

EDU 54600	Instructional Design for K-12 e-Learning	3
INST 51010	Instructional Technology: Theory and Practice	3
INST 51020	Transforming Learning with Technology	3
INST 51030	Digital/Visual Literacy & Instructional Media	3
INST 51040	Engaging and Assessing Students in Virtual Environments	3
INST 51060	Emerging Instructional Technologies	3

Program course requirements updated after publishing - April Addendum - 4/19/2024.**

INSTRUCTIONAL DESIGN GRADUATE CERTIFICATE

18 credit hours

Requirements

Certificate Coursework

18 credit hours of coursework from the following options:

IDE 50010	Principles of Instructional Design	3
IDE 50020	Learning Theories and Instructional Design Models	3
IDE 50030	Accessibility and Inclusive Design	3
IDE 50040	Assessment and Evaluation	3
IDE 50050	Analysis in Instructional Design	3
IDE 50060	Technologies of Instructional Design	3

INTEGRATED SCHOOL LIBRARY MEDIA AND TECHNOLOGY GRADUATE CERTIFICATE

18 credit hours

The Integrated School Library Media and Technology Graduate Certificate is a selection of curated courses that will provide a solid foundation of knowledge and skills for an aspiring media specialist. The library and technology focused classes give the necessary background for

navigating both the everyday tasks of managing and maintaining a successful library program and the bigger picture of serving as a collaborator and facilitator.

Requirements

Certificate Coursework

EDL 51000	Organizing Information	3
EDL 52000	Developing and Managing Collections	3
EDL 56000	The K-12 Library Media Specialist	3
EDL 56100	Management of the Library Media Center	3
EDL 56300	The Digital Librarian	3
EDL 56500	Real World Literacy	3

MIDDLE & SECONDARY EDUCATION FAST TRACK ALTERNATIVE GRADUATE CERTIFICATE

This program of study is a pathway to teacher certification as defined by DESE through Temporary Authorization Certification. This set of courses is approved through DESE to meet requirements. Students seeking this program are employed by a school or district and seeking a pathway to certification.

Requirements

Emphasis Coursework

24 credit hours of coursework from the following options:

EDU 50200	Psychology of Teaching and Learning	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50710	Content Literacy for Diverse Learners	3
EDU 51000	Conceptualization of Education	3
EDU 54310	Middle School/High School Differentiation and Classroom Management	3
EDU 53542	Secondary Methods of Teaching and Learning with Field Experience	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 58700	Reading and Writing across the Curriculum	3

SPECIAL EDUCATION FAST TRACK ALTERNATIVE GRADUATE CERTIFICATE

This program of study is a pathway to teacher certification as defined by DESE through Temporary Authorization Certification. This set of courses is approved through DESE to meet requirements. Students seeking this program are employed by a school or district and seeking a pathway to certification.

Requirements

Emphasis Coursework

40 credit hours of coursework from the following options:

EDS 51610	Speech and Language Development, Acquisition, and Intervention	3
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings	4
EDS 53700	Special Education Counseling	3
EDS 54000	Career Development	3
EDS 55700	Remediation in Elementary Math	3
EDU 50200	Psychology of Teaching and Learning	3
EDU 50300	Elementary Reading Methods	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum	3
EDU 51000	Conceptualization of Education	3
EDU 51310	Instructional Design in Math, Science and Social Studies	3
EDU 52400	Assessment of Intellectual Skills	3
EDU 54410	Elementary Differentiation and Classroom Management	3

Curriculum and Instruction – Initial Teacher Education

Master of Arts in Teaching Certification Preparation

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

Background Check

Conviction, guilty plea, or *nolo contendere* plea involving a crime involving drugs, moral turpitude, or other criminal charges may prohibit licensure or employment as a professional educator.

Introduction

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

Students who enroll in the College of Education and Human Services may select one of two pathways to completion of the program:

- Successful completion of the Lindenwood University teacher education program qualifies the student for recommendation for teaching certification, issued by the Missouri Department of Elementary and Secondary Education (MoDESE).

- Those students who desire to work in an educational field but do not desire teaching certification may pursue the Master of Arts in Education degree.

Admission

The teacher education program is divided into two stages or benchmarks and is the result of action by the Curriculum and Instruction Program Council (CIPC). The council, broadly representative of all schools at the university, considers the student's application to the teacher education program to be in stage one after the student has completed the five steps outlined below. A student who seeks entrance into the teacher education program typically does so after successful completion of 9 hours of education coursework. Students should apply during EDU 51500 Teacher Education Seminar. The student will not be allowed to enroll in most upper level or methods coursework until the student has been formally admitted at benchmark/stage one to the teacher education program. All application for admission to the teacher education program and admission to student teaching must be completed and submitted in Foliotek.

Stage One - Admission to Teacher Education

1. The student has been accepted to the graduate program at Lindenwood University indicating the student has completed a bachelor's degree with a cumulative GPA of 3.0 (including all college/university coursework) and met university admission standards.

2. The student has completed nine hours of education coursework from the College of Education and Human Services.

3. The student has achieved content area coursework GPA of 3.0, and a professional education coursework GPA of 3.0, with a minimum grade of C in all professional education and content area coursework.

4. The student must have a Program Plan from their advisor.

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

Stage Two - Admission to Student Teaching

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

1. Candidate Information Sheet

2. Résumé Application

3. Philosophy of Education

4. Program Plan from advisor

5. TB Test Results

6. MoCA Results

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

    b. The Missouri Content Assessment (MoCA) are tests required for all student teacher candidates. The test should be taken after most of the content courses for the desired program have been successfully completed and prior to student teaching. Candidates must also pass the appropriate Missouri Content Assessment in order to be recommended for certification. A passing score on the MoCA exam demonstrates that the teacher candidate has mastered the subject area that will be taught.

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

    d. The teacher candidate is expected to have a minimum content GPA of 3.0.

7. The teacher candidate is expected to have a minimum professional education coursework GPA of 3.0.

8. Three letters of recommendation

9. Family care safety registry clear background check

10. Travel waiver

11. Confidentiality agreement

12. Substitute certificate

13. Professional liability insurance

Teaching applications must be completed and submitted by:

October 15 for Spring Semester

April 15 for Fall Semester

Stage Three – Completion of Teacher Education Program

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

2. The teacher candidate is expected to have a minimum content GPA of 3.0.

3. The teacher candidate is expected to have a minimum cumulative GPA of 2.75. This includes all coursework taken at Lindenwood and other institutions for college credit.

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

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

Certification

Each state issues its own teaching certificates based on its own requirements. Upon passing the state-mandated exit assessment and successfully completing the planned degree program, each Lindenwood University College of Education and Human Services student applies for certification to teach in Missouri. The student who wishes to seek certification in other states should seek advice from the Department of Education in the state in which the student is seeking certification. A list of those contacts is located on the College of Education and Human Services webpage. The Lindenwood certification officer at arcc@lindenwood.edu can assist students who are pursuing certification in other states.

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

• English composition, two courses, each a minimum of three credit hours

• U.S. history, three credit hours

• U.S. (National) government, three credit hours

Programs Leading to Certification

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

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

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

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

• Business emphasis

• English/Language Arts emphasis

• Mathematics emphasis

• Science emphasis

• Social Science emphasis

Notes: (1) Each of the programs above leads to certification upon the student's successful completion of the appropriate certification exam(s) and successful application for certification, submitted to the Missouri Department of Elementary and Secondary Education (MoDESE).

Secondary Education (Grades 9-12)

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

• Biological Sciences emphasis

• Business Education emphasis

• Chemistry emphasis

• English/Language Arts emphasis

• Mathematics emphasis

• Social Science emphasis

Education (Grades K-12)

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

• Art

• Music-Instrumental

• Music-Vocal

• Physical Education

• Special Education

The Master of Arts in Teaching is a 45-credit hour program. Coursework required may extend 45 credit hours due to content area coursework. Coursework in content may be completed at an undergraduate level. Note that for all certification areas, further coursework in the content area *beyond that which was required for the bachelor's degree* may be required by the Department of Elementary

and Secondary Education in order to be eligible for certification.

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

- Conferred undergraduate degree closely aligned with their intended content field of certification (middle school, 9-12, or K-12 only).

- Passed the appropriate Missouri Content Assessment in no more than two attempts prior to or during their first semester in the MAT program.

- Met all DESE GPA requirements 3.0 in content and 3.0 professional coursework.

- Completed all education coursework required for the MAT degree.

- Completed student teaching and all state required assessments.

- Students interested in pursuing alternative certification need assistant dean or dean approval. Additional content coursework may be required.

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

The education courses required for certification, (not including specific content area specialty coursework that may be required by the Department of Elementary and Secondary Education for a subject certification) are described in the respective certification programs.

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

74-81 credit hours

Requirements

Major Coursework

EDS 50200	Behavior Management	3

EDS 51610	Speech and Language Development, Acquisition, and Intervention	3
EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50300	Elementary Reading Methods	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50600	Elementary School Language Arts Methods	3
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum	3
EDU 51000	Conceptualization of Education	3
EDU 51310	Instructional Design in Math, Science and Social Studies	3
EDU 51400	Introduction to Family and Community Involvement for the Young Learner	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 51700	Introduction to Early Childhood/Early Childhood Special Education	3
EDU 52210	Elementary Teaching and Technology	3
EDU 52500	Introduction to Perceptual and Motor Development	3
EDU 52700	Concepts of Cognitive Curriculum in Early Childhood Education	3
EDU 52900	Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs	3
EDU 54410	Elementary Differentiation and Classroom Management	3
EDU 54510	Pre K-8 Health, Physical Education, and the Arts	3
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction	3
EDU 57000	Educational Research	3
EDU 58200	The Integrated Literature Curriculum	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 60599	Field Experience, Student Teaching	8-12

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

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

41-45 credit hours

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

Requirements

K-12 Certification Preparation Curriculum

38 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50710	Content Literacy for Diverse Learners	3
EDU 51000	Conceptualization of Education	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 52110	Middle/High School Classroom Teaching and Technology	3
EDU 54310	Middle School/High School Differentiation and Classroom Management	3
EDU 57000	Educational Research	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 58700	Reading and Writing across the Curriculum	3
EDU 60599	Field Experience, Student Teaching	8-12

Secondary Methods Course

3 credit hours of secondary methods coursework from the following option:

EDU 53542	Secondary Methods of Teaching and Learning with Field Experience	3

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

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

56-63 credit hours

Requirements

Major Coursework

EDS 51610	Speech and Language Development, Acquisition, and Intervention	3
EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50300	Elementary Reading Methods	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3

EDU 50600	Elementary School Language Arts Methods	3
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum	3
EDU 51000	Conceptualization of Education	3
EDU 51310	Instructional Design in Math, Science and Social Studies	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 52210	Elementary Teaching and Technology	3
EDU 54410	Elementary Differentiation and Classroom Management	3
EDU 54510	Pre K-8 Health, Physical Education, and the Arts	3
EDU 57000	Educational Research	3
EDU 58200	The Integrated Literature Curriculum	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 60599	Field Experience, Student Teaching	8-12
ESOL 54000	TESOL Methods	3

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

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

48-55 credit hours

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

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

Requirements

Major Coursework

42-49 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50710	Content Literacy for Diverse Learners	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 52110	Middle/High School Classroom Teaching and Technology	3

EDU 54310	Middle School/High School Differentiation and Classroom Management	3
EDU 57000	Educational Research	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 58700	Reading and Writing across the Curriculum	3
EDU 58800	Middle School Psychology	3
EDU 58910	Middle School Philosophy, Curriculum, and Instruction	4
EDU 60599	Field Experience, Student Teaching	8-12

Conceptualization of Education Coursework

3 credit hours of coursework from the following options:

| EDU 51000 | Conceptualization of Education | 3 |
| EDU 51010 | Conceptualization of Education for Beginning Teachers | 3 |

Secondary Methods Coursework

3 credit hours of secondary methods coursework from the following option:

| EDU 53542 | Secondary Methods of Teaching and Learning with Field Experience | 3 |

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

41-45 credit hours

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

Requirements

Major Coursework

38 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50710	Content Literacy for Diverse Learners	3
EDU 51000	Conceptualization of Education	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 52110	Middle/High School Classroom Teaching and Technology	3

EDU 54310	Middle School/High School Differentiation and Classroom Management	3
EDU 57000	Educational Research	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 58700	Reading and Writing across the Curriculum	3
EDU 60599	Field Experience, Student Teaching	8-12

Secondary Methods Coursework

3 credit hours of secondary methods coursework from the following option:

| EDU 53542 | Secondary Methods of Teaching and Learning with Field Experience | 3 |

Notes: (1) Content area coursework required by the Department of Elementary and Secondary Education must be met for middle and secondary education.

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

44-48 credit hours

This is offered as an online degree.

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

Requirements

Semester 1 Coursework

9 credit hours of coursework from the following options:

EDU 50000	Foundations of K-12 Education	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 52110	Middle/High School Classroom Teaching and Technology	3

Semester 2 Coursework

12 credit hours of coursework from the following options:

EDU 50710	Content Literacy for Diverse Learners	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 54310	Middle School/High School Differentiation and Classroom Management	3
EDU 58700	Reading and Writing across the Curriculum	3

Semester 3 Coursework

3 credit hours of secondary methods coursework from the following option:

| EDU 53542 | Secondary Methods of Teaching and Learning with Field Experience | 3 |

Semester 3 Coursework - Additional

3 credit hours of coursework from the following option:

| EDU 58404 | Advanced Measurement and Evaluation to Enhance Learning | 3 |

Semester 4 Coursework

8 credit hours of coursework from the following option:

| EDU 60599 | Field Experience, Student Teaching | 8-12 |

Additional Coursework:

9 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

- Students must take courses in the semester sequence as listed.

- Students seeking certification only should contact the Advising, Retention, & Certification Center (ARCC) at (636) 949-4377 or arcc@lindenwood.edu.

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

75-79 credit hours

Requirements

Prerequisites:

MTH 14800	Mathematical Structures for Teachers I	4
	or	
MTH 14900	Mathematical Structures for Teachers II	3
	and	
MTH 15100	College Algebra	3

Cross Categorical Special Education Certification Preparation

EDS 50200	Behavior Management	3
EDS 51610	Speech and Language Development, Acquisition, and Intervention	3
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings	4
EDS 53700	Special Education Counseling	3
EDS 54000	Career Development	3
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings	1-3
EDS 55700	Remediation in Elementary Math	3
EDT 50900	Innovation Mindset	3
EDU 50000	Foundations of K-12 Education	3
EDU 50300	Elementary Reading Methods	3
EDU 50410	Human Growth, Development, and the Exceptional Learner	3
EDU 50600	Elementary School Language Arts Methods	3
EDU 50910	Instructional Strategies, Techniques and Analysis of Literacy with Practicum	3
EDU 51000	Conceptualization of Education	3
EDU 51310	Instructional Design in Math, Science and Social Studies	3
EDU 51500	Teacher Education Seminar I	0-3
EDU 52210	Elementary Teaching and Technology	3
EDU 52400	Assessment of Intellectual Skills	3
EDU 54410	Elementary Differentiation and Classroom Management	3
EDU 57000	Educational Research	3
EDU 58200	The Integrated Literature Curriculum	3
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning	3
EDU 60599	Field Experience, Student Teaching	8-12
ESOL 54000	TESOL Methods	3

Note: Courses above may have prerequisites.

Educational Leadership Department

Master of Arts

HIGHER EDUCATION ADMINISTRATION, MA

33 credit hours

This is offered as an online degree.

Lindenwood University's College of Education and Human Services offers a Master of Arts in higher education administration. The degree program is designed specifically to prepare highly skilled and knowledgeable practitioners for teaching, administrative, and managerial careers in higher education institutions. Graduates will be qualified to pursue careers as professionals in university and college offices as well apply current research-based pedagogical methods in the collegiate classroom. Graduates will possess outstanding leadership, organizational, interpersonal and advocacy skills, including the ability to communicate effectively with external and internal publics. Students will be provided with in-depth knowledge regarding both public and private two and four-year post-secondary institutions. The program integrates leading learning strategies and instructional technologies into course delivery. The practicum and project components of the program allow students to concentrate on particular areas of interest within higher education.

Requirements

Higher Education Administration Coursework

21 credit hours of coursework from the following options:

EDHE 50000	Introduction to Higher Education Administration	0
EDHE 50500	Foundations of Higher Education	3
EDHE 51000	Governance, Management, and Administration in Higher Education	3
EDHE 52000	Leadership Development	3
EDHE 52500	Student Development and Student Affairs	3
EDHE 53000	Practicum in Higher Education	3
EDHE 53500	Ethical Decision-Making	3
EDHE 54000	Social Issues in Education	3

3 credit hours of coursework from the following options:

EDHE 51500	Outcomes Assessment and Instructional Improvement	3
EDT 50900	Innovation Mindset	3

Research Coursework

9 credit hours of coursework from the following options:

EDHE 55000	Project in Higher Education	3
EDR 58000	Writing for Research and Publication	3
EDU 57000	Educational Research	3

SCHOOL ADMINISTRATION, MA

Initial certification, School Principal

30-33 credit hours

Master of Arts in School Administration 30 credit hours

Prerequisite 3 credit hours

The Lindenwood University school principal preparation program is accredited by the Missouri Department of Elementary and Secondary Education (www.dese.mo.gov). The College of Education and Human Services is also a member in good standing of the Teacher Education Accreditation Council (TEAC).

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

- Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale. Students with a GPA below a 3.0 may have their files reviewed by the director of admissions and the College of Education and Human Services.

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

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

To receive the initial principal administration certificate in Missouri, students must

- Hold a valid professional initial teaching certificate.

- Have had three years' teaching experience.

Note: In Missouri, school counselor certificates, speech-language pathologist certificates, etc. are not considered initial teacher certificates.

Requirements

Prerequisite Coursework

3 credit hours of coursework from the following option:

EDU 54100	Education of the Exceptional Child	3
EDU 34100	Education of the Exceptional Child	3

Major Coursework

30 credit hours of coursework from the following options:

EDA 50500	Foundations of Education Administration	3

EDA 58100	Instructional and Curriculum Leadership in Culturally Responsive Schools	3
EDA 58200	Managerial and Ethical Leadership	3
EDA 58300	Relational Leadership and Community Outreach in Diverse Societies	3
EDA 58400	Visionary and Innovative Leadership	3
EDA 58600	Initial K-12 Field Experience and Data-Based Decision-Making	3
EDA 58700	Culminating K-12 Field Experience	3
EDT 50900	Innovation Mindset	3
EDU 51000	Conceptualization of Education	3
EDU 57000	Educational Research	3

Educational Specialist (EdS)

The educational specialist program consists of a minimum 30 or more credit hours, with the possibility of six hours being transferred in from Lindenwood or another university.

A minimum of 24 credit hours of coursework is required at the 60000-level for the Educational Specialist in educational administration. 24 credit hours of course work at the 60000-level is required for the Educational Specialist in school administration.

Note: Six credit hours of coursework taken for completion of the Master of Arts in school administration may be applied toward the Education Specialist in educational administration.

Program Requirements

Requirements for an educational specialist degree include the following options:

- Completion of a Master's Degree.

- A minimum of 24 graduate education credit hours earned after completion of the Master's.

- A minimum of 24 credit hours of coursework taken at Lindenwood University.

- Successful completion of a Specialist Project.

EDUCATIONAL ADMINISTRATION, EDS

30 credit hours

The Educational Specialist in educational administration is intended to lead to certification at the superintendent level, requiring all applicants to hold valid teaching and administration certifications. The proposed coursework is designed to meet the competencies and specific course requirements established by the Missouri Department of

Elementary and Secondary Education for certification for those positions.

This program requires a minimum of 24 credit hours of coursework at the 60000-level.

Requirements

Major Coursework

18 credit hours of coursework from the following options:

EDA 60000	Administration, Instructional Leadership, and Assessment	3
EDA 60500	Advanced School Law	3
EDA 61000	Human Resource Administration	3
EDA 61500	Advanced School Finance	3
EDA 62000	School District Administration and Visionary Leadership	3
EDA 64100	Educational Administration Internship and Innovative Leadership	3

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

Additional Coursework

3 credit hours of coursework from the following options:

| EDA 53000 | Public and Community Relations | 3 |
| EDA 58300 | Relational Leadership and Community Outreach in Diverse Societies | 3 |

Additional Coursework

3 credit hours of coursework from the following options:

| EDT 50900 | Innovation Mindset | 3 |
| EDU 57000 | Educational Research | 3 |

Research Coursework

6 credit hours of coursework from the following options:

| EDA 64500 | Statistics in Educational Administration | 3 |
| EDA 65000 | Specialist Project | 3 |

SCHOOL ADMINISTRATION, EDS

30 credit hours

The College of Education and Human Services also offers the Educational Specialist in school administration. The EdS in school administration is designed for those with a master's degree in a field other than school administration. This EdS program leads to initial principal certification. An interview is required for admission to this program.

This program leads to eligibility for initial principal certification and requires 21 credit hours of coursework at the 60000-level.

To receive the initial principal administration certificate in Missouri, students must:

- Hold a valid professional initial teaching certificate.

- Have had three years' teaching experience.

Note: In Missouri, school counselor certificates, speech-language pathologist certificates, etc. are not considered initial teacher certificates.

Requirements

Prerequisite Coursework

3 credit hours of coursework from the following options:

EDT 50900	Innovation Mindset	3
EDU 57000	Educational Research	3

Major Coursework

27 credit hours of coursework from the following options:

EDA 50500	Foundations of Education Administration	3
EDA 64500	Statistics in Educational Administration	3
EDA 65000	Specialist Project	3
EDA 68100	Instructional and Curriculum Leadership in Culturally Responsive Schools	3
EDA 68200	Managerial and Ethical Leadership	3
EDA 68300	Relational Leadership and Community Outreach in Diverse Societies	3
EDA 68400	Visionary and Innovative Leadership	3
EDA 68600	Initial K-12 Field Experience and Data-Based Decision-Making	3
EDA 68700	Culminating K-12 Field Experience	3

Doctor of Education (EdD)

The online Doctor of Education in Leadership program is a 48 credit-hour, three-year, cohort-based learning experience offering students an opportunity to develop and transform educational processes, practices, and organizations, implement design thinking principles, applied research methodology and emerge as a scholar-practitioner. Each fall and spring scholar teams, including content experts and students, engage in the process of creative problem solving, research and developing a problem-based dissertation. Doctoral students receive individual and ongoing support throughout the EdD experience. All students select an emphasis: Curriculum & Instruction, Education Administration (Missouri Advanced Superintendent Certification), or Higher Education Administration when submitting an application. Should a student select a different emphasis area after semester one, year one additional credit hours/time to complete the program will be required.

During the first semester, Leadership, EdD students begin the dissertation in practice and continue to creatively problem solve throughout the coursework and the three-year experience. As part of the Carnegie Project of the Education Doctorate (CPED) faculty and staff engage in the process of continual program improvement to meet the needs of today's adult learner.

GPA and Grades

Students must maintain a GPA of 3.5 or higher for each term throughout the course of the EdD program. Students will be placed on probation for any term that the term GPA is lower than 3.5 in the doctoral program and will be dismissed from the program for two consecutive terms where the term GPA is below 3.5. Students may appeal.

If a student receives a grade lower than a B in any of the Problem of Practice courses, the course must be retaken.

If a student receives a grade of F the course must be retaken. Only the highest grade earned will be used in the calculation of the grade point average. Repeating a course does not remove the previous grade from the transcript.

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

Education Administration advanced superintendent certification applicants will be able to apply earned credit toward the Educational Specialist (EdS) program after the completion of a transcript review and approval by Director of Graduate Studies. Students must complete and submit a Change of Major form to change their degree from EdD to EdS.

Criteria for Admission to Leadership EdD Program

- Master's degree

- Completion of the Lindenwood University online application

- Supplementary Application to Leadership EdD

- GPA of 3.0 or higher in previous graduate studies

- Experience as an educational leader, teaching, administration, non-profit or corporate work experience.

To earn the doctoral degree a student must complete the doctorate level coursework (including any 50000- or 60000-level courses that are required or being substituted) with a cumulative GPA of 3.5 or higher, pass a comprehensive exam, and complete and receive approval of the doctoral dissertation in practice, and complete a dissertation in practice oral presentation approved by the Scholar Team Lead and committee members. For specific guidelines, please see the Lindenwood University Leadership EdD Handbook.

Because the current SIS will not calculate the program GPA, any student with previous LU graduate coursework will need a Policy Exemption on file to explain which courses are to be calculated toward the graduation requirement.

Doctoral Continuous Enrollment Policy

All Leadership, Ed.D. students participate in the learning experience as a cohort during the core coursework sequence per the program planning guide within the Leadership EdD handbook.

Leadership, Ed.D. students, who completed Problem of Practice III, without completing the dissertation in practice and/or oral presentation must enroll in EDA78940 Capstone Experience working with the student's Scholar Cohort Lead and committee members. Leadership, Ed.D. students become "Inactive" following two consecutive semesters of non-enrollment in coursework. Students who step out of the initial cohort, in which the student was admitted, will need to join a new cohort in which the sequence of coursework aligns. Anything beyond two consecutive semesters of non-enrollment in coursework requires the Leadership, EdD student to re-apply to Graduate Admissions to rejoin the program and a new cohort understanding they will join the new cohort in which the sequence of coursework aligns.

All doctoral students are expected to complete the degree within five years and should work with their Scholar Cohort Lead and committee for degree completion. Failure to complete the degree in this timeframe will result in removal from the Leadership EdD program.

LEADERSHIP, EDD CURRICULUM AND INSTRUCTION EMPHASIS

48 credit hours

Total credit hours might be more depending on how soon students successfully defend dissertations.

Curriculum & instruction focuses on leadership in teaching, learning, and development and **does not lead to certification.** The degree is intended for those seeking to fill curriculum and instruction leadership roles in school districts, higher education or those in a corporate or government training setting.

Requirements

Core Coursework

33 credit hours of coursework from the following options:

EDA 77700	Research Design, Methods, and Ethics in Educational Research	3
EDA 77800	Applied Qualitative Research Methods	3
EDA 77900	Applied Quantitative Research Methods	3
EDA 78100	Creative Courage	3
EDA 78200	Principles of Design Thinking	3
EDA 78300	Leadership Theory and Application	3
EDA 78400	Leading Organizational Change	3
EDA 78500	American Education	3
EDA 78910	Problem of Practice I	3
EDA 78920	Problem of Practice II	3
EDA 78930	Problem of Practice III	3

Emphasis Coursework

15 credit hours of coursework from the following options:

EDU 76100	Leadership, Ethics and Education	3
EDU 76200	Educational Policy, Politics, and Social Justice	3
EDU 76300	Global and Social Perspectives Revisioning Curriculum and Instruction	3
EDU 78600	Leading in the Digital Age	3
EDU 78700	Curriculum and Instruction: Assessment and Evaluation	3

Additional Coursework

Students will enroll in EDA 78940 Problem of Practice IV with Scholar Cohort Lead until the dissertation has been successfully defended.

EDA 78940	Problem of Practice IV	3

Duplication of coursework not allowed.

LEADERSHIP, EDD EDUCATION ADMINISTRATION EMPHASIS

48 credit hours

Total credit hours might be more depending on how soon students successfully defend dissertations.

Requirements

Core Coursework

33 credit hours of coursework from the following options:

EDA 77700	Research Design, Methods, and Ethics in Educational Research	3

EDA 77800	Applied Qualitative Research Methods	3
EDA 77900	Applied Quantitative Research Methods	3
EDA 78100	Creative Courage	3
EDA 78200	Principles of Design Thinking	3
EDA 78300	Leadership Theory and Application	3
EDA 78400	Leading Organizational Change	3
EDA 78500	American Education	3
EDA 78910	Problem of Practice I	3
EDA 78920	Problem of Practice II	3
EDA 78930	Problem of Practice III	3

Emphasis Coursework

15 credit hours of coursework from the following options:

EDA 60000	Administration, Instructional Leadership, and Assessment	3
EDA 61000	Human Resource Administration	3
EDA 61500	Advanced School Finance	3
EDA 62000	School District Administration and Visionary Leadership	3
EDA 64100	Educational Administration Internship and Innovative Leadership	3

Additional Coursework

Students will enroll in EDA 78940 Problem of Practice IV with Scholar Cohort Lead until the dissertation has been successfully defended.

EDA 78940	Problem of Practice IV	3

Duplication of coursework is not allowed.

LEADERSHIP, EDD HIGHER EDUCATION ADMINISTRATION EMPHASIS

48 credit hours

Total credit hours might be more depending on how soon students successfully defend dissertations.

Requirements

Core Coursework

33 credit hours of coursework from the following options:

EDA 77700	Research Design, Methods, and Ethics in Educational Research	3
EDA 77800	Applied Qualitative Research Methods	3
EDA 77900	Applied Quantitative Research Methods	3
EDA 78100	Creative Courage	3
EDA 78200	Principles of Design Thinking	3
EDA 78300	Leadership Theory and Application	3

EDA 78400	Leading Organizational Change	3
EDA 78500	American Education	3
EDA 78910	Problem of Practice I	3
EDA 78920	Problem of Practice II	3
EDA 78930	Problem of Practice III	3

Emphasis Coursework

15 credit hours of coursework from the following options:

EDAH 70500	Legal Aspects of Higher Education	3
EDAH 71500	Business Management in Higher Education Administration	3
EDAH 71800	Comparative Education Theory and Practice	3
EDAH 71900	History of Higher Education in the United States	3
EDAH 73200	The College Student	3

Additional Coursework

Students will enroll in EDA 78940 Problem of Practice IV with Scholar Cohort Lead until the dissertation has been successfully defended.

EDA 78940	Problem of Practice IV	3

Duplication of coursework not allowed.

Human Services Department

BEHAVIOR ANALYSIS, MA

BCBA Certification Program

42 credit hours

At Lindenwood University, the College of Education and Human Services offers an MA in Behavior Analysis. Behavior analysis is the science of systematically improving behaviors of shared importance to society. The behavior analysis program is guided by the science of human behavior including the principles of behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice. Upon completion of the MA in Behavior Analysis, graduates will have completed all necessary coursework and supervised fieldwork experience necessary to register for the BCBA exam.

Program Objectives

To achieve this mission, students earn 42 semester hours of graduate coursework in a prescribed sequence. Students enroll in fieldwork courses that support their experiential learning and are required to accrue 2000 hours of documented supervised fieldwork prior to graduation. They are required to produce a master's thesis or equivalent to demonstrate mastery of the program's learning outcomes (PLOs). PLOs have been selected from the BCBA/BCaBA 5th edition task list and the 6th edition Test Content Outline. These lists include the knowledge

and skills that serve as the foundation for the BCBA examination and are benchmarks for master's level behavior analysis professionals. Students will complete the degree requirements within five years of the start date and if course and supervision hour requirements are fulfilled as prescribed, 87% of students typically complete the program within two years.

Requirements

Major Coursework

30 credit hours of coursework from the following options:

EDSBA 50001	Ethical and Professional Issues in Behavior Analysis	3
EDSBA 51001	Concepts and Principles in Behavior Analysis	3
EDSBA 51101	Philosophical Foundations of Behavior Analysis and Introductory Concepts	3
EDSBA 52001	Advanced Research Methods in Applied Behavior Analysis	3
EDSBA 52101	Measurement, Data Display, Interpretation, and Experimental Design	3
EDSBA 53001	Behavior Change Procedures for Applied Behavior Analysis	3
EDSBA 53101	Verbal Behavior Concepts and Applications to Behavior Change Procedures	3
EDSBA 54001	Observation and Assessment in Behavior Analysis	3
EDSBA 55001	Performance Diagnostics, Supervision, and Organizational Behavior Management	3
EDSBA 56001	Master's Thesis - Behavior Analysis	3

Behavior Analysis Fieldwork - 2000 Supervised Experience Hours

12 credit hours of coursework from the following options:

EDSBA 58101	Behavior Analysis Fieldwork I	3
EDSBA 58201	Behavior Analysis Fieldwork II	3
EDSBA 58301	Behavior Analysis Fieldwork III	3
EDSBA 58401	Behavior Analysis Fieldwork IV	3

Up to 6 transfer credit hours from another institution may be permitted if educational requirements are equivalent and is at the discretion of the program faculty.

COUNSELING PROGRAM OVERVIEW

The programs leading to a Master of Arts in Clinical Mental Health Counseling and Master of Arts in counseling with school counseling certification preparation are designed to prepare master's level counseling practitioners for the clinical and school settings. Both programs are approved by Higher Learning Commission.

The MA in Counseling, school counseling certification preparation is approved by the Department of Elementary and Secondary Education. Both programs provide students with a broad base of psychological knowledge and theory integrated with extensive training and practice in the use of counseling skills. Graduates of the clinical mental health program and the counseling program with school certification preparation are qualified to work in a variety of school and/or mental health settings with individuals, groups, and families.

Clinical Mental Health Counseling, MA

The clinical mental health counseling program (CMHC) provides students with a broad base of psychological knowledge and theory integrated with extensive training and practice in the use of counseling skills. Graduates of CMHC program are qualified to work in a variety of mental health settings with individuals, groups, and families. The CMHC program is intensive and comprehensive, requiring a minimum of 60 credit hours of coursework and applied experience.

Admission to the CMHC counseling program is selective. To be considered for admission applicants must submit the following:

- Evidence of an earned bachelor's degree

- All undergraduate and graduate transcripts

- Completed application to Graduate Admissions

- Current résumé

- Achieved a minimum of 3.0 cumulative GPA in the highest degree earned and earned a minimum 3.0 during any graduate coursework

- Three professional references (contact information)

- Completed writing sample in response to department prompts assessing counselor program readiness and earned with a minimum score of 12 or higher on the CMHC writing sample rubric

  - CMHC core unit faculty and the Department Head review the completed applications once received from Admissions. Each core faculty will evaluate the writing sample, based on the CMHC writing sample rubric. If there is a tie, the Department Chair will discuss and review the application in its entirety with the faculty, and make an admission determination. Faculty will consider all application pieces when making a decision regarding admission to the CMHC Program.

The CMHC department admits new students in spring and fall terms.

The CMHC department will notify students of their admission decisions prior to the start of the term for which they are seeking enrollment.

If candidates are denied admission, they may appeal to the College of Education and Human Services Appeals Committee.

Counseling, MA

48 credit hours

The school counseling program has the option for candidates to complete coursework for MO k-12 school counselor certification and, if desired, professional licensure. Graduates of the master's in counseling program are qualified to work in a variety of schools and other settings.

The Master of Arts in counseling program is intensive and comprehensive, requiring a minimum of 48 credit hours of coursework and applied experience.

Admission to the counseling program school counseling certification preparation (48 credit hours) is selective. To be considered for admission applicants must submit the following:

• Evidence of an earned bachelor's degree

• Completed application to Graduate Admissions

• Current résumé with 3 professional references

• Cumulative GPA of 3.0 or better at the highest degree awarded

The American Counseling Association code of ethics (2014) requires that institutions providing counselor education screen students for professional, personal, and academic fit within the profession of counseling. Completion and graduation from the MA in counseling programs require successful completion of all graduate courses with appropriate academic success; development of appropriate interpersonal and counseling skills evidencing competency as a counselor; and being deemed fit for the counseling profession by program faculty as determined by development of counseling knowledge, skills, and counselor formation, interpersonal relations with others in the program, and openness to supervision and feedback.

Acceptance into the MA in counseling program is required in order for potential counseling candidates to enroll in the preliminary courses, IPC 51000 Foundations of School Counseling (3) or IPC 51100 Foundations of Clinical Mental Health Counseling (3). These foundations classes will be considered screening classes. Foundations instructors will evaluate all students using the Pre-Service Counselor Candidate Disposition Assessment introduced at the beginning of the Foundations classes (see Program Handbooks at https://www.lindenwood.edu/counseling) in the middle of the program in counseling theories (IPC 55200 and IPC 55300, respectively) and when enrolled in field and internship experiences. Any student identified by Foundations instructors as lacking clinical or academic potential to develop a career as a clinical mental health or counselor will be referred to the counseling review board to determine whether or not the candidate will continue in the program or receive remedial actions (e.g., personal counseling or an action plan developed by the candidate and the advisor). This review board will be made up of the head of the department, a full-time faculty member, and an adjunct faculty member. The review board will make recommendations to remediate the student. Efforts at remediation will be reviewed again the following semester. If sufficient progress has been made, the student will continue in the program. If the student demonstrates the same or additional deficits, as described above, the student may be removed from the program.

Students admitted to the MA in counseling degree program must attain a 3.0 GPA for the first 12 hours of graduate course work with no grade less than a B nor a report from any instructor, program staff, or advisor for minor or major concerns according to the Pre-Service Counselor Candidate Disposition Assessment. Failure to maintain such standards will result in the candidate being referred to the remediation committee to determine if the student will continue in the program. It is the objective of the counseling program to, as early as possible; identify students who demonstrate difficulty achieving the standards for competent practice and to initiate appropriate intervention to assist them. Thus, the faculty of the counseling program reserves the right to review students at any stage of their coursework. A student earning any grade less than a B in IPC 51000 or IPC 51100, IPC 52400, IPC 55100 or IPC 55300, or IPC 61100, IPC 62000, IPC 63000, (clinical practicum and internships) or IPC 62100, or IPC 62400 (school field placements) will be allowed to repeat the course one time and must earn a grade of B or better to continue in the program. In addition, any instructor may submit a Pre-Service Counselor Candidate Disposition Assessment form to the remediation committee to ensure appropriate professional and clinical disposition and skills are being practiced, during the program. The counseling remediation committee, however initiated, may result in the termination of the student's degree program or the development of a persistence plan. Persistence plans are developed to ensure skills that are essential to the development of competent and ethical practices as a clinical mental health counselor or as a counselor serving in the schools or professional practice settings.

Completion of the counseling program is contingent on meeting the following criteria:

1. Maintaining a minimum GPA of 3.0 in Counseling coursework; and

2. Completing the required number of courses, based on the current curriculum; and

3. Completing an electronic portfolio

4. Satisfactory resolution of any disposition documentation provided by candidate's instructors; and

5. Receiving satisfactory evaluations from site supervisors during internship or field placement experiences; and

6. Passing the comprehensive examination Counselor Preparation Comprehensive Examination (CPCE) in the CMHC clinical mental health counseling candidates. Missouri School Counseling students must pass the Missouri Educator Gateway Assessments (MEGA): Missouri School Counseling Content Assessment, test MO056 as an exit requirement.

Note: Missouri's Department of Elementary and Secondary Education (DESE) has raised the criteria for certification as a school counselor. State regulations can and do change and all counseling candidates must meet Missouri DESE requirements to complete this Missouri approved certification program. Current Missouri requirements can be found online at www.dese.mo.gov and your counseling advisor will help you understand what you are required to do to meet those standards. Currently, a minimum GPA of 3.0 is required for all school counseling coursework.

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

Students completing the Master of Arts in clinical mental health counseling must obtain a minimum of 700 hours of supervised internship experience of which 100 are completed during a Practicum. Internship placements may be arranged with a variety of mental health agencies that provide counseling services to clients that have been approved through the Counseling Department. Internship students receive individual supervision from qualified professionals at their field sites and will also participate in a group supervision course conducted by a faculty member of the Counseling Department. The Clinical Mental Health Counseling Practicum and Internship Handbook specifies the details for the practicum and internship experience.

Students completing the 48 credit hour counseling, school certification preparation program, must obtain a minimum of 400 hours of field placement experience in an approved school setting. The school counseling program now requires 100 hours at an alternative grade level building to qualify for MO DESE k-12 certification. Students completing their field placement experiences receive individual supervision from a certified school counselor at their site and will participate in a group supervision course conducted by a faculty member of the Counseling Department. The School Counseling Handbook specifies the details for both field placement experiences.

Exit requirements vary by program. Brief descriptions of the exit requirements are provided in the following sections. Further information regarding exit requirements is provided in the Clinical Mental Health Counseling Handbook and the School Counseling Handbook.

Background Check

Some states will not provide a clinical mental health counseling license to those with a failed background check. If an applicant or student has questions regarding such, the student should check with the state clinical mental health counseling licensure board, preferably prior to applying to the MA in counseling program. A conviction, guilty plea, or *nolo contendere* plea involving a crime involving drugs, moral turpitude, or other criminal charges may prohibit licensure or employment as a school or professional counselor.

Students submitting applications for Missouri field placements in school counseling are required to apply for a Missouri substitute certificate, Type 70 and a Family Care Safety Registry application. Students are responsible for all associated fees.

Also, note that some professional internship sites require completion of a background check prior to commitment to the internship. All background checks are at the expense of the student.

Citizenship/authorized alien/immigrant status is now a prerequisite for a professional license by an agency of a State or local government under Title 8 US Code Section 1621.

CLINICAL MENTAL HEALTH COUNSELING, MA

60 credit hours

The clinical mental health counseling program (CMHC) provides students with a broad base of psychological knowledge and theory integrated with extensive training and practice in the use of counseling skills. The CMHC program offers students an opportunity to complete coursework prerequisite to professional counseling (LPC) licensure in Missouri. Graduates of the program who complete post-graduate Missouri licensure requirements, including supervised post-graduate counseling service and the required licensure exams, are qualified to work in a variety of mental health settings with individuals, groups, and families.

The program is taught in a fully synchronous format which offers students options for on-campus, hybrid, and distance learning courses.

Requirements

Major Coursework

45 credit hours of coursework from the following options:

IPC 51100	Foundations of Clinical Mental Health Counseling	3
IPC 51200	Ethics and Professional Issues	3
IPC 52100	Human Growth and Development	3

IPC 52200	Personality Theories and Psychopathology	3
IPC 52401	Adult Diagnosis and Treatment Planning	3
IPC 53100	Family Counseling	3
IPC 54100	Research Methods and Program Evaluation	3
IPC 55100	Counseling Theory and Practice	3
IPC 55200	Counseling Skills Lab	3
IPC 56100	Group Dynamics, Process and Counseling	3
IPC 56200	Social and Cultural Foundations of Counseling	3
IPC 56500	Introduction to Substance Abuse Counseling	3
IPC 58100	Appraisal of the Individual	3
IPC 58200	Lifestyle and Career Development	3
IPC 61008	Trauma Counseling	3

Note: Courses are three credit hours unless otherwise indicated.

Additional Coursework

6 credit hours of coursework from the following options:

| IPC 56400 | Crisis Intervention | 3 |
| IPC 61006 | Grief Counseling | 3 |

Note: Courses are three credit hours unless otherwise indicated.

Internship Coursework

9 credit hours of coursework from the following options:

IPC 61100	Clinical Mental Health Counseling Practicum	3
IPC 62000	Clinical Mental Health Counseling Internship I	3-6
IPC 63000	Clinical Mental Health Counseling Internship II	3

A minimum of 3 credit hours in IPC 62000 (Clinical Mental Health Counseling Internship) coursework is required.

Comprehensive Examination Coursework

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

| IPC 60500 | Comprehensive Examination | 0 |

COUNSELING, MA

48 credit hours

The counseling school certification preparation program has the option for candidates to complete coursework for MO K-12 school counselor certification and, if desired,

professional licensure in Missouri. Graduates of the master's in counseling program are qualified to work in a variety of schools and other settings.

Requirements

Major Coursework

45 credit hours of coursework from the following options:

EDU 57000	Educational Research	3
IPC 51000	Foundations of School Counseling	3
IPC 51200	Ethics and Professional Issues	3
IPC 51300	Principles of School Counseling	3
IPC 52100	Human Growth and Development	3
IPC 52300	Adjustment and Learning Issues in Children and Adolescents	3
IPC 55300	Theories of Counseling Children and Adolescents	3
IPC 56100	Group Dynamics, Process and Counseling	3
IPC 56200	Social and Cultural Foundations of Counseling	3
IPC 57500	Family and School Consulting	3
IPC 58100	Appraisal of the Individual	3
IPC 58200	Lifestyle and Career Development	3
IPC 58300	Analysis of the Individual	3
IPC 62100	Field Placement 1	3
IPC 62400	Field Placement 2 K-12	3

Elective Coursework

3 credit hours of coursework from the following options:

IPC 52200	Personality Theories and Psychopathology	3
IPC 52401	Adult Diagnosis and Treatment Planning	3
IPC 53100	Family Counseling	3
IPC 53200	Marital Counseling	3
IPC 54200	Statistical Analysis	3
IPC 56400	Crisis Intervention	3
IPC 56500	Introduction to Substance Abuse Counseling	3
IPC 59000-59999	Special Topics in Counseling	1-6
IPC 61002	Peer Helping Programs	3
IPC 61003	Spirituality and Counseling	3
IPC 61004	Adult Survivors of Trauma	3
IPC 61005	Clinical Hypnotherapy	6
IPC 61006	Grief Counseling	3
IPC 61007	Core Communication	3
IPC 62101	Field Placement 1 Extension	0
IPC 62201	Field Placement 2 K-8 Extension	0
IPC 62301	Field Placement 2 7-12 Extension	0

IPC 62401	Field Placement 2 K-12 Extension	0
IPC 62500	Individual Intelligence Testing	3
IPC 62600	Individual Diagnostic Assessment	3

Education Coursework

9 credit hours of coursework from the following options:

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

The Counseling Department offers a cluster of these three education courses, to be taken concurrently, which requires access to and familiarity with the internet and Canvas. If students elect to take these education courses separately (or have taken one or two equivalent education classes previously), they may take the education classes through another program, such as Curriculum and Instruction. Undergraduate equivalent courses are accepted.

EDC 52100	Classroom Teaching/Management for Counselors	3
EDC 53500	Teaching Methods for Counselors	3
EDC 54100	Education of the Exceptional Child for Counselors	3

Field Placement Requirement

Students in the school counseling track are required to complete a minimum of 400 hours of supervised field placement experience. Field Placement 1 (IPC 62100) requires a minimum of 200 clock hours. Field Placement 2 (IPC 62400) requires a minimum of 200 clock hours. All field placements must be in K-12 settings under the supervision of a certified school counselor with a minimum of 3 years full-time experience as a certified school counselor. A minimum of 100 hours must be spent at an alternative grade level building. Students must have at least a 3.0 GPA to begin Field Placement 1 or Field Placement 2 and be placed at an approved K-12 site through the Office of Field and Clinical Experiences. Students are expected to earn a grade of A or B in Field Placement (IPC 62100 and IPC 62400) in order to graduate. Students will be required to repeat the course if they earn less than a B. If students take an incomplete in IPC 62100 and are unable to complete at least half the required field placement hours, they must enroll in Field Placement 2 K-12 Extension (IPC 62101) for zero credit hours to allow them to attend field placement classes while completing the required hours. If students take an incomplete in Field Placement 2, regardless of how many hours are needed, they must enroll in IPC 62401 for zero credit hours to allow them to attend field placement classes while completing the required hours. A fee of $50 will be incurred for each extension.

MO K-12 Certification Requirement

If a student was MO certified prior to September 1, 2021 as k-8 or 7-12 certification levels and is seeking to become k-12 certified, they are required to earn 100 hours at an alternative grade level building other than their current certification level. In such cases, students may enroll in a 3 credit-hour IPC 62499, K-12 bridge course.

Exit Requirements

In order to fulfill degree requirements, each student completes IPC 60500 (Comprehensive Examination) by passing the Missouri Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056 MEGA Counselor. During the program, each student will also complete all state required assessments. In addition, each student will purchase and compile an electronic portfolio demonstrating competencies as delineated by the Missouri Department of Elementary and Secondary Education standards, to be completed by the end of Field Placement 2. Further information regarding exit requirements is provided in the School Counseling Handbook.

SCHOOL PSYCHOLOGICAL EXAMINER GRADUATE CERTIFICATE

27 credit hours

Students seeking certification as a school psychological examiner must hold a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one of the following areas: counseling, education, educational psychology, or psychology. In addition, students seeking school psychological examiner certification must hold some form of prior teacher certification (i.e., teacher, school counselor, etc.).

Requirements

Foundation Coursework

3 credit hours of coursework from the following or an approved equivalent substitution:

| EDU 50410 | Human Growth, Development, and the Exceptional Learner | 3 |
| EDU 54100 | Education of the Exceptional Child | 3 |

Major Coursework

24 credit hours of coursework from the following options:

| EDU 51110 | Advanced Educational Psychology | 3 |
| IPC 52100 | Human Growth and Development | 3 |

IPC 52300	Adjustment and Learning Issues in Children and Adolescents	3
IPC 54200	Statistical Analysis	3
IPC 58100	Appraisal of the Individual	3
IPC 62500	Individual Intelligence Testing	3
IPC 62600	Individual Diagnostic Assessment	3
IPC 62700	Internship in Diagnostic Assessment	3

Internship Requirements

IPC 62701	Internship in Diagnostic Assessment Extension	0

The Internship in Diagnostic Assessment (IPC 62701) consists of 150 hours of supervised field experience. All internships must be in K-12 settings under the supervision of a certified school psychological examiner. Students must have at least a 3.0 GPA in order to begin their internship. Students are expected to earn a grade of A or B in Internship in Diagnostic Assessment (IPC 62700). Students will be required to repeat the course if they earn less than a B. If students take an incomplete in IPC 62700, regardless of how many hours are needed, they must enroll in IPC 62701 for zero credit hours to allow them to attend internship classes while completing the required hours. A fee of $50 will be incurred for each extension.

Exit Requirements

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

COLLEGE OF SCIENCE, TECHNOLOGY, AND HEALTH

Criminology and Criminal Justice Department

The Criminal Justice Master of Science offers two emphasis areas: an Administration track, and a Crisis Response Support track. These degrees enhance the knowledge of practicing professionals who want to expand their skills in criminal justice administration and may provide essential skills cases that entail crises not extensively covered through traditional training. These degrees are also great for scholar-practitioners in any field with a desire to combine existing knowledge and experience from other disciplines with criminal justice to pursue one of many careers in the CJ system. The accelerated curriculum integrates criminal law and theory, leadership development, global awareness, and organizational change. These foundational concepts prepare graduates for leadership roles in organizations related to the criminal justice profession and beyond.

CRIMINAL JUSTICE, MS ADMINISTRATION EMPHASIS

33 credit hours

Requirements

Prerequisite Coursework

0-3 credit hours of coursework from the following options.

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

CCJ 51600	Foundations of Criminal Justice	3

Major Coursework

15 credit hours of coursework from the following options:

CCJ 50300	Ethics in Criminal Justice Administration	3
CCJ 50330	Criminal Justice Leadership Theory	3
CCJ 50400	Public Policy and Criminal Justice	3
CCJ 50500	Criminal Justice Research Methods	3
CCJ 60100	Capstone I	3

Emphasis Coursework

9 credit hours of coursework from the following options:

CCJ 51700	Crisis Management	3
CCJ 51800	Corrections Administration	3
CCJ 51900	Police Administration	3
FIN 52005	Fundamentals of Financial Management	3

Elective Coursework

9 credit hours of coursework from the following options:

CCJ 50320	Criminal Justice Leadership: Strategies and Practice	3
CCJ 51500	Constitutional Law	3
CCJ 51600	Foundations of Criminal Justice	3
CCJ 51700	Crisis Management	3
EDSBA 51001	Concepts and Principles in Behavior Analysis	3
EDSBA 51101	Philosophical Foundations of Behavior Analysis and Introductory Concepts	3
FIN 52005	Fundamentals of Financial Management	3

CCJ 51700 and FIN 52005 may be used to fulfill elective coursework only if not used to fulfill emphasis coursework.

CRIMINAL JUSTICE, MS CRISIS RESPONSE SUPPORT EMPHASIS

33 credit hours

Requirements

Prerequisite Coursework

0-3 credit hours of coursework from the following options.

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

CCJ 51600	Foundations of Criminal Justice	3

Major Coursework

15 credit hours of coursework from the following options:

CCJ 50300	Ethics in Criminal Justice Administration	3

CCJ 50330	Criminal Justice Leadership Theory	3
CCJ 50400	Public Policy and Criminal Justice	3
CCJ 50500	Criminal Justice Research Methods	3
CCJ 60100	Capstone I	3

Emphasis Coursework

9 credit hours of coursework from the following options.

IPC 51000	Foundations of School Counseling	3
IPC 52200	Personality Theories and Psychopathology	3
IPC 52300	Adjustment and Learning Issues in Children and Adolescents	3
IPC 56200	Social and Cultural Foundations of Counseling	3

Elective Coursework

9 credit hours of coursework from the following options:

CCJ 50320	Criminal Justice Leadership: Strategies and Practice	3
CCJ 51500	Constitutional Law	3
CCJ 51600	Foundations of Criminal Justice	3
CCJ 51700	Crisis Management	3
EDSBA 51001	Concepts and Principles in Behavior Analysis	3
EDSBA 51101	Philosophical Foundations of Behavior Analysis and Introductory Concepts	3
FIN 52005	Fundamentals of Financial Management	3

CORRECTIONS ADMINISTRATION GRADUATE CERTIFICATE

18 credit hours

Requirements

Certificate Coursework

CCJ 50300	Ethics in Criminal Justice Administration	3
CCJ 50320	Criminal Justice Leadership: Strategies and Practice	3
CCJ 50330	Criminal Justice Leadership Theory	3
CCJ 50400	Public Policy and Criminal Justice	3
CCJ 51800	Corrections Administration	3
FIN 52005	Fundamentals of Financial Management	3

POLICE ADMINISTRATION GRADUATE CERTIFICATE

18 credit hours

Requirements

Certificate Coursework

CCJ 50300	Ethics in Criminal Justice Administration	3
CCJ 50320	Criminal Justice Leadership: Strategies and Practice	3
CCJ 50330	Criminal Justice Leadership Theory	3
CCJ 50400	Public Policy and Criminal Justice	3
CCJ 51900	Police Administration	3
FIN 52005	Fundamentals of Financial Management	3

Kinesiology Department

ATHLETIC TRAINING, MS

70 credit hours

Lindenwood University offers a Master of Science in athletic training, and the program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
The graduate program for athletic training prepares students to succeed on the Board of Certification (BOC) examination in athletic training and become a certified athletic trainer (ATC). Lindenwood University's average first time pass rate over the past three years (2021-2023) on the BOC examination is 94 percent.

The athletic training program has specific eligibility requirements and utilizes a secondary application and admission process. Information regarding the admission criteria for each pathway can be found in the following sections. The program accepts a maximum of 20 students into each cohort. The program utilizes a single point of entry into the program, and all new students formally begin the graduate program during the summer term. Students admitted into the program will complete a rigorous two-year curriculum that includes two summer terms, two fall semesters, and two spring semesters. Students are expected to remain continuously enrolled and will follow a specific sequence of didactic and clinical coursework designed to meet the core competencies established by the CAATE.

Beginning Summer 2024 cohort, in addition to university tuition fees, students in the athletic training program will also be subject to a $1,000 annual program fee that covers additional costs associated with the program (e.g. lab equipment, testing services, apparel for clinical rotations,

NATA memberships, ATrack subscriptions, etc…). The program fee eliminates the need for individual lab fees.

Accelerated Master's Program (AMP) Pathway

The accelerated master's program is designed for traditional first-time college students, but current students and transfer students can declare their interest in the accelerated master's program and follow this academic pathway at any time. Interested students should inform their academic advisor of their intent to complete the accelerated master's program as early as possible to ensure they follow the necessary academic degree plan. The program has specific eligibility requirements, application procedures, selection criteria, and retention criteria. Refer to the sections on Admission Criteria, Application Process, and Selection Criteria for additional details.

Admission Criteria (AMP Pathway)

Cumulative college GPA of 3.00 or higher.
Cumulative GPA of 3.3 or higher for all prerequisite courses.
Completion, or be nearing the completion, of all general education requirements.
Completion of all program prerequisites with a C or better (must be completed or scheduled to be completed prior to the time of entry into program)

> Biology (BSC 10000)
> Chemistry (CHM 10000)
> Physics (PHY 25100)
> Anatomy/Physiology I and II (BSC 22700, BSC 22800)
> Exercise Physiology (EXS 31500)
> Psychology (PSY 10000)
> Nutrition (EXS 24000)
> Medical Terminology (HFS 18500)
> Kinesiology (HFS 31000) or Biomechanics (EXS 32500)

Completion of at least 75 undergraduate credit hours at time of application submission (credit hours for courses enrolled in at time of application should be included)
Completion of at least 90 undergraduate credit hours at time of entry into program.

Application Process (AMP Pathway)

Complete the application for graduate admission at Lindenwood University.
Complete the application (via ATCAS) for admission into the athletic training program.

Additional required documents located in ATCAS:
> Transcript verification of completion of all program prerequisite courses.
> If the prerequisite courses have not been completed at the time of application, students can submit final verification at a later date.
Three letters of recommendation.
> At least 1 letter of recommendation must be from

a certified athletic trainer.
Documentation of a minimum of 50 observation hours with a certified athletic trainer.
Personal statement
> Statement should provide support for one's ability to perform at a high-level in the program.
> Statement should include prior academic and clinical experiences, work experience, accomplishments, academic goals, and career goals.
Complete an interview with the athletic training program faculty.
> Interviews will be scheduled by program faculty after receiving all application materials.
The priority application deadline is December 1st of each year for enrollment in the program in the following summer term.

Post-Baccalaureate Pathway

The post-baccalaureate pathway is designed for college graduates who have already completed (or will have completed) an undergraduate degree in a related field, as well as all program prerequisites prior to enrolling in the graduate program. The program has specific eligibility requirements, application procedures, selection criteria, and retention criteria. Refer to the sections on Admission Criteria, Application Process, and Selection Criteria for additional details.

Admission Criteria (Post-Baccalaureate Pathway)

- Cumulative college GPA of 3.00 or higher.

- Cumulative GPA of 3.3 or higher for all prerequisite courses.

- Completion of a bachelor's degree
  All bachelor's degree requirements must be completed and degree conferred prior to the time of entry into program.

- Completion of all program prerequisites with a C or better (must be completed or scheduled to be completed prior to the time of entry into program)

  o Biology (BSC 10000)

  o Chemistry (CHM 10000)

  o Physics (PHY 25100)

  o Anatomy/Physiology I and II (BSC 22700, BSC 22800)

  o Exercise Physiology (EXS 31500)

  o Psychology (PSY 10000)

  o Nutrition (EXS 24000)

  o Medical Terminology (HFS 18500)

  o Kinesiology (HFS 31000) or Biomechanics (EXS 32500)

Application Process (Post-Baccalaureate Pathway)

- Complete the application for graduate admission at Lindenwood University.

- Complete the application (via ATCAS) for admission into the athletic training program.

- Additional required documents located in ATCAS:

- Transcript verification of completion of a bachelor's degree.

- Transcript verification of completion of all program prerequisite courses.

- If the bachelor's degree or prerequisite courses have not been completed at the time of application, students can submit final verification at a later date.

- Three letters of recommendation.
  At least 1 letter of recommendation must be from a certified athletic trainer.
  Documentation of a minimum of 50 observation hours with a certified athletic trainer.

- Personal statement
  Statement should provide support for one's ability to perform at a high-level in the program.

- Statement should include prior academic and clinical experiences, work experience, accomplishments, academic goals, and career goals.

- Complete an interview with the athletic training program faculty.
  Interviews will be scheduled by program faculty after receiving all application materials.

- The priority application deadline is December 1st of each year for enrollment in the program in the following summer term.

  Selection Process
  The athletic training program has a selective admissions process for program applicants. Each spring, the program accepts a maximum of 20 students into each cohort, and upon acceptance, each cohort will begin the graduate program during the subsequent summer term.

  Notification of Acceptance
  All program applicants will be notified of their conditional acceptance or rejection by March 15th. A maximum of 20 students will be admitted each year. Students not selected for admission are encouraged to re-apply for the following year. Students conditionally accepted into the program will be required to complete the additional requirements described in the next section before officially beginning the program.

  As stated in the university policies, Lindenwood University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information or other status protected under applicable law.

Additional Program Requirements
After receiving the conditional acceptance letter, students are required to complete additional requirements prior to May 1st of their respective entrance year in the program. These requirements include, but are not limited to, providing vaccination records, providing a criminal background check, and signing compliance statements for program policies. A complete list of these requirements can be found on the program website. Failure to meet, complete, and/or submit any of the requirements may result in revocation of the student's admission to the program.

Enrolling in Graduate Courses as an Undergraduate Student
With prior approval, undergraduate students following an accelerated master's program degree plan will be eligible to register in select graduate courses. These graduate-level courses will be determined by the program, and the credit hours associated with these graduate courses will count toward the completion of the bachelor's degree. Additional information on undergraduate students earning graduate credit can be found in the section titled Earning Graduate Credit as an Undergraduate Student.

Requirements

Major Coursework

AT 50100	Clinical Practicum I	3
AT 50200	Clinical Practicum II	3
AT 50300	Clinical Practicum III	2
AT 50400	Clinical Practicum IV	3
AT 50500	Clinical Practicum V	1
AT 50600	Clinical Practicum VI	3
AT 51100	Clinical Decision-Making I	1
AT 51200	Clinical Decision-Making II	1
AT 51300	Clinical Decision-Making III	1
AT 51400	Clinical Decision-Making IV	1
AT 52000	Emergency Management	6
AT 52500	Fundamental Skills in Athletic Training	1
AT 54100	Orthopedic Evaluation and Management I	4
AT 54200	Orthopedic Evaluation and Management II	4
AT 54400	Evaluation and Management of General Medical Conditions	5
AT 55100	Therapeutic Interventions I	4
AT 55200	Therapeutic Interventions II	4
AT 55300	Therapeutic Interventions III	4
AT 61000	Leadership and Management in Athletic Training	3

AT 63000	Seminar in Athletic Training	1
AT 65000	Capstone	3
AT 68100	Comprehensive Examination	0
HS 53700	Contemporary Trends in Wellness	3
HS 54000	Research Methods	3
HS 54200	Statistical Analysis	3
HS 57700	Sport Nutrition & Body Composition	3

HEALTH SCIENCES, MS PROGRAM OVERVIEW

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

Fitness and Wellness Specialization

The fitness and wellness specialization requires completion of a 12-credit hour core curriculum. Students then choose between a thesis or non-thesis option with elective courses consisting of the remaining credit hours. Both thesis and non-thesis options within each specialization require the completion of a comprehensive examination. A written comprehensive examination is required for the non-thesis option, while a successful oral defense of the thesis is required for the thesis option. Depending on the courses selected, the fitness and wellness specialization can be completed entirely online. A number of different focus options have been outlined in the Fitness and Wellness

specialization to help provide a course program that best meets the needs of all students interested in completing this specialization. Like other specializations, coursework can be selected in the Fitness and Wellness specialization to allow for adequate preparation to sit for and pass a number of different health, exercise, fitness, and strength and conditioning professional certifications.

Sports Science and Performance Specialization

Sports science and performance specialization requires completion of an 18-credit hour core curriculum. Students then choose between a thesis or non-thesis options and elective courses to complete the remaining credit hours. Both thesis and non-thesis options within each specialization require the completion of a comprehensive examination. A written comprehensive examination is required for the non-thesis option, while a successful oral defense of the thesis is required for the thesis option.

The Master of Science in health sciences is consistent and aligns with the American College of Sports Medicine (ACSM) professional standards. Several instructors and faculty members are certified by the National Strength and Conditioning Association as Certified Strength and Conditioning Specialists (CSCS) and Certified Personal Trainers (NSCA-CPT) who teach in the sport science and performance specialization. Practical experiences offered on campus and throughout the program gives students robust experiences in strength and conditioning, athletic training, fitness assessment, and research as well as preparation for additional graduate coursework beyond the master's degree. Graduates of this program will be exposed to a variety of content that will offer a broad foundation of knowledge that can be applied towards certification exams in areas related to:

American College of Sports Medicine (ACSM)

- Certified Personal Trainer (CPT)

National Strength and Conditioning Association (NSCA)

- Certified Personal Trainer (NSCA-CPT)
- Certified Strength and Conditioning Specialist (CSCS)
- Tactical Strength and Conditioning (TSAC)

Aerobic Fitness Association of American (AFAA)

- Various Certifications

National Academy of Sports Medicine (NASM)

- Various Certifications

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

Health Sciences Program Admission

Applications for acceptance into the sports science and performance specialization must include the following documents:

- Online application.

- Official transcripts from all attended institutions verifying completion of bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0.

- Letter of intent that includes a personal statement discussing your area of interest in our graduate program along with your career goals.

- Current résumé including all related professional and extracurricular experience, education, and certifications.

- Minimum of three letters of recommendation addressing the applicant's academic qualifications and abilities to be successful in a graduate program.

- An interview with departmental faculty (via phone or in person).

- Current CPR certification including AED certification.

- The prerequisites for admission into the sport science and performance specialization include Anatomy and Physiology I and II with labs, Exercise Physiology with lab, Nutrition, and Statistics. Strongly suggested courses include Exercise Testing, and Exercise Prescription.

HEALTH SCIENCES, MS FITNESS AND WELLNESS SPECIALIZATION

33 credit hours

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

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

Requirements

Prerequisite Coursework

In addition, the following courses (or other courses with program chair approval) serve as admission prerequisites for the Master of Science in Health Sciences. All prospective students must have completed these courses prior to admission with a grade of C or better.

BSC 12100 or EXS 24000 Nutrition
BSC 22700 Human Anatomy & Physiology I
BSC 22800 Human Anatomy & Physiology II
EXS 31500 Exercise Physiology
EXS 31600 Exercise Physiology Lab
MTH 14100 Basic Statistics

Major Coursework

3 credit hours of coursework from the following option:

HS 54000	Research Methods	3

Statistical Analysis Coursework

3 credit hours of coursework from the following option:

HS 54200	Statistical Analysis	3

Extended Core Coursework

9 credit hours of coursework from the following options:

HS 53700	Contemporary Trends in Wellness	3
HS 53800	Employee Wellness Programming	3
HS 55000	Human Physiology and Nutrition	3

Elective Coursework

Thesis Route: 12 credit hours

Non-Thesis Route: 15 credit hours

Suggested electives based on chosen specialty area:

Coaching: HS, PE, REC cross-listed

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

Health Behavior Management: EDU, HS, IPC,

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

Sports and Recreation Administration: HS, SPMGT

Strength and Conditioning: EXS cross-listed, HS

Therapeutic Recreation: EDU, HS, IPC

Additional electives with faculty advisor approval.

Culminating Experience Coursework

Thesis Option Coursework

6 credit hours of coursework from the following option:

HS 65001	Thesis	1-6

Note: Students who have not successfully completed all requirements for HS 65001 Thesis must enroll in HS 65002 Thesis Extension. Continuous enrollment in HS 65002 is required until students are able to successfully complete all requirements for HS 65001 Thesis.

Non-Thesis Option Coursework

3 credit hours of coursework from the following options:

| HS 54100 | Internships | 3-6 |
| HS 55100 | Independent Study | 1-6 |

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

Comprehensive Exam Coursework

Zero credit hour course required for completion of major.

| HS 58100 | Comprehensive Examination | 0 |

HEALTH SCIENCES, MS SPORT SCIENCE AND PERFORMANCE SPECIALIZATION

33 credit hours

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

The Exercise and Performance Nutrition Laboratory (www.lindenwood.edu/epnl) contains approximately 2,000 square feet and offers a dedicated space for all laboratory instruction and research being conducted within the College of Science, Technology, and Health. This laboratory houses various body composition, cardiorespiratory, musculoskeletal fitness, balance, and biochemistry equipment.

Requirements

Prerequisite Coursework

In addition, the following courses (or other courses with program chair approval) serve as admission prerequisites for the Master of Science in Health Sciences. All prospective students must have completed these courses prior to admission with a grade of C or better.

BSC 12100 or EXS 24000 Nutrition
BSC 22700 Human Anatomy & Physiology I
BSC 22800 Human Anatomy & Physiology II
EXS 31500 Exercise Physiology
EXS 31600 Exercise Physiology Lab
MTH 14100 Basic Statistics

Major Coursework

3 credit hours of coursework from the following option:

| HS 54000 | Research Methods | 3 |

Statistical Analysis Coursework

3 credit hours of coursework from the following option:

| HS 54200 | Statistical Analysis | 3 |

Extended Core Coursework

12 credit hours of coursework from the following options:

HS 53500	Advanced Exercise Testing and Prescription	3
HS 57200	Exercise Metabolism, Endocrinology, and Biomarkers	3
HS 57600	Cardiorespiratory and Neuromuscular Exercise Physiology	3
HS 57700	Sport Nutrition & Body Composition	3

Elective Coursework

Thesis Route: 9 credit hours

Non-Thesis Route: 12 credit hours

HS 51000/EXS 38500	Advanced Strength Training	3
HS 51100	Human Movement Impairments and Corrective Exercise Strategies	3
HS 52200	Research in Nutrition and Dietetics (Independent Study)	3
HS 52500	Performance Psychology	3
HS 53700	Contemporary Trends in Wellness	3
HS 54300/EXS 32500	Biomechanics	3
HS 56500/EXS 45500	CSCS Exam Preparation	3
HS 58000	Exercise Considerations for Aging and Metabolic Populations	3
HS 64100	Disability Sport	3
HS 64200-64999	Special Topics	3

Additional electives with faculty advisor approval.

Culminating Experience Coursework

Thesis Option Coursework

6 credit hours of coursework from the following option:

| HS 65001 | Thesis | 1-6 |

Note: Students who have not successfully completed all requirements for HS 65001 Thesis must enroll in HS 65002 Thesis Extension. Continuous enrollment in HS 65002 is required until students are able to successfully complete all requirements for HS 65001 Thesis.

Non-Thesis Option Coursework

3 credit hours of coursework from the following options:

HS 54100	Internships	3-6
HS 55100	Independent Study	1-6

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

Comprehensive Exam Coursework

Zero credit hour course required for completion of major.

HS 58100	Comprehensive Examination	0

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

Mathematics, Computer Sciences, and Information Technology Department

CYBERSECURITY MANAGEMENT, MS

36 credit hours

The Cybersecurity Management program at Lindenwood University guides you along the path to advancing your career in the cybersecurity management field with a Master of Science degree. You will study relevant, industry-driven coursework that blends business and technology skills. This program accepts students who have already earned an undergraduate degree in cybersecurity, information technology, computer science, computer information systems, management information systems, or a post-bachelor's certificate in information technology. If the student does not have one of these degrees, the program will also accept a bachelor's degree in any field and equivalent work experience or particular certifications that are in accordance with Lindenwood University's admissions standards.

Requirements

Major Coursework

33 credit hours of coursework from the following options:

IIT 52200	Data Forensics and Evidence Collection	3
IIT 52500	Network and Data Center Security	3
IIT 52900	IT Compliance, Governance, and Ethics	3
IIT 53300	Systems Approach to Information Technology Projects	3
IIT 53500	Management and Administrative Theory for IT Professionals	3
IIT 53800	Business Communications for IT Professionals	3
IIT 56500	Business Approach to Cybersecurity	3
IIT 56501	Cybersecurity Systems and Architectures	3

IIT 56503	Ethical Hacking and Countermeasures	3
IIT 56504	Current Issues in Cybersecurity	3
IIT 56505	Secure Application Development	3

Practical Application Coursework

3 credit hours of coursework from the following options:

IIT 60303	Cybersecurity Management Capstone	3
IIT 60400	Information Technology Internship	3

INFORMATION TECHNOLOGY MANAGEMENT, MS

36 credit hours

Lindenwood University's Master of Science in Information Technology Management program teaches you how to meet the technological and business needs of an organization. This highly industry-driven program provides the knowledge needed to manage, evaluate, and structure IT processes. You will be prepared to work in a corporate, government, entrepreneurial, or non-profit setting.

This program accepts students who have already earned an undergraduate degree in cybersecurity, information technology, computer science, computer information systems, management information systems, or a post-bachelor's certificate in information technology. If the student does not have one of these degrees, the program will also accept a bachelor's degree in any field and equivalent work experience or particular certifications that are in accordance with Lindenwood University's admissions standards.

Requirements

Major Coursework

33 credit hours of coursework from the following options:

IIT 52500	Network and Data Center Security	3
IIT 52900	IT Compliance, Governance, and Ethics	3
IIT 53300	Systems Approach to Information Technology Projects	3
IIT 53500	Management and Administrative Theory for IT Professionals	3
IIT 53800	Business Communications for IT Professionals	3
IIT 54100	Database Integration and Management	3
IIT 54200	New Technology Integration	3
IIT 54400	Enterprise Resource Planning	3
IIT 55800	Virtualization and Cloud Computing	3

| IIT 56506 | Big Data Analytics | 3 |
| IIT 56507 | Deploying Business Blockchain Technology | 3 |

Practical Application Coursework

3 credit hours of coursework from the following options:

| IIT 60302 | IT Management Capstone | 3 |
| IIT 60400 | Information Technology Internship | 3 |

GRADUATE COURSE DESCRIPTIONS

AAD - Art and Design

AAD 50000 - Portfolio and Career Foundations (3)
This advanced professional course provides students with a structured environment to refine their personal design styles and technical skills as it pertains to the field. Students will refine self- selected pieces, mentor other students, and develop an interactive platform in which to display the best of their work. Interviewing, résumé building, and job hunting are closely tied to the distribution of a portfolio and thus are a pivotal part of the course content. Students will conclude the course with a professional résumé, digital portfolio, and set of skills that will assist them in securing both a valuable internship and future career. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 50001 - Research Methods in Art (3)
This course is an introduction to the research methods employed in art which include procedures for research/field work. The course also addresses portfolios, resumes, job opportunities, networking, exhibitions, legal issues, and other resources available to the artist and art historian. This class may require the use of a virtual reality headset identified by the instructor.

AAD 50010 - Research Studies I: Methods in Art and Design (3)
This advanced course introduces students to the research methods employed in art and design, which includes procedures for conducting research and completing work in the field. This class may require the use of a virtual reality headset identified by the instructor.

AAD 50020 - Research Studies II: Seminar in Art and Design (3)
This seminar course is an advanced study of the mechanisms that promote art and design changes over time in different areas. The course promotes discussion of art and design as a psychological and sociological phenomenon. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: AAD 50010.

AAD 50030 - Research Studies III: Theories in Art and Design (3)
This course is a survey of the major theoretical and critical lines of thought that have shaped our understanding of art and design, their role in society, as well as their reception, use and appreciation from antiquity to the present. Art and design theory and criticism has been shaped over the centuries by religion, poetry, philosophy and cultural preconceptions. Through lectures, readings in primary sources and class discussions, the course shall address the major theories, theorists and critics from the origins of "beauty" and aesthetics with the ancient Greeks to the most recent developments in Postmodernism and Pluralism. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: AAD 50020.

AAD 50100 - Printmaking (3)
This advanced printmaking course offers advanced work in intaglio and relief processes. Designing for graphic media and the technology of printmaking are emphasized, and research problems are directed to the needs and interests of the students. May be repeated for credit with a maximum of 18 credit hours. Studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 50200 - Sculpture (3)
This advanced sculpture course examines various media with instruction and criticism appropriate to the need and level of the student. May be repeated for credit. Sketchbook and studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 50400 - Ceramics (3)
This course is an advanced study of ceramics. Problems in clay design using varied methods of forming. The study of different clays and their properties, glaze calculations, and varying firing procedures are included. This course results in the production of sculptural as well as functional works. Research problems are directed to the needs and interests of students. May be repeated for credit. Studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 50500 - Painting (3)
This course is an advanced painting class in acrylic, oil, watercolor, or mixed media plus assigned problems in composition and color. Research problems are directed to the needs and interests of the students. May be repeated for credit. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 50600 - Imaging and Illustration (3)
This graduate course covers the production and manipulation of digital imagery. Projects will address visual problem-solving for commercial or fine art purposes. Topics such as scanning, masking, compositing,

color correction, resolution requirements, and production practices will be covered. File formats, techniques, and tools used in the graphic design field are emphasized. Imagery will be created for printed and screen use. This class will utilize lecture, demonstration, discussion, and hands-on experiences. This course addresses the concepts and techniques necessary to create illustrations for print, web, and multimedia applications. Students learn a graphic and conceptual approach to illustration through demonstrations and projects, which build on the existing knowledge of design and drawing. Projects range from business and information graphics to editorial, advertising, and technical illustration. Creativity, content, communication, and technical proficiency are emphasized. Lab fee required.

Offered: Fall/Spring/Summer.

AAD 51000 - Design with Illustrator (3)

This graduate level course provides training in the creation of vector graphics with Adobe Illustrator. The focus of the course is to teach students how to apply graphic design techniques within Illustrator and developing enhanced techniques while preparing for the industry recognized Adobe certification for Illustrator exam. Additional focus will be given to the integration of vector graphics across multiple applications. Passing of the course does not guarantee passing of the industry level certification test. Lab fee required.

Offered: Fall.

AAD 51100 - Extended Realities (XR/AR/VR) (3)

This advanced course will present the continuum of Extended Reality (XR), including Augmented Reality (AR) and Virtual Reality (VR) interfaces, hardware and applications. Advanced concepts of XR and its history are covered, along with an introduction to the most common head-mounted displays (HMDs) in use today and associated AR devices. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 51200 - User Experience and Interaction Design for XR (AR/VR) (3)

This advanced course explores user experience and interaction design for XR. You will further refine design thinking skills to approach both physical and digital prototyping methods. An overview will be provided of the methods and tools for VR and AR user experience and interaction design that correspond to each stage of design and the specific level of fidelity desired. Application of these principles will be demonstrated in a prototype. Finally, ethical considerations of XR design will be introduced. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 51300 - Cinematics for XR (AR/VR) (3)

This advanced course provides an exploration and hands-on the use of 3D/360° Cameras to create virtual reality content for application development. You will learn advanced techniques for Immersive Cinema Design for Mobile, Web, and Head Mounted Displays: Analysis and application of tools for Virtual Cinema. This class may require the use of a virtual reality headset and 3D/360° camera identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 51350 - Development for XR (AR/VR) (3)

This advanced course provides hands-on experience in a range of platforms to develop XR applications, comparing different XR development approaches, methods, and tools. The differences between developing for AR and VR will be covered, as well as the development stages for new XR projects. You will design and produce XR scenes for applications and demonstrate a thorough knowledge of the design workflow. Knowledge of C# is recommended. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 51500 - Studies in Graphic Design (3)

This course explores the fundamentals of graphic design, emphasizing the process of developing an idea from thumbnail sketch through tight roughs to a comprehensive design. Presentation, industry standards, professional tools and techniques, and software applications used in the visual communications industry are also addressed. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 51600 - Drag and Drop Web Design (3)

This advanced web design course provides students with hands-on experience with contemporary online publishing techniques using various content management systems. Through case studies, students will analyze design strategies and apply them in site creation. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 52001 - Graduate Art and Design Firm (3)

This graduate course provides students with real-world experience in the art and design fields working with entities both internal and external to the institution. Students will lead teams and have opportunities to work directly with clients and collaborate with other artists and designers. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor. This course is repeatable up to 6 credit hours.

Offered: Fall/Spring/Summer.

AAD 52100 - Digital Art I (3)
This advanced digital art course examines how to utilize digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art. This class may require the use of a virtual reality headset identified by the instructor.

AAD 52200 - Motion Graphics (3)
This advanced computer course introduces time as a design element and surveys the potential applications for motion in visual communication. Students are introduced to advanced principles of animation and motion graphics and develop the technical skills to apply these principles using industry standard software. Projects will integrate graphic form, typography, and message with movement, time, sequence, and sound. Studio fee may be required.

AAD 52300 - Digital Art II (3)
This intermediate digital art course provides more advanced technical skills that will allow graduate students to develop the creative utilization of digital technology in a Fine Art context and apply advanced problem solving to various media. Students use image editing, animation, and digital drawing to put into practice the principles of art.

 Offered: Fall/Spring.

AAD 52400 - Digital Art III (3)
This intermediate digital art course provides more advanced technical skills that will allow graduate students to develop the creative utilization of digital technology in a Fine Art context and apply advanced problem solving to various media. Students use image editing, animation, and digital drawing to put into practice the principles of art.

 Offered: Fall/Spring.

AAD 52450 - Applications for Mobile Devices (3)
This advanced applied course focuses on the creation of web applications for deployment on multiple platforms such as personal computers, tablets, and smartphones. Students will analyze case studies and topics that include connectivity, interface design, application architectures, and programming. Students will gain skills necessary to develop applications that utilize the unique hardware and communication capabilities of a variety of devices. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

 Offered: Fall/Spring/Summer.

AAD 52500 - Desktop Publishing (3)
This advanced course gives the student an understanding of Adobe InDesign and the publication of printed and digital materials. Graduate students will learn how to employ InDesign techniques, produce skillfully designed materials, and have opportunities to prepare for and take the industry recognized Adobe certification for InDesign.

Passing of the course does not guarantee passing of the industry level certification test. Lab fee required.

 Offered: Spring.

AAD 52550 - Graduate Projects in Art - 3D (3)
This course is designed for rigorous analyses of the student's artwork accomplished in weekly individual and group critique sessions. Topics for discussion are both aesthetic and technical and relate the student's personal direction to historical and contemporary trends in the 3-dimensional arts of ceramics, glass, fibers, and/or sculpture. This class may require the use of a virtual reality headset identified by the instructor.

 Offered: Fall/Spring/Summer.

AAD 52600 - Digital Art IV (3)
This advanced digital art course provides more advanced technical skills and conceptual frameworks to develop creative utilization of digital technology in a Fine Art context. Students use image editing, animation, and digital drawing to put into practice the principles of art. This class may require the use of a virtual reality headset identified by the instructor.

AAD 52700-52799 - Focus in Design (3)
Techniques in design are constantly changing. This course ensures that the AAD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

AAD 52900 - Concept Design (3)
This advanced design course will allow graduate students to use two-dimensional studio art skills, digital painting, and three-dimensional computer sculpture to create concept designs for games and film. The course will focus on transforming rudimentary descriptions into a fully realized artistic concept; examples include character, costume design, mechanical design, architectural design, and environmental design. Through case studies, students will also analyze the theories behind concept design. Lab fee required.

 Offered: Fall/Spring.

AAD 53000 - Drawing (3)
This advanced drawing course examines a variety of media. Problems with figurative imagery are emphasized. Research problems directed to the needs and interests of students. May be repeated for credit.

 Offered: Fall/Spring.

AAD 53001 - Digital Photography (3)
This course is the study of photography or photographically derived imagery. The methodology, the creative direction, and the criteria for evaluation are determined in conjunction with the instructor. Research study directed to meet the needs and interests of the students. Lab fee may be required.

AAD 53010 - Figure Drawing (3)
This course is an advanced study of drawing techniques and their application to the human form. Varied media and concepts will be explored while studying the human figure. May be repeated for credit. Sketchbook and studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 53100-53199 - Focus in Interactive (3)
Techniques in interactive media are constantly changing. This course ensures that the AAD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

AAD 53200-53299 - Focus in Web (3)
Techniques in web architecture are constantly changing. This course ensures that the AAD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Specific to the topic being offered; prerequisites are expected to vary.

AAD 53310 - 3D Printing (3)
This advanced course allows students to engage with principles of 3D modeling and manufacturing through hands-on experience. Students will build on the skills learned in 3D Graphics to physically prototype objects and will learn about the software and hardware necessary to print in three dimensions. Case studies investigate the potential impact new printing technologies will have on society and the future of the techniques. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 53400 - Fibers (3)
This course explores form, color, and surface design by means of basic fiber techniques as well as new and innovative approaches to fiber. Students will be expected to complete research projects in conjunction with studio work. May be repeated for credit. Studio fee required. This

class may require the use of a virtual reality headset identified by the instructor.

Offered: Spring.

AAD 53500 - Graduate Projects in Art - Graphic Design (3)
This course is designed for rigorous analyses of the student's artwork accomplished in weekly individual and group critique sessions. Topics for discussion are both aesthetic and technical and relate the student's personal direction to historical and contemporary trends in graphic design. This class may require the use of a virtual reality headset identified by the instructor.

AAD 53600 - 3D Graphics (3)
This advanced design course provides students with the skills to design 3-D models, materials, lighting, and animation. Analyzing rendering techniques, camera usage, and surface-mapping, students will lead projects to produce photo-realistic images. Lab fee required.

AAD 53700 - Digital Painting (3)
This advanced software course familiarizes students with painting in a digital medium. The students will learn to utilize painting programs to simulate the natural tools of the artist, such as watercolor, oils, charcoal, etc. Students will use the various tools available in these programs such as brushes, paper textures, media palettes and mixers to create artwork that can only be generated in a digital medium. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 54001 - Digital Photography II (3)
This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 MP and a flash drive. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 54600 - Digital Imaging (3)
Through lectures, demonstrations, discussions, and hands-on experiences, this course explores the design and manipulation of digital imagery. Projects will address visual problem solving for commercial of fine art purposes. Topics such as scanning, masking, compositing, color correction, resolution requirements, and production practices will be covered. File formats, techniques, and tools used in the graphic design field are emphasized. Imagery will be designed for printed and screen use. Lab

fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 54800 - Digital Illustration (3)
This computer-based course addresses the concepts and techniques necessary to create illustrations for print, web, and multimedia applications. Students learn a graphic and conceptual approach to illustration through demonstrations and projects, which builds on the existing knowledge of design and drawing. Projects range from business and information graphics to editorial, advertising, and technical illustration. Creativity, content, communication, and technical proficiency are emphasized. Studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 54900 - Print Design and Production (3)
This course focuses on the design and production of printed material. Professional graphic design and pre-press production practices are emphasized. Aspects of working with large documents will be covered including grid design, master pages, and character/paragraph styles. At the conclusion of this class, the student will be able to conceptualize, design, and produce projects of a wide variety of pre-press demands. Additional topics include preparing projects of screen-based and paper-based distribution and building self-contained high- and low-resolution files. Studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 55001 - Digital Photography III (3)
This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 MP and a flash drive. Lab fee may be required.

AAD 55100 - Typography I (3)
Typography I is the visualization of the spoken language. Through lectures, demonstrations, and studio projects, students are introduced to all aspects of typography. Student exercises include type as image and the relationship between visual and verbal language, the expressive characteristics of letterforms, and type design classifications. Course covers type terminology, typographic grids, hierarchy, typographic design, and history. Studio fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

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

Offered: Fall/Spring/Summer.

AAD 55400 - Graduate Web Design I (3)
This advanced web design course focuses on basic programming languages and how they are utilized in the design and development of interactive websites. Students analyze the responsive design, frameworks, jquery, and other design solutions as a means of responding to the demands of the industry. Leading projects, students apply the techniques of design principles and programming. Lab fee required.

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

Offered: Fall/Spring/Summer.

AAD 55700 - Infographics (3)
This advanced course provides an investigation into the visual representation of data. It is designed to cover the differences between infographics and visualization. Through both theory and applied practice, the course covers specifics related to graphic design, online publishing, and corporate communication as it relates to large amounts of data and visually representing data in creative and meaningful ways. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 56001 - Digital Photography IV (3)
This course is an advanced study of digital photographic techniques and principles. Focus will be placed on advanced conceptual and technical aspects of the field. Students are required to have a digital camera of minimum 6 MP and a flash drive. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

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

web environments and components. Students will engage with advanced programming languages and technologies currently trending in the industry. Lab fee required.

AAD 56600 - Advanced 3D (3)

This advanced course provides further exploration into 3D space and design. Students can expect to be presented with problems they can solve through both digital and traditional processes. Investigations into advanced design solutions will be brought to bear. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

AAD 57000 - Graduate Projects in Studio Art (3)

This course is designed for rigorous analysis of the student's artwork accomplished in weekly individual and group critique sessions. Topics for discussion are both aesthetic and technical and relate the student's personal direction to historical and contemporary trends in the visual arts. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

AAD 57440 - Graduate Web Design III (3)

This advanced web design course builds on the skills and techniques covered in Web Design - User Experience II and focuses on engaging target audiences through the design of interactive and intuitive interfaces. Through hands-on activities, students act as project leaders and apply current trends and techniques using popular software applications in an effort to create environments that are both inviting and stimulating. Lab fee required.

AAD 57700 - Graphic Design Portfolio (3)

This portfolio development course prepares graphic design majors for entering the workforce. Course work covers the advanced use of design applications to create professional, portfolio-worthy artwork. Student portfolios will showcase a unique style and demonstrate overall conceptual abilities and technical competencies. Professional design practices will be emphasized. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall.

AAD 57800 - Graphic Design Studio (3)

This course is an extension of AAD 57700. In addition to preparing the traditional and digital portfolios, students will explore the legal and business issues affecting graphic designers today. Design topics such as freelancing, pricing, estimating, invoicing and copyright will be examined. Case studies and role-playing will be used to strengthen professional conduct and introduce best practices. Emphasis will be placed on the designer-client

relationship. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Spring.

AAD 58600-58699 - Special Topics (3)

Special topics in art. May be repeated as topics vary. Lab or studio fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 58901 - Independent Study (1-6)

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

AAD 58902 - Independent Study (1-6)

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

AAD 58903 - Independent Study (1-6)

This course offers independent study opportunities in studio art. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper and/or preparation of works for exhibition is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

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

Techniques in web architecture are constantly changing. This course ensures that the AAD program is flexible enough to provide students with exposure to the latest techniques, trends, and applications focused on a variety of aspects of design. Topics may vary. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

AAD 60000 - Directed Thesis (3)

The directed thesis consists of an exhibit of selected works completed during graduate studies and a supporting thesis. The exhibit process includes the selection of works, the mounting and framing of works in keeping with professional standards, the design of exhibition space, and the preparation of publicity related to the exhibit. The

supporting thesis should include aesthetic considerations related to the body of works and a critical evaluation of the works. The exhibit and thesis must be approved by a committee of three, two of which must be members of the art faculty. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring.

ACCT - Accounting

Courses with Becker CPA Review materials integrated are indicated with an (*) in the major and elective courses.

ACCT 51010 - Financial Accounting Concepts (3)
This course is the examination of generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports. It is designed for individuals entering the program without any academic background in accounting.

ACCT 51011 - Managerial Accounting (3)
Concepts and techniques for producing and using accounting information for management decisions will be examined in this course. Topics include cost behavior, break-even analysis, cost management systems, marketing/production decision models, capital, and operational budgeting. Lab fee may be required.

Prerequisite: ACCT 51010 or ACCT 21010.

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

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

ACCT 51020 - Financial Accounting Theory (3)
This course examines the development, application, and importance of accounting standards, principles, and conventions, including current FASB opinions and IFRS standards. Issues covered relate to financial reporting and income statement, including specific attention to income recognition and income taxes as well as the balance sheet and statement of cash flows. Lab fee may be required.

Prerequisite: ACCT 41021 with a C or better.

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

Prerequisite: ACCT 41021 with a C or better.

ACCT 51023* - Advanced Financial Accounting II (3)
This course examines topics in financial accounting and reporting, with an emphasis on income determination, balance sheet valuation, accounting for income taxes, leases and other complex liabilities, and financial statement disclosures. The course also incorporates current tools and techniques for data analysis. Lab fee may be required.

ACCT 51030* - Advanced Cost Management (3)
Concepts of cost determination, reporting, and control, with emphasis on manufacturing operations, will be examined in this course. Job order systems, process cost systems, and standard cost systems are discussed in context with just-in-time and flexible manufacturing systems. Lab fee may be required.

Prerequisite: ACCT 51011.

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

Prerequisite: ACCT 51011 or FIN 52010.

ACCT 51055 - Business Tax Planning (3)
This course examines concepts of federal and state income taxes as applicable to businesses, including regular corporations, S-corporations, partnerships, limited liability companies, and sole proprietors. Topics also include trusts and estates.

Prerequisite: ACCT 51011 or FIN 52010.

ACCT 51060 - Governmental and Nonprofit Accounting (3)
This course examines concepts of accounting and financial reporting for federal, state, and local government and nonprofit organizations. Lab fee may be required.

Prerequisite: ACCT 51011.

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

Prerequisite: ACCT 41021 with a C or better.

ACCT 51070 - Financial Statement Analysis (3)
This course examines profitability and risk analysis based on economic characteristics of a firm's business, the strategy a firm uses to compete in its industry, and an understanding of financial statements. Case studies are included. Lab fee may be required.

Prerequisite: ACCT 51011 or FIN 52010.

ACCT 51080* - Advanced Auditing (3)
This course investigates concepts of auditing with emphasis on techniques and issues as applied by Certified Public Accountants. Professional standards, Generally Accepted Auditing Standards, legal liabilities of auditors, and specific auditing techniques are emphasized. Lab fee may be required.

Prerequisite: ACCT 41021 with a C or better.

ACCT 51085 - Fraud Examination and Forensic Accounting (3)
This course provides comprehensive exposure to fraud examination and forensic accounting. Topics range from the theories of fraud examination to types of fraud committed. Specifically, the theory, processes, and methods of fraud examination; occupational and organizational fraud; and various specialized non-occupational areas of fraud will be covered.

Prerequisite: ACCT 41021 with a C or better.

ACCT 51088 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is repeatable up to three (3) credit hours. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's Major Coursework (core courses) and/or Major Coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of accounting.

ACCT 51089 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments. This exposure will permit the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's Major Coursework (core courses) and/or Major Coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department chair of accounting.

ACCT 51090-51099 - Special Topics in Accounting (3-6)
This course is designed to meet the individual needs of the MBA student who desires, or is required to explore, advanced areas of study or undertake special problem analysis within an emphasis. Subject areas examined will normally cover a specific issue, problem, or current topic and will demonstrate the student's scholarly research abilities and techniques. Topic may require substantial reading with appropriate inference, assessment and conclusions.

Prerequisite: Varies according to the content of the special topics course.

ACCT 61000 - Professional Accounting Research (3)
This course emphasizes the importance of research skills in the accounting profession as well as the ability to communicate those results in a proficient manner. Research tools and methods available to resolve questions concerning accounting standards and practices will be discussed. Accounting literature and authoritative databases will be utilized to analyze contemporary issues in accounting. This course is to be taken during the student's last term of the MACC program.

ACCT 61095 - Accounting Thesis I (3)
This class consists of a comprehensive examination of a problem in the student's emphasis discipline. The course is a requirement for the Master of Science in business degree. Thesis sections I and II are to be taken sequentially.

ACCT 61096 - Accounting Thesis II (3)
This class consists of a comprehensive examination of a problem in the student's emphasis discipline. The course is a requirement for the Master of Science in business degree. Thesis sections I and II are to be taken sequentially.

Prerequisite: ACCT 61095.

ACCT 61097 - Accounting Thesis Extension (0)
This is a non-credit bearing course required for any student who has completed all required MS coursework (as well as master's thesis course sections I and II) but has not yet completed the master's thesis. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while the student completes the master's thesis. The fee for this course is $500 per term. The student must complete the master's thesis within five years of beginning the MS program.

AIHC - Human-Centered Artificial Intelligence

AIHC 53500 - Data Analysis and Visualization (3)
This course presents strategies to leverage artificial intelligence for data analysis and visualization. The principles of data manipulation, interpretation, and presentation shall be foregrounded through hands-on exercises and real-world case studies using diverse data sources and applying advanced analytical techniques to craft compelling visual narratives.

Offered: Fall/Spring/Summer.

AIHC 53600 - AI for Skill Development (3)
This course presents metacognitive strategies supported by artificial intelligence to promote lifelong learning, skill development, and enhancement. Through practical applications of AI technologies, personalized skill-building experiences will be created while exploring adaptive learning systems, intelligent tutoring, and AI-driven feedback mechanisms. Through AI-enhanced learning strategies, skill acquisition and refinement across a range of applications can be accelerated.

Offered: Fall/Spring/Summer.

AIHC 53700 - Coding and Scripting with Generative AI (3)
This course investigates the use of generative artificial intelligence for coding and scripting. It covers advanced coding techniques, script automation, and creative coding with the assistance of AI-powered tools. Through immersive projects and experimentation, students will develop and expand their coding skills and capabilities to create innovative applications and solutions driven by AI-augmented coding capabilities.

Offered: Fall/Spring/Summer.

AIHC 53800 - Advanced Research and Writing with AI (3)
This course presents an advanced exploration of research and writing enhanced by artificial intelligence. Students will discover how AI can augment the research process, from topic selection to information retrieval and synthesis. They will also delve into AI-driven content generation and editing, as well as the role of AI in enhancing written communication. Through a series of research projects, students will develop sophisticated research and writing skills, culminating in the creation of high-impact research papers and documents.

Offered: Fall/Spring/Summer.

AIHC 54000 - Generative AI Image Production (3)
This course provides strategies for AI-powered visual content creation. Students will explore cutting-edge techniques in generative AI to craft images, illustrations, and multimedia content. Through hands-on projects, students will develop proficiency in leveraging AI for creative visual expression.

Offered: Fall/Spring/Summer.

AIHC 55500 - Human-AI Collaboration (3)
This course explores the theories and practices underpinning effective human-AI interactions, encompassing UX (user experience) design and ethical considerations. Students will explore the evolving dynamics of collaboration between humans and artificial intelligence systems in various practical contexts, from creative endeavors to problem-solving scenarios. Through case studies and collaborative projects, students will gain an advanced understanding of how to facilitate productive human-AI interaction and the responsible integration of AI into collaborative workflows.

Offered: Fall/Spring/Summer.

ARTH - Art History

ARTH 55300 - Eighteenth Century Art (3)
This graduate course presents an in-depth analysis of the major artistic developments in European art from the beginning of the eighteenth century to the eve of the French Revolution. Students will investigate major historical, philosophical, and social movements that impacted artistic production during this period. They will also become familiar with major artists and works fundamental to the development of Rococo and Neo-Classical art through case studies. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 55400 - Nineteenth-Century Art (3)
This course is a study of art in Europe from the later eighteenth century to the early twentieth, focusing on the major works and movements, such as Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism. The crosscurrents of major stylistic trends and how they relate to other movements in the sciences, literature and music will be explored in specific case studies. Students will analyze the relationship between art, politics, religion, and culture in order to examine, in depth, the emergence of modernism. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 55600 - Baroque Art (3)
This course is an investigation of the developments in Europe from 1600 to 1750 in Italy, France, Spain, Flanders, and Holland. The socio-cultural forces behind the style that would become known as the "baroque" will be discussed, as well as its dissemination and regional adaptations across Europe and eventually the New World and Asia. Students will analyze how art was used as a vehicle for ideological and/or political supremacy by a

range of rulers and organizations. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 55700 - Ancient Art (3)
This course is a study of the developments in art and architecture from the dawn of civilization to Late Antiquity. Major monuments and works shall be covered from cultures in the Ancient Near East, Egypt, Aegean, Greece, and Rome. Students will analyze how influential these cultures in the Middle East and North Africa were for the development of Western civilization with Greece and Rome. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 55800 - Medieval Art (3)
This course is a study of European art from the fall of the Roman Empire in the fifth century through the end of the Middle Ages in 1400. Beginning in Late Antiquity with Early Christian and Byzantine art, the influx of peoples on the fringe of Roman civilization shall be discussed as they settled in regions throughout Europe, North Africa, and the Middle East, reshaping those areas. Students will analyze these heterogeneous cultures as they slowly adopted Christianity through the Early Medieval/ Hiberno-Saxon, Carolingian, Ottonian, and later Middle Ages. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56100 - Twentieth-Century Art/Modern (3)
This course is a study of the developments in Europe and America from the late nineteenth century through the Second World War. The art of this period is characterized by extraordinary experimentation and innovation in styles, materials, techniques, and modes of dissemination. In addition to painting and sculpture, the 20th century witnessed the rise in popularity of photography, collage, montage, installations, earth art, performance, and conceptual art. Students will investigate the cultural and intellectual factors that both reflect and helped shape it with styles such as Fauvism, Cubism, Expressionism, Futurism, and Surrealism. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56200 - Twentieth-Century Art/Contemporary (3)
This course is a study of the developments in Europe and America from the Second World War to the Post-modern era and examines the social and historical contexts of art produced, their theoretical justifications and critical receptions, and their varied functions. Beginning with Abstract Expressionism following the War, artists reacted to the political environment and the new emigres from Europe and dematerialized art, looking to engage with new audiences with new media and messages. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56300 - Early Modern Gender Studies (3)
This course is an investigation of the issues relating to gender and sexuality in the Renaissance and Baroque eras. Students will review case studies on the social constructions of gender roles of both masculinities and femininities that include primary historical accounts, literary criticism, social criticism, as well as gender studies and women's studies. This class may require the use of a virtual reality headset identified by the instructor. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56400 - Non-Western Art (3)
This course investigates the art and architecture of the Americas, Africa, Australia and Oceania, as well as Asia. The exchanges between cultures are explored in their broad contexts and specific case studies. Students will analyze the roles played by politics, religion, and other cultural forces in shaping the art and material culture of each civilization. Special attention will be paid to the effects of colonization and globalization on these regions and the syncretism that occurs with cross-cultural exchanges. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56500 - History of Photography (3)
This course will provide an in-depth examination of the role and history of photography from its beginnings in the 1830s to the present. Focusing on the key figures, periods, and concepts in the development of this medium, the course will follow the evolution of photography alongside the other visual arts, culminating in its primacy at the end of the twentieth century. Photography as an artistic vehicle and technological tool has advanced many areas of investigation in the sciences and arts. Students will investigate the debate over the evolving technological and technical processes in case studies, and the "nature" of the medium, as well as the influence it has had on the broader evolution of the history of art. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 56900 - History of Graphic Design (3)
This course is the study of the history of graphic design, communication, and popular visual culture from the late nineteenth century to the present with an emphasis on the influence of technology, culture, major artistic movements, and socio-political factors on the evolution of graphic design. Students will investigate the development of the

design field in Europe and the United States in case studies and analyze how theories relating to mass production, politics, and social psychology affected trends from Art Nouveau to Postmodernism. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 57000 - History of Games and Critical Theory (3)

This course investigates the history of video games and gaming from their influences and precursors to contemporary gaming on various platforms. Major game genres and technological developments shall be discussed within their appropriate socio-historical contexts, as well as the application of critical theory to the discipline. Students shall analyze the socio-historical influences on the industry, as well as the psychology of game play and design. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 57001 - History of World Cinema (3)

This course is a study of the historical perspective of film from the efforts of early American and European filmmakers. Emphasis will be placed on the art of filmmaking, and its reflection of culture through in-depth analyses of case studies. Films would include works from Griffith, Eisenstein, Truffaut, Bergman, Kurosawa, and others. This class may require the use of a virtual reality headset identified by the instructor.

Cross-Listed as: COM 57000.

ARTH 57200 - History of Costume and Fashion to 1900 (3)

This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from primitive times through the 1800s. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

ARTH 57300 - History of Costume and Fashion from 1900 (3)

This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from 1900. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period. This class may require the use of a virtual reality headset identified by the instructor.

Offered: Fall/Spring/Summer.

ARTH 58000 - History of Digital Art (3)

This course investigates the history of new media and digital art from their influences and precursors in photography to digital technologies impact on art. Students will analyze case studies of major genres and technological developments within their appropriate socio-historical contexts, as well as the applicability of critical theory to the discipline. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 58300 - Renaissance Art (3)

This course is a study of painting, sculpture, and architecture of the Renaissance in Italy from 1300 to 1600. Students will review case studies and analyze the cultural products that began with the late Middle Ages and investigate how new formats and techniques of painting was brought from the east and led to a revolution in art first in Italy, then spreading to Northern Europe. Furthermore, students will analyze how art was used as a vehicle for ideological and/or political supremacy by a range of rulers and organizations. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 58400 - Classical Myth (3)

This course will investigate the Classical myths of ancient Greece and Rome in their cultural context. The principle myths shall be covered to further elucidate the relationship between myth and literature, and then the rather different relationship between myth and art, to understand better the nature of the sources for the myths and their use in Greco-Roman religion and epistemology. Students will analyze case studies and the various strategies for interpretation that include physical allegory, historical allegory, moral allegory, as well as anthropological and linguistic theories. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 58600-58699 - Special Topics (3)

Special topics in art history. May be repeated as topics vary. Lab/course fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 58900 - Art Theory and Criticism (3)

This course is an investigation of the major theoretical and critical lines of thought that have shaped our understanding of the arts, their role in society, as well as their reception, use and appreciation from antiquity to the present. Through case studies, students will engage with the major theories, including Formalism, Structuralism and Post-Structuralism, Feminism, Marxism, Psychology, Gender Studies, Deconstruction, and more. This class may require the use of a virtual reality headset identified by the instructor.

ARTH 58901 - Independent Study (1-6)
This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

ARTH 58902 - Independent Study (1-6)
This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

ARTH 58903 - Independent Study (1-6)
This course offers independent study opportunities in art history. A program of study is formulated with an advisor that outlines research tools, procedures, and methods of evaluation. Presentation of a final project in terms of a research paper is required. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: Permission of dean.

AT - Athletic Training

AT 50100 - Clinical Practicum I (3)
This course is designed to familiarize students to the field of athletic training and provide students with authentic clinical experiences. Students will be assigned a traditional clinical rotation with an approved preceptor, and students will be expected to apply knowledge and skills previously learned in the program. Expectations for this course include event preparation, injury prevention, and emergency management. This course is graded on a pass/fail basis.

Prerequisite: AT 52000. Offered: Fall.

AT 50200 - Clinical Practicum II (3)
This course is designed to provide students with authentic clinical experiences. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to further their development of athletic training skills and clinical decision-making with an emphasis on the evaluation of lower extremity injuries. This course is graded on a pass/fail basis.

Prerequisite: AT 54100. Offered: Spring.

AT 50300 - Clinical Practicum III (2)
This 4-week course is designed to provide students with a dedicated experience in therapeutic rehabilitation for varied client/patient populations. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to further their knowledge, skill development, and clinical decision-making as it relates to rehabilitation and patient care in diverse populations. This course is graded on a pass/fail basis.

Offered: Summer.

AT 50400 - Clinical Practicum IV (3)
This 8-week course is designed to provide students an immersive experience in a traditional athletic training setting. Students will be assigned clinical rotations with approved preceptors, and students will be expected to gain experience and develop their skills in all areas of clinical practice. There will be an added emphasis in this course on upper extremity evaluation. This course is graded on a pass/fail basis.

Offered: Fall.

AT 50500 - Clinical Practicum V (1)
This course is designed to provide students with clinical experiences alongside a variety of health care professionals. Clinical settings may include medical physician's offices, hospitals, ambulance districts, health clinics, and many others. This course will focus on providing experience with medical conditions commonly seen in the general community. This course is graded on a pass/fail basis.

Prerequisite: AT 54400. Offered: Spring.

AT 50600 - Clinical Practicum VI (3)
This 8-week course is designed to provide students an immersive experience in the athletic training setting that best aligns with their future goals. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to demonstrate competency in all areas of clinical practice. There will be an added emphasis in this course on therapeutic interventions, rehabilitation program design, and patient outcomes assessment. This course is graded on a pass/fail basis.

Offered: Spring.

AT 51100 - Clinical Decision-Making I (1)
This course provides an opportunity for students to identify and evaluate research relative to the diagnosis of lower extremity injuries. Students will be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Prerequisite: AT 54100. Offered: Spring.

AT 51200 - Clinical Decision-Making II (1)
This course provides an opportunity for students to identify and evaluate research relative to the diagnosis of upper extremity, trunk, and spine-related injuries. Students will

also be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Prerequisite: AT 54200. Offered: Summer.

AT 51300 - Clinical Decision-Making III (1)

This course provides an opportunity for students to identify and evaluate research relative to injury rehabilitation. Students will also be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Offered: Fall.

AT 51400 - Clinical Decision-Making IV (1)

This course provides an opportunity for students to identify and evaluate research relative to sudden illness and behavioral health conditions. Students will also be exposed to simulations that require demonstrations of knowledge, skill, and clinical decision-making.

Prerequisite: AT 54400; HS 53700. Offered: Spring.

AT 52000 - Emergency Management (6)

This course provides students with the knowledge and training necessary to function as an emergency medical technician (EMT). Topics covered will include pathophysiology, pharmacology, airway management, respiration, artificial ventilation, and common sports-related emergencies. Students will also complete clinical rotations with EMT's and paramedics. This course meets the requirements to apply for registration with the National Registry of Emergency Medical Technicians and to apply for an EMT license in the State of Missouri.

Prerequisite: Acceptance into the athletic training program; permission of faculty. Offered: Summer.

AT 52500 - Fundamental Skills in Athletic Training (1)

This course is designed to develop introductory knowledge and skills necessary for beginning clinical practicum courses. This includes knowledge of common equipment and supplies, as well as techniques in taping, wrapping, casting, and wound care management.

Prerequisite: Acceptance into the athletic training program; permission of faculty. Offered: Summer.

AT 54100 - Orthopedic Evaluation and Management I (4)

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of orthopedic conditions that commonly affect the lower extremity.

Through a hybrid course design that involves both lecture and lab-based activities, students will learn to develop a differential diagnosis, perform the most appropriate examination techniques, and formulate a diagnosis. Additional focus will be placed on injury prevention, predisposing factors for injury, biomechanics, and initial injury management.

Prerequisite: AT 52000. Offered: Fall.

AT 54200 - Orthopedic Evaluation and Management II (4)

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of orthopedic conditions that commonly affect the upper extremity. Through a hybrid course design that involves both lecture and lab-based activities, students will learn to develop a differential diagnosis, perform the most appropriate examination techniques, and formulate a diagnosis. Additional focus will be placed on injury prevention, predisposing factors for injury, biomechanics, and initial injury management.

Offered: Spring.

AT 54400 - Evaluation and Management of General Medical Conditions (5)

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of general medical conditions. Students will also learn to perform a general medical examination, effectively use diagnostic equipment, develop a differential diagnosis, and determine the best course of action. This course will also focus on pharmacology and the pharmacological management of common medical conditions.

Offered: Fall.

AT 55100 - Therapeutic Interventions I (4)

This is the first of three classes on therapeutic interventions. This class focuses on inflammation and healing, pain perception and modulation, therapeutic modalities, and manual therapy. Students will learn the theoretical rationale for the use of various therapeutic interventions and review recent research to explore their current use and practical application. Students will gain hands-on experience with therapeutic modalities and manual therapy techniques.

Offered: Fall.

AT 55200 - Therapeutic Interventions II (4)

This is the second of three classes on therapeutic interventions. The primary focus of this class will be on the treatment and rehabilitation of injuries affecting the lower extremities. Through a hybrid course design that involves both lecture and lab-based activities, students will understand the principles of rehabilitation and program design, and students will gain hands-on experience with evaluating patients and implementing intervention programs. Students will learn to evaluate program

effectiveness and will understand the role of research in improving patient outcomes and delivering high-quality patient-centered care.

 Offered: Spring.

AT 55300 - Therapeutic Interventions III (4)
This is the third, and final course on therapeutic interventions. The primary focus of this class will be on the treatment and rehabilitation of injuries affecting the spine and upper extremities. Through a hybrid course design that involves both lecture and lab-based activities, students will build on their understanding of therapeutic interventions and continue gaining hands-on experience with patient evaluation, program design and implementation, and outcome measure assessment.

 Offered: Summer.

AT 61000 - Leadership and Management in Athletic Training (3)
This course examines the various policies and procedures involved with the administration of athletic training. Topics include standards of professional practice, legal liability, facility and organization design, personnel management, organizational leadership, operational budgets, health care informatics, professional development, and public relations.

 Offered: Spring.

AT 63000 - Seminar in Athletic Training (1)
This class is designed to assist students with their transition to professional practice, as well as their preparation for the Board of Certification examination in athletic training. An additional focus of the class will be on research and recommendations with regard to current topics in athletic training.

Prerequisite: Permission of faculty. Offered: Spring.

AT 65000 - Capstone (3)
This course provides students with a research or service experience within athletic training. Students will be expected to demonstrate the ability to critically appraise research, analyze qualitative and quantitative data, write professionally, and communicate effectively through speech. Students will identify a research topic or service opportunity, and with the guidance of a faculty mentor, produce a high-quality project for presentation and possible publication.

Prerequisite: Permission of faculty. Offered: Spring.

AT 68100 - Comprehensive Examination (0)
Students are required to pass two comprehensive examinations prior to enrolling in their final clinical course (Clinical Practicum IV). One examination will be conducted in written form, and one examination will be clinical-based, including psychomotor skill assessments and simulations. Passing is defined for each exam as a

score above 80%. This course is graded on a pass/fail basis.

Prerequisite: Permission of faculty. Offered: Fall.

CAH - Arts and Humanities

CAH 50000 - Research Methods (3)
This course is an introduction to research methods, historiography, and critical theory. The course introduces the language of research and shifts in practice over time through an examination of both modern and postmodern theories. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their own work.

CAH 51000 - Research and Scholastic Writing (3)
This course explores the tools and methods used to write graduate-level research papers. Students will be introduced to advanced research techniques, thesis development and refinement, differentiation of primary and secondary sources, and effective writing for their own discipline. Through the process, students will recognize and address the strengths and weaknesses in their critical thinking and writing skills and produce successful research projects that demonstrate knowledge of topics and proficiency in writing skills in their own field.

CAH 53000 - Arts Entrepreneurship (3)
This advanced entrepreneurship course helps students in the arts capitalize on their creative and artistic skills in a competitive marketplace. Students apply principles of business to careers in arts and entertainment through the development of business plans, and analysis of fundraising, budgeting, project management, personal branding, accounting, and monetizing content.

CAH 55000 - Graduate Seminar (3)
Students are encouraged to begin exploration into advanced issues, methods, and critical theory in order to identify the topic for their final thesis and begin gathering research toward that goal. This course is repeatable for a maximum of six credit hours. Lab fee required.

CAH 55555 - Internship (1-6)
Supervised work experience for graduate students which requires the advanced application of principles, skills, and strategies within the discipline. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization. This course may be

repeated a maximum of 12 credit hours and is graded on a Pass/Fail basis.

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

CAH 56000 - Graduate Seminar II (3)

This course is the second in two seminars where students conduct research in their fields and produce independent graduate projects. Students are encouraged to begin exploration into advanced issues, methods, and critical theory in order to identify the topic for their final thesis and begin gathering research toward that goal. This course is repeatable for a maximum of 12 credit hours. Lab fee required.

CAH 57000 - Comprehensive Examination (0)

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

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

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

CAH 60000 - Thesis/Directed Project I (3)

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

Prerequisite: CAH 55000.

CAH 60500 - Thesis/Project Experience (1)

This is a one-hour credit course for students who have not yet completed the Thesis/Project. This course is designed to keep enrollment open in the student's graduate program while students complete the requirements. Credit for enrollment in CAH 60500 Thesis/Project Experience does not count toward the minimum course credit requirements for the degree. This course is graded on a Pass/Fail basis.

CAH 61000 - Thesis/Directed Project II (3)

The directed thesis project consists of a project in the student's field completed during the course of graduate studies and/or a supporting written thesis depending upon the program. The approval of the thesis project topic and demonstrable progress of initial research/execution must be completed in CAH 60000. Final production of the thesis project and/or written thesis will be completed under faculty direction and evaluated by the student's committee. This course is repeatable for a maximum of six credit hours. Lab fee required.

CCJ - Criminology and Criminal Justice

CCJ 50300 - Ethics in Criminal Justice Administration (3)

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

CCJ 50310 - Labor Management Relations in Criminal Justice Organizations (3)

This course examines issues related to the labor-management relationship in collective bargaining environments and non-collective bargaining contexts for criminal justice employees. Grievance processing, negotiations, unionization, and meet and confer agreements are addressed during the course. A mock bargaining session is the culminating project for the course.

CCJ 50320 - Criminal Justice Leadership: Strategies and Practice (3)

This course prepares criminal justice administrators to cultivate strategies and identify best practices for confronting challenging workplace issues, managing crises, and supervising diverse populations. Students will have the opportunity to formulate solutions to problems that leaders, managers, and administrators face in criminal justice organizations in the United States and globally.

CCJ 50330 - Criminal Justice Leadership Theory (3)

This course examines leadership and management theories applicable to effective administrative oversight of criminal justice organizations. The course will establish a theoretical foundation to enhance criminal justice administrators' ability to use critical thinking skills

effectively when creating organizational systems, processes, and change. Students will also gain comprehensive knowledge and significance of various leadership styles.

CCJ 50400 - Public Policy and Criminal Justice (3)

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

CCJ 50500 - Criminal Justice Research Methods (3)

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

CCJ 51500 - Constitutional Law (3)

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

CCJ 51600 - Foundations of Criminal Justice (3)

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

CCJ 51700 - Crisis Management (3)

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

CCJ 51800 - Corrections Administration (3)

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

CCJ 51900 - Police Administration (3)

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

CCJ 60100 - Capstone I (3)

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

CCJ 60200 - Capstone II (3)

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

CINE - Cinema Arts

CINE 50000 - Cinema Workshop (3)
Students devote the full term of the course to the production of a specialized work of cinematic art. Projects can include – but are not limited to – fiction films, screenplays, documentaries, animation, or experimental films. Classmates will engage in rigorous and in-depth critique and analysis of one-another's work. This course is repeatable up to 12 credit hours. Lab fee required.

CINE 51500 - MicroCinema (3)
Students will cut their teeth shooting 8 short film projects during the course of the semester. Assignments will run the gamut from poetic to horror, experimental to action. Shooting on handheld devices (phones, DSLR's, GoPro's, etc.) students will quickly, but thoroughly develop, shoot, and edit projects for online and festival delivery. The course will also involve reflection on the production process as well incorporating a synthesis of industry practice and research. Each major assignment will involve pre-production and post production activities which will reflect how the work fits into the media landscape.

 Offered: Fall/Spring/Summer.

CINE 52000 - Short Film Production (3)
This advanced film course allows students to develop and produce short fiction films. Working in groups led by graduate students, they will apply pre-production, production, and post-production skills to the creation of a polished piece of work. Each student will also be responsible for leading a group of peers in producing and directing an original short film. Lab fee required.

CINE 52500 - Documentary Production (3)
This course is an advanced study of different documentary formats and nonfiction storytelling styles. Students will review documentary criticism and analyze a number of works in the existing canon of documentary film. They will also produce a number of short documentary films both individually and collaboratively to apply the concepts of the course.

 Offered: Fall/Spring/Summer.

CINE 52600 - Cinematography (3)
This advanced graduate course will be an intensive study of the elements of cinematography: lighting, exposure, composition, optics, and camera handling. Through a variety of hands-on production assignments, students will gain firsthand experience in all facets of production while developing their own cinematic style and produce work that advances the field.

 Offered: Fall/Spring/Summer.

CINE 52700 - Advanced Cinematography (3)
This course is focused on refining the students' craft in all areas of cinematography – exposure, lighting, composition, etc. Through intensive project work, both inside and outside class, students will hone their abilities. In addition, there will be a strong emphasis on crewing skills manifest in the camera, grip, and electric teams.

 Offered: Fall/Spring/Summer.

CINE 52800 - Directing for Film & Television (3)
Students will learn the basics of the film direction: breaking down a script, managing a project, working with actors, working with directors of photography and leading a crew.

 Offered: Fall/Spring/Summer.

CINE 53500 - History of Animation (3)
The course will introduce students to seminal works of animation from throughout the history of the medium, spanning cultures, genres, and techniques. The evolution of the art from will be traced through the lens of aesthetic movements, socio-political contexts, and technological innovations. Students will be exposed to a wide variety of works ranging from independent and experimental shorts to major studio productions. Through the curation of animation from around the world, special emphasis will be paid to the diversity and inter-connectedness of the art form.

 Offered: Fall/Spring/Summer.

CINE 53600 - Asian Cinema (3)
This course is a survey of historical and contemporary Asian films, particularly those of Japan, China, India, and Korea. Emphasis will be placed on the social/cultural significance of selected Asian motion pictures and their relationship to Western counterparts. The course will concentrate on the definitive works of major Asian film directors, including Akira Kurosawa, Yasujiro Ozu, Tsui Hark, Wong Kar-wai, Bong Joon-Ho and John Woo. Students will synthesize relevant published academic work with the films viewed in the course in advancing their own scholarship.

 Offered: Fall/Spring/Summer.

CINE 53700 - Cinema and Gender (3)
Students in this course will study the ways gender roles are portrayed in stories for the screen. They will review film criticism and explore traditional gender archetypes in cinematic history across multiple genres. Students will also conceive of new or revised characters and stories and then critique their own creative work using analytical tools from the course.

 Offered: Fall/Spring/Summer.

CINE 53800 - African American Cinema (3)
This course will survey the history, theories, debates, and major creative figures that have characterized African

American cinema. It will look at African American contributions to cinema while observing how these films have handled representations of race, class, gender, and social issues. Students will synthesize relevant published academic work with the films viewed in the course in advancing their own scholarship.

Offered: Fall/Spring/Summer.

CINE 54000 - History of World Cinema (3)
This course is a study of the historical perspective of film from the efforts of early American and European filmmakers. Emphasis will be placed on the art of filmmaking, and its reflection of culture through in-depth analyses of case studies. Films would include works from Griffith, Eisenstein, Truffaut, Bergman, Kurosawa, and others.

CINE 54200 - The Films of the Coen Brothers (3)
This course will focus on the varied cinema of the Coen Brothers. By screening not only notable works by this filmmaking duo but also the films that inspired them, students will gain an understanding of how Joel and Ethan Coen have both drawn on the conventions of established film genres but also reinvented them. The course will focus on the following films and genres: Comedy, Crime, Film Noir, and Western. While the course will focus primarily on the narrative and directing styles of the Coens, it will also look at the other craft areas (cinematography, editing, music, etc.) as many of the films feature the same contributors. Students will synthesize relevant published academic work with the films viewed in the course in advancing their own scholarship.

Offered: Fall/Spring/Summer.

CINE 54300 - The Films of Alfred Hitchcock (3)
Graduate students will explore auteurism and film criticism (Francois Truffaut) as they relate to the kind of film, television, or other motion medium of Director/Auteur Alfred Hitchcock.

Offered: Fall/Spring/Summer.

CINE 54400 - Horror Cinema (3)
This advanced course will track the evolution of cinematic horror from the silent era to the modern age. After reviewing landmark "horror" features from varying periods, sub-genres, and filmmakers, students will identify common narrative themes and visual iconography to formulate an accurate definition for the genre as a whole. Students will also be asked to present theories for the genre's enduring appeal and marketability.

Offered: Fall/Spring/Summer.

CINE 54500 - The Films of Martin Scorsese (3)
This course examines the art of film director Martin Scorsese. Students will study his cinematic aesthetics, techniques, and style through screenings and class

discussions. Students will synthesize relevant published academic work with the films viewed in the course in advancing their own scholarship.

Offered: Fall/Spring/Summer.

CINE 54700 - Cult Cinema (3)
This advanced course will define the term "cult" as applied to films within the motion picture industry. After reviewing eminent (or infamous) films that highlight cult genres, filmmakers, actors, and themes, students will then be asked to present their own candidates for inclusion in modern "cult canon" by explaining why these films deserve acceptance using the established methods of "cultification" introduced in class.

Offered: Fall/Spring/Summer.

CINE 55000 - Screenwriting (3)
This course explores the narrative and storytelling principles of digital media production for commercial and professional applications with the goal of mastering writing for digital media environments. The types of writing covered are integral to visual media industry, including commercials & public service announcements, documentary scripts, and film & television screenplays. Through applying professional media writing skills, students will engage with advanced industry formatting standards, story structure, and narrative development pursuant to the expectations and demands of professional settings.

CINE 55200 - Advanced Screenwriting (3)
This course will be an advanced study of narrative screenwriting including the exploration of story, character, structure, and format. In crafting an expanded final script, the student will experience and examine each step of the writing process, from premise through development to treatment, first draft, and final submission. Students will also critically analyze acclaimed works from the writer's point-of-view to inform the student's own craft. Lab fee required.

CINE 55500 - Feature Film Screenwriting (3)
Students will learn the skills of writing loglines, beat sheets, and outlining, and creating subtext. They will apply those skills to complete a 90 to 100-page feature film script. Course may be repeated for additional credit if taken under a different topic.

Offered: Fall/Spring/Summer.

CINE 56000 - Producing for Film and Video (3)
This advanced film course prepares students as producers and directors of visual media. Students learn to maximize production value when shooting on location. Leading a video project, students learn planning, scripting, budgeting,

shooting, and editing skills as applied to the production of the professional-quality project. Lab fee may be required.

CINE 56300 - Production Management (3)
This course is an introduction to the techniques and technologies required to plan and manage film and video productions. The course focus on the roles of the Producer, Production Manager, and Assistant Director Department in managing the safety, logistic, and other concerns required to successfully manage a film or video production from Pre-Production through Post-Production. Key concepts include utilizing technology (Movie Magic) to create the required resources and reports, managing the rhythm of the set, "Directing the Director," and handling the constantly changing production environment. Students will be expected to draw heavily on industry publications and research in formulating course assignments. They will also formally reflect on the creative and production work developed throughout the semester.

Offered: Fall/Spring/Summer.

CINE 57000 - Sound for Film and Video (3)
This graduate course will provide an advanced understanding of the purpose and function of sound mixing and include the application of industry-standard sound recording techniques. Students will create multiple, professionally executed post-production sound mixes, and incorporate production and postproduction sound in the effective composition of a compelling film narrative.

Offered: Fall/Spring/Summer.

CINE 58000 - Editing for Film and Video (3)
This advanced and applied computer course improves students' editing skills using non-linear editing systems. Students also analyze how to integrate video, graphics, and audio imported from other multimedia production programs. Students will be instructed in the advanced use of editing software and will lead projects that require practical application of theories and software. Lab fee required.

CINE 58500 - Advanced Post Production (3)
Students will study and apply finishing techniques for film and video projects, gaining practice in such areas as color grading, compositing, sound design, conforming, and mastering. They will employ advanced technical tools and skills to enhance the storytelling power of scenes in multiple formats and genres.

Offered: Fall/Spring/Summer.

CINE 58700 - Visual Effects (3)
This course is devoted to the history, pipeline, and creation of visual effects. Industry standard techniques will be taught through compositing projects both individually and collaboratively to apply the concepts of the course.

Students will need to conduct research on industry practice and bring that into each assignment as well as class activities. They will also formally reflect on the creative and production work developed throughout the semester.

Offered: Fall/Spring/Summer.

CINE 60000 - Cinema Thesis (3)
Students will pre-produce and produce a short film, applying effective narrative strategy and demonstrating mastery of professional technical and aesthetic standards. This course is repeatable up to 6 credit hours. Lab fee may be required.

Prerequisite: Minimum of 36 graduate credit hours completed in Cinema and Media Arts MFA.

COM - Communications

COM 50000 - Multiplatform Reporting (3)
This advanced reporting course reinforces the skills necessary to produce content for multiple platforms. Reporting, writing, and editing will be practiced in this course including instruction in the latest digital newsgathering formats, as well as the analysis of case studies in the industry. Using content management systems, social media, and mobile applications, students gather and produce digital news content for various media platforms.

COM 50100 - Mass Communications Law (3)
This course investigates the laws that affect and regulate the mass media through the analysis of case studies in the field. Topics include the First Amendment, legal access to information, plagiarism, newsgathering, public access to the media, libel, right of privacy, fair trial/free press, obscenity and censorship.

COM 50200 - Seminar in Professional Practice and Ethics (3)
This course is an investigation into the ethical considerations in communications and the mass media. Through case studies, the bases of ethical decision-making in modern professional and business organizations shall be considered, while students will analyze the competing media-driven economic, political, and societal claims. Issues examined will include, but not be limited to, media violence, journalistic responsibility, government media regulation, threats to personal privacy, and media industry consolidation.

COM 50310 - Contemporary Digital Rights (3)
This course provides media and communications majors with an in-depth look at the growing conflict between the rights of owners and users of intellectual property in the

"on-line" era. The history and legal precedents of issues such as copyright and privacy will be reviewed and the effects of legal mechanisms such as the Digital Millennium Copyright Act (DMCA) and Digital Rights Management (DRM) systems will be discussed.

COM 50320 - Critical Analysis of Media (3)

Students study mass media through the perspective of media critics, researchers, observers, and watchdogs - the media that cover the media. Working with public opinion surveys, research that tracks media trends, and other tools that reveal information about media production and consumption, students research contemporary topics of debate and subjects of scrutiny, paying particular attention to scholarly reviews and work in peer-reviewed publications. In addition to studying the various approaches to media analysis, students will also perform and share their own critical analyses of media in their areas of interest.

COM 50330 - Media and Politics (3)

Students will examine the media's influence on the global landscape. They will gain an understanding of the media's role in historical events as well as its impact in today's 24/7 media world. Through research and analysis, students survey today's political climate and the media's ubiquitous role in policy-making processes.

COM 50340 - Audience Analysis in an Interactive Age (3)

The primary subject of examination for this course will be the growing body of both scholarly academic and practical professional examination of media audience behavior analysis in an increasingly interactive digital media environment. Students will concentrate on the work of scholars and media industry professionals whose interest is in how interactive users make sense, or meaning, of the social, cultural, and political dimensions of an increasingly mediated world. Particular questions that those interests raise about the meaning of the concept of "activity" itself, including intention, intensity, purpose, etc. will be explored.

COM 50400 - Broadcast Newswriting (3)

This advanced lab course examines the preparation and presentation of newscasts and special news programs with special consideration paid to reporting, interviewing, documentaries, and special events.

COM 50600 - Investigative Reporting (3)

Mining databases and primary source material is central to investigative journalism, often considered a vital component of a free and democratic society. Students study a variety of investigative techniques while they plot out and complete their own investigations.

COM 51600 - Visual Web Design (3)

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

COM 51800 - Fundamentals of Public Relations (3)

This course prepares students to understand each component and how it functions in the Public Relations profession. Students analyze real-world problems and solutions through case studies and independent projects. The fundamental strategic mission of public relations as an executive function aimed at long-term relationship and reputation management will be explored in various organization contexts, including but not limited to not-for-profit, non-profit, community, governmental, professional services, as well as proprietary consumer and business product/services.

COM 52500 - Photojournalism (3)

This course focuses on the advanced techniques and principles of photojournalism. Students integrate photography with editorial design to create a portfolio of visually-oriented and journalistically sound packages appropriate for print and Internet. Through an in-depth analysis, the course will emphasize news photography, typography, infographics and other compelling visual components.

COM 52600 - Advanced Reporting (3)

This advanced reporting course expands on students' journalistic skills through in-depth interviews, computer-assisted reporting, electronic newsgathering, and other data-mining available to today's reporters. Through an analysis of case studies, the course emphasizes informative stories written from fact-based reporting.

COM 53333 - News Videography (3)

With an emphasis on broadcast and digital newsgathering, this advanced course provides students with experiential learning opportunities to develop their video production skills. Students focus on audio, composition, lighting, sequencing, and nonlinear editing through the lens of journalism. Completed story projects may be featured on campus media outlets.

COM 54300 - Television News Production (3)
Students will develop mastery of the television news package as the preeminent format of broadcast journalism. Students learn to plan, shoot, report, and edit news stories as reporter packages for use in traditional television newscasts.

COM 55000 - Media Literacy (3)
This advanced course on the interpretation of media focuses on its cognitive, emotional, moral, and aesthetic influences and includes Radio, Film, TV, Multimedia, and the Internet. Through case studies, students will develop the analytical tools necessary to engage with information fluency as it relates to mass media.

COM 55300 - News Design and Editing (3)
This advanced course will provide students with instruction in the editing of words and images for inclusion in print and online publications. Coursework will include instruction in basic design principles and the use of InDesign software. Instruction also will focus on the editing of content for proper grammar, spelling, punctuation and Associated Press style, as well as the ethical considerations journalists must make when producing content for a general audience.

COM 55600 - Mass Communications Theory (3)
This course investigates mass communication theories that have evolved in response to developments in mass communication technology. Case studies will be used to elucidate the political, sociological, and cultural models constructed to explain phenomena, both real and imagined, perceived to be characteristic of audiences' behavioral responses to increasingly rapid technological advances since the late 19th century. Students will analyze these various theories and place them in their specific socio-historical contexts, as well as produce an original contribution to the field through research.

COM 56000 - Media Management (3)
This course provides advanced insight into the structures, management, processes, economics of, and controversies surrounding the electronic media industries. Through case studies, students will focus on management theories and practices, fundamentals in financial administration, and human resources. Students will analyze the use of media research, effective marketing strategies and costs, FCC rules and regulations, and broadcast engineering and ownership.

COM 56700 - Journalism Capstone and Ethics (3)
This capstone course is designed to invite analysis of a prior internship and/or practicum with special focus on journalistic ethics and contemporary controversies facing professional journalists. The capstone project requires news coverage of an assigned topic reported with portfolio-level skills applied in newspaper, Internet, television, and radio formats. Students will engage with methodologies, theories, and trends in the field through case studies.

COM 57100 - Advanced Audio Production (3)
This advanced audio production course provides students with the necessary skills to create professional products. Preparation, production, and evaluation of various audio projects will require students to refine skills in analog and digital video production.

COM 57300-57399 - Topics in Producing (3)
Students will learn and apply skills related to a specific aspect of producing and coordinating digital cinema, television, and motion media projects. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Lab fee may be required.

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

COM 57600-57699 - Topics in Production (3)
Students will learn and apply skills in a specific area of digital cinema, television, and motion media production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Lab fee may be required.

COM 57700-57799 - Topics in Post-Production (3)
Students will learn and apply skills in a specific area of cinema, television and motion media post-production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Lab fee may be required.

COM 57800-57899 - Topics in Scriptwriting (3)
Students will learn and apply skills related to a specific type of scriptwriting for digital cinema, television, and motion media production. Students will be expected to relate the specified area of technique to an existing body of work. Course may be repeated for additional credit if different topics taken. Lab fee may be required.

COM 57900 - Television Production (3)
This advanced laboratory course has students develop planning, scripting, shooting, directing, editing, budgeting, and studio skills needed to produce a program for television or cable broadcast. Working in groups, students will lead the production of a final broadcast. Lab fee may be required.

COM 58000 - Television News Reporting (3)
This advanced course develops students' mastery of the television news package as the preeminent format of broadcast journalism. Students lead groups who plan, shoot, report, and edit news stories as reporter packages for use in traditional television newscasts.

COM 58100 - Editing (3)
This journalism course offers instruction on advanced editing skills required for employment in newspaper, magazine, and electronic publications. Coursework will focus on the development of graduate-level editing for grammar, punctuation, precision, and Associated Press style.

COM 58200 - Communications Workshop (3)
This class focuses on an examination of the specialized skills required in a communication field. Lab fees will vary. The course is repeatable as topics vary.

COM 58400 - Media/Communication Internship (3)
This course consists of supervised work experience which requires the application of communication principles, skills and strategies in business or professional communications organizations.

COM 59000-59999 - Special Topics (3)
A range of topics will be available through this course that is repeatable for credit, as subjects vary. Lab fee may be required.

COM 60100 - Communications Policies and Strategies (3)
This course explores communication theories and current techniques, trends, and issues.

COM 60101 - Communications Project (3)
This course is an examination of the relationship between communication theory and the evolution of the communication industry. Students will develop a written project and presentation in their area of emphasis.

DCS - Digital Content Strategy

DCS 50000 - Digital Content and Demographics (3)
This advanced course introduces demographic analysis techniques and the quantifying of demographic data in the field of digital content and social media. Through various case studies in social media, journalism, as well as memetic content, students will learn how to analyze trends in digital media. Through demographic analysis of major digital platforms, students will learn to illustrate demographic concepts and apply that knowledge in their content creation.

DCS 51000 - Media Literacy Theory (3)
This advanced theory course outlines the major methodologies in Media Literacy to interpreting media messages in the 21st century. Through content analysis of case studies in the cognitive, emotional, moral, and aesthetic influences of media, students will learn to consume media with a more trained eye. Students will then apply their findings through academic essays, videos, and presentations examining journalism, film, television, videogames, and social media.

DCS 52000 - History of Contemporary Media Industries (3)
This course introduces the major shifts in established media industries from the twentieth to the twenty-first century. Students will examine the influence of technological innovation on these media industries, as well as how the line between audience and creator has blurred in the age of digital resources and user-created media. A detailed history of major media industries will be provided and how they were forced to adapt to audience and technology.

DCS 52200 - Emerging Platforms and Analytics (3)
This course investigates newly emerging media platforms, including mobile, social, and digital that offer unique user experiences and opportunities for communicators to

connect with an audience. Students will examine case studies and strategies used to understand audience behavior, as well as the analytical tools associated with those platforms. The analysis will allow students to develop dynamic content for storytelling, user engagement, and brand management.

DCS 52500 - Social Media Strategy (3)
This advanced course will teach students how to create detailed social media strategies that utilize the powerful reach of social media platforms. Students will examine contemporary marketing campaigns in the most popular social media platforms and analyze these techniques to be implemented in their own campaigns. This course will focus on teaching students how to develop a social media presence and brand for an outside entity (consulting client, small business, artists, corporations, etc.). Students will be expected to conduct industry research which should be synthesized into their own work.

DCS 54500 - Advanced Social Media Strategy (3)
This advanced course will focus on teaching students how to develop a social media presence and brand for an outside entity (consulting client, small business, artists, corporations, etc.). Rather than dealing in exercises with theoretical clients, students will be tasked with finding, consulting with, and ultimately writing a content strategy plan for a real-world client of their choosing. Students will be expected to conduct industry research which should be synthesized into their own work.

Prerequisite: DCS 52500.

DCS 55000 - Personal Branding (3)
This advanced course investigates social media platforms and their role in crafting personal brands. Through platforms, users are able to become their own media company and can apply that experience to other brands. Through case studies and analysis, students will learn to create, promote, protect, maintain, and monetize their own personal brand by utilizing major social media platforms. Students will learn to analyze audience data to construct trend predictions and ultimately, create better content.

DCS 56000 - Information Literacy (3)
This advanced course on information fluency and literacy will examine the principles, practices, and critical thinking skills necessary to effectively evaluate and locate diverse information sources in a digital world. Through analysis of case studies, students will learn how to effectively seek out and vet information from multiple sources as well as understand the forces that shape the flow of information. This course will cover contemporary topics, such as copyright in the digital age, the influence of algorithms and filter bubbles on the flow of information, and the impact of open source technology on established informational institutions.

DCS 57000 - Contemporary Audience Analysis (3)
This advanced course will focus on methods of examining audience behavior in an increasingly dominant digital media environment. Through case studies, students will review the work of scholars and media industry professionals who analyze the meaning of the social, cultural, and political dimensions of a digitally mediated world. Marketing and sociological concepts will also be applied in the analysis of audience behavior and how to quantify that data into meaningful media messages.

DCS 57100 - Social Media Strategy Practicum (3)
This advanced course provides students with real-world experience in the design of social media content for regional entities. Students will work directly with clients in the development of audio, video, and graphic content in addition to overall branding strategies. The practicum is collaborative and cross-disciplinary, allowing students to work closely with clients and each other in design and execution. Students will be expected to conduct industry research which should be synthesized into their own work. Repeatable for a maximum 6 credit hours.

DCS 58900 - Digital Content Strategy Capstone (3)
This capstone course allows students to apply their skills to their own original digital content campaign. Students will independently seek out and pitch to a real-world client with the goal of executing a specific goal or campaign. By utilizing major platforms, students will lead a team that will craft a unique message through the creation of branded content. Students will set predictions of success prior to roll-out in a report which will be used at the end of the semester to assess the success of the campaign.

ECON - Economics

ECON 53075 - International Economics (3)
In this course, the basic principles of economics are used to analyze and interpret exchanges between nations. Categories include trade in goods and services, movements of labor and capital, and a variety of financial transactions in bonds, stocks, notes, deposits, and other financial assets. Mechanics of international payments, the balance of payments accounting systems, foreign exchange rates, including arbitrage, flexible rate exchange, and elasticity of supply and demand are examined. International Monetary Systems is covered including a history of the Gold Standard, Bretton Woods System, I.M.F., Euro-dollars and the Import- Export bank. Special attention will be devoted to tariff analysis, the economies of lesser developed

countries, and multinational companies. Lab fee may be required.

Prerequisite: ECON 53081.

ECON 53081 - Economics Concepts (3)
This course focuses on the microeconomic concepts used in business, although various macroeconomic factors are also addressed. Emphasis is placed on practical application of course material. Topics to be covered include supply and demand, elasticity, consumer choice theory, firm production and costs (short-run and long-run), profit maximization, market structures, basic oligopoly models, pricing strategies, market failures, government's role in the economy, and macroeconomic factors affecting business managers. Through readings, lectures and course assignments, students will learn to use various economics tools and concepts to inform and improve business decision-making. Lab fee may be required.

ECON 53085 - Macroeconomic Analysis (3)
This course prepares students to use macroeconomic measures and models as the environment for effective financial analysis. It covers an understanding of the structure of the national economy, indicators of economic performance, knowledge of business cycles, and a study of financial institutions and the conduct of monetary policy.

Prerequisite: ECON 53081 or ECON 23020.

ECON 53090-53099 - Special Topics in Economics (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within an emphasis. The subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require primarily substantial reading with appropriate inference, assessment and conclusions.

Prerequisite: Varies according to the content of the special topics course.

EDA - Education: Educational Administration

EDA 50000 - School Administration Orientation (0)
This online, zero credit course orients students to the School Administration Program for the Master of Arts (MA) or Educational Specialist (EdS) degree. Topics covered include dispositions for school leaders, and state certification requirements for initial certification as a school principal in the state of Missouri including the performance assessment and the content assessment. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement

portion of program completion. Students should take this course in the first nine hours of their program.

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

EDA 51100 - Elementary Field Experience for Certification Masters' Level (3)
This three-hour course will provide an opportunity for the student to closely study the area of elementary administration through participation with a school administrator at the elementary level. Each student will spend 150 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking K-8 certification as a school administrator. This is the culminating course for the program.

EDA 51300 - Secondary Field Experience for Certification Masters' Level (3)
This three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will spend 150 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking 7-12 certification as a school administrator. This is the culminating course for the program.

EDA 51400 - Foundations and Administration of Special Education (3)
Through direct experience, observation, and reflective practice, students will develop the fundamental skills need to become competent, conscientious, and compassionate special education administrators. Students will learn to analyze and apply administrative skills in the areas of school finance, planning, data collection, personnel preparation and supervision, assessment of student with disabilities, adaptation of curriculum and specialized materials as related to students who have English as a Second Language (ESL), the referral process for considering special education (Response to Intervention - RtI), the use of assistive technology as an instructional modality. Additionally, this course will address the needs

of diverse learners within the context of assessment, instructional planning and delivery, particularly in the core subjects which include numeracy and age appropriate literacy instruction, as well as classroom management. Finally, this course will provide guidance in the supervision of school personnel, current topics, including bullying, and the importance of collaboration, consultation, and communication with parents, teachers and other professionals. While delivering services in the role of a special education administrator, students will respond to the various ethical, legal, cultural, and interpersonal concerns presented and will adhere to the CEC Code of Ethics and Standards for Professional Practice. Course requirement includes 150 hours of field experience.

EDA 51500 - School Supervision (3)

This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Topics include the nature of supervision, an historical perspective of supervision, selection of personnel, evaluation of personnel, and organizational theory. This course requires 45 hours of internship activities.

EDA 51700 - K-12 Administration and Organization (3)

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

Offered: Fall

EDA 52000 - School Business Management (3)

The student will be acquainted with aspects of business management within the context of education. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the Local Education Agent. This course requires 45 hours of internship activities.

EDA 52500 - School Law (3)

This course provides the student with knowledge and understanding of the effects of the legal system on education. Areas include the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

EDA 53000 - Public and Community Relations (3)

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

EDA 53500 - School Facilities (3)

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

EDA 54500 - Special Education Law (3)

This course begins with an introduction to the statutory framework and major decisions affecting special education. It then turns to the topic of individual education plans and placement issues. The second half of the class focuses on dispute resolution in special education cases, including due process hearings and mediation. Emphasis is placed on procedural and substantive rights of children with disabling conditions.

EDA 54600 - Data-Based Decision-Making (3)

This course provides students with the foundational concepts and skills to understand and implement a data-driven, decision-making process in today's schools. This course provides a structure for educational leaders to form data teams to (a) collect, analyze, and prioritize data; (b) develop SMART Goals; (c) make instructional decisions; (d) determine result indicators; (e) monitor progress; and (f) create professional teams that reflect and improve on day-to-day practice using data.

EDA 55300 - Field Experience (3)

This course will provide an opportunity for the student to closely study the area of administration through participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. The course is required for students who are seeking certification as a school administrator. This is the culminating course for the program.

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

Offered: Fall/Spring/Summer.

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

Offered: Fall/Spring/Summer.

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

Offered: Fall/Spring/Summer.

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

Offered: Fall/Spring/Summer.

EDA 58598 - Special Education Field Experience for Administrators (3)
Through participation, observation, and reflective practice, students will develop the fundamental skills need to become competent, conscientious, and compassionate special education administrators. Students will continue to build skills in the areas of observations, data collection, and assessment, adaptation of curriculum and materials as related to students who have English as a Second Language (ESL), the referral process for considering special education (Response to Intervention - RtI), the use of assistive technology as an instructional modality. Additionally, this course will address the needs of diverse learners within the context of assessment, instructional planning and delivery, particularly in the core subjects which include numeracy and age appropriate literacy instruction, as well as classroom management. Finally, this course will provide guidance in the supervision of school personnel, current topics, including bullying, and the importance of collaboration, consultation, and communication with parents, teachers and other professionals. While delivering services in the role of a special education administrator, students will respond to the various ethical, legal, cultural, and interpersonal concerns presented and will adhere to the CEC Code of Ethics and Standards for Professional Practice. Course requirement includes 150 hours of field experience.

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

Offered: Fall/Spring/Summer.

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

participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. The course is required for students who are seeking certification as a school administrator.

Offered: Fall/Spring/Summer.

EDA 60000 - Administration, Instructional Leadership, and Assessment (3)
This course is designed as an advanced level course for the study of administration and instructional leadership in accordance with the goals and outcomes of the Educational Administration Program. The course provides an overview of the essential elements of a district administrator as an instructional leader to promote growth in student learning in P-12 classrooms.

EDA 60500 - Advanced School Law (3)
Constitutional, statutory, and case law that relates to all staff personnel, students, school district and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board members' legal rights and responsibilities.

EDA 61000 - Human Resource Administration (3)
This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This includes instructional, administrative and support personnel.

EDA 61100 - Elementary Field Experience for Certification EdS Level (3)
As part of the Educational Specialist (EdS) degree, this three-hour course will provide an opportunity for the student to closely study the area of elementary administration through participation with a school administrator at the elementary level. Each student will be required to complete a research project focused on one of the specific domains related to the competencies of a successful elementary principal. Additionally, each student will spend a minimum of 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking k-8 certification as a school administrator. This is the culminating course for the program.

EDA 61300 - Secondary Field Experience for Certification EdS Level (3)
As part of the Educational Specialist (EdS) degree, this three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will be required to complete a research project focused on one of the specific domains related to the competencies of a successful secondary principal. Additionally, each student will spend a minimum of 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking k-8 certification as a school administrator. This is the culminating course for the program.

EDA 61500 - Advanced School Finance (3)
This course is the study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. Finance Administrators should have the vision for financial health and share that vision with stakeholders. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school finance project.

EDA 61600 - School Supervision (3)
As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. Each student will be required to complete a research project based on some aspect of school supervision. Topics include the nature of supervision, selection of personnel, evaluation of personnel, retention of personnel, and organizational theory. This course requires 45 hours of internship activities.

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

Offered: Fall

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

management within the context of education. Each student will complete a research project focusing on one of the topics related to school business management. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the Local Education Agent. This course requires 45 hours of internship activities. Please see, "Program Internship and Field Experience Requirements" for details.

EDA 62000 - School District Administration and Visionary Leadership (3)
Analysis and discussion relating to current problems of school management involving visionary decision-making, district improvement, data collection and operations are all part of this course and how those understandings drive appropriate change. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 62500 - Student Achievement for Today's Learner (3)
This course assists the instructional leader in understanding how students learn. Attention is given to instructional design and assessment, educational ethics and understanding the individual learner.

EDA 62600 - School Law (3)
As part of the Educational Specialist (EdS) degree, this three-hour course provides the student with knowledge and understanding of the effect of the legal system on education. Each student will construct a research project on a legal topic of interest and importance. Areas included are the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

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

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

guidance of a professor. This is the culminating course for the program.

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

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

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

EDA 64600 - Data-Based Decision-Making (3)
As part of the Educational Specialist (EdS) degree, this three-hour course provides students with the foundational concepts and skills to understand and implement a data-driven, decision-making process in today's schools. Each student will be required to complete an individual research project focusing on data-based decision making. This course provides a structure for educational leaders to form data teams to (a) collect, analyze, and prioritize data; (b) develop SMART Goals; (c) make instructional decisions; (d) determine result indicators; (e) monitor progress; and (f) create professional teams that reflect and improve on day-to-day practice using data.

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

EDA 65300 - Field Experience (3)
As part of the Educational Specialist (EdS) degree, this three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will be required to complete a research project focused on one of the specific domains related to the competencies of a successful principal. Additionally, each student will spend a minimum of 120 hours during the semester participating in the activities of building administrator, under the guidance of the professor and an active principal. This course is required for students who are seeking certification as a school administrator. This is the culminating course for the program.

EDA 68000 - Specialist Experience (0)
This is a non-credit course designed to keep enrollment open in the EdS program while students complete the EdS requirements. Students in the educational specialist degree program are required to continually register for EDA 68000 each semester until the project is completed and accepted. Please see fee schedule located in this catalog.

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

 Offered: Fall/Spring/Summer.

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

 Offered: Fall/Spring/Summer.

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

 Offered: Fall/Spring/Summer.

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

 Offered: Fall/Spring/Summer.

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

 Offered: Fall/Spring/Summer.

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

 Offered: Fall/Spring/Summer.

EDA 70000 - Instructional Program Leadership and Assessment (3)
Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Leadership Program. The course provides a broad overview of the essential elements of educational programs, including curriculum, instruction, materials and program evaluation recommended by the various learned societies for educational administration. The major focus of this course is the enhancement of the students' understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

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

EDA 71000 - Human Resource Administration (3)
Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This includes both instructional, administrative and support personnel.

EDA 71500 - Advanced School Business Management (3)
Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. This course is a study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school system project.

EDA 72000 - School District Administration (3)
Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations are all a part of this course. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 72500 - Student Achievement for Today's Learner (3)
This course assists the instructional leader in understanding how students learn. Attention is given to instructional design and assessment, educational ethics and understanding the individual learner. Students will apply understanding through practical application.

EDA 73000 - Educational Program Improvement (3)
This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance through program evaluation.

EDA 74100 - Educational Administration Internship (3)
Field experiences encompassing the superintendency and other specialized administrative or supervisory positions are explored. Students spend specified periods of time working with experienced administrative or supervisory personnel.

EDA 74500 - Statistics in Educational Administration (3)
This course examines complex statistical techniques used in the analysis of data and helps students in the development of a doctoral level research proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal. Further, there will be an emphasis on an interpretation of the analyzed data with regard to answering research questions and hypotheses. Class sessions will help students develop a research design and use scholarly language to report results.

EDA 74800 - Instructional Leadership Internship (3)
Students will have meaningful and practical experiences in an actual relevant setting during the course. The internship is designed to place candidates in the cooperating setting during critical times of instructional planning. Students will demonstrate their ability to apply knowledge and skills learned in core courses under the collaborative partnership of the university and the assigned placement leadership. Experiences will include studying key concepts and skills used by effective leaders, observing good models, and by experiencing decision making in an institutional setting.

EDA 75000 - Capstone I (3)
This course is the first in a series of three Capstone courses in research design and scholarly writing to support completion of the dissertation. Course objectives include comprehension of the Lindenwood University dissertation process, dissertation vocabulary and forms; fundamentals of APA citation and reference, Lindenwood University writing style and dissertation formatting guidelines. Students will begin the process of research topic development, drafting of the Lindenwood University Research Prospectus, and literature review. If a grade below B is earned in any Capstone course, the course must be repeated.

EDA 75500 - Seminar in Educational Leadership: Perspectives on Policy and Practice (3)
The purpose of this course is to introduce students to foundational approaches to contemporary issues in local, state, national, and international education contexts. The course introduces approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess policy and practice. This course is designed to evaluate contemporary issues in administration at both the elementary and secondary levels. This course provides an opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

EDA 76000 - Seminar in Educational Leadership (3)
This course introduces students to concepts and skills related to leadership. Theory-related content, combined with experiential teaching methods, provides students with an opportunity to increase their understanding of leadership theory, examine how attitudes about themselves and others influence leadership behavior, and stimulate the development of new skills through demonstration and practice.

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

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

Prerequisite: EDA 74500.

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

learn the necessary techniques for conducting and analyzing these kinds of research.

EDA 76900 - Mixed Method Design in Educational Research (3)

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

Prerequisite: EDA 74500.

EDA 77000 - Capstone II (3)

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

EDA 77500 - Capstone III and Leadership Seminar (6)

The Doctor of Education program requires completion of a dissertation. This culminating assignment is an independent research and analytic activity designed to integrate theories and tools learned throughout the program and should demonstrate mastery of concepts and methods. The focus of this program is the refinement of students' understandings of leadership and policy development and analysis, ultimately culminating in the capstone experience. The capstone experience is meant to contribute knowledge of a critical issue in educational leadership.

EDA 77700 - Research Design, Methods, and Ethics in Educational Research (3)

This course is designed as an introduction to educational research focusing on methodologies and ethics in research. Research Design, Methods, and Ethics in Educational Research provides a broad overview of various methodologies to use in educational studies, research and appropriate use for such methods, instruments for data collection, analysis of such data, ethics in research, and other pertinent topics. The major focus of this course is the enhancement of the student's understanding of applicable and ethical use of methodologies for educational studies

based on research, specifically researching a student's problem of practice which is the basis of their dissertation.

Offered: Fall/Spring/Summer.

EDA 77800 - Applied Qualitative Research Methods (3)

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

Offered: Fall/Spring.

EDA 77900 - Applied Quantitative Research Methods (3)

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

Offered: Fall/Spring.

EDA 78000 - Capstone Experience (1)

This is a one-hour credit course for students who have not yet completed the dissertation. This course is designed to keep enrollment open in the EdD program while students complete the EdD requirements. Credit for enrollment in EDA 78000, Capstone Experience, does not count toward the 48-hour minimum course requirements for the EdD degree. Students in the EdD degree program must complete the degree within three years after passing the Comprehensive Exam. The grade for this course will be either Pass or Fail.

EDA 78001 - Writing Techniques for Scholarly Publication (1)

This course is a writing intensive course focused on revising and polishing student work to meet the expectations of scholarly publications, including the dissertation. This course is designed to meet the goals and

needs of the individual students enrolled, so individual meetings with the instructor will be required in addition to online coursework. Professional writing style and logical organization will be emphasized. While this individualized course is designed for students working toward completion of a dissertation, it would be helpful for anyone writing a scholarly article for publication.

EDA 78100 - Creative Courage (3)
Creativity is an essential attribute of innovative leaders. However, exercising creativity requires leaders to take risks. "Creative Courage" is a deeply reflective course that helps EdD students explore personal attributes of creativity, vulnerability, risk-taking, grit, and courage and how these are integral facets of an innovative leadership mindset. Through this course, students will begin to make connections with the first stage of Designing Thinking, i.e. "Empathy", by developing a closer understanding of themselves as creative and courageous leaders. Drawing on traditional and contemporary literature, students will apply concepts and theoretical frameworks related to professional creativity and courageous leadership to their own practice. Through personal reflective writing, case study analysis, dialogue with colleagues, and story-telling, students will develop a stronger identity as a change maker within their professional context, and, in an iterative spirit, they will begin to consider their 'problem of practice' through a news lens of creative courage. This work will inform the students' Year 1 Assessment, i.e. the Point of View Paper, by giving students insights into their own perspectives and how these beliefs influence their leadership behavior.

 Offered: Spring.

EDA 78200 - Principles of Design Thinking (3)
This course provides the doctoral student an overview of the design thinking framework while incorporating research-based tools and methods to solve today's most pressing educational issues. Through collaboration and active engagement students will discover and apply the five steps of the design thinking process: empathy, define, ideate, pro-typing and testing to their problem of practice, while learning how the current literature, use of secondary data and traditional research methods are integral components to a creative, human-centric problem-solving process.

 Offered: Fall/Spring.

EDA 78300 - Leadership Theory and Application (3)
This course seeks to provide students with a broad theoretical foundation for understanding leadership and formal organizations with application to student's problem of practice. Both topics are defining subjects in all professional schools, e.g., in public, business, hospital, and educational administration. Leadership cannot be examined apart from the organizational context in which it occurs; leadership and organizations go together like yin and yang.

Leaders influence organizations for good or ill. Yet organizations also influence leaders.

Whereas the general focus of this course is on leadership and formal organizations, the specific focus is directed at understanding leadership in organizations. The theories, concepts, and readings examined in the course are intended to provide students with a set of cognitive tools to read, analyze, and guide students in becoming leaders in organizations society envisions. This larger goal is pursued for the dual purposes of: 1) complicating students' thinking about leadership; and 2) increasing the capacity as leaders.

 Offered: Fall/Spring.

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

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

 Offered: Fall/Spring.

EDA 78910 - Problem of Practice I (3)
Problem of Practice I is designed for the doctoral student working on the design thinking phase of ideation and prototyping. Traditional methods of problem solving are also discussed. During this course, students will be working with the instructor and Problem of Practice Design Team (POP-DT) to begin drafting the Problem Based Dissertation (PBD). Individualized support will be offered to students throughout the class. If a student reaches a barrier, the instructor may offer the student and POP-DT alternatives and/or advice on how to continue

and/or work with potential IRB revision if needed. The course is not crosslisted.

 Offered: Fall/Spring.

EDA 78920 - Problem of Practice II (3)
Problem of Practice II is designed for the doctoral student working on the design thinking phase of prototype testing and analysis. Doctoral students will be answering the question, "What happened"? Qualitative and quantitative data analysis techniques will be reviewed. How to report results for statistical testing and qualitative analysis will also be discussed. During this course, students will be working with the instructor and Problem of Practice Design Team (POP-DT) to draft components of the Problem Based Dissertation. Individualized support will be offered to students throughout the class. If a student reaches a barrier in data analysis, the instructor may offer the student and POP-DT alternatives and/or advice on how to continue and/or work with potential IRB revision. The course is not crosslisted.

 Offered: Fall/Spring.

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

 Offered: Fall/Spring.

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

 Offered: Fall/Spring.

EDA 79100-79106 - Self-Prescribed Course (1-6)
This course allows the educator the opportunity to devise individualized learning experiences. The design can allow the educator the choice of selecting from courses already offered or proposing experiences to meet individual needs as a practicing educator. These learning experiences can become a Self-Prescribed Course whenever the student and the faculty advisor have identified personal goals and

objectives and have agreed upon the direction for meeting these objectives. Courses are subject to dean's approval.

EDAB - Education: Board Certified Behavior Analyst

EDAB 65000 - Specialist Thesis-Behavioral Analysis Program (3)
Students will review the principles of behavior analysis and work towards achieving fluency in preparation for the BCBA exam. Students will complete an applied research project on a behavior analytic topic of their choice either at an individual or organizational level, analyze the data, and prepare a report.

EDAH - Education-Higher-Education-Administration-Doctoral

EDAH 70500 - Legal Aspects of Higher Education (3)
Constitutional, statutory, and case law that relates to all staff personnel, students, colleges, universities, and other allied governmental units is investigated, analyzed, and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, student injuries, liability of college/university personnel, and college/university and board members' legal rights and responsibilities.

EDAH 71500 - Business Management in Higher Education Administration (3)
This course is a study of college/university budget procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of higher education operations. Both private and public institution budgeting and finance will be studied.

EDAH 71600 - Public Policy in Higher Education (3)
This course is designed to review public policy, current issues, and trends in global higher education. Discussion will cover human capital theory, cultural educational norms, public versus private education, and financing of higher education through policy implementation.

EDAH 71700 - Educational Economics and Econometrics (3)
This course is designed to examine the amalgamation of econometrics and current educational economics trends, will help students create a bigger picture of how education is impacting the economy worldwide, and will help to understand exactly how that relationship works. Providing

a new exposure to simple econometric models will help students understand how regression analyses can be used in their future research, and perhaps, their dissertation.

EDAH 71800 - Comparative Education Theory and Practice (3)
This course is designed to examine major educational theories and to work towards the advancement of a global perspective into the classroom/academic setting. The course will review the development of major global political systems and how educational systems function within particular regions. Historical beliefs, culture, and theories on how each area will advance culturally in the next 50 years will be discussed.

EDAH 71900 - History of Higher Education in the United States (3)
This course will examine the development of higher education in the United States. The course will review the impact of historical events on current and future issues in higher education. Governmental policies, important figures, population expansion, and curriculum will be discussed.

EDAH 72500 - Student Affairs in Higher Education Administration (3)
This course will focus on all aspects of student affairs related to higher education administration. Topics include academics, program planning, assessment, activities and professional organizations, career development, and others.

EDAH 73200 - The College Student (3)
This course reviews the college experience from the perspective of the student. The course considers institution selection, demographics, the impact of current events, and other factors of the student experience important to decision making. Course assessments provide practical application of decision making, strategic planning, and research.

EDAH 75500 - Seminar in Educational Leadership: Perspectives on Higher Education Policy and Practice (3)
The purpose of this course is to introduce students to foundational approaches to contemporary issues in local, state, national, and international education contexts. The course introduces approaches associated with the history, sociology, and philosophy of higher education to help students understand and critically assess policy and practice. This course is designed to evaluate contemporary issues in higher education. This course also provides an opportunity for students to reevaluate their

conceptualizations and beliefs regarding those contemporary issues identified for discussion.

EDARL - Education: Literacy Education Specialist

EDARL 67000 - Foundations of K-12 Literacy Administration Organization (3)
This course will enable the student to develop an understanding of the role of the literary specialist in the development and support of a district's literacy program. Topics include theories, research, legal and ethical issues that drive the development of a district's literacy program, and communication skills required for the articulation of the program to stakeholders. This course will explore the connection of reading/writing across ages, abilities, and curriculum. The students will apply the learned skills to the function and role of the effective faculty and staff development leader, supervisor of reading specialist/literacy coaches, curriculum coordinator, and administrative team member. To be taken concurrently with EDARL 67100 Pedagogy for Effective Literacy Practices.

EDARL 67100 - Pedagogy for Effective Literacy Practices (3)
This course will enable the Instructional Specialist K-12 Literacy candidate to research in-depth the historical and current research philosophy and definition of literacy. This course will lead the candidate to evaluate the connection of language acquisition and reading/writing (print and non-print). Topics will include, but not limited to, brain research and literacy, multi-model literacy, multi-level interventions, synaesthetics, media consumption, culture and gender issues in literacy. The students will apply the learned skills to the in-depth knowledge of the area of literacy that will support the district's literacy program. To be taken concurrently with EDARL 67000 Foundations of K-12 Literacy Administration Organization.

EDARL 67200 - Student Achievement Enhancement Techniques for Elementary Literacy (3)
This course will enable the candidate to acquire global understanding and background to guide interventionists, literacy coach, reading specialist and literacy personnel in the elementary setting. This course will explore the connection of reading/writing across ages, abilities, and elementary curricula. The course will explore appropriate selection and use of curriculum assessment. Topics will include analyzing current trends in elementary literacy programs, national, state, district and building initiatives for school improvement planning. The candidates will explore the best practices in professional development in

professional learning communities for the elementary teaching staff. To be taken concurrently with EDARL 67300 Student Achievement Enhancement Techniques for Middle School/High School Literacy.

EDARL 67300 - Student Achievement Enhancement Techniques for Middle School/High School Literacy (3)
This course will enable the candidate to examine the specific demands of middle school and high school literacy. This course will explore the connection of reading/writing across ages, abilities, and curricula. This course will also examine the demands of secondary curricula and the literacy program design for success at the secondary level. Topics will include, but not limited to, instruments used for reading level assessment, effective intervention practices, and the demands of the diverse secondary population. The candidates will evaluate programs and materials that are used in the secondary content classroom. Emphasis will be placed on the district literacy specialist's role in professional development of the middle school/high school content teaching staff. To be taken concurrently with EDARL 67200 Student Achievement Enhancement Techniques for Elementary Literacy.

EDARL 67400 - Literacy Leadership: Influencing and Facilitating Program Improvement (3)
This course will enable the Instructional Specialist K-12 Literacy candidate to conduct needs assessment and program evaluation necessary for leading school improvement efforts. Topics include analyzing K-12 student performance on district, state, and national assessment reports, surveying professional development needs as they relate to the improvement of K-12 student achievement, developing data collection systems to evaluate literacy program effectiveness, and grant writing skills. The candidate will apply principles of inquiry and research to develop, present, and review grant proposals which link to objectives from district school improvement goals. To be taken concurrently with EDARL 67500 Cognitive Coaching for Teaching Diverse Populations and Adult Learners.

 Corequisite: EDARL 67500.

EDARL 67500 - Cognitive Coaching for Teaching Diverse Populations and Adult Learners (3)
This course will enable the Instructional Specialist K-12 Literacy candidate to discuss how to assist literacy specialists, parents and general education classroom teachers problem solve difficulties that arise in the teaching of literary. Topics will include, but not be limited to, establishing collaborative models, defining of roles, and integrating the cognitive coaching model into professional development programs. The candidate will apply principals of cognitive coaching in guiding faculty to become

reflective teachers of literacy, supporting collaborative ways for literacy teachers to examine their current practices against latest best practices in literacy, and encouraging staff to be more risk taking in integrating new evidenced-based strategies in teaching literacy. To be taken concurrently with EDARL 67400 Literacy Leadership: Influencing and Facilitating Program Improvement.

 Corequisite: EDARL 67400.

EDC - Education: Education for Counselors

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

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

EDC 54100 - Education of the Exceptional Child for Counselors (3)
This course allows the student to develop an understanding of the unique characteristics, strengths and challenges of children classified as exceptional. An historical and legal overview of the field of special education will be presented as well as current trends, issues and best practices for educating children with exceptionalities in the 1990s. Students will understand the competencies necessary to effectively teach, communicate, and live with individuals with exceptionalities in educational and natural environments. The course focuses on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

EDHE - Education: Higher Education Administration Masters

EDHE 50000 - Introduction to Higher Education Administration (0)
An overview of the higher education profession. This introductory course will provide students with a framework for their educational and professional experiences. The reflective course will highlight functional areas, course expectations, and instructor backgrounds. This course is graded on a Pass/Fail basis.

EDHE 50500 - Foundations of Higher Education (3)
Study of the historical growth and advancement of public and private colleges and universities in the United States from the earliest higher education institutions to today's "virtual" schools. Overview of contemporary issues, policies, and practices in higher education institutions including accreditation, curriculum, financial management, and institutional planning.

EDHE 51000 - Governance, Management, and Administration in Higher Education (3)
Organizational and administrative structures within the hierarchy of higher education institutions will be studied as students examine the relationship between the higher education institution and the community it serves, the role of faculty, staff, and students in academic operations and the outreach of modern institutions.

EDHE 51500 - Outcomes Assessment and Instructional Improvement (3)
This course serves as an introduction to institutional accreditation processes including performing an institutional self-study, defining appropriate outcomes aligned with the institution's strategic plan as well as an introduction to appropriate assessment methods to improve the curriculum and the delivery of instruction.

EDHE 52000 - Leadership Development (3)
In this course, students will review research about leadership with an emphasis on transformational leadership, creation and implementation of a vision; develop skills in mobilizing institutional and community organizations and constituents with an emphasis on institutional improvement.

EDHE 52500 - Student Development and Student Affairs (3)
This course examines academic support and student services focusing on admissions, enrollment, orientation, student health and counseling, support services, etc.

EDHE 53000 - Practicum in Higher Education (3)
This course provides students with real-life, hands on experience in higher education. Students work in administrative and curricular offices to incorporate the knowledge and skills learned in the higher education program.

EDHE 53500 - Ethical Decision-Making (3)
In this course, students will examine decision-making strategies essential for student affairs administrators.

Topics include: review of national governing board ethics, challenges in decisions, and power structure.

EDHE 54000 - Social Issues in Education (3)
A review of historical and recent social issues in the United States and impact on educational systems. Issues will be examined through the eyes of marginalized populations.

EDHE 55000 - Project in Higher Education (3)
Students will choose one component of higher education, i.e., student affairs, admission and enrollment, administration, etc. to research in detail and complete a terminal project based on their research.

EDL - Education: Library Media Specialist

EDL 50000 - Foundations of Librarianship (3)
This course is designed to provide an overview, as well as a comparison of the American Association of School Librarians Standards and the Missouri School Librarian Standards. EDL 50000 orients students to the school librarian's role with teacher/librarian collaboration, selecting a place for their professional learning network, as well as working toward becoming self-directed toward providing professional development opportunities with their colleagues. The changing nature of librarianship surfaces throughout the questions posted on the discussion board.

EDL 50500 - Library Media Administration (3)
This course investigates principles of organization and administration of the library and media center and its relationship to its many public's. The history of libraries, organization, and management are emphasized. The functions and roles of library media specialist and the library media center within the K-12 school are topics covered in this course, as well.

EDL 51000 - Organizing Information (3)
This course examines principles and practices of organizing information and creating bibliographic records. The principles of cataloging and classification theory and practice are integrated into the creation of library metadata using current standards and tools. Current standards and current technology are highlighted through experiences with software used in most K-12 schools. Principles that guide the work, recent developments in the field, and future trends in cataloging and access are highlighted in this class.

EDL 51500 - Library Systems and Information Technologies (3)
This course consists of investigation, manipulation and evaluation of current technologies that affect the production, storage dissemination, revival and use of information. A plethora of informational technological topics are covered related to basic software tools that support increasing teacher/librarian collaboration, as well as enlightening K-12 students, teachers, and administrators about applying information technology in the K-12 school setting.

EDL 52000 - Developing and Managing Collections (3)
This course consists of an analysis of selection tools in developing a comprehensive media collection with emphasis on small to medium-sized libraries and media centers. Procedures related to budgeting, purchasing, acquiring, and processing library materials will be covered. The course will expand the learners' knowledge of the selection versus censorship through exposure with ALA Intellectual Freedom Statement and Guidelines connection with School Board of Education's Selection and Reconsideration policies. Emphasis will be on evaluation, selection, and acquisition of library materials as they uphold the objectives of the institutions for which they are selected and acquired with all patrons in mind.

EDL 52500 - Reference Sources and Services (3)
This course examines the selection, evaluation, and use of traditional and electronic reference sources for school library media centers. It introduces the knowledge and skills necessary to provide professional information services to diverse patrons in a broad range of contemporary information environments. This course covers interaction with the patrons, development of search strategies, and analysis and use of general and specialized reference tools. This course gives you experience using some of the principle tools for seeking information and the criteria necessary to evaluate those tools: printed reference books, fee-based databases, and the "free" Web.

EDL 53000 - Curriculum and the Media Center (3)
This course examines the integration of information literacy skills and current technologies into K-12 instructional strategies. Focus is on the integration of the library program and collections with the classroom curriculum incorporating the diverse student, as well as diverse learning styles. This course will integrate the role of the school librarian as a teacher with the use of electronic resources for research and learning.

EDL 53500 - Children's, Adolescent, and Youth Literature (3)
This course is an examination and evaluation of books and non-book materials with an emphasis on informational materials from preschool board books to young adult books. This course will cover a plethora of national and state awards emphasizing current titles of the award winners. Students read an average of two-to-three novel length titles each week from a variety of genres and formats and document literary elements for each. Book discussions and book talks are also part of this course.

EDL 54500 - Field and Clinical Experiences (3)
This course involves practical experience in processes of library media centers. The culminating Field and Clinical Experiences is a minimum of three semester hours with a minimum of 100 clock hours with a mentoring school librarian. This course blends library and information science theory with practical library experience and application.

EDL 55500-55599 - Directed Studies in Library Science (1-3)
This course is independently designed to meet specific learning goals of library/media specialists. A media center based project is required.

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

Offered: Fall/Spring.

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

Offered: Fall/Spring.

EDL 56200 - PK-YA: Literature at all Levels (3)
Making book recommendations is an integral part of the librarian's day. From knowing what to recommend next to a voracious reader or being able to suggest something high-interest to a reluctant reader, the librarian must have

thorough knowledge of the library collection, as well as popular authors, book genres, and the latest craze in YA literature. This course will cover all levels of literature, as well as book awards, and promoting literature through book talks and more.

Offered: Fall/Spring.

EDL 56300 - The Digital Librarian (3)

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

Offered: Fall/Spring.

EDL 56400 - Collaboration, Curriculum, and Learning Diversity (3)

This course will focus on the necessity of collaboration between the librarian and classroom teachers in order to create strong curricular ties and instructional partnerships. Students will also discover the many ways the librarian can help provide learning tools and resources for the diverse range of students and learning styles found in a classroom.

Offered: Fall/Spring.

EDL 56500 - Real World Literacy (3)

In a time of constant and never-ending access and exposure to all kinds of media, it has never been more important to be able to discern fact from fiction and have the ability to process information. This course will look at the way informational and content sources are created and used. Navigating the digital world we live in requires knowledge of validity, reliability, and authenticity, as well as the skills needed to be a responsible digital citizen.

Offered: Summer.

EDR - Education: Research

EDR 57500 - Action Research (3)

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

Offered: Spring.

EDR 58000 - Writing for Research and Publication (3)

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

Offered: Spring.

EDR 66000 - Introduction to Institutional Research (3)

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

Prerequisite: EDA 64500 or equivalent. Offered: Spring.

EDR 66500 - Program Evaluation (3)

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

Offered: Spring.

EDR 66700 - Introduction to Applied Quantitative Analysis (3)
Introduction to Applied Quantitative Analysis will provide an overview of educational research methods and includes discussion and practice with parametric and non-parametric statistics appropriate for analysis. Statistical techniques include z-tests, correlation and regression, Chi Square analysis, Analysis of Variance (ANOVA), and sampling. Hypothesis testing and discussion of communication of inferential results is included.

Prerequisite: EDA 64500/EDA 74500 or equivalent. Offered: Spring.

EDR 66800 - Introduction to Qualitative Research Design (3)
This course is designed to introduce students to aspects of qualitative research methods used in educational research settings. Students will engage in a hands-on approach to learning methods. They will do background readings before class; utilize a qualitative data collection method during class, discuss the experience in seminar, and reflect on it in written form between classes. Students will produce a final narrative analyzing qualitative data collected throughout the semester.

Offered: Spring.

EDRL - Education: Reading Literacy

EDRL 50810 - Reading Methods and Strategies for Students with Dyslexia and Struggling Readers (3)
Students will research the characteristics of the struggling readers with special attention for Dyslexia. The course will emphasize manifestations, warning signs, and symptoms in the classroom setting as well as the selection of appropriate strategies, methods, and materials for increasing success in reading for all students. Observation hours are required for this class. Students will be assisted in locating a setting where students with Dyslexia are receiving services. Students will be expected to devise personalized learning experiences for struggling readers. Upon completion, students will be able to effectively work with readers, their families and school districts to ensure that appropriate accommodations will be put in place.

EDRL 51010 - Assessment Driven Literacy Instruction (3)
Students will research formal and informal methods of formative and summative assessment, progress monitoring and the evaluation of data to inform the selection of appropriate strategies, methods and resources for the struggling readers. Upon completion, students will be able to apply an understanding of assessment data to teacher-decisions in literacy instruction.

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

Offered: Fall/Spring.

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

Offered: Fall/Spring.

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

EDS 50200 - Behavior Management (3)
This course is designed to increase the teacher candidate's knowledge and repertoire of ethical effective and efficient behavioral management techniques and programs that can be used with children and youth in general and special education, home and community settings. Conceptual models have made and continue to make significant contributions to our knowledge of learning and behavior are reviewed and analyzed through an integrative framework. Teacher candidates will research peer-reviewed journal articles related to conceptual models presented in class and ethical expectations related to behavior management. Teacher candidates will reflect on their findings and write a scholarly paper using APA for citations.

Prerequisite: EDU 51500.

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

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

EDS 51800 - Introduction to Teaching Children with Disabilities in Cross-Categorical Settings (3)
This course allows the student to examine theories, classification systems, characteristics, historical data, and related resources affecting students from the elementary through the secondary levels with intellectual or learning disabilities, behavior disorders, and physical impairments who are placed in cross-categorical settings. Leading to teaching certification for mild and moderate disabilities K-12, service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized. This course is required for certification and is designed for pre-service MAT students who have limited classroom experience.

Prerequisite: EDU 34100 or EDU 54100.

EDS 52600 - Methods of Teaching Children with Disabilities in Cross-Categorical Settings (3)
This course includes a 30-hour practicum experience. Methods and materials needed in teaching students from the elementary through secondary levels in cross-categorical settings will be studied. Both commercial and teacher-developed materials are examined. Introduction to basic research in the field of mild and moderate disabilities, as well as methodology of the development of academic related areas, perceptual, cognitive, pre-vocational and social skills are emphasized. This class will lead to delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized. This course is required for certification.

EDS 53000 - Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)
This course is designed for graduate students in the MAT program to become special education teachers or special education teachers who already have teacher certification and want to add on cross-categorical certification or regular education teachers who are considering adding special education certification. This course allows the student to examine the theories, classification system, characteristics, historical data, and related resources affecting students placed in cross-categorical settings. Methods and materials needed in teaching learners with special needs in general and special education programs are studied. Both commercial and teacher developed materials are examined. Service delivery models including Response to Intervention (RtI), collaborative teaching, consultative services, itinerate teaching, and resource support services are emphasized in this course. Both commercial and teacher developed materials are examined. This course will meet the new Illinois certification

requirement for veteran and new teachers as a special education course.

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

EDS 53300 - Speech and Language Development for the Exceptional Learner (3)
This course is designed to increase the student's knowledge of the characteristics of human language and how such knowledge facilitates a clearer understanding of the young special education learner. Theoretical schemes of language acquisition, the child's stages in acquisition of morphology and syntax, sound, and semantics are an integral part of the course.

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

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

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

EDS 54000 - Career Development (3)
This course emphasizes current theories and vocational development. Interest testing and aptitude testing significantly related to vocational development and their application to occupational training are included. Graduate students are required to do in depth research and/or project development in vocational training.

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

EDS 55000 - Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)
This course is the first of two practicum courses required by Missouri Department of Elementary and Secondary Education. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. Working with a special education teacher in a mild/moderate cross-categorical setting, students will apply the principles, techniques, strategies and methods taught in EDS 53000. Practicum students will be responsible for observing and working with special education students throughout the semester under the supervision of a certificated special education teacher. Development of an Individual Education Program (IEP), lesson plans, and progress reports will be required. This class will lead to teaching certification for mild and moderate disabilities K-12. Service delivery models of collaborative teaching, consultative services, itinerant teaching and resource support services will be emphasized. The practicum courses should be taken after other coursework. Practicum courses are offered during fall and spring semesters to allow for supervision in school by

certified special education teacher in the candidate's school. For those who teach in charter, private or parochial schools where there is not a special education certified teacher to supervise on site, special arrangements can be made to complete the practicum during the summer. Only one three-hour practicum course may be taken at the same time.

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

EDS 55700 - Remediation in Elementary Math (3)
This course focuses on 1) the teacher's knowledge of mathematical principles and remedial techniques fundamental to arithmetic and the psychological aspects of arithmetic learning; 2) the teacher's competency in the use of concrete materials embodying mathematical principles and structure; and 3) the teacher's sensitivity and willingness to adapt instruction to experiential needs of students. Graduate students are expected to examine research literature.

Prerequisite: EDU 51310; EDU 51500; EDU 52110 or EDU 52210.

EDS 56000 - Introduction to Family Centered Practices for Early Interventions in Autism, Visual Impairment, Deaf/Hard of Hearing (3)
This course will enable Early Intervention Specialist candidates to gain skills and knowledge to become a valued team member on interdisciplinary early intervention teams and partner with parents as teachers of infants and young children with Autism Spectrum Disorder, visual impairments, and deaf/hard of hearing impairments. Topics addressed include roles of infant and toddler health care professionals, family centered practices and family systems, interdisciplinary collaboration, including physician and well chat, support and resources for families and health care professionals, and developing Individual Family Service Plans.

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

EDS 56100 - Characteristics of Young Children with Autism Spectrum Disorders (3)
In this course, Early Intervention Specialist candidates will learn the characteristics and diagnostic features of young children on the autism spectrum. Candidates will review the historical evolution of autism as a diagnostic entity. An emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships. Differential diagnostic tools will be provided. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs.

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

EDS 56200 - Characteristics and Strategies for working with Infants and Young Children with Vision Impairments (3)
In this course, Early Intervention Specialist candidates will learn the characteristics and strategies for working with infants and young children who have vision impairments and their families. Candidates will review the eligibility criteria, including atypical development and developmental delay. An emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, working with eye care professionals, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships. Candidates will explore current research-based program designs for children with vision impairments, and will learn to evaluate and match evidence-based practices and methodologies with specific profiles of children with vision impairment.

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

EDS 56300 - Characteristics and Strategies for working with Young Children with Deaf/Hard of Hearing Impairments (3)
In this course, Early Intervention Specialist candidates will learn the characteristics and strategies for working with families of infants and young children with deaf/hard of hearing impairments. Candidates will review the implications of hearing loss on perceptual development, developmental milestones, physiological and psychological development. Family centered assessment and resources emphasize careful consideration of the parents' priorities in making decisions for their child regarding assistive hearing devices, medical interventions, and oral and total means of communication. American Sign Language and the Deaf Culture will be introduced. An emphasis will be placed on the significance of interdisciplinary teamwork, clinical observation, working with medical and auditory health care professionals, and in the establishment of meaningful and collaborative parent-teacher and inter-agency partnerships. Candidates will also explore current research-based program designs for children with deaf/hard of hearing impairments, and will learn to evaluate and match evidence-based practices and methodologies with specific profiles of children with deaf/hard of hearing impairment.

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

EDS 57000 - Methodologies for Teaching Young Children with Autism Spectrum Disorders (3)
In this course, Early Intervention Specialist candidates will learn a variety of methodologies that successfully support young children with autism in educational settings. Special topics include applied behavior analysis and positive behavioral supports, sensory integration strategies,

pragmatic language acquisition techniques, picture exchange communication methods. An emphasis will be placed on the significance of establishing meaningful and collaborative parent- teacher partnerships. Finally, candidates will receive valuable information concerning federal and state regulatory procedures and best practices that guide the instruction of children with special needs.

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

EDS 57100 - Transitioning to the IEP: Working with Families to Navigate the Early Intervention Process (3)
This course will provide Early Intervention Specialist candidates to gain the skills and knowledge to work in collaboration and partnership of parents of young children who are on the autism spectrum. Evidence-based practices will be explored to enable candidates to enhance their skills in authentic communication, team-building, mediation, and conflict-resolution in order to facilitate constructive relationships with parents. Participants will also gain knowledge in the prevailing legal tenets and regulatory standards that affect the education of young children with disabilities. Case study summaries and first-hand parent testimonials will be included in this course as a part of this learning experience. Five hours of field experience in the form of interviews and classroom-based observations will be required as a part of this course.

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

EDS 57200 - Designing Effective Classrooms for Young Children with Autism Spectrum (3)
In this course, candidates will learn a framework for developing an appropriate educational environment for young children with autism spectrum disorder. Candidates will explore current research-based program designs and evidence-based practices. Candidates will assess environmental conditions and learn to structure the learning environment for optimal learning. This course will expound on contemporary and proven learning theories in education. Field experience for observing in a classroom or home setting is highly encouraged. If field experience is not an option, another assignment option will be available.

Prerequisite: EDS 50200; EDU 50410 or EDU 54100. Corequisite: EDS 57000. Offered: Spring.

EDS 58000 - Characteristics of K-12 Children with Autism Spectrum Disorders (3)
This course is designed to provide the students with an overview of autism spectrum disorder K-12. The students will examine epidemiological factors and causes as related to ASD. Participants will develop an understanding of the signs and symptoms associated with ASD along with characteristics such as Theory of Mind. The Missouri Autism Guidelines Initiative will provide the structure for identifying diagnostic characteristics. Topics such as traditional and nontraditional therapeutic and intervention

strategies, legal and social issues, community resources, and school and family will be examined. EDU 34100/EDU 54100 Education of the Child with Exceptionalities and EDS 50200 Behavior Management highly recommended prior to taking this course.

Offered: Fall/Spring.

EDS 58100 - Formal and Informal Assessments and Planning for Students with Autism (3)
The Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment for ASD will serve as the foundation for this course. Screening practices along with both medical and educational diagnostic criteria will be examined. The program planning process will emphasize a holistic approach that coordinates the program planning with individual student's assessment K-12. A home-school teaming approach will be emphasized throughout this process. Students will apply their knowledge by evaluating case study student assessment data. Additional topics will include domains in sensory, oral motor, play and communication, and classroom management systems.

Offered: Fall/Spring.

EDS 58200 - Methodologies for Teaching K-12 Children with Autism Spectrum Disorders (3)
This course will provide an understanding of the neural impact on regulation and reaction to stimuli for individuals diagnosed with autism. Students will study research-based methodologies which address sensitivity to stimuli including: positive behavioral supports, applied behavioral analysis (ABA), Project TEACCH model, sensory integration, visual supports, and assistive technology. They will explore the assessment of behavioral functions and learn how to apply this knowledge to create and maintain a functional program. Research based strategies on how to prevent or reduce challenging behaviors along with classroom structure and organization will also be addressed.

Offered: Fall.

EDS 58300 - Enhancing Social-Communication and Language Skills for Students with Autism (3)
This course will explore both verbal and nonverbal communication disorders associated with ASD. Students will develop an understanding of the process used when assessing social-communication and language skills. Research based strategies on identifying and improving social deficits, social communication, and reading social situations will be explored. Additional topics will include: theory of mind, echolalia, enhancing children's play, and developing flexibility and independence.

Offered: Spring.

EDS 58400 - Designing Effective Classrooms for K-12 Children with Autism Spectrum Disorders (3)
This course is designed to focus on the curriculum and program planning for students with autism. It will begin

with identifying the unique learning traits of individuals with ASD and then focus on a holistic approach to individual needs assessment, curricular design, and support programming. Collaboration between school, family, and community will be emphasized. Other topics will include: inclusion, instructional activities, group activities, IEP planning and record keeping, transition planning, and available resources.

Offered: Spring.

EDS 58500 - Trends, Issues, and Research in Autism (3)
This course is designed to provide the students with an opportunity to explore current trends, issues, and research within the field of autism. Students will review and analyze current data, which drives causation theories, instructional techniques, therapeutic methods, and best practices. Participants will choose an area of autism to research, will analyze the material within a research paper, and report findings to the class.

EDS 58600 - Practicum/Clinical Experience (3)
This course is a ninety-hour (three-credit-hour) culminating practicum course. Students must have completed three courses in the Masters in ASD program before taking this class. Participants will work with a special education teacher or pre-approved specialist who works directly with children with autism. Students will have an opportunity to apply the principles, techniques, strategies and methods taught in the courses they have completed in the Masters in ASD program. Practicum students will be responsible for observing and working with special education students throughout the semester under the supervision of a certificated special education teacher or pre-approved specialist. Practicum hours are to be completed outside of teaching contract hours and not as a part of another practicum.

EDS 60000 - Ethical and Professional Issues in Behavioral Analysis (3)
This course will familiarize students with BACB Professional and Ethical Compliance Code for Behavior Analysts (Updated July 2017). Students will gain a thorough understanding of the PECC which will allow them the necessary knowledge to conduct themselves in a professional and ethical manner. Topics will include: responsible conduct of behavior analysts, behavior analysts' responsibility to clients, assessing behavior, behavior analysts and the behavior-change program, behavior analysts as supervisors, behavior analysts' ethical responsibility to the profession of behavior analysts and colleagues, public statements, behavior analysts and research, and behavior analysts; ethical responsibility to the BACB. Students will discuss the IRB process and professional issues when consulting with families or other stakeholders. This course covers Section 2E 1-10 of the

BACB Fifth Edition Task List and satisfies the requirement that verified course sequences include a freestanding course on behavior analytic ethics. This course also contains the key assessments for EdS Standard 4, Quality Indicators 1 and 2 as well as Standard 5 Quality Indicator 1. EdS students will complete a self-evaluation of their professional skills in relation to collaboration with families, community members, community resource providers, and school district personnel.

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

EDS 61100 - Philosophical Foundations of Behavior Analysis and Introductory Concepts (3)
This course covers the philosophical underpinnings of behavior analysis including the goals of behavior analysis as a science (i.e. description, prediction, control), philosophical assumptions underlying the science of behavior analysis (e.g. selectionism, determinism, empiricism, parsimony, pragmatism), and the radical behaviorism perspective. Students will distinguish among behaviorism, experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Introductory concepts will be introduced including the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) along with definitions and examples of behavior, response, response class, stimulus, stimulus class, respondent conditioning, operant conditioning, and positive and negative reinforcement contingencies. EdS students will complete a reflection that communicates the influence and potential of behavior analysis in relation to: a larger context such as educational policy, laws and the legal system, client/student rights and advocacy, or fad/pseudoscientific treatments. This reflection must be uploaded to Foliotek and is the key assessment of Standard 6 QI 1-3. This

course covers Section 1 A1-5 and Section 1 B 1-4 of the BACB Fifth Edition Task List.

Offered: Fall.

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

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

BACB requirement that verified course sequences include a freestanding course on these topics. The course covers Section 2C1-11, D1-3, and G20. Lab fee required.

Offered: Fall.

EDS 63000 - Behavior Change Procedures for Applied Behavior Analysis (3)
This course examines fundamental elements of behavior change and the selection and implementation of behavior analytic interventions. Students will learn to use: modeling and imitation training, shaping, chaining, discrete-trial, free-operant, and naturalistic teaching arrangements, equivalence-based instruction, as well as high-probability instructional sequences. In addition, this course will explore the use of reinforcement procedures to weaken behavior (e.g. DRA, FCT, DRO, DRL, NCR), operant extinction, positive and negative punishment (e.g. time-out, response cost, overcorrection), token economies, group contingencies, contingency contracting, and self-management strategies. Students will state intervention goals in observable and measurable terms, identify potential evidence-based interventions, recommend intervention goals based on contextual and environmental variables, alternative functionally-equivalent behaviors for increase, plan for unwanted effects of reinforcement, extinction, and punishment procedures, and monitor client progress and treatment integrity. Based on Sections 2 G5, G7-9, G12-20, and H1-6 of the BACB Fifth Edition Task List. Students will complete the key assessment for EdS Standard 2, Quality Indicator 1. Specifically, EdS students will write a reflection paper discussing the impact of classroom culture on their choice of intervention strategies discussed in class.

EDS 63100 - Verbal Behavior Concepts and Applications to Behavior Change Procedures (3)
In this course, students will learn behavior analytic perspectives on language and communication. This approach, called verbal behavior, will then be applied to specific behavior change procedures. The course explores concepts such as rule-governed behavior, derived stimulus relations, and the main verbal operants in behavior analysis. Students will use instructions and rules, simple and conditional discriminations, and Skinner's analysis to influence verbal behavior, promote stimulus and response generalization, and promote maintenance. Within the context of verbal behavior change procedures, students will make data-based decisions about the effectiveness of their interventions, the need for treatment, and the need for ongoing services. The course will introduce strategies for interdisciplinary collaboration and working with other language and communication professionals who support and/or provide services to clients. The course covers Section 1 B 13-15 and Section 2 G6, G10-11, G21-22, and H7-9 of the BACB Fifth Edition Task List. Education Specialists will complete requirements related to Standard

2, Quality Indicator 2. Education Specialist candidates will complete a training protocol and reflection on interdisciplinary collaboration as it applies to verbal behavior change procedures.

Offered: Fall.

EDS 64000 - Observation and Assessment in Behavior Analysis (3)
Students will learn to conduct assessments relevant to the development of individual behavior change plans. Topics covered include: record review, determination of the need for behavior analytic services, identification and prioritization of socially significant behavior change goals, assessments of skill strengths and deficits, and interpretation of functional assessment data. Students will conduct preference assessments, descriptive assessments, and a functional analysis. Based on Section 2F 1-9 of the BACB Fifth Edition Task List. Students will write a short proposal for an alternative to a traditional FA that would be more appropriate in a school setting. This will include identifying legal and ethical barriers to traditional FAs in schools. (rubric) This will be used as part of the EdS Emphasis in BA assessment report and is the key assessment for Standard 5 QI1.

EDS 66100 - Behavior Analysis Concentrated Fieldwork I (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically in sections I and II. This course contains the key assessment for EdS students related to Standard 4, Quality Indicator 3. EdS students will upload their community resource list and reflection to Foliotek for evaluation by the instructor. These will be used in the program's assessment report. Lab fee required.

Offered: Spring.

EDS 66400 - Behavior Analysis Concentrated Fieldwork IV - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically sections V and VI. Lab fee required. EdS

students will generate a professional development plan aligned with the PECC and based on their field evaluations over the length of the program Standard 2, QI 3; EdS students will generate a professional development plan aligned with the PECC and based on their field evaluations over the length of the program Standard 7 QI 1.

Offered: Spring.

EDS 68100 - Behavior Analysis Fieldwork I - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline specifically in sections I and II. This course contains the key assessment for EdS students related to Standard 4, Quality Indicator 3. EdS students will upload their community resource list and reflection to Foliotek for evaluation by the instructor. These will be used in the program's assessment report. Lab fee required.

EDS 68400 - Behavior Analysis Fieldwork IV - Distance Learning (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 2000 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. Curriculum will follow the BCBA Supervisor Training Curriculum outline; specifically sections V and VI. Lab fee required.

Offered: Spring.

EDSBA - Education: Behavior Analysis

EDSBA 50001 - Ethical and Professional Issues in Behavior Analysis (3)
This course will familiarize students with the BACB Ethics Code (updated January 2022) and will include topics on responsibility as a professional, responsibility in practice, responsibility to clients and stakeholders, responsibility to supervisees and trainees, responsibility in public statements, and responsibility in research, as well as code enforcement procedures, legal constraints, and professionalism. Students will also be introduced to the IRB process. Additionally, this course covers Domain E 1-12 of the BACB Sixth Edition Test Content Outline (TCO) and satisfies the requirement of 45 contact hours of behavior analytic ethics within a freestanding course.

EDSBA 51001 - Concepts and Principles in Behavior Analysis (3)
In this course, students will develop competence in the technical terminology on the basic concepts and principles of behavior analysis. Topics will include identifying and distinguishing stimulus and stimulus class, identifying and distinguishing positive and negative punishment and automatic and socially-mediated contingencies, and identifying and distinguishing unconditioned, conditioned, and generalized reinforcers and punishers. Additional topics will include basic and compound schedules of reinforcement, extinction, stimulus control and discrimination, generalization, maintenance, motivating operations, behavioral momentum, the matching law, imitation, and observational learning. This course covers Domain B 2, B 5-17, and B 22-24 of the BACB Sixth Edition Test Content Outline (TCO) and meets the requirement that 45 contact hours on these topics are covered within a freestanding course.

EDSBA 51101 - Philosophical Foundations of Behavior Analysis and Introductory Concepts (3)
This course covers the history and philosophical underpinnings of behavior analysis, theoretical approaches to understanding behavior, and will introduce students to concepts and principles necessary for understanding behavior. Topics will include the goals of behavior analysis as a science (i.e., description, prediction, control), the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism), the dimensions of applied behavior analysis, and the radical behaviorism perspective. Students will distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and the professional practice guided by the science of behavior analysis. Introductory concepts will include identifying and distinguishing behavior, response, and response class, identifying and distinguishing respondent and operant conditioning, and identifying and distinguishing positive and negative reinforcement contingencies. This course covers Domains A 1-5 and B 1, B 3 and B 4 of the BACB Sixth Edition Test Content Outline (TCO).

 Offered: Fall.

EDSBA 52001 - Advanced Research Methods in Applied Behavior Analysis (3)
This course will develop competence in the measurement of behavior, data analysis, and experimental design with an emphasis on single-subject design. Topics will include distinguishing dependent and independent variables, distinguishing internal and external validity, identifying threats to internal validity, identifying the defining features of single-subject design, identifying strengths of single-subject and group designs, critiquing and interpreting data

from single-subject designs, distinguishing reversal, multiple baseline, multielement, and changing criterion designs, describing rationales for conducting comparative, component, and parametric analyses, and applying single-case designs. This course covers Domain D 1-9 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 52101 - Measurement, Data Display, Interpretation, and Experimental Design (3)
This course introduces students to foundational research concepts in behavior analysis to develop competence in how principles of behavior are discovered and described in basic research. Topics will include operational definitions, direct, indirect, and product measures of behavior, procedures for measuring occurrence (e.g., frequency, rate, percentage), procedures for measuring temporal dimensions (e.g., duration, latency, interresponse time), and procedures for measuring form and strength (e.g., topography, magnitude). Students will distinguish continuous and discontinuous measurement, will design and implement discontinuous measurement procedures (e.g., interval recording, time sampling), will measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration), evaluate the reliability of measurement procedures, select an appropriate measurement system to represent data and procedural integrity, graph data to communicate relevant quantitative dimensions (e.g., equal-interval graphs, bar graphs, cumulative records), and interpret graphed data using visual analysis. This course covers Domain C 1-12 of the BACB Sixth Edition Test Content Outline (TCO) and satisfies the requirement that 45 contact hours on these topics are covered within a freestanding course.

 Offered: Fall.

EDSBA 53001 - Behavior Change Procedures for Applied Behavior Analysis (3)
This course will develop competence in the application of principles of behavior specific to behavior change procedures. Topics will include designing and evaluating positive and negative reinforcement contingencies, positive and negative punishment contingencies, differential reinforcement procedures with and without extinction, time-based reinforcement schedules, simple and conditional discrimination procedures, modeling procedures, instructions and rules, trial-based and free operant procedures, group contingencies, and stimulus and response generalization and maintenance. Additional topics will include identifying procedures for selecting and using conditioned reinforcers, incorporating motivating operations and discriminative stimuli into behavior change procedures, selecting and evaluating stimulus and response prompt and prompt fading procedures, shaping dimensions of behavior, selecting and implementing chaining procedures, and evaluating emotional and elicited effects of behavior change procedures. Students will also develop

intervention goals in measurable and observable terms, identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual variables, select socially valid behavior to increase, plan for and attempt to mitigate unwanted effects from behavior change procedures and relapse, make data-based decisions about procedural integrity and the effectiveness of an intervention including potential modifications to the intervention, and collaborate with others to enhance client services. This course covers Domains G 1-18 and H 1-8 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 53101 - Verbal Behavior Concepts and Applications to Behavior Change Procedures (3)

This course will familiarize students with Skinner's analysis of verbal behavior and will cover the elementary verbal operants, assessment and intervention across verbal operants, multiple control, the importance of the listener, autoclitics, private events, problem solving, and emergent behavior (e.g., bidirectional naming, stimulus equivalence, etc.). Students will demonstrate competence of these concepts by writing a research proposal based on existing research in verbal behavior. Additionally, this course covers Domains B 18-21, and G 19 of the BACB Sixth Edition Test Content Outline (TCO).

Offered: Fall.

EDSBA 54001 - Observation and Assessment in Behavior Analysis (3)

This course will develop competence in the application of principles of behavior specific to assessment in applied behavior analysis. Topics will include identifying relevant sources of information within a records review, identifying and incorporating cultural variables during the assessment process, designing and evaluating assessments of skill strengths, designing and evaluating preference assessments, descriptive assessments, and functional analyses, interpreting assessment data to determine the need for services and to identify socially valid, client informed, and culturally responsive procedures and goals. This course covers Domain F 1-8 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 55001 - Performance Diagnostics, Supervision, and Organizational Behavior Management (3)

This course will familiarize students with the history of organizational behavior management within behavior analysis, assessment and intervention for personnel and organizational problems across performance management, behavioral safety, and behavioral systems analysis categories, and effective supervision. Topics will include pinpointing behavior, selecting a measurement system, PIC/NIC analysis, the performance diagnostic checklist, antecedent interventions (e.g., task clarification, goal setting, response effort), staff training and behavioral skills training, consequence interventions (e.g., feedback, pay for performance), incentive systems in the workplace, maintenance of behavior change in the workplace, social validity, relationship maps, process maps, turnover and diversity in human service organizations, and systems for effective supervision based on behavior-analytic principles. Students will complete an applied project in which they demonstrate competence of these concepts by assessing an organizational issue and proposing an intervention based on assessment results. Additionally, this course covers Domain I 1-7 of the BACB Sixth Edition Test Content Outline (TCO).

EDSBA 56001 - Master's Thesis - Behavior Analysis (3)

Students will develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion. Experimental theses will include students developing a research topic based on existing literature, completing a literature review specific to the research topic leading to the purpose of the thesis, developing methods for addressing the research topic which allows for replication and experimental control, obtaining IRB approval, submitting a proposal for committee review and approval, collecting data according to outlined methods, providing results following data collection, providing a conceptual analysis to interpret the results that discusses limitations and guides future areas of research, and submitting a final written thesis for committee review and approval. Thesis equivalent projects will include a proposal that describes the work to be conducted, the work itself, and a report of the work that describes the rationale, method, outcome, and an evaluation of the outcome.

EDSBA 56100 - Behavior Analysis Concentrated Fieldwork I (3)

This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. A minimum of 80 hours must be accrued during each Behavior Analysis Fieldwork Course in order to receive a passing grade of C or better. Students must resolve incompletes in fieldwork courses before enrolling in Fieldwork IV.

Offered: Spring.

EDSBA 56200 - Behavior Analysis Concentrated Fieldwork II (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130, including supervision, may be accrued per month. A minimum of 80 hours must be accrued during each Behavior Analysis Fieldwork Course in order to receive a passing grade of C or better. Students must resolve incompletes in fieldwork courses before enrolling in Fieldwork IV.

Offered: Summer.

EDSBA 56300 - Behavior Analysis Concentrated Fieldwork III (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. A minimum of 80 hours must be accrued during each Behavior Analysis Fieldwork Course in order to receive a passing grade of C or better. Students must resolve incompletes in fieldwork courses before enrolling in Fieldwork IV.

Offered: Fall.

EDSBA 56400 - Behavior Analysis Concentrated Fieldwork IV (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA provider. Students will complete fieldwork hours towards their total of 1500 experience hours under the supervision of a BCBA qualified professional as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. A minimum of 80 hours must be accrued during each Behavior Analysis Fieldwork Course in order to receive a passing grade of C or better. Students must resolve incompletes in fieldwork courses before enrolling in Fieldwork IV.

Offered: Spring.

EDSBA 58101 - Behavior Analysis Fieldwork I (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

Offered: Spring.

EDSBA 58201 - Behavior Analysis Fieldwork II (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

Offered: Summer.

EDSBA 58301 - Behavior Analysis Fieldwork III (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

Offered: Fall.

EDSBA 58401 - Behavior Analysis Fieldwork IV (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved provider. Students will complete supervised fieldwork hours, concentrated supervised fieldwork hours, or a combination under the supervision of a BCBA qualified professional as designated by the BACB and fieldwork hours may be accrued at an on-ground location, remotely, or a combination of these modalities. No fewer than 20 hours, but no more than 160 hours, including supervision, will be accrued per month until the total hours required by the BACB has been reached. Students will apply behavior-analytic concepts within their fieldwork locations under the supervision of their BCBA supervisor. Students will discuss these applications during course meetings with their fieldwork instructor and will be given the opportunity to be evaluated by their fieldwork supervisor as well as evaluate the quality of their supervision experience ongoing.

 Offered: Spring.

EDSBA 58600 - Behavior Analysis Fieldwork Continuation (3)
This course is designed to allow students to accrue the BACB-required supervised experience hours by working in the field with a university approved BCBA supervisor. Students will complete fieldwork hours towards their total required experience hours as designated by the BACB. No fewer than 20 hours, but no more than 130 hours, including supervision, may be accrued per month. A minimum of 80 hours must be accrued during each Behavior Analysis Fieldwork Course in order to receive a passing grade of C or better. Students should enroll in this course if they have completed the requirements for the Master's in Behavior Analysis degree but have not accrued enough supervised experience hours to be eligible to apply for the BCBA exam. This course must be repeated until the student has completed a total of 1500 concentrated field experience hours or 2000 regular field experience hours and is eligible for graduation as well as the BCBA exam.

EDT - Education: Instructional Technology

EDT 50010 - Instructional Technology: Theory and Practice (3)
This course will enable participants to develop an understanding of instructional technology and how it can be used to create authentic learning, engage learners and increase rigor in their curricula. Participants will review and discuss literature and research conclusions about instructional technology theory and develop a repertoire of effective techniques and strategies that have reliable evidence of substantial success in instructional settings.

Topics such as technology standards, pedagogy, learning strategies, creating a community of learners, assessment of technology products, questioning techniques, and classroom management strategies will be examined.

EDT 50020 - Transforming Learning with Technology (3)
This course is designed to enhance and extend the technology skills of practicing individuals, apply those skills in innovative ways, and create an environment that supports collaborative, project-based learning. Participants will study basic and advanced features of software (operating system, word processing, spreadsheets, presentation software, Internet, concept mapping) and hardware (interactive white boards, projectors, wireless technology, projectors, cameras) and integrating technology.

EDT 50030 - Multimedia Applications (3)
This course will enable participants to develop advanced computer skills and apply them in the classroom. Participants will use digital tools to create and manipulate video, audio, the web, text, or animated multimedia.

EDT 50040 - Digital Communication (3)
This course will enable participants to use digital communication tools to effectively communicate in different media, be it websites, video, audio, text, or animated multimedia. Participants will select the right medium for the message and create different forms of communication for students, parents and peers. Course participants will be able to describe digital literacy, what it is, and its importance as a skill for this generation of learners. Topics and software such as podcast, discussion boards, websites, video, information literacy, acceptable use, privacy and security policies, digital etiquette and responsible social interactions will be covered.

EDT 50050 - Designing for Active Learning (3)
This course will provide a foundation in Active Learning, which involves designing instruction for learners to interact with information at a high level, building on top of this information, and interpreting it in light of one's previous knowledge and experiences, commonly through the use of open-ended assessments. Students will focus on developing an online course for adult learners by designing and developing an instructional product in digital format.

EDT 50060 - Ethics and Issues in Instructional Technology (3)
This course will introduce students to contemporary instructional technology issues in local, state, national, and

international education contexts. The course is designed to evaluate contemporary issues in instructional technology at the elementary, secondary, administrative and business levels. This course provides an opportunity for students to re-evaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion. Students will review and discuss literature related to topics such as inclusion, equity, privacy, information literacy, ethics, learn/work skills-set, gaming, interactive web applications, leadership, teacher leadership, past and current legislation, professional development, standards-based education, decision-making, copyright.

EDT 50070 - Instructional Technology Seminar and Project (3)

This course is designed for field practitioners. Students will propose and complete four projects, each representing approximately 30 hours of work. The final projects will form a coherent package integrating the students' Instructional Technology educational experiences and their anticipated or ongoing professional responsibilities.

EDT 50900 - Innovation Mindset (3)

This course examines the role of innovation in education as a theory and a practice. Students will incorporate new educational technology tools into their learning through projects designed to foster innovative thinking and a growth mindset.

EDT 51900 - Leadership in Education (3)

In this course, students will explore various theories and models of leadership and the unique challenges associated with leading in an educational setting. By means of group and individual exercises, students will examine their own skill sets and personality traits in order to develop a personal philosophy of leadership.

EDU - Education

EDU 50000 - Foundations of K-12 Education (3)

This course consists of a general introduction to the area of elementary and secondary education for the graduate student seeking teacher certification. Teacher candidates will review educational law and ethical codes and apply them to classroom scenarios. Teacher candidates will examine the spectrum of diversity in the context of schools. Class presentations covering a variety of education topics will be required. Teacher candidates will be introduced to learning standards and objectives, Depth of Knowledge, and Bloom's taxonomy. A 30-hour early level field experience is required, specific to the certification area the teacher candidate is seeking, and must be successfully completed in full to complete the course

with a passing grade. Teacher Candidates are required to pay a site license fee for their portfolio (Foliotek). Application for placement in the 30-hour early level field experience is made through Foliotek and includes a nominal fee for requesting a required FCSR background check and TB test. Teacher candidates must obtain a clear criminal background check and TB test to participate in the field experience.

Offered: Fall/Spring.

EDU 50110 - Special Reading Program Seminar (0)

Students will complete preparation for the DESE assessment for Special Reading K-12 certification and an exit survey from the program during this course. Students will review College of Education and Human Services Code of Ethics and reflect on their professional responsibilities and expectations as an educator in the field of Special Reading K-12. Students will have an opportunity to experience varying perspectives on best practices, and strategies from the field by visiting professors, Doctoral Students and/or practicing Reading Specialists. To be taken during the final semester of the program.

EDU 50200 - Psychology of Teaching and Learning (3)

This course requires exploration in current topics of interest in relation to the study and application of learning theories to contemporary educational issues. Physical, cognitive, and emotional development of the young child through adolescence are also investigated. Students will learn theory, models, and current research in developmental and educational psychology.

EDU 50300 - Elementary Reading Methods (3)

In this course, the student will participate in a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. This course includes a ten-hour practicum. Teacher candidates will collect pre- and post-assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature.

Prerequisite: EDU 51500; EDU 52110 or EDU 52210.

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

This course is designed to provide prospective teachers with a comprehensive study of the skills required for the development of reading, writing, and oral communication. Students will be presented with a foundational knowledge

of communication theory and language development including phonemic awareness, word recognition and perception, vocabulary, comprehension, and fluency. This course meets the new certification requirements for current and future Illinois educators.

Prerequisite: EDU 51500.

EDU 50410 - Human Growth, Development, and the Exceptional Learner (3)

This course introduces and combines principles of human development, educational psychology, and special education. Teacher candidates will compare the application of methods based on research in cognitive science with those based on principles of behaviorism. Topics include creating positive learning environments and supportive relationships for learning, increasing motivation, problem-solving, assessing student performance, and planning instruction to meet the needs of diverse learners. Teacher candidates will also explore the history of, legal basis for, and contemporary issues in special education. They will examine characteristics of exceptionalities, the referral process, service delivery models, and Individualized Education Programs.

EDU 50500 - Analysis of Teaching and Learning Behavior (3)

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

EDU 50600 - Elementary School Language Arts Methods (3)

This course involves a comprehensive study of listening, speaking, reading, writing, thinking, viewing and visually representing communication arts skills as these skills are integrated into the contemporary language and reading program. Various methods and materials are explored.

Prerequisite: EDU 51500; EDU 52210.

EDU 50610 - Methods of Teaching Language Arts and Children's Literature (3)

The purpose of this graduate course is to develop competencies about the role of literature in linguistic and communication development. Candidates become familiar with a variety of strategies and materials, including technology to support the development of the following communication processes: listening, speaking, reading, writing, viewing, visually representing, responding, and thinking. Topics explored include: English Language Arts curriculum development; the six-trait writing process; assessment; elements and genres of children's literature; digital, print, contemporary, and classic children's

literature. Equity and diversity in literacy research and application will be examined.

Offered: Fall/Spring/Summer.

EDU 50705 - Methods of Teaching Reading in the Content Areas (3)

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

EDU 50710 - Content Literacy for Diverse Learners (3)

In this course, teacher candidates examine and implement methods of instructional intervention for middle and secondary students with reading deficits. Teacher candidates focus on addressing the content-specific needs of English Language Learners and students who have reading and comprehension disabilities. Teacher candidates also examine various reading assessments as well as assistive technologies that can be used in content specific courses. Teacher candidate will research a specific reading disability and create a data driven action plan.

Prerequisite: EDU 58700.

EDU 50900 - Analysis and Correction of Reading Difficulties (3)

This course is designed to teach the diagnostic/prescriptive process necessary to deal with students of various levels in the classroom. Teacher candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Teacher candidates also learn to use commercial and teacher-made materials for both assessment and instruction. This course is to be taken concurrently with EDU 50999 for teacher candidates working towards early childhood, early childhood special education, and elementary education certification.

Prerequisite: EDU 50300; EDU 51500. Corequisite: EDU 50999.

EDU 50910 - Instructional Strategies, Techniques and Analysis of Literacy with Practicum (3)

This course provides a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. Teacher candidates will review a variety of reading methodologies, materials, and evaluation items used with readers in the school system, including the diagnostic/prescriptive process necessary to deal with students of various levels in the classroom. Teacher candidates learn to use and analyze a variety of informal

and standardized diagnostic reading tests appropriate for individual and group diagnosis. Teacher candidates also learn to use commercial and teacher-made materials for both assessment and instruction. Teacher candidates will collect pre-and post-assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature. This course includes a 45-hour practicum.

Prerequisite: EDU 50300; EDU 51500. Offered: Fall/Spring/Summer.

EDU 50999 - Practicum: Analysis and Correction of Reading Difficulties (2)

This practicum course is designed for MAT teacher candidates who are working on their initial teaching certificate. This course provides the teacher candidate with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The teacher candidate will complete the practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The teacher candidate will be expected to administer, score, and interpret basic assessments and to write case study reports. Teacher candidates enrolled in this course will complete a progress monitoring project. Teacher candidates will analyze pre- and post-data as well as use progress-monitoring and present a graphic representation of student/s growth during the practicum. This project will be presented in class. The teacher candidate will be required to provide evidence of enrollment in 50900 or past successful completion of EDU 50900. *Note: Only one practicum course may be taken in a semester.*

Prerequisite: EDU 50300; EDU 51500. Corequisite: EDU 50900.

EDU 51000 - Conceptualization of Education (3)

This course is designed to provide an overview of education from historical, philosophical, and sociological perspectives. Students will expand on their understanding of contemporary education through an investigation of the changing role of educators in current social, political, and economic times using current peer reviewed articles and other open educational resources (OER).

EDU 51010 - Conceptualization of Education for Beginning Teachers (3)

This course is designed for beginning teachers in their first, second or third year of teaching and will examine contemporary educational problems by studying them from the perspectives of history, philosophy, sociology, and psychology. The course will outline the four domains of teaching responsibility: planning and preparation, the classroom environment, instruction, and professional responsibilities. Teachers will engage in thoughtful conversations that promote student learning, evidence-based reflection of instructional practice, and professional inquiry as a means for teacher growth.

EDU 51110 - Advanced Educational Psychology (3)

EDU 51110 is an advanced course in educational psychology. The purpose of the course is to promote a depth of understanding about the topics central to the study of educational psychology including development, learning, individual differences, motivation, and assessment. The course also aims to further critical professional competencies including critical reading, academic writing, and online presentation skills through readings, written assignments, online group discussions and online class presentations.

EDU 51200 - Elementary Mathematics Methods (3)

This course provides a survey of approaches in the teaching of mathematics for the student preparing to teach in elementary schools. Teacher candidates will write inquiry lesson designs relevant to teaching mathematics. Teacher candidates will use the Missouri Learning Standards for Mathematics and NCTM standards in this course. Graduate teacher candidates will read and reflect on peer-reviewed literature related to mathematics education and investigate and apply STEM (technology in Math) ISTE Standards in lesson planning. Students will identify MLS for each lesson; present one or more lessons developed for a 5-lesson unit plan to their peers and provide reflective critiques when their colleagues present lessons in class.

Prerequisite: EDU 51500; EDU 52110 or EDU 52210; Two university level mathematics courses.

EDU 51300 - Survey of Gifted and Talented Education (3)

This course includes entry-level concepts and is a prerequisite for future study in the field. The course introduces students to basic terminology, theories, and general approaches and encompasses the following broad aspects of the field: history; major research; philosophy; definitions; cognitive, social and emotional characteristics and needs of the gifted; types and levels of giftedness; broad-based identification procedures; general program issues, approaches; special populations; teacher characteristics and competencies.

EDU 51310 - Instructional Design in Math, Science and Social Studies (3)

This course provides a survey of approaches in teaching and lesson design for content areas of mathematics, science and social studies. Teacher candidates will write a variety of lessons following the Missouri Learning Standards,

NCTM standards, relevant Next Generation Science standards including STEM relationships and tools for science inquiry, and National Curriculum for Social Studies (NCSS) standards. Methodology, techniques, strategies, and materials appropriate to the content areas investigated.

Prerequisite: EDU 51500; EDU 52200. Offered: Fall/Spring/Summer.

EDU 51400 - Introduction to Family and Community Involvement for the Young Learner (3)
This course focuses on the importance of family and community involvement as it relates to children's development. Components addressed include the relationship between family and community involvement and increased student engagement, culturally responsive teaching, children and family advocacy, and the research about the importance of family and community engagement. Teacher candidates will summarize peer-reviewed research correlation between theoretical concepts and teaching principles. All teacher candidates pursuing an early childhood teacher certificate are required to take this course before or in conjunction with their first education course(s).

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51500 - Teacher Education Seminar I (0-3)
This course orients students to the requirements of the teacher education program and field experiences. Students will be required to purchase Foliotek, an electronic portfolio system, if they have not already done so. Students must have earned a minimum of nine EDU/EDS coursework credits, and a minimum GPA to be accepted into the teacher education program and to pass this course. If students do not pass this course, they will not be allowed to enroll in many upper level education courses. This course is graded on a Pass/Fail basis ending Summer 21. This course is graded on a Satisfactory/Unsatisfactory basis beginning Fall 21.

Prerequisite: EDU 50000. Offered: Fall/Spring.

EDU 51600 - Language Acquisition and Development for Young Children (3)
This course involves an examination of theoretical concepts and teaching principles related to the nature of language, sequential development of language skills, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. The course will highlight how the young child's environment and culture influence their language development, how early childhood educators implement developmentally appropriate strategies and activities for stimulating language growth, and how early childhood educators can effectively identify typical and atypical language acquisition development.

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51700 - Introduction to Early Childhood/Early Childhood Special Education (3)
Graduate students are expected to complete research-based projects related to relevant early childhood/early childhood special education topics designed for increased outcome and rigor. Teacher Candidates incorporate a description, analysis, and reflection (DAR) format as a means of synthesizing research and developing new ideas. A 30-hour practicum is embedded in this course and includes 15 hours in an infant/toddler classroom and 15 hours in a preschool to third grade classroom.

Prerequisite: EDU 50410 or (EDU 50200 and EDU 54100); EDU 51500.

EDU 51900 - Elementary Science Methods (3)
This course includes the theoretical and practical aspects of the early childhood and elementary Science Methods and curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan, teach, and develop a variety of Science appropriate instructional formats, aligned to the Missouri Learning (Science) Standards and relevant Next Generation Science standards including STEM relationships and tools for science inquiry, global awareness and interdependence. A lab fee and one Saturday field trip are required.

Prerequisite: EDU 51500; EDU 52110 or EDU 52210.

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

EDU 52010 - Curriculum Analysis and Design for Gifted Education (3)
This course has a dual emphasis. First, it includes substantive study of past and current curricula with attention to their bases in research and theory. Second, this knowledge is utilized by participants in preparing curricular programs which will enable them to function more effectively in their particular educational settings. Emphasis will focus on curricula used for educating gifted learners in a K-12 setting.

EDU 52110 - Middle/High School Classroom Teaching and Technology (3)
This course will enable teacher candidates to examine the specific techniques and procedures for effective teaching at the secondary level. Teacher candidates will examine

requirements to design logical, engaging, and rigorous lessons that meet the needs of all learners. In class collaboration and consultation with colleagues will encourage exploration of several approaches for planning lessons including, but not limited to: direct teaching model, student-centered model, technology integration, and the co-teaching model. Teacher candidates will apply Blooms Taxonomy and Depth of Knowledge as related to lesson plan objectives, questions, and assessments. The teacher candidate will examine and implement appropriate instructional strategies within demonstration lessons and review current peer-reviewed literature. The teacher candidate will learn to evaluate appropriate technology for their instructional purpose. The teacher candidates will also examine and implement educational technologies in written and demonstration lessons. Teacher candidates are strongly encouraged to obtain Level 1 Google certification.

EDU 52210 - Elementary Teaching and Technology (3)
This course will allow teacher candidates to examine the specific techniques and procedures for effective teaching at the elementary level. Teacher candidates will examine what is required to design and prepare logical, engaging, and rigorous lessons that meet the needs of all learners. This course will explore various approaches for planning lessons including the direct teaching and co-teaching models. Teacher candidates will apply Bloom's Taxonomy as related to lesson plan objectives and assessments in planned lessons. The technology examined will review and/or introduce use of instructional technologies as teaching tools, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications. Students will focus on the use of technology integration in instruction and lesson design and will be assigned several technology-driven assignments to demonstrate understanding instructional technology. The instructor will demonstrate various technology tools. Students will be strongly encouraged to obtain level 1 Google Certification in this course and will be provided information and access to the training.

EDU 52300 - Practicum: Diagnosis of Reading Difficulties (3)
This practicum course was designed to be completed in the candidate's home school under the supervision of a reading certified teacher. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. This course provides the graduate student who is seeking certification in K-12 Special Reading with clinical experiences in the use of various diagnostic instruments and procedures of identifying types of reading difficulties. The student will be expected to administer, score and interpret basic tests and to write a diagnostic summary with recommendations for developing early literacy skills for young children. A diagnostic summary

utilizing a case study approach of pre- and post-assessment information should be included, along with lesson plans and recommendations for parents, classroom teachers, and the school reading specialist. Offered during fall and spring semesters to allow for supervision in the candidate's home school by a certified reading teacher in the candidate's school, special arrangements may be made to complete this practicum during the Lindenwood Summer Reading Camp, e.g., those who teach in charter, private or parochial schools where there is not a certified special reading teacher to supervise on site. Only one three-hour practicum course may be taken in a semester.

Prerequisite: EDU 30900 or EDU 50900; EDU 51500.

EDU 52400 - Assessment of Intellectual Skills (3)
This course teaches students about the use of non-projective, educationally relevant tests, including theories of measurement, test construction, test administration, and the use of assessment results. Students will review administration of one of the more commonly used methods of assessment, either the SB-V or WISC-V. Students will be provided with opportunities (online or in class) to view assessments and demonstrations of the commonly used assessments in schools today. Students will also be introduced to ethical considerations, confidentiality, and the impact of diversity in testing. The role of testing in special programs, including gifted identification and the Response to Intervention (RtI) model will also be discussed. Lab fee required.

Prerequisite: EDU 51500; EDU 52210.

EDU 52500 - Introduction to Perceptual and Motor Development (3)
This course examines the complex relationship between systems of the body and how they change over the life span. The interdependence of developmental domains (cognitive, language, physical, social development), culture, prior experiences, and individual constraints will be addressed. All teacher candidates pursuing an Early Childhood teacher certificate are required to take this course.

Prerequisite: EDU 52110, EDU 52210, or PE 15000.

EDU 52600 - Practicum: Remediation of Reading Difficulties (3)
This practicum course is designed to be completed in the candidate's home school under the supervision of a reading certified teacher. As per requirements from MO DESE, practicum hours are to be completed outside of teaching contract hours. This course allows students to apply appropriate remedial techniques through clinical experiences using commercial and teacher-made materials in teaching students previously diagnosed with reading disabilities. Lesson plans, preliminary remediation reports, progress reports, and a final evaluation of the remediation program are required, with recommendations for correcting literacy skills for secondary students. Offered during fall

and spring semesters to allow for supervision in the candidate's home school by a certified reading teacher in the candidate's school, special arrangements may be made to complete this practicum during the Lindenwood Summer Reading Camp, e.g., those who teach in charter, private or parochial schools where there is not a certified special reading teacher to supervise on site. Only one three-hour practicum course may be taken in a semester.

EDU 52700 - Concepts of Cognitive Curriculum in Early Childhood Education (3)

Teacher candidates will correlate theoretical concepts with teaching principles related to the foundation of cognitive development through developmentally appropriate and evidence-based practices. Cross-curricular lesson plans will be introduced and developed.

Prerequisite: EDU 51500; EDU 52210.

EDU 52800 - Integrating Thinking Skills in Instruction (3)

This course teaches approaches to integrating deliberate thinking—critical, creative, whole-brained thinking and problem solving—through the disciplines K-12. An in-depth examination of major thinking models will be undertaken.

EDU 52900 - Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (3)

Teacher candidates will correlate theoretical concepts with teaching principles to support early development in the fine arts, dramatic play and movement through developmentally appropriate and evidence-based practices. The teacher candidate will create a unit plan appropriate for implementation in early childhood and/or early childhood special education settings.

Prerequisite: EDU 51500; EDU 52210.

EDU 53000 - A Survey of Learning Styles (3)

This course includes an in-depth examination of theories of learning styles with emphasis on Brain Dominance, Learning Styles, and Multiple Intelligences. Applications of the models as they can be adapted to basic teaching styles will be stressed.

EDU 53200 - Practicum: Advanced Reading Instruction (1-3)

This course is approved for one of four required methods courses for the Special Reading Certificate. Personal goals and objectives for a reading inquiry will be determined by the student and professor.

Prerequisite: EDU 50300; EDU 50910.

EDU 53410 - Methods of Teaching Elementary School Dance (3)

This course is designed for either the elementary classroom teacher or for the dance teacher of elementary school students. Students will study the various approaches to dance education for the elementary student. For dance education majors.

EDU 53530 - Secondary Methods of Teaching Science (3)

This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53531 - Secondary Methods of Teaching Mathematics (3)

This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53532 - Secondary Methods of Teaching Modern Languages (3)

This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to

evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53533 - Secondary Methods of Teaching Art (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. Lab fee required. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53534 - Secondary Methods of Teaching English (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53535 - Secondary Methods of Teaching Social Sciences (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53536 - Secondary Methods of Teaching Business Education (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53537 - Secondary Methods of Teaching Speech and Theatre (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53538 - Secondary Methods of Teaching Music (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53539 - Secondary Methods of Teaching Technology and Engineering (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53540 - Secondary Methods of Teaching Physical Education (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53541 - Secondary Methods of Teaching Health Education (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53542 - Secondary Methods of Teaching and Learning with Field Experience (3)
This course provides an overview of teaching methodology for effective instruction at the middle and high school levels. Teacher candidates plan, design, and implement instruction within their specific certification area. Topics include theory and practices, research-based instructional models, culturally responsive teaching, assessment, and inclusion of students with special needs. Teacher candidates design a comprehensive unit of study, explore, and implement a variety of lesson models within their discipline including inquiry-based learning, project-based learning, cooperative learning, game-based learning, and the use of authentic assessments. Graduate teacher candidates will also evaluate several academic sources and create a culminating research project over the various methodologies specific to their subject area. This course requires an intensive 30-hour practicum where teacher candidates are required to teach multiple lessons in a school setting within their subject area under the guidance of a highly qualified mentor teacher.

Offered: Fall.

EDU 53572 - Secondary Methods of Teaching Dance (3)
This graduate level course examines a variety of teaching methods in middle and high schools, including, but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates will develop a Unit Plan of Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 53800 - Character Education (3)
This course will provide educators with a theoretical and knowledge base regarding character education in educational settings. Specific attention will be given to methods and procedure for educators to use in the implementation and expansion of character education programs at the building level.

EDU 53900 - Classroom Use of Computers (3)
This course provides students involved in teaching with an introduction to the effective use of computers within the classroom.

EDU 54000 - Integration of Technology in Instruction (3)
This course provides elementary and secondary teachers with an overview of the fundamentals of teaching with audio-visual technology and computers.

EDU 54100 - Education of the Exceptional Child (3)
This course allows the student to develop an understanding of the unique characteristics, strengths and challenges of children classified as exceptional. An historical and legal overview of the field of special education will be presented as well as current trends, issues and best practices for educating children with exceptionalities in a contemporary setting. Students will understand the competencies necessary to effectively teach, communicate, and live with individuals with exceptionalities in educational and natural environments. The course focuses on the social and emotional implications of the "exceptional" label to individuals, their families, and society as a whole.

EDU 54200 - Administration and Supervision of Gifted Programs (3)
This course provides the fundamental principles of program development for the gifted. Topics addressed include student identification procedures with particular focus on special populations of the gifted; needs assessment; philosophy of curriculum development; staff selection and development; budgeting; resource identification and utilization; strategies for communicating the rationale for gifted education to the education community and the community at large; parent and community role clarification; program monitoring and evaluation, and strategies for producing change. Role functions and referent groups are studied as well as general educational procedures; steps in basic program development, including a manual of guidelines and procedures; provision for appropriate resources; and refinement of effective parent and community involvement.

EDU 54300 - Teaching the Child with Special Needs in the Regular Class (3)
This course reviews the special education system including specific disabilities and their criteria for eligibility as well as the procedures for placing children in special education. Additional topics that will be presented are Alternative Intervention Strategies, assessment procedures, and teacher role in the IEP process. Specific techniques and materials that regular education teachers may use in their classes will be discussed and developed. Record keeping suggestions and ideas for working with families will also be discussed.

EDU 54310 - Middle School/High School Differentiation and Classroom Management (3)
This course will require teacher candidates to examine and implement differentiated instruction in diverse middle school and high school classroom settings. The teacher candidate will examine the roles of teachers including consulting and collaborating for cooperative teaching situations. The teacher candidate will also explore the demands and techniques of classroom management including: building classroom community and culture, establishing classroom systems, maximizing instructional time, management of learning materials and physical space, and the use of positive reinforcements. The student will examine various methods of differentiation and the importance of culturally responsive teaching and student engagement. Teacher candidates will create and teach multiple differentiated lesson plans. Teacher candidates will also create a comprehensive classroom management plan. This course requires a 45-hour mid-level field experience specific to the degree and certification areas the teacher candidate is seeking. Teacher candidates will investigate student behaviors, research-based methodologies, and create management plans based on simulated classrooms.

Prerequisite: EDU 51500; EDU 52110.

EDU 54400 - Meeting the Affective Needs of Gifted Children (3)
This course focuses on the differential affective characteristics and needs of students who are gifted. General counseling techniques will be studied as they apply to working with the gifted. This area includes such topics as communicating with the gifted, their teachers and parents; assessing special interests, needs and expectations (e.g., underachievement, perfectionism, self-esteem, leadership peer pressure, depression, suicide, motivation, personal and social dynamics, and parenting skills); the role of the school in psycho-social development; and the potential of the gifted to achieve.

EDU 54410 - Elementary Differentiation and Classroom Management (3)
This course examines the specific demands required for differentiated instruction in diverse elementary classroom settings. Teacher candidates in this course will identify specific strategies necessary for creating a productive environment for academic achievement including establishing rules and routines that set expectations for behavior; maximizing learning time by managing time materials and physical space and promoting student engagement. Teacher candidates will examine how to strategies for reinforcing student behavior, redirecting off task behaviors and serious misbehavior of elementary students. Teacher candidates will examine the process of consulting and collaborating with other professionals for cooperative teaching situations. Students in this course will

explore techniques of classroom management and understand how to identify best practices in managing the needs of students with a range of abilities and needs. Teacher candidates will create lesson plans aligned to the Missouri Learning Standards (MLS) and incorporate the use of technology to enhance student learning and demonstrate effective teaching pedagogy. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum specific to the degree and certification areas the teacher candidate is seeking.

Prerequisite: EDU 51500; EDU 52210.

EDU 54500 - Pre K-8 Health, Nutrition and Safety (3)
This course focuses upon health, nutritional requirements, safety precautions, and first aid techniques and emergency procedures of the young child.

EDU 54510 - Pre K-8 Health, Physical Education, and the Arts (3)
This course focuses upon health, physical education, nutritional requirements, safety precautions, first aid techniques and emergency procedures of the young child. This course also explores design methods and competencies for teaching music, movement, and art. This course will review principles of instruction to accommodate students from diverse backgrounds and different abilities and/or exceptionalities. Lesson planning, effective teaching techniques, classroom management skills, and evaluation for instructional outcomes will be studied in a unified and thematic approach to curriculum development. This graduate level course will require teacher candidates to create a cross-curricular lesson plan around a central theme or genre and a written research component. Lab fee required.

 Offered: Fall/Spring.

EDU 54600 - Instructional Design for K-12 e-Learning (3)
In this course, students will master the essential elements of design for e-learning environments. They will examine current learning theories and research-based principles of online learning. They will select appropriate technologies to achieve learning goals while also analyzing different approaches to course structure and ways to organize distance learning units. They will construct a comprehensive online course outline and schedule that is effective for a wide range of learners, and investigate methods to evaluate course quality through established rubrics and assessment criteria.

EDU 54700 - Adolescent Literature (3)
This course discusses the history and development of literature suitable for the secondary school (junior and senior high). Evaluation of current materials is included.

EDU 54800 - Engaging and Assessing K-12 Students in e-Learning (3)
In this course, students will become proficient in various tools and strategies used to engage and assess K-12 students in e-Learning. They will learn how to use the features of multiple video-conferencing platforms to effectively promote whole-class, small-group, individual interactions, and communicating with parents and families. They will learn how to identify and skillfully manage instructional resources to foster learning, and they will learn effective techniques of authentic assessment in a virtual environment.

EDU 54900 - Practicum: Gifted Education (3)
This course involves the application of knowledge, skills, and competencies delineated in the five basic areas of study: survey; program planning and development; screening, assessing, and evaluating; instruction; meeting the affective needs of the gifted and talented. A practicum will be individualized to address the needs, abilities; and prior educational and professional experiences of the students and focus on designing and evaluating curriculum and instruction methods that enhance the specific learning styles of students who are gifted. Individual conferences and group meetings will provide opportunities to share and discuss problems and solutions encountered during the practicum.

EDU 55000 - Graduate Practicum (2-6)
This course is an elective graduate course with credit from two to six hours. The work to be done will be based on the number of credit hours selected. In all cases, the study will involve work in an educational setting, generally a school system where the student is employed or where full cooperation will be extended to the student.

EDU 55100 - Early Childhood Screening, Diagnosing and Prescribing Instruction (3)
This course examines developmentally appropriate methods in screening and assessing the development of young children. Students will develop skills to interpret and share assessment results with families and initiate the referral process. Students will learn methods and strategies of effective communication to ensure curriculum accommodations for the best interest of a young child's development. Methods and materials for prescribing instruction are utilized.

Prerequisite: EDU 51500; EDU 51700; EDU 52210.

EDU 55300 - Elementary Social Studies Methods (3)
This course includes the theoretical and practical aspects of the early childhood and elementary social studies

curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan and develop a variety of social studies appropriate instruction formats, aligned to the Missouri Learning Standards (Social Studies) and National Curriculum for Social Studies (NCSS) themes including culture, change, geography and the environment, local and state civics and government, economics, STEM relationships and tools for social science inquiry, and global awareness and interdependence. Lab fee required.

Prerequisite: EDU 51500; EDU 52110 or EDU 52210.

EDU 55900 - Multicultural Education (3)
This course is designed to promote an understanding of the importance of multicultural education in a pluralistic society. Students develop awareness of their own cultural heritage and attitudes, obtain information about various parallel cultures, and analyze the school as a product of the cultural community and as an instrument for promoting cultural understanding.

EDU 56100-56300 - Graduate Seminar on Teaching Strategies (1-3)
This course is designed to update practicing teachers in educational research, theory, strategies and techniques that will provide added expertise to the schools. This course may be taken more than once for credit.

EDU 56500 - Coordination of Cooperative Education (3)
This course is for current or aspiring high school Business and Marketing teachers. It is designed to prepare the teacher candidate to plan, organize, deliver, supervise and evaluate a variety of community-based opportunities within Cooperative work experiences (work-program). Teacher candidates will leave this course with the knowledge of state and national requirements, documents and contacts needed to supervise and manage an effective vocational work program. Student will develop a learning management system for a school's cooperative work experience program.

Prerequisite: EDU 51500.

EDU 56600 - Methods of Teaching Marketing Education (3)
This course investigates the teaching of marketing education in high school. New materials and methods are examined, implemented and evaluated. Students will also develop a Unit Plan of instruction. This course requires a 20-hour practicum.

Prerequisite: EDU 51500; EDU 54310.

EDU 56700 - Curriculum for Marketing Education (3)
This course develops within the teacher candidate an understanding of the curricular standards used in marketing education. Teacher candidates will examine state standards and model curriculums and design their own curriculum documents with supplemental activities and assessments in Marketing Ed. while developing a DECA chapter of events plan that can be embedded into their curriculum document as well as examine available professional development opportunities for Marketing Ed teachers.

EDU 57000 - Educational Research (3)
This course is designed to engage practitioners in the collection, evaluation, and interpretation of educational research for use in a variety of educational practices. The student will investigate the basis of educational research, along with pertinent methods of data collection and analysis of both quantitative and qualitative research results. Emphasis will be placed on research problems, designs, and findings in the student's selected area of concentration. Students will be expected to demonstrate their ability to narrow a research topic, complete accepted scholarly search strategies, identify and synthesize research articles, and correctly format a literature review using established APA guidelines.

EDU 57300 - Implementing Vocational Business Education Programs (3)
This course fulfills the necessary requirements for DESE to become vocationally certified for Business High School teachers. After successful completion of this class, the student will be qualified for Business Vocational Education Certification. This class covers the procedure to begin, expand, and continue vocational business classes within the school. The process of conducting a Vocational Business Education Program class within a high school setting will be addressed, researched, and reflected upon.

Prerequisite: EDU 51500.

EDU 57500 - Methods of Teaching Elementary Music (3)
This course is a study of the various approaches to music education in the elementary schools. For music education majors.

Offered: Fall.

EDU 57600 - Methods of Integrating Art, Music, and Movement in Elementary Education (3)
This course is designed to provide individuals entering the teaching profession with the competencies to teach and integrate art, music, and movement as related to physical education and the performing arts. Additionally, this course will review principles behind integration in relation to the instruction of elementary students from ethnically, culturally, racially, and linguistically diverse backgrounds who are of different genders, from various socioeconomic levels, and with different abilities and/or exceptionalities. Lesson planning, effective teaching techniques, classroom

management skills, and evaluation for instructional outcomes will be studied in a unified and thematic approach to curriculum development in art, music, and movement. This graduate level course will require teacher candidates to create a cross-curricular lesson plan including movement, art and music around a central theme or genre and a written research component. Lab fee required.

EDU 57800 - Methods of Teaching Physical Education in Elementary School (3)

This course is designed to prepare the elementary physical education teacher in the methodologies associated with teaching physical education to the elementary school child. Students will apply the tenets of human growth and development, motor learning, physiology of exercise, self-concept, and personal development to the physical education of elementary students (Grades K-4). The course covers basic skills, gymnastics/tumbling, rhythms, relays, games of low organization and body awareness and mechanics. Includes a practicum placement in an elementary school.

EDU 57900 - Methods of Teaching Art in Elementary School (3)

This course is a study of the various approaches to art education in the elementary schools. For art education majors. Studio work and lecture on creative expression and techniques is included. Lab fee required.

EDU 58110 - LindenTeach Internship (3)

This course was designed to supplement the teaching experience in regional partner districts. Teacher candidates will engage in supervised, professional field experiences and will utilize reflective practices to improve their teaching. The course will support the development of the professional knowledge, skills and disposition of the teacher candidate. This course consists of observations, individual conferences, and supervised teaching experiences in an early childhood, elementary middle and/or secondary school setting while enrolled in a LindenTeach seminar course. The course provides candidates with the opportunity to experience the role of a substitute-teacher in a real school setting. Candidates will utilize researched based instructional strategies while teaching. Candidates will be responsible for maintaining a well-managed, positive learning environment for PK-12 students, and will develop and implement lesson plans that adhere to the Missouri Educator Evaluation System standards and expectations. Teacher candidates enrolled in this program must meet all of the requirements as listed in the application, and must be accepted into the LindenTeach program in order to take this course. The teacher candidate is responsible for arranging and paying the expense of

transportation to and from the assigned school for this experience. Teacher candidates must participate in a pre-teaching experience prior to the official start of the university semester for this program. Please see the Lindenwood College of Education and Human Services website for complete information on the LindenTeach application process. This course is repeatable for credit for a maximum of six credit hours.

Prerequisite: EDU 51500.

EDU 58200 - The Integrated Literature Curriculum (3)

This course includes a study of the history and development of children's literature. Current research on the purpose and effectiveness of a literature based integrated curriculum will be examined along with materials, methods, and assessments used in developing and implementing such a curriculum. This course investigates the significance of literature on children and the impact of literature on student achievement as documented by current research. Evaluation of current literature will examine the efficacy of literature for diverse populations and explore a variety of literature elements and genres. Teacher candidates in this course are expected to plan and develop a unit plan that includes appropriate instruction formats aligned to the Missouri Learning Standards and supports a literature-based program with authentic assessment measures.

EDU 58300 - Character Education Instructional Techniques (3)

This course is designed to provide educators with opportunities to learn about and share instructional techniques regarding character education in educational settings. Students will develop, implement, and participate in a variety of K-12 learning activities that can be used in schools and classrooms to promote and enhance student character education. Activities and teaching strategies in this course could be used in the implementation and expansion of character education programs at the building level.

EDU 58344 - Creating Classroom Climate with Character Education (3)

This course will provide educators with a theoretical and knowledge base regarding the importance of character education in designing and managing educational settings. Specific attention will be given to methods and procedures for educators to use in the implementation of character education at the classroom level as a part of the overall management plan.

EDU 58400 - Character Education Curriculum Design (3)
This course focuses on the writing and development of character education curriculum. Students will research the field of character education and develop a unique curriculum with a character education emphasis for their particular educational setting. Students who have successfully completed EDU 57000 Educational Research may take this course in place of EDU 52000: Curriculum Analysis and Design. This course may be taken in addition to EDU 52000 for students wishing to take an additional elective curriculum course. This course is not recommended for educational administration students.

EDU 58404 - Advanced Measurement and Evaluation to Enhance Learning (3)
The student will experience practical approaches to ensure that classroom assessment is fair and effective. Curriculum mapping and alignment to standards are explored. Students will develop an understanding of the basic mathematics of measurement, item analysis, test score interpretation, test development, performance assessments, standardized testing, portfolios, grading procedures self-assessment, assessment of diverse student populations, and biases in educational assessment. Student reflection will facilitate an appreciation for the characteristics of an assessment-literate educator. Using data driven decision-making, students will analyze authentic student data and apply research-based strategies to create a plan for instruction to impact student learning. Teacher candidates will research a self-selected topic and create a scholarly paper.

Prerequisite: EDU 54310 or EDU 54410.

EDU 58500 - Middle School Philosophy/Organization (3)
This course examines the unique philosophy and structure associated with the middle school organization. Special characteristics of program content and design are included.

Prerequisite: EDU 51500.

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

Prerequisite: EDU 51500.

EDU 58700 - Reading and Writing across the Curriculum (3)
This course explores how reading and writing inter-relate with different content areas, crossing subject matter lines. Teacher candidates investigate how reading and writing skill development are supported in content areas. Teacher candidates will research current best practices in developing comprehension and higher order thinking skills in lesson design aligned to the Missouri Learning Standards.

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

EDU 58890 - Adolescent Psychology (3)
Adolescence is a transitional period in the human life span, linking childhood and adulthood. Understanding the meaning of adolescence is important because adolescents are the future of any society. This course examines salient issues concerning adolescent development. The focus will be on adolescent development as influenced by diverse contexts. Each student is expected to be ready to discuss the assigned readings with peers on the discussion board.

EDU 58910 - Middle School Philosophy, Curriculum, and Instruction (4)
This course examines the philosophy of middle school model and its implications on organization and curriculum of middle school settings. Students will explore the many aspects of effectively educating diverse middle school students, focusing especially on positive teacher-student relationships. Students will also learn instructional strategies and programs best suited for middle school students. Students will explore development of middle level learners and will determine effective instructional and affective curriculum goals for these diverse learners. Students will examine societal influences and their effects on the middle school model. Students will research and determine professional opportunities for growth as a middle level educator. Students will actively participate in a chosen professional opportunity. This course requires a 20-hour practicum in a middle school setting. The student will use data from the host school to create and teach a lesson and self-assess the presentation of this lesson in their practicum setting.

Prerequisite: EDU 51500; EDU 52110.

EDU 58920 - Methods of STEM Education (3)
Build practices and content knowledge with integrated STEM teaching in this course through a collaborative professional learning environment, facilitated by experienced teacher educators. The foundations of STEM integration, inquiry-based teaching, 5E lesson planning, and data integration serve as the backdrop for learning how to develop meaningful and engaging opportunities for students. Educators access resources, share ideas, learn from seasoned teacher educators and interact with NASA personnel. Participants consider their unique teaching

context, their students, and the local and global phenomena that provide rich opportunities for learning. Educators develop integrated STEM lessons, considering science and math concepts in meaningful contexts, like engineering, coding, and NASA mission explorations. Join this course to consider meaningful and appropriate uses of technology, explore the synergies between national standards, including Common Core State Standards and Next Generation Science Standards for seamless integration of STEM into the standards-based classroom. Methods of STEM Education serves as a foundation for additional courses in the Endeavor program.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58921 - Life and Marine Science: Tracking Live Marine Animals (3)
Participants in this course will track marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Educators will learn to facilitate the study of ecosystems, biodiversity, cell structures, food webs, and conservation, with students through explorations of ocean currents, seafloor features, density and more. Take this class to discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data, analysis and student-centered investigation aligns with 3-dimensional Participants in this course will track marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Educators will learn to facilitate the study of ecosystems, biodiversity, cell structures, food webs, and conservation, with students through explorations of ocean currents, seafloor features, density and more. Take this class to discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data, analysis and student-centered investigation aligns with 3-dimensional.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58922 - Math Connections to STEM Education (3)
This course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM and applied science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58923 - Astronomy and Space Science (3)
Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the traces of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, but you will also learn how to bring the universe into your education context.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58924 - Physics for Real Beginners: Earth, Moon, and Space (3)
Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations and Common Core State Standards. Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the traces of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, but you will also learn how to bring the universe into your education context.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58925 - Physical Science in Motion: Classroom Applications (3)
Gain excellent resources and engaging activities for implementing STEM content in your classroom with important connections to real-world scenarios. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research

Center, which helps to present these concepts for you, and then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58926 - Literacy and Discourse Practices in STEM (3)
Educators excel at creating and managing classroom environments that allow students opportunities to make sense of new ideas and deepen their understanding of the world around them. Through facilitating student interactions and carefully implementing meaningful activities to provide all learners' opportunities to engage in the learning process, teachers encourage "sense-making" of new ideas, a skill set that is understood as central to the craft of teaching. Sense-making is a social and collaborative process of active engagement with new information, and requires that learners have opportunities to discuss, debate, reason, and reflect so that they can deconstruct and reconstruct their understanding. Participants in the course will learn specific skills and practices for facilitating student interactions that lead students to make sense of new ideas.

Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58927 - Chemistry in the STEM Classroom (3)
In many ways, chemistry more than any other science suffers from being misunderstood in everyday society. The word 'chemical' itself elicits negative reactions, and so few understand how chemistry is alive in our everyday actions and the products at our fingertips. In this course, we will explore the many facets by which even the layman can come to appreciate chemistry in the world; be it in the materials that make up your clothes, the technology that created the age of plastics, or the chemicals in your brain that tells you how to feel as you read these words. We will explore a wide array of topics based on 'grocery-store' science, allowing you to get your hands in chemistry without the need for expensive materials or lab equipment.

Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58928 - Coding, Robotics, and 1:1 Devices (3)
Educators learn to apply coding to teach STEM content, explore opportunities to use robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are a beginner with integrating coding and robotics in your classroom or you have extensive experience with the tools, you will expand your knowledge in this course. The course is differentiated for success at all grade levels. Instructors model applications

and use of resources for elementary, middle, and high school students. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58929 - Advanced Coding, Robotics, and 1:1 Devices (3)
The Advanced Coding, Robotics, and 1:1 Devices (ACRD) extends students' knowledge of programming and robotics that began in part one of this course. The ACRD class begins with a foundational understanding of the types of programming and integrated development environments to implement the various platforms with students in the hybrid classroom. ACRD students will gain fundamental understanding of data and methods of visualization which is crucial to the success at every level of programming and robotics. The programming platforms selected for this course will incorporate data as practiced in workplace settings. The platforms support mobile application development, data entry & manufacturing, augmented and virtual reality, 3D printing, and virtual robotics. The sessions present each topic within three paradigms: the mindset, the beginner's sandbox, and the intermediate immersion (referred to as Level 1,2, and 3 respectively in the course artifacts). This layered prepares teachers to guide students, including our youngest scholars, on a journey to establish computational thinking on levels aligned with readiness. ACRD students will collaborate on lesson planning ideas through online Flipgrid, office hours, and a culminating hackathon to showcase projects.

Prerequisite: EDU-58928. Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58930 - The Arts in STEM: Advancing Meaningful Integration (3)
In this course you will apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement is critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration. STEM, STEAM, STEM-E, STREAM, STEM+C...and all others are welcome.

Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58931 - Culturally Responsive Teaching and NGSS Science for All (3)
Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity is widely recognized as a cornerstone of quality teaching. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom. Student ideas, experiences and cultural assets are key to unlocking student connections to phenomena. Learn to value diversity and use cultural referents through pedagogical choices in your practice.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58932 - The E in STEM: Meaningful Content for Engineering (3)
Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58933 - Eyes on Earth: Teaching Earth Science from Space (3)
This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58934 - Climate Science: Socioscientific Issues in the STEM Classroom (3)
Socioscientific issues are important avenues through which to teach scientific literacy and to create the next generation of critical thinkers and sustainable solution engineers. Anthropogenic climate change is one of the most complex and critical issues the global community faces today. Understanding climate change and the scientific, social, and economic ramifications is crucial for science pedagogues. This course examines the ideas of socioscientific issues and critical thinking in science education and how they can be taught through NGSS-aligned global change pedagogies that highlight climate and energy literacy. Pedagogues will learn to utilize authentic data resources that elucidate the story of our changing climate and think critically about how to implement data into their teaching. The philosophical, ethical, and scientific basis of these problems and their solutions will be discussed.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58935 - Lessons from the Ocean: Science on the Water Planet (3)
Explore the ocean using innovative instructional tools and activities. Participants will learn the importance of the ocean to our home planet, as they analyze and utilize the Ocean Literacy Essential Principles and Fundamental Concepts. Using inquiry-based modules developed on a theme of ocean exploration, participants will learn how to ultimately make their students more ocean-literate. Guest presentations by ocean researchers show how scientists and educators are working together to bring the ocean into the classroom. You will receive access to a comprehensive web-based resource center on ocean instruction that features lesson plans, activities for students, demonstrations, interactive games and modeling tools, and much more!

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 58936 - STEM Leadership Seminar (3)
Instructors guide educators to design and implement a short-term STEM professional development event. The goal is to support sharing of content and STEM pedagogy with other professionals in the building, school district, or region. Collaboration and online feedback between instructors and STEM colleagues provide appropriate guidance for educators to achieve outcomes and success. The goal is to support Endeavor educators as developing teacher leaders in STEM Education.

 Offered: Fall/Spring/Summer. Offered on a rotating basis.

EDU 59100-59299 - Self-Prescribed Course (1-3)
This course is designed to allow the educator to have the opportunity to devise learning experiences for oneself. The design of such experiences should not be entirely limited to a choice between already formalized learning experiences but should allow the educator the choice of either selecting courses already offered or proposing experiences to meet individual needs as a practicing educator. These learning experiences can become a Self-Prescribed Course whenever the student and the faculty advisor have

identified personal goals and objectives and have determined the direction for meeting these objectives.

EDU 59300-59399 - Topics in Character Education (3)
This course is designed to allow the educator to have the opportunity to devise learning experiences for oneself. The design of such experiences should not be entirely limited to a choice between already formalized learning experiences but should allow the educator the choice of either selecting courses already offered or proposing experiences to meet individual needs as a practicing educator. These learning experiences can become a Self-Prescribed Course whenever the student and the faculty advisor have identified personal goals and objectives and have determine the direction for meeting these objectives.

EDU 60000 - Master's Project (3)
This course requires the student to be responsible for the preparation of a final project as required for the course and graduation. The project must be a specific application of gathering, analysis, evaluation, and re-conceptualization of ideas which have been stressed throughout the program. The topic of the project may focus on a particular problem which the participant faces in an individual situation as an educator. The master's project may take the form of curriculum development, whereby the candidate will design, test, and evaluate a curriculum plan within an educational environment. Other paths include analysis of a teaching project for the candidate to observe, record, and analyze various patterns of teaching behavior, or a research project in which a particular research technique is applied to an educational problem.

Prerequisite: EDU 57000.

EDU 60599 - Field Experience, Student Teaching (8-12)
A 16-week field experience is required in this course, and is specific to the certification area the teacher candidate is seeking. The field experience hours must be successfully carried out to complete the course with a passing grade. This course is designed to be the culminating experience in a teacher candidate's educator preparation program; thus, students should have completed all the courses and assessments necessary for the degree and certification prior to this course. A weekly seminar is required. Teacher candidate must successfully assume responsibilities of the cooperating teacher including, but not limited to: planning and implementing lessons, assessing students, and analyzing performance data to improve instruction. Teacher candidates will be expected to participate in vertical and horizontal team meetings at the placement site. Graduate level rigor will be expected when completing assignments and activities supporting Missouri Educator Evaluation System standards and indicators. Additional professional development experiences and reflections will be required of the graduate level teacher candidate. The teacher candidate is responsible for arranging and paying the expense of transportation to and from the assigned placement. A student teaching lab fee is required. Course enrollment must be approved by the Council of Teacher Education. All required coursework must be successfully completed prior to acceptance into student teaching.

Prerequisite: EDU 51500; EDU 54310 or EDU 54410; EDU 58404.

EDU 76100 - Leadership, Ethics and Education (3)
Leading education innovation and change requires ethical decision making. This course will explore ethical leadership and decision-making paradigms of care, justice, critique and profession. Participants will be challenged to address today's educational issues through a social, political and economic lens.

Offered: Fall/Spring.

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

Offered: Summer.

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

Offered: Fall/Spring.

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

models, emerging technologies, remote collaboration, open educational resources, augmented and virtual realities, gamification, and social networks.

 Offered: Fall/Spring.

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

 Offered: Fall/Spring.

EDU 79100-79106 - Self-Prescribed Course (1-6)
This course allows the educator the opportunity to devise individualized learning experiences. The design can allow the educator the choice of selecting from courses already offered or proposing experiences to meet individual needs as a practicing educator. These learning experiences can become a Self-Prescribed Course whenever the student and the faculty advisor have identified personal goals and objectives and have agreed upon the direction for meeting these objectives. Courses are subject to dean's approval.

ENTR - Entrepreneurial Studies

ENTR 57515 - Small Business Management (3)
This course is an examination of principles and methods in the operation of a small business. Particular emphasis will be on the small business in planning, controlling, financing, and managing operations. The problem of starting up a new enterprise is considered as well as preparing the management for multiple responsibilities in operating the business. Lab fee may be required.

ENTR 57525 - Entrepreneurial Finance (3)
This course consists of an in-depth examination of issues and techniques in the financial management of a new or emerging business. Topics include capital raising, cash flow management, business planning, and value realization.

Prerequisite: FIN 52010.

ENTR 57535 - Entrepreneurship and Growth (3)
This course covers the steps involved in selecting, launching, financing, and managing a new business. Preparation of a business plan is a central focus.

Prerequisite: FIN 52010; MRKT 55010.

ENTR 57540 - International Entrepreneurship (3)
This course will provide an overview of the unique circumstances face by small, often young, businesses that decide to "go global" or are "born global." The objective of this course is to provide students with an understanding of the theory and application of global entrepreneurship, with particular emphasis on overcoming what the literature identifies as three major barriers to the internationalization of entrepreneurial firms: lack of foreign market knowledge, limited human and financial resources, and inherent weaknesses in strategic decision-making. Topics covered include an overview of the international business environment, market/production location selection, financing the global entrepreneurial venture, creating a business proposal, market entry strategies, and international corporate entrepreneurship. Students will be expected to demonstrate understanding of these concepts and issues through various applications. Lab fee may be required.

Prerequisite: MGMT 56010.

ENTR 57589 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 18 ENTR graduate-level credit hours of coursework with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of entrepreneurial studies.

ENTR 57590-57599 - Special Topics in Entrepreneurial Studies (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within an emphasis. The subject area will normally cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topic may require primarily substantial reading with appropriate inference, assessment and conclusions.

Prerequisite: Varies according to the content of the special topics course.

EPB - English Preparedness for Business Programs

EPB 50100 - Academic & Professional Writing for Business Students (6)
This course is designed to introduce non-native English speakers to the conventions and expectations of U.S. graduate academic writing and develop their abilities to follow those conventions. Particular emphasis will be given to the organization of student writing. Topics will include: academic formatting, academic integrity, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and punctuation. Work will be conducted primarily in small groups to allow for the optimum student participation and production. This course aims to prepare students to submit academically appropriate written work and to meet the expectations of the U.S. graduate classroom.

EPB 50101 - Academic & Professional Writing for Business Students I (3)
This course is designed to develop graduate students' language and writing abilities within academic and professional genres. Topics will include writing coherence, logic, and processes; audience and situation awareness; development and support of ideas; and language formality and accuracy.

EPB 50102 - Academic & Professional Writing for Business Students II (3)
This course is designed to introduce graduate business students to the conventions and expectations of academic and professional writing and to develop their abilities to follow those conventions. Particular emphasis will be given to research writing, style, and organization. Additional topics will include best practices for creating clear, concise, and effective professional writing.

ESOL - English for Speakers of Other Languages

ESOL 50400 - History of the English Language (3)
This course is an introduction to the study of the English language. The phonology, history, and grammar of English are examined in the context of cultural, social, and political history with attention also to current linguistic theory. Not open to students with credit in ENGL 40400.

ESOL 50500 - Language, Culture and Policy (3)
The course will survey the social, cultural, and political contexts of language in school environments and society. Prospective teachers will examine the ways in which language behavior is associated with different cultural patterns and develop effective skills for cross-cultural communication. The introductory of language education policies also will be included.

ESOL 51000 - Linguistics and English Language Teaching (3)
This course serves as an introduction to fundamental concepts of linguistic theory, especially as they apply to English language teaching. Areas of focus include phonology, morphology, syntax, and semantics, as well as the applied areas of language variation, acquisition, disorders, and language and culture.

ESOL 51500 - Pedagogy of Second Language Acquisition (3)
The course will address major issues in teaching and learning of second languages, such as the development of first and second language acquisitions and the role of psychological, social, and cultural factors underlying instructional approaches. The major language pedagogies, acquisition theories, and practical applications will be emphasized as well.

ESOL 52000 - Sociolinguistics (3)
This course is an introduction to language as a social phenomenon. Emphasis will be placed on sociolinguistic topics most relevant to language teaching, including language attitudes; standard and nonstandard language usage; language and identity; language variation; multilingualism; language planning and policy; and language maintenance and loss.

ESOL 52500 - Grammar, Linguistics, and Writing in Language Education (3)
The course will cover key concepts of the International Phonetic Alphabet (IPA) such as phonology, morphology, syntax, and semantics. Prospective teachers will learn the depth and breadth of English language and understand how to produce a strong grammar and writing foundation to support Culturally and Linguistically Diverse (CLD) students.

ESOL 53000 - Second Language Acquisition (3)
This course is an introduction to second language acquisition research and theories. The pedagogical implications of such research and theories are explored through a focus on the process of acquisition, the language learner, and the teaching/learning context.

ESOL 53500 - Methods for Culturally and Linguistically Diverse Students (3)
This course will focus on the Sheltered Instruction Observation Protocol (SIOP) method and different ESL instruction. Prospective teachers will learn to collaborate with content area teachers and establish a positive community for family involvement to support the learning of Culturally and Linguistically Diverse (CLD) students.

Prerequisite: ESOL 50500; ESOL 51500.

ESOL 54000 - TESOL Methods (3)
This course surveys current theory and practice in planning, implementing and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts.

ESOL 54500 - Effective Assessments for Culturally and Linguistically Diverse Students (3)
In this course, prospective teachers will explore different formal and informal assessment applications for the identification and placement of Culturally and Linguistically Diverse (CLD) students. The use of data of language proficiency assessments will be examined along with diverse instructional approaches.

Prerequisite: ESOL 50500; ESOL 51500.

ESOL 55000 - Assessment in TESOL (3)
This course investigates the current assessment trends in TESOL, including formal and informal assessments of language learners, materials, courses, and programs. Additionally, this course explores current guidelines for language learning services, support, and advocacy, as well as achievement standards.

ESOL 55500 - Theory and Practice of Culturally and Linguistically Diverse Curriculum (3)
The course is to assist prospective teachers in acquiring skills and knowledge of culturally and linguistically responsive curriculum. The analysis of multicultural theories, the practice of WIDA and ESL lesson plans, and the design of learning accommodations for CLDs will be included. The differentiation between special education and ELL education also will be discussed.

ESOL 56000 - TESOL Practicum (3)
This practicum is a supervised experience in planning and implementing instruction of linguistically and culturally diverse students under the direction of a TESOL faculty member.

Prerequisite: ESOL 53000; ESOL 54000.

ESOL 57000 - ESOL Project (3)
The focus of this project should have a practical application. The instructor and the student will need to meet to discuss the project, rubric, and presentation of this project. This course can be taken in lieu of ESOL Practicum for online participants.

Prerequisite: ESOL 50500; ESOL 51500; ESOL 53500.

ESOL 57200 - Modern Grammar (3)
This course is an intensive study of the nature and structure of the English language with emphasis on recent developments in linguistic analysis, but with coverage also of traditional grammar. Not open to students with credit in ENGL 37200.

ESOL 57500 - Bilingual Education Theory (3)
This course explores the history, application, and theories of Bilingual education. Through a great deal of research, case studies, and class discussion; the participant will be asked to create a final paper, presentation, or project detailing the current trends and efficacy of Bilingual education in the United States and abroad.

ESOL 58000 - Research Methods in TESOL (3)
This course explores current research trends in TESOL, including both quantitative and qualitative designs. Students critically read and write about journal articles, become familiar with library and online resources for research, and design an original TESOL study.

ESOL 58500 - TESOL Capstone (3)
This course examines the history of the TESOL profession and concentrates on the development of a portfolio/thesis demonstrating the student's level of mastery in TESOL.

Prerequisite: ESOL 58000.

ESOL 58900 - ESOL Capstone (3)
This course requires the student to create an original final project and portfolio as required for the course and graduation. The project must be original work of the student. It will require research and analysis of ESOL theories and Practices.

FBD - Fashion Business and Design

FBD 50000 - Studio I (3)
This advanced studio course requires students to produce their own designs from conceptualization to execution. Emphasis shall be placed on the development of the student's own creative and technical skills. This class may require the use of a virtual reality headset identified by the instructor.

FBD 50010 - Research Studies I: Methods in Art and Design (3)
This course introduces research methods employed in art and design, including procedures for conducting research and completing work in the field. This class may require the use of a virtual reality headset identified by the instructor.

FBD 50020 - Research Studies II: Seminar in Art and Design (3)
This seminar course is an advanced study of the mechanisms that promote art and design changes over time in different areas. The course promotes discussion of art and design as a psychological and sociological phenomenon. This class may require the use of a virtual reality headset identified by the instructor.

FBD 50030 - Research Studies III: Theories in Art and Design (3)
This course is a survey of the major theoretical and critical lines of thought that have shaped our understanding of art and design, their role in society, as well as their reception, use and appreciation from antiquity to the present. Art and design theory and criticism has been shaped over the centuries by religion, poetry, philosophy and cultural preconceptions. Through lectures, readings in primary sources and class discussions, the course shall address the major theories, theorists and critics from the origins of "beauty" and aesthetics with the ancient Greeks to the most recent developments in Postmodernism and Pluralism. This class may require the use of a virtual reality headset identified by the instructor.

FBD 51000 - Studio II (3)
This advanced studio course requires students to produce their own original designs from conceptualization to execution in menswear. Students design and produce a collection that demonstrates integration of technical mastery and aesthetic appeal. This class may require the use of a virtual reality headset identified by the instructor.

FBD 51300 - Advanced CAD I: Apparel Design (3)
This advanced software course uses the latest versions of Computer Aided Design programs. Students advance their software knowledge in order to create garment flats and illustrations, scan croquis, and design storyboards and visuals. Emphasis shall be placed on the application of these design elements with the computer as a design tool, and using a variety of techniques and programs to achieve apparel designs. Lab fee may apply. This class may require the use of a virtual reality headset identified by the instructor.

FBD 51600 - Fashion Illustration (3)
This advanced studio course incorporates skills and techniques for fashion illustration into subject specific assignments targeted to address the student's portfolio needs. Through the use of professional practices, promotion, and marketing skills, students examine and analyze the criteria by industry professionals to evaluate portfolios. This class may require the use of a virtual reality headset identified by the instructor.

FBD 51700 - Digital Apparel Production Management (3)
The purpose of this online graduate course is to introduce students to Apparel Production Management. Through the course, the students will familiarize themselves with the supply chain from design concept to finished garments. Students will also learn about Technical Packages and how to build one for themselves. Graduate students will also conduct research about product management, global supply change and the environmental impact of the industry. This class may require the use of a virtual reality headset identified by the instructor.

FBD 52000 - Studio III (3)
This advanced studio course requires students to produce their own original designs from conceptualization to execution. Emphasis shall be placed on the development of the conceptual/sculpture pieces technique. This class may require the use of a virtual reality headset identified by the instructor.

FBD 53000 - Studio IV (3)
This advanced studio course requires students to produce their own original designs from conceptualization to execution. Students design and produce a collection in an area of their choice that demonstrates the mastery of both technical and aesthetic skills. This class may require the use of a virtual reality headset identified by the instructor.

FBD 55000 - Final Collection I (3)
This course requires students to research and develop their concept for a final collection. In this phase, students develop prototypes (muslins) that reflect their thesis research. This class may require the use of a virtual reality headset identified by the instructor.

FBD 55100 - Advanced CAD II: Textile Design (3)
This advanced course uses the latest versions of CAD programs to create textile designs. Students will also be exposed to the scanning of fabrics and digital development

of textile prints, weaves, and knits. Seasonal color palettes and printing considerations will be discussed. Class time is divided between instructor demonstrations, student exercises, and arranged laboratory time for independent work. Lab fee may apply. This class may require the use of a virtual reality headset identified by the instructor.

FBD 55200 - Advanced CAD III: Patternmaking (3)
This advanced course requires students to create and manipulate patterns using apparel industry-specific computer software, including digitizing, pattern grading and marker making. Technical design and production information shall be generated while class time will be divided between instructor demonstrations, student exercises and arranged laboratory time for independent work. Lab fee may apply. This class may require the use of a virtual reality headset identified by the instructor.

FBD 55300 - Advanced CAD IV: Technical Design (3)
This advanced course will focus on elements used in the mass production of clothing. Students work in groups where they choose an existing company and study its history, design philosophy and customer base. Students will create a collection for a specific season, and create the spec sheets and technical packages for practical application. Lab fee may apply. This class may require the use of a virtual reality headset identified by the instructor.

FBD 55310 - 3D Fashion Design and Technology (3)
The purpose of this course is to teach students how to design fashions utilizing 3D digital software and equipment. Students will learn to use and explore; Modular Design, 3D Simulation & Layer, 3D Garment Edit, 3D Arrangement, 2D Pattern Design, Grading, Sewing & Tacking, Fabric, Hardware & trims, Fine-tuning, Avatar, Fit Check, Colorway, Print Layout, Render Image/Video, and Animation (Runway). This class may require the use of a virtual reality headset identified by the instructor.

FBD 55500 - Professional Portfolio Design (3)
This class is designed to teach fashion students how to create a professional fashion portfolio. The emphasis of this course will be on the further development of illustration skills and various media and presentation techniques. Studio fee may apply. This class may require the use of a virtual reality headset identified by the instructor.

FBD 56000 - Final Collection II (3)
This course requires students to refine their concepts and articulate their design methodology within an approved eight-piece final collection. Fashion MFA candidates

develop and prepare an exhibition, accompanied by a written component that documents their design process, research and development. This class may require the use of a virtual reality headset identified by the instructor.

FBD 56500 - Fashion Internship (3)
This advanced applied class includes a supervised work experience for the graduate student. Individuals are required to complete 120 hours of supervised work. A detailed evaluation of the student's performance in the workplace provided by the on-site supervisor is required. This class may require the use of a virtual reality headset identified by the instructor.

FBD 56600 - Fashion Teaching Internship (3)
This course includes supervised teaching assignment under the supervision of a faculty member. A detailed evaluation of the student's performance in the workplace provided by the on-site professor is required. This class may require the use of a virtual reality headset identified by the instructor.

FBD 57110 - Advanced Textile Science (3)
This advanced lecture/lab course introduces students to the scientific qualities and properties of fashion fabrics. By investigating and testing the fibers, quality, construction, care, and finishing of textiles, students learn the basics of fabric identification and specific uses in the fashion industry. This course requires lab projects and provides demonstrations of basic methods of textile design development, weaving, printing, and dyeing. This class may require the use of a virtual reality headset identified by the instructor.

FBD 57200 - History of Costume to 1900 (3)
This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from primitive times through the 1800s. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period. This class may require the use of a virtual reality headset identified by the instructor.

Cross-Listed as: ARTH 57200.

FBD 57300 - History of Costume from 1900 (3)
This advanced lecture course is a study of social and cultural history and the resulting costumes worn by men, women and children from 1900. Emphasis shall be placed on how politics, economics, and technology affect the changing silhouettes of each period. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: FBD 57200. Cross-Listed as: ARTH 57300.

FBD 57600 - Fashion Accessories (3)
This course is designed to introduce students to the study of fashion accessories. This course exposes students to the design process from initial concept to digital accessory images. The specific accessories selected for study in this class may vary from semester to semester. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58500 - Fashion Business and Entrepreneurship (3)
This course is an advanced study of the commercial and professional elements of fashion, including analysis of merchandising and marketing practices within fashion and its related industries. Through case studies in the industry, students will analyze trends in order to begin production of their own business plan to be completed in capstone. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58530 - Innovative Luxury Branding and Visual Display (3)
This graduate course focuses on innovative aspects of luxury retail branding, visual merchandising and display, from classic techniques to the most avant-garde developments. This course also reveals how both historic and innovative retailers can optimize their image with target markets through window and interior displays, branding, and new visual merchandising strategies. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58540 - Global Apparel Buying and Trend Forecasting (3)
This graduate course will focus on advanced buying tasks, identifying and understanding potential customers, creating a six-month merchandising plan, and developing sales forecasts, important retailing trends, including global buying and sourcing, omni-channel retailing, online retailing, mobile technologies, and social media. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58550 - Global Fashion Sustainability (3)
This course will focus on advanced sustainability and efforts to reduce the harsh impact of fashion manufacturing and consumption around the world. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58560 - Innovative Fashion Marketing and the Global Consumer (3)
This online graduate course will focus on contemporary marketing practices including; online marketing, social media, video, mobile technologies, in-store technologies, augmented reality, digital spaces and traditional marketing principles, in addition to consumer online buying behaviors, e-commerce, changes in technology, and social issues within the fashion industry. This class may require the use of a virtual reality headset identified by the instructor.

FBD 58570 - Fashion Writing and Global Communication (3)
This online graduate course will focus on three areas of communication; reading, writing, and speaking about fashion through traditional and electronic means including; newspaper, magazine, radio, TV, social media, and fashion blogging. This course will also, explore various languages used in basic conversation when communicating and traveling to various fashion capitals and conducting business around the world. Specific languages include; Mandarin, Spanish, French, Italian, Japanese, Portuguese, Hindi, Arabic, Russian, German, and Swahili. This class may require the use of a virtual reality headset identified by the instructor.

FBD 60000 - Fashion Business Capstone (3)
This capstone course provides graduate students the opportunity to identify themselves as entrepreneurs, develop a thorough and advanced business plan and create their own marketing strategy for their business. Students will analyze industry trends, research existing companies, and present their own personal business model. This class may require the use of a virtual reality headset identified by the instructor.

FIN - Finance

FIN 52005 - Fundamentals of Financial Management (3)
Leaders and managers must be able to understand and use financial statements and reports to evaluate and communicate performance. Leaders must be able to apply financial information for making decisions. This course will focus upon basic financial information used by non-financial managers. This course introduces the student to both Financial and Managerial Accounting Principles. Topics covered are Basic Financial and Accounting Principles, Balance Sheets, Income Statements, Cash Flow Statements, Key Ratio Analytics, Performance Factors, Interest and the Cost of Money, Debt vs. Equity, Time Value of Money, and Capital Budgeting. (Note: FIN 52010 may be substituted for FIN 52005 in the MA in Leadership

Program; however, FIN 52005 cannot be substituted for FIN 52010 in the Master of Accountancy, MBA, or MS programs). Lab fee may be required.

FIN 52010 - Financial Policy (3)
This course introduces the student to the major techniques of financial management. Topics will include financial markets and sources of financing, financial analysis, forecasting and planning, security valuation, cost of capital, capital budgeting, and capital structure. Lab fee may be required.

Prerequisite: ACCT 51010 or FIN 32000.

FIN 52015 - International Finance (3)
This course investigates the international financial environment, including the study of exchange rates and international capital markets. Students will examine the unique problems of the financial manager operating internationally, including foreign taxation, working capital management, sources of funds, international and regional financial institutions, commercial documents, and international trade organizations. Lab fee may be required.

FIN 52020 - Cases in Managerial Finance (3)
The focus of this class is on studies in finance. Particular emphasis will be given to decision problems in short-term financing; managing short-term assets and liabilities; long-term financing and cost of capital; investments; and mergers and acquisitions.

Prerequisite: FIN 52010.

FIN 52030 - Investments (3)
This course examines basic concepts of investing, from the fundamentals of securities valuation to the theories of portfolio construction and efficient markets. The course covers financial assets including stock, fixed income securities, and derivatives. The approach to these topics includes case studies. Lab fee may be required.

Prerequisite: FIN 52010.

FIN 52031 - Derivatives (3)
This course is an introduction to the theory and practice of pricing and hedging of derivative securities. Topics to be covered include equity, index, foreign currency, commodity and interest-rate derivatives including futures, swaps, and options. Course content will include basic mathematical concepts and the institutional structure of derivative markets. Lab fee may be required.

Prerequisite: FIN 52010; MGMT 56070.

FIN 52032 - Portfolio Management (3)
This course will cover the theory and practice of optimal portfolio selection, construction, and revision. Also addressed will be the portfolio objectives of individuals, corporations and institutional investors. Cover content will also include the measurement of portfolio performance and related empirical evidence and the role of computer modeling in portfolio management.

Prerequisite: ECON 53081; FIN 52010; MGMT 56070.

FIN 52033 - Fixed Income Securities (3)
The purpose of this course is to introduce students to fixed income portfolio management. The course objective is to provide students with a set of tools to analyze fixed income markets. This class will also provide a quantitative approach to fixed income instrument use and will cover the mathematics of bond pricing, term structure analysis and pricing of credit risk. Trees and Monte Carlo methods of valuation are presented. Lab fee may be required.

Prerequisite: ECON 53081; FIN 52010; MGMT 56070.

FIN 52040 - Real Estate Finance (3)
This course consists of the study of techniques and conventions of real estate finance and examines the financing of land purchase, new construction, and real estate from the viewpoint of management, real estate investors, and financial institutions. The course will address market analysis and legal issues that impact real estate finance decisions.

Prerequisite: FIN 52010.

FIN 52050 - Mergers and Acquisitions (3)
This course examines corporate mergers, acquisitions, and divestitures from a strategic and financial perspective as well as theoretical and institutional aspects of corporate transactions. Particular emphasis will be given to corporate evaluation and the roles of company management, investment bankers, and merger and acquisition professionals. Lab fee may be required.

Prerequisite: FIN 52010.

FIN 52055 - Research Project in Finance (3)
This course may be considered as a capstone class in the MS Finance program, in which students need to apply prior knowledge from the Investments, Macroeconomic Analysis and Financial Statement Analysis classes in order to complete their report in the Research Project course.

Prerequisite: ACCT 51070; ECON 53085; FIN 52030.

FIN 52060 - Money and Banking (3)
This course is the study of macroeconomic policy analysis as it is related to financial markets, institutions, and monetary authority. Money, interest rates, monetary policy, and financial market structure will be examined.

Prerequisite: FIN 52010.

FIN 52065 - Financial Markets and Institutions (3)
This course focuses on the workings of the U.S.'s and world's money and capital markets and institutions. It spans interest rate determination, regulation and supervision by government policy, and the management of financial institutions. Lab fee may be required.

Prerequisite: ECON 53081; FIN 52010.

FIN 52070 - Consumer Finance (3)
This course examines decisional problems in personal finance, including credit, major expenditures, family financial management, employment, insurance, taxes, investments, retirement, and estate planning. Particular emphasis will be given to practical knowledge for personal financial management and for serving customers of the banking brokerage, insurance, and other consumer finance industries.

FIN 52080 - Ethics and Compliance (3)
This course will include the study of the ethical, legal, regulatory and compliance aspects of investment and portfolio management, including the legal and regulatory constraints on the use of derivative securities to manage investment risk. The course will additionally explore issues of risk measurement, risk transparency, and disclosure issues of investment and derivatives markets. Lab fee may be required.

Prerequisite: FIN 52010; FIN 52030.

FIN 52088 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is repeatable up to three (3) credit hours. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's major coursework and/or major coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of finance.

FIN 52090-52099 - Special Topics in Finance (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within a major. The subject area will cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment and conclusions.

Prerequisite: Varies according to the content of the special topics course.

FIN 62095 - Finance Thesis I (3)
This course is a requirement for the Master of Science in Finance. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. This course is taught through a traditional classroom setting on the St. Charles campus. At the end of the initial Thesis I course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis I will they be able to enroll in Thesis II. A student who receives a grade of Incomplete in Thesis I will be required to register for a Thesis Extension course until the student has successfully completed the required Thesis I coursework. Thesis I and II are to be taken sequentially.

FIN 62096 - Finance Thesis II (3)
The course is a requirement for the Master of Science in Finance. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. Students may enroll in Thesis II after successful completion and receiving a Pass grade in Thesis I. At the end of the initial Thesis II course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis II and completed all Plaster College of Business and Entrepreneurship Master of Science requirements will candidates be eligible to have their degree conferred. A student who receives a grade of Incomplete in Thesis II will need to register for a Thesis Extension course until the student has successfully completed the required Thesis II course work. The course is a requirement for the Master of Science in Finance degree. Students may register for Thesis II only after passing Thesis I.

Prerequisite: FIN 62095.

FIN 62097 - Finance Thesis Extension (0)
This is a non-credit bearing course required for any student who has received an Incomplete in either FIN 62095 Finance Thesis I or FIN 62096 Finance Thesis II. Generally, this course is for students who have completed all required MS coursework, but have not yet completed the Thesis I or Thesis II course requirements. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while the student completes the master's thesis. The fee for this course is $500 per term. The student must complete the master's thesis within five years of beginning the MS program.

GAM - Game Design

GAM 50001 - Team Studio I (3)
This advanced applied course has graduate students leading work in teams going through the entire game development process going from concept to completed publish ready game creating examples to build their portfolio. This class may require the use of a virtual reality headset identified by the instructor.

GAM 50120 - Level Design (3)
This advanced software course covers the creation of playable three-dimensional levels, including terrain generation, custom texture maps, and three-dimensional place-able models. Through case studies, students will analyze the theories behind level creation and design. Lab fee required. This class may require the use of a virtual reality headset identified by the instructor.

GAM 52400 - Game Design Firm (3)
Graduate students take a leadership role in this course leading or assisting a team of students through the entire game development process going from concept to completed publish-ready game, they help students with creating examples for their portfolio, and create new work of their own. This class may require the use of a virtual reality headset identified by the instructor.

Prerequisite: GAM 50001. Offered: Fall/Spring/Summer.

GAM 56500 - Game Design Internship (3)
This advanced applied class includes a supervised work experience for the graduate student. Individuals are required to complete 120 hours of supervised work. A detailed evaluation of the student's performance in the workplace provided by the on-site supervisor is required. This class may require the use of a virtual reality headset identified by the instructor.

GAM 56800 - Game Development (3)
This advanced level course introduces students to working in modern game engines while building their own games based on industry inspired workflows. Students will demonstrate an ability to design, develop, and execute a 3D game of their own. Students will also demonstrate an understanding of critical reception of games and through written reflections. This class may require the use of a virtual reality headset identified by the instructor.

 Offered: Fall/Spring/Summer.

GAM 57000 - 3D Animation (3)
This advanced course covers the principles of animation. Students will lead groups in the use of industry-standard software to create three-dimensional animations including particle simulations, character animation, facial animation, key frames and editing three-dimensional animation curves. Lab fee may be required. This class may require the use of a virtual reality headset identified by the instructor.

HCA - Healthcare Administration

HCA 53000 - Human Resources in Healthcare (3)
This course presents the techniques and practices behind effective management of people the healthcare profession. It presents the techniques and practices behind effective management of people the healthcare profession on issues of employment law and employee relations, credentialing of healthcare providers, staff recruitment, selection, and retention practices performance management, workforce planning in a rapidly changing healthcare system and nurse staffing in healthcare organizations. Problem-based learning cases will engage students and expand learning comprehension Lab fee may be required.

HCA 53200 - Issues in Public Healthcare Administration (3)
Public health is concerned with threats to the overall health of a community based on population health analysis. Students will learn about public health from both a global and national viewpoint as well as additional topics of disaster preparedness, public policy and research. Disease prevention via behavior and environmental modification along with the cost effectiveness and benefits of public health interventions and technology use will also be reviewed. Lab fee may be required.

HCA 53310 - Administration of Healthcare Law and Case Study Analysis (3)
This course will be an in-depth discussion of case setting precedents in healthcare Law. The scope and perspective of the intricacies of healthcare law will be discussed from a management perspective, as well as liabilities of healthcare institutions as they relate to legal issues. Students will learn to analyze, synthesize, and apply current and previously established political, social, economic, and legal indications in the analysis of legal cases as they relate to predominant healthcare issues. Current precedent setting cases and established cases will be fully explored as they relate to and contrast the evolution of healthcare law. Lab fee may be required.

HCA 53400 - Healthcare Analytics (3)
The healthcare industry is in a state of accelerated transition. The proliferation of healthcare data and its assimilation, access, use, and security are ever-increasing challenges. Data analytics plays an increasingly greater role in healthcare organization. This course presents best practices for controlling, analyzing, and using data. The elements of preparing an actionable data strategy are exemplified on subjects such as revenue integrity, revenue management, and patient engagement. Students will look at different types of analytical tools to help make meaningful decisions that will cut costs, improve

efficiency, and ultimately provide better care for patients. Lab fee may be required.

Prerequisite: MGMT 56070, MTH 14100, or MTH 24100.

HCA 53500 - Research Methods in Healthcare (3)
Students will learn how to become critical and intelligent consumers of research literature in healthcare. Guidelines to determine if research is valuable will be presented based upon the appropriateness of research design, methodology, and statistics. Students will learn how to apply knowledge obtained through research to everyday practices in healthcare organizations. Lab fee may be required.

Prerequisite: MGMT 56070, MTH 14100, or MTH 24100.

HCA 53710 - Medical Records, Ethics and the Law of Health Information (3)
This course reviews the accountability for the protection and dissemination of healthcare information and is an invaluable resource for students and practitioners across the health disciplines. This course provides an overview of health information HIPAA Privacy and Security rules, and Health Information Technology for Economic and Clinical Health (HITECH) Act, and the growth in the utilization of electronic record systems. It introduces other laws and organizations that are critical to the management and protection of health information as well as basic concepts such as compliance, uses of information for coding, and cybersecurity. Standards for conduct and ethical uniformity of practice for the Health Information profession and ethical decision-making matrices will be discussed as a guide to understanding the complexity of solving ethical problems. Lab fee may be required.

HCA 55100 - Quality Improvement and Management in Healthcare Organizations (3)
This course reviews the current healthcare system, history of quality, and quality issues specific to health care industry. Students will discuss the integration of quality into the strategic planning process. Students will understand the strategic role of quality in the American health care system. Students will learn domains and dimensions of quality and their integration into operational activities into the healthcare organization and a structured approach for reporting quality performance at multiple levels of the organization Students will learn that there are parallels between financial performance and quality performance management. Lab fee may be required.

HCA 55200 - Strategic Management and Marketing in Healthcare Organizations (3)
This course provides the student with the ability to look at developing a strategic plan in a changing environment with changing consumer demands. Additionally, students will discuss healthcare marketing and health promotion

applications used in various types of Healthcare organizations. Lab fee may be required.

HCA 57710 - Healthcare Finance and Accounting (3)
This course will cover a broad range of topics to include an overview of the healthcare system and evolving reimbursement methodologies; healthcare accounting and financial statements; managing cash, and billing and collections; and an analysis of financing major capital investments. Budgeting and performance measurement and pricing will also be reviewed. Students will discuss production analysis, cost measurement, and internal reporting concepts that are imperative to making informed management decisions. Lab fee may be required.

HCA 57800 - Economics of Health and Medical Care (3)
This course will give students a firm understanding of the relevance of economics to the US health care industry and the economic policies that affect medical care delivery and finance. Students will explore the changing nature of health care and will learn to analyze health policy from a social, political, and economic perspective. Lab fee may be required.

HCA 58050 - Digital Medicine and Healthcare Information Systems (3)
This course is designed to assist today's healthcare professionals and managers with the fundamental knowledge and tools needed to manage information and information resources effectively within a wide variety of health care organizations as well as understand national private sector and government initiatives that have played key roles in the adoption and application of the technologies in health care. Knowledge of these initiatives and mandates shaping the current HIT national landscape provides the background for understanding the importance of the health information systems that are used to promote excellent, cost-effective patient care. Lab fee may be required.

HCA 60100 - Healthcare Administration Capstone (3)
This course examines leadership skills in the context of managing in healthcare organizations. Course content includes strategic thinking, effective communications, team building, and leading in various contexts. While learning about leadership issues, students are required to synthesize the information and skills learned in previous courses through activities such as group projects, case studies, presentations, and research papers. Lab fee may be required.

HRM - Human Resource Management

HRM 56510 - Strategic Human Resource Management (3)

This course is an overview of human resource management and will include exploration of such topics as staffing, training and development, performance management, compensation, labor relations, and employment law, with a primary focus on strategic execution, which integrates HR programs and policies within the framework of an organization's strategic direction. Lab fee may be required.

HRM 56530 - Workforce Talent Development (3)

This course introduces students to methods of employee training and to the role that employee training plays in organizational planning. Particular emphasis will be given to needs analysis, program design and delivery, training methods, learning theory, learning styles, and evaluation and testing. Lab fee may be required.

HRM 56545 - Employment and Labor Law (3)

This course examines basic law as applied to employment issues. Topics include equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, safety and workers compensation, protected classes, disability issues, workplace accommodation, labor relations, and record keeping requirements. Lab fee may be required.

HRM 56550 - Workforce Total Rewards (3)

This course is an overview of compensation and benefits covering pay structures, pay systems, comparable worth, relationship between pay and performance, performance evaluation, internal and external equity, and legal issues. Lab fee may be required.

Prerequisite: HRM 56510.

HRM 56555 - Workforce Staffing (3)

This course covers phases of the selection and placement process and includes the interview as a multistage process, cognitive structures brought to the selection task by applicants and interviewers, and means of improving the interview as an effective selection and recruiting technique. The course will also deal with concerns of designing and conduct of employee reviews. Lab fee may be required.

Prerequisite: HRM 56510.

HRM 56565 - Human Resource Management Analytics (3)

This course sets out new approaches, formulas, and software needed to enable any Human Resource (HR) function or organization to forecast trends and to use existing data to their organization's advantage in order to maximize efficiency and productivity. Students will review software to help them conduct forecasts with certainty to right size any organization. It will emphasize how HR can become a true business partner by rethinking HR's contribution to the organization in the future. Topics include a specific HR strategic model, reshaping of HR to align itself better with the business, and a number of new tools and techniques to aid in creating real financial value to the organization. Lab fee may be required.

Prerequisite: HRM 56510; MGMT 56070, MTH 14100, or MTH 24100.

HRM 56570 - Employee Health and Safety (3)

This course is the examination of factors contributing to employee wellness, federal OSHA requirements regarding employee health and safety, workplace ergonomics, work place design, workplace safety programs, and employee health programs. Lab fee may be required.

HRM 56585 - Human Resource Management Integration (3)

Human Resource Management Integration is the final core requirement and offers an intensive exploration of the applied aspect of human resource strategy, concepts, and methodologies. Working as a team with other students, individuals will apply human resources management solutions to management simulations based upon a real-world organizational setting. Students will apply what they have learned from classes through lecture, discussion, case studies, and examples that emphasize the strategic role that human resource management plays in an organization. Students will experience the role of the HR leader as change agent including the organizational development tools of action research, strategic leadership, consensus building, and core competencies needed to lead effectively in diverse organizations. This course is to be taken during the student's last term of the MA HRM program. Lab fee may be required.

Prerequisite: HRM 56510.

HRM 56588 - Internship (1-3)

The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is repeatable up to three (3) credit hours. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's major coursework (core courses) and/or major coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of human resource management.

HRM 56590-56599 - Special Topics in Human Resource Management (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within a major. The subject area will cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment, and conclusions.

Prerequisite: Varies according to the content of the special topics course.

HS - Health Sciences

HS 50000 - Exercise Testing and Prescription (4)
This course is designed to examine and interpret fitness levels of each individual tested. Fitness testing includes aerobic capacity, flexibility, strength, and body composition tools such as metabolic analyzer, VO2 Max, and hydrostatic weight measurements. This class requires knowledge of anatomy and exercise physiology.

HS 50500 - Medical Nutrition Therapy (3)
This course introduces the student to the nutrition care process for assessment, diagnosis, intervention, and monitoring/evaluation (ADIME) for individuals of varying disease states. The nutrition recommendations for weight management, digestive disorders, food allergies & intolerances, diabetes, cardiovascular disease, hypertension, and cancer will be covered in detail.

HS 51000 - Advanced Strength Training (3)
This course is a study of techniques in various strength training exercises. Theory, principle, and application of advanced exercise used in rehabilitation and sport specific training are discussed. The students will have a keen understanding of the responses and adaptations of the muscles, nerves, and metabolism during strength training. A portion of this class will be held in the weight room for practical application.

 Cross-Listed as: EXS 38500.

HS 51100 - Human Movement Impairments and Corrective Exercise Strategies (3)
This course will introduce a system of training that uses corrective exercise strategies to help improve muscle imbalances and movement efficiency to decrease the risk of injury in athletes. It will review the rationale for corrective training, static postural assessments, movement assessments, range of motion and strength assessments, and will provide corrective exercise strategies for any human movement impairment. Upon completion of this course, students will be prepared to pass the National

Academy of Sports Medicine's (NASM) Corrective Exercise Specialist Exam (CES).

 Offered: Fall.

HS 51500 - Nutrition Education and Counseling (3)
This course covers the principles and practices of nutrition education of groups, including aspects of public speaking and lesson planning, and counseling for individuals interested in nutrition-related health behavior change.

HS 52200 - Research in Nutrition and Dietetics (Independent Study) (3)
This course is designed as an independent study for students who choose the non-thesis route. Students are expected to develop a research idea with a faculty member with relevant experience in the field of nutrition and dietetics, critically review the literature, and culminate the project with a written research paper.

HS 52500 - Performance Psychology (3)
This course includes aspects of psychology for understanding and explaining behavior in the context of exercise and sport. Discussions of identifying high-risk individuals, counseling, and referring individuals for help are emphasized. This course will also examine the relationships between psychological factors and human physical activity while obtaining peak performance. Evaluating published research, particularly theory and research methodology practices will be required.

 Offered: Fall.

HS 53000 - Orthopedic Injury Pathology and Exercise (3)
This course will provide information on etiology, surgical treatment or rehabilitation of orthopedic injuries, and pathology in the joint relating to restrictions used during workouts. The injury process, pathological injury evaluation, and how physical activity can prevent, strengthen, and heal injuries will be discussed. Examination of musculoskeletal injury etiology, tissue biomechanics, and neuromuscular rehabilitation is included. Lab fee required.

HS 53500 - Advanced Exercise Testing and Prescription (3)
This course will provide the knowledge and skills to properly test and prescribe an appropriate exercise prescription. A variety of fitness tests will be performed including musculoskeletal fitness, aerobic capacity, and flexibility, various techniques for assessing body composition, energy expenditure, and target heart rate zones. The student will apply the obtained information to an exercise prescription for healthy, at risk, chronically ill, and overweight populations. Lab fee required.

Offered: Fall.

HS 53700 - Contemporary Trends in Wellness (3)

This course is designed to give a broad overview of the current trends in wellness that impact the goal of living a healthful lifestyle and achieving personal well-being. Students will explore a wide variety of available resources at individual, community, and global levels that impact health promotion, healthcare, and legislation. Topics covered include health organizations, communicable and chronic diseases, socioeconomic issues, environmental issues, and emerging trends that impact wellness behaviors and long-term health.

HS 53800 - Employee Wellness Programming (3)

This course is designed to explore the many aspects of employee wellness programming for a variety of populations, including the history and development of such programs. Students will examine how to effectively assess, design, implement, and evaluate a program. Furthermore, the role of health literacy, healthcare legislation, and employee culture will be discussed and researched.

Offered: Spring/Summer.

HS 54000 - Research Methods (3)

This course provides instruction on the methods and techniques used in the design and interpretation of research involving physical activity. The emphasis will be on styles of writing, library use, and computer applications. Research paper and presentation is required.

Offered: Fall.

HS 54100 - Internships (3-6)

These internships will be completed in the area of interest of the student. 50 hours per credit. There is a minimum of 150 hours, maximum of 300.

Prerequisite: Permission of instructor.

HS 54200 - Statistical Analysis (3)

This course is the introduction to statistics with emphasis on various statistical concepts and data analytic tools, including normal distributions, sampling distributions, hypothesis testing, t-tests, analysis of variance, correlation and regression, and chi-square. Students will receive hands-on experience with data management using computer software.

Offered: Spring.

HS 54300 - Biomechanics (3)

This course provides extensive information and application of physiological laws and human movement analysis. Topics discussed will include Newton's Law, ground and fluid forces, power, energy, torque, levers, and gravity. Projects of analyzing sport skills will be performed.

Cross-Listed as: EXS 32500.

HS 54400 - Foundations of Therapeutic Recreation (3)

This course will introduce students to the inclusive recreation professions person-first philosophy and will outline the therapeutic recreation process as well as its model and modalities of practice. Students will examine trends and issues, looking at demographics, economics, politics, and legislation as they affect the profession. Students will also be exposed to intervention techniques from a number of perspectives including orthopedic and neurological impairment, developmental disabilities, mental health, youth development, aging, and wellness. Students will be required to attend field trips to local recreation sites for hands on learning of the need for more inclusive sites in the local communities.

Offered: Spring.

HS 54500 - Recreation Organization and Administration (3)

This course will provide a comprehensive overview of administrative aspects of recreation including risk management procedures. Leadership styles, employee development, volunteer management, evaluations, and safety issues; including lighting, heat illness, aquatics, playground equipment, drug abuse, and medical emergency plans will be discussed.

Offered: Fall.

HS 54600 - Program Planning and Leadership (3)

This course is designed for development of leadership programming skills for recreation programs in a variety of settings including: public, nonprofit and for profit sectors. Emphasis will be on activity selection, scheduling, marketing, staffing, and evaluations. Students will also learn leadership skills through new and cooperative, competitive, and cooperative-competitive games and activities.

Offered: Spring.

HS 55000 - Human Physiology and Nutrition (3)

This course is designed to examine physiological and biochemical aspects of nutrition, including best practice in assessment and intervention of nutritionally significant disease pathologies and conditions.

HS 55100 - Independent Study (1-6)

This course offers an independent study in the area of human performance. A program of study is formulated with an advisor outlining the specific learning goals in an area of concentration which is not covered largely in existing courses. Topics of study in this course are related to the student's special area of interest.

HS 56000 - Gerontological Nutrition (3)

This course includes analysis of physiological and metabolic changes of aging, as well as a comprehensive

overview of considerations for assessment, diagnosis, intervention, and evaluation of the nutritional status of older adults.

HS 56500 - CSCS Exam Preparation (3)
This course provides a review of all areas necessary to prepare for the National Strength and Conditioning Association Certified Strength and Conditioning Specialist Exam including administrative duties, facility management and maintenance, fitness program implementation, dietary considerations, and assessment of fitness, conditioning, strength and flexibility. Lab consists of implementation of strength programs, and application of areas used in strength gains.

Cross-Listed as: EXS 45500.

HS 57200 - Exercise Metabolism, Endocrinology, and Biomarkers (3)
An advanced study of energy production and regulation, exercise endocrinology and common biomarkers as they relate to human physiology, health, and performance. Lab fee required.

Offered: Fall.

HS 57600 - Cardiorespiratory and Neuromuscular Exercise Physiology (3)
This course provides detailed instruction in two key areas. The first area will discuss the acute responses and physiological adaptations made by the human cardiorespiratory system in response to all types of exercise in young, aged, athletic, and diseased populations. The second area will discuss the acute responses and physiological adaptations made by the human neuromuscular system in response to all types of exercise in young, aged, athletic, and diseased populations. Lab fee required.

Offered: Spring.

HS 57700 - Sport Nutrition & Body Composition (3)
This course will examine key topics as they relate to fueling demands and nutritional recommendations for sport performance, health, and recovery. Additionally, this course will review several of the common approaches and theories to assess body composition and provide hands-on exposure to collecting, assessing, and evaluating body composition information.

Offered: Spring.

HS 58000 - Exercise Considerations for Aging and Metabolic Populations (3)
This course provides instruction on health appraisal, fitness and clinical exercise testing, and prescription for individuals with chronic illness, metabolic disorders, and disease. Areas studied are pathophysiology, risk factors, and medications related to these individuals during exercise.

Offered: Spring.

HS 58100 - Comprehensive Examination (0)
Written comprehensive examinations are required for the human performance student who elects to not complete a thesis. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of at least 24 hours of human performance coursework with a GPA greater than 2.75.

HS 60000 - Obesity: Theory and Application (3)
This course is designed to analyze biological and nutritional causes of obesity for development of theoretical and practical approaches, including nutrition and exercise, for weight loss and management.

Prerequisite: HS 55000.

HS 64100 - Disability Sport (3)
This course will encompass the biomechanics, physiology, nutrition, sociology, and psychology of sport and recreation for individuals with physical disabilities. Students will study the history, current issues, and future development of disability sport at a national and international level. The rules and classifications to Summer and Winter Paralympic games, as well as the various training methodologies, periodization plans, and specific adaptations for different athletes will be discussed.

HS 64200-64999 - Special Topics (3)
This course is designed to allow the educator to create experiences appropriate to meet the needs of the students. Goals and objectives are determined by the topic of each course.

HS 65001 - Thesis (1-6)
A research project developed, written, and presented under the supervision and guidance of a faculty committee chair and a minimum of two other committee members with expertise in their field of study. This course is repeatable and students must maintain continuous enrollment in thesis until successful defense of their thesis. This is a graduate research course. This course is graded on a Pass/Fail basis. Course fee: $25.

Prerequisite: HS 54000; HS 54200.

HS 65002 - Thesis Extension (1)
This course is offered to students who have not successfully completed all requirements for HS 65001 Thesis. Continuous enrollment in this course is required until students are able to successfully complete all requirement for HS 65001 Thesis. This course is repeatable for up to six semesters for a total of six credit hours. Topics of study in this course are related to the student's area of interest. This course is graded on a pass/fail basis.

Prerequisite: HS 65001.

IDE - Instructional Design

IDE 50010 - Principles of Instructional Design (3)
This course is designed to introduce the fundamentals of instructional design, including basic characteristics of learning theories that influence modern practice and profession. Students will examine the importance of using a creative and systematic approach to ensure the quality of instructional design. Students will explore a variety of instructional design models and instructional strategies to support and improve learning in their organizations.

Offered: Fall/Spring.

IDE 50020 - Learning Theories and Instructional Design Models (3)
This course will discuss the major theories of learning and instructional design models aimed at instructional efficiency and learner experience. Students will explore how major theories of learning coupled with instructional design models support relationships among context, diverse learner characteristics and instructional strategies. Students will examine major theories of learning and instructional design models from a practical perspective.

Offered: Fall.

IDE 50030 - Accessibility and Inclusive Design (3)
This course examines fundamental principles of accessibility and inclusive design. Students will explore the broad scope of accessibility and how people with disabilities use different assistive technologies and adaptive strategies. Students will analyze ethical and legal requirements related to accessibility. They will also apply the major principles that guide universal design and accessible content creation to create high-quality, inclusive learning experiences.

Offered: Spring.

IDE 50040 - Assessment and Evaluation (3)
This course explores principles and various techniques of assessment used to assess learning as well as program evaluation. Students will examine several aspects of assessment including planning and designing an evaluation, developing appropriate instruments, using various methods to collect information, analyzing results, making recommendations, and continuous improvement. Students will also analyze and implement various methods for evaluating course quality and apply rubrics to course design.

Offered: Fall.

IDE 50050 - Analysis in Instructional Design (3)
This course explores the role of analysis within instructional design. Students will engage with strategies of analysis in all phases of the design and development process. Quantitative and qualitative analysis models will be used in order to conduct needs assessment, learner analysis, job-task assessment, and instructional context

analysis. Students will also use post-development analysis strategies as a component of the iterative design process.

Offered: Fall.

IDE 50060 - Technologies of Instructional Design (3)
This course will introduce learners to software tools and media strategies that instructional designers use to create effective and efficient learning environments and instructional interventions. Upon completion of the course, students will be able to make, and justify, decisions about the selection of design tools and demonstrate content authoring skills.

Offered: Spring.

IDE 50070 - Capstone in Instructional Design (3)
In this culminating course of the Instructional Design program, students will propose and complete a design project for an identified event of instruction. They will identify a client and engage with subject matter experts to create an instructional module, deliver the instruction, and complete the evaluation cycle to propose necessary revisions.

Prerequisite: IDE 50060. Offered: Spring.

IIT - Information Technology Management

IIT 52100 - Information Technology Law and Ethics (3)
This course examines the federal and state law surrounding telecommunications and technology usage. Also examined is the impact of these laws on corporation and individuals both criminally and civilly. A discussion of ethics in information security will occur around these laws and their results.

IIT 52200 - Data Forensics and Evidence Collection (3)
The rules of digital evidence, as statutory and constitutional law prescribes them, are examined in this course. The long – standing history of proper evidentiary procedure is explored in depth and is made relevant through examination of related Supreme Court cases.

Prerequisite: IIT 56503. Offered: Fall/Spring/Summer.

IIT 52300 - Courtroom Testimony and Presentation for IT Managers (3)
The role of courtroom testimony and procedure is examined in this course. The importance of proper case preparation and presentation is carefully examined in this course along with constitutional restrictions on testimony and evidence. Examples from security breached and privacy issues will be used as examples.

IIT 52500 - Network and Data Center Security (3)
This class will focus on the overarching responsibility of securing a network. It will include both physical security, data security, and a detailed evaluation of managing security in a corporate environment.

 Offered: Fall/Spring/Summer.

IIT 52600 - Current Issues in Network Technology (3)
In this course, the student will research current topics surrounding security by consulting relevant trade journals and the World Wide Web. Developing an awareness of and the ability to effectively communicate a solution to senior management regarding current security risks will be a key component of this class. Some current risks include phishing, identity theft, user awareness, man in the middle attacks, and distributed denial of service attacks.

IIT 52800 - Networking Essentials (3)
This course provides students with fundamental knowledge of networking, different types of networking, networking technologies and their implementation, and what to consider before deploying a particular type of network. It will discuss the OSI reference model, network operating systems, network protocols, transmission media, and topologies. Wireless networks and the concept of Internet of Things will also be explored.

IIT 52900 - IT Compliance, Governance, and Ethics (3)
This course reviews industry accepted standards and the frameworks that provide the cornerstones of IT compliance and management in organizations, which serve as the foundation for the development of IT policies to manage IT resources and the relationship between IT and other organizational entities. Several standards and frameworks will be examined, such as COBIT, ITIL, Zachman, PCI DSS, ISO 2700 series, NIST 800 series, and others, focusing on how they are used to develop IT policies and procedures to manage and protect organizational IT resources and the relation between IT and other business entities in an ethical fashion.

 Offered: Fall/Spring/Summer.

IIT 53100 - Scheduling, Cost Control, and Estimating Models (3)
This course is an introduction to scheduling, cost control, and estimating techniques and the software available to assure successful project implementation. Such products as Microsoft Project and Excel, COCOMO II, Management Scientist, and others will be used. Understanding work breakdown structures, network diagrams, chart graphics, budget spreadsheets, change control methods, and organizational structures will be paramount.

IIT 53200 - Implementing a Management Control System (3)
The course will cover management functions such as project planning, scope statements, defining networks, cost analysis, risk, critical chain scheduling, product quality, and resource usage. Lifecycle activities including project charters, initial planning, priority, sponsorship, requirements definition, effort decomposition, development, test and integration, close out, and monitoring will be addressed.

IIT 53300 - Systems Approach to Information Technology Projects (3)
In this course, students will analyze frameworks and best practices for managing IT projects, including agile and waterfall, to achieve organizational goals and objectives. Topics to be covered include definition of project scope, time and cost, trade-off analysis, cost estimation techniques, and learning curves. Students will define the requirements for a software development or network security deployment project, including the technical requirements; business user requirements; reporting and data requirements; security, access control, and compliance requirements; and/or service level requirements, as applicable for the type of project. Students will also create a project plan for their software development or network security deployment project as their major assignment in the course.

 Offered: Fall/Spring/Summer.

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.

 Offered: Fall/Spring/Summer.

IIT 53600 - Organizational Behavior for IT Professionals (3)
This course will provide students with an understanding of the field of organizational behavior and a comprehensive analysis of individual and group behavior in organizations

as it relates to IT management. Students will examine how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include define organizational behavior, individual and group behavior, motivation, performance management, managing conflict and negotiations, managing organizational change and stress, conflict, power, influence and politics, leadership effectiveness, job design, organizational structure, decision-making, communication and organizational development.

IIT 53700 - Leading IT Professionals (3)
This course introduces students to the theory of leadership which allows leadership to occur regardless of the position of the IT management or non-management person in the company. Topics covered include, diagnosing the situation, managing self, energizing others, and intervening skillfully.

IIT 53800 - Business Communications for IT Professionals (3)
This course is designed to introduce students to the convention and expectations of graduate coursework and to the business and technological communication of IT professionals. Topics will include: academic integrity, academic formatting, paraphrasing, citation, and referencing; thesis writing; presentation, support, and development of ideas; coherence, language formality, language accuracy, and voice; types of academic, business, and IT writing. The goal of this course is to develop students' abilities to communicate accurately and effectively in their academic and professional careers.

Offered: Fall/Spring/Summer.

IIT 53900 - Internship Practicum (0)
Students are required to have internship experience by the beginning of their second trimester. Students will keep weekly journal entries to describe their work experiences and reflect on how the concepts learned in class are related to business operations in the IT work environment. Students will write weekly journal entries for one of the courses in which they co-enroll with this course. The journals will be graded and worth 10% – 15% of the co-enrolled course grades. This course is graded on a Pass/Fail basis.

IIT 54100 - Database Integration and Management (3)
This course will explore the management of database integration in the business environment. Database integration is an iterative and ongoing process. An emphasis will be placed on the following areas: treatment of existing data and the standards used with this data, exploration of data standards that are consistent with wider national and international standards, and the role that web access has with integrating and managing database access.

Offered: Fall/Spring/Summer.

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.

Offered: Fall/Spring/Summer.

IIT 54400 - Enterprise Resource Planning (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.

Offered: Fall/Spring/Summer.

IIT 55100 - Elements of Data Warehousing and Mining (3)
This course focuses on business intelligence. It gives a perspective to the major steps in developing and using a data warehouse. The student will create a project plan and business justification for a data warehouse, develop a dimensional data model, develop a data transfer and staging process, and develop a data access process.

IIT 55200 - Data Warehousing Systems (3)
This course teaches that a good dimensional model and its physical database form the hub of a business intelligence data warehouse. This course provides both introductory and advanced concepts and techniques for developing effective dimensional models to support data warehousing and mining.

IIT 55300 - Export, Translation, and Load (ETL) (3)
The basic theme of this course will be how to set up Export/Translation/and Load (ETL) processes to fill a data warehouse from a variety of different existing sources. The student will learn that the ETL process is typically the most time-consuming and misunderstood task in data warehousing and other data integrations. Microsoft SQL Server Integration Service will be used as the ETL tool for workshops and homework assignments.

IIT 55500 - Data Center and Cloud Architecture (3)
This course covers the pros and cons of each service model from the viewpoint of a consumer of cloud services. It will discuss vendor selection and development process for

cloud computing initiatives. It will highlight major design considerations in areas such as security, data storage, monitoring, APIs, and more.

IIT 55600 - Applications and Services Best Practices (3)
Using cases and real-world examples, this course discusses the concepts of "everything as a service." A discussion of common applications and services using cloud computing will take place in relation to common business models.

IIT 55800 - Virtualization and Cloud Computing (3)
This course covers virtualization and cloud technologies. Students will learn about different technologies and concepts of cloud and virtualization and their impact on the design and deployment of information technology in organizations. Different models of cloud services and their pros and cons from the viewpoint of the consumer will be examined. Topics discussed include vendor selection and the development process for cloud computing initiatives, highlighting major design considerations such as security, data storage, monitoring, APIs, and more.

 Offered: Fall/Spring/Summer.

IIT 55900 - IT Management Project (3)
In this course, students will study the composition of an effective IT policy for a fictional corporation, based on their internship and previous work experiences and coursework. Students' will use their journal entries from current and previous terms as a resource in developing their IT policy. Students will submit a description and the parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will write an IT policy document to be evaluated for course credit.

IIT 56500 - Business Approach to Cybersecurity (3)
In this course, students will use four of the eight domains of (ISC)^2 CISSP's Common Body of Knowledge (CBK) in information security as a framework to conduct critical analysis and evaluation of the relationship between cybersecurity and business systems. Students will perform a detailed analysis of managing cybersecurity in a corporate environment and how that impacts corporate strategic decision-making and business performance.

 Offered: Fall/Spring.

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. Offered: Fall/Spring.

IIT 56502 - Cybersecurity Management Project (3)
In this course, students will study the composition of an effective cybersecurity policy for a fictional corporation based on their experiences from companies they have worked for in the past and knowledge from earlier courses. Students will submit a description and parameters of their fictional corporation to their instructor for review and approval by the second week of the term. Students will work on the approved project, which will be written as a comprehensive cybersecurity policy document to be evaluated for course credit.

IIT 56503 - Ethical Hacking and Countermeasures (3)
In this course, students will build on their experience and knowledge from IIT 56501 and dig further into perimeter defense; application vulnerabilities; threat agents and vectors; the relationship between risk, threat, and vulnerability; and penetration testing concepts. Various means through which systems are hacked or compromised, countermeasures, and areas such as business continuity and forensics evaluation best practices will also be explored. Lab fee may be required.

Prerequisite: IIT 56501. Offered: Fall/Spring.

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.

Prerequisite: IIT 56501. Offered: Fall/Spring/Summer.

IIT 56505 - Secure Application Development (3)
Most, if not all, contemporary cybersecurity issues begin with underlying software problems. Consequently, secure development of software has become more critical than ever to the fight against cybercrimes and other cybersecurity issues. This course exposes students to secure development of applications by exploring implementation of security controls in developing underlying software for applications such as web, mobile, and transactional applications.

Prerequisite: IIT 56501. Offered: Fall/Spring/Summer.

IIT 56506 - Big Data Analytics (3)
This course will address Big Data, its origins, sources, and data types by category. Tools and methodologies for storage, extraction, transformation and visualization will be identified. Big Data analysis including data mining,

machine learning and artificial intelligence applications will be discussed. It will also identify real-world business and social problems that may be solved through Big Data solutions.

Offered: Fall/Spring/Summer.

IIT 56507 - Deploying Business Blockchain Technology (3)
This course discusses the theory and application of Blockchain technology. Blockchain is an emerging technology that is the foundation of the cryptocurrency marketplace. It is now a driver of technology innovation for business in diverse fields such as supply chain, IoT, smart contracts and more. This course is designed to give the student valuable insights into how Blockchain technology can be used and the considerations for deploying business Blockchain projects.

Offered: Fall/Spring/Summer.

IIT 60100 - Information Technology Capstone (3)
This course will be the culminating project for the degree program. The instructor will mentor students and guide them to completion of a portfolio or other project, demonstrating successful completion of the degree.

IIT 60302 - IT Management Capstone (3)
This course will tie together components of managing information technology. Students will use the experiences and reflections from previous classes to prepare a paper and a presentation to demonstrate how they will implement the IT policy to ensure efficient usage and protection of corporate IT resources. The paper and the presentation will cover how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Finally, the presentation and the paper will demonstrate students' ability to identify organizational technology needs and how to successfully acquire and deploy the identified technology using the policy. Must be taken upon completion of all coursework or concurrent with last course.

Offered: Fall/Spring.

IIT 60303 - Cybersecurity Management Capstone (3)
This course will tie together components of managing cybersecurity. Students will prepare a paper and a presentation to demonstrate how they will implement the policy document they developed in cybersecurity class. The paper and presentation will show how students can identify organizational cybersecurity technology needs and successfully acquire and deploy that technology using the policy. Finally, the paper and presentation will show how students will create awareness among employees to facilitate implementation and ensure smooth enterprise-wide adoption of the policy. Must be taken upon

completion of all coursework or concurrent with last course.

Offered: Fall/Spring.

IIT 60400 - Information Technology Internship (3)
This course will be the culminating project for the degree program. The instructor will mentor students and guide them to completion of an internship, demonstrating successful completion of the degree. Procurement of the Internship site will be the responsibility of the student. Must be taken upon completion of all coursework or concurrent with last course.

IMF - Writing

IMF 50000 - MFA Lindenways (3)
This multi-genre Creative Writing course is designed to provide students in the MFA program with foundational skills for success in Lindenwood's MFA program. We will focus on fundamentals of genre and craft through reading deeply, writing thoughtfully, and interacting mindfully as we learn skills in workshopping. Fundamentals of living the writing life such as goal-setting, reading as writers, building community, and life-long learning are also central to this course.

Offered: Fall/Spring/Summer.

IMF 51600-51699 - Fiction Catalogue (3)
Class offerings within this range of course numbers address the study and practice of fiction writing, including fiction craft, fiction workshops, and fiction literature classes

IMF 51700-51799 - Poetry Catalogue (3)
Class offerings within this range of course numbers address the study and practice of poetry writing, including poetry craft, poetry workshops, and poetry literature classes.

IMF 52300-52399 - Nonfiction Catalogue (3)
Class offerings within this range of course numbers address the study and practice of creating nonfiction writing, including nonfiction craft, nonfiction workshops, and nonfiction literature classes.

IMF 52400-52499 - Screenwriting (3)
This course is an intensive screenwriting workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be

submitted in professional format for film and television scripts.

IMF 58999 - Graduate Thesis (3)
The graduate thesis is required for the final three credit hours of the MFA in Writing program. Students receive instructor feedback and guidance during the term as they produce a 50-page final creative portfolio in their chosen genre (fiction, poetry, or creative nonfiction).

IMF 60000-60999 - MFA Professional (3)
Class offerings within this range of course numbers address professionally-focused topics for MFA in Writing students, including areas such as the publication process, business and practical applications for writing skills, literary journal editing, and preparation to teach college writing.

IMF 60100 - Fundamentals of Teaching College Composition (3)
This course is designed to get students thinking about and practicing writing fundamentals through teaching themselves, and one another, basic writing skills including; grammar and mechanics, global and sentence-level editing, paragraphing, the basic structure of an argument, rhetorical modes, audience, and academic research. The course provides a good foundation for students interested in exploring teaching composition at the community college level.

IMF 60200 - Submitting Work for Publication (3)
The course combines a workshop with practical instruction for publishing creative writing. Each student will workshop one essay, short story, or three poems; these pieces must be works previously workshopped in the program. They should be well-edited but need final polishing to meet the standard of publication. As part of the workshop process, students will research publications that would be suitable matches for the piece. Drawing on Duotrope, Submittable, and other tracking and notification tools, the class will learn how to rate publications, understand their preferences, make decisions about the submission process, and track the status of their submissions. The class also will explore ways to apply these lessons post-graduation in writing groups and with writing partners. To enroll in this course, a student should have completed at least one workshop course in the Lindenwood MFA program, is comfortable with the workshop process, and is ready to explore ways to publish.

IMF 60300 - MFA Goes to Work: Creative Writing in Careers (3)
This course focuses on how the skills you have been developing in the MFA program translate to the workplace. These are skills and capacities that today's employers are looking for across industries, skills that include writing and content creation, imagination and creative process (the latter of which includes a range of skills such as comfort with uncertainty, listening/observing, curiosity, idea-generation).We will survey classic job and career opportunities available to MFA in Writing graduates: teaching, editing/publishing, freelance writing, marketing communications and business communications. In our journal work, we will do some of the work teachers, editors and freelancers do. In the teaching portion of the class, we will create syllabi and lesson plans that we can then take into our search for teaching work. In the creative communications portion of the class, we will function as a "creative agency," doing creative briefs, ads, video scripts and content marketing.

IMF 60400 - Publishing Creative Writing (3)
How do you find a literary agent? How does a manuscript get sold? What are the differences between large and small publishing houses? How do you navigate the complex world of publishing contracts? What happens before and after your book hits the shelves? We'll explore these questions and a host of others during our time in Publishing Creative Writing. Open to writers in all genres and categories (whether your work is currently ready for submission to agents and editors or not), this course focuses on all stages of the publishing process—from polishing, formatting and categorizing your work to crafting the query letter to working with agents and editors and navigating the psychological challenges of pursuing and achieving publication.

IMF 60500 - Literary Journal Editing & Production (3)
Students in this journal editing class will read, discuss, and vote on selected submissions to the next issue of The Lindenwood Review literary journal, including multiple literary genres. Students will also share an excerpt from a piece of original writing with the class for editor-specific feedback. Other coursework includes proofreading accepted pieces, researching journals for future personal submissions, and writing author bios. Students will be listed as editorial assistants in the online journal; this credit can be added to your CV/resume.

IMF 60600 - Literary Journal Editing: Fiction & Essays (3)
Students in this journal editing class will read, discuss, and vote on selected fiction and essay submissions to the next issue of The Lindenwood Review literary journal. Students

will also share an excerpt from a piece of original writing with the class for editor-specific feedback. Other coursework includes proofreading accepted pieces, researching journals for future personal submissions, and writing author bios. Students will be listed as editorial assistants in the online journal; this credit can be added to your CV/resume.

IMF 60700 - Literary Journal Editing: Flash Fiction & Prose Poetry (3)
Students in this journal editing class will read, discuss, and vote on selected flash fiction and prose poetry submissions to the next issue of The Lindenwood Review literary journal. Students will also share an excerpt from a piece of original writing with the class for editor-specific feedback. Other coursework includes proofreading accepted pieces, researching journals for future personal submissions, and writing author bios. Students will be listed as editorial assistants in the online journal; this credit can be added to your CV/resume.

IMF 60800 - The Practical Writer: YA and Kid Lit (3)
This course will be helpful to all interested in writing and publishing popular Fiction but will include specific discussion on the ways in which Writing for Children and Young Adults (or that target readership 18 and under) can differ from adult fiction. We will cover getting an agent, managing social media as a writer, school and library visits, selling on pitch and writing for other properties. This course will be most useful for students who have a clear project manuscript in process, but it will be informative for all.

IMF 60900 - Becoming an Indie or Hybrid Author (3)
This course covers all aspects of self-publishing broken down into manageable steps. As in traditional publishing, these aspects include identifying your target audience and category/genre, cover design and interior formatting options, how and when to purchase an ISBN, navigating Library of Congress details, book formatting and distribution options, and marketing the final product (and yourself) to best reach your readers.

IMF 61000-61999 - Multigenre Catalogue (3)
Class offerings within this range of course numbers address the study and practice of multigenre creative writing, including craft, workshops, and literature classes in multiple genres.

IMF 62000-62999 - Young Adult and Middle Grade Writing Catalogue (3)
The study and practice of Young Adult and Middle Grade writing. Class offerings within this course number range include Young Adult and Middle Grade craft, workshops, and literature classes.

IMF 65000 - MFA Thesis (6)
The graduate thesis is required for the final six credit hours of the MFA in Writing program. Students receive instructor feedback and guidance during the term as they produce a final creative portfolio in their chosen genre (fiction, poetry, or creative nonfiction or across genres).

INST - Instructional Technology

INST 51010 - Instructional Technology: Theory and Practice (3)
This course will examine the theoretical foundations of using technology to enhance instruction in various contexts. It will present a model for integrating technology, from inception to execution, and explore designing for authentic audiences and user experience.

INST 51020 - Transforming Learning with Technology (3)
This course will introduce tools and pedagogy related to utilizing and applying various technologies in innovative ways for teaching and learning.

INST 51030 - Digital/Visual Literacy & Instructional Media (3)
This course will focus on the necessity of digital and visual literacy skills, intentional messaging for both creators and consumers, as well as using media for instruction.

INST 51040 - Engaging and Assessing Students in Virtual Environments (3)
This course will provide resources and methodology focusing on engagement and assessment of learning online. Students will use the features of multiple platforms to effectively promote whole class, small group, and individual interactions. They will learn how to identify and skillfully manage instructional resources to foster learning.

INST 51050 - Using Technology to Build Community (3)
This course will explore the use of technology in collaborative opportunities for inclusivity, diversity, and equity among students in various learning environments.

INST 51060 - Emerging Instructional Technologies (3)
This course will investigate and evaluate new and emerging technologies for instructional purposes. Course content will vary.

INST 51070 - Instructional Technology Capstone (3)
This course will serve as a culminating experience for the instructional technology program. Students will apply their learning to create a project-based learning site that synthesizes theory, practice, and resources.

Course added after publishing - April Addendum - 4/19/2024**

IPC - Counseling

IPC 51000 - Foundations of School Counseling (3)
This course is an introduction to the field of school counseling, services, tools and challenges of the professional school counselor. Another focus is the theoretical and applied study of the helping relationship, the facilitative conditions, techniques of interviewing, counselor self-awareness and use of self and client self-awareness.

Prerequisite: Admission to the Counseling Program.

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

Prerequisite: Admission to the Counseling Program.

IPC 51200 - Ethics and Professional Issues (3)
This course is the study of professional programs/organizations and codes of ethics. Students examine professional identity issues in the mental health field and current political, legal, and ethical issues affecting the practice of counseling and review the current status of professional training standards and licensing.

Prerequisite: Admission to the Counseling Program.

IPC 51300 - Principles of School Counseling (3)
This course is an introduction to functions and components of a comprehensive school guidance program, with practical strategies for planning, organization and implementation of such programs. The course includes program evaluation, collaboration with school personnel, application of technology in designing a school counseling website and overview of Excel-formatted Internal Improvement Review, and legal and ethical issues related to school counseling.

Prerequisite: Admission to the Counseling Program.

IPC 51301 - Foliotek Seminar, Missouri School Counseling Program (0)
This course will orient students to the culminating assessment portfolio, the field placement process, field placement expectations and other state requirements for certification as a School Counselor in the state of Missouri. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. Students should take this course after 12 credit hours and/or concurrently with Principles of School Counseling.

Prerequisite: 12 credit hours in the counseling program and/or concurrently with IPC 51300.

IPC 52100 - Human Growth and Development (3)
This course is a study of human growth and development from infancy through old age and covers psychological, sociological, and physiological aspects of development as students examine development theories and research and their implications for counseling interventions.

Prerequisite: Admission to the Counseling Program.

IPC 52200 - Personality Theories and Psychopathology (3)
This course is a review of current personality theories and the use of these theories in the practice of counseling. Psychopathology and maladaptive behaviors will be included.

Prerequisite: Admission to the Counseling Program.

IPC 52300 - Adjustment and Learning Issues in Children and Adolescents (3)
Students will develop an understanding of the factors that affect developmental crisis, disability, psychopathology and learning difficulties in children and adolescents. The course also focuses on counseling strategies in working with students who display such adjustment problems and learning difficulties.

Prerequisite: Admission to the Counseling Program.

IPC 52401 - Adult Diagnosis and Treatment Planning (3)
Diagnostic methods will be explored with emphasis on the Diagnostic and Statistical Manual of Mental Disorders. A select overview of psychopathology, assessment, and interventions appropriate to the study of mental disorders will be included. This course is repeatable for a maximum 9 credit hours.

Prerequisite: IPC 52200.

IPC 53100 - Family Counseling (3)
This course is an intensive study of theories of family counseling. The applied focus emphasizes counseling skills with parents with whole families in a variety of family forms, i.e., traditional, single-parent, and re-marriage

families. Communication, systemic and strategic therapies are a focus.

Prerequisite: IPC 55100 or IPC 55300.

IPC 53200 - Marital Counseling (3)
This course is a study of theories, research, and skill development in premarital, marital, divorce, and remarriage counseling.

Prerequisite: IPC 55100 or IPC 55300.

IPC 54100 - Research Methods and Program Evaluation (3)
This course prepares students to understand, interpret and critically analyze research based counseling literature and focuses on principles and methods of designing counseling outcomes research and evaluation studies as well as methods of data collection and data analysis. Students will be provided with a basic understanding of statistical analysis and interpretation in research literature.

Prerequisite: IPC 51000 or IPC 51100.

IPC 54200 - Statistical Analysis (3)
This course is the introduction to statistics with emphasis on various statistical concepts and data analytic tools, including normal distributions, sampling distributions, hypothesis testing, t-tests, analysis of variance, correlation and regression and chi-square. Students will receive hands-on experience with data management using computer software.

IPC 55100 - Counseling Theory and Practice (3)
This course is an intensive study of the basic theories, principles, and methods of counseling.

Prerequisite: IPC 51000 or IPC 51100.

IPC 55200 - Counseling Skills Lab (3)
This course consists of experiential integration of theoretical material and counseling skills to enable the counselor to understand the client's problems more fully and accurately and to intervene effectively.

Prerequisite: IPC 51000 or IPC 51100.

IPC 55300 - Theories of Counseling Children and Adolescents (3)
This course focuses on theories of counseling as they apply to children and adolescents and examines effective counseling strategies for working with the population.

Prerequisite: Admission to the Counseling Program.

IPC 56100 - Group Dynamics, Process and Counseling (3)
This course is the study of the principles of group dynamics with an exploration of the processes of group interactions. Students will examine types of groups and theories and techniques of group counseling. Outside group participation will be required.

Prerequisite: IPC 55100 or IPC 55300 or concurrently.

IPC 56200 - Social and Cultural Foundations of Counseling (3)
This course is the study of the social bases of behavior with an emphasis on the influence of culture and cultural differences on the counseling process. Students will examine the impact of prejudice and discrimination on specific populations and the adoption of culturally sensitive strategies in working with these populations.

Prerequisite: IPC 51000 or IPC 51100.

IPC 56300 - Consultation and Outreach (3)
This course is the study of social organizations and the impact of these organizations on individuals and vice versa. The applied focus involves organization evaluation and consultation skills as a complement to working with clients. Social organizations studied include educational, medical, religious, business, and mental health service agencies.

Prerequisite: 18 hours of counseling coursework.

IPC 56400 - Crisis Intervention (3)
This course covers the fundamental concepts, theories, strategies and skills needed to implement effective counseling intervention related to crisis situations.

Prerequisite: 18 hours of counseling coursework.

IPC 56500 - Introduction to Substance Abuse Counseling (3)
This course is designed to provide an overview of the major theories of etiology, dynamics, assessment, treatment and research issues of substance abuse. Consideration for how these aspects are applied to diverse populations is addressed.

Prerequisite: 18 hours of counseling coursework.

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

Prerequisite: IPC 55100 or IPC 55300.

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

Prerequisite: IPC 51000 or IPC 51100.

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

Prerequisite: IPC 51000 or IPC 51100.

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

Prerequisite: IPC 58100.

IPC 59000-59999 - Special Topics in Counseling (1-6)
This course examines topical issues in counseling theory, research, and practice.

Prerequisite: 18 hours of counseling coursework.

IPC 60500 - Comprehensive Examination (0)
This includes the standardized Counselor Preparation Comprehensive Examination (CPCE) for professional counseling candidates or the Missouri Educator Gateway Assessments (MEGA): Missouri Content Assessment, test MO056 MEGA Counselor, for school counseling candidates. There will be a fee for the examination. This course is graded on a Pass/Fail basis ending Summer 21. This course is graded on a Satisfactory/Unsatisfactory basis beginning Fall 21.

Prerequisite: 36 hours of counseling coursework.

IPC 61001 - College Admission Counseling (3)
This course offers a comprehensive introduction to the college counseling role of the high school counselor. Students explore the college admission process, with emphasis on current issues confronting school counselors. Topics will include organizing a college counseling office, application and admissions criteria for various types of colleges, an outline of financial aid and scholarship programs and college counseling for special student populations. Through a series of guest speakers, in class discussion, and hands on projects, students gain an understanding of the resources available to counselors in the college admission process including print material, software, web sites and professional organizations.

Prerequisite: 18 hours of counseling coursework.

IPC 61002 - Peer Helping Programs (3)
This interactive class is for anyone who is interested in learning more about peer helping programs. Peer helping programs, found primarily but not only in school settings, train non-professionals (typically students) to provide a variety of supportive services to other peers. These services can include (but are not limited to) one-on-one support, tutoring, character education lessons, health education, leading small group discussions, working with classroom groups, conflict resolution and peer mediation, drug and alcohol prevention, assisting new students, mentoring disabled and non-English speaking students, service learning, community outreach and leadership training. This class will cover the historical perspective of the peer helping movement worldwide, research regarding the effectiveness of peer helping programs, program start-up, implementation and maintenance. Students will also experience modules for training peer helpers. Upon successful completion of this class, students will have met the training requirement component toward CPPE (certified peer program educator) certification through the National Peer Program Association.

Prerequisite: 18 hours of counseling coursework.

IPC 61003 - Spirituality and Counseling (3)
The integration of specific reading assignments along with practice exercises and class discussions will form the basis for this course. Students will acquire current knowledge about counseling and spirituality including theories of spiritual development, assessment of spirituality and best practice interventions. How to assist clients in the development of spiritual skills will be discussed. Students will be introduced to several perspectives of spiritual practice that can serve to support and augment the counseling process.

Prerequisite: IPC 55100 or IPC 55300.

IPC 61004 - Adult Survivors of Trauma (3)
This course builds on the students' counseling skills and teaches direct therapy work with individuals at an advanced level, with primary emphasis on assessment, diagnosis, treatment, and evaluation of adults who have survived childhood trauma. The theories used in this course provide different models for understanding human behavior, as well as how to create and evaluate planned change. The theoretical models include psychodynamic/developmental, humanistic and cognitive-behavioral approaches. Each model offers knowledge and skills in assessment, diagnosis, and treatment of the individual. All areas of knowledge and skills are taught with attention to issues of cultural diversity and the legal-ethical issues encountered in clinical counseling practice. Particular focus is placed on applying principles of evidence-based practice in selecting interventions that have been shown in prior research to be efficacious and effective, and evaluating the effectiveness of these interventions in achieving planned treatment goals and objectives for individual clients.

Prerequisite: IPC 55100 or IPC 55300.

IPC 61005 - Clinical Hypnotherapy (6)
This course will introduce the practice of hypnotherapy and other deep relaxation techniques. It will concentrate on

the contributions and techniques of Milton Erickson and explore therapeutic disciplines that have developed around his theories and practices. Students will gain skills in practicing Ericksonian techniques through demonstration and role-playing. This six-hour course qualifies as sufficient training for certification in the practice of clinical hypnotherapy only when the student has completed the master's degree in professional counseling and completes other requirements set out by the National Board for Certified Clinical Hypnotherapists.

Prerequisite: IPC 55100 and 18 hours of counseling coursework.

IPC 61006 - Grief Counseling (3)
This course will introduce diverse paradigms pertaining to grief. It will focus on various types of grief as well as a range of techniques used during grief counseling.

Prerequisite: 18 hours of counseling coursework.

IPC 61007 - Core Communication (3)
This course will provide necessary communication skills for a counselor to lead individual and couple communication workshops. These skills will be used in counseling sessions to shorten length of time a client is in therapy (enhance brief therapy skills). These skills will be used to lead (non-therapy) communication workshops. Concepts from various theorists will be discussed and used in a hands-on environment. Students will enhance their presentation skills and have the opportunity to earn certification to teach the two programs through Interpersonal Communication Programs.

Prerequisite: 18 hours of counseling coursework.

IPC 61008 - Trauma Counseling (3)
This course will provide students with an overview of various principles and methods for trauma-informed screening and assessment, as well as a variety of clinical interventions, models, and strategies for working with traumatized individuals across the lifespan. Developmental, contextual, ethical, and cultural considerations, as well as various treatment orientations, foundations, considerations, and adaptations will be examined. This course builds on students' case conceptualization skills and application of evidence-based practices.

Prerequisite: IPC 55100 or IPC 55300. Offered: Fall.

IPC 61100 - Clinical Mental Health Counseling Practicum (3)
Students will engage in a 100-hour supervised practical experience in approved community and agency settings. Practicum students receive on-site supervision from qualified professionals at their site and meet weekly with the course professor in a group supervision seminar. Professional/student liability insurance is required. Advance approval from a faculty advisor is required for registration. Lab fee required. This course is repeatable.

Prerequisite: Prerequisites: IPC 51200; IPC 55100; IPC 55200; 3.0 GPA; permission of dean. Offered: Fall/Spring/Summer.

IPC 61101 - Clinical Mental Health Counseling Practicum Extension (0)
Students who do not complete the requirements for IPC 61100, Practicum must enroll in IPC 61101, until hours are met for IPC 61100. Students may not enter Internship 1, IPC 62000 without successful completion of IPC 61100 Practicum and/or IPC 61101 Practicum Extension. Lab fee required. Course is graded on a Satisfactory/Unsatisfactory basis. This course is repeatable.

Prerequisite: IPC 51200, IPC 55100, IPC 55200, 3.0 GPA, and permission. Offered: Fall/Spring/Summer.

IPC 62000 - Clinical Mental Health Counseling Internship I (3-6)
Students complete 600 hours of clinical practice in agency settings. Internship students receive one-to-one supervision from qualified professionals at their field sites and they participate in a group supervision seminar conducted by a faculty member. Advance approval from a faculty advisor is required for registration. Lab fee required. This course is repeatable.

Prerequisite: IPC 52400, IPC 56100, IPC 56200, 3.0 GPA, and permission.

IPC 62001 - Internship Extension (0)
Students who take an Incomplete in first term Internship and have less than half the required hours, and all students who taken an Incomplete in second Internship, must enroll in this extension and continue to attend their Internship class. This course is graded on a Pass/Fail basis. $50 fee required.

IPC 62100 - Field Placement 1 (3)
Students seeking K-12 certification will complete 200 hours of practice in a school setting under the supervision of a certified school counselor as well as a faculty member. Students learn how to assess school climate and culture to best advocate and lead their comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required.

Prerequisite: IPC 55300; IPC 56100; IPC 56200; IPC 57500; IPC 58200; 3.0 GPA, and permission of dean.

IPC 62101 - Field Placement 1 Extension (0)
Students who take an Incomplete in Field Placement 1 and have less than half the required hours must enroll in this extension and continue to attend their Field Placement 1 class. $50 fee required.

IPC 62201 - Field Placement 2 K-8 Extension (0)
Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to attend their Field Placement 2 class until all required hours are completed. $50 fee required.

IPC 62301 - Field Placement 2 7-12 Extension (0)
Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to attend their Field Placement 2 class until all required hours are completed. $50 fee required.

IPC 62400 - Field Placement 2 K-12 (3)
Students complete 200 hours of which 100 need to be at a different grade level building than IPC 62100, Field Placement 1 setting under the supervision of a certified school counselor as well as a faculty member. Students learn how to assess school climate and culture to best advocate and lead their comprehensive school counseling programs. Students learn how district specific policies and rules must be applied during the implementation process. Advance approval from a faculty advisor is required for registration. Lab fee required.

Prerequisite: IPC 62000 or IPC 62100, 3.0 GPA, and permission.

IPC 62401 - Field Placement 2 K-12 Extension (0)
Students who take an Incomplete in Field Placement 2 must enroll in this extension and continue to attend their Field Placement 2 class until all required hours are completed. $50 fee required.

IPC 62499 - Field Placement Post-Program K-12 Certification (3)
Students who already have K-8 or 7-12 certification and are seeking K-12 certification/licensure complete 100 additional hours in a grade level building different from their prior Field Placement experiences; or the minimum number of hours required for K-12 certification/licensure. This three-hour course provides the student with understanding, knowledge and skills related to the function and role of the effective K-12 School Counselor. Each student will spend a minimum of 60 direct hours, of which 15 must be spent in small group or classroom counseling lessons. During the semester, students will participate in the activities of a K-12 school counselor, under the guidance of the professor and an active school counselor. Advance approval from a Faculty Advisor is required for registration. Lab fee may be required.

Prerequisite: IPC 55300; IPC 56100; IPC 56200; IPC 57500; IPC 58200; 3.0 GPA; permission of dean.

IPC 62500 - Individual Intelligence Testing (3)
This course is a review of the historical and theoretical bases of intelligence testing in addition to instruction and supervised practice in scoring, interpreting, and reporting results for Wechsler and Binet intelligence tests. Lab fee required.

Prerequisite: IPC 58100.

IPC 62600 - Individual Diagnostic Assessment (3)
This course is the study of assessment instruments other than measures of intelligence used in diagnosing children and adolescents. Lab fee required.

Prerequisite: IPC 58100.

IPC 62700 - Internship in Diagnostic Assessment (3)
Students work in a school or clinical setting assessing children and adolescents, participating in diagnostic teams, and determining educational needs. They are supervised by a certified School Psychological Examiner as well as a faculty member.

Prerequisite: IPC 62500, IPC 62600, 3.0 GPA, and permission.

IPC 62701 - Internship in Diagnostic Assessment Extension (0)
Students who take an Incomplete in Internship in Diagnostic Assessment must enroll in this extension and continue to attend their Internship class. $50 fee required.

IPC 63000 - Clinical Mental Health Counseling Internship II (3)
This is the second semester of internship. Students complete 600 (700 in Illinois) hours of clinical practice in a mental health setting under the supervision of a Licensed Professional Counselor as well as a faculty member. 300 hours are completed each semester. Advance approval from a Faculty Advisor is required for registration.

Prerequisite: IPC 62000; 3.0 GPA; permission.

IPC 63001 - Clinical Mental Health Counseling Internship II Extension (0)
Students who do not complete the requirements for IPC 63000 Internship II must enroll in IPC 63001 until hours are met for IPC 63000. Advance approval from a Faculty Advisor is required for registration. Lab fee required. This course is graded on a Satisfactory/Unsatisfactory basis. This course is repeatable.

Prerequisite: IPC 63000, 3.0 GPA, and permission.
Offered: Fall/Spring/Summer.

MGMT - Management

MGMT 56001 - Information Technology for Managers (3)

This course examines concepts of computer and communications technology for user-managers. The focus is on IT resources (computers, networks, software, data, and people) and alternative approaches to managing them; the opportunities and pitfalls associated with these technologies; and what user-managers need to know. This course will include the examination of these topics through case studies. Lab fee may be required.

MGMT 56010 - International Business Operations (3)

This course provides students with an overview of global business and trade within the framework of today's dynamic business environment. The course also looks at how historical perspectives influence and shape current events. Topics to be covered include globalization, trade theories, governmental influence on trade, cross national trade agreements, and an introduction to capital markets and foreign exchange. The course also examines how businesses interact with the cultural, political, ethical, legal, and economic environments of multiple nations. An overview of international business strategies is also provided. Students will be expected to demonstrate understanding of these concepts and issues through various applications. Lab fee may be required.

MGMT 56020 - Organizational Communications (3)

This course will help students understand organizational communication theories, models, and processes. Focus will be on application of these principles in organizational communication speaking exercises; and the use of effective communication skills in management and leadership settings. Lab fee may be required.

MGMT 56025 - Business Concepts (3)

This course includes basic studies of business and marketing environments and trends along with their and business implications. Emphasis is given to managing, marketing, finance, business strategies, decision-making, and business terms and concepts. This course includes the use of case studies to apply theory through practice. Lab fee may be required.

MGMT 56030 - Management Practices (3)

In this course, students will study classical and modern management theories of organization; the functions of management; external and/or environmental aspects bearing on managerial responsibility; development of practical management policy as guides to managerial decision-making; and human aspects of management including motivation, workplace equity and demographic diversity. This course includes the use of case studies to apply theory through practice. Lab fee may be required.

Prerequisite: ENGL 17000 (Composition II) with a B or better or EPB 50102 with a C or better.

MGMT 56033 - International Management (3)

This course focuses on management issues on an international scale. These issues include: strategy formulation and implementation; organizational structure; managerial decision-making and control; and human resource related topics such as leadership, motivation, employee selection and development. Students will be expected to demonstrate understanding of these concepts and issues through various applications.

MGMT 56035 - Organizational Behavior (3)

This course is an analysis of primary factors affecting individual and group behavior in organizations and examines the structure and behavior within organizations that impact performance, morale, and profitability. Lab fee may be required.

MGMT 56037 - Organizational Change and Development (3)

Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, intergroup, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, intergroup, and organizational interventions that are used to effect comprehensive and lasting changes. Lab fee may be required.

Prerequisite: MGMT 56030 or MGMT 56035.

MGMT 56040 - Supply Chain Management (3)

This course analyzes the interactions and the relationships within supply chain management (SCM). SCM is an advanced course designed to examine the theoretical principles of the integration of key business processes from product or service inception to user. Particular emphasis will be given to use of case studies and analysis. Lectures and case studies focus on procurement, logistics, risk management, information technology, and order fulfillment. Additional topics to be covered include SCM performance metrics, supply chain integration, distribution strategies, and network design. A course project will enable students to apply the concepts discussed in the course to solve a complex supply chain problem. Lab fee may be required.

Prerequisite: MGMT 56045, MGMT 56048, or MGMT 56085.

MGMT 56045 - Logistics Management (3)
Logistics Management examines the strategic issues and opportunities in the logistics/ distribution/transportation function and provides the student with an understanding of why and how this discipline is integral to supply chain management. Logistics processes, including domestic and international transportation management, transportation modes, risk pooling, warehouse management, enabling technologies, third and fourth party logistics, distribution resource planning, as well as environmental responsibilities will be covered. There will be an emphasis on case study. Lab fee may be required.

Prerequisite: MGMT 56085.

MGMT 56048 - Procurement Management (3)
Procurement Management examines the strategic issues and opportunities in purchasing/supply chain management function and provides the student with an understanding of why and how this discipline is integral to SCM. Purchasing process, procurement cycle, e-procurement, supplier integration, negotiation, contract management, and strategic sourcing are among the topics to be covered. There will be an emphasis on case study. Lab fee may be required.

MGMT 56050 - Managerial Problem Solving (3)
This course is the exploration of problem solving by focusing on problem descriptions, sorting out casual factors, developing and evaluating alternatives, assessing associated risks, and determining viable choices. Students will examine a spectrum of problem solving strategies and techniques. Students will use basic statistical tools, cause and effect diagramming, creative problem solving through synectics, and formal process skills of contemporary approaches. The practicum nature of the course results in skills which are immediately transferable to the workplace.

Prerequisite: MGMT 56030.

MGMT 56052 - Negotiations (3)
This course is designed to teach the art and technique of negotiation. Topics covered include the nature of negotiation, strategizing, framing, planning, communications, social context, and ethics. This course includes the use of role plays to apply theory through practice and concludes with a multi-party final negotiation exercise. This is not a labor/management course.

MGMT 56053 - Leadership Competencies (3)
This course is designed to provide students with a comprehensive understanding of leadership competencies and their application to organizational and personal success. Students will evaluate how effective leaders use these competencies to analyze critical challenges and opportunities and create solutions to enhance organizational effectiveness and a high level of engagement in those they lead. Students will analyze their own key leadership strengths and evaluate how to apply their strengths to create organizational success. Utilizing this information, students will also complete a personal development plan to improve and enhance their own leadership effectiveness.

Offered: Fall/Spring/Summer.

MGMT 56054 - Business Management and Ethical Issues (3)
This course deals with ethical issues confronting managers in business decision making through the use and analysis of case studies. This course is offered only in Marshall, Missouri.

MGMT 56055 - Group and Team Dynamics (3)
This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations. Lab fee may be required.

Prerequisite: MGMT 56030.

MGMT 56057 - Leadership Strategies (3)
This course focuses on the development of strategic thinking and the ability to develop and implement strategies that enable an organization to create and maintain a sustainable competitive advantage. Current strategic theories are integrated with strategic practice. Additionally, readings in corporate responsibility focus on how the organization should be managed in the best interests of all stakeholders. Lab fee may be required.

MGMT 56058 - Contemporary Issues in Leadership (3)
This course is designed to provide students with an overview of leadership research and understanding of key leadership theories/approaches. Using this knowledge, student will analyze challenges faced by leaders across various industries, evaluate how these approaches were applied in handling contemporary leadership issues, and determine how they might handle similar situations as leaders.

MGMT 56060 - Business Law and Ethics (3)
This course is the study of terminology, principles of contract law, and ethical issues applicable to the contractive problems in the operations of a business, including relevant provisions of the uniform commercial code. Particular emphasis will be given to application of the principles of law by the entrepreneur/manager in operating the business, legal liability, and the legal aspects of a business in difficulty. Lab fee may be required.

MGMT 56065 - Project Management (3)
This MBA elective course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a complex project. It examines project management roles and environments, the project life-cycle, and various techniques of work planning, control, and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project software. Moreover, the Project Management Body of Knowledge PMBOK® will be used as a basis for content. Lab fee may be required.

Prerequisite: HRM 56510 or MGMT 56030.

MGMT 56066 - Project Management Planning (3)
This course is a specialized study of planning a project. It will include defining the scope of the project, development of a project charter, work breakdown structure, project scheduling using Project Management software and forecasting of a project budget. Other topics may include an analysis of project life cycle, canceled or failed projects, network scheduling techniques and estimating time and costs. Students will focus on preparing comprehensive project plans and schedules. Lab fee may be required.

Prerequisite: MGMT 56065.

MGMT 56067 - Project Management Execution (3)
This course is a specialized study of project execution. Students will examine issues which arise during a project's execution. The course will place emphasis on risk, quality, contract and scope management. The course will look at controlling change as the project progresses. Additional topics may include managing troubled projects, implementation planning of a project and closing down of a project. Lab fee may be required.

Prerequisite: MGMT 56066.

MGMT 56068 - Project Management Capstone (3)
This course is an in-depth study of the five process groups and 10 knowledge areas encompassed by the Product Management Body of Knowledge (PMBOK®), to consolidate learning in each area and place it within the framework of the Project Management Institutes (PMI) Project Management certification examinations (CAPM® and PMP®). Each week during the course, students will focus on the processes, terminology, and techniques within a chosen knowledge area. In addition, students will apply their learning by working on assigned sample exam questions, and they will create a personal project plan to guide their preparation for taking the certification exam. Lab fee may be required.

Prerequisite: MGMT 56066; MGMT 56067.

MGMT 56070 - Statistics and Quantitative Analysis (3)
This course consists of an examination of the application of statistical analysis in business and the use of quantitative techniques in managerial decision making. Topics include measures of central tendency, probability and distribution, sampling and statistical inference, techniques of statistical analysis, and modeling techniques. Lab fee may be required.

MGMT 56074 - International Risk and Politics (3)
This course consists of an assessment of factors of risk in international business ventures, including analysis of domestic and foreign constraints imposed by the political and economic environment of multinational business operations. Special emphasis will be on identifying, evaluating, and neutralizing risks related to international laws, hyper-inflationary economies, nationalization of assets, revolution, war and inconvertibility of currency. The roles of governments in heightening and reducing risks are examined. Lab may be required.

MGMT 56075 - Linear Statistical Models (3)
This course will include a study of the general linear statistical model and the linear hypothesis. Topics include the multivariate normal distribution, distributions of quadratic forms, and parameter estimation and hypothesis testing for full-rank models, regression models, and less than full-rank models. Lab fee required.

Prerequisite: MGMT 56070.

MGMT 56077 - International Business and Cross-Cultural Communications (3)
This course focuses on factors which can influence communication between individuals from different cultures. Emphasis will be placed on the theories which help to explain how various cultures think, communicate, and behave. The goal of the course is for students to develop an appreciation for the complexity of cross-cultural communication, to become more aware of their own culturally-based perceptions and patterns of thinking and behaving, and to develop skills for communicating in intercultural business situations. Lab fee may be required.

MGMT 56080 - Business Analytics (3)
This course introduces business analytics, by providing an overview of 'big data', data analytics/business intelligence, as well as hands-on use of mainstream commercial data analytics toolsets. Applications will include sport management, marketing, purchasing, and finance oriented analyses. Student will also gain an understanding of data warehouses, data management, and web analytics. Lab fee may be required.

Prerequisite: MGMT 56070. Offered: Fall/Spring.

MGMT 56085 - Operations Management (3)
This course examines a blend of concepts relating to operations management, in both the manufacturing and service sectors. Operations management topics include production planning, inventory management, statistical process control, project management, product design, six sigma, lean manufacturing, and computer integrated manufacturing. Lab fee may be required.

MGMT 56088 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is repeatable up to three (3) credit hours. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's major coursework (core courses) and/or major coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of management.

MGMT 56090-56099 - Special Topics in Management (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis, within an area of emphasis. Subject area will normally cover a specific issue, problem, or current topic and will demonstrate the student's scholarly research abilities and techniques. Topic may require substantial reading with appropriate inference, assessment and conclusions. Permission to register and approval of topic must be obtained from appropriate faculty advisor and the dean prior to registration.

Prerequisite: Varies according to the content of the special topics course.

MGMT 66058 - Leadership Research (3)
In this course, the graduate student designs and implements a research project to address a problem existing in a professional setting. The research project is designed cooperatively with a faculty advisor. The project results will be in a written report that is submitted to the advisor and program director and an oral report that is presented before an identified audience. The course is taken within the last twelve credit hours of an approved graduate program and with permission of the advisor. If the research project is not completed within the semester for which the student is registered for the course, the student must register for an additional credit hour extension course the following semester (excluding summer sessions) until the project is completed. Lab fee may be required.

Prerequisite: MGMT 56053.

MGMT 66080 - Business Policies and Strategies (3)
This course is the capstone MBA offering, utilizing a top management perspective. Students explore the practices and problems that confront the modern business organization through business simulation studies or case study analysis. Lab fee may be required.

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

MPA - Public Administration

MPA 52000 - Public Administration: Principles, Applications and Ethics (3)
You will learn core theories underlying public administration. In addition, you will examine ethical issues relative to specific federal and state laws and ethical challenges in public administration.

MPA 52500 - Government Institutions: Performance and Accountability (3)
This course addresses issues associated with governmental reform, and how agencies are held accountable for performance and outcomes. You will explore systems of performance measurement as these apply to public administration.

MPA 53000 - Program-Implementation and Evaluation (3)
This course focuses on how programs, once they become federal or state law, or local ordinance, are actually carried out. You will learn how programs are evaluated to determine effectiveness and the principles of sound program evaluation.

MPA 53500 - Policy Design and Analysis (3)
You will develop policy analysis skills and learn to apply these to a wide range of social policies. You will learn how policy analysis holds promise for strengthening public policy, as well as its limitations in ensuring that policy is sound and effective.

MPA 53700 - Data Collection and Evaluation (3)
This course addresses how to find, interpret, and apply governmental data. You will become familiar with the strengths and limitations of available data as a tool for determining effective public policy.

MPA 54000 - Governmental Budgeting (3)
This course focuses on the inter-relationships among the federal, state, and local governments. You will learn about specific issues related to fiscal federalism, grants-in-aid,

state governments and their balanced budgets, property taxes, financial impact of recessions, and measuring fiscal stress using ratio analysis.

MPA 54500 - Policy and Budgetary Forecasting (3)
You will learn how government agencies make projections for budgets. Students will develop skills to forecast impacts of policy on budgets for a wide range of public issues.

MPA 55000 - Economic Analysis for Policy Makers (3)
You will analyze the impact of government spending. In addition, economic issues that matter to the study of public administration, such as the multiplier effect and interest rates will be examined.

MPA 56000 - Public Finance and Taxation (3)
This course focuses on governmental finances, including taxation and other forms of revenue. You will examine the similarities and differences in regard to these topics at the federal, state and local levels of government. Further, you will explore how the effect of recessions and depressions on public finance.

MPA 56500 - State and Local Public Finance, Taxation and Auditing (3)
This course addresses specific issues at state and local governmental levels. You will examine the impact of recessions and recoveries at the state and local levels, as well as, bond issues, credit ratings, audit reports, and budgetary ratio analysis.

MPA 57000 - Business-Government Environment (3)
You will explore the regulatory role of governments as well as partnership relationships between government and business. Some specific issues addressed include: tax credits, tax increment financing, public corporations, and economic development policies.

MPA 57500 - Legal Issues in Public Administration (3)
This course addresses the impact of court cases (federal and state) and how they affect different levels of government administration. You will examine issues such as sovereign immunity and eminent domain. You will be introduced to Lexus/Nexus as a search tool that can help you explore legal issues affecting public policy of interest or concern to them.

MPA 59000-59999 - Special Topics in Public Administration (3)
This course consists of directed studies in public administration or a special course offering of a public administration topic. May be repeated with different topics.

MPA 60000 - Capstone Course in Public Administration (3)
This course synthesizes core program concepts related to fiscal management, budgeting, business relations, ethics, program evaluation and policy analysis in the field of public administration. Students complete a major research paper in which they demonstrate the program's major themes and how these apply to public policy.

MRKT - Marketing

MRKT 55010 - Marketing Principles and Issues (3)
This course introduces students to the principles of marketing, the role of marketing in society and in organizations (for-profit and nonprofit), and the factors that influence marketing decision- making. Activities include the study of planning, pricing, promotion, and distribution of products and services to consumer and business markets. The course will increase students' overall understanding of marketing as a business discipline; utilize systematic approaches to diagnosing and solving marketing problems and issues; and analyze and develop organization-wide marketing strategies as well as strategies for individual programs, services, or products. Lab fee may be required.

MRKT 55015 - Digital Marketing (3)
The course examines the roles and application of various electronic technologies in the marketing, distribution and sales of products and services, including computer databases, Internet websites, new media tools and channels, online communities, and social network sites. Students study and analyze the uses, benefits and constraints of these technologies in managing, facilitating, processing and controlling commercial activities for both "brick and mortar" and virtual marketing environments. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55020 - Marketing Information and Research (3)
This course examines issues in conducting marketing research and the variety of research techniques available to the researcher. Students will also analyze the sources of information that guide decision making in business settings. Although some topics will be explored through lecture, particular emphasis will be given to case analyses,

situational vignettes, and discussion of current events. A team project at the end of the course will tie together course concepts and allow students to present a comprehensive marketing research plan. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55025 - Integrated Marketing Communications (3)
This course provides students an overview of the interplay between all the facets of marketing-promotion, including advertising, PR, sales promotion, publicity, direct marketing, personal selling and the media. It also takes students through the objectives and strategies of product and corporate communications, media planning, media buying and the measurement of integrated communications effectiveness. The course is principally focused on the strategies of consumer persuasion and advocacy; creative campaign preparation; media research, planning and budgeting; traditional and new media management; and the convergence of the new media tools and channels in the contemporary dissemination of targeted marketing messages to 21st century consumers. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55030 - International Marketing (3)
This course examines the marketing mix and how it may or may not be standardized for international markets. Techniques for identifying potential markets for broad categories of products or services and implementation of marketing policies within the international arena are discussed. Lab fee may be required.

MRKT 55035 - Product Management (3)
This course consists of the review and study of the product management system, the role of the product manager in the firm, and the processes required to interact successfully with the other functional business areas when applying strategy models to product management, monitoring, tracking, updating, etc. Specific areas in new product development that will be studied include methods of evaluation, venture teams, the pre-entry planning phase, budgeting and decision trains. A culminating project will require students to develop a new product concept. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55040 - Advertising and Promotional Strategy (3)
This course is the study of the marketing communications through mass media (TV, radio, magazines, newspapers and the web) that stimulate the consumer's response to, interest in, and ultimately, the purchase behavior of goods and services. Techniques for creating the correct advertising message and developing an effective media

mix based on an understanding of the behavior of the target market are stressed, as well as ethical, social, and regulatory factors impacting the mass selling of products and services in today's competitive global business environment. A course project will enable students to apply the concepts discussed in the course to a real world problem. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55050 - Personal Selling and Sales Management (3)
This course is the in-depth analysis of both personal selling as a marketing component and the organization and management of the selling function within a firm. The course will explore sales force interaction with customers and prospective consumers for the purpose of making sales and building relationships. Topics to be covered include staffing, training, evaluation, budgeting, goal-setting, motivation, and compensation of the sales force. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55055 - Research Project in Marketing (3)
This course will require the student to either conduct primary research or evaluate secondary research on a marketing issue, and to write up their findings in a matter consistent with the goal of disseminating their findings to key stakeholders of the issue. Course will require extensive literature review of topic, as well as use of analytical skills.

Prerequisite: MGMT 56070; MRKT 55010.

MRKT 55060 - Public Relations (3)
This course examines the theory and practice of public relations as a part of the marketing function within an organization. It introduces the concept of public relations as a values-driven management of relationships with groups of people that can influence an organization's success. This course will examine how and why organizations build ethically and systematically productive and mutually beneficial relationships with such groups. This course includes strategic and tactical public relations program planning and management in both for-profit and nonprofit organizations. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55080 - Marketing Strategy and Management (3)
This course examines the application of marketing concepts with an emphasis on strategic marketing planning and marketing decision-making. Dynamics of developing a marketing plan with a focus on matching opportunities with a company's resources are reviewed. Lab fee may be required.

Prerequisite: MRKT 55010.

MRKT 55088 - Internship (1-3)
The Internship Program is designed to expose the student to a variety of practical business environments and apply the practical experience to academic development. This exposure will allow the student to observe and experience firsthand the functioning of their graduate emphasis in business today. This course is repeatable up to three (3) credit hours. This course is graded on a Pass/Fail basis.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's major coursework (core courses) and/or major coursework electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of marketing.

MRKT 55090-55099 - Special Topics in Marketing (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within an emphasis. The subject area will normally cover a specific issue, problem, or current topic and will demonstrate the student's scholarly research abilities and techniques. The topic may require substantial reading with appropriate inference, assessment, and conclusions.

Prerequisite: Varies according to the content of the special topics course.

MRKT 65095 - Marketing Thesis I (3)
The course is a requirement for the Master of Science in Marketing. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. This course is taught through a traditional classroom setting on the St. Charles campus. At the end of the initial Thesis I course, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully Passed Thesis I will they be able to enroll in Thesis II. A student who receives a grade of Incomplete in Thesis I will be required to register for a Thesis Extension course until the student has successfully completed the required Thesis I coursework. Thesis I and II are to be taken sequentially.

MRKT 65096 - Marketing Thesis II (3)
The course is a requirement for the Master of Science in Marketing. This class consists of a comprehensive examination of a problem in the student's emphasis discipline. Students may enroll in Thesis II after successful completion and receiving a Pass grade in Thesis I. At the end of the initial Thesis II course term, students will receive a grade of Pass, Fail, or Incomplete. Only after students have successfully passed Thesis II and completed all Plaster College of Business and Entrepreneurship Master of Science requirements will candidates be eligible to have their degree conferred. A student who receives a grade of Incomplete in Thesis II will need to register for a Thesis Extension course until the student has successfully completed the required Thesis II course work. The course is a requirement for the Master of Science in Marketing degree. Students may register for Thesis II only after passing Thesis I.

Prerequisite: MRKT 65095.

MRKT 65097 - Marketing Thesis Extension (0)
This is a non-credit bearing course required for any student who has received an Incomplete in either MRKT 65095 Marketing Thesis I or MRKT 65096 Marketing Thesis II. Generally, this course is for students who have completed all required MS coursework, but have not yet completed the Thesis I or Thesis II course requirements. The student must remain continuously enrolled in this course until the master's thesis is completed and accepted. This course is designed to keep the student's enrollment in the MS program current while the student completes the master's thesis. The fee for this course is $500 per term. The student must complete the master's thesis within five years of beginning the MS program.

MUS - Music
Music (MUS) courses will stay in the 2024/2025 catalog for teaching-out purposes even though the music major has been removed from the catalog.

MUS 50100 - Foundations in Music Education (3)
An investigation of historical, philosophical, aesthetic, and pedagogical principles that provide the background and context for contemporary music education.

MUS 51000 - Contemporary Issues in Music Education (3)
A study of recent trends and issues in music education including curriculum developments, innovations, assessment, and multidisciplinary concepts.

MUS 53000 - Leadership in K-12 Music Programs (3)
This course is an advanced examination of factors that contribute to successful leadership practice in a wide variety of musical settings. Students will study topics including what leadership is, the challenges music education leaders face, the impact music education leaders have and how to build learning organizations and relationships. Emphasis is placed on leadership knowledge, approach and application.

MUS 54100 - Conducting and Literature (3)
This course will offer an advanced experience in conducting a variety of works from various eras of choral and instrumental music. Students will study problems of

instrumental and vocal techniques, formal and expressive analysis of the music, and manners of rehearsal. Literature covered in this course will provide current teachers with resources for locating, evaluating, and preparing musical literature for performance with school ensembles. Emphasis will be placed on identifying appropriate compositions and method books based on educationally sound criteria. Required of all Master of Music Education students.

Prerequisite: Admission to program.

MUS 55000 - Arranging (3)
This course is an advanced arranging practicum. Scores are created for large ensembles consisting of voice, strings, woodwinds, brass, percussion and electronic instruments. Includes a range of styles and forms. Students must have a subscription to Sibelius or Sibelius First software for this course. Required of all Master of Music Education students.

MUS 58600-58699 - Special Topics (1-3)
Special topics in music. May be repeated as topics vary. Course fee may be required.

NPA - Nonprofit Administration

Nonprofit Administration (NPA) courses will stay in the 2024/2025 catalog for prerequisite and teaching-out purposes even though the nonprofit administration major and emphasis have been removed from the catalog.

NPA 50010 - Fundraising and Revenue Generation (3)
This course is the study of techniques necessary for effective and targeted fundraising campaigns with a focus on specific donors. Emphasis is on financial planning, major gift giving, and planned giving. In addition, this course will provide students with an overview of the essential functions needed to support a comprehensive fund development program. Topics will include: case statements, setting up a development office, information systems, prospect research, direct mail, telephone solicitation, special events, grant writing, prospect research, and major and capital gifts, among others. Students will, in addition to two smaller class assignments related to critical aspects of the fund development process, select a local nonprofit organization in order to synthesize the course material and engage in a hands-on, mini-consulting project related to that organization's particular fundraising issue or need. Lab fee may be required.

 Offered: Spring.

NPA 50200 - Advanced Fundraising Techniques (3)
Students are given the opportunity to exercise, refine, and enhance their fundraising skills gained in NPA 50010 by completing a supervised group project in a nonprofit organization utilizing advanced fundraising techniques. Through involvement in a nonprofit setting, in which they have no prior knowledge, participants will experience the process of organizational assimilation and integration as they tackle a discrete fundraising project of long or short-term benefit to the organization in question. The larger theoretical issues that affect fundraisers will also be discussed within the context of this course. Lab fee may be required.

Prerequisite: NPA 50010.

NPA 50300 - Human Resource Management for Nonprofit Organizations (3)
This course is an exploration of human resource management from the beginning of job analysis and design, to recruitment and selection of personnel, performance evaluation, compensation and benefit issues, and training and development for both staff and volunteers. Any differences in the handling of grievances, diversity, discrimination, harassment, and placement issues as they pertain to volunteers, including the board of directors, and paid staff will be discussed and examined. Lab fee may be required.

NPA 52000 - Program and Organizational Evaluation (3)
This course examines the theory behind program outcomes and organizational process evaluation. Students will learn how to create an outcomes evaluation model. Lab fee may be required.

NPA 53000 - Volunteer Management (3)
The theory and practice of managing volunteers. Students will be required to develop implement, and evaluate a volunteer program.

NPA 53500 - Strategic Governance and Volunteer Management (3)
As organizations throughout the country face the uncertainties of government cutbacks and financial challenges that follow in their wake, the need to leverage all available resources to the maximum capacity and efficiency is greater than ever. In this environment, volunteers becoming an increasingly important resource for nonprofit organizations of all types and sizes. The reason is simple: Nothing can replace the impact community services has as people work together to find a common solution, organize themselves, and reach out helping hands to those in need. Lab fee may be required.

NPA 55000 - Management of Nonprofit Organizations (3)
This course is an investigation of the structure and process of, and behavior within, nonprofit organizations as a function of the management process and includes an overview of the financial, personnel, legal, and planning aspects of the nonprofit organization. Lab fee may be required.

NPA 56010 - Leadership Trends and Issues in Nonprofit Organizations (3)
This course will provide students with both a conceptual framework and practical skills of understanding, analyzing, and creating change within and through organizations and communities. The course uses a textbook, online activities, film clips and case studies of nonprofit and public sector initiatives and programs related to the 'profile' of an effective nonprofit leader, the role of the nonprofit board of directors, organizational challenges, and tools and techniques for effective management. Lab fee may be required.

 Offered: Spring.

NPA 56510 - Starting and Managing a Nonprofit Organization (3)
This experiential learning course will provide students with a conceptual framework and the practical skills of understanding, analyzing, and creating a responsive nonprofit organization based on local community needs. The course uses a myriad of resources (articles, websites, and videos) and the hands-on development of an actual nonprofit, given a variety of steps and sequences along with hypothetical situations. The course will combine the study of nonprofit management principles through examination of a nonprofit client/case study. Students will gain real-world exposure to the dynamic forces (management, ethical, legal, technological, global, etc.) intersecting with starting a nonprofit organization. In addition to working with a nonprofit client, students will have an opportunity to develop and refine critical thinking, written, and oral communication skills in the development and presentation of their professional-caliber final consultation reports. Lab fee may be required.

 Offered: Fall.

NPA 57000 - Organizational Behavior for Nonprofit Organizations (3)
Effective and responsible management of organizational behavior requires that managers understand and develop a capacity to manage their own behavior, influence the behavior of others at the interpersonal and group levels, and act as individual public leaders in their interactions with the public and its representatives. As a result, this course will be organized around three central themes: 1) the importance of understanding the behavior, motivations and actions of individuals in the public service; 2) a focus

on the distinctiveness of management and leadership in nonprofit organizations; and 3) an emphasis on student's learning not only from required reading but also from experience. Lab fee may be required.

NPA 57110 - Grantwriting and Proposal Preparation (3)
This course is a study of the realities of the grant seeking process and the methods of preparing a high-quality grant proposal and focuses on the developing and refining nonprofit management skills that contribute to more effective grant writing; allocating time and resources, collaborating with colleagues and with others outside the organization, conducting research, planning, and budgeting. This course will provide students with a comprehensive overview of the grant preparation and grant writing process. Focus will be on developing grant writing initiatives in line with other organizational development efforts; conducting research, planning and budgeting; and understanding the essential elements of proposal development. Lab fee may be required.

 Offered: Fall.

NPA 57400 - Nonprofit Governance and Law (3)
This course is designed to provide an understanding of the governing and regulatory environment associated with nonprofit organizations. Issues will be examined for students who may serve on a nonprofit board of directors, be employed by or work for one of them as a volunteer, or start their own nonprofit organization. The intent is to help students appreciate the complex nature of nonprofit organizations in addition to the legal roles and responsibilities of board members, staff and volunteers. This course will also examine the theory behind governance and law within the nonprofit business sector according to law and custom, ethical concepts, public attitudes, and contemporary legislative and regulatory issues that drive nonprofit organizational culture and executive decision-making. Lab fee may be required.

Prerequisite: NPA 50000.

NPA 57600 - Nonprofit Leadership Institute and Conference (2)
The annual Nonprofit Leadership Conference is a capstone experience for students pursuing a Certificate in Nonprofit Leadership. The purpose of the conference is to expose social sector leaders to a vibrant learning experience centered on six central core competencies: Planning, Governance, Finance/Legal, Fund Development, Communication, Evaluation, and Historical Perspectives.

NPA 58000 - Nonprofit Budgeting and Financial Management (3)
This course is a discussion of the theory and practice of putting together a realistic budget for a nonprofit

organization. Students will examine and discuss a budget as a policy making tool. The functions of good financial management procedures and styles are examined, preparing executive directors and supervisors of nonprofits to understand financial and accounting statements. Lab fee may be required.

NPA 58100 - Strategic Planning & Performance Measurement for Nonprofit Management (3)

This course is a review of the steps necessary to do a strategic plan for nonprofit organizations. Students will put together a strategic plan for a local nonprofit organization including an environmental assessment, mission review, discussion of key issues and the strategies for addressing those issues, and develop an implementation action plan. In addition, the class will discuss the process of evaluating programs and planning changes for existing program or development of new programs for a nonprofit organization.

NPA 58500 - Marketing for Nonprofit Organizations (3)

This course shall discuss the need to market all aspects of a nonprofit organization's operation and mission with specific emphasis to on the "four P's" of marketing. The class will be required to develop and create a marketing plan for an actual nonprofit organization or program. Lab fee may be required.

NPA 58600 - Research Project in Nonprofit Administration (1-3)

This course is designed for those students desiring to enhance their research skills and do independent research. The research topic will be chosen in agreement with the student and the faculty supervisor. The research will include the use of research methodology that is appropriate for the chosen topic. The final paper shall include sections on theory, methodology and applied or theoretical findings.

Prerequisite: Permission of the dean of the Plaster College of Business and Entrepreneurship or the nonprofit administration department head.

NPA 58788 - Nonprofit Administration Internship (1-3)

Students are placed in nonprofit organizations to serve in functions normally assigned to managers and administrators. Under the supervision of agency personnel, students will observe and practice skills necessary for success in the field. The setting of the internship will be decided by the nonprofit supervisor, faculty advisor, and student. This course is repeatable up to three (3) credit hours.

Prerequisite: Completion of 12 graduate-level credit hours consisting of courses from the program's major coursework (core courses) and/or major coursework

electives with a cumulative GPA of at least 3.3; approval of the faculty advisor, internship coordinator, and department head of nonprofit administration.

NPA 58800 - Nonprofit Organization Capstone Project (3)

This course is an individualized graduate project that may be analytical, a demonstration, or case study project. Topics will be selected and explored with the student's capstone advisor. In some cases, the project will directly relate to the internship experience.

Prerequisite: Permission of the dean of the Plaster College of Business and Entrepreneurship or the nonprofit administration department head.

NPA 59000-59999 - Special Topics in Nonprofit Administration (1-3)

This course consists of directed studies in the management and leadership of nonprofit organizations or a special course offering of a nonprofit topic. May be repeated with different topics.

PHRL - Philosophy & Religion

PHRL 52500 - Ethics of AI (3)

This course delves into the intersection of ethics and artificial intelligence (AI), addressing the ethical implications of AI technologies in contemporary society. Drawing from contemporary moral theories and their historical foundations, students will critically examine the ethical considerations surrounding AI development and deployment, including AI's human and social impact.

Offered: Fall/Spring/Summer.

SPMGT - Sport Management

SPMGT 57020 - Principles of Management in Sport Administration (3)

This course is a study of the management and decision-making processes of sport organizations. The class reviews the skills required to successfully run a sport company or organization at the youth, amateur, professional and international levels. The class researches the functions of management, marketing, and decision-making in sport organizations and examines successful leadership styles in the sport industry.

SPMGT 57030 - Economics of Sports (3)

This is an applied economics course in the area of Sport Economics. It will provide an overview of the economic issues facing the sports industry. The emphasis of the course is professional sport but the course will also address the economic impact of amateur sport and events. Students will be exposed to the following economic tools as related

to sport: supply and demand, profit maximization, game theory, competitive balance measures, factor costs including labor costs, and public funding for sports venues. The course will cover league structure and financing, competitive bargaining agreements, broadcast rights, tax policy, financing of stadiums, collegiate issues including Title IX, social responsibility, and Mega events.

Prerequisite: ECON 23020 and ECON 23030 or ECON 53081 with a grade of C or better.

SPMGT 57040 - Sport Marketing and Promotion (3)
This course examines the unique applications of marketing principles and processes to the amateur and professional sport industry. The class includes the comprehensive coverage of the functions of sports marketing, and gives students the opportunity to design an integrated marketing strategy. Students will gain an understanding of sport consumers as spectators and participants. Students will also plan, execute, and evaluate the sport marketing mix: product, price, place, and promotion.

SPMGT 57050 - Sport Venue and Event Management (3)
Provide an understanding of the essential elements of private and public sport venue management which includes: management theory, planning, feasibility, operations, budgeting and finance, design, repair and maintenance, staff training and management, risk management, scheduling, creation of revenue streams, concessions and admissions, box office, event management and structure, rental and co-promotional policy, venue marketing, and new venue financing.

SPMGT 57060 - Sport Law (3)
This course is the study of the law as it pertains to the three main divisions in sports: amateur, professional, and international. Particular emphasis will be given to contracts, agents, torts, governmental regulations, ethics, and social responsibility.

SPMGT 57090-57099 - Special Topics in Sport Management (3-6)
This course is designed to meet the individual needs of the MBA student who desires or is required to explore advanced areas of study or undertake special problem analysis within a major. The subject area will cover a specific issue, problem, or current topic, and will demonstrate the student's scholarly research abilities and techniques. Topics may require substantial reading with appropriate inference, assessment, and conclusions.

Prerequisite: Varies according to the content of the special topics course.

SPMGT 57095 - Practicum in Sport Administration (3-6)
Students are placed in sport management organizations to serve in functions normally assigned to managers and administrators. Under the supervision of the host organization, students observe and practice skills necessary for success in the field, including event planning, marketing, accounting, and controlling. Students must gain approval for the practicum location from the sport management department head. Students will be evaluated on their practicum coursework both weekly and at the completion of the term.

TA - Theatre

TA 50000 - Graduate Practicum (3)
This course consists of practical work on stage productions in directing, technical theatre or design. This course may be repeated for credit.

 Offered: Fall/Spring.

TA 50100-50199 - Graduate Acting Studio (3)
This course explores acting theories and techniques through various methods including scene study, improvisation, movement exercises, etc. This course may be repeated for credit.

 Offered: Fall/Spring.

TA 51000 - Graduate Script Analysis (3)
This course explores the analytical and research processes necessary for the consideration of any play prior to production.

TA 51100 - Graduate Directing Studio I (3)
This course consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. This course may be repeated for credit. Course fee may be required.

TA 51200 - Graduate Directing Studio II (3)
This course is an extension of TA 51100 and consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. This course may be repeated for credit. Course fee may be required.

TA 51300 - Graduate Directing Studio III (3)
This course is an extension of TA 51200 and consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. Course fee may be required.

TA 51400 - Graduate Directing Studio IV (3)
This course is an extension of TA 51300 and consists of application of theories and styles of directing which culminate in a public performance. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. This course may be repeated for credit. Course fee may be required.

TA 51401 - Graduate Directing Studio V (3)
This course is an extension of TA 51400 and consists of application of theories and styles of directing. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. Course fee may be required.

TA 51402 - Graduate Directing Studio VI (3)
This course is an extension of TA 51401 and consists of application of theories and styles of directing. Evaluation will include an assessment of the student's skill and mastery of directorial components and individual growth as the student moves through the sequence of studios. Course fee may be required.

TA 51500 - Graduate Scenography (3)
This course offers in-depth exploration of the total visual environment and the relationship between director and designer. Includes study of lighting, scenic, and costume design. Course fee may be required.

TA 51700 - Graduate History of Costume and Fashion Design (3)
This course is a study of the clothing worn throughout history from ancient times to the present. The effects of society and cultural elements, including politics, economics, and scientific developments on the evolution of clothing will be discussed.

TA 51800 - History of Theatrical Design (3)
This course will explore the major trends and designers of theatrical design. Emphasis will be on 19th and 20th century designers.

TA 51900 - Theatrical Collaboration (3)
This course will explore the collaborative nature of the theatre design process. Includes script analysis, concept development, research, design, and presentation. Emphasis will be on creating a cohesive production design involving scenery, costumes, lighting, and sound.

TA 52500 - Research Methods in Theatre (3)
This course is a study of various theatrical research methods. Students will be required to make presentations and submit a series of short papers that require application of the methodologies explored.

TA 53000 - Seminar in Theatre History (3)
This course conducts a survey of theatre and performing arts history. Among the topics included for study are playwrights, form and style, design, architecture, theatrical innovations, social conditions, and trends.

TA 53500 - Modern Drama (3)
This course is the study of genres and directions in modern and contemporary drama from Ibsen to the present.

TA 53600 - Survey of Dramatic Literature (3)
This course is designed to establish a firm foundation in dramatic literature. Dramatic texts from Ancient Greece to modernity are explored.

TA 53700 - Seminar in American Drama (3)
This course will explore the history and development of dramatic literature in America. American playwrights and their work from 1770 to present are examined. This seminal heritage of uniquely American theatre forms the foundation for the eventual rise of main stream modern drama in the United States.

TA 54000 - Topics in Dramatic Literature (3)
This course examines specific genres in dramatic literature.

TA 54600 - Box Office Management (3)
Through practical application, this course is a study of finances, contracts, public relations, personnel, ticketing systems, technology, and standard policies of educational

and professional theatre as related to professional box office management.

TA 54800 - Graduate Stage Management (3)
This course investigates the principles and processes of the stage manager. In addition to review of the fundamental principles and processes of stage management, the course will also explore crew management, communication, and organizational skills. Mentoring of undergraduate students interested in stage management may also be required.

TA 55100 - Scenographic Techniques (3)
This course consists of the application of theories and styles of costuming, lighting, and/or scenic design for various productions. Includes development of portfolio materials, exploration of methods used by scenic designers to communicate conceptual ideas, and experience with hand and computerized scale modeling and rendering.

TA 55200 - Lighting Design (3)
This course consists of the application of theories, styles, and techniques of lighting for various productions. Includes development of portfolio materials, exploration of methods used by lighting designers to express visual concepts, and experiences with hand and computerized scale lighting plots, section drawings, circuiting schedules, and programming.

TA 55300 - Costume Design (3)
This course consists of the application of theories, styles, and techniques of costuming for various kinds of productions. Includes development of portfolio materials, exploration of methods used by costume designers to communicate conceptual ideas, and experiences with hand and computerized rendering and pattern making, millery, wigs, and footwear.

TA 55400 - Technical Direction (3)
This course consists of the application of theories, styles, and techniques of technical direction for various kinds of productions. Includes development of portfolio materials, exploration of methods used by technical directors to produce shop drawings, and experiences with hand and computerized scale ground plans and elevations. Sectional and standard construction drawings are also studied and produced for conceptual or practical productions.

TA 55600 - Graduate Technique Studio I (3)
This course offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. This course may be repeated for credit.

TA 55700 - Graduate Technique Studio II (3)
This course is an extension of TA 55600 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. This course may be repeated for credit.

TA 55800 - Graduate Technique Studio III (3)
This course is an extension of TA 55700 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. This course may be repeated for credit.

TA 55900 - Graduate Technique Studio IV (3)
This course is an extension of TA 55800 and offers practical applications of advanced technique in the areas of costuming, lighting, and stage construction. This course may be repeated for credit.

TA 56500 - Professional Internship (3-9)
Supervised, graduate-level work experience in a professional theatre in any of the following areas: acting, directing, stage management, technical theatre, design, theatre management and dramaturgy. Requires signed internship agreement by student, faculty of record, and supervisor representing host organization. May be repeated for a maximum of nine credit hours.

TA 57400 - Graduate Dance Theory and Composition (3)
This course is an exploration of the basic compositional theories of dance through the mastery of improvisational movement techniques and the design of dance compositions. Significant performing is required in addition to moderate reading and written assignments. This course may be repeated for credit.

Prerequisite: Two semesters of dance technique or permission of dean.

TA 57500 - Graduate Seminar in Dance (1-3)
This course offers studies on the graduate level for students with specialized interests. Topics may include jazz or modern dance techniques, performance, education, and off campus studies or supervised internships with professional performing companies. This course may be repeated for credit.

TA 57900 - Graduate Seminar in Voice (1-3)
This course offers studies on the graduate level for students with specialized interests. May include a weekly private voice lesson, participation in a university vocal ensemble,

and/or studies related to singing and the use of the voice. This course may be repeated for credit. Private lesson fee may be required.

Prerequisite: Permission of dean.

TA 58000 - Graduate Workshop in Musical Theatre (3)
This studio course is an advanced study of musical theatre. This course may be repeated for credit.

Prerequisite: Permission of dean.

TA 58003 - History of the American Musical (3)
A study of the history of the American musical from its origin, evolution, and effect on theatre today.

Offered: Spring.

TA 58600-58699 - Special Topics (3)
Special topics in performing arts. May be repeated as topics vary. Course fee may be required.

Prerequisite: Permission of dean.

TA 58800 - Independent Study (1-6)
Topics of study in this course may include the investigation of specific theories, artists, techniques, or literary periods in theatre as related to the student's area of interest. In addition, students may also choose performance-based areas of intensive study, such as private instrumental or vocal music, stage combat, dialects, design, etc. Topics are developed in conjunction with the student and instructor. May be repeated for a maximum of twelve credit hours. Course fee may be required.

Prerequisite: Permission of dean.

TA 60000 - Master's Project and Thesis (6)
This course requires a written thesis paper and practical production component in the area of specialization. The student's level of accomplishment in their area of specialization will be assessed through both the written thesis paper and the production project.

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

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Gossett, Rachael (2013)
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