

ACCELERATED DEGREE PROGRAMS CATALOG 2019-2020



LINDENWOOD
UNIVERSITY

ACCELERATED DEGREE PROGRAMS

ACADEMIC CATALOG 2019-2020

Beginning in January 2020, the name School of Accelerated Degree Programs (ADP) will change to School of Professional Studies (SPS). Courses will be scheduled in 8-week terms that fall within the 16-week spring and fall semesters and the 12-week summer semester. Courses will be offered individually in both online and evening delivery formats. Students will select the format on a course-by-course basis allowing flexible choices based on preference and availability.

Students will be referred to the Undergraduate & Graduate catalogs for program information.

Addenda items indicated by red text color and two asterisks (**) including type, month, date, and year of change.

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ACADEMIC CALENDAR

Summer Quarter 2019 (12-Week Term)

Enrollment for graduate students, seniors, and veterans	May 27 – June 2
Open enrollment	June 3 – July 8
Independence Day—no classes held	July 4
Clusters and classes begin, 6 p.m.	July 8 – 11
Last day to choose an audit	July 19
Midterm grades due, 5 p.m.	August 23
Last day to withdraw from a class with “W”	August 30
Labor Day holiday—no classes held	September 2
Last day to apply for October or December graduation	September 15
Deadline for making up Incomplete grades from previous term	September 27
Term ends	September 29
Final grades due, 5 p.m.	September 30

Fall Quarter 2019 (12-Week Term)**

Enrollment for graduate students, seniors, and veterans	August 19 – 25
Open enrollment	August 26 – September 29
Clusters and classes begin, 6 p.m.	September 30 – October 3
Last day to choose an audit	October 11
Midterm grades due, 5 p.m.	November 15
Last day to withdraw from a class with “W”	November 22
Thanksgiving holiday—no classes held	November 27 – 29
Graduate Commencement at 7 p.m.	December 13 **
Undergraduate Commencement at 10 a.m.	December 14 **
Deadline for making up Incomplete grades from previous term	December 20
Term ends	December 21
Final grades due, 5 p.m.	December 23

*Updated after publishing – September Addendum 09/05/2019***

Winter Quarter 2020 (12-Week Term)

Note: ADP/SPS students may choose to enroll in either Winter Quarter 2020 classes or Spring I and Spring II 8-week courses.

Enrollment for graduate students, seniors, and veterans	November 18 –22
Open enrollment	November 25 – January 5
New Year's Eve—university closed	December 31
New Year's Day—university closed	January 1
Clusters and classes begin, 6 p.m.	January 6 – 9
Last day to choose an audit	January 17
Martin Luther King Day—no classes held	January 20
Midterm grades due, 5 p.m.	February 21
Last day to withdraw with “W”	February 28
Deadline for making up Incomplete grades from previous term	March 27
Term ends	March 29
Final grades due, 5 p.m.	March 30

Spring Quarter 2020 (12-Week Term)

Note: Spring Quarter 2020 is the last quarter term offered at Lindenwood University. ADP/SPS students will take 8-week courses beginning in Fall 2020.

Enrollment for graduate students, seniors, and veterans	February 24 – March 1
Open enrollment	March 2 – April 5
Clusters and classes begin, 6 p.m.	April 6 – 9
Good Friday—no classes held	April 10
Last day to choose an audit	April 17
Graduate student commencement TBD	May 8 – 9
Undergraduate commencement TBD	May 8 – 9
Midterm grades due, 5 p.m.	May 22
Memorial Day—no classes held	May 25
Last day to withdraw with “W”	May 29
Deadline for making up Incomplete grades from previous term	June 26
Term ends	June 28
Final grades due, 5 p.m.	June 29

Spring Semester 2020 (16-Week Term)

New Year's Eve—university closed	December 31
New Year's Day—university closed	January 1
Classes begin	January 13
Last day to register for or add classes or choose audit	January 17
Martin Luther King Jr. Day—no classes held	January 20
4-week grades due, noon	February 10
Midterm grades due, noon	March 9
Spring Break	March 9 – 15
Fall and summer registration for active honors and online students	March 20
Fall and summer registration for seniors	March 23
Fall and summer registration for juniors	March 24
Fall and summer registration for sophomores	March 26
Fall and summer registration for freshmen	March 27
Last day to withdraw with “W”	March 27
Good Friday—no classes held	April 10
Honors Convocation, 2 p.m.	April 26
Last day of classes	May 1
Final exams	May 4 – May 8
Deadline for making up Incomplete grades from fall 2019	May 8
Graduate student commencement TBD	May 8 – 10
Undergraduate commencement TBD	May 8 – 10
Final grades due, 5 p.m.	May 12

Spring Half-Semesters 2020 (8-Week Terms)**

First Half-Semester, January 13 – March 8 **	
Classes begin	January 13
Mid-term grades due, noon	February 10
Last day to withdraw with “W”	February 14
Final grades due, 5 p.m.	March 10 **
Second Half-Semester, March 16 – May 8	
Classes begin	March 16
Mid-term grades due, noon	April 13
Last day to withdraw with “W”	April 17
Final grades due, 5 p.m.	May 12

*Updated after publishing – September Addendum 09/05/2019***

INTRODUCTION

Note: Beginning in January 2020, the name School of Accelerated Degree Programs (ADP) will change to School of Professional Studies (SPS). Courses will be scheduled in 8-week terms that fall within the 16-week spring and fall semesters and the 12-week summer semester. Courses will be offered individually in both online and evening delivery formats. Students will select the format on a course-by-course basis allowing flexible choices based on preference and availability.

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

This catalog contains descriptions of the undergraduate and graduate programs offered by the School of Accelerated Degree Programs. All statements in this publication concerning policies, program requirements, fees, and other matters are subject to change without notice. The statements in this catalog are for informational purposes only and should not be viewed as the basis of a contract between a student and the university.

Program Format

The School of Accelerated Degree Programs provides an accelerated program of study that enables students to make progress toward an undergraduate or graduate degree without relinquishing career, family, and community obligations. Classes are held on a quarterly basis so that students may take up to 36 credit hours per year. Many adults who might not pursue higher education in a traditional setting find that the school's educational philosophy and flexible program provide an ideal learning environment in which to earn a degree or to pursue studies appropriate to personal learning goals. Since its inception, the evening format has maintained a deep commitment to meeting the intellectual and professional needs of adult learners with employment experience.

History

Lindenwood University was founded in 1827 by pioneering educators Mary Easton Sibley and George Sibley. The Sibleys sought to establish an institution that educated students across disciplinary fields, provided a solid core curriculum, and promoted the desire to serve the community. The Sibleys envisioned a college that would educate the "whole person" by encouraging

students to pursue the liberal arts as well as focused studies. Their vision survives to this day.

Mission Statement

Mission

Real Experience. Real Success.

Enhancing lives through quality education and professional preparatory experiences.

Values

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

Institutional Learning Outcomes

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

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

- 1.1 Human Cultures and the Physical and Natural World: Lindenwood students understand human cultures and the physical and natural world.
- For undergraduate students, ILO 1.1 includes the following components:
 - 1.1.1 Natural Sciences: Lindenwood graduates understand scientific concepts and/or methods of scientific inquiry.
 - 1.1.2 Mathematics/Numeracy: Lindenwood graduates understand mathematical concepts, problem-solving, and/or connections.

- 1.1.3 Social Sciences: Lindenwood graduates understand accepted theories and/or concepts in the designated field.
- 1.1.4 Literature: Lindenwood graduates understand literary elements, including style, tone, genre, mode, plot, character, and theme.
- 1.1.5 Philosophy: Lindenwood graduates understand philosophical works, perspectives, questions, and/or traditions.
- 1.1.6 Religion: Lindenwood graduates understand religious perspectives and/or traditions.
- 1.1.7 US History and Government: Lindenwood graduates understand historical and/or political perspectives about the United States.
- 1.1.8 World History: Lindenwood graduates understand world history, including change over time, causation, context, and/or the roles of contingency and complexity.
- 1.1.9 Foreign Language: Lindenwood graduates understand language, traditions, histories, and/or literary texts specific to the culture being studied.
- 1.1.10 Foreign Culture: Lindenwood graduates understand aesthetic, political, economic, religious, social, and/or historical traditions of non-United States cultures.
- 1.1.11 Arts: Lindenwood graduates understand artistic techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships.
- 1.1.12 Communication: Lindenwood graduates understand communications methodology, theory, and technology including compositional strategies and rhetorical structures appropriate to various contexts and media.
- 1.2 Integrated Perspectives: Lindenwood graduates have integrated perspectives.
- 1.3 Specialized Knowledge: Lindenwood graduates have specialized knowledge.

ILO-2 Lindenwood graduates have essential habits of mind.

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

ILO-3 Lindenwood graduates have communicative fluency.

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

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

- 4.1 Strategy: Lindenwood graduates can solve problems strategically.
- 4.2 Collaboration: Lindenwood graduates can solve problems collaboratively.

Accreditation

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

The Higher Learning Commission

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

The Accreditation Council for Business Schools and Programs

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

American Chemical Society

1155 Sixteenth Street, N.W.
Washington, D.C. 20036
phone: (202) 872-4589
www.acs.org/cpt

The Council on Social Work Education

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

The Commission on Accreditation of Athletic Training Education

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

Commission on Collegiate Nursing Education

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

Council for the Accreditation of Educator Preparation

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

The Council for Higher Education Accreditation

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

The Missouri Department of Elementary and Secondary Education

PO Box 480
 Jefferson City, MO 65102
 phone: 573-751-4212
 fax: 573-751-8613
<http://dese.mo.gov>

The Teacher Education Accreditation Council

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

Lindenwood is fully endorsed by the following organization:

The Society for Human Resource Management

1800 Duke St.
 Alexandria, VA 22314
 phone: (800) 283-7476
www.shrm.org

Commitments**Assessment**

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

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

A Culture of Continuous Improvement: Defining Characteristics

1. The institution publicly affirms its commitment to effectiveness and continuous improvement and, in so doing, recognizes the need for accountability to its stakeholders.
2. The institution values effectiveness and continuous improvement in all facets and levels of its operations (e.g., individual professional development, classroom teaching and learning, program review, measurement of graduate success, student and employee satisfaction, governance).
3. Comprehensive and integrative assessment is conducted for the purpose of continuous improvement.
4. The leadership of the institution understands, values, and provides strong support for efforts related to assessment and continuous improvement.
5. Assessment *for* learning and *of* learning are valued, supported, and recognized.
6. Efforts to improve teaching are valued, supported, and recognized.
7. All aspects of the assessment process are conducted with a spirit of collaboration among colleagues within all programs and departments. There is collective investment in the commitment to effective teaching and learning and to overall institutional effectiveness.
8. Both faculty and staff value inquiry and the important role of evidence in the decision-making processes associated with continuous improvement. Multiple forms of direct and indirect evidence are used to make decisions annually.
9. Assessment processes and results are integrated within the institution's planning and budgeting processes – the institution commits the necessary resources to support its assessment program, and assessment results inform both planning and budgeting.
10. The institution understands the critical importance of sustainable and transparent assessment practices, including documenting and sharing intended outcomes and objectives, appropriate methods of assessment, the results of assessment, and initiatives to “close the loop” wherein the results are used for continuous improvement.

Notice of Non-discrimination

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

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

intimidation, or retaliation may be defined as any attempt on the part of individuals, groups, or recognized campus organizations to deny an individual or group those rights, freedoms, or opportunities available to all members of the Lindenwood University community.

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

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

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

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

Dr. Suzy Jones
Dean of Students
sjones5@lindenwood.edu
(618) 239-6223
2600 W. Main St.
Alan J. Dixon Center 100
Belleville, IL 62226

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

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

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

Mr. Richard Cavalier
Coordinator, Testing Center and ADA Compliance
rcavalier@lindenwood.edu
(618) 239-6095
2600 W. Main St.
Alan J. Dixon Center 100
Belleville, IL 62226

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

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

Diversity, Equity, and Inclusion

Lindenwood University is proud of its diverse population of faculty, staff, and students from all corners of the world. We 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, socioeconomic backgrounds, disabilities, or countries of origin shall not be mistreated or discriminated against on the basis of their differences. Therefore, all Lindenwood policies, facilities, resources, activities, and privileges, irrespective of individual differences, are made available and accessible to everyone in our campus community.

At Lindenwood University, we will strive to

- Offer collaborative and integrated academic, co-curricular and sporting programs that provide

mutually beneficial experiences to our diverse body of students.

- Pursue and promote mutual understanding, respect, and cooperation among our students, teaching and non-teaching staff, contractors, suppliers, and visitors to our community who represent the aforementioned differences.
- Encourage and promote the empowerment and advancement of minority groups within our community through academic and social activities, offering activities of special interest to them, and affording them equal-opportunity integration within our community.
- Respect the knowledge, skills, and experiences that every person in our community brings to the university.
- Design and operate flexible and easily accessible services, facilities, and activities whose procedures appropriately recognize the needs of everyone in our community.
- Make every effort to ensure that our current and future contractual agreements and obligations fully reflect and embrace our commitment to the philosophy and culture of *diversity, equity, and inclusion* as delineated in this statement.
- Encourage all faculty and staff members to promote *diversity, equity, and inclusion* throughout our community.
- Protect every member of our community against all forms of discrimination.

Lindenwood University System

School of Accelerated Degree Programs Centers

- Lindenwood University Cultural Center (LUCC): Located at 400 N. Kingshighway, a few blocks north of the main campus, the LUCC is the center for the School of Accelerated Degree Programs. Classrooms, faculty offices, a 600-seat auditorium, and the Student Success Center are among the building's amenities. Contact (636) 949-4500 for more information.
- North County Center: Students in the Florissant, Mo., area can take classes conveniently at Lindenwood's center located at 4500 Washington Street. Contact (636) 627-6640 for more information.
- Saint Louis City- Old Post Office: Located at 815 Olive Street, Suite 20, the center is strategically located to meet the needs of downtown residents as well as workforce commuters. Lindenwood moved to this facility in 2016, and it serves both undergraduate and graduate students. Contact (636) 627-6650 for more information.
- South County Center: Located at 12224 Tesson Ferry Rd., Suite 200, the center meets the needs of working adults by offering undergraduate and graduate evening programs. Classrooms and administrative offices are

housed in a modern facility with ample parking. Contact (636) 627-6610 for more information.

- Wentzville Center: Located at 1102 East Pitman, this extension center serves not only students in Wentzville but also those living in Lincoln, Warren, and western St. Charles counties. The site offers undergraduate and graduate programs designed to meet the needs of adult students. Contact (636) 627-6620 for more information.
- Westport Center: Located in the 12000 Building, 11960 Westline Industrial Drive, Suite 260, in west St. Louis County, this facility meets the needs of working adults enrolled in undergraduate and graduate programs of the School of Accelerated Degree Programs. Classrooms and administrative offices are housed in a modern facility with ample free parking. Contact (636) 627-6630 for more information.

Lindenwood University-Belleville

The Belleville, Illinois, campus of the Lindenwood University system is a full-service campus offering a wide range of traditional undergraduate degrees, as well as evening undergraduate and graduate programs. Located at 2600 West Main St., within 15 miles of Downtown St. Louis, Lindenwood University-Belleville offers on-campus housing, intercollegiate athletics, campus dining, student activities, as well as modern educational facilities. Complete information on all academic programs at LU-Belleville may be found at www.belleville.lindenwood.edu/.

Initially an extension site of the university, Lindenwood University-Belleville was founded in 2003 on the historic site of the former Belleville Township High School, and the traditional semester program was started in 2009. Lindenwood University-Belleville is a blend of tradition and innovation, echoing the educational values of its founders and adapting to meet the needs of its growing student body.

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

Lindenwood University-St. Charles

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

Campus Life

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

arts student productions, sporting events, and special speakers hosted by the university.

Athletics

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

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

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

Lindenwood Student Government

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

Student Organizations

Students may complement their academic experiences by becoming involved with some of the 80-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, access Involve U via your

student portal, stop by the Student Involvement Office in Evans Commons Room 3040, or visit the Student Life page of the Lindenwood website at <http://www.lindenwood.edu/student-life/>.

Leadership Development

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

LUTV All-Digital Television Channel

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

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

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

Student Resources

Library and Academic Resources Center

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

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

these resources, students must obtain a valid Lindenwood student ID.

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

Additional services available through the Library and Academic Resources Center include

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

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

The Writing Center

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

Tutoring Services

Peer tutoring from many academic areas is available to help students who need help understanding course material. Peer tutors are student workers available in SASS within the Library and Academic Resources Center. Tutoring for course topics requiring special equipment or models will take place in the appropriate academic buildings outside of SASS. An available tutor list identified by topic and location can be found at <http://www.lindenwood.edu/tutor>. Students may also contact SASS at sass@lindenwood.edu or call (636) 949-4699 with additional tutoring services questions. Students are also encouraged to ask their classroom professors about possible tutoring assistance.

Lindenwood also offers online tutoring from Smarthinking, which is available to any Lindenwood student. Online tutors are available in a variety of subjects to work with students 24 hours a day, depending upon the subject area. Completed drafts of writing assignments may also be submitted to Smarthinking's Essay Center for

detailed, personalized feedback, typically within 24 hours. Students may access online tutoring through Canvas and the student portal.

Student and Academic Support Services (SASS) and Student Ombudsman

Students who experience problems of any type are encouraged to visit the Office of Student and Academic Support Services (SASS). SASS assists students in the resolution of obstacles that impede academic progress. SASS staff can assist with inter-office facilitation, institutional guidance, academic mentoring, and dispute resolution. The associate vice president for student and academic support services also works as a liaison between students and other university offices and serves as the official university-student ombudsman. SASS is located in the Library and Academic Resources Center, suite 346, and can be contacted at sass@lindenwood.edu or (636) 949-4699.

Student Success Center in the School of Accelerated Degree Programs

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

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

Services include

- Academic advising.
- Student success coaching.
- Retention and academic progress monitoring.
- College survival/study skills sessions.
- Connect students with university resources.

Contact the student success specialists at (636) 627-4503 or SSC_ADP@lindenwood.edu.

The School of Accelerated Degree Programs offers free writing tutoring on Monday through Thursday evenings at several area learning centers. Free tutoring in mathematics and applied mathematics is offered at various locations in the evening and Saturdays. Contact the ADP Student Success Center for tutoring schedule information.

Wellness Center

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

The Wellness Center, Student Counseling and Resource Center, and the Chaplain's office is housed in Evans Commons on the 3rd floor. In the Wellness Center, SSM

Health-Student Health Center serves on-campus students and full-time undergraduate students for a variety of medical conditions, from illnesses and injuries to physical examinations, well woman examinations, STD testing/HIV testing, birth control counseling, minor procedures, anxiety and depression consultations and immunizations. The clinic has an on-site nurse practitioner to confidentially assist students with their healthcare needs. Walk-ins are welcome, but students with appointments take first priority.

The mission of The Student Counseling and Resource Center at Lindenwood University is dedicated to helping students at Lindenwood University achieve the kinds of academic success, personal growth, and balance that leads to rich, full, and healthy lives. We approach wellness, mental, physical, and spiritual health through a multidisciplinary approach of social justice, equity, diversity, and inclusion for all students. The vision of the SCRC is to promote better health outcomes, and raise awareness for the purpose of promoting the 8 dimensions of wellness, the mission of the SCRC, and the mission of Lindenwood University. The SCRC is also housed in Evans Commons on the 3rd 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 8 dimensions of wellness. The Student Counseling and Resource Center 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 Chaplain works in the Wellness Center to assist students in meeting their spiritual needs. Lindenwood has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. The university provides an ecumenical environment that respects all religious traditions. The Lindenwood University Newman Center is located at 304 N. Kingshighway. A Sacred Space, which can be used for daily prayer and meditation, is located in Spellmann Center room 4150, and the Sibley Chapel often hosts non-denominational religious services. The job of a chaplain is to respond to the needs of the college community, to those of various faith traditions, to those with no faith tradition who are asking the "big questions," and to those who ask those questions and find that God or gods do not fit the answer. The University Chaplain, Rev. Dr. Nichole Torbitzky, is available to meet with anyone for counsel, spiritual direction, or pastoral care. The chaplain's office is located in the Wellness Center. Appointments can be made through (636) 949-4522 or (636) 949-4651.

Campus Accessibility for Students with Disabilities

The guiding philosophy of Lindenwood University is to make programs and facilities as accessible as possible to students with disabilities. The coordinator for campus accessibility services acts to ensure the accessibility of programs and assists and supports students with

disabilities. Students who need assistance or accommodations for certified disabilities should contact the student support and accessibility coordinator at (636) 949-4510.

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

Office 365

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

On-Campus Printing

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

University Policies

Abuse of Student Portals

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

Campus Tobacco Use

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

Cancellations Due to Inclement Weather

Only the president (or, in the president's absence, the provost or associate provost) has the authority to cancel classes in the event of severe weather. Should weather create potentially hazardous conditions, Lindenwood University will evaluate the situation and take into consideration the safety of faculty, staff, and students as well as the services that must be provided despite the inclement weather. After this careful evaluation and depending on the hazardous weather conditions (e.g., tornado, snow/ice, etc.), an alert will be sent to students, faculty, and staff via a Rave system text message and

email message, as necessary. This alert will detail the appropriate action required of faculty, staff, and students and will also specify the essential services that must be provided despite the inclement weather. Instructors are expected to schedule a make-up class meeting when evening classes are cancelled due to inclement weather.

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

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

Filing a Grievance

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

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

Firearms Policy

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

Recording and Electronic Devices

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

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

Recorded video sessions of a class may be used within that class as long as the videos are password-protected. Recordings that involve students cannot be used in future classes. Video sessions of lectures recorded outside of the classroom by the instructor that do not involve students may be used by the instructor in future classes. Students may download electronic course materials for personal use only.

Photo Usage

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

The School of Accelerated Degree Programs Policies

Note: Beginning in January 2020, the name School of Accelerated Degree Programs (ADP) will change to School of Professional Studies (SPS). Courses will be scheduled in 8-week terms that fall within the 16-week spring and fall semesters and the 12-week summer semester. Courses will be offered individually in both online and evening delivery formats. Students will select the format on a course-by-course basis allowing flexible choices based on preference and availability.

Individualized Study

The School of Accelerated Degree Programs (ADP) is committed to the idea that people learn more effectively when their experience and goals converge. To this end, the university actively fosters the participation of students in the planning of their educational programs. Students are also expected to individualize their course work through directed independent research. Upon enrolling in the school, each student is assigned an academic advisor who helps the student plan and coordinate a program of study from entry through degree completion.

In addition to assisting students in the design of their programs of study, the academic advisor acts as a mentor, provides a source of continuity to students' ongoing academic experience, and evaluates the overall quality of their work. In regularly scheduled conferences, the faculty advisor monitors student progress by reviewing course work and by providing feedback on projects.

Full-Time Accelerated Pace

The School of Accelerated Degree Programs academic year consists of four 12-week terms with 13 cluster meetings per term. Students normally enroll in one cluster per quarter, earning nine credit hours in most degree programs. ADP also offers six credit hour clusters, and single courses in either the classroom and/or online format. Occasionally, ADP offers single courses with a

day semester program department prefix which may be taken in the quarter program format in lieu of a course with a quarter program department prefix (prefix beginning with “I”). New students are admitted at the beginning of each term, and may pursue a full-time academic program by attending all four terms during the year.

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

Cluster Limit Policy

Students are not permitted to take more than one nine-credit-hour cluster per quarter. The accelerated format employing clusters is based on the assumption that highly motivated students are entirely focused on the content of their clusters during the quarter.

The one-cluster limit maximizes the likelihood of a quality effort resulting in a quality learning experience. Limiting a student’s course load is intended to protect the academic integrity of the program and its degree offerings. Students are permitted to take one three-credit-hour course in the same quarter in which they are enrolled in a cluster. Normally, a maximum of 13 credit hours per quarter is allowed. In rare situations, a student is permitted to take additional coursework in the day semester program. In such an instance, a student is permitted to take a combined (day semester and evening quarter) total of twenty-four hours. Students wishing to take hours in excess of 13 semester hours are required to complete a Petition for Policy Exemption.

Cluster Attendance Policy

Instructors may accommodate a single absence per quarter without a grade reduction by assigning additional work at their discretion. Two absences will result in a grade drop in a single course or in one, two, or all three of the courses in a cluster, depending on the instructor’s judgment. A student who has missed three cluster meetings and does not request to withdraw from the course or cluster before the Withdrawal deadline will receive failing grades in the course or cluster (see Attendance Failure vs. Failure Grades). The first class and the thirteenth class meetings (arranged by the instructor) are both considered part of the scheduled coursework and attendance will be counted accordingly. Any tardy arrival or early departure from class will be calculated as a partial absence with multiple instances calculated as a combined total.

Online Attendance Policy

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.

Excused Absence Policy for Students Engaged in LU Authorized Events

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

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

Excused Absence Policy for Students Engaged in Military Duties

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

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

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

Note: Students enrolled in classes with extremely compressed meeting schedules will not be excused from class attendance if participation in the activity would cause the student to miss a

significant portion of the scheduled meeting time. Students who enroll in such a class and find that they must be absent will be advised to withdraw from the class.

Textbook Policy

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

Textbook Ordering

Textbooks for all courses are available through Barnes and Noble, Lindenwood's affiliated bookstore. To order texts, students should go to the Lindenwood University website and access Barnes and Noble through a direct link to the company's Lindenwood University account. Students will need to know the course department prefix and course id and be prepared to use a credit card to order books at least two weeks before the beginning of the term and have them shipped directly to their home address if they do not live in close proximity to either the St. Charles campus or the Belleville campus. Students taking classes on the Belleville campus should select the Belleville Campus on the Barnes and Noble textbook webpage to order textbooks from the Barnes and Noble Bookstore on the Belleville campus.

The Capstone Course

The capstone course is required for students (except those in the traditional day programs) majoring in business administration, communications, criminal justice, health management, human resource management, and information technology. Students who take the capstone course must have completed all of their required core clusters in their areas of emphasis or enroll in the capstone course concurrently with the final core cluster. The course will emphasize the theories and concepts of the major from an academic viewpoint as well as their practical applications in the professional setting. The course requires a mastery of the concepts within the major and integrates academic studies with issues faced by practicing professionals in their areas of employment. Consequently, students should expect midterm and final examinations, case analyses, and at least one major research paper during the term of enrollment. Undergraduate students are required to earn a grade of "C" or above to pass this course. Graduate students are required to earn a grade of "B" or above to pass this course.

Student Code of Conduct

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

remind students of appropriate behaviors expected in the classroom.

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

ADMISSION AND APPLICATION

Admission Standards

The standards of admission to Lindenwood University are selective, yet holistic. Applicants should possess sound academic preparation for college. Each applicant's record is carefully examined to determine whether the student has the potential to be successful at Lindenwood.

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

Undergraduate Application Procedures

Undergraduate U.S. Citizen and Permanent Resident Application

To be considered for admission to the university, an applicant's file must include each of the following documents. Please note individual programs may have additional application procedures as communicated through the Office of University Admissions. Please review your program of interest in detail.

1. Online application.
2. Current résumé.
3. A personal essay. A personal essay including why the applicant wishes further education, any long-term goals, or a specific experience in the applicant's life.

Note: Applicants who have earned more than 24 credit hours of transferable coursework with a GPA of 2.0 or better (on a 4.0 scale) from another college or university or a GPA of 2.5 or better (on a 4.0 scale) from a high school may be exempt from this requirement.

4. Official transcript indicating graduation from the last high school attended or home school program. A copy of the student's General Education Development (GED) certificate may be provided in lieu of the high school transcript. Students who earned college credits from another college or university must also submit official transcripts from all previously attended post-secondary institutions as part of their application.
5. Some programs may require additional application materials. Students should review the program descriptions for more information by connecting with the Office of University Admissions.

Transfer students who have successfully completed 24 credit hours that are acceptable for full credit toward a bachelor's degree may not be required to submit their high school transcripts. Students wishing to transfer credit from a regionally accredited institution should request official university transcripts sent to Lindenwood University.

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

Transfer Student Application: U.S. Citizens and Permanent Residents

Applicants seeking to transfer university credits awarded at another institution must submit all official transcripts from the college or university previously attended directly to the Lindenwood Office of University Admissions.

Note that while there is no limit on the number of credit hours that may be transferred to Lindenwood, not all credits may transfer, and some credits may transfer only as electives. Please note the following additional terms, conditions, and requirements regarding the transfer of credit to Lindenwood University:

- All credit hours accepted in transfer must be from regionally accredited colleges and universities, or as approved upon further review by Academic Services on a case by case basis.
- In order to count toward graduation, all transferred credits must be earned at the 10000-level or above. Preparatory courses will not be accepted for transfer by the university.
- Courses taken between the 10000- and 40000-level for which a passing grade has been earned and that contain content and credit similar to that of a Lindenwood course will be transferred onto the student's transcript as equivalents of Lindenwood courses and credits. (Only credit hours will be transferred; grades earned at other colleges will be made available on the student's transcript for advising purposes but not computed into the Lindenwood University GPA.)
- Lindenwood academic departments will determine the equivalency of each transferred course relative to the department's respective degree requirements. If the content of a transferred course is unlike any course offered at Lindenwood but within the university's programmatic range of studies, elective course credit may be granted.
- If the transfer credit is unrelated to any Lindenwood program, a maximum of 12 hours of technical credit may be granted. The appropriate department will determine whether and how the evaluated transfer credit may be used to meet major and minor requirements.
- Credits accepted from another institution that correspond to 30000-level Lindenwood courses or higher will be recognized as fulfilling the university requirement that students complete 42-credit hours at or above the 30000-level. Such courses will also count toward the 120 credit hours required for graduation.
- Lindenwood will accept grades of D or better in transfer except for courses equivalent to ENGL 15000, EPP 15000, and ENGL 17000, which must be transferred with a grade of a C or better. However, a transferred grade of D in those classes will be counted

for credit toward other general education and elective requirements.

- A student transferring to Lindenwood University with a D in a major course or a major course prerequisite may be required to retake the course at Lindenwood University, as dictated by the policies of the department in which the student is completing a major. Decisions concerning requirements to retake courses will be left up to the department chairperson (or school dean if the department chairperson is unavailable) who has authority over the major. If a transferred course in which a D is earned is retaken, the transferred course credit will be removed from the transcript.
- Grades of P (pass) will be accepted in transfer and may count for either general education or elective credit, except where minimum grades of C or better are required.
- If a major or minor course requirement is transferred to Lindenwood with a P (pass) grade, the department chair and the dean of the affected school will determine whether the course will meet the major or minor course requirement or whether the course must be retaken or replaced.

Notes: (1) Appeals of transfer credit evaluations should be submitted in writing to the registrar.

(2) For information about transferring credit for experiential learning or proficiency exam credit, please see Earning Credits by Examination, or Earning Credits through Experiential Learning or Professional Experience.

In addition to the terms outlined above, the following criteria must be met in order for students to qualify for graduation:

- A transfer student must successfully complete a total of 30 credit hours in residence at Lindenwood University, with the successful completion of the last 24 credits leading to a degree being taken within the Lindenwood University system.
- A transfer student must complete the greater of 18 credit hours or 40 percent of the courses required for his or her major, minor, concentration, or emphasis at Lindenwood University, but a department or school may require a higher minimum number of hours to be taken at Lindenwood University in the major, minor, concentration, or emphasis area to earn a degree.

Undergraduate 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 The Common Application.
- Official transcripts indicating graduation from the last high school attended, along with official transcripts of any college or university attended, if applicable. Transcripts from U.S. schools must be original and sent directly from the U.S. institution. Transcripts

from international schools 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.

- Official TOEFL, IELTS, or Duolingo score. For score reporting, the Lindenwood University code is 6367.
 - Required minimum TOEFL scores:
 - 61 (Internet-based)
 - Required minimum IELTS score: 5.5
- Affidavit of support verifying the amount of personal or family funds (in U.S. dollars) available for tuition, personal costs, and educational expenses (books, insurance). The affidavit should provide an official document or statement from the applicant's bank. Documents must be in English. To submit an affidavit of support, fill out the form available on the international admissions webpage.
- Passport (clear, readable copy of the identification page).

Notes: (1) The minimum TOEFL and IELTS scores listed above are requirements for admission to the university. Upon arrival, students will also undergo on-site English language testing to determine English language proficiency. Students whose on-site language testing results indicate an English language proficiency below the level necessary for placement into college-level coursework will be placed into courses at the pre-college level through the university's English as a Second Language (ESL) Program.

(2) For information regarding the transfer of credit for particular coursework, go to Academic Procedures Transferring Credit.

The Student Application or Common Application should be completed online and all required application materials should be scanned in PDF format and emailed to internationaladmissions@lindenwood.edu. Hard copies of required admission documents can be mailed to

Lindenwood University
Office of Admissions and Services for International Students (OASIS)
209 South Kingshighway
Saint Charles, MO 63301, USA

The preferred format for the submission of application materials is a scanned PDF sent via email.

Transferring International Credit

If an international candidate wishes to transfer credit to Lindenwood from an overseas school, the applicant must apply for a course-by-course evaluation from World Evaluation Services (WES). No application for the transfer of international credit will be complete until the WES evaluation is provided. Applicants should list Lindenwood University as the recipient of the evaluation. WES will also provide a copy of the evaluation directly to the applicant. Applicants should keep a copy of the evaluation for their records. For more information about

transcript evaluation, contact WES at <http://www.wes.org>. Also see Academic Procedures *Transferring Credit from International Institutions*.

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.

Transferring to Lindenwood from another U.S. School

In addition to submitting the materials required for admission, international students wishing to transfer to Lindenwood from a SEVIS-sponsored school should also submit the following documents:

- Official transcripts from the college or university previously attended, sent directly to Lindenwood University.
- The SEVIS transfer eligibility form (found on the Lindenwood University website on the transfer international undergraduate students homepage), along with the letter of acceptance from Lindenwood University should be sent to the appropriate official at the school the student previously attended, where it will be processed and returned to the Lindenwood University Office of Admissions and Services for International Students (OASIS).
- The student's transfer will not be considered complete until Lindenwood University receives the completed transfer paperwork. Once the transfer application has been processed, and an enrollment deposit is received, Lindenwood will issue the student a Lindenwood I-20, permitting the student to legally reside in the U.S. as a full-time international student.

The SEVIS transfer eligibility form should be sent to the Office of Admissions and Services for International Students (OASIS) direct email account, internationaladmissions@lindenwood.edu.

Note: The terms, conditions, and requirements regarding the transfer of credits to Lindenwood University for international students, corresponds with the criteria listed in Transfer Student Application: U.S. Citizens and Residents.

International students must arrive on the designated date prior to the start of classes each semester to move into housing. Upon arrival, international students will receive an orientation to the university and an introduction to academic programs and requirements.

Graduate Application Procedures

Application

Prospective students wishing to apply to graduate degree programs in the School of Accelerated Degree Programs should visit the Office University Admissions at the Spellmann Center on the Lindenwood-St. Charles campus, one of our regional extension locations, or online at www.lindenwood.edu/admissions. When the application is received, an admissions counselor will contact the applicant to answer any questions and assist in the admissions process. Once all documents are obtained,

the counselor will submit them for review by the program director who will contact the student to schedule an interview.

Admission and Program Requirements

Admission to all graduate degree programs in the School of Accelerated Degree Programs requires a student to possess a 3.0 or better in their undergraduate studies as well as successful completion of the university's admissions process. Students who do not meet that academic standard or other admissions standards will be given individual consideration following a meeting with the program director. In this case, the submission of a GRE or GMAT score may be considered in support of an application for admission. Once accepted, graduate students must maintain a cumulative grade point average of at least 3.0. Students who do not maintain a 3.0 grade point average may face academic probation and/or suspension from the university. See individual programs for any additional admission requirements.

Degree programs typically either consist of five core clusters, and a capstone course or directed thesis. Students are assigned a faculty advisor to guide them through their specific degree program. Each degree program is designed to meet both student needs and accreditation requirements. Consequently, students may not deviate from any cluster requirements. See individual programs for any additional admission requirements.

Graduate U.S. Citizen and Permanent Resident Application

To be considered for admission to the university, an applicant's file must include each of the following documents. Please note, individual programs may have additional application procedures and will be communicated by the Office of University Admissions. Please review your program of interest in detail.

1. Online application.
 2. Official transcript with a conferred bachelor's degree and any subsequent coursework. An admissions decision will be based on the most recent conferred degree.
 3. Current résumé.
 4. Personal statement describing the applicant's professional experience or philosophy and a description of the applicant's decision to attend a graduate program that includes personal or professional goals upon completion of the program.
 5. Three letters of recommendation.
- Note: Applicants with an undergraduate degree or a previously earned graduate degree with a GPA of 3.0 or better (on a 4.0 scale) are not subject to this requirement.*
6. Interview with the program director.
 7. Additional requirements, such as a portfolio, or a writing sample, as required by various programs.

Once the application is submitted, an admissions counselor will contact the applicant to answer any

questions and assist in the admissions process. The program director will contact the applicant to schedule an interview. If the applicant is accepted in the program, the program director will enroll him/her in the upcoming term.

Application to MS in Administration, Healthcare Administration, or MFA Program

Students applying for admission to the Master of Science (MSA) programs in Administration and Master of Healthcare Administration (MHA) program must also submit three letters of recommendation and participate in an interview conducted by the campus dean or his/her designee.

Students applying for admission to the Master of Fine Arts in Writing (MFA) must submit a creative writing sample and a statement of purpose submitted to the MFA program director.

Note: Applicants to the online MFA in Writing program who do not already possess a Lindenwood transcript must submit a color photo and either a color copy of a photo ID or an official GRE score. For score reporting, the Lindenwood University code is 6367. Applicants should also submit a color photo for a student ID.

Acceptance decisions are made on a rolling basis throughout the year for our four graduate terms. The Master of Healthcare Administration program is designed for students holding undergraduate degrees who wish to further their careers in the administration of health organizations. A bachelor's degree or equivalent in an appropriate discipline is required. (Work experience in healthcare administration is a plus). Please submit the following items:

- Current résumé or curriculum vitae;
- Personal essay that outlines your professional plans and career objectives, explains how you became interested in health services management and how your prior training and experience would help your career, and includes specific issues and problems in health care you consider challenging and why.

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

Graduate International Application

International citizens wishing to apply to the graduate programs in the School of Accelerate Degree Programs should visit the university website and select International Admissions. Visit the Admissions Process, Required Documents, and Admissions links. (Note: Applicants should complete the International Application.)

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

1. International student application.
2. Current résumé.
3. Three letters of recommendation.

Note: Applicants with an undergraduate degree or a previously earned graduate degree with a GPA of 3.0 or better (on a 4.0 scale) are not subject to this requirement.

4. An affidavit of support in the form of an official document or statement from a bank verifying the amount of personal/family funds, in U.S. dollars, available for tuition (personal cost) and educational expenses (books, insurance). All documents must be in English.
5. Official transcripts presented in their original language and accompanied by a certified English translation. These documents will not be returned to the student. They will become part of the student's official file at Lindenwood University. The cost for the evaluation of the transcript will be incurred by the applicant.
6. If transfer credit is requested from an international institution, students should submit, along with all documentation required for admission, a certified translation of course descriptions of foreign credits earned from their previous institution.

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

7. If an international student applicant is transferring from another university within the United States, the student must forward the SEVIS transfer eligibility form (found on the university website on the transfer international graduate students homepage) along with the letter of acceptance from Lindenwood University to the appropriate official at the school previously attended, where it will be processed and returned to the Lindenwood University Office of Admissions and Services for International Students (OASIS). The SEVIS transfer eligibility form should be sent to the Office of Admissions and Services for International Students' (OASIS) direct email account, internationaladmissions@lindenwood.edu.
8. An official TOEFL or IELTS score. Required minimum TOEFL scores: 577 (paper-based exam), 233 (computer-based exam), 91 (Internet-based exam). Required minimum IELTS score: 6.5. For score reporting, the Lindenwood code is 6367.
9. Personal statement describing the applicant's professional experience or philosophy and a description of the applicant's decision to attend a graduate program that includes his/her personal or professional goals upon completion of the program. The MFA in Writing program also requires approval of a creative writing sample and a statement of purpose submitted to the MFA Program Director.
10. A clear, readable copy of the identification page of the applicant's passport.
11. Interview with the program director.
12. Additional requirements, such as a portfolio or a writing sample, as required by various programs.

The Student Application or Common Application should be completed online and all required application materials should be scanned in PDF format and emailed to internationaladmissions@lindenwood.edu. Hard copies of required admission documents can be mailed to

Lindenwood University

Office of Admissions and Services for International Students (OASIS)

209 South Kingshighway

Saint Charles, MO 63301 USA.

The preferred format for the submission of application materials is a scanned PDF sent via email.

Health Insurance for International Students

Students are encouraged to be insured while studying in the United States. Lindenwood University does not provide insurance for students. Students may carry any health insurance policies they choose.

Health Requirements for All Incoming Residential and Commuter Students

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

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

FEES AND FINANCIAL ASSISTANCE

Financial Assistance

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

The financial aid program provides assistance to students with financial need who would otherwise be unable to receive an undergraduate education. Financial need is calculated as the difference between the cost of attendance and the expected family contribution from the student and student's parent(s). The primary responsibility for paying the student's education expenses rests with the student's family, and the university expects both to make a realistic contribution to meet these costs; financial aid is a supplement for those students and families who cannot afford the entire cost of a university education.

Financial aid is provided in the form of an award, grant, or loan and/or work funds that will help meet this need. What the student is expected to pay is determined by a standard analysis of the financial statement the student and his/her family must file. Lindenwood University uses the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all Title IV and institutional assistance. Upon completion of all documentation necessary to establish eligibility, financial assistance will be posted to students' accounts at least once each term.

To be considered for financial assistance, a student applying for need-based aid must complete a FAFSA (Free Application for Federal Student Aid) online at www.fafsa.ed.gov. The Lindenwood University school code is 002480. (Students should be sure to press "print," which submits the application). Students should then FAX submission results to the attention of their admissions counselors at (636) 949-4989. If students have any questions about their SAR (Student Aid Report), they are encouraged to call 1-800-433-3243. Lindenwood does not require students to fill out supplementary fee-based forms to determine eligibility for institutional financial aid.

All students wishing to receive Title IV aid must submit a valid set of Student Aid Reports or a valid ISIR (Institutional Student Information Record), which results from the processing of the FAFSA, and must complete any required verification.

Institutional Scholarships and Grants

Lindenwood University offers a 50 percent scholarship to all persons age 60 and over. The university also offers partial institutional grants for employees of selected companies, municipalities, and school systems. These grants may only be applied toward courses taken for

credit and do not apply to courses that are audited. Classes taken at the Doctoral level are only eligible to receive the educator grant. Any other funding may first replace the Lindenwood University funding. It is the responsibility of the student to inform the admissions counselor of any scholarship opportunities for which the student may be eligible.

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

Taxability of Scholarships and Grants Disclosure

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

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

219-1273 to discuss questions about GLACIER or taxation.

Federal Financial Aid

Federal Pell Grant Program

Eligibility is determined by the Pell Grant processor and is based on a student's Estimated Family Contribution (EFC). The student must submit the Free Application for Federal Student Aid (FAFSA) and request that pertinent financial data be sent to the Pell Grant processing agency for determination of eligibility. The results are forwarded to the student in the form of a Student Aid Report (SAR). Electronic filing results will be sent directly to the institution in the form of an Institutional Student Information Record (ISIR). Pell Grant eligibility is limited to six full-time years.

Federal Supplemental Equal Opportunity Grant (FSEOG)

Eligibility for this grant depends on the extent of a family's inability to pay the educational costs, which is determined by an analysis of the family's financial situation, as reflected on the Student Aid Reports.

Federal Work-Study Program (FWS)

This program provides work opportunities for needy students. Eligibility is dependent on the extent of financial need, as determined by an analysis of the FAFSA. If a student is awarded work-study funds as part of the financial aid package, that student may seek employment on campus. Ordinarily, a student will work 20 hours per week while attending school. Wages are \$9.50 per hour.

Federal Loan Programs/Direct Subsidized Federal Stafford Loan

The federal government guarantees loans from \$3,500 to \$5,500 for eligible undergraduates. These loans are made by the Department of Education and interest is subsidized. Interest rates for federally guaranteed student loans are set annually. Please consult the Department of Education website for the current interest rate:
<https://studentaid.ed.gov/types/loans/interest-rates>.

Students must file the FAFSA to determine eligibility for a Stafford Loan. Subsidized loan eligibility is limited for first-time borrowers to 150 percent of the length of the borrower's educational program.

Unsubsidized Federal Stafford Loan

Students who meet the eligibility requirements under section 484 of the Higher Education Amendments and who do not qualify for interest subsidies under the Stafford Loan program may borrow under the Unsubsidized Stafford Loan program. Like the Federal Subsidized Stafford Loan program, the Unsubsidized Stafford Loan is available to all eligible students, and students must complete a valid need analysis.

Unsubsidized Stafford Loans are not need-based; interest accruing on the loan is not subsidized (or paid) by the federal government while the student is in school. Students must therefore make interest payments while in school or allow the interest to capitalize. Interest rates for

federally guaranteed student loans are set annually. Please consult the Department of Education website for the current interest rate:
<https://studentaid.ed.gov/types/loans/interest-rates>.

Federal Parent Loans (FPLUS)

Parents may borrow for dependent undergraduate or dependent graduate and professional students. The maximum amount a parent may borrow on behalf of each eligible student is limited to the cost of education, less financial aid. These loan limits do not include amounts borrowed by a student under the FSL programs. FPLUS loans do not qualify for interest subsidy. Interest rates for federally guaranteed student loans are set annually. Please consult the Department of Education website for the current interest rate:
<https://studentaid.ed.gov/types/loans/interest-rates>.

Unsubsidized Loan (Formerly SLS)

Unsubsidized loans to dependent students provide a maximum of \$2,000 per year for undergraduate study, with an aggregate loan limit of \$8,000. Independent students can borrow \$6,000 per year for the first two years of study and \$7,000 per year for the third or subsequent years, with an aggregate loan limit of \$31,000. Graduate students can borrow up to \$20,500 per year with an aggregate loan limit of \$138,500.

Loans made under the unsubsidized loan program are not eligible for interest subsidy. Students must therefore make this interest payment while in school, or allow the interest to capitalize. Interest rates for federally guaranteed student loans are set annually. Please consult the Department of Education website for the current interest rate: <https://studentaid.ed.gov/types/loans/interest-rates>.

Veterans' Benefits

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

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

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

- The university will notify the VA of all terminations, interruptions, or changes in semester-hour load within 30 days of occurrence. This may change the benefits available to the student.
- The student accepts the responsibility of notifying the registrar, the VA certifying official at the university, and the student's advisor immediately in case of withdrawal from any course.
- The student accepts the responsibility of notifying instructors of any expected absence from class. A student may be withdrawn by the university for excessive absence.
- The school certifying officials shall inform the Department of Veterans Affairs that progress is no longer satisfactory with the accumulation of 12 or more hours of F grades.
- Students receiving benefits through the Department of Veterans Affairs must comply with the university's general policies regarding withdrawal, attendance, and satisfactory progress.

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

If you have any questions regarding veteran's education benefits including federal and state tuition assistance for the reserves and National Guard components, please call the Lindenwood Veterans Affairs Center at the St. Charles campus at (636) 627-2922 or the William L. Enyart Veterans Success Center at the Belleville campus, at (618) 239-6208.

Fees and Payments

When students have accepted an offer of admission to Lindenwood, students and their parents and/or guardians likewise accept all conditions of payment as well as all terms and regulations of the university. By making the non-refundable \$200 housing deposit (described below), the student and the parent or guardian acknowledge these terms and signify acceptance of these obligations. No promise or contract that differs from these terms shall bind the university unless it has been signed by the president or his designated agent. The university reserves the right to increase or reduce fees each year according to changes in fiscal conditions.

Student Expenses

Undergraduate Quarter Tuition

Full-time	\$410/credit hour
Less than full-time	\$410/credit hour
Overload fee	\$410/credit hour

Graduate Quarter Tuition

Full-time	\$495/credit hour
Less than full-time	\$495/credit hour
Overload fee	\$495/credit hour

Residential Charges

Quarter - Standard - Residence Hall	\$3,450/quarter
Quarter - Single Room - Residence Hall	\$3,675/quarter
Quarter - Single Room - House	\$3,750/quarter

Other Fees

(Not all fees may apply.)

Academic Integrity tutorial fee	\$25
Applied music course fee**	\$200/credit hour
Culminating project extension fee, graduate	\$150
Culminating project extension fee, undergraduate	\$50
Experiential learning credit	\$90/credit hour
Experiential learning/Portfolio fee	\$300
Graduation processing/diploma fee, graduate	\$125
Graduation processing/diploma fee, undergraduate	\$100
Housing deposit (non-refundable)	\$200
Lab fee (in specified courses)	\$5-\$625
Late payment fee (per month)	\$50

New International Student fee - one time	\$100
Promissory note fee	\$25/term
Studio course fee (general)	\$30-\$75
Studio course fee*	\$85/course
Student Teaching fee	\$300
Study Abroad fee	\$300

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

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

Notes: (1) Provisions for "extended stay" housing and meals, degree programs, and tutoring and additional services are available upon request.

(2) Students are expected to pay tuition charges prior to the beginning of each term. Students may use financial aid (grants and loans) as payment. Student Aid Reports and loan applications should be submitted to the Office of Student Financial Services prior to the beginning of each term.

(3) The university provides complimentary internet service to resident students living in the dormitories and some living in other campus housing.

Housing Deposit

An initial \$200 housing deposit is required to reserve campus housing for residential students. By making the housing deposit, the student and the student's parent or guardian indicate acceptance of the terms and conditions of the university. No refund of this housing deposit will be granted to any student who withdraws from the university after making this deposit but prior to the start of an academic term.

The housing deposit becomes a refundable room-damage deposit once the student has attended classes and the semester charges have been paid. This deposit remains on account at the university as long as the student resides in university housing. The cost for any damages to the student's university housing will be deducted from the deposit.

Students are eligible for the refund of their deposit upon departure from campus housing (coinciding with graduation or any move from university housing). In order to qualify for this refund, students must meet all financial obligations to the university, satisfy all outstanding debts, and complete the residential checkout process. Any student wishing to move off campus and receive a refund of the housing deposit must also personally notify the Office of Residential Life in writing of plans to move out of university housing. Failure to do so by the date of the last class or exam of the semester or prior to vacating campus housing will result in forfeiture of the deposit.

Application materials for the refund of the room-damage deposit are available in the student portal.

Payment Options

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

- Direct Corporate Invoicing is available for students who work for companies that require an invoice from Lindenwood University in order to process tuition assistance. It is the student's responsibility to ensure that the employer's tuition voucher is submitted to the Business Office before the payment deadline of each term. Failure to submit the necessary paperwork to the Business Office by the published payment deadline may result in late fees.
- The Corporate Promissory Note is available to students who work for companies that have tuition reimbursement plans. Proof of employment and a copy of the company's reimbursement policy must be on file in the Business Office. The amount of the promissory note cannot exceed the amount the employer pays for tuition for each term. The due date for all promissory notes is 30 days following the conclusion of the term for which the note applies. A monthly late charge will be assessed after this date. Also, the student will forfeit the privilege of executing a promissory note in any future term if payment is not received in full by the due date. By signing a promissory note, students give Lindenwood University permission to contact their employers if the note is not paid by the date due. Any payment or financial aid received prior to the promissory note due date will be applied to the balance appearing on the student's account. In addition, all transcripts and documents must be submitted to the Office of University Admissions to ensure that federal and state aid programs can be administered.
- Direct Debit Payment Note (DDP): Lindenwood University offers a direct debit payment plan for the convenience of students. Payments can be made directly (electronically) from a checking or savings account; there are no fees associated with this method of payment.

Delinquent Accounts

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

- Enrollment for the subsequent term will not be allowed.

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

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

St. Charles City-County Library District Fines

The university, in cooperation with the St. Charles City-County Library District, will collect any fines or assessments due the library and bill them to the student's account. Any sums due will be treated as any other student fee.

Withdrawal and Refund Calculation

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

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

- Any student who withdraws from the university prior to the start of the second week of a term is eligible for a refund of charges for that term except the initial enrollment and housing deposits, book vouchers, books, and other course materials. The refund of residential charges will be pro-rated.
- Any student who withdraws from all of his or her courses after the start of the second week of the term is eligible for a refund of the tuition charges (including course-overload charges) for those courses, according to the schedule below.

Refunds for 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 12 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 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

Any part-time quarter student (enrolled in fewer than nine credit hours) who withdraws from one or more courses once a term has begun is eligible for a refund of the tuition charges for those courses according to the schedule in the table above.

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

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

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

(3) No refund for residential charges will be made for a term after the student signs either a New Student Housing Application or a Returning Student Housing Application. Application, lab, miscellaneous fees, and room reservation deposits are nonrefundable, except as indicated under the Housing Deposit section of this catalog.

Appeals of Refund Calculation

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

Refund Distribution of Financial Aid

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

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

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

Cash Disbursements

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

Maintaining Financial Aid Eligibility

Satisfactory Academic Progress (SAP) for Financial Aid

Undergraduate Students

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

Satisfactory Academic Progress is determined by the following criteria:

- Quantitative Measurement
 - Pace of Progression (Credit Hours)
- Qualitative Measurement (GPA)
 - Minimum cumulative grade point average

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

- Completion of 67% of cumulative hours attempted. For example, if nine credit hours are attempted, at least six credit hours must be completed ($6/9 = 67\%$).
- Grades of "I," "W," or "F" are considered attempted hours.
- Transfer credit hours accepted by Lindenwood University will count as both attempted and completed hours.
- Once a student completes coursework for a grade of "I" grade, or a grade is changed, academic progress will be reviewed again by the Office of Student Financial Services.

Students must maintain a minimum cumulative grade point average of 2.0 (Qualitative Measurement).

Graduate Students

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

Satisfactory Academic Progress is determined by the following criteria:

- Quantitative Measurement
 - Pace of Progression (Credit Hours)
- Qualitative Measurement (GPA)
 - Minimum cumulative grade point average

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

- Completion of 67% of cumulative hours attempted. For example, if 12 credit hours are attempted, at least eight credit hours must be completed ($8/12 = 67\%$).
- Grades of “I,” “W,” or “F” are considered 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 Office of Student Financial Services.

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

Maximum Time-frame

Degree requirements must be completed within a maximum time-frame. Federal law requires a maximum time-frame of no more than 150% of the published length of the undergraduate program. Hours earned at Lindenwood University and accepted transfer hours are included in this time-frame. For an undergraduate program that requires 120 credit hours for completion, the maximum attempted hours would be 180 ($120 \times 150\% = 180$).

SAP Monitoring

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

Financial Aid Suspension Reinstatement

If a student fails to meet the minimum requirements as stated in the qualitative and quantitative section, the student will be placed on financial aid suspension and will not be eligible for financial aid reinstatement until the minimum cumulative requirements of the policy are attained. A student can appeal the financial aid suspension.

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

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

Appeals of Financial Aid Suspension

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

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

Probationary Periods

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

Academic Plan

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

Re-establishing Financial Aid Eligibility without Appeal

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

Combining Terms of Enrollment

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

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

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

State Financial Aid

Several grants are available to Missouri residents who attend eligible institutions in the state of Missouri. Lindenwood University is an eligible institution.

Access Missouri Financial Assistance Program

The Access Missouri Financial Assistance program is a need-based grant available to eligible full-time Missouri resident undergraduate students. Please visit the Missouri Department of Education website at <https://dhe.mo.gov/ppc/grants/accessmo.php> for a list of eligibility criteria.

Missouri Higher Education Academic Scholarship Program

The Missouri Higher Education Academic Scholarship program is available to Missouri residents who have a composite score on either the ACT or SAT tests that places them in the top three percent of all Missouri students taking those tests. The scholarship is renewable for up to four years for Missouri residents who enroll as full-time undergraduate students and maintain a 2.5 cumulative GPA at an approved institution for the period of the scholarship. Lindenwood University is an approved eligible institution. Students will be notified by the Missouri Department of Higher Education as to their eligibility.

Marguerite Ross Barnett Memorial Scholarship Program

This program is available to eligible students who are enrolled part-time and who are employed for at least 20 hours a week. Students interested in this program should visit the Missouri Department of Education website at <https://dhe.mo.gov/ppc/grants/rossbarnett.php> for eligibility criteria.

Vocational Rehabilitation

Vocational rehabilitation assistance may be available for students with disabilities. Students should contact their regional office of vocational rehabilitation concerning benefits.

Montgomery GI Bill®, MOGUARD, and ROTC

Lindenwood assists qualified students in obtaining financial assistance for their education through the various military funding sources. Missouri National Guard, Reservists, and Reserve Officer Training Corps members may be eligible for special financial incentives and entitlements such as Lindenwood ROTC GRANT, ARNG Federal Tuition Assistance, MOARNG State Tuition, Monthly Drill Pay, ROTC Stipend, Montgomery GI Bill®, and Kicker. Information is available from the V.A. school certifying official.

ACADEMIC POLICIES AND PROCEDURES/ACADEMIC SERVICES

Academic Policies

Academic Load

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

Undergraduate Students

Undergraduate Quarter Students

Nine credit hours: full-time

Eight credit hours: three quarter-time

Six to seven credit hours: half-time

One to five credit hours: less than half-time

Undergraduate Students in 8-week Terms within 16-week Semesters (starting January 2020)

Twelve credit hours per 16-week semester: full-time

Nine credit hours per 16-week semester: three quarter-time

Six to eight credit hours per 16-week semester: half-time

One to five credit hours per 16-week semester: less than half-time

Graduate Students

Graduate Quarter Students

Six credit hours: full-time

Three to five credit hours: half-time

One to two credit hours: less than half-time

Graduate Students in 8-week Terms within 16-week Semesters (starting January 2020)

Six credit hours per 16-week semester: full-time

Three to five credit hours per 16-week semester: half-time

One to two credit hours per 16-week semester: less than half-time

Classification of Students

Academic progress is calculated in credit hours.

- To be classified as a sophomore, a student must have successfully completed at least 24 credit hours.
- To be classified as a junior, a student must have successfully completed at least 54 credit hours.
- To be classified as a senior, the student must have successfully completed at least 84 credit hours.

The classification of a student is changed only at the end of a semester or term. A minimum of 120 credit hours (not including courses completed at the preparatory or pre-college level, numbered 01000-09999) is necessary to complete a bachelor's degree.

Double Major/Second Bachelor's Degree/Second Bachelor's Major

It is possible for a student to earn more than one undergraduate baccalaureate degree type from Lindenwood University. These degrees may be pursued either simultaneously or sequentially. They may be earned in the same school or in two or more schools of the university.

Degree types offered at Lindenwood include BA, BFA, BS, and BSW. A student may earn a given degree type, only once. For example, a student may not earn more than one (BA) or (BS), etc. if he or she pursues majors leading towards the same degree type. (See information on double major) A student may earn degrees of different types. For example, a student may earn a BA and a BS or a BA and a BFA if he or she pursues different majors leading toward each degree type. Students may earn any combination of degree types.

Pursuing Two Bachelor's Degrees or a Double Major Simultaneously with No break in Attendance

Double Major

If a student simultaneously completes the requirements of two majors leading towards the same degree type, the student will earn one degree, and both majors will be noted on the student's transcript. The student must complete the core requirements for both majors in addition to the general education requirements for the degree earned. (Refer to General Education Requirements by degree.)

Second Bachelor's Degree

If a student simultaneously completes the requirements of majors leading towards degrees of different type, the student will earn two degrees with each major noted under the appropriate degree on the student's transcript. The student must complete the core requirements of each major in addition to the general education requirements of the combined degrees. (Refer to General Education Requirements by degree.)

Pursuing a Second Bachelor's Degree or Second Bachelor's Major Sequentially after a Break in Attendance

Second Bachelor's Degree

A student who has previously earned a baccalaureate degree from Lindenwood University may return to earn a

second bachelor's degree if he or she is seeking a major leading to a degree type not previously earned at Lindenwood University. The student must complete the core requirements of the major. Such students will be required to take only those specific General Education classes that are degree requirements for their major. Upon completion of all requirements, the second degree and major will be added to the student's transcript. The student will receive a new diploma listing the degree and major earned.

Students seeking an undergraduate degree who have previously earned a bachelor's degree from another regionally accredited university based in the United States may petition to waive the Lindenwood University General Education requirements. If approved, students will be required to take only those specific General Education classes that are degree requirements for their major.

Students seeking an undergraduate degree who have previously earned a bachelor's degree from an international institution must submit an official transcript to World Evaluation Services (WES) for an evaluation. The WES evaluation will be reviewed to determine the University General Education requirements that the student must complete, and the requirements that the student can petition to be waived.

Second Bachelor's Major

A student who has previously earned a baccalaureate degree from Lindenwood University may return to earn a second bachelor's degree if he or she is seeking a major leading to the same degree type previously earned at Lindenwood University. The student must complete the core requirements of the second major. Upon completion of all requirements, the second major will be added to the student's transcript with the notation "Second Bachelor's Major." The student will not receive a new diploma, as no new degree type has been earned.

Non-Degree Seeking Students

A student who is not seeking certification or any degree with Lindenwood University may be accepted as a Non-Degree, "Special Status" student. Students accepted under this status must meet university admissions standards and may not take more than 12 credit hours of regular, undergraduate, or graduate credit without being fully admitted. This policy does not apply to cooperative (workshop) credit. Students accepted with special status are not eligible for financial aid or student loans as they are not fully admitted to the university. Payment arrangements must be made with the Business Office prior to attending class.

Catalog of Entry

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

will be bound by all policies and requirements in the new catalog. Students who discontinue study at Lindenwood University may be required to adopt the requirements of the catalog in effect at the time of readmission depending upon the length of the absence. See the Academic Policies and Procedures/Academic Renewal section of this catalog for further information regarding catalog requirements after a leave of absence from the university.

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

Academic Standards

In addition to making 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.

Maintaining Good Academic Standing

Undergraduate Students

To remain in good academic standing, undergraduate students who are enrolled in three or more credit hours in a given term must maintain a minimum cumulative GPA of 2.0. Students whose cumulative GPA falls below 2.0 will be placed on probation. Students whose cumulative GPA remains below 2.0 after the subsequent term will be permitted to continue on probation as long as the term GPA is 2.0 or higher. Students are removed from probation when the cumulative GPA reaches 2.0. A student on probation who earns a term GPA below 2.0 will be placed on suspension.

Academic Probation

Academic probation indicates that a student is not in good academic standing and is subject to suspension if his or her work does not reach a satisfactory level. Students remain on academic probation until the cumulative GPA reaches the minimum level of 2.0, as long as each term GPA is 2.0 or higher.

Academic Suspension

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

Graduate Students

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 suspension.

Academic Probation

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

Academic Suspension

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

Appealing Academic Suspension

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

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

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

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

Academic Honors

General Honors

The Lindenwood faculty awards general honors to those undergraduate students who have completed all degree requirements with academic distinction. In order to be eligible for general honors, a student must have completed a minimum of 50 credit hours in residence at Lindenwood University. (Transferred credits and experiential learning credits do not count toward in-residence credit hours.) Students whose Lindenwood cumulative grade point averages fall within certain ranges are eligible for honors as follows:

- The student who achieves a cumulative grade point average between 3.70 and 3.85 receives the degree cum laude.

- The student who achieves a cumulative grade point average between 3.86 and 3.93 receives the degree magna cum laude.
- The student who achieves a cumulative grade point average of 3.94 or above receives the degree summa cum laude.

Alpha Sigma Lambda Honor Society

Alpha Sigma Lambda is a premier national honor society that recognizes those senior undergraduate students who have achieved academic excellence while handling other life responsibilities, including family, employment, and community service. Candidates must have completed seventy-five (75) hours, sixty (60) hours of which must have been completed at Lindenwood University, and candidates must have maintained a 3.70 cumulative grade point average. Members are only selected from the top 20% of candidates and will be invited for induction by Iota Nu, the local chapter of Alpha Sigma Lambda.

Academic Integrity

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

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

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

The associate provost maintains confidential records of academic dishonesty reports. These reports are accessible only to the provost and associate provost and are not linked to students' academic or financial records at the university. However, students remain accountable for any acts of dishonesty for as long as they pursue studies at Lindenwood, regardless of progression from

undergraduate to graduate programs. Any question regarding the academic honesty policy should be directed to the associate provost.

Dismissal

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

Academic Procedures

Transferring Credit

Transferring Credit while a Lindenwood Student

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 student's academic advisor, the dean of the school in which that course resides, and the registrar. A Prior Approval form may be obtained from the Office of Academic Services or the Student Success Center. Credits accepted in transfer do not affect the student's grade point average at Lindenwood University.

Note: In the School of Accelerated Degree Programs (ADP), a student who has satisfied three semester hours of a cluster with transfer credit, CLEP-type testing, or Experiential Learning may opt to take the cluster or may select any of the following options: (1) take the remaining classes as individual classes either at ADP or in the Lindenwood University Day Program, as may be available; (2) take the classes at another college or university with prior approval (as noted above) of Lindenwood University; or (3) take only six of the nine hours in a cluster, paying only for the six hours taken. If option 3 is selected, the student will be responsible for attending the entire class period at all class meetings. The student will be responsible for all assessments, tests, and assignments that count towards the final grade in either or both of the included courses within the cluster but not for assessments, tests, or assignments that count towards the final grade in only the excluded course within the cluster.

Transferring Undergraduate Credit from U.S. Institutions

Students wishing to transfer credit from a regionally accredited university should submit official transcripts from each university attended to the Office of Admissions. Evaluation of transfer credit will be made by the registrar. For the evaluation of credit, official transcripts must be sent directly from the U.S. institution to Lindenwood University.

There is no limit on the number of credit hours that may be transferred to Lindenwood. All credit hours accepted in transfer must be from regionally accredited colleges and universities, except in rare cases. All credit hours accepted in transfer must be from regionally accredited colleges and universities or as approved upon further review by Academic Services on a case by case basis.

Please note the following terms, condition, and requirements regarding the transfer or credit to Lindenwood University:

- In order to count toward graduation, all transferred credits must be earned at the 10000-level or above. (Remedial courses will not be accepted for transfer by the university.)
- Courses taken between the 10000- and 40000-level for which a passing grade has been earned and that contain content and credit that is similar to or like that of a Lindenwood course will be transferred onto the student's transcript as equivalents of Lindenwood courses and credits. Note that only credit hours will be transferred; grades earned at other colleges will be made available on the student's transcript for advising purposes but not computed into the Lindenwood University GPA.
- Lindenwood deans determine the equivalency of each transferred course relative to the department's respective degree requirements. If the content of a transferred course is unlike any course offered at Lindenwood but within the university's programmatic range of studies, elective course credit may be granted.
- If the transfer credit is unrelated to any Lindenwood program, a maximum of 12 hours of technical credit may be granted. The appropriate department will determine whether and how the evaluated transfer credit may be used to meet major and minor requirements.
- Credits accepted from another institution that correspond to 30000-level or higher Lindenwood courses will be recognized as fulfilling the university requirement that students complete 42-credit hours at or above the 30000-level. Such courses will also count toward the 120 credit hours required for graduation.
- A student transferring to Lindenwood University with a D in a major course or a major course prerequisite may be required to retake the course at Lindenwood University, as dictated by the policies of the department in which the student is completing his or her major. Decisions concerning requirements to retake courses will be left up to the program director or dean who has authority over the major. If a transferred course in which a D is earned is retaken, the transferred course credit will be removed from the transcript.
- Grades of P (pass) will be accepted in transfer and may count for either general education or elective credit.
- If a major or minor course requirement is transferred to Lindenwood with a P (pass) grade, the program director and dean will determine whether the course will meet the major or minor course requirement or whether the course must be retaken or replaced.

In addition to the terms outlined above, the following criteria must be met in order for students to qualify for graduation:

- A transfer student must successfully complete a total of 30 credit hours in residence at Lindenwood

University, with the successful completion of the last 24 credits leading to a degree being taken within the Lindenwood University system.

- A transfer student must complete the greater of 18 credit hours or 40 percent of the courses required for his or her major, minor, concentration, or emphasis at Lindenwood University, but a department or school may require a higher minimum number of hours to be taken at Lindenwood University in the major, minor, concentration, or emphasis area to earn a degree.

Appeals of transfer credit evaluations should be submitted in writing to the registrar. For information about transferring credit for experiential learning or proficiency exam credit, please see the Earning Credits through Experiential Learning, Professional Experience, or Examination section of this catalog.

Transferring Undergraduate Credit from International Institutions

Students with transfer credit from an international institution must submit official transcripts from the international university attended to the Office of Admissions and Services for International Students (OASIS). The transcripts must be in their original language and must be accompanied by a certified English translation, provided by the student. Applicants should contact WES at www.wes.org for more information about how to have transcripts evaluated. Students should list Lindenwood University as the recipient of the transcript evaluation. WES will also provide a copy of the evaluation directly to the applicant. The applicant should keep this copy for his/her records.

Note: Transfer evaluation companies other than WES are not accepted by the university, and the use of such companies will result in non-acceptance of transfer credit.

The transcript translation documents will not be returned to the student. The transcript and the translation will become part of the student's official file at Lindenwood. The cost for the evaluation will be incurred by the applicant. For further information regarding the transfer of international credit, please contact the Office of Admissions and Services for International Students (OASIS) at international@lindenwood.edu.

Transferring Graduate Credit from U.S. Institutions

Students transferring credit hours from a regionally accredited university must submit official transcripts from each university attended to the Office of University Admissions along with the application for admission. All hours accepted in transfer must be from regionally accredited colleges and universities. In order to count towards graduation, all graduate credit hours must be 50000-level or above and must be in the same subject area. If courses have the same title, contain similar or like content and have a grade of "B" or above, they may transfer in as equivalents of Lindenwood course credit. Grades of "C" or below will not transfer into any graduate program. A maximum of nine credit hours of graduate credit will transfer to a graduate program. All transfer credit is subject to approval by the program director and

the dean. Appeals of transfer credit evaluations should be submitted in writing to the registrar.

Transferring to/from Graduate Programs between Schools at Lindenwood University

Some quarter-term students, after taking one or more clusters, may decide to transfer into another School within Lindenwood University to earn their graduate degree. When this occurs, students may be able to transfer nine credit hours from their first graduate degree program toward their new graduate degree program. Approval of transfer credit is at the discretion of the program director or department chair of the receiving School. The same nine credit hour rule applies to graduate credit transferred into the School of Accelerated Degree Programs from another School within Lindenwood University.

Academic Renewal

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

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

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

- Academic Renewal can only be applied once.
- Academic Renewal can only be applied to academic terms completed prior to the student's leave of absence.
- Academic Renewal can only be applied to courses taken at Lindenwood University.
- For undergraduate students, up to three terms can be selected for Academic Renewal; for graduate students, up to two terms can be selected.
- Once implemented, the Academic Renewal cannot be removed.
- Students approved for Academic Renewal are subject to the degree requirements listed in the catalog that is active at the time they are reinstated.
- No course from a term selected to be removed from GPA calculation can be used to satisfy an academic

requirement (e.g., toward graduation, prerequisites, or certifications).

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

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

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

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

Grading System

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

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

Attendance Failure (AF) vs. Failure (F) Grades

An Attendance Failure (AF) grade is given when a student stops attending a course or cluster prior to the published Withdrawal deadline, but does not request to be withdrawn from the course or cluster. The grade of AF is treated as a grade of F in the calculation of the student's

grade point average. A student who stops attending, or misses a third class, after the published Withdrawal deadline will receive an F grade.

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.

Incomplete (I)

A grade of I (incomplete) is given at the end of a term only for failure to complete the coursework because of exceptional circumstances beyond the student's control, such as an extended illness, hospitalization, or death of a close relative requiring absence from class for a significant period of time. An incomplete is not an alternative for the student who is failing the course or who has excessive absences. An incomplete is not an option for the student who has consistently missed or been tardy with assignments. A student should have attended all cluster meetings to date and should be relatively current with the assignments in order to qualify for the extension afforded through an incomplete grade. 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. Students must contact their faculty advisors for additional information about requesting an incomplete grade in a cluster.

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

Audit (AU)

A student may register in any lecture course as an auditor. Students are not permitted to audit skill courses such as studio or laboratory courses involving extensive supervision by an instructor. Auditors will be expected to attend all classes. No credit may be earned or later claimed by a student who audits a course. A student has one week into a regular term and two class meetings into a quarter or summer session to make a change in registration to audit a class or to take it for credit. The audit fee is 50 percent of the posted tuition for a course.

Withdrawing from Courses

Withdrawing with a Grade of W

A grade of W indicates that the student withdrew from a class with no effect to the student's GPA. To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of the academic advisor, and, if the student has attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from the university

altogether must obtain the signatures of the instructors for each course from which they wish to withdraw. The deadline to withdraw is set at the two-thirds mark of the quarter.

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 Office of Student Financial Services 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.

Late Withdrawals

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

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

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

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

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

(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.

Administrative Withdrawal

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

Repeating a Course or Cluster

An undergraduate student who earned a grade of C or lower in any part(s) of a cluster may repeat the entire cluster. Only the highest grade(s) 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 or cluster. 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 a course.

Appealing Grades

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

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

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

Stopping Out and Readmission

Stopping Out for One to Three Successive Quarters

A quarter student may take a leave of absence (or stop out) from a quarter program for up to three successive quarters. During such a leave, the student is not enrolled in courses at Lindenwood; however, the student remains in contact with a Lindenwood faculty advisor or Student

Success Center staff. A student who stops out for up to three successive quarters will not be required to complete the readmission process (described below) and may contact his or her academic advisor directly to re-enroll in courses.

Notes: (1) Quarter students who re-enroll in courses after three or fewer successive terms of absence will be subject to the degree requirements outlined in the catalog that was current at the time of the student's original admission to the university.

(2) Lindenwood grants will be reinstated at the time of the student's return to the university only if the student's leave does not exceed three successive quarters.

(3) Quarter students who stop out for four or more successive quarters must be readmitted to the university as described below.

Stopping Out for Four or More Successive Quarters

A quarter student who stops out for one year (four successive quarters) or more must reapply and be readmitted to the university in order to continue a degree program. Such students must submit an application for admission to the Office of University Admissions, as described below.

Note: (1) Students who stop out for four or more successive quarters will be subject to the degree requirements outlined in the academic catalog current at the time of the student's readmission to the university.

(2) Upon the return of any student after an absence of five or more years, a review of the student's previously earned credits toward the degree will be reviewed for approval by the program director.

Readmission

Any quarter student who has not been enrolled at Lindenwood University for one year (four successive quarters) or more and who wishes to resume his or her coursework must be readmitted to the university. The student must complete a new application for admission and submit it to the Office of University Admissions. Students who were suspended at the time of departure from the university must also submit a letter of appeal to the Lindenwood associate provost.

After review of the application (and a successful appeal of suspension, if necessary) the admissions office will update the student's profile in preparation for his or her return to the university. The student will then be directed to an academic advisor to enroll in courses.

Note: Readmitted students will be subject to the degree requirements outlined in the academic catalog that is current at the time of readmission.

Thesis/Culminating Project Extensions

Registration for extensions on undergraduate thesis/culminating projects must be completed by the student each succeeding term after the initial enrollment for his/her thesis/culminating project. The fee charged will be \$50 for each extension.

If the student fails to register for a term, he/she will no longer be considered a degree candidate. Should the

student wish to resume the thesis/culminating project, he/she must pay the full tuition rate for the thesis/culminating project at the time of re-enrollment. In order to appeal that charge, the student must submit a written request to the assistant vice president of the business office including any evidence that would substantiate the appeal.

Earning Credit by Examination

Internal Examination

In addition to the standardized CLEP/DANTES exams described above, students may seek credit for (or waiver of) university coursework by means of taking and passing internally administered proficiency exams. Students should approach their respective departments to learn more about the proficiency exams that have been created for this purpose within their schools. As in the case of CLEP/DANTES credit, a student who passes an internally administered proficiency exam may (1) request to have the course waived, in which case no credit will be granted or (2) request credit for the exam and have the appropriate credit posted to the transcript for a fee of \$90 per credit hour. In this case, the student's cumulative grade point average is not affected because only credit (no grade) is recorded for a course completed in this manner.

External Examination (CLEP or DANTES)

Students may earn up to 27 hours of undergraduate credit by successfully completing a College Level Examination Program (CLEP) exam or a DANTES standardized test. Credit is granted for these exams based on the scoring recommendations set by the College Board Assessment Program.

Students with CLEP or DANTES credit should consult the Lindenwood registrar to determine whether their achievement on the exam(s) qualify them to earn university credit.

Notes: (1) Students may not use CLEP or DANTES credit in the place of the following requirements or courses: student teaching, internships, studio courses, laboratory courses, or private music lessons.

(2) Students may not receive credit for courses they have previously audited or attended unofficially.

(3) CLEP credit will not be awarded to non-native English speaking students who complete a CLEP exam in their native language.

(4) Lindenwood University does not currently administer College Board Examinations; the student must arrange to have test results sent directly to Lindenwood for evaluation.

Students who pass a CLEP/DANTES proficiency examination have two options when applying for credit. The student may request that the test score be used to waive an equivalent course at the university. In this case, no credit is awarded to the student, and no credit is posted on the student's transcript. A waived course applies no credit toward graduation. For advising purposes, a note will appear on the student's transcript for advising purposes, indicating that a course has been waived. There is no additional cost for a course to be waived.

Alternatively, the student may request that the exam score be posted to the transcript as university credit for a fee of \$90 per credit hour. In this case, the credit applies toward the total number of credit hours required for graduation and becomes equivalent to a course taken at Lindenwood.

Notes: (1) This fee is subject to change. Please consult the fee schedule for current rates.

(2) The charge for the posting of credit for a proficiency examination is a flat rate. It may not be included in the student's full-time tuition or any other enrollment charge nor will the student be charged an overload fee.

Earning Credits through Experiential Learning or Professional 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 27 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.

Students may satisfy some of the requirements for their majors through experiential learning credit; however, a student must complete the greater of 18 credit hours or 40 percent of all course-work toward the major must be taken at Lindenwood University.

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

Experiential Learning Not Requiring a Portfolio

Students having the experience or credentials below may apply for experiential learning credit without submitting an additional portfolio of supporting documentation. (Any documentation that is required for the final approval of credit is listed along with each item below.) The application for university credit for the following credentials will be evaluated upon presentation of proof of the required certification or transcripts.

The American Council on Education (ACE): Lindenwood University accepts the recommendations for credit as set by (ACE). To earn experiential learning credit, the student must provide the ACE transcript or certificate verifying that the experience or training is or has been recognized by ACE.

- Certified legal assistant: Up to 24 hours of credit may be awarded. Copy of certificate required.
- Certified professional secretary in selected business and economic areas: Up to 14 hours of credit may be awarded. Copy of completion certificate required.
- Emergency Medical Technician (EMT-B): Up to nine credit hours may be awarded for the completion of training and certification for EMT. Student must present official current license.
- Information Technology Certifications: Up to 27 credit hours may be awarded for current certifications from ITIL, Cisco, Microsoft, CompTIA, EC Council, copy of certification or official transcript required.
- Life insurance license (completion or training) and certification for life insurance licensure: Up to three hours of credit may be awarded. Students may be eligible for an additional three credit hours in an area of specialization. Copy of license required.
- Medical Laboratory Technician (MLT) or Radiologic Technician: Official transcript from accredited school of MLT or school of radiology and completion of an accredited course of medical laboratory science required.
- Military Medic Certification: Up to 14 hours of college credit may be awarded for the completion of training and certification as a United States Military Medic in one of the following United States Military Medic training programs:
 - US Army Health Care Specialist (68W)
 - US Air Force Independent Duty Medical Technical (IDMT)
 - US Navy Independent Duty Corpsman (IDC)
 - Credits for other US Military Medic programs will be evaluated. Copy of official transcript, DD Form 214, or Joint Services Transcripts required.
- Military Medic Clinical Experience: Up to four credits may be awarded to United States Military Medics who have worked as a United States Military Medic for a minimum of two years full-time equivalency. Student

must present DD Form 214, Joint Services Transcripts, or other documentation as proof as experience.

- Paramedic (EMT-P): Up to 39 credit hours may be awarded for the completion of the training and certification for the EMT-P paramedic. Student must present official current license.
- Real estate broker's license: Up to three hours of credit may be awarded. Copy of license required.
- Real estate sales license: Up to three hours of credit may be awarded. Copy of license required.
- Respiratory Therapist (RT): Up to 12 hours of credit may be awarded for the completion of training and certification in respiratory therapy. Official transcript from accredited school of RT required.
- St. Louis Police Academy, St. Charles Police Academy, or other police academies: Up to 15 hours, for undergraduate semester students, or up to 27 hours, for ADP quarter students, of credit may be awarded to graduates of the St. Louis or St. Charles Police Academies. Credits from other police academies will be evaluated. Copy of certification or official transcript required.
- Stockbroker's license completion of training and certification for a stockbroker's license (series 6 or 7): Up to six hours of credit may be awarded. Copy of completion certificate required.
- YMCA leadership development courses: Up to five credit hours may be awarded. Submission of YMCA transcript required.

Training courses offered by specific companies or corporations may also be awarded credit for experiential learning. For a list of these companies and eligible courses, check with the registrar or the experiential learning coordinator.

Students who wish to have experiential learning credit posted to their Lindenwood transcript must pay a fee of \$90 per credit hour. Credit will not be applied to the transcript until the fees are paid.

The following organizations have agreements with the university that permit the application of experiential learning credit as follows:

- Boeing: Boeing employees who have completed Boeing's V.I.P. or Learning Together Program courses may be eligible to have such experience posted to a Lindenwood transcript for credit for a fee of \$25. A maximum of 12 credit hours may be transcribed onto the student's Lindenwood transcript for these experiences. A copy of a certificate of completion of either of the Boeing programs is required.
- Center for Financial Training: Lindenwood University agrees to provide direct transfer credit for designated college-level coursework offered by the Center for Financial Training (CFT) at no charge. A complete

listing of CFT course equivalences and acceptable transfer credit may be obtained from the registrar or the experiential learning coordinator. CFT credits are treated like transfer credits from any accredited college or university.

- Military Service: Students seeking an experiential learning award for military experience, formal courses taken in the military, or for proficiency in a military occupational specialty (MOS) must provide official military records. Military credits are posted to a student's transcript at no charge, based on the recommendations of the American Council of Education. For credit derived from military experience or from formal courses taken through the military, veterans should submit a DD Form 95, DD Form 214, Joint Services Transcripts, depending on the branch of the military, or a transcript of in-service training.

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 experiential learning coordinator will help the student develop a portfolio. The coordinator 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 \$300 plus \$90 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 Services

Requesting Transcripts

Transcripts may be ordered in the following ways:

1. ONLINE through the National Student Clearinghouse using a credit card. Delivery options include "send now," "send after degree is awarded," or "send after grades are posted." The cost for an electronic transcript is \$6.75 per transcript. The cost for a transcript mailed by United States Postal Service is \$5 per transcript.

2. **IN PERSON** at the Student Financial Services Office. Requests submitted in person are processed for pickup immediately. You must submit a completed Transcript Request Form, along with payment by cash, check, or money order in the amount of \$5. Transcripts requested in person are available for pick-up only. Requests to have transcripts mailed are available through the online service only.

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

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

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

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

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

Requesting Grade Reports

Grade reports are issued to all students at the end of each term and may be accessed through the student portal. Deficient (D) and Failing (F) warning notices are sent to undergraduate students, their advisors, and the appropriate academic dean at the midterm period. Cumulative records are maintained for each student on individual transcripts.

Grade cards are available through the student portals, as are unofficial transcripts, class schedules, and information about the business office statements and financial aid. Because grade reports are available online to all students, Lindenwood University no longer mails reports to students. Students who need a copy of their grades for employer reimbursement, may print a copy from the student portal. If the student's employer will not accept the printed copy, the student should submit a written request to the registrar at (academicservices2@lindenwood.edu) and a copy will be sent to the employer. The request must include the mailing address to which the report should be sent, student ID, term for which grades are requested, signature of the student making the request, and a call back number. The request can be faxed to (636) 949-4606.

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

The Family Educational Rights and Privacy Act

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

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

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

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

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

COURSES AND PROGRAMS

Course Numbering

Courses at Lindenwood are numbered sequentially.

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

Course Offering Frequency

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

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

Course Types

Special Topics Courses

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

Distance Learning Courses

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

Independent Study

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

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

Internships

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

Curriculum Practical Training (CPT)

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

- CPT is term based, meaning that it is only authorized for the term that the student is taking the internship course.
- Students must have CPT added to their I-20 if they are receiving compensation or participating in a paid

internship opportunity. If they are non-paid / volunteer internships then CPT does not need to be authorized on their I-20.

- CPT will only be authorized for part-time while the term is in session.
 - Undergraduate / Graduate semester students:
 - During the fall and spring semesters students can only work part-time.
 - Semester students can work full-time during the summer session.
 - Graduate (MBA, MSA, MA, MS) – 5 term:
 - Can be authorized for more than one term at a time.
 - Must be enrolled in an internship course for each term.
 - Graduate – IT (formerly Trimester):
 - Can be authorized for full-time.
 - Can be authorized for one calendar year, with renewal forms submitted by term to verify the employment.
- See Co-curricular Employment for International Students for more information.

Tutorials

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

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

Hybrid Courses

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

Semi-Hybrid Courses

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

Online Courses

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

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.

Student Requirements for Online and Hybrid Courses

Hardware

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

Operating Systems

- Windows 7 and newer.
- Mac OSX 10.6 and newer.
- Linux - Chrome OS.

Internet

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

Software

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

Mobile Operating Systems (Optional)

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

Attendance

Attendance in an online course is based on submission of one or more academic activities, such as discussion board participation, quiz, exam, paper, or other graded assignment. Logging into a course, submitting the

institutional ethics agreement, or submitting an introductory video does not constitute academic attendance.

Student Authentication and Video Content

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

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

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

Students who fail to comply with authentication requirements may be withdrawn from the course at the discretion of the dean. Students withdrawn from a course are subject to university withdrawal policies and other consequences if the change moves them from full-time to part-time status.

Consortium Programs

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

Study Abroad

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

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

- Lindenwood semester abroad programs through our partner universities or study abroad providers.
- Summer opportunities to take classes abroad, complete an internship or conduct field research.
- An established program supervised by another American college or university, with academic credits being transferred back to Lindenwood.
- Independent study (either under the direction of a member of the Lindenwood faculty or by a host institution) that has been recognized by the sponsoring member of the Lindenwood faculty. A student who embarks on such study must send his or her transcript through World Education Services (WES) for evaluation before the credits can be accepted by Lindenwood.

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

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

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

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

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

ROTC Cross-Enrollment

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

INTRODUCTION TO THE SCHOOL OF ACCELERATED DEGREE PROGRAMS: UNDERGRADUATE STUDENTS

The School of Accelerated Degree Programs is an accelerated program in which most students combine extensive self-directed study with a once-per-week class meeting earning nine to ten semester hours of university credit in twelve weeks. Six credit hour clusters are also offered in some subjects, which also meet once-per-week in twelve weeks. Single courses are offered in classroom and online formats so students enrolled in a six-credit hour cluster can take an additional course to meet degree requirements and maintain full time status for financial aid purposes. Because of the accelerated format, students can expect a minimum of twenty hours of out-of-class work per week. The program serves to merge academic goals with practical knowledge applicable to the student's workplace.

The goal of the adult-centered program is to establish the habit of lifelong learning beyond degree completion. Upon entry, each student is assigned an academic advisor to guide the student to graduation. The student-advisor link remains critical throughout a student's academic career. Therefore, students are required to contact their faculty advisors on a quarterly basis.

The Cluster

Central to the theory and practice of adult education is the ideal of the synthesis of knowledge. The School of Accelerated Degree Programs seeks to achieve this goal through the construct of the cluster following a quarter schedule. Clusters are comprised of a faculty member and approximately 14 to 17 students who meet for four hours weekly during an evening or weekend for 12 weeks. Nine-credit-hour clusters schedule a 13th class meeting within the quarter. Each student is enrolled in a group of two or three related subject area courses, called a cluster, that are, in many cases, integrated into one seminar. Three semester hours of credit are awarded for successful completion of each course in the cluster for a total of six to ten semester hours per cluster. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline.

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

therefore, tests and quizzes may be used to supplement papers and presentations as assessments of student mastery.

The cluster begins with a first assignment, given to the student when he or she enrolls in the cluster. This assignment is due during the first class meeting. Subsequent homework assignments are delineated in the syllabus, and, due to the accelerated nature of the program, it is expected that a student will spend, at a minimum, twenty hours per week working on these out-of-class homework assignments. This time commitment may vary, however, depending upon the student's level of expertise in a given cluster. A student in a management cluster, for example, who has worked several years in a middle management position, and who has completed a variety of corporate sponsored management courses, may, in fact, spend less time working on assignments for this cluster.

Due to the accelerated nature of the cluster (program), the rewriting of papers or the assigning of extra credit homework to improve a grade, or grades, is not permitted.

Student Enrollment Process

Once students enroll in the School of Accelerated Degree Programs through the admissions office, an academic advisor is assigned. Students are required to meet in person with their advisor for enrollment in their second cluster in the program, as well as for enrollment in their final cluster in the program, which serves as their exit interview. During the remainder of their time in the program, students have the option to either (1) meet in person with their advisor for enrollment, or (2) contact their advisor by email or by telephone for enrollment. This contact must occur each quarter during the student's appropriate registration week according to academic rank. During this advisor contact time, the advisor discusses degree and enrollment options and opens the student's portal for online registration. The advisor may register the student or students may register themselves for classes through their student portal. Once the initial enrollment is completed, the academic advisor closes the student portal. If a student decides after the initial enrollment to make a schedule change or withdraw from classes, the student must contact the advisor again, who will open the student's portal for the enrollment change. It is the responsibility of the student to schedule this contact time with the advisor and to complete the enrollment process each quarter.

Earning a Bachelor's Degree

Graduation Requirements

In addition to completing the work necessary to qualify for a baccalaureate degree, the student must meet the School of Accelerated Degree Programs, graduation requirements within the scope of the specific degree program designed with the help of the faculty advisor. The following are the overall requirements for graduation with a baccalaureate degree:

1. Successful completion of at least 120 semester hours.
2. Successful completion of the general education requirements.
3. Completion and approval of the capstone course.
4. Successful completion of a total of 30 credit hours in residence at Lindenwood University, with the successful completion of the last 24 credits leading to a degree being taken within the Lindenwood University system.
5. Forty-two (42) semester hours of upper division courses, numbered 30000-level or above.
6. The greater of 18 credit hours or 40 percent of the courses required for the major, minor, or certificate must be taken within the Lindenwood University system.
7. A minimum cumulative grade point average of 2.0 in all courses taken within the Lindenwood University system, as well as in the student’s major.

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, including major and minor requirements, general education requirements, free electives, number of courses completed at or above the 30000-level, and total number of credit hours completed. 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 academicservices2@lindenwood.edu. Failure to submit an application by the appropriate deadline may postpone the posting of the student’s degree.

The recommended application deadlines are as follows:

Graduation	Application Deadline
March	January 15 of same year
May	February 1 of same year
June	February 1 of same year

August	June 1 of same year
September	June 1 of same year
October	September 15 of same year
December	September 15 of same year

Undergraduate Degree Programs

Bachelor of Arts

- Business Administration
- Criminology and Criminal Justice
- Human Resource Management
- Interdisciplinary Studies

Bachelor of Science

- Business Administration
- Human Resource Management

Note: The programs above are housed in the 2019-2020 Undergraduate Catalog.

Bachelor of Science

- Cybersecurity
- Health Management
- Information Technology

Career Certificate

- Gerontology

Note: The programs above will be housed in the School of Accelerated Programs until January 2020.

GENERAL EDUCATION REQUIREMENTS

The purpose of the general education program is to initiate, develop, demonstrate, and integrate Lindenwood’s Institutional Learning Outcomes (ILOs), with emphasis on ILOs 1, 2, and 3. (Emphasis on ILO 4 occurs primarily within the major and minor programs.) The Lindenwood ILOs are fully aligned with leading frameworks of essential 21st-century qualifications and serve to prepare the graduate, regardless of major, for personal success in a world of increasing complexity, innovation, and change.

Institutional Learning Objectives (ILOs): The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

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

ILO-2 Lindenwood graduates have essential habits of mind.

ILO-3 Lindenwood graduates have communicative fluency.

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

GE COURSE REQUIREMENTS

The following table summarizes the general education course and credit hour requirements for bachelor's degrees completed at Lindenwood. The requirements have been approved by the university. The School of Accelerated Degree Programs (ADP) offers both bachelor of arts (BA) and bachelor of science (BS) degrees, depending on the major selected. The BA and the BS differ in mathematics and statistics requirements, as noted in the major curriculum requirements. Single courses, clusters, transfer credits, or CLEP (College Level Examination Program) credit may be used to fulfill general education requirements.

Students must complete at least three-credit-hours in each of the 14 areas below, for a total of at least 42 credit hours of general education coursework.

Students transferring into Lindenwood after completing the CBHE 42-hour block at a Missouri institution will not be required to take further general education courses at Lindenwood. However, transfer students who have not completed at least six credit hours of Human Diversity coursework must do so within major or elective coursework before graduation.

	Courses Designated
Core	
Composition I	GE-Communication IEN 10100
Composition II	GE-Communication IEN 10200
Math	GE-Math
U.S. Government or History	GE-Human Culture: U.S. History/Government
Natural & Social Science/Math	
Social Science	GE-Social Science
Natural Science with Lab	GE-Natural Science with Lab
Social or Natural Science Elective	GE-Social Science or GE-Natural Science, GE-Natural Science with Lab
Social Science, Natural Science, or Math Elective	GE-Math, GE-Social Science, GE-Natural Science, or GE-Natural Science with Lab

Human Culture	
Arts	GE-Human Culture: Arts
Literature	GE-Human Culture: Literature
Human Culture Elective I (non-literature, non-arts)	GE-Human Culture: U.S. History/Government, World History, Foreign Language, Foreign Culture, Religion, Philosophy
Human Culture Elective II	GE-Human Culture (any)
Electives	
GE Elective I	GE (any)
GE Elective II	GE (any)
Human Diversity <i>Note: Students may fulfill their GE-Human Diversity requirement with any course that meets a GE-Human Diversity requirement, including those that simultaneously fulfill another GE requirement.</i>	
Human Diversity I	GE-Human Diversity
Human Diversity II	GE-Human Diversity

ADP General Education Courses

Before selecting courses each term, students should consult with their advisor and the catalog for major-specific direction regarding general education requirements. Special consideration is needed for students with transfer credits from other universities and colleges.

ADP General Education (GE) courses are offered in a variety of configurations to best fit individual student's needs and interests. GE courses are offered in nine-credit-hour clusters, in six-credit-hour clusters, and as single classroom and online courses.

Composition (3.1)

The Composition Cluster (IEN 10100/IEN 10200/IEN 20000) or equivalent is required for all students who enroll in the Accelerated Degree Program with the following exceptions:

1. Any student who successfully completed ENGL 15000/ENG 15000/EPP 15000 and ENGL 17000/ENG 17000 with grade of C or above at Lindenwood University.
2. Transfer students will be required to take a writing placement exam. Based on the results of that exam,

transfer students with credit for Composition I and Composition II from another regionally accredited institution may be eligible to have the IEN 10100 Composition I and IEN 10200 Composition II requirements waived.

In order to advance beyond the Composition Cluster (IEN 10100 Composition I, IEN 10200 Composition II, IEN 20000 Introduction to Literature), a student must meet the criteria set by the university by earning a C or above in Composition I and Composition II. Students who do not meet these standards must repeat the cluster. Grades earned when repeating the cluster will replace previously earned grades.

Based on the writing placement exam, students may be required to take the co-requisite Composition Cluster (IEN 10050 Foundations of Effective Writing, IEN 10100 Composition I, IEN 10200 Composition II) in lieu of the Composition Cluster. Students must earn a C or better in each class to advance in the program.

IEN 10050	Foundations of Effective Writing
IEN 10100	Composition I
IEN 10200	Composition II
IEN 20000	Introduction to Literature

Mathematics/Numeracy (1.1.2)

IMH 12100	Introduction to Contemporary Mathematics
IMH 13200	Quantitative Management Applications
IMH 14200	Basic Statistics
IMH 22000	Research Design and Methodology

IMH 10200 is required for students who have not earned transfer credit for a GE-Mathematics course or do not pass, or do not choose to take, the Math Placement Test. It does not fulfill any GE requirements, but the credit hours are counted as electives.

IMH 12100, IMH 13200, IMH 14200, and IMH 22000 are four options that will fulfill the GE mathematics requirement for all BA and BS degrees. Some degrees require specific or additional mathematics requirements as indicated within the major curriculum requirements.

US History & Government (1.1.7)

IHS 10600	American History
IHS 10650	The History of American Business
IPS 15500	American Government: The Nation

Social Sciences (1.1.3)

IBA 23011	Principles of Microeconomics
IBA 23012	Principles of Macroeconomics
ICJ 10100	Criminology
IHR 23021	Survey of Economics
IPY 10000	Principles of Psychology
IPY 10500	Family Psychology
IPY 10700	Psychology for Living Today
IPY 15700	Psychology of Leadership

IPY 18100	Cultural Psychology
IRC 20600	Leisure in Contemporary Society
ISC 10200	Basic Concepts of Sociology
ISC 21400	The Family
ISC 22000	Social Problems

Natural Science (1.1.1)

IBS 10700	Human Biology
IBS 10800	Biology of the Human Body
IES 10500	Survey of Geology
IES 11000	Introductory Meteorology
IES 11100	Meteorology Lab
IES 13200	Introductory Astronomy with Lab
INS 10500	Chemistry in Society
INS 11400	Principles in Environmental Biology
INS 11500	Environmental Biology Laboratory
INS 21400	Ethical Problems in Science

Arts (1.1.11)

IDA 10100	Introduction to Dance
IDA 17100	Dance as an Art
IDA 37100	Dance in the 21st Century
IMU 16500	Introduction to Music Literature
IMU 35600	History of Music II
IMU 35700	World Music
IRT 21000	Concepts of Visual Arts
IRT 35700	Ancient Art
IRT 35800	Medieval Art
IRT 35900	American Art
IRT 38300	Renaissance Art
IRT 38900	Art Theory and Criticism

Literature (1.1.4)

ICL 25000	Myth and Civilization
IEN 20000	Introduction to Literature
IEN 20100	World Literature I
IEN 20200	World Literature II
IEN 20600	British Literature II
IEN 23500	American Literature I
IEN 23600	American Literature II
IEN 27600	African-American Literature
IEN 30000	Introduction to Literary Theory and Criticism

Philosophy (1.1.5)

IPH 10000	Survey of Philosophy
IPH 15000	Foundations of Philosophy
IPH 21200	Aesthetics: The Philosophy of Art
IPH 21400	Ethics
IPH 30500	Political Philosophy
IPH 31100	Ancient Philosophy

Religion (1.1.6)

IRL 15000	World Religions
IRL 20200	Religion in America

World History (1.1.8)

IHS 10000	World History since 1500
IHS 10100	20th Century World History

Human Diversity (2.5)

ICL 21000	Native American Indians
ICL 25000	Myth and Civilization
ICL 31200	History of Russia II
ICL 32000	Chinese Art and Culture
ICL 32100	Issues in Modern China
ICL 33000	Japanese Art and Culture
ICL 33100	Issues in Modern Japan
ICL 33700	Russian Authors
ICL 36100	Art and Culture of Latin America
ICL 36200	Issues in Modern Latin America
IDA 17100	Dance as an Art
IDA 37100	Dance in the 21st Century
IEN 20100	World Literature I
IEN 20200	World Literature II
IEN 27600	African-American Literature
IHS 10000	World History since 1500
IHS 10100	20th Century World History
IMU 35600	History of Music II
IMU 35700	World Music
IPS 30000	Comparative Analysis
IPY 18100	Cultural Psychology
IRT 35700	Ancient Art
IRT 35800	Medieval Art
IRT 38300	Renaissance Art
IRT 38900	Art Theory and Criticism
ISC 10200	Basic Concepts of Sociology

Human Diversity Definition (ILO 2.5):

We define diverse perspectives as exposure and exploration or examination of ethnic, religious, and cultural perspectives, or of class, race, gender, age, sexual orientation, or ability.

Within this context, diverse perspectives courses will:

1. Have a majority of the material address the experiences of historically marginalized communities within the United States.

or

2. Have a majority of the course material cover peoples and cultures outside of the United States.

or

3. Have the course material comprise a combination of those groups mentioned in the first two criteria.

CYBERSECURITY, BS

63 credit hours

The School of Accelerated Degree Programs Bachelor of Science in Cybersecurity provides a wide range of courses

for students interested in a career as an information security analyst. Information security analysts plan and carry out security measures to protect an organization's computer networks and systems. Their responsibilities are continually expanding as the number of cyber-attacks increase. Classes are taught by experienced professionals in the various areas.

The School of Accelerated Degree Programs general education requirements of the university must be met by each student. The Bachelor of Science in Cybersecurity requires 63-semester hours of credit in the major beyond the general education requirements. IMH 14200 (Basic Statistics) is required for the major, which may be used to fulfill a general education elective requirement. An additional GE-Math course is required for this major, which may be used to fulfill the mathematics general education requirement. The student will work with a faculty advisor to determine an appropriate sequence of courses from the following lists of nine-credit-hour clusters and individual three-semester-hour courses.

General Education Math Requirements for Cybersecurity

6 credit hours

Required

IMH 14200	Basic Statistics
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One of the following:

IMH 12100	Introduction to Contemporary Mathematics
IMH 13200	Quantitative Management Applications
IMH 22000	Research Design and Methodology or Any GE-Math course.

Note: These required courses may also be used to complete general education requirements. Please refer to the general education requirements section of this catalog for more information.

Cybersecurity Core Curriculum

57 credit hours

Foundations of Cybersecurity Cluster (10) IC6

ICS 21300	Foundations of Information Technology
ICS 21400	Foundations of Networking
ICS 31000	Foundations of Cybersecurity

Network Technician Cluster (10) IC1

ICS 32300	Cisco I-Introduction to Networks
ICS 32400	Cisco II-Routing and Switching Essentials

Prerequisites: ICS 21300; ICS 21400; ICS 31000.

Network Administrator Cluster (10) IC2

ICS 32500 Cisco III-Scaling Networks
ICS 32600 Cisco IV-Connecting Networks

Prerequisites: ICS 32300; ICS 32400.

Network Operating System Cluster (9) IC4

ICS 41100 Microsoft Windows Server
Installation & Configuration
ICS 41200 Linux Server Installation &
Configuration
ICS 41400 Microsoft Server Identity
Administration

Prerequisites: ICS 32500; ICS 32600.

Digital Forensics Cluster (9) IC5

ICS 42100 Ethical Hacking
ICS 42300 Advanced Penetration Testing
ICS 42400 Cybersecurity Analysis

Prerequisites: ICS 41100; ICS 41200; ICS 41400.

Project Management/Capstone Cluster (9) IT24

IIT 48100 Project Management in Information
Technology
IIT 48200 Business Analysis in Information
Technology
IIT 48900 Information Technology Capstone

Prerequisites: Last cluster in IIT or ICS.

HEALTH MANAGEMENT, BS

51 credit hours core

The Bachelor of Science in Health Management prepares students for management positions in a variety of healthcare environments, including but not limited to, hospitals, ambulatory care, long-term care, health promotion/wellness, or community care organizations. The program is based upon curriculum content recommended by the Accrediting Commission on Education for Health Services Administration. The ADP Bachelor of Science in Health Management program has received specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org).

The intent of the program is to expand upon existing skills and to give the student a strong liberal arts and professional health and business background. Students majoring in health management will complete the general education requirements, 51-semester hours of core requirements (listed below), and a capstone cluster.

The Bachelor of Science in Health Management major requires IMH 13200 (Quantitative Management Applications) or higher, which can be used to fulfill the general education mathematics requirement. IMH 14200 (Basic Statistics) is also required for the major, which may be used to fulfill a general education elective requirement

General Education Math Requirements for Health Management

6 credit hours

Required

IMH 14200 Basic Statistics

One of the following:

IMH 13200 Quantitative Management
Applications
or
College Algebra or higher.

Note: These required courses may also be used to complete general education requirements. Please refer to the general education requirements section of this catalog for more information.

51 credit hours

Required

IHM 21010	Healthcare Financial Accounting
IHM 21011	Healthcare Managerial Accounting
IHM 30100	Ethical Issues in Healthcare Management
IHM 30200	Healthcare Management
IHM 32000	Healthcare Finance and Economics
IHM 33300	Legal Issues in Healthcare
IHM 33600	Human Resources in Healthcare
IHM 33700	Legal Compliance in Healthcare
IHM 35100	Healthcare Marketing
IHM 44000	Long Term Care and Ethics
IHM 44100	Social Policy in Gerontology
IHM 44200	Multidisciplinary Perspectives in Gerontology
IHM 46000	Healthcare Delivery in the USA
IHM 46100	Healthcare Policy and Research
IHM 46200	Global Healthcare Reform
IHM 48700	Contemporary and Critical Issues in Healthcare Management
IHM 48900	Health Management Capstone

Electives

IHM 44300	Geriatric Assessment
IHM 44400	Community Resources for Gerontology
IHM 44500	Gerontology Field Experience

GERONTOLOGY CERTIFICATE

9 credit hours prerequisite courses

9 credit hours major courses

Only degree-seeking Lindenwood undergraduate students are eligible to earn an undergraduate career certificate.

Requirements

Prerequisites

IHM 44000	Long Term Care and Ethics
IHM 44100	Social Policy in Gerontology
IHM 44200	Multidisciplinary Perspectives in Gerontology

Core Curriculum

IHM 44300	Geriatric Assessment
IHM 44400	Community Resources for Gerontology
IHM 44500	Gerontology Field Experience

UNDERGRADUATE COURSE DESCRIPTIONS

IBA-Business Administration

IBA 21010 - Principles of Financial Accounting (3)

This course introduces students to the accounting information framework used by organizations to collect, maintain, and report financial information. Special emphasis will be given to transaction analysis and the resulting effect on the accounting equation. Considerable time is spent on financial statement analysis and use by its outside users. Lab fee may be required. Prerequisite: IMH 13200; IMH 14200.

IBA 21011 - Principles of Managerial Accounting (3)

This course focuses on the development, analysis, interpretation, and communication of financial information designed to assist managers in achieving the goals of an organization. Topics include discussions about different cost accumulation systems, cost management systems, activity-based costing and management, and planning and control. Lab fee may be required. Prerequisite: IMH 13200; IMH 14200.

IBA 23011 - Principles of Microeconomics (3)

GE-Social Science This course introduces students to economic concepts, relationships, and institutions related to individual and firm decision-making. Supply, demand, and opportunity cost are used to analyze the actions of individuals and firms in a market framework. Economic decision-making and policy will be grounded within the broader ethical context so as to stimulate students' critical thinking. Topics to be covered include marginal analysis, production possibilities, demand and supply, elasticity, household and consumer choice, firm production and costs, profit maximization, and market structures. By the end of this course, students will be prepared to describe and evaluate the determinants of price, apply economic decision-making skills to everyday decisions, and apply the economic tools discussed to the broader world around them. Prerequisite: IMH 13200; IMH 14200.

IBA 23012 - Principles of Macroeconomics (3)

GE-Social Science This course introduces students to economic concepts, relationships, and institutions related to the aggregate economy. Keynesian analysis is used to analyze the effect of fiscal and monetary policy actions on employment, output, and prices. Economic decision-making and policy will be grounded within the broader ethical context so as to stimulate students' critical thinking. Topics to be covered include national income accounting, business cycles, economic growth, unemployment, inflation, aggregate demand/supply, fiscal policy, monetary policy, and international trade. By the end of this course, students will be prepared to define the macroeconomic aggregates such as GDP, inflation, and unemployment; explain the relationship between the major macroeconomics aggregates and the policy actions

and other events which cause them to fluctuate; compare and contrast Classical and Keynesian economics; and appraise how closely the macroeconomic tools discussed in this course parallel developments in the real economy. Prerequisite: IMH 13200; IMH 14200.

IBA 24000 - Introduction to Information Systems (3)

This course covers the introduction to information systems, the Internet, the World Wide Web, software, hardware, communications, personal technology, databases, ethics, information security, and provides an update on the challenges and promises of the digital age. Prerequisite: IMH 13200; IMH 14200.

IBA 32000 - Principles of Finance (3)

This course introduces the student to the fundamental concepts of financial management, including basic financial analysis, working capital management, planning and forecasting, security valuation, capital budgeting, cost of capital, leverage and capital structure, and international financial management. Lab fee may be required. Prerequisite: IMH 13200; IMH 14200.

IBA 32020 - Investments (3)

This course is a survey of the basic concepts of investing with an emphasis on common stocks. Students will be required to prepare a report on an investment in an assigned company based on economic, industry, and company specific factors. Prerequisite: IMH 13200; IMH 14200.

IBA 32030 - Consumer Finance (3)

This course surveys the economic factors and personal decisions that affect financial wellbeing: cash and credit management, taxes, major expenditures, insurance, investments, and retirement and estate planning. Emphasis is on practical knowledge for personal financial management and serving customers of the banking, brokerage, insurance, and other consumer finance industries. Prerequisite: IMH 13200; IMH 14200.

IBA 35010 - Principles of Marketing (3)

This course offers an in-depth introduction to the functional business area of marketing. It examines how goods and services are presented to target customers through the use of the marketing-mix variables: product, price, place, and promotion. Emphasis in this course is on the student developing a working knowledge of the vocabulary, principles, concepts, and theories of contemporary marketing as used in various organizational settings.

IBA 36032 - Principles of Management (3)

This survey course explores the development of the understanding of organizations and of the decision-making skills required in management positions. The purpose of this course is to examine how management

concepts have developed and continue to change. A detailed examination will be conducted of the four basic functions of management: planning, organizing, motivating, and controlling. Particular emphasis will be given to goal planning, managing change, career progression, and the managerial value system.

IBA 36043 - Introduction to Operations Management (3)

This course is an introduction to operations management. It covers the concepts of value chains, operations strategy, facility and work design, supply chain design, forecasting and demand planning, managing inventories and resources, scheduling, quality management, quality control, and project management. Lab fee required. Prerequisite: IMH 13200; IMH 14200.

IBA 36061 - Business Law (3)

This introductory course is designed to familiarize the student with the subject matter of the legal environment of business. Particular emphasis will be given to the sources of law; the role of society; the judicial function; and selected areas such as governmental regulation and agencies, crimes and torts, contracts, business organizations, personal property, agency, and employment law. Various approaches to understanding legal issues will be used, including case law analysis and the examination of current legal issues affecting business. Lab fee may be required.

IBA 36500 - Microcomputer Applications in Business (3)

Students learn to integrate software applications to solve business problems. Database cases using Access, decision support cases using MS Excel, and integration cases using both MS Excel and MS Access, and presentation skills are included. Lab fee may be required. Prerequisite: IMH 13200; IMH 14200.

IBA 36510 - Human Resource Management (3)

This course examines human resource functions related to business organizations, including techniques of recruitment, training, development, compensation, placement, safety, labor management relations, team formation, and employee security. Students will develop an understanding of the relationship between human resources and legal matters. The course will also address relevant research pertinent to human resource evaluation and the relationship of human resources to other departments within an organization.

IBA 41090-41099 - Special Topics in Accounting (1-3)

IBA 42090-42099 - Special Topics in Finance (1-3)

IBA 43090-43099 - Special Topics in Economics (1-3)

IBA 45000 - Business Administration Internship (1-3)

While not a requirement of the business program, credit for an internship in business is available to the student who has this opportunity prearranged with his/her current employer.

IBA 45080 - Marketing Management (3)

This course focuses on defining marketing problems and opportunities, evaluating alternative solutions, and developing strategies to address these issues. Students will be required to actively participate in discussion of outside readings and case studies that address a variety of marketing related issues.

IBA 45090-45099 - Special Topics in Marketing (1-3)

IBA 46050 - Business Ethics (3)

This course is designed to help students understand the nature of the changing role of management with respect to ethics and public policy in the workplace. Current issues in ethics will be examined, including the position of business enterprises and their perceived value in society. The course will also explore the roles of managers, the public, and government in providing an atmosphere conducive to ethical business operations. This course will also address the business responsibilities of being a "good neighbor" at the local, national, and international levels.

IBA 46090-46099 - Special Topics in Management (1-3)

IBA 46900-46999 - Cases in Business/Law (1-3)

IBA 47900-47999 - Special Topics in Investments (1-3)

IBA 48010 - International Marketing (3)

This course is designed to provide an extensive analysis of the marketing mix and how it can be standardized for transnational markets. The course will present techniques used to identify potential markets of products and/or services in the global marketplace.

IBA 48040 - International Economics (3)

This course focuses on the causes and composition of international trade and policies used to control or promote it, the balance of payments as an accounting framework and as a framework for macroeconomics adjustments, and foreign exchange markets and institutions. Prerequisite: IMH 13200; IMH 14200.

IBA 48900 - Business Administration Capstone (3)

This course examines the decisions required of middle management with respect to problem solving within an organization. Emphasis is given to the contributions of several business disciplines of study, such as marketing, finance, and management to understanding both the internal operations of the organization and the influences of the external environment. Subject matter stressed includes but is not limited to (1) development of organizational planning and strategy, (2) decision-making within the framework of a strategy, (3) the planning process, (4) formulation of objectives and policies, and (5) the management of change. A grade of B or better is necessary to pass this course. Testing fee required.

IBS-Biological-Sciences

IBS 10700 - Human Biology (3)

GE-Natural Science This course studies human physiological and anatomical systems as they apply to health, disease, and social interactions. Lab fee may be required.

IBS 10800 - Biology of the Human Body (3)

GE-Natural Science with Lab This course will study the physiology and the anatomical systems found in the human body. A reduced laboratory component will be included. Lab fee may be required.

ICJ-Criminal Justice**ICJ 10100 - Criminology (3)**

GE-Social Science This course will examine crime as a social phenomenon through an interdisciplinary investigation of the causes and patterns of criminal behavior. This course is designed to introduce students to the field of criminology, the scientific study of crime and related theories. This course is designed as an overview analyzing the strengths and weaknesses of current theories of crime and causation from perspective based on empirical research.

ICJ 21000 - Criminal Justice Systems (3)

This course is a survey of various institutions by which the criminal justice system is administered - police, the legal profession, the courts, and penal institutions - including an examination of the problems that the criminal justice system faces and an evaluation of the adequacy of the existing system.

ICJ 21100 - Criminal Justice Research Methods (3)

This course will provide an overview of research design as applied to research on crime and justice. This course introduces the process of scientific research in the social and behavioral sciences and the central role research methodology has in our understanding of human conduct and societal matters. Students will explore the principles, ethics, and methods of social science research. Students will become familiar with the ways social scientists link their research to other scientists by writing a formal research paper.

ICJ 21200 - Criminal Justice Writing (3)

This course addresses techniques of communicating facts, information, and ideas in a logical, clear, and effective manner through various types of criminal justice system reports, including memoranda and administrative reports. This course stressed an emphasis on criminal justice terminology, the proper use of English, and logical organization of information to be implemented as part of our criminal justice system. Students gain practical experience in note taking, report writing, and presentation.

ICJ 21500 - American Prisons and Jails (3)

This course examines an historical analysis of the development of corrections and penal institutions and the influence of social thought and philosophy on this development. The course also examines the procedures of correctional institutions and community jails as well as the problems encountered in the classification, care, and treatment of incarcerated offenders. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 30000 - Policing in America (3)

This course provides an in-depth look at the relationship between Law enforcement and American society. This

course focuses on police-community relations, the police sub-culture, and the need for police objectives to conform to constitutional procedures. Through an examination of the operational components of contemporary police organizations, students will examine the development of operational goals and objectives. Topics covered may include, but are not limited to, problem-oriented and community policing, police use of force, racial profiling, leadership in Law enforcement, and police corruption. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 30100 - Criminal Procedure (3)

This course is a study of the law as it relates to arrest, search, and seizure with emphasis on present controlling legal decisions and historical development, philosophy, and problems underlying these decisions. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 30500 - Corrections (3)

This course is a contemporary analysis of the operation of and problems encountered by jails and prisons. This course will also examine probation, parole, community service and restitution, electronic monitoring, and other innovative community correctional programs. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 31000 - Criminal Law (3)

This course is an analysis of the purposes and sources of criminal law. The course includes an examination of the preliminary crimes of solicitation, conspiracy, and attempt. The specific elements of crimes against the person and crimes against property are addressed. A consideration of defenses to criminal liability is also undertaken. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 31100 - The Juvenile Justice System (3)

This course is an examination of the origin, philosophy, and objectives of the juvenile justice system. Emphasis will be placed on the decision-making process of police, court, and probation officials relative to the apprehension, processing, and treatment of juveniles. The ideology, politics, and controversies of the juvenile justice system are also addressed. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 31200 - Juvenile Law (3)

This course is a study of the law related to the arrest, search, and seizure of juvenile offenders. The rights of juveniles in the criminal justice and educational system will be examined and supported with a review of Supreme Court decisions. This course also examines jurisdictions of juvenile courts, role of law enforcement agents, judicial process, fact-finding hearings, dispositions, waivers, appeals, philosophy of the juvenile court with attention to the legal rights of children, and comparative analyses of juvenile codes. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 31300 - Delinquency in Society (3)

This course is the study of juvenile delinquency as a multilayered incident. Students examine vital theories, societal views, and the myriad issues surrounding juvenile delinquency. Students will analyze various explanations

on why youth commit crime, including theories of juvenile delinquency. Additionally, this course examines the role schools, families, the media, and the juvenile justice system play in responding to juvenile delinquency. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 31400 - Contemporary Issues in Community Based Corrections (3)

This course examines modern issues, problems, and practices facing the community corrections professionals. A special emphasis is placed on exploring the roles of community corrections professionals while evaluating the challenges of interacting with specific types of offender populations, including mental health, substance abuse, and domestic violence offenders, in community and treatment contexts. This course also includes studies into the Restorative Justice Community, group homes, work release programs, halfway houses, work-study projects, Drug Courts, and other community-based programs. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 31500 - Victimology (3)

This course is designed to familiarize students with victimology, a sub-discipline of criminology concerned with the scientific study of victims in contemporary society. Topics covered include, but are not limited to, understanding differential rates of victimization based on individual characteristics, the impact of institutions such as the media and criminal justice system, and critical analysis of social policies designed to address the plight of victims. Upon successfully completing this course, students will have not only an in-depth understanding of victimology and relevant research, but also gain the skills to think critically about victimization as it relates to the criminal justice system and bridge the gap between theory and practice. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 32100 - Homeland Security and Policing (3)

This course examines the responsibility of law enforcement in counter terrorism efforts in the United States. It explores law enforcement responses to terrorism from a critical, best-practices perspective and addresses debatable strategies utilized by enforcement agencies responding to terrorism in a democratic administration. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 32600 - Introduction to American Court Systems (3)

This course provides an exploration and analysis of structure, process, personnel, policy, and legal theory in the American judicial system; examination of specialized and pioneering courts helps the student evaluate the effectiveness of the American court system. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 33100 - Criminal Investigation (3)

This course provides students with an in-depth examination of the various aspects associated with conducting a criminal investigation. This course is a comprehensive approach to the examination and treatment of physical evidence as it relates to the criminal justice

system. Students will be involved in an interactive learning experience tied to the securing and preserving of crime scenes and maintaining the integrity of trace evidence for future court proceedings. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 33500 - Criminal Law & Procedures (3)

This course addresses legal processes from pre-arrest through trial, sentencing, and correctional procedures. The focus is on the actions of law enforcement. In this course, we will review the history of case and common law, explore conceptual interpretations of law as reflected in court decisions, and study important court decisions that affect procedures of the U.S. criminal justice system. Students learn the process of examining, dichotomizing, and briefing criminal cases as well as explain how cases are adjudicated and more specifically how judges and jurors come to make their decisions on cases. The course also provides students with an understanding of how our system of legal precedent works. Critical reading and writing skills necessary in this course. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 34000-34099 - Independent Study in Criminal Justice (1-3)

ICJ 34100 - Criminal Justice Communications (3)

This course is the study of the major communications processes and theories applied to criminal justice structures and situations. Simulated situations utilizing appropriate writing, interpersonal, and group skills will be employed throughout the class. The focus will be on multicultural group communication issues. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 34200 - The Media and Criminal Justice (3)

This course is the study of the utilization of media and technology by criminal justice agencies and institutions as well as an examination of the portrayal of the criminal justice system by the popular media. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 34300 - Criminal Justice Alternatives (3)

This course is an examination of contemporary alternative programs and processes being implemented domestically and internationally. The course may consider the effectiveness and consequences of programs such as community-based justice, community policing, restorative justice, and mediation centers. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 34500 - Survey of International Criminal Justice Systems (3)

This course provides an opportunity for students to explore and examine criminal justice systems around the world. A comparative studies purpose is to expand a student's knowledge of the legal influence on various culture. Students will compare the American legal system with various countries studied in the course. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 35100 - Investigating Cybercrime (3)

This course focuses on the principles of computer crime investigation processes. Topics include crime

scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, and preparation of reports and court presentations. Upon completion, students should be able to identify cybercrime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 35200 - Digital Evidence (3)

This course will examine digital forensics as it relates to criminal investigations. Course content includes best practices in securing, processing, acquiring, examining, and reporting on digital evidence. Students will be exposed to current technologies and methods as well as leading edge techniques with practical based projects and research opportunities. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 35300 - Case Studies in Cybercrime (3)

This course will use Appellate and U.S. Supreme Court decisions to illustrate the effectiveness of current law and investigative procedures in the area of cybercrime. Students will study judicial thought in case analysis to gain a wider understanding of the law. The focal point for this class is the application of ethical decision-making in judicial interpretation of current cyber law. Prerequisite: ICJ 10100; ICJ 21000; ICJ 34500.

ICJ 40000 - Criminal Justice Leadership and Ethics (3)

This course is an introduction to the basic ethical themes that run through the entire criminal justice system. This course will provide practical information and the opportunity to develop real-world skills for the analysis of ethical dilemmas-of which there is no shortage in the criminal justice field. This course will provide the opportunity to gain a basic knowledge of ethical systems in general, and will address the dilemmas of practitioners in real life criminal justice situations, including those that arise from the systems complex interaction of various police, prosecutor, court, and corrections agencies. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 40100 - Crisis Management & Conflict Resolutions (3)

This course will examine the dynamics, intervention strategies, and treatment of crises and investigation of conflict and its resolutions. Through case studies and scenarios, students will engage in tabletop exercises mirroring real-life emergencies relative to the criminal justice environment. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 40500 - Multicultural Challenges in Criminal Justice (3)

This course examines how issues of crime and justice are played out in the context of a diverse society. Diverse populaces include income, race, ethnicity, gender, sexual identity and preference, age, immigration, and other disenfranchised groups in society. The course will focus on four major issues: 1) the social organization of diverse populations in American society; 2) the effects of the law on diverse populations in American society; 3) how

various populations differ in their response to the criminal justice system; and 4) the impact of victimization on the diverse groups within American society. The course will compare the historical viewpoints in relation to current critical topics about diversity and the criminal justice system. Prerequisite: ICJ 10100; ICJ 21100; ICJ 21200.

ICJ 48900 - Criminal Justice Capstone (3)

The successful capstone project requires an in-depth analysis of a specific criminal justice issue with an emphasis on demonstrating an understanding, including its historical background and current impact to the criminal justice system. Students will identify strengths and weaknesses, and offer suggestions for future research and improvement of practices to the criminal justice profession. This course will be taken in the last quarter of coursework. The capstone research will consist of a statement of the problem, literature review, and methodology sections as well as collection, examination, and understanding of data. Finally, students deliver the conclusions and implications to the capstone research to criminal justice profession.

ICJ 49200-49699 - Special Topics in Criminal Justice (1-3)

ICL-Culture

ICL 21000 - Native American Indians (3)

GE-Human Culture: Human Diversity This course offers a survey of the origins, traditional cultures, and current conditions of Native North American Indian populations.

ICL 25000 - Myth and Civilization (3)

GE-Human Culture: Literature/Human Diversity This course is an introduction to the myths that have been understood as origins of civilization and culture. Readings include tales of creation and myths concerning the origins of organized society. The readings provide information and understanding about the functioning of myth as it survives in the present.

ICL 29400-29499 - Special Topics in Cross Cultural Studies (1-3)

ICL 31200 - History of Russia II (3)

GE-Human Culture: Foreign Culture/Human Diversity This course consists of an historical and cultural study of the USSR and a survey of Russian history focusing upon the twentieth century. John Reed, Gorbachev, and standard text of Russian history will be read in this course. Cultural studies included.

ICL 32000 - Chinese Art and Culture (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is an exploration of Chinese cultural traditions, attitudes, and values through a study of Chinese art and related concepts and ideas. Lab fee may be required.

ICL 32100 - Issues in Modern China (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is a survey of major trends of thought, culture, politics, philosophy, and religion in

China during the modern period. Emphasis will be on how these trends have affected the historical development of China and its current policies.

ICL 33000 - Japanese Art and Culture (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is an exploration of Japanese cultural traditions, attitudes, and values through the study of Japanese art and related concepts and ideas.

ICL 33100 - Issues in Modern Japan (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is a study of significant current issues in Japan regarding business and government policies.

ICL 33700 - Russian Authors (3)

GE-Human Culture: Foreign Culture/Human Diversity This course consists of readings in Russian cultural life and Russian literature and is a survey of the literary traditions of Russia with comparisons and contrasts to the Soviet literature of the Twentieth century. Literary themes and their relationship to issues in Russian life will be of special interest.

ICL 36100 - Art and Culture of Latin America (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is an exploration of the rich multicultural heritage of the Spanish and Portuguese speaking countries of Latin America through a study of their art, music, festivals, and related topics.

ICL 36200 - Issues in Modern Latin America (3)

GE-Human Culture: Foreign Culture/Human Diversity This course is a survey of major trends in current thought, politics, economics, societal relations, and religion as they pertain to problems now confronting the region. Lab fee may be required.

ICM-Communications

ICM 11000 - Fundamentals of Oral Communication (3)

This course is an introduction of theories and techniques of non-written communication in business and society. Topics include the nature of human communication, listening skills, interpersonal communication, non-verbal communication, small group communication, and public speaking. Students will participate in communication activities, as well as research, organize, and present formal speeches.

ICM 25600 - Production for Television (3)

In this course, a laboratory environment is used to develop planning, scripting, shooting, directing, editing, budgeting, and studio skills to produce a program for television or cable broadcast. Lab fee required.

ICM 30300 - Written Communications for Business (3)

The study and practice of effective business writing, topics in the class will include writing memoranda, letters, and reports as well as writing for various publics. Special focus will be on persuasive communication, international

business communication, and writing style for corporate publications.

ICM 30900 - Desktop Publishing in the Workplace (3)

This course is a hands-on exploration of computer-assisted applications in which students learn to design projects that meet personal and professional needs. Students become familiar with desktop publishing and graphics programs.

ICM 31000 - Creative Writing Lab (3)

This course will examine the development of creative writing techniques through writing exercises and projects. Students select an emphasis in poetry, fiction, or feature writing. Workshop format with a process approach.

ICM 31100 - Advanced Creative Writing (3)

This class is an advanced workshop course that will concentrate on one or more of the following forms: poetry, short fiction, playwriting, or non-fiction.

ICM 31200 - The Art of Fiction (3)

This course consists of readings in short fiction by major authors with special attention to character, theme, and style and introduces aesthetic concepts and strategies ranging from realistic to abstract modes.

ICM 31300 - The Art of Poetry (3)

This course consists of readings in poetry ranging from tribal times to present. Views of poetry's connection to human spirituality, to societies, and to the individual will be discussed.

ICM 32700 - Media Literacy (3)

In this course, students will focus on the cognitive, emotional, moral, and aesthetic influences of the media. (Radio, Film, TV, Multimedia, and the Internet). Higher levels of media literacy can give students more options and controls over their beliefs and behaviors.

ICM 35000 - Principles of Advertising (3)

Advertising practices, techniques, and strategies, including copywriting, media attributes and selection, media and marketing plans, advertising distribution, and budgeting are examined in this course.

ICM 35100 - Modern Poetry (3)

This course is a study of poetry from 1900 to the present, principally English and American, but may include selections in translation from other cultures. Readings include poetry representing the growing importance of women and other writers who have not previously been in the mainstream of poetic tradition.

ICM 35800 - Writing for Television (3)

In this course, students will practice the techniques used in writing for television. This includes creating storyboards, scripting commercials of varying lengths and subjects, PSAs, and writing and editing news leads.

ICM 35900 - Production Management (3)

Conceptualization, organization, research, budgeting, and management for video production will be discussed in this course. Demonstration of video switching and post-production assembly and insert editing will be included.

ICM 37200 - Documentary Film and Video (3)

This course defines documentary and traces its development, exploring subject, techniques, and impacts.

ICM 37300 - Photojournalism (3)

This course is the history of photojournalism from its inception in the 19th Century to the present. It features the study of important developments, techniques, and styles in the field from magazines to newspapers and the individual photographers responsible for those developments.

ICM 37500 - Documentary Journalism (3)

This course traces the development of documentary and investigative journalism from its origins to the present with concentration on various styles, methods, and subject matters of recent documentary books, distinguishing between informational journalism, propaganda, and new journalism.

ICM 38000 - Advanced Topics in Literature (3)

This course is a concentrated study and analysis of specific authors, genres, or topics in English, American, and World Literatures. This course may be repeated as the topics vary.

ICM 38900 - Public Relations and Promotions (3)

The course looks at public relations practices that contribute to promotions, including press releases, media relations, event planning, etc.

ICM 39000 - Promotion Management (3)

Promotional concepts and practices including integration of various elements, strategic scheduling and planning, and promotions use in development are examined in this course.

ICM 40000 - Historical Development and Trends in Communication (3)

This course is an overview of the communication fields, including identification of its varied elements, history, and trends.

ICM 40500 - Media and Society (Ethics and the Media) (3)

This course includes readings and discussions of major issues involving media's impact on society. Significant ethical and legal issues are included. Content ranges over a variety of media.

ICM 40600 - Theories of Communication (3)

This course introduces the works of major theorists and theories within the areas of interpersonal, organizational, public relations, intercultural, and mass media.

ICM 43100 - Design-Visual Communication (3)

This course examines two- and three-dimensional design concepts: space, form, balance, rhythm, psychological, and emotional impacts, and historical applications in art and design.

ICM 43200 - Color Theory and Applications (3)

This course examines the physiology of color perception, emotional, and psychological impacts, and historical applications in art and design.

ICM 43300 - 20th Century Art Applications (3)

This course is an individualized study of application of visual communications concepts in art, advertising, or design approaches of the 20th Century. Each student will select his or her own area of concentration.

ICM 44100 - Group Communications (3)

This course is the examination of elements of effective oral and written communication skills that facilitate group dynamics and develop positive interpersonal relationships in the work setting.

ICM 44200 - PR Ethics (3)

This course is an assessment of professional conduct on issues facing public relations practitioners relative to the expanding role of PR in American society. Students will examine ethical issues in the context of exploring PR's role in corporate, nonprofit, institutional, government, and political arenas.

ICM 44300 - PR Research and Planning (3)

This course is the study of the basic practices of Public Relations on a day-to-day basis and includes contingency planning and crisis management, strategizing, elements of a PR campaign, client and media relations, case studies, and public perceptions.

ICM 44500 - Information Systems Projects (3)

This course acquaints the student with the gathering and displaying of information from various sources: e.g., databases, desktop office presentations, teleconferencing, and in-house video training. Students develop projects in business communications.

ICM 45000 - Communications Internship (1-3)

Onsite learning experience in a professional communications setting that focuses upon organizational, human resources, or public relations. Internships require 50 hours of fieldwork per one semester hour of credit. Students must receive a recommendation of the faculty advisor and be accepted by the internship organization. Work performance will be assessed by the internship supervisor. A portfolio and examples of work performed must be submitted to the faculty advisor at the end of the internship. See faculty advisor for portfolio criteria.

ICM 45100 - Media Internship (1-3)

Onsite learning experience in a professional media production setting that produces media program and content for radio, television, film, websites and advertising. Internships require 50 hours of fieldwork per one semester hour of credit. Students must receive a recommendation of the faculty advisor and be accepted by the internship organization. Work performance will be assessed by the internship supervisor. A portfolio and examples of work performed must be submitted to the faculty advisor at the end of the internship. See faculty advisor for portfolio criteria.

ICM 45500 - Literary Feature Writing (3)

This course will consist of writing fully developed articles with an emphasis on creative language in reporting everyday life, personality profiles, travel, entertainment, and documentary narrative for magazines and newspapers; study includes fundamentals of journalism,

interviewing, reporting, research, and how to gauge the needs of publications and sell freelance stories.

ICM 45600 - Memoir and the Personal Essay (3)

Students will use memory and reflection as a creative source and storytelling techniques to enhance non-fictional presentations. Students will also examine of the use of voice, style, character development, plot, and sense of place.

ICM 45700 - Studies in Creative Non-Fiction (3)

This course consists of selected readings and analysis of exemplary and experimental writings in literary journalism, memoir, and related fields.

ICM 46000 - Organizational Communication Theory (3)

This course is the study of major communication theories as they apply to organizational structures.

ICM 46100 - Communications Process Analysis (3)

This course is the study of both formal and informal communication flow within the structure of organizations. Analysis and design of communication models and identification of various publics served by the organization will be investigated.

ICM 46200 - Practical Applications of Communication Processes (3)

This course consists of practical application of communication theory in simulated and actual organizational settings.

ICM 46300 - Computer Based Graphics (3)

This course is a survey of hardware components, software, varieties of systems applications, particularly for large organizations and serves to introduce students to current issues in computer technology: Office automation, artificial intelligence, etc. Individualized study in a selected issue is a part of this course.

ICM 47400 - Advanced Television Production (3)

This course focuses on hands-on and remote video production, culminating in an individual or class project produced entirely by the student(s.) Lab fee required.

ICM 47600 - Advanced Television Directing (3)

This course is the study of directing television commercials, and documentary programming. Students work closely with talent and technical personnel. Lab fee required.

ICM 47700 - Advanced Television Editing (3)

This course is an advanced study of post-production techniques in lab and seminar setting. Lab fee required.

ICM 48900 - Communications Capstone (3)

This course develops advanced presentation skills and business etiquette as it applies in a variety of communications settings that occur in all phases of career and project development. Students are expected to select a project that is important to their intellectual and professional development in the communication field. The course will provide students with experiences to refine and demonstrate competent communications skills and apply appropriate assessment criteria to various

presentation styles and formats through all phases of the capstone project. This is an undergraduate research course.

ICM 49500-49599 - Special Topics in Communications (1-3)

ICS-Cybersecurity

ICS 19900-19999 - Special Topics and Independent Study Courses in Cybersecurity (1-3)

ICS 21300 - Foundations of Information Technology (3-4)

This course will give students foundational knowledge in Information Technology. Topics covered will include the topics tested in the ITIL – Foundations certification. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination.

ICS 21400 - Foundations of Networking (3)

This course will give students foundational knowledge in cybersecurity. Topics covered will include the topics tested in the CompTIA Network+ certification. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination.

ICS 29900-29999 - Special Topics and Independent Study Courses in Cybersecurity (1-6)

ICS 31000 - Foundations of Cybersecurity (3)

This course will give students foundational knowledge in cybersecurity. Topics covered will include the topics tested in the CompTIA Security+ certification. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination.

ICS 31100 - Cisco V-Implementing Cisco Security (5)

This course covers the knowledge of secure Cisco network infrastructure, understanding core security concepts, managing secure access, VPN encryption, firewalls, intrusion prevention, web and email content security, and endpoint security. This exam validates skills for installation, troubleshooting, and monitoring of a secure network to maintain integrity, confidentiality, and availability of data and devices. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 32500; ICS 32600.

ICS 31200 - Cisco VI-Network Infrastructure Design (5)

This course requires a foundation or apprentice knowledge of network design for enterprise network architectures. Students will design routed and switched network infrastructures and services involving LAN/WAN technologies for SMB or basic enterprise campus and branch networks. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 32500; ICS 32600.

ICS 32300 - Cisco I-Introduction to Networks (5)

This course is the first of two courses which covers the knowledge and skills required to successfully install, operate, and troubleshoot a small branch office network. The course includes topics on the Operation of IP Data Networks; LAN Switching Technologies; IP Addressing (IPv4 & IPv6); IP Routing Technologies; IP Services (DHCP, NAT, ACLs); Network Device Security; Basic Troubleshooting. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 21300; ICS 21400; ICS 31000.

ICS 32301 - Introduction to Networks Lab (1) **

This lab course will give students practical experience to support the learning objectives taught in ICS 32300 Cisco I – Introduction to Networks. Students will practice skills, either virtually online or hands-on, required to successfully install, operate, and troubleshoot a small branch office network. Prerequisite: ICS 21300; ICS 21400; ICS 31000. Corequisite: ICS 32300. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

ICS 32400 - Cisco II-Routing and Switching Essentials (5)

This course is the second of two courses which covers the knowledge and skills required to successfully install, operate, and troubleshoot a small branch office network. The course includes topics on the Operation of IP Data Networks; LAN Switching Technologies; IP Addressing (IPv4 & IPv6); IP Routing Technologies; IP Services (DHCP, NAT, ACLs); Network Device Security; Basic Troubleshooting. In addition, the student will learn the real-world implications of the technologies as they are

actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 21300; ICS 21400; ICS 31000.

ICS 32401 - Routing and Switching Lab (1) **

This lab course will give students practical experience to support the learning objectives taught in ICS 32400 Cisco II – Routing and Switching Essentials. Students will practice skills, either virtually online or hands-on, required to successfully configure and troubleshoot switches and routers in a small branch office network. Prerequisite: ICS 32300; ICS 32301. Corequisite: ICS 32400. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

ICS 32500 - Cisco III-Scaling Networks (5)

This course is the first of two courses which covers the knowledge and skills required to successfully install, operate, and troubleshoot a small to medium-size enterprise branch network. The course includes topics on LAN switching technologies, IP routing technologies, IP services (FHRP, syslog, SNMP v2 and v3), troubleshooting, and WAN technologies. Extra study and experience may be required outside of the course work to prepare the student to pass the examination. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 32300; ICS 32400.

ICS 32501 - Scaling Networks Lab (1) **

This lab course will give students practical experience to support the learning objectives taught in ICS 32500 Cisco III – Scaling Networks. Students will practice skills, either virtually online or hands-on, required to successfully work with LAN switching technologies, IP routing technologies, IP services (FHRP, syslog, SNMP v2 and v3), troubleshooting, and WAN technologies. Prerequisite: ICS 32400; ICS 32401. Corequisite: ICS 32500. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

ICS 32600 - Cisco IV-Connecting Networks (5)

This course is the second of two courses which covers the knowledge and skills required to successfully install, operate, and troubleshoot a small to medium-size enterprise branch network. The course includes topics on LAN switching technologies, IP routing technologies, IP

services (FHRP, syslog, SNMP v2 and v3), troubleshooting, and WAN technologies. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the Cisco examination. Taking this course alone does not guarantee the student will pass the Cisco examination. This course is part of cluster; however, it will be taught in sequence. Prerequisite: ICS 32300; ICS 32400.

ICS 32601 - Connecting Networks Lab (1) **

This lab course will give students practical experience to support the learning objectives taught in ICS 32600 Cisco IV – Connecting Networks. Students will practice skills, either virtually online or hands-on, required to successfully configure and troubleshoot LAN, WAN, IP routing, and IP services (FHRP, syslog, SNMP v2 and v3). Prerequisite: ICS 32500; ICS 32501. Corequisite: ICS 32600. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 32700 - Network and Cloud Security (3) **

This course provides students with insights into securing enterprise networks including the cloud. Basic techniques and tools for securing a network and the cloud will be explored. Physical security, data security, and specific network and cloud security concerns and vulnerabilities, as well as security best practices, will be explored. Prerequisite: ICS 21400; ICS 31000. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 32800 - Digital Forensics and Cyber Investigation (3) **

This course focuses on the use of the most popular forensics tools and provides specific guidance on dealing with civil and criminal matters relating to the law and technology. The course will include discussions on how to manage a digital forensics operation in today's business environment. Some topics covered includes, Data Acquisition, Live Acquisitions, E-Mails and Social Media Investigations. Prerequisite: ICS 31000. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 39900-39999 - Special Topics and Independent Study Courses in Cybersecurity (1-3)

ICS 41100 - Microsoft Windows Server Installation & Configuration (3)

This course will give students intermediate knowledge related to installation and configuration of Microsoft Windows Server. Topics covered will include the topics tested in the Microsoft 70-740 certification. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and

experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination. Prerequisite: ICS 32500; ICS 32600.

ICS 41200 - Linux Server Installation & Configuration (3)

This course will give students intermediate knowledge related to installation and configuration of Linux Server. Topics covered will include the topics tested in the CompTIA Linux+ certification. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination. Prerequisite: ICS 32500; ICS 32600.

ICS 41400 - Microsoft Server Identity Administration (3)

This course will give students intermediate knowledge related to server identity administration. Topics covered will include the topics tested in the Microsoft 70-742 certification. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination. Prerequisite: ICS 32500; ICS 32600.

ICS 42100 - Ethical Hacking (3)

This course will introduce students to computer incident response and computer forensics. Topics covered will include the topics tested in the EC Council Certified Ethical hacker certification. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course alone does not guarantee the student will pass the certification examination. Prerequisite: ICS 41100; ICS 41200; ICS 41400.

ICS 42300 - Advanced Penetration Testing (3)

This course educates students in the specific security discipline of computer forensics from a vendor-neutral perspective. Topics covered will include the topics tested in the EC Council Certified Ethical Hacker certification. This course prepares the student to be a practitioner in the network field of Information Technology. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course alone does not guarantee the student will pass the certification examination. Prerequisite: ICS 41100; ICS 41200; ICS 41400.

ICS 42400 - Cybersecurity Analysis (3)

This course will give students intermediate knowledge related to the skills necessary to successfully perform the duties of a security analyst. Topics covered will include the topics tested in the EC Council Certified Security

Analyst certification. Extra study and experience may be required outside of the course work to prepare the student to pass the certification examination. Taking this course does not guarantee the student will pass the certification examination. Prerequisite: ICS 41100; ICS 41200; ICS 41400.

ICS 43200 - Secure Software Development (3)

This course exposes students to the concept of secure software development by teaching them the methods, techniques, and tools within software development relating to cybersecurity and how they are used to develop software securely. Specific application security configuration techniques and security concepts applicable to each phase of the Software Development Life Cycle (SDLC) will be explored. Security testing and the role of project management in ensuring secure software development will be studied. Prerequisite: ICS 31000; IIT 21500. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 43300 - Web Based Application Security (3)

This course covers the techniques and tools for developing, implementing, managing, and/or protecting web applications. Students will study web safety and browser vulnerabilities, privacy concerns, and other web related security issues and concerns. Students will explore how to avoid vulnerabilities in web applications and the tools used to program web application servers. Finally, students will be introduced to the Open Web Application Security Project (OWASP) and its top 10 vulnerabilities. Prerequisite: ICS 21400; ICS 31000; IIT 21500. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 43400 - Network Management (3)

This course introduces students to the concepts and tools related to management of computer networks. Different standards, architectures, systems, and tools for network management will be explored and students will learn about the five functional areas of network management, which include fault management, configuration management, accounting management, performance management, and security (FCAPS). Prerequisite: ICS 21400. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 48900 - Cybersecurity Capstone (3)

This course will be a culminating project course for the student's degree program. The instructor will act as a mentor to guide students through the completion of a portfolio, or other project documents, or an internship that will demonstrate their successful completion of the goals of the degree. Prerequisite: Must be taken upon completion of all cybersecurity coursework or concurrent with last course. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum
09/16/2019***

ICS 49200-49699 - Special Topics and Independent Study Courses in Cybersecurity (1-3)

IDA-Dance

IDA 10100 - Introduction to Dance (3)

GE-Human Culture: Arts This course is the beginning movement course in dance techniques and styles including elements of modern dance, jazz dance, and ballet. It will help students develop body awareness, flexibility, and creativity. Includes beginning instruction in theory and technique.

IDA 17100 - Dance as an Art (3)

GE-Human Culture: Arts/Human Diversity This course is an introductory course designed to develop the student's ability to enjoy and analyze dance performance through a consideration of dance style, technique, choreography, and the role of dance in culture. Lecture course, no dance training necessary.

IDA 37100 - Dance in the 21st Century (3)

GE-Human Culture: Arts/Human Diversity This course explores the history and role of dance in different cultures around the world. Through video observations, readings and class discussions, students will be exposed to the multicultural influences on dance in today's society. Lecture course, no dance experience necessary.

IEN-English

IEN 10050 - Foundations of Effective Writing (3)

The course contains two components. The first component introduces the student to basic writing concepts such as basic grammar, sentence structure, spelling, and punctuation. The second component introduces the basic guidelines of MLA and provides the student with practical applications of basic writing skills to increase the student's self-confidence in his or her writing abilities. Journal writing, reader response, drafting, peer response, and revision will be employed to focus on strengthening competence and confidence in writing ability. Students are required to earn a minimum grade of C in this course.

IEN 10100 - Composition I (3)

GE-Communication This course is an intensive review of the English language and its use in college-level writing. Concepts include the mechanics of written discourse, sentence structure, paragraph development, and essay organizations. Students use models from English prose and poetry for discussion and composition topics. Students are required to earn a minimum grade of C in this course.

IEN 10200 - Composition II (3)

GE-Communication This course is a continuation of Composition I with special attention to skills involved in writing a major analytical research project, including how to gather and organize viable data. In addition, students learn how to communicate in small group settings. These concepts include problem-solving, leadership styles, and

roles of a group member. Students are required to earn a minimum grade of C in this course.

IEN 20000 - Introduction to Literature (3)

GE-Human Culture: Literature This course is an introduction to the reading and analysis of literature; the quarter's work will involve extensive reading in one of the following genres: poetry, short fiction, novel, drama, or essay. Lab fee may be required.

IEN 20100 - World Literature I (3)

GE-Human Culture: Literature/Human Diversity This course is a study of ideas that have shaped civilizations, with emphasis on the literature of various cultures and periods. Works will be read in English translation. Lectures and discussions interpret literature and consider religious and philosophical thought in terms of contrasting as well as universal themes and values.

IEN 20200 - World Literature II (3)

GE-Human Culture: Literature/Human Diversity This course is a study of ideas that have shaped our cultures, beliefs, and understanding from the Renaissance to the present. Students will examine the cultural contexts of the works and will consider the universal doctrines and themes these works suggest. Prerequisite: IEN 10100 and IEN 10200.

IEN 20600 - British Literature II (3)

GE-Human Culture: Literature This course covers the early Romantic period through the 19th and 20th centuries. The works of major writers are studied in terms of each writer's own critical statements or in terms of the particular school or movement to which the works belong.

IEN 23500 - American Literature I (3)

GE-Human Culture: Literature This course is a survey of American writing from the colonial frontier to 1890 with emphasis on the struggle of New World writers to develop distinctive American themes and characters arising from the conquest of a virgin continent.

IEN 23600 - American Literature II (3)

GE-Human Culture: Literature This course is a survey of late 19th- and 20th-century American novels, poetry, prose, and drama; it explores distinctive American themes as reflected through an ever-changing society.

IEN 27600 - African-American Literature (3)

GE-Human Culture: Literature/Human Diversity This course introduces students to pre- and post-emancipation literature written by African-Americans in the United States.

IEN 29300-29399 - Special Topics in Humanities (1-3)

IEN 30000 - Introduction to Literary Theory and Criticism (3)

GE-Human Culture: Literature This course is an introduction to the history of literary theory and criticism from antiquity to the present day. Students will examine various methods of literary analysis and judgment, including philosophical, cultural, and formalist approaches. For example, students will be introduced to the fundamental principles of structuralist,

psychoanalytic, feminist, Marxist, poststructuralist, and non-Western critical schools. This course is intended for beginners and non-majors.

IES-Earth Sciences

IES 10500 - Survey of Geology (3)

GE-Natural Science This is a lecture course that focuses on the study of the earth to include the materials it is made of, the physical and chemical changes that take place both internally and superficially, and the historical background.

IES 11000 - Introductory Meteorology (3)

GE-Natural Science This course acquaints the student with the physical and thermal dynamics of the lower atmosphere. It deals with the role the sun plays as the source of energy for all phenomena. Topics include thermal energy; atmospheric temperature, humidity, pressure, and wind; cloud formation; frontal systems; severe weather phenomena and air pollution. Lab fee may be required.

IES 11100 - Meteorology Lab (1)

GE-Natural Science Lab This lab course is designed to complement Introductory Meteorology. Students will decode raw data, plot maps, analyze the data, and make forecasts. Time permitting; a field trip will be included to the local National Weather Service Station. Concurrent enrollment in IES 11000. Lab fee may be required.

IES 13200 - Introductory Astronomy with Lab (4)

GE-Natural Science with Lab This is a survey course that addresses the historical background of astronomy; measuring methods for celestial objects; the electromagnetic spectrum and spectroscopy of celestial objects; telescopes; formation and scale of the solar system; characteristics of planets, moons, and space debris; birth and death of stars; galaxies, dark matter, and dark energy; and the formation of the universe. Weekly laboratory activities reinforce classroom concepts. Lab fee required.

IHM-Health Management

IHM 21010 - Healthcare Financial Accounting (3)

This course introduces health management students to the accounting information framework used by healthcare organizations to collect, maintain, and report financial information. Special emphasis will be given to transaction analysis and the resulting effect on the accounting equation. Financial statement analysis and the differences between for-profit and not-for-profit healthcare organizations will be stressed. Lab fee may be required.

IHM 21011 - Healthcare Managerial Accounting (3)

This course focuses on the development, analysis, interpretation and communication of financial information designed to assist healthcare managers in achieving the goals of an organization. Special consideration will be given to the differences between for-profit and not-for-profit healthcare organizations. Lab fee may be required.

IHM 30100 - Ethical Issues in Healthcare Management (3)

Issues and problems that arise within the healthcare field will be reviewed and discussed. Lab fee may be required.

IHM 30200 - Healthcare Management (3)

This course examines the development of the understanding of healthcare organizations and the decision-making skills required in management positions. The origins and functions of various health systems in the U.S. are reviewed and discussed. Lab fee may be required.

IHM 32000 - Healthcare Finance and Economics (3)

This course examines the economics of healthcare, the differences between the healthcare marketplace and other industries, and the various financing mechanisms/organizing principles and their histories in the healthcare marketplace like Medicare, Medicaid, and the Affordable Care Act. Lab fee may be required.

IHM 33300 - Legal Issues in Healthcare (3)

This course begins with an extensive overview of the major issues in health law and continues with a broad discussion of the legal system and the sources of its statutory laws, rules, regulations, and guidelines. This course will include a basic review of tort law, criminal law, contract law, civil procedure, and trial practice. Lab fee may be required.

IHM 33400 - Government Organization and the Healthcare Industry (3)

This course will discuss the organization of our government and the various federal, state, and local administrative departments relevant to the healthcare industry. A variety of issues confronting professionals working in healthcare will be explored. Lab fee may be required.

IHM 33500 - Cases in Healthcare Administration (3)

This course is a discussion and analysis of case law presentations. Because of their effect on the healthcare system, the student should be able to apply appropriate political, social, and economic factors in said analysis. Lab fee may be required.

IHM 33600 - Human Resources in Healthcare (3)

This course examines the various laws relating to the employer/employee relationship in the healthcare marketplace. Emphasis will be placed on equal employment opportunity, grievance handling hiring/termination of both employees and contractors, the special considerations of hiring physicians and other professional personnel, and the unique requirements of unionization in the healthcare environment. Lab fee may be required.

IHM 33700 - Legal Compliance in Healthcare (3)

This course will introduce health management students to the development and use of internal controls to monitor adherence to statutes, regulations, and program requirements from various state and federal governmental as well as nongovernmental agencies. Lab fee may be required.

IHM 35100 - Healthcare Marketing (3)

This course introduces the student to various marketing concepts as they relate to healthcare organizations. Students will discuss marketing fundamentals, research, strategy, and the strategic marketing process. Students will attain a foundational application of the principles of marketing and their application to healthcare. Lab fee may be required.

IHM 44000 - Long Term Care and Ethics (3)

This course focuses on the various institutions and financing mechanisms of long-term care at the state and federal levels. Topics will also include ethical issues that arise in the provision of long-term care such as end-of-life care and assisted suicide. Lab fee may be required.

IHM 44100 - Social Policy in Gerontology (3)

This course focuses on the political forces that shape official policies toward aging in America at all levels of government, with emphasis on federal policies. Through the use of selected examples, the students will examine the impact of political-vested interested in shaping the enactment and implementation of legislation for the elderly. Topics include retirement income, housing subsidies, age discrimination, the Older Americans Act, and state and local programs. Lab fee may be required.

IHM 44200 - Multidisciplinary Perspectives in Gerontology (3)

This course will explore various “hot button” ethical practice issues that professionals and caregivers encounter in providing long-term care (LTC). Topics explored will include, but are not limited to, end-of-life preferences and preparation, intimacy and sexuality, autonomy, safety, cross cultural issues, and access to spiritual and religious practices. Lab fee may be required.

IHM 44300 - Geriatric Assessment (3)

This course covers the evaluation of geriatric patients, both mentally and physically. Additionally, students will be introduced to management strategies of the healthcare maintenance needs of geriatric patients. Prerequisite: IHM 44000; IHM 44100; IHM 44200.

IHM 44400 - Community Resources for Gerontology (3)

This course introduces students to resources available to practitioners and caregivers on such issues as healthcare benefits, elder abuse, long-term care, housing, mental health, transportation, volunteer and intergenerational programs education, employment, nutrition, and wellness in the elderly. Prerequisite: IHM 44000; IHM 44100; IHM 44200.

IHM 44500 - Gerontology Field Experience (3)

Students will have an opportunity to apply their classroom knowledge to real-world situations during a 150 clock-hour internship. Students will have the opportunity to pursue their specific area/areas of interest within gerontology in a gerontology-related facility or practice. Prerequisite: IHM 44000; IHM 44100; IHM 44200.

IHM 46000 - Healthcare Delivery in the USA (3)

Students are challenged to understand the dynamics of the healthcare industry and the impact that it has on the nation's and world's economy. Lab fee may be required.

IHM 46100 - Healthcare Policy and Research (3)

Students will identify the health policies that have impacted healthcare delivery past and present and the current state of the health environment. Students will be required to identify and define policies that are currently under consideration in Congress and what the future impact will be on the healthcare organizations. Lab fee may be required.

IHM 46200 - Global Healthcare Reform (3)

Students will discuss key diseases that cause death and disability throughout the world and will also discuss general concepts of population health. Potential solutions to global health issues will be discussed, and students will develop a general understanding of the biological and social aspects of major global health issues as they relate to ways to reduce global health inequalities. Lab fee may be required.

IHM 47600 - Essentials of Healthcare Finance (3)

This course provides students with material that will assist them in understanding the conceptual basis and mechanics of financial analysis and decision-making as it pertains to daily decisions in their organization and in the healthcare industry. Lab fee may be required.

IHM 47700 - Healthcare Finance (3)

This course provides the student with informational methods to enhance productivity, market strategy, quality, and profitability. The student will understand the complexities of the healthcare reimbursement system, including but not limited to federal and state payers, PPOs, HMOs, cost limits, out-of-pocket, and fee-for-service. The course will look at real-world experiences of successes and failures in cost cutting measures while maintaining quality. Lab fee may be required.

IHM 47800 - Economics of Health and Medical Care (3)

This course provides the student the fundamental tools necessary to apply basic economic principles to the healthcare field. This course will deliver a balance of population-based health economics and consumer-driven, managed healthcare economics. Lab fee may be required. Prerequisite: IMH 13200; IMH 14200.

IHM 48500-48599 - Independent Study in Health Management (1-3)**IHM 48700 - Contemporary and Critical Issues in Healthcare Management (3)**

This course represents an expansion of the current three-hour capstone course and will address extant issues in the healthcare industry that may affect healthcare management. Topics to be covered include the Affordable Care Act (and periodic updates/roll-outs), Medicaid expansion, Medicare rule changes, physician/hospital relationships, and the provision of care to those without any insurance. Topics will be added according to changes

in healthcare. For in-class instruction this will be offered with IHM 48900 as a six-hour cluster. It will be taught as a separate class for online instruction. Lab fee may be required.

IHM 48900 - Health Management Capstone (3)

This course culminates the undergraduate student's educational experience in becoming a highly effective healthcare supervisor or manager and serves to synthesize and integrates the student's educational experience while analyzing the practices and problems confronting today's healthcare managers. Lab fee may be required.

IHM 49200-49499 - Special Topics in Health Management (1-3)**IHR-Human Resource Management****IHR 23021 - Survey of Economics (3)**

GE-Social Science This course introduces basic economics, concepts, relationships, and institutions. The course provides a foundation for applying economics to individual decision-making and for critically analyzing aggregate economic behavior and policy. Topics to be covered include supply and demand, consumer choice, competition, monopoly, the labor market, government intervention, business cycles, fiscal policy, money and banks, monetary policy, and international trade.

IHR 33400 - Gender Issues in Management (3)

The roles of men and women in management are examined in this course, preparing students to cope with an increasingly diverse workplace. Students focus on functions of management, gender differences, barriers to career development, strategies for advancement, employee resistance to change, communication, motivation, leadership, and problem solving. The study of gender prepares students for the combination of work and family responsibilities and the breadth of diverse perspectives that organizations want and need.

IHR 33600 - Implementing and Managing Diversity (3)

Concepts including culture, ethnicity, race, sex, age, ability, stereotype, prejudice, discrimination, bias, and oppression are explored in this course. Models and theories are examined to increase understanding of cultural differences and best practices for implementation and management of diversity in the workplace. Emphasis is placed on the roles of demographics, global trends, legal issues, and legislation in the changing organization.

IHR 35010 - Principles of Marketing (3)

This course offers an in-depth introduction to the functional business area of marketing. It examines how goods and services are presented to target customers through the use of the marketing-mix variables: product, price, place, and promotion. Emphasis in this course is on the student developing a working knowledge of the vocabulary, principles, concepts, and theories of contemporary marketing as used in various organizational settings.

IHR 35700 - Employee Supervision (3)

This course examines the industrial environment and the role of the supervisor. It is directed toward the enhancement of managerial skills and includes a survey of current literature on the subject of leadership.

IHR 35800 - Legal Issues for Human Resource Management (3)

This course examines the various laws relating to the employer/ employee relationship. Special emphasis will be placed on topics such as equal employment opportunity, affirmative action, grievance handling, hiring and termination, training, questions of equity, labor relations, and other issues associated with the management of human resources.

IHR 35900 - Performance Management/ Performance Appraisal Systems (3)

Performance appraisal is mandated by the Civil Service Reform Act. This course examines its basic elements, including goal setting, writing behavioral objectives, individual and organizational performance measurement, coaching and counseling, and productivity improvement among both unionized and non-unionized employees. Specific emphasis will be placed on reward systems and methods of positive discipline.

IHR 36000 - Adult Learning Processes (3)

Adult learning theories and applications for use in instructional techniques appropriate for teaching adults with a focus on employee training and professional development are examined in this course. Students learn to identify characteristics of adult learners and examine learning styles, design, implementation, evaluation of training programs, employee development, and apply adult learning processes. Emphasis is placed on methods to support change in organizations.

IHR 36081 - Career/Staff Development (3)

Students are introduced to career development programs in organizations and how they relate to the productivity of individuals. Focus is on the skills and concepts that will enable the student to design and implement staff development programs. Students also work on their personal career development and life planning.

IHR 36300 - Human Resource Information Systems (3)

Topics covered in this course include the evolution of Human Resources and Information Systems, needs and types of HR information systems, the functionality of the HRIS manager, database management concepts, system planning, and integration. Additional topics include organizational needs assessment, system design, and cost management. An emphasis on project management themes based upon needs assessment will include real-world case studies and problem-solving exercises. The course will conclude with specific HRIS applications to the HR business competencies in staffing, applicant tracking, performance management, compensation and benefits, and employee self-service.

IHR 36530 - Employee Training and Development (3)

This course is a specialized study of training in organizations, including needs analysis, learning theory, management development, and development of training objectives and programs. Methods of field-based research techniques and evaluation of training programs are included. Projects and exercises supplement readings.

IHR 37000 - Group Dynamics (3)

This course is the study of motivation, leadership, communication, morale, and intra- and inter-group dynamics, and decision-making in organizations.

IHR 37100 - Conflict Resolution (3)

This course is an examination of causes of conflict in human interactions, including principles and techniques to diagnose conflict and to differentiate among types of conflict. Students will develop skills in leadership, group facilitation, team building, and handling group conflict.

IHR 38000 - Global Business and Society (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 business interacts with the cultural, political, ethical, legal, and economic environments of multiple nations. An overview of international business strategies is also provided.

IHR 41000 - Labor Economics and Industrial Relations (3)

This course is a study of the labor force employment, wages, hours, and industrial conflict. Unions, collective bargaining, and labor laws will be given important consideration.

IHR 48900 - Human Resources Capstone (3)

This course provides students with both a foundational review of key human resources management concepts and an emphasis on their alignment with the short- and long-term goals of the business. The link between strategy and employee performance will be emphasized through case study analysis, group projects, and class presentations and discussion. The HR Capstone will take a strategic perspective that frames human resources interventions with the context of organizational policies and processes that will sustain long term results. Subject matter will include the organizational assessment of business needs, planning and strategy, decision-making, and sound implementation methods.

IHR 49200-49299 - Special Topics in Human Resource Management (1-3)**IHS-Historical Studies****IHS 10000 - World History since 1500 (3)****GE-Human Culture: World History/Human**

Diversity This course is a study of the growth and interactions of world cultures and concentrates on the

history of the world since 1500. The emphasis is on the interaction of the West with other civilizations after the industrial and scientific revolutions. Colonialism, imperialism, and non-Western nationalist movements will be considered, along with the development of the current world situation. All sections may be taken for Honors Program credit. Not open to students with credit in HIS 22100 or HIST 26200. Lab fee may be required. Prerequisite: IEN 10100; IEN 10200.

IHS 10100 - 20th Century World History (3)

GE-Human Culture: World History/Human Diversity This course is a study of the growth and interactions of world cultures, including the interaction of the West with other civilizations. There will be an emphasis on the development of the current world situation.

IHS 10600 - American History (3)

GE-Human Culture: US History/Government This survey of American history traces the development of the United States from the Civil War to its present status as a world power. Political, economic, and social foundations of American development are stressed.

IHS 10650 - The History of American Business (3)

GE-Human Culture: US History/Government Through a historical perspective, students will understand how business and the business model shaped American history and culture. This course will cover topics including the influences of commercial enterprises such as, The Massachusetts Bay Company on the founding of the colonies, the impact of slavery on our country's narrative, the industrial revolution, the Great Depression and war recovery, and the impact of the digital revolution and globalization on defining America's role in the world. This historical analysis will enable students to enhance their ability to read and think critically while developing insights in the current business climate. Students will develop their communications skills by learning how to organize and present their thoughts and research in the form of academic essays, formal presentations and informal discussions. Lab fee may be required.

IIT-Information Technology

IIT 10000 - Computer Literacy (3)

This course will introduce students to basic computer terminology and computer usage. Topics will include discussion of computer hardware and software components, user functions, file storage and organization, application usage, the Internet, and information security. This course requires lab time outside of class meeting times.

IIT 19900-19999 - Special Topics in Information Technology (1-3)

IIT 21500 - Programming Logic and Design (3)

This course will introduce students to computer programming concepts and approaches to computer logic. A popular programming language will be used to demonstrate these concepts.

IIT 21800 - C# Application Development (3)

This course provides an introduction to programming using the C# language. Emphasis is placed upon the development of correct, efficient programs that are easy to maintain.

IIT 22000 - Hardware and Operating Systems (3) **

This course introduces students to computer operating systems and hardware and the interactions between these two critical components of the functioning and architecture of computers. Common operating systems and hardware issues that could affect the function of computers and how to address them will be analyzed. Additionally, students will learn about different operating systems and how to install and configure them with special attention to security issues, embedded tools and features to ensure security of hardware and operating systems. Prerequisite: ICS 21300. Offered: Fall/Spring/Summer.

*Added after publishing – September Addendum 09/16/2019 ***

IIT 29900-29999 - Special Topics in Information Technology (1-3)

IIT 31400 - Agile Software Development (3)

This course will introduce to students the introduction of software development methodologies based development, requirements and collaboration between self-organizing cross-functional teams. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 31500 - Java Application Development (3)

This course is designed to give students an introduction to Java programming language. Emphasis will be placed on structure, syntax and fundamentals of Java for applications. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 31600 - Advanced C# Application (3)

This course provides an advanced approach to programming using C# language. This course will examine a number of advanced features of the C# programming language. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 31900 - Software Development (3)

This course is designed to give the student an introduction to automated testing techniques. Emphasis is placed on course development.

IIT 32100 - Networking Essentials (3)

This class will introduce the student to the basics of designing and implementing a modern computer network. It will include an introduction to the elements of the OSI model, protocols, basic network architectures, and requisite basic hardware.

IIT 32200 - Network Applications (3)

This course is an introduction to computer networks and network operating systems. In series of short, practical problems, students will evaluate, troubleshoot, research, and resolve real-world networking situations. These problems will include operational difficulties, disaster

recovery policies and procedures, network maintenance, and end-user training issues.

IIT 32300 - Network Implementation-A Case Study and Simulation (3)

In this class, the students (working in small groups) will design (or modify) a network for a small business or home office. Working within an assigned budget, the group will research requisite equipment, define the network architecture, and present a proposal for implementation that includes a time line, labor costs, and guidelines for training and ongoing support.

IIT 33100 - Project Cost and Schedule Estimating (3)

This course is an introduction to the theory and applications of Project Cost and Schedule Estimating including life cycle cost, staffing profiles, GUI and object metrics, cost by phase and activity, lines of code, and project risks.

IIT 33200 - Fundamentals of Cybersecurity (3)

This course will introduce students to the fundamentals of network security, compliance and operational security, threats and vulnerabilities, application data and host security, access control and identity management, and cryptography.

IIT 33300 - Secure Social Interaction in a Digital World (3)

This course will explore social media and implications for personal and corporate security. Students will develop policy and procedure for the secure use of social media in enterprise.

IIT 33400 - Ethical Issues in Cybersecurity (3)

This course will discuss information technology law and ethics. Students will investigate real-world cases through a law and ethics filter. Students will develop a personal code of ethics for use as information technology professionals.

IIT 33500 - Blockchain Technology for Business (3) **

This course discusses the invention of Bitcoin and Blockchain technology. Blockchain is now entering the business world to enhance transparency, traceability, and efficiency in many areas. The uses for Blockchain are just now being discovered and this course will explore the areas in which Blockchain will enable businesses to compete in the global economy in the future. Prerequisite: ICS 31000. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

IIT 34020 - Mobile Applications Programming (3) **

This is an introductory hands-on course focused on the creation of web applications for deployment on multiple platforms such as personal computers, tablets, and smartphones. Topics will 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. This course is project based and will likely require extensive time commitment outside of class time.

*Added after publishing - September Addendum 09/26/2019***

IIT 34025 - Python Programming (3)

This is an introductory hands-on course focused for the use of web programming and providing working knowledge of the Python language. Students will learn the basic concepts of strings, variables, and getting to know data types, loops and conditions of Python.

IIT 34030 - Java Programming (3)

This course is designed to give the student advanced knowledge of the Java programming language. Emphasis will be placed on the fundamental syntax and semantics of Java for applications. Other topics covered will include variables; data types and expressions; control structures including branching and looping; programmer defined classes; arrays; Graphical User Interfaces; and database access. Lab fee required.

IIT 34040 - C++ Programming (3)

This course is designed to provide working knowledge of object oriented programming using C++. Students will learn the basic concepts of object-oriented programming (OOP) and object-oriented software design. The fundamental control structures of C and C++ will be presented. Students will also learn to build objects using classes, define operations on objects, and use predefined classes in C++.

IIT 34050 - C# Programming (3)

This course provides an introduction to programming using the C# language. Emphasis is placed upon the development of correct, efficient programs that are easy to maintain. Topics include problem analysis, program design, documentation, testing, and debugging. Basic features of the C# programming language are covered.

IIT 35100 - Database Analysis and Design Concepts (3)

This course explains the components of a database system. It stresses data modeling, data normalization, and database design. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 36600 - Fundamentals of Data Center Virtualization (3) **

This course will cover the concepts of Data Center Virtualization, including virtual machines, storage, operations, and networking. Availability, scalability, optimization, and management challenges will be addressed. A common virtualization product will be used to demonstrate these challenges and their solutions.

*Added after publishing - September Addendum 09/26/2019***

IIT 36700 - Fundamentals of Cloud Computing (3) **

This course will provide students with a fundamental understanding of the business challenges can be resolved by cloud computing. Elasticity, efficiency, availability, and management challenges will be addressed. A

common virtualization product will be used to demonstrate these challenges and their solutions.

*Added after publishing - September Addendum 09/26/2019***

IIT 37700 - Fundamentals of HTML (3)

This course will introduce development concepts as well as HTML/DHTML tags used to create Web pages. Interface design standards, e-Commerce trends, and Web security issues will be discussed. Prerequisite: (IIT 21500; IIT 21800; IIT 31900) and (IIT 31400; IIT 31500; IIT 31600).

IIT 37800 - Applications in Web Development (3)

This course will introduce procedures for developing and testing Web pages using the Microsoft Visual Studio. Other development environments will be explored and reasons for choosing one development environment over another will be discussed. Prerequisite: (IIT 21500; IIT 21800; IIT 31900) and (IIT 31400; IIT 31500; IIT 31600).

IIT 37900 - Applications in Website Publishing (3)

This course covers the techniques used to implement a website design and will examine the architecture, security, Web-hosting, and usability issues with developing Web-based applications for the World Wide Web. Prerequisite: (IIT 21500; IIT 21800; IIT 31900) and (IIT 31400; IIT 31500; IIT 31600).

IIT 39900-39999 - Special Topics in Information Technology (1-3)

IIT 41000 - Systems Analysis and Design (3)

This course exposes students to the concepts of systems analysis and design. Students will study the techniques and tools that are used to analyze an organization's information systems, processes and procedures, and how to design new information systems to achieve organizational goals and objectives. Prerequisite: ICS 21300. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

IIT 43200 - Project Management Process (3)

A course in the theory of project management involving planning, organizing, staffing, tracking, measurement, and evaluation. Topics include defining projects, developing networks, managing risk, scheduling resources; inter organizational relations, and international projects.

IIT 43300 - Cost and Scheduling Applications (3)

This course emphasizes problem-solving skills needed in project management. The student will be exposed to multiple cost and scheduling systems. Training and problem specific assignments will be given using Microsoft Project.

IIT 45200 - Database Application Implementation (3)

Students will develop a database in this course using Microsoft Office DBMS. The course will cover application design, object based implementation, and foundations of relational implementation. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 45300 - Database Project Implementation (3)

Students will become familiar with Structured Query Language and SQL Server, embedding SQL in host languages, client server and related applications and distributed processing. Prerequisite: IIT 21500; IIT 21800; IIT 31900.

IIT 47700 - Fundamentals of User Interface Design (3)

This course will introduce the steps involved with analysis and design of web based solutions. Project life cycle concepts will be presented and used as a guideline for the Web project. This course will also cover procedures for testing and debugging Web-based applications. Prerequisite: (IIT 37700; IIT 37800; IIT 37900) and (IIT 35100; IIT 45200; IIT 45300).

IIT 47800 - Applications in Object-Oriented Web Development (3)

This course will introduce object-based programming terminology and concepts. Programming principles will be presented in JavaScript, VBScript, and ASP.NET. Prerequisite: (IIT 37700; IIT 37800; IIT 37900) and (IIT 35100; IIT 45200; IIT 45300).

IIT 47900 - Applications in Multi-Tiered Web Programming (3)

This course will cover the techniques used to implement a multi-tiered Website design. This course will also examine the architecture and programming issues involved with developing distributed client/server applications for the World Wide Web. Prerequisite: (IIT 37700; IIT 37800; IIT 37900) and (IIT 35100; IIT 45200; IIT 45300).

IIT 48100 - Project Management in Information Technology (3)

This course prepares students to implement the project management body of knowledge and prepare to perform project management functions. It is an introduction to the theory and applications of project cost and schedule estimating including life cycle cost, staffing profiles, GUI, and objects metrics, and cost by phase and activity, lines of code, and project risks. It is a course in the theory of project management involving planning, organizing, staffing, tracking, measurement, and evaluation. Topics include defining projects, developing networks, managing risk, scheduling resources; inter organizational relations, Agile methods and international projects. In addition, the student will learn the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. This course is part of cluster; however, it will be taught in sequence. Prerequisite: Last cluster in IIT or ICS.

IIT 48200 - Business Analysis in Information Technology (3)

This course provides an opportunity for anyone considering a career in business analysis and who has no prior BA experience to gain a comprehensive understanding of the business analyst role. Students will have the knowledge to perform effectively as an entry-level business analyst. In addition, the student will learn

the real-world implications of the technologies as they are actually used in the current technological climate. This course prepares the student to be a practitioner in the network field of Information Technology. This course is part of cluster; however, it will be taught in sequence. Prerequisite: Last cluster in IIT or ICS.

IIT 48900 - Information Technology Capstone (3)

This course will be culminating project course for the student's degree program. The instructor will act as a mentor to guide the students through the completion of a portfolio or other project document that will demonstrate their successful completion of the goals of the degree. Prerequisite: Must be taken upon completion of all IIT coursework or concurrent with last cluster.

IIT 49200-49699 - Special Topics in Information Technology (1-3)

IMH-Mathematics

Note: Undergraduate students who have not earned transfer credit for a GE-Mathematics course must either pass the Math Placement Test or pass IMH 10200 (Foundations of Mathematics) with a C or better before taking IMH 12100 (Introduction to Contemporary Mathematics), IMH 13200 (Quantitative Management Applications), IMH 14200 (Basic Statistics), or IMH 22000 (Research Design and Methodology).

A scientific calculator is required for all mathematics courses.

IMH 10200 - Foundations of Mathematics (3)

This course is a collection of quantitative skills needed to be successful in college and in life. It focuses on ensuring students' conceptual understanding and ability to apply their mathematical knowledge. Providing conceptual and application exercises for discovery, study skills, group and chapter projects, and more, it is a standalone course. It can also be a co-requisite course using a software mastery approach to problem-solving skills in IMH 12100, IMH 13200, or IMH 14200. A scientific calculator is required.

**IMH 10200 is required for students who have not earned transfer credit for a GE-Mathematics course or do not pass, or do not choose to take, the Math Placement Test. It does not fulfill any GE requirements, but the credit hours are counted as electives.*

IMH 12100 - Introduction to Contemporary Mathematics (3)

GE-Math This course is an introductory course on how mathematics is used today. Students will study consumer mathematics plus additional topics selected from apportionment, fair divisions, geometry, growth and decay, numbers systems for encoding information, probability and counting techniques, routes and network, scheduling, statistics, voting systems. A scientific calculator is required. Lab fee may be required. Prerequisite: C or better in IMH 10200, transfer credit for a GE-Mathematics course, or passing the Math Placement Test.

IMH 13200 - Quantitative Management Applications (3)

GE-Math This course emphasizes problem-solving skills in management and finance. Topics include simple and compound interest, annuities, discounts, installment buying, amortization, reading and interpreting financial reports, depreciation, taxes, insurance, and investments. Mathematical tools include solving linear equations, linear regression, and basic statistical models. The uses of tables, calculators, and Excel are stressed. A scientific calculator is required. Lab fee may be required. Prerequisite: C or better in IMH 10200, transfer credit for a GE-Mathematics course, or passing the Math Placement Test.

IMH 14200 - Basic Statistics (3)

GE-Math This course is an introduction to the theory and applications of descriptive and inferential statistics including probability, random variables, expected values, probability distribution functions, and hypothesis testing. A scientific calculator is required. Lab fee may be required. Prerequisite: C or better in IMH 10200, transfer credit for a GE-Mathematics course, or passing the Math Placement Test.

IMH 22000 - Research Design and Methodology (3)

GE-Math This is the first course in collecting, organizing, and drawing conclusions from data. Topics include sampling, first steps in statistical design of experiments, ethical problems, correlation, association and causation, and prediction. A scientific calculator is required. Prerequisite: C or better in IMH 10200, transfer credit for a GE-Mathematics course, or passing the Math Placement Test.

IMH 29300-29399 - Special Topics in Mathematics (1-3)

IMU-Music

IMU 16500 - Introduction to Music Literature (3)

GE-Human Culture: Arts This course serves as an historical survey of masterworks from diverse genres. Emphasis on listening to, analyzing, and describing music; understanding relationships between music, the arts, and disciplines outside the arts; and understanding music in relation to history and culture.

IMU 35600 - History of Music II (3)

GE-Human Culture: Arts/Human Diversity This course serves as a study of Western art music (1750 to the present) in historical, stylistic, and cultural contexts.

IMU 35700 - World Music (3)

GE-Human Culture: Arts/Human Diversity This course serves as a study of non-western musical cultures. Emphasis on the characteristics of the world's major musical traditions in historical, stylistic, and cultural, contexts, and vocabulary for effective analysis and description.

INS-Natural Sciences

INS 10500 - Chemistry in Society (3)

GE-Natural Science This course provides a basis for understanding problems of global proportion facing societies in the coming millennium. Fundamental chemical concepts will provide an understanding of the role chemistry plays in the problems considered, and in their potential resolution of solution. Issues include environmental concerns, energy, hunger and food production, health, pollution, and population considerations. Prerequisite: Successful completion of a GE-Mathematics course.

INS 11400 - Principles in Environmental Biology (3)

GE-Natural Science This course is a study of the biological systems comprising the biosphere and those perturbations which would threaten homeostasis of the systems. This course must be taken concurrently with INS 10500. Lab fee may be required. Prerequisite: Successful completion of a GE-Mathematics course.

INS 11500 - Environmental Biology Laboratory (1)

GE-Natural Science Lab This course includes hands-on activities in both field and classroom settings that complement the topics covered in INS 11400. This course is taught on a different night of the week than the cluster. Lab fee required. It must be taken concurrently with INS 11400. Prerequisite: Successful completion of a GE-Mathematics course.

INS 21400 - Ethical Problems in Science (3)

GE-Natural Science This course considers how advances in human technological capabilities pose problems for human societies. The course will focus primarily on threats to human and ecosystem health. Students will evaluate scientific data, the sometimes conflicting interpretations of those data, and their implications for public policy. This course must be taken concurrently with INS 10500 and INS 11400. Prerequisite: Successful completion of a GE-Mathematics course.

INS 29300-29399 - Special Topics in Natural Sciences (1-3)

IPH-Philosophy

IPH 10000 - Survey of Philosophy (3)

GE-Human Culture: Philosophy This course is designed to introduce the student to the activity of philosophy by studying the ways in which a number of important philosophical schools have attempted to deal with such major concerns as proof the existence of God, the challenges of science and materialism to free will, the basis for human knowledge, and the justification of moral beliefs.

IPH 15000 - Foundations of Philosophy (3)

GE-Human Culture: Philosophy This course is an introduction to philosophy. Topics will include questions about the nature of reality, knowledge, ethics, and social and political philosophy. This course is intended for beginners and non-majors and cannot be applied as credit for the philosophy major requirements.

IPH 21200 - Aesthetics: The Philosophy of Art (3)

GE-Human Culture: Philosophy This course is an introduction to the branch of philosophy that is concerned with sensibility, taste, and the concept of beauty. Students will examine how philosophers from antiquity to the present day have grappled with such fundamental questions as: What is beauty? What counts as art? What is at stake in the distinction between high art and low art? Does art bear responsibility? And, what is the place and function of art within society? This course is intended for beginners and non-majors and cannot be applied as credit for the philosophy major requirements.

IPH 21400 - Ethics (3)

GE-Human Culture: Philosophy This course provides students with a general understanding of the development and status of ethics as a theoretical discipline and its relation to social and political philosophy.

IPH 30500 - Political Philosophy (3)

GE-Human Culture: Philosophy This course introduces students to the writings of well-known classical and modern political philosophers and theorists. Instead of secondary accounts or summaries of these writers, students read original thoughts of political thinkers.

IPH 31100 - Ancient Philosophy (3)

GE-Human Culture: Philosophy This course investigates key ideas of the major philosophers from 600 B.C. to 40 B.C. The course proceeds by reading from the translated works of the Pre-Socratics, Socrates, Sophists, Plato, Aristotle, Epicurus, Greek and Roman Stoics, and Cicero. Topics include ethics, politics, metaphysics, epistemology, logic, and the nature of God and man. Only original sources are used.

IPS-Political Science

IPS 15500 - American Government: The Nation (3)

GE-Human Culture: US History/Government This course focuses on introducing students to the skills involved in political analysis. Attention is focused on examining key terms such as "democracy" and "politics" as well as providing students with an overview of American national government. Lab fee may be required.

IPS 30000 - Comparative Analysis (3)

GE-Human Culture: Foreign Culture/Human Diversity This course focuses on providing students with different methods and approaches used in making political comparisons. Furthermore, students are shown how they can use these methods and approaches in the study of individual countries.

IPY-Psychology

IPY 10000 - Principles of Psychology (3)

GE-Social Science Students will explore basic psychological concepts, methods, and findings leading to a better understanding of human behavior.

IPY 10500 - Family Psychology (3)

GE-Social Science This course will examine psychological concepts concerning relationships among family members including changing family structures and

roles therein, communication skills, parenting, stress, conflict resolution, and managing work-family responsibilities to support healthy family dynamics.

IPY 10700 - Psychology for Living Today (3)

GE-Social Science This course presents psychological principles that will help students understand and cope with the demands faced by themselves and others in a rapidly changing world. An emphasis is placed on coping processes, psychology and physical health, social influence, gender and behavior, and positive psychology.

IPY 15700 - Psychology of Leadership (3)

GE-Social Science Students will learn about leadership theory, motivational theory, and emotional intelligence from a psychological perspective. The course will explore the knowledge base and skills necessary to be an effective leader in a variety of settings. Students will think critically about their own leadership abilities and examine their leadership skills and potential as they participate in self-assessments and leadership exercises. Lab fee may be required.

IPY 18100 - Cultural Psychology (3)

GE-Social Science/Human Diversity This course introduces general theories and methods related to culture and diversity. Students learn about the role of culture in human development, examine social relationships, and explore how culture molds cognitive processes, perception, and morality. Students explore the bridge between cultural psychology and identity enabling them to evaluate key concepts including gain a better understanding about group identity formation, stereotyping, prejudice, stigma, and multiculturalism through a cross-cultural framework. Students utilize research methods and analytical techniques of culture psychology to critically examining the topics covered in the course. Lab fee may be required.

IRC-Recreation

IRC 20600 - Leisure in Contemporary Society (3)

GE-Social Science This course will focus on conceptual foundations for understanding the role of leisure in the quality of life in America. The history of and expanding role of recreation and leisure in the United States will be explored with emphasis on factors influencing leisure, analysis of leisure values as related to individuals and society, and the study of historical significance of key events and individual contributions from cultural, psychological, individual, political, social, and economic points of view. Lab fee may be required.

IRL-Religion

IRL 15000 - World Religions (3)

GE-Human Culture: Religion/Human Diversity This course aims at familiarizing the student with the great religious traditions of the world. Specific attention is given to Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam.

IRL 20200 - Religion in America (3)

GE-Human Culture: Religion This course is an overview of the history and development of the major

religious traditions in the United States, beginning with the Puritans and concluding with contemporary religious movements. Included are the beliefs, programs, and organizations of the major Protestant denominations, the Roman Catholic Church, and Judaism, along with ethno-religious groupings, ecumenical movements, and church/state relations.

IRT-Art

IRT 21000 - Concepts of Visual Arts (3)

GE-Human Culture: Arts A course for non-art majors, this class presents a study of selected works in the visual arts by exploring the role of art in society with an emphasis on the creation and interpretation of works of art in media by examining style, aesthetics, social function, and the expression of cultural values. Students will explore the creative process via relevant art projects.

IRT 35700 - Ancient Art (3)

GE-Human Culture: Arts/Human Diversity This course is a study of the developments in art and architecture from the dawn of civilization to the early Middle Ages. Major monuments and works shall be covered in the Ancient Near East, Egypt, the Aegean, Greece, and Rome, including the great Ziggurats of Mesopotamia, the Pyramids at Giza, the Parthenon, Pantheon and Colosseum. Emphasis shall be placed on the interrelationship of art, culture, religion and politics.

IRT 35800 - Medieval Art (3)

GE-Human Culture: Arts/Human Diversity 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 with Early Christian and Byzantine art, the major periods, works, and monuments shall be discussed including those in the Early Medieval era—Hiberno-Saxon, Carolingian, and Ottonian—as well as the later Middle Ages and Romanesque and Gothic art, focusing on the relationship between art, society, culture, religion and politics.

IRT 35900 - American Art (3)

GE-Human Culture: Arts This course is the study of American painting, sculpture, and architecture from the colonial period to 1900.

IRT 38300 - Renaissance Art (3)

GE-Human Culture: Arts/Human Diversity This course is a study of painting, sculpture, and architecture of the Renaissance in Italy from 1300 to 1600. Beginning with late Medieval Art, the major periods, works, and monuments shall be discussed including those of the Early Renaissance, High Renaissance and Late Renaissance, focusing on the relationship between art, society, culture, religion and politics.

IRT 38900 - Art Theory and Criticism (3)

GE-Human Culture: Arts/Human Diversity This course is a study of the major theoretical and critical lines of thought that have shaped understanding of the arts, their role in society, and their reception, use, and appreciation from antiquity to the present.

IS-Interdisciplinary Studies

These courses may also be offered through the traditional day program.

IS 40100 - Interdisciplinary Research (3)

Introduction to interdisciplinary research. Includes identifying disciplines relevant to research questions, gathering information, and developing interdisciplinary methods.

IS 40500 - Interdisciplinary Problem-Solving (3)

Application of interdisciplinary research methods through directed individual and group projects.

IS 41000 - Applied Interdisciplinary Studies (1-6)

Application of interdisciplinary problem-solving skills through internship(s), service-learning, research, or directed studies. This is a variable credit course and may be repeated for credit.

IS 49000-49999 - Special Topics (1-6)

Special topics in interdisciplinary research. May be repeated as topics vary.

ISC-Sociology

ISC 10200 - Basic Concepts of Sociology (3)

GE-Social Science/Human Diversity Students are introduced to the basic concepts and theories of sociology as the scientific study of human society. The course includes such topics as collective behavior, socialization, culture, stratification, social institutions, and deviant behavior.

ISC 21400 - The Family (3)

GE-Social Science This course is an exploration of the interpersonal dynamics of the family life, the variation in family structure and function in different social classes and cultures.

ISC 22000 - Social Problems (3)

GE-Social Science This course is a survey of a number of problems often common to the modern world. The relation of these problems to such sociological variables as values, social class, gender, race, and ethnicity is explored.

ISS-Social Science

ISS 29300-29399 - Special Topics in Social Science (1-3)

GRADUATE PROGRAMS

Introduction to the School of Accelerated Degree Programs: Graduate Students

Note: Beginning in January 2020, the name School of Accelerated Degree Programs will change to School of Professional Studies. Courses will be scheduled in 8-week terms that fall within the 16-week spring and fall semesters and the 12-week summer semester. Courses will be offered individually in both online and evening delivery formats. Students will select the format on a course-by-course basis allowing flexible choices based on preference and availability.

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

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

The Cluster

Central to the theory and practice of adult education is the ideal of the synthesis of knowledge. The School of Accelerated Degree Programs seeks to achieve this goal through the construct of the cluster following a quarter schedule. Clusters are comprised of a faculty member and approximately 12 to 14 students who meet for four hours weekly during an evening or weekend for 12 weeks. Nine credit hour clusters schedule a 13th class meeting within the quarter. Each student is enrolled in a group of two or three related subject area courses, called a cluster, that are, in many cases, integrated into one seminar. Three semester hours of credit are awarded for successful completion of each course in the cluster for a total of six or nine semester hours per cluster. The cluster provides students with an opportunity to explore basic subject areas beyond the confines of a single discipline.

These cluster group meetings provide a collegial environment in which students present their work and share their learning. A major objective of this format is the development of knowledge synthesis, so students can expect their learning to be measured in a variety of ways: written and oral presentation, class discussion, research papers, group projects, and traditional testing. However, as is true of most higher education programs, each professor determines how students are to be assessed and graded; therefore, tests and quizzes may be used to supplement papers and presentations as assessments of student mastery. Each cluster is limited in size to approximately 14 students.

The cluster begins with a first assignment, given to the student when he or she enrolls in the cluster. This assignment is due during the first class meeting. Subsequent homework assignments are delineated in the syllabus, and, due to the accelerated nature of the program, it is expected that a student will spend, at a minimum, twenty hours per week working on these out-of-class homework assignments. This time commitment may vary, however, depending upon the student's level of expertise in a given cluster. A student in a management cluster, for example, who has worked several years in a middle management position, and who has completed a variety of corporate sponsored management courses, may, in fact, spend less time working on assignments for this cluster.

Due to the accelerated nature of the cluster (program), the rewriting of papers or the assigning of extra credit homework to improve a grade, or grades, is not permitted.

Student Enrollment Process

An academic advisor is assigned during the graduate admission process. Students are required to meet in person with their academic advisor prior to enrollment. During the remainder of their time in the program, students have the option to either (1) meet in person with their academic advisor for enrollment advising, or (2) contact their advisor by email or by telephone for enrollment advising. During this advisor contact time, the academic advisor discusses degree and enrollment options and opens the student's portal for online registration. Graduate students may enroll prior to the start of each term during the registration period.

Students may register themselves for classes through their student portal after it is opened by their academic advisor. Once the initial enrollment is completed, the academic advisor closes the student portal. If a student decides after the initial enrollment to make a schedule change or withdraw from classes, the student must contact the advisor again, who will open the student's portal for the enrollment change. It is the responsibility of the student to

schedule this contact time with the advisor and to complete the enrollment process each quarter.

Earning a Master's Degree

To receive a master's degree from the School of Accelerated Degree Programs, students must complete a 48-hour degree program that typically includes five, nine-credit-hour clusters, or six-credit-hour clusters along with a single course, and a three-credit-hour capstone course, thesis, or culminating project, depending on the degree program.

In addition, all students must meet the following requirements:

1. Have a cumulative grade point average of at least 3.0 overall and in the courses required for the degree.
2. Complete the objectives set forth in the program overview.
3. Complete all practicum, apprenticeship, and residency requirements connected with the degree program, as specified by the program overview.

Graduate Degree Time Limit

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

Additional Graduate Degrees/Majors in the School of Accelerated Degree Programs

Second Master's Degree

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

Second Master's Major

If the student previously earned a degree at Lindenwood University and is seeking a major leading to the same degree type, the second major will be added to the student's transcript with the notation "Second Master's Major," but the student will not receive a new diploma, as no new degree type has been earned.

Additional Master's Degrees

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

requirements including the total earned hours for the degree program.

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

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

The recommended application deadlines are as follows:

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

Graduate Degree Programs

Master of Business Administration (MBA)

- Master of Business Administration

The degree above is housed in the 2019-2020 Graduate Catalog.

Master of Science (MS)

- Master of Science in Criminal Justice Administration
- Master of Science in Human Resource Management

The degrees above are housed in the 2019-2020 Graduate Catalog but are pending HLC approval for the Five-Term format.

Master of Healthcare Administration (MHA)

- Master of Healthcare Administration

Master of Fine Arts (MFA)

- Master of Fine Arts in Writing

Master of Science (MS)

- Master of Science in Information Security Management
- Master of Science in Information Technology Management

Master of Science in Administration (MSA)

- Master of Science in Administration, Management and Organizational Leadership Emphasis
- Master of Science in Administration, Marketing Management Emphasis
- Master of Science in Administration, Project Management Emphasis

The degrees above will be housed in the School of Accelerated Programs until January 2020.

MASTER OF SCIENCE IN ADMINISTRATION, MSA

30-48 credit hours

The Master of Science in Administration (MSA) is designed to meet the needs of students who may wish to specialize in the listed emphasis areas. Following are recommended interdisciplinary cluster units of nine semester hours for each of the major areas.

The ADP Master of Science in Administration (MSA) has received specialized accreditation for all three areas of emphasis by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org).

Foundation Course Requirements

Foundation Courses are required for an MSA, but may be waived if a student has undergraduate or postgraduate courses that are equivalent to those courses listed AND the student received a grade of B or better in those courses. Generally, students with an undergraduate degree in business will satisfy many of the foundation course requirements.

Students who do not satisfy the foundation course requirements through equivalencies may take HR10 and/or BA21 in the quarter program.

ACCT 51011	Managerial Accounting
ECON 53081	Economics Concepts
FIN 52010	Financial Policy
IBA 50300	Business Driven Information Systems
MGMT 56070	Statistics and Quantitative Analysis
MRKT 55010	Marketing Principles and Issues

or

Graduate Marketing/Finance Cluster (9) HR10

IHR 56100	Essentials of Marketing
IHR 56200	Survey of Accounting
IHR 56300	Introduction to Finance

Graduate Economics and Information Science Cluster (6) BA21

IBA 50100	Economic Issues
IBA 50500	Quantitative Methods

IBA 50300 Business Driven Information Systems (3) is offered as a single course.

**MASTER OF SCIENCE IN ADMINISTRATION, MSA
MANAGEMENT AND ORGANIZATIONAL LEADERSHIP
EMPHASIS****Requirements**

30 credit hours

Graduate Management Cluster (9) BA9

IBA 54000	Management and Administrative Theory
IBA 54100	Organizational Behavior
IBA 54675	Employment Law and Management

Graduate Leadership I Cluster (9) BA22

IBA 54320	Leadership Theory
IBA 54550	Leading Transformational Change
IBA 54720	Business Ethics and Leadership

Graduate Leadership II Cluster (9) BA23

IBA 54420	Organizational Change Management
IBA 54850	Managing in a Global Environment
IBA 54875	Designing Organizations

Capstone

IBA 60100	Business Policies and Strategies
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**MASTER OF SCIENCE IN ADMINISTRATION, MSA
MARKETING MANAGEMENT EMPHASIS****Requirements**

30 credit hours

Graduate Management Cluster (9) BA9

IBA 54000	Management and Administrative Theory
IBA 54100	Organizational Behavior
IBA 54675	Employment Law and Management

Graduate Marketing Cluster (Required) (9) BA10

IBA 55020	Marketing Information and Research
IBA 55100	Marketing Strategy and Management
IBA 55200	Issues in Marketing

Graduate Product Marketing Cluster (9) BA11

IBA 55500	Product Management and Product Development
IBA 56000	Brand Management
IBA 56500	Product Positioning Strategy

Prerequisites: IBA 55020, IBA 55100, IBA 55200

In addition to the required clusters, students must complete:

IBA 60100 Business Policies and Strategies

MASTER OF SCIENCE IN ADMINISTRATION, MSA PROJECT MANAGEMENT EMPHASIS

Requirements

30 credit hours

Graduate Management Cluster (9) BA9

IBA 54000 Management and Administrative Theory
IBA 54100 Organizational Behavior
IBA 54675 Employment Law and Management

Graduate Project Management in Business Cluster (9) BA15

IBA 56070 Project Management in Business
IBA 56071 Project Selection and Initiation
IBA 56072 Project Planning and Scheduling

Graduate Managing Project Execution Cluster (9) BA16

IBA 56075 Managing Project Execution
IBA 56076 Project Leadership and Communication
IBA 56077 Issues and Cases in Global Project Management

Prerequisites: IBA 56070, IBA 56071, IBA 56072

In addition to the required clusters, students must complete:

IBA 56079 Project Management Capstone

HEALTHCARE ADMINISTRATION, MHA**

48 credit hours

The Master of Healthcare Administration is designed for practicing professionals in the health and human service professions. Curriculum content is based upon recommendations of the Accrediting Commission on Education for Health Service Administration.

The ADP Master of Healthcare Administration program has received specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org).

Core Curriculum

Graduate Quantitative Methods and Analysis Cluster (9) HM12

IHM 52200 Public Health Perspectives
IHM 52300 Quantitative Methods in Healthcare Management
IHM 52400 Statistical Analysis and Research Methods in Healthcare

Graduate Legal Issues Cluster (9) HM10

IHM 53300 Administration of Healthcare Law

IHM 53500 Case Study and Analysis in Healthcare Administration
IHM 53700 Medical Records and the Law

Graduate Healthcare Strategies Cluster (9) HM8

IHM 55000 Strategic Management in Healthcare Organizations
IHM 55100 Healthcare Marketing
IHM 55300 Quality and Strategy in Healthcare Organizations

Graduate Healthcare Finance, Economics and Accounting Cluster (9) HM7

IHM 57700 Healthcare Finance
~~IHM 57755 Healthcare Finance and Accounting~~
~~IHM 57800 Economic Analysis of Health and Medical Care~~
~~IHM 57855 Healthcare Analytics~~
IHM 57900 Accounting for Healthcare Organizations

*Removed after publishing - June Addendum 06/18/2019** IHM 57755 and IHM 57855 have been replaced with IHM 57700 and IHM 57800.*

Graduate Healthcare Information Systems and Management Ethics Cluster (9) HM9

IHM 58050 Digital Medicine and Healthcare Information Systems
IHM 58055 Ethical Challenges in the Management of Health Information
IHM 58060 Organizational Behavior in Healthcare

Capstone

IHM 60100 Healthcare Administration Capstone

Healthcare Administration Internship (optional)

IHM 50000 Healthcare Administration Internship

INFORMATION SECURITY MANAGEMENT, MS

36 credit hours

The Master of Science in Information Security Management will accept students who have undergraduate degrees in information technology, computer science, computer information systems, management information systems, or related field; and, at least two years equivalent work experience or professional certifications. Eligibility is to be determined by the Program Director. The degree serves students by providing them with the background necessary to become effective IT security managers. Computer and information systems managers, often called information technology (IT) managers or IT project managers, plan, coordinate, and direct computer-related activities in an organization. They help determine the information technology goals of an organization and are responsible for implementing computer systems to meet those goals.

Core Curriculum

Graduate Information Technology Management Cluster (9) IT25

IIT 53500	Management and Administrative Theory for IT Professionals
IIT 53600	Organizational Behavior for IT Professionals
IIT 53700	Leading IT Professionals

Graduate Managerial Systems Integration Cluster (9) IT10

IIT 54100	Database Integration and Management
IIT 54200	New Technology Integration
IIT 54300	Enterprise Resource Planning (ERP)

Prerequisites: IIT 53500; IIT 53600; IIT 53700.

Graduate Data Forensics and the Law Cluster (9) IT21

IIT 52100	Information Technology Law and Ethics
IIT 52200	Data Forensics and Evidence Collection
IIT 52300	Courtroom Testimony and Presentation for IT Managers

Prerequisites: IIT 53500; IIT 53600; IIT 53700.

Graduate Information Security Data Management Cluster (6) IT11

IIT 52500	Network Security
IIT 52600	Current Issues in Network Technology

Prerequisites: IIT 52100; IIT 52200; IIT 52300.

Culminating Project Course (Choose one)

IIT 60100	Information Technology Capstone
IIT 60400	Information Technology Internship

INFORMATION TECHNOLOGY MANAGEMENT, MS

36 credit hours

The Master of Science in Information Technology Management will accept students who have undergraduate degrees in information technology, computer science, computer information systems, management information systems, or related field; and, at least two years equivalent work experience or professional certifications. Eligibility is to be determined by the Program Director. The degree serves students by providing them with the background necessary to become effective IT managers. Computer and information systems managers, often-called information technology (IT) managers or IT project managers, plan, coordinate, and direct computer-related activities in an organization. They help determine the information technology goals of an organization and are responsible for implementing computer systems to meet those goals.

Core Curriculum

Graduate Information Technology Management Cluster (9) IT25

IIT 53500	Management and Administrative Theory for IT Professionals
IIT 53600	Organizational Behavior for IT Professionals
IIT 53700	Leading IT Professionals

Graduate Managerial Systems Integration Cluster (9) IT10

IIT 54100	Database Integration and Management
IIT 54200	New Technology Integration
IIT 54300	Enterprise Resource Planning (ERP)

Prerequisites: IIT 53500; IIT 53600; IIT 53700.

Graduate Data Acquisition and Management Cluster

IIT 55100	Elements of Data Warehousing and Mining
IIT 55200	Data Warehousing Systems
IIT 55300	Export, Translation, and Load (ETL)

Prerequisites: IIT 53500; IIT 53600; IIT 53700.

Graduate Virtualization Architecture Management Cluster (6) IT22

IIT 55500	Data Center and Cloud Architecture
IIT 55600	Applications and Services Best Practices

Prerequisites: IIT 55100; IIT 55200; IIT 55300.

Culminating Project Course (Choose one)

IIT 60100	Information Technology Capstone
IIT 60400	Information Technology Internship

Prerequisites: IIT 53500; IIT 53600; IIT 53700.

Corequisites: IIT 55500; IIT 55600.

WRITING, MFA

48 credit hours

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

Admission to the MFA in Writing program is based on a creative writing sample and a statement of purpose. Both items should be emailed to the MFA program director by the following deadlines: May 1 for summer quarter, August 1 for fall quarter, November 1 for winter quarter, and February 1 for spring quarter. The writing sample should be 7-10 pages of creative writing (fiction, poetry, or creative nonfiction). The statement of purpose should describe why the applicant would like to pursue the MFA

degree and the role writing has played in his or her life. The program seeks students who clearly demonstrate strong writing skills, an understanding of the craft of literary creative writing, and a willingness to continue growing as a writer. Students must also meet all university admissions requirements. For identification purposes, fully online students must submit a color copy of a photo ID or an official GRE score. For score reporting, the Lindenwood University code is 6367.

The MFA in Writing is a 48-credit-hour degree program. The graduate thesis, in which students produce a creative thesis of 70-100 pages in the student's genre(s) of choice, is required for the final three credit hours of the program. Students select the remainder of their coursework (as nine-credit-hour on-campus clusters and/or three-credit-hour online classes) from the MFA in Writing curriculum. There are no prerequisite classes; the classes may be taken in any order and from any genre. Students have the option to declare an emphasis in one of three areas: fiction, poetry, or creative nonfiction. An emphasis requires a minimum of 27 credit hours of coursework in the emphasis area, including at least one foundational course from the list below for the declared genre; the three-credit-hour thesis must focus primarily on the emphasis genre. Emphasis students may choose any IMF course numbers for their remaining 18 credit hours. Students work with an advisor to ensure proper emphasis coursework is completed. MFA classes may be offered online, on-campus, or both.

Foundational Courses for Emphases

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

Fiction Emphasis Foundational Options:

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

Poetry Emphasis Foundational Options:

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

Creative Nonfiction Emphasis Foundational Options:

IMF 55200	Creative Nonfiction Craft Foundations
IMF 56200	Classic Foundational Literature: Creative Nonfiction
IMF 58200	Contemporary Foundational Literature: Creative Nonfiction

MFA in Writing Curriculum (On-Campus and Online Options)

Course List

IMF 51400	Fundamentals of Writing for the MFA
IMF 51500	Creative Writing for the MFA
IMF 51600-51699	Fiction Genres
IMF 51700-51799	Poetry Genres
IMF 51800	Advanced Creative Writing
IMF 52000	Advanced Poetry Genres
IMF 52100-52199	Focused Poetry Workshop
IMF 52200-52299	Focused Fiction Workshop
IMF 52300-52399	Focused Nonfiction Workshop
IMF 52400	Focused Scriptwriting Workshop
IMF 52500	Poetry Writing Workshop
IMF 52600	The Craft of Poetry: Prosody and Language
IMF 52700-52799	Selected Emphases in Poetry
IMF 52900	Advanced Studies Craft of Poetry
IMF 53000	Advanced Studies in Poetry
IMF 53200	Advanced Focused Fiction Workshop
IMF 53300	Advanced Focused Nonfiction Workshop
IMF 53400	Advanced Focused Scriptwriting Workshop
IMF 53500	Fiction Writing Workshop
IMF 53600	Fundamentals of Contemporary Fiction
IMF 53700-53799	Selected Emphases in Fiction
IMF 53900	Advanced Studies Contemporary Fiction
IMF 54100-54199	Special Topics Focused Workshop
IMF 54300-54399	Genre Fiction as Literature
IMF 54400-54499	Genre Fiction Workshop
IMF 54500	Creative Nonfiction Workshop
IMF 54600	The Personal Essay and Memoir
IMF 54700	The Lyric Essay
IMF 55100	Fiction Craft Foundations
IMF 55200	Creative Nonfiction Craft Foundations
IMF 55300	Poetry Craft Foundations
IMF 55500	Prose Workshop
IMF 55600-55699	The Prose Collection
IMF 55700-55799	The Literary Journal
IMF 55800	Advanced Studies in Prose

IMF 56000	Advanced Studies in Literary Journal
IMF 56100	Classic Foundational Literature: Fiction
IMF 56200	Classic Foundational Literature: Creative Nonfiction
IMF 56300	Classic Foundational Literature: Poetry
IMF 56500	Writing for Publications
IMF 56600	Narrative Journalism
IMF 56700	Readings in Narrative Journalism
IMF 57300-57399	The Literary Novel
IMF 57400-57499	Literary Novel Workshop
IMF 57500	Scriptwriting Workshop
IMF 57600	The Narrative Arc in Film
IMF 57700	Script Analysis
IMF 57800	Advanced Scriptwriting
IMF 58000	Advanced Script Analysis
IMF 58100	Contemporary Foundational Literature: Fiction
IMF 58200	Contemporary Foundational Literature: Creative Nonfiction
IMF 58300	Contemporary Foundational Literature: Poetry
IMF 59500-59599	Special Topics I
IMF 59600-59699	Special Topics II
IMF 59700-59799	Special Topics III

Required Final Course

Graduate Thesis

IMF 58999	Graduate Thesis
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GRADUATE COURSE DESCRIPTIONS

IBA-Business Administration

IBA 50100 - Economic Issues (3)

This course applies economic concepts to today's business environment. Topics include markets and market processes, applications of demand and supply, profit maximization, and discussions of how the business environment is affected by national and international economic conditions, monetary policy, banking, and related issues in macroeconomics, international trade, and finance.

IBA 50300 - Business Driven Information Systems (3)

This course examines the role of management information systems in the business environment. Topics include decision-support systems, information security, enterprise architectures, databases, networks, enterprise resource planning, and systems development.

IBA 50500 - Quantitative Methods (3)

This course applies statistics and probability concepts to managerial decision-making in the business environment, with emphasis on production and operations management applications. Topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data analysis methods, correlation and regression analysis, and forecasting.

IBA 51010 - Financial Accounting Concepts (3)

Students examine generally accepted accounting concepts and their influences upon the preparation, analysis, and use of financial statements and reports.

IBA 51011 - Managerial Accounting (3)

This course applies generally accepted accounting practices to the internal use of accounting data by managers for planning, control, and decision-making purposes.

IBA 51200 - Case Studies in Accounting (3)

This course will use case analysis to illustrate and describe what accountants do and provide a basis for discussion about alternatives and implications of accounting standards, procedures and reports. The focus will be on the manager as a decision maker, using accounting as a strategic tool.

IBA 51900-51999 - Special Topics in Accounting (1-3)

IBA 53000 - Financial Concepts (3)

Students examine the managerial functions of finance with emphasis on financial statement analysis, working capital management, capital budgeting, and long-term financing. Prerequisite: IBA 50100, IBA 50500, IBA 51010, IBA 51011, and IBA 51200.

IBA 53100 - Financial Policy (3)

This course is an advanced study of corporate financial analysis with focus on mergers, acquisitions, management/ shareholder relations, dividend policy, long-term financing, money and capital marketing institutions, and using a case study and problem-solving approach. Prerequisite: IBA 50100, IBA 50500, IBA 51010, IBA 51011, and IBA 51200.

IBA 53200 - Managerial Finance (3)

Analysis of major financial decisions is the focus of this course. The traditional financial problems normally reserved for executive decision-making are covered in depth. Prerequisite: IBA 50100, IBA 50500, IBA 51010, IBA 51011, and IBA 51200.

IBA 53900-53999 - Special Topics in Finance (1-3)

IBA 54000 - Management and Administrative Theory (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.

IBA 54100 - Organizational Behavior (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. 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.

IBA 54150 - Operations Management (3)

This course will cover the basic concepts, practices, and techniques to design, analyze and manage the supply chains and to support operations management in manufacturing and service organizations. Course topics will include, product and service design, capacity management, facility location planning, process selection and facility layout, quality management and control, supplier management, logistics, demand management and forecasting, operations planning, inventory management, scheduling, and decision making concepts and tools. The focus will be on integrating management principles with analytical approaches and descriptive information to analyze and understand the operations and supply chain functions, and to excel in decision-making and

quantitative problem-solving in the related fields. Upon successful completion of this course, students will be able to understand the role of supply chain and operations management in the global business environment, apply the concepts and practices of supply chain and operations management, and learn the basic analytical methodologies of operations management and apply the relevant techniques to address and solve problems encountered in the operations function of the organizations and in supply chains.

IBA 54320 - Leadership Theory (3)

This course will examine the various leadership paradigms, theories, and approaches. Other course content will focus on culture and diversity, including national and global dynamics. Emphasis is placed on how leaders emerge, including the nature of a leader's skills, behaviors, and the role of leadership changing. Leadership of individuals, small teams, organizations, as well as leadership in a virtual world are discussed. Assignments include case analyses, individual and group projects and presentations.

IBA 54420 - Organizational Change Management (3)

The course will discuss the framework for managing the effect of new business processes, changes in organizational structure or cultural changes within an organization. This course will focus on learning how to improve the organizational effectiveness and leading the change processes. Using current approaches improve individual, team and organizational performance through the design, implementation and evaluation of system-wide changes.

IBA 54550 - Leading Transformational Change (3)

The course will focus on role of a transformational leader impact on creating an organizational culture adapting to and managing change. Transformational leaders play an integral part in creating a culture of change, a compelling shared vision, and effectively communicate the vision to all stakeholders. Students will also examine how transformational leader's behavioral approach inspires, motivates, and empowers employees to build a culture that embraces change. The course will use case studies, TED Talks, and real-life scenarios to understand how leaders can anticipate and overcome challenges to create a culture of change.

IBA 54675 - Employment Law and Management (3)

This course examines basic law as it applies to personnel situations. Students study equal employment, affirmative action, employment-at-will, constructive and unlawful discharge, wage and hours issues, mandatory benefits, workers compensation, protected classes, disability issues, workplace accommodation, and record-keeping requirements.

IBA 54720 - Business Ethics and Leadership (3)

This course will examine the roles of managers and leaders in understanding current issues in ethical situations and providing an atmosphere that is conducive to ethical business operations. The conduct of leadership will consider the legal, ethical and social responsibilities leaders have on all stakeholders. Also, explore the

influence of external and internal forces on the organizational environment.

IBA 54850 - Managing in a Global Environment (3)

This course will examine multi-national business operations impact on globalization, in-depth analysis international management, and the importance of national and cultural differences, i.e., The GLOBE Project and Geert Hofstede Cultural Dimensions. The course will include presentations, discussions, case studies and team activities.

IBA 54875 - Designing Organizations (3)

This course offers a guide to the process of creating and managing an organization (no matter how complex), in order to be positioned to respond effectively and rapidly to customer demands and have the ability to achieve unique competitive advantage. In the examples, well-known companies, including Disney, Nike, IBM, and Rovio (Angry Birds) provide the process for how various kinds of organization designs operate differently. The students will gain a comprehensive explanation of the basics of organization design, review a strategic approach to design that is based on the Star Model, a holistic framework for combining strategy, structure, processes, rewards, and people, explore the different types of single-business, functional organizations and focuses on the functional structure and the cross-functional lateral processes that characterize most single-business organizations, and discuss the social technologies used to coordinate work flows, products, and services across organizations.

IBA 54900-54999 - Special Topics in Management (1-3)

IBA 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 analysis, situational vignettes, and discussion of current events. A project at the end of the course will tie together course concepts and allow students to present a comprehensive marketing research plan.

IBA 55100 - Marketing Strategy and Management (3)

This course is an analysis of the dynamics of developing a marketing program: establishing a strategy model for entry, maintenance/ survival, proliferation/ segmentation, exit and re-entry of products and service. Students will study the development of a marketing plan for an organization, budgeting, and interfacing with other areas of the organization.

IBA 55200 - Issues in Marketing (3)

Current and significant issues in marketing (electronic marketing, direct marketing, interactive services marketing, Internet marketing, green marketing, international marketing, and social media) are examined. The course applies the existing theories and practices in

the marketing discipline, and emphasis is given to new and emerging topics in the field.

IBA 55500 - Product Management and Product Development (3)

Students analyze the product management function, the role of the product manager in the firm, and the interfaces required with other areas of the organization. The application of strategy models to product management, monitoring, tracking, and updating, will be conducted. Development of new products will then be analyzed with methods of evaluation, new venture teams, the pre-entry planning phase, budgeting, and decision trains. Students will develop a new product concept.

IBA 55900-55999 - Special Topics in Marketing (1-3)

IBA 56000 - Brand Management (3)

Product and brand management decisions needed to build, measure, and manage brand equity will be discussed and evaluated. Areas of focus will include important issues in planning and evaluating brand strategies, applying appropriate theories, concepts, and models to make better branding decisions.

IBA 56070 - Project Management in Business (3)

Students will analyze project management roles and responsibilities in the business organization and apply project management concepts. Organizational structures and their effect on project management are studied using a case analysis approach. Other topics include organizing and staffing the project team, project office functions, time management, and conflict management.

IBA 56071 - Project Selection and Initiation (3)

Managing the portfolio of projects in the business organization is the main focus of this course with emphasis on best practices and models for the strategic selection of projects. Students will prepare a project proposal as one of the main deliverables of this course.

IBA 56072 - Project Planning and Scheduling (3)

In this course, students will define the scope of a project, and develop a project charter, a work breakdown structure, a project schedule using MS Project and a project budget. Other topics include an analysis of project lifecycle, canceled and failed projects, network scheduling techniques, and estimating time and cost. Students will prepare a comprehensive project plan and schedule as the main deliverables of this course.

IBA 56075 - Managing Project Execution (3)

Using a case study analysis approach, students will examine issues that arise during project execution with emphasis on risk management, quality management, contract management, scope management, and change control. Other topics include managing troubled projects, implementation planning, and project closedown. Prerequisite: IBA 56070; IBA 56071; IBA 56072.

IBA 56076 - Project Leadership and Communication (3)

The focus of this course is building and leading an effective project team whether it is domestic, global, or virtual. Emphasis will be placed on managing the high-

performance project team, communications planning, team communications, performance reporting, and stakeholder management. Prerequisite: IBA 56070; IBA 56071; IBA 56072.

IBA 56077 - Issues and Cases in Global Project Management (3)

Through a case study analysis approach, students will examine cultural, ethical, and legal issues associated with managing global projects. Students will analyze the project management code of ethics and apply best practices in project management as they develop approaches to these issues. Prerequisite: IBA 56070; IBA 56071; IBA 56072.

IBA 56079 - Project Management Capstone (3)

This course is an in-depth study of the five process groups and 10 knowledge areas encompassed by the Project 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.

IBA 56500 - Product Positioning Strategy (3)

Students will investigate marketing strategies related to the image of a product or service in the customer's thoughts. Methods of achieving a position, selection of a positioning strategy, and writing a plan to implement that strategy as well as how the positioning plan fits with the total written marketing plan will be examined.

IBA 60100 - Business Policies and Strategies (3)

This course explores the practices and problems confronting the modern business organization through an analysis of cases or through business simulation studies. Special emphasis is given to strategic management, assessment, analysis, implementation, evaluation, and control. A grade of B or better is required in order to pass this course. Testing fee required.

ICJ-Criminal Justice Administration

ICJ 50200 - Critical Issues in Police Civil Liability (3)

This course consists of an analysis of the scope and impact of police civil liabilities as they pertain to such matters as use of excessive force, police vehicle pursuits, high risk drug enforcement operations, and failure to arrest intoxicated drivers.

ICJ 50300 - Ethics in Criminal Justice (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. Prerequisite: (IBA

54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 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. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 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. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 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. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720) and (ICJ 50300; ICJ 50310; ICJ 50320) and (ICJ 51300; ICJ 51400; ICJ 51500).

ICJ 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. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720) and (ICJ 50300; ICJ 50310; ICJ 50320) and (ICJ 51300; ICJ 51400; ICJ 51500).

ICJ 51000 - Constitutional Law (3)

This course examines the history and traditions of the United States Constitution and its impact on American Criminal Justice. The spirit and philosophy of

constitutional law will be explored through the study of important criminal and civil case law and their impact on American society.

ICJ 51100 - Rules of Evidence (3)

The rules of 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.

ICJ 51200 - Courtroom Testimony and Presentation (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.

ICJ 51300 - Constitutional Law and Corrections (3)

This course examines constitutional law in the context of issues related to prisons, jails, and community corrections. Constitutional rights of prisoners and individuals under supervision will be addressed. Major legal cases related to prisoner's constitutional rights are examined, including current cases raising constitutional issues pertinent to corrections officials. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 51400 - Constitutional Law and Policing (3)

This course focuses on the influence of constitutional law on police practices, policies, and procedures. Students will learn about the foundational cases and examine current constitutional law questions related to police issues and discuss the application of constitutional law to the development of new policies and the influence on management decision-making. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 51500 - Constitutional Law and Rules of Evidence (3)

This course examines the history and traditions of the United States Constitution and its impact on American criminal justice, with specific focus on the judicial process. The spirit and philosophy of constitutional law will be explored through the study of important criminal and civil case law. The rules of evidence, prescribed by constitutional and statutory law, are examined. Proper evidentiary procedure is explored in-depth and applied to the criminal justice system by examining landmark Supreme Court cases. Prerequisite: (IBA 54000; IBA 54100; IBA 54150) and (IBA 54320; IBA 54550; IBA 54720).

ICJ 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.

ICJ 52000 - Terrorism and Counter Terrorism (3)

This course examines the history and development of international and domestic terrorism as political tools. It will focus on cultural, religious, and philosophical elements that together have provided terrorist organizations with a fundamental basis for using terrorism to promote their causes. Various terrorist organizations and their philosophies will be studied by examining case histories of terror organization development.

ICJ 52100 - Homeland Security (3)

This course will explore the emergence of homeland security and America's historical approach to defending its homeland and the evolution of the terrorist threat that led to September 11, 2001. Special focus will be given to threat assessment and mitigation, critical infrastructure protection, emergency response, incident management, and continuity of operations. Critical policy issues shaping the future of homeland security and the roles, responsibilities, and methods of major federal, state, and local government agencies along with key private sector organizations will be examined.

ICJ 52200 - Homeland Security and American Policing (3)

This course will address the needs of state and local law enforcement to work practically and effectively with the communities they serve in light of the terrorist threat facing the nation. Issues such as preparedness, mitigation, recovery, and response will be studied. Special attention will be given to balancing the rights of the citizen against the need for public safety during times when terrorist threats are highest.

ICJ 52500 - Administration of Justice (3)

The course identifies management theories, techniques, and challenges unique to the operation and management of criminal justice agencies. The course reviews organizational principles, models, and typologies, and analyzes organizational effectiveness within the police, court, and corrections arena.

ICJ 52600 - Police in Society (3)

This course is an analysis of selected readings and research on the police role, selection and training, discretion, use of force, corruption, and future trends.

ICJ 52700 - Police Leadership (3)

This course will explore leadership theories to provide a template for current or potential police leaders. The course will provide students with directives on how to examine situations, adopt an informed perspective, and make ethical leadership decisions.

ICJ 59300-59399 - Special Topics in Criminal Justice (3)

ICJ 60100 - Criminal Justice Administration (3)

This course is the culminating project of the Master of Science in Criminal Justice Administration. Students will use the knowledge gained in the ICJ 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.

ICM-Communications

ICM 50000 - Communications in the Corporate Environment (3)

This class is the study and practice of effective business communication, with emphasis on writing, speaking, and group communication. Topics will include principles of verbal and nonverbal communication in the work place; writing, social networking, memorandums, letters, reports, and proposals; interviewing and oral presentation. Work will focus on persuasive communication for both internal and external business audiences.

ICM 50010 - Research and Academic Writing (3)

This course explores the 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.

ICM 50011 - Rhetorical Criticism (3)

This course will provide students with rhetorical analysis tools to investigate how persuasive messages are constructed and how cultural meanings/ideologies are expressed (through signs/symbols and language) in communication artifacts.

ICM 50012 - Classics in Communication Theory (3)

Students will examine primary texts, essays and articles that have made strong contributions to various subject areas and theoretical frameworks that comprise the communications discipline.

ICM 50100 - Using Media for Presentations (3)

This course is the practical application of oral presentation enhancements through the use of audio-visual and computer-aid materials and includes design and use of newsletters for internal and external audiences.

ICM 50300 - Copywriting (3)

Students will learn to write and edit copy for business projects, such as reports, newsletters, brochures, proposals, news releases, blogs, video scripts, and/or speeches.

ICM 50600 - Promotion Strategies and Tactics (3)

This course identifies cost-effective multi-media promotional activities that deliver desired business results. Emphasis is placed on clearly understanding business objective then developing the most appropriate promotional program to achieve desired results.

ICM 50800 - Advertising for Sales Efficiency (3)

This course examines how business use advertising aimed at targeted groups to achieve specific business goals. Students are exposed to the sub-categories within advertising and emphasis is placed on selecting the media that is best suited to achieve specific business goals.

ICM 51000 - Public Relations Strategies for Business (3)

This course identifies a variety of PR tactics that can be used to provide direct support for product/services sales and how other tactics are used to achieve longer-term business objectives that can build a positive future freedom-to-operate atmosphere.

ICM 51500 - Organizational Communications Theories (3)

This course involves analysis of the communication theories that apply to organizational applications. Using in class discussions, journals, and written assignments, students will expand on life experiences and previous learning by situational analysis of theories, including applying the ABC model to identify communication effectiveness in workplace settings.

ICM 51600 - Leadership in Organizations (3)

This course examines leadership roles in the communication structure and offers a deeper analysis of organizations and "systems" of internal and external communication flow. Special attention to problems of specialization and departmentalization complements the study of styles emphasized in the undergraduate cluster. Using in class discussions, journals, and written assignments, students will identify communication effectiveness, power strategies, and decision-making in the organization at the team and/or individual level.

ICM 51800 - Communication Process and Motivation (3)

This course introduces motivation and motivating and persuasive techniques. Reviewing motivations behind communication and leadership extends to case studies of problems and issues in communication systems within organizational frameworks. Students will develop a final project and a research paper designed to enhance organizational communications, leadership, and performance. Included should be methods to effectively support the organizational mission and maximize potential. Students should also discuss specific strategies for improving their own skills in self-motivation, leadership, communication, strategic thinking, and performance. A discussion of gender and cultural differences will also be included.

ICM 52400 - Media Design Applications: Adobe Illustrator (3)

This course is a study of intermediate and advanced concepts and techniques needed to be proficient in vector graphic production for the graphic design workplace using Adobe Illustrator.

ICM 52500 - Media Design Applications: Adobe Photoshop (3)

This course is a study of intermediate and advanced concepts and techniques needed to be proficient in bitmap/raster graphic production for the graphic design workplace using Adobe Photoshop.

ICM 52600 - Design Concepts (3)

This course is a study of basic art and design concepts that enable students to produce visually and aesthetically

pleasing work in current and emerging software applications.

ICM 52700 - Design in Media I (3)

This course is a study of basic and intermediate concepts and applications of color theory and graphic design within the context of visual media. Students will explore current design trends and strategies and develop a body of work through practical application exercise assignments.

ICM 52800 - Design in Media II (3)

This course is an in-depth examination and analysis of historical, cultural, and psychological effects of color and symbolism on the field of vision within design media. This course includes individual research and composition of custom artwork using a practical design platform.

ICM 52900 - Graphic Design Management and Workflow (3)

This course is a study of intermediate and advanced concepts and techniques needed to be proficient in using design applications and processes to manage the design workflow from conception to product delivery.

ICM 53400 - Principles of Business Graphics (3)

Students will explore some of the uses of graphics in the business community. Discussions will center on the impact of emerging technologies and how graphics can be used as a communications tool.

ICM 53500 - Documentary Storytelling: Theory and Narrative Structure (3)

Through a variety of documentary film screenings and readings, students will analyze the epistemologies, ideologies, aesthetic elements, narrative structures, and strategies that filmmakers employ in their storytelling. The course will examine new trends and conventions in the documentary genre.

ICM 54000 - Media Preservation and Archives (3)

Students will focus on how documentary filmmakers use archival media materials (photographs, motion pictures, and audio recordings) in their films. Students will become familiar with several media archive holdings, learn about various media formats and how to use archives for media productions, and related activities such as the process of requesting footage and licensing fees. Students will learn about career opportunity in media preservation and contemporary trends in the profession.

ICM 54400 - Documentary Research and Writing (3)

This course will teach students how to research a topic, find media source materials, conduct interviews, and select appropriate consults and on-camera talent. Students will learn how to write a proposal, a short documentary script that incorporates a well-crafted narrative structure, and grant applications.

ICM 54600 - Public Relations and Social Media (3)

The analysis of shifting media environment and application of new media technologies as it affects the public relations industry. Students will develop a multi-platform campaign based on organizational goals and audience characteristics that include web analytics.

ICM 55200 - Public Relations Ethics: Case Studies (3)

Close examinations of the ethical choices organizations make and communicate to the public when responding to specific events and crises. Students will apply and assess PR professional codes of conduct to specific organizational messages to ascertain the impact on society and the environment. Students will compare humanistic ethics to professional codes of conduct in developing their own ethical leadership.

ICM 55300 - Strategic Research and Planning (3)

Students master strategic PR principles in the development, design, and execution of a campaign plan that includes measurable objectives and evaluations, with heavy emphasis on problem solving and the role of research, sampling, data analysis, and interpretations of qualitative findings that inform the planning and management process. Students will work with a client to create and conduct a professional PR campaign and presentation.

ICM 55600 - Production for Television (3)

In this course, a laboratory environment will be used to develop planning, scripting, shooting, directing, editing, budgeting, and studio skills to produce a program for television or cable broadcast. Lab fee required.

ICM 55800 - Writing for Media (3)

This course is a study and experience in appropriate techniques and layout for writing copy for use in television advertisement, news, and feature presentations. Attention is given to connecting words and actions for effective communication in commercial television and for industrial training efforts.

ICM 55900 - Media Production Management (3)

This course serves as a demonstration and experience in setting up lighting, set arrangements, and camera positions for effective video production. Demonstration of video switching, audio adjustments, post-production assembly, and insert editing for both live and pre-recorded video production is included. Lab fee required.

ICM 56400 - Web Imaging (3)

This course covers creation and editing of imagery for electronic delivery. Students will discuss topics include resolution, sizing, and compression. Coursework includes both raster (Photoshop) and vector (Illustrator, Flash) formats and their application.

ICM 56500 - Electronic Resources (3)

In this course, students will discuss and review examples of the various electronic means to provide electronic graphics resources to the end user. This class will explore and discuss, via examples, distribution means for various graphics, video, photography, digital images, and electronic resources.

ICM 56700 - Web Page Building (3)

This course looks at several approaches to constructing web pages, including text based and visual editors. Skills taught in the imaging course are applied to create visuals for import into pages with text elements. Lab fee required.

ICM 57000 - Web Site Management (3)

Students take groups of web page and gather them into a web site. The class will consider site/page usability, interface philosophy, and how software tools can help in the construction, management, and maintenance of a web site as well as consider different ways to deliver electronic content, i.e., inter/ intra networks and CD. Lab fee required.

ICM 57400 - Advanced Television Production (3)

This course demonstrates the use of camera, lighting, writing, casting, and other pre-production activities in the production of a taped video documentary or feature. Lab fee required.

ICM 57600 - Advanced Television Directing (3)

This course concentrates on the position and responsibilities of the director in commercial and industrial/training video productions. Students will serve as director in the creation of an original feature project. Lab fee required.

ICM 57700 - Advanced Television Editing (3)

This course consists of direction and experience in the use of editing, assembly, and insert, as well as switching and audio mixing and other postproduction video techniques in the creation of an original project. Lab fee required.

ICM 58800 - Media Project Planning (3)

This course is intended to evaluate and sharpen the students' knowledge in planning a large media project. Examples may include, but are not to be limited to, organizing press conferences and major announcement or news events. This section will take into account the utilization of both advanced business graphics and electronic resources to deliver the message to the targeted audience.

ICM 58850 - Media Internship (3)

Onsite learning experience in a professional media production setting that produces media program and content for radio, television, film, websites and advertising. Internships require 50 hours of fieldwork for one semester hour of credit. Students must receive a recommendation of the faculty advisor and be accepted by the internship organization. Work performance will be assessed by the internship supervisor. A portfolio and examples of work performed must be submitted to the faculty advisor at the end of the internship. See faculty advisor for portfolio criteria.

ICM 58855 - Communications Internship (3)

Onsite learning experience in a professional communications setting that focuses upon organizational, human resources, or public relations. Internships require 50 hour of fieldwork for one semester hour of credit. Students must receive a recommendation of the faculty advisor and be accepted by the internship organization. Work performance will be assessed by the internship supervisor. A portfolio and examples of work performed must be submitted to the faculty advisor at the end of the internship. See faculty advisor for portfolio criteria.

ICM 59500-59599 - Special Topics I (1-3)**ICM 59600-59699 - Special Topics II (1-3)****ICM 59700-59799 - Special Topics III (1-3)****ICM 60100 - Communications Capstone (3)**

This course develops advanced presentation skills and business etiquette as it applies in a variety of communications settings that occur in all phases of career and project development. Students are expected to select a project that is important to their intellectual and professional development in the communications field. The course will provide students with experiences to refine and demonstrate competent communications skills and apply appropriate assessment criteria to various presentation styles and formats through all phases of the capstone project. Required for promotions, media management, and training and development.

IHM-Healthcare Administration**IHM 50000 - Healthcare Administration Internship (1-6)**

Students will secure a place in a practice setting from a variety of healthcare services. All internships must be approved by the program director for the Healthcare Administration Program. Students earn one semester hour of credit for 50 hours of internship service. This is designed for students who have little or no experience in healthcare, or who are in search of a career change or exposure to other services. An internship does not replace the Capstone Course requirement for degree completion. Internship requirements should be completed within one term; however, if the need arises, an internship may be extended one additional term with approval of the program director for healthcare administration or gerontology. In order to receive credit for the Internship, students must complete the portfolio requirements, as specified by the program director.

IHM 52200 - Public Health Perspectives (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.

IHM 52300 - Quantitative Methods in Healthcare Management (3)

This course offers a comprehensive introduction to quantitative methods and techniques. Discussions will center on practical methods and analysis of operational, tactical and strategic decisions. Techniques for forecasting, decision-making, facility location and layout, and many other practical applications will be addressed as they relate to healthcare businesses.

IHM 52400 - Statistical Analysis and 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.

IHM 53300 - Administration of Healthcare Law (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.

IHM 53500 - Case Study and Analysis in Healthcare Administration (3)

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.

IHM 53700 - Medical Records and the Law (3)

The nature and use of health information has changed dramatically over the past decade. With the evolution of the way we create, use and store health information, there is increased accountability for the protection and dissemination of this information. This course is designed to address the substantial changes brought to the industry by HIPAA and the growth in utilization of electronic record systems.

IHM 55000 - Strategic Management in Healthcare Organizations (3)

This course enhances the student's ability to look closely at a healthcare organization and develop a strategic plan. Healthcare organizations, both nonprofit and for-profits, must be concerned with the changing environment and consumer demands. The healthcare organization, similar to other businesses, must be able to respond quickly to demands including but not limited to, health promotion, and wellness programs as well as alternative medicine breakthroughs. Therefore, strategic planning is more important in today's changing healthcare environment.

IHM 55100 - Healthcare Marketing (3)

This course provides the healthcare administration student with a thorough understanding of the principles and concepts of marketing as they apply to healthcare organizations. The class will discuss marketing applications from both a traditional fee-for-service approach and a managed care framework, identifying the strengths and weaknesses of both.

IHM 55300 - Quality and Strategy in Healthcare Organizations (3)

This course reviews the current healthcare system, history of quality, and quality issues specific to health care industry. Health care organizations are under regulatory

and financial pressures to improve the quality of care they deliver. Students will discuss the integration of quality into the strategic planning process. Students will understand the strategic role 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. Learn 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.

IHM 57700 - Healthcare Finance (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.

IHM 57755 - 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. This course will cover managerial accounting material emphasizing the level of analysis by organization, department, or service. Students will discuss production analysis, cost measurement, and internal reporting concepts that are imperative to making informed management decisions.

IHM 57800 - Economic Analysis of Health and Medical Care (3)

This course will explain the fundamental failures in the market for healthcare and discusses the concepts of equity and fairness when applied to health and healthcare. Students will also address a range of universal health policy issues through the application of health economic analyses.

IHM 57855 - 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.

IHM 57900 - Accounting for Healthcare Organizations (3)

This course will address the current problems specific to resource management in healthcare delivery and will also emphasize the need for a mix of financial and

nonfinancial measurements in reports to support management control. Students will discuss production analysis, cost measurement, and internal reporting concepts that are imperative to making informed management decisions.

IHM 58050 - Digital Medicine and Healthcare Information Systems (3)

This course is designed to assist today's healthcare professionals and managers with understanding how to deploy and utilize the powerful resources that are available from today's IT industry. Project Management from an IM/IT perspective will be discussed as well as the importance of system integration and a general understanding of system functions. Government Initiatives with Healthcare Technologies and comprehensive IM/ IT governance strategies will also be reviewed.

IHM 58055 - Ethical Challenges in the Management of Health Information (3)

This course will discuss standards for conduct and ethical uniformity of practice for the Health Information profession. Healthcare managers will learn how to resolve and address ethical issues in a proactive and effective manner. Ethical decision-making matrices will be discussed as a guide to understanding the complexity of solving ethical problems.

IHM 58060 - Organizational Behavior in Healthcare (3)

Students will attain a clear understanding of individual and group behavior in healthcare organizational settings. Critical insight will be provided so students can understand workplace problems and dynamics as they relate to healthcare organizations. Conflict management, team building and managing organizational change will be reviewed along with leadership philosophies and behaviors.

IHM 59400-59499 - Special Topics in Healthcare Administration (1-3)

IHM 59500-59599 - Special Topics in Healthcare Administration (1-3)

IHM 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 clusters through activities such as group projects, case studies, presentations, and research papers. Testing fee required.

IHR-Human Resource Management

IHR 50100 - Human Resource Economics (3)

HR economics is a methodology that has been applied to many areas of human behavior and has had enormous influence on the study of organizations and human resources. Developed from the founding research of

Edward Lazear, this economic approach adds rigor, structure, and clarifies many important issues.

The goal of this class is to provide the aspiring HR professional a rigorous framework for understanding how organizational design and the management of employees directly impact the economics of the organization. Not only will students learn and apply ideas from microeconomics, but they will also learn principles that will be valuable in their future careers. Prerequisite: For students without an undergraduate degree or sufficient work experience, the business administration management cluster (currently, a required cluster for the MS in human resource management degree) will serve as the prerequisite.

IHR 50300 - Human Resource Information Systems (3)

This course provides a comprehensive presentation on global Human Resource Information System (HRIS) implementations and the associated challenges faced in global projects. It begins with the basic HR and IT concepts and guides the student through the complete life cycle of HRIS applications, spanning from planning to execution. Both HR and IT play an equal role in the development of HRIS applications. This class will help students from both HR and IT streams in assimilating the intricacies of implementation of HRIS projects.

This class will offer real-life case studies that guide students through the challenges in the implementation of HR specific applications in today's global economy to include outsourcing, mergers, and acquisitions (M and A), employee performance management and compensation, and benefits data tools that provide a sound understanding of the integration and data aspects of HRIS systems. Prerequisite: For students without an undergraduate degree or sufficient work experience, the business administration management cluster (currently a required cluster for the MS in human resource management degree) will serve as the prerequisite.

IHR 50500 - Quantitative Methods for the HR Professional (3)

This class will improve the effectiveness of human resource management professionals through the use of quantitative tools that will enable them to apply people management systems to improve productivity, quality, safety, lower costs, and improve business results with long-term reliable methods. Prerequisite: For students without an undergraduate degree or sufficient work experience, the business administration management cluster (currently a required cluster for the MS in human resource management degree) will serve as the prerequisite.

IHR 53400 - Gender Issues in Management (3)

This course will focus on the role of women in management. Areas of study include, but are not limited to, the function of management, gender differences, barriers to career development, strategies for advancement, the difficult employee, effective communication, motivation, leadership, and problem solving.

IHR 53600 - Implementing and Managing Diversity (3)

This course will increase the awareness and dimension of diversity in the workplace. Areas of study will include the value of diversity and communicating its importance in the workplace, the changing organization, strategies for implementing diversity, and managing a diverse organization.

IHR 56000 - Adult Learning Processes (3)

This course is a study of selected methods and instructional techniques appropriate for the teaching of adults with a focus on the training and development area. Applications of adult development theory will be applied to the design, development, and evaluation of training programs and staff development.

IHR 56100 - Essentials of Marketing (3)

This course will examine how goods and services are offered to a targeted market through the application of the marketing mix variables, product, price, promotion, and place. There will be an emphasis on concepts, vocabulary, and theories of contemporary marketing within the organization.

IHR 56200 - Survey of Accounting (3)

This course will provide an overview of the basic topics in financial and managerial accounting. The non-procedural approach will offer simple, straightforward methods to learn accounting with an emphasis on how accounting reports are used by managers, investors, and other stakeholders of the business.

IHR 56300 - Introduction to Finance (3)

This course will emphasize financial institutions and markets, investment, and financial management. Students will learn the role and functions of the financial system in the nation's economy, the relationships between the Federal Reserve, the banking system, and financial intermediaries, the savings-investment process, the time value of money, securities investments, and the control of risk.

IHR 57700 - Organizational Assessment (3)

This course will examine the process of organizational change from a systems perspective. Students will focus on techniques for organizational diagnosis including organizational analysis, quality of work life analysis, technical system analysis, and environmental analysis.

IHR 57900 - Training Design, Evaluation, and Facilitation (3)

This course will develop students' skills as trainers and their understanding of the basic theories. Students will diagnose their own needs and skills for learning; explore their training style and its effectiveness; develop their design skill; examine various training evaluation designs; and gain a better understanding of the philosophy and ethics of adult and laboratory education.

IHR 58000 - Contemporary Issues (3)

Selected issues and methods in human resource management will be reviewed, critically examined, and discussed.

IHR 58070 - Employee Selection and Retention (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.

IHR 58075 - Employee Benefits and Compensation (3)

This course is a study of the conceptual frameworks that serve to guide the design of strategic reward systems. Other areas of coverage include employee benefits systems, pay discrimination, and compensation administration.

IHR 58080 - Employment Law for the Human Resource Professional (3)

The emphasis is on federal employment laws and case studies that reach widely across U.S. organizations. Employment laws are a dynamic state of continuous change and legal definition. This course provides a solid grasp of employment law principles with an applied orientation that allow for informed interpretations for practical analysis and prudent case management.

IHR 59300-59399 - Special Topics in Human Resource Management (1-3)**IHR 59400-59499 - Special Topics in Human Resource Management (1-3)****IHR 59500-59599 - Special Topics in Human Resource Management (1-3)****IHR 60100 - Human Resource Management Capstone (3)**

The capstone is the final core requirement and offers an intensive exploration of the applied aspect of human resource strategy, concepts, and methodologies. Working as a team with other students, individuals will apply human resources management solutions to management simulations based upon a real-world organizational setting. Students will apply what they have learned from classes through lecture, discussion, case studies, and examples that emphasize the strategic role that human resource management plays in an organization. Students will experience the role of the HR leader as change agent including the organizational development tools of action research, strategic leadership, consensus building, and core competencies needed to lead effectively in diverse organizations. Testing fee required.

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.

IIT 52300 - Courtroom Testimony and Presentation for IT Managers (3)

The role of courtroom testimony and procedure is examined in this course. The importance of proper case preparation and presentation is carefully examined in this course along with constitutional restrictions on testimony and evidence. Examples from security breached and privacy issues will be used as examples.

IIT 52500 - Network Security (3)

This class will focus on the overarching responsibility of securing a network. It will include both physical security, data security, and a detailed evaluation of managing security in a corporate environment.

IIT 52600 - Current Issues in Network Technology (3)

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

IIT 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 - System Approach to Software Management (3)

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

record retention, and modern estimation techniques will provide methods of providing future project success.

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

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

IIT 53600 - Organizational Behavior for IT Professionals (3)

This course will provide students with an understanding of the field of organizational behavior and a comprehensive analysis of individual and group behavior in organizations as it relates to IT management. Students will examine how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include define organizational behavior, individual and group behavior, motivation, performance management, managing conflict and negotiations, managing organizational change and stress, conflict, power, influence and politics, leadership effectiveness, job design, organizational structure, decision-making, communication and organizational development.

IIT 53700 - Leading IT Professionals (3)

This course introduces students to the theory of leadership which allows leadership to occur regardless of the position of the IT management or non-management person in the company. Topics covered include, diagnosing the situation, managing self, energizing others, and intervening skillfully.

IIT 54100 - Database Integration and Management (3)

This course will explore the management of database integration in the business environment. Database integration is an iterative and ongoing process. An emphasis will be placed on the following areas: treatment of existing data and the standards used with this data, exploration of data standards that are consistent with wider national and international standards, and the role that web access has with integrating and managing database access.

IIT 54200 - New Technology Integration (3)

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

IIT 54300 - Enterprise Resource Planning (ERP) (3)

This course will discuss the concepts and practices used to integrate all departments and functions across an organization onto a single computer system that can serve all departments of the organization effectively. ERP combines multiple software systems used throughout the organization into a single, integrated software system running off a single database allowing various

departments to more readily share information and communicate.

IIT 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 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. Offered: Fall/Spring/Summer.

*Added after publishing - September Addendum 09/16/2019***

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.

*Added after publishing - September Addendum 09/16/2019***

IT 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.

*Added after publishing - September Addendum 09/16/2019***

IT 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.

IT 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.

IMF-Writing

IMF 51400 - Fundamentals of Writing for the MFA (3)

This course requires intensive study and practice of fundamental writing skills, including the mechanics of writing, grammar basics, and sentence-level editing, as well as foundational literary writing techniques. Students will also study the guidelines and process of workshoping creative writing; students will practice these response techniques through the analysis of published work.

IMF 51500 - Creative Writing for the MFA (3)

This course offers structured practice in poetry and fiction writing for MFA students. The course concerns the development of original work through workshop, writing exercises, and assigned projects.

IMF 51600-51699 - Fiction Genres (3)

This course includes readings in short fiction by major authors working in modes ranging from realistic to abstract. Introduces aesthetic and strategic concepts with a focus on narrative, theme, character, and style.

IMF 51700-51799 - Poetry Genres (3)

Readings in poetry ranging from antiquity to present, with attention to changing forms, styles, and subjects as connected to the cultural experience.

IMF 51800 - Advanced Creative Writing (3)

This course offers advanced practice in poetry and fiction writing for MFA students. The course concerns the development of original work through workshop, writing exercises, and assigned projects.

IMF 52000 - Advanced Poetry Genres (3)

This course offers further readings in poetry ranging from antiquity to present, with attention to changing forms, styles, and subjects as connected to the cultural experience.

IMF 52100-52199 - Focused Poetry Workshop (3)

This course is an intensive poetry writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 52200-52299 - Focused Fiction Workshop (3)

This course is an intensive fiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for literary short fiction.

IMF 52300-52399 - Focused Nonfiction Workshop (3)

This course is an intensive nonfiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for creative nonfiction and journalistic pieces.

IMF 52400 - Focused Scriptwriting Workshop (3)

This course is an intensive scriptwriting workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision. Workshop pieces will be submitted in professional format for film and television scripts.

IMF 52500 - Poetry Writing Workshop (3)

This course serves as a discussion of original poetry with a focus on technique, purpose, and the creative process. Through submission of individual work and development of critical response, students address the question: how does one create and enhance the poem?

IMF 52600 - The Craft of Poetry: Prosody and Language (3)

This course serves as an overview of the machinery of the poem, including imagery, language, rhythm, syntax, form, accessibility, and mood. Focus is given to ways in which these parts produce the overall experience of the poem.

IMF 52700-52799 - Selected Emphases in Poetry (3)

This course is a study of major poets and poetry schools, with attention to evolution of craft and the influence of historical and cultural experience. Emphases may vary from term to term.

IMF 52900 - Advanced Studies Craft of Poetry (3)

This course is an advanced overview of the machinery of the poem, including imagery, language, rhythm, syntax, form, accessibility, and mood. Focus is given to ways in which these parts produce the overall experience of the poem.

IMF 53000 - Advanced Studies in Poetry (3)

This course offers further study of major poets and poetry schools, with attention to evolution of craft and the influence of historical and cultural experience. Emphases may vary from term to term.

IMF 53200 - Advanced Focused Fiction Workshop (3)

This course is intended for students who are at an advanced stage in their writing development; it is an intensive fiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53300 - Advanced Focused Nonfiction Workshop (3)

This course is intended for students who are at an advanced stage in their writing development; it is an intensive nonfiction writing workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53400 - Advanced Focused Scriptwriting Workshop (3)

This course is intended for students who have already successfully completed IMF 52400, the Focused Scriptwriting Workshop, and are at an advanced stage in their writing development; it is an intensive scriptwriting workshop in which each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 53500 - Fiction Writing Workshop (3)

This course will serve as a discussion of original short fiction with a focus on thematic purpose and the creative process. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers.

IMF 53600 - Fundamentals of Contemporary Fiction (3)

This course is an exploration of the machinery of the short story and the novel, including narrative arc, theme, character, style, and point of view. Readings and discussions focus on the way each component is employed in both short and long fiction.

IMF 53700-53799 - Selected Emphases in Fiction (3)

This course is a study of major fiction writers and their historical and cultural connection to literature. Emphases may vary from term to term.

IMF 53900 - Advanced Studies Contemporary Fiction (3)

This course is an advanced exploration of the machinery of the short story and the novel, including narrative arc, theme, character, style, and point of view. Readings and discussions focus on the way each component is employed in both short and long fiction.

IMF 54100-54199 - Special Topics Focused Workshop (3)

This course is an intensive writing workshop in a specific genre of writing. Each student will produce several pieces of original work and submit them to the class for analysis, close reading, line editing, discussion of theme and content, and suggestions for revision.

IMF 54300-54399 - Genre Fiction as Literature (3)

This literature course focuses on the study and analysis of genre fiction. Emphases studied may include Children's Literature, Young Adult Literature, Romance, Mystery, and Science Fiction/Fantasy. Study will include novels by authors using literary writing techniques and working in modes ranging from realistic to abstract. Introduces aesthetic and strategic concepts with a focus on narrative, theme, character, and style.

IMF 54400-54499 - Genre Fiction Workshop (3)

This craft and workshop course focuses on creation and discussion of original genre fiction with a focus on thematic purpose and the creative process. Workshop pieces may include Children's Literature, Young Adult Literature, Romance, Mystery, and Science Fiction/Fantasy. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers.

IMF 54500 - Creative Nonfiction Workshop (3)

This course is a discussion of original nonfiction pieces, including personal essays, lyric essays, and memoir chapters. Students will focus on incorporating personal experience and both narrative and lyrical elements into a nonfiction piece.

IMF 54600 - The Personal Essay and Memoir (3)

This course will focus on the wellspring of memory and reflection and the employment of narrative in creative nonfiction. Students will discuss a variety of personal essays and at least one memoir, noting the use of voice, character development, sense of place and time, and narrative arc.

IMF 54700 - The Lyric Essay (3)

This course is a study of the intersection of creative nonfiction and poetry, in which poetic devices such as fragment, imaginative language, and line breaks are used to create the nonfiction piece. Students will read and discuss numerous examples of lyric essays.

IMF 55100 - Fiction Craft Foundations (3)

This course is an in-depth study of foundational craft elements for writing literary short fiction. Elements include short story structure and plot arc; use of first, second, and third person in fiction; techniques for character development and effective description; use of dialogue; use of flashback scenes; and study of experimental fiction techniques. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Fiction emphasis for the MFA in Writing degree.

IMF 55200 - Creative Nonfiction Craft Foundations (3)

This course is an in-depth study of foundational craft elements for writing literary creative nonfiction. Elements include essay structure for traditional narrative and lyric essays; techniques for development of self as character and effective description; use of dialogue and summary; and inclusion of light learning and research. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in Writing degree.

IMF 55300 - Poetry Craft Foundations (3)

This course is an in-depth study of foundational craft elements for writing literary poetry. Elements include classic poetic forms and contemporary poetic style; use of enjambment and stanza breaks for effect; techniques for creative language usage and effective description; development of the poet's voice; and use of thematic references and literary allusions. Includes theory and application through writing exercises. This course is highly recommended for students declaring a Poetry emphasis for the MFA in Writing degree.

IMF 55500 - Prose Workshop (3)

This course serves as a discussion of original prose, in which students concentrate on a chosen specialty (fiction or creative nonfiction.) Students pay particular attention to elements that exist in both genres, as well as the application of factual and fictional information in prose.

IMF 55600-55699 - The Prose Collection (3)

This course is a study and analysis of single author collections in fiction and/or creative nonfiction. Emphasis is given to the ways in which individual stories and essays make up a body of work.

IMF 55700-55799 - The Literary Journal (3)

This course is an overview of literary journal publication, from the submission process as a writer to the production of a journal as an editor. Students examine a variety of literary journals, and some focus is given to evaluation of what makes a poem, story, or essay "publishable."

IMF 55800 - Advanced Studies in Prose (3)

This course offers further discussion of original prose, in which students concentrate on a chosen specialty (fiction or creative nonfiction). Students pay particular attention to elements that exist in both genres, as well as the application of factual and fictional information in prose.

IMF 56000 - Advanced Studies in Literary Journal (3)

This course is an advanced overview of literary journal publication, from the submission process as a writer to the production of a journal as an editor. Students examine a variety of literary journals, and some focus is given to evaluation of what makes a poem, story, or essay "publishable."

IMF 56100 - Classic Foundational Literature: Fiction (3)

This course is an intensive survey and analysis of foundational classic literary fiction and its authors, including study of the schools of literary criticism. Authors studied will include masters of the literary novel and the literary short story form who have contributed important work to the literary canon, such as Austen, Conrad, Joyce, Wharton, and Orwell. This course is highly recommended for students declaring a Fiction emphasis for the MFA in Writing degree.

IMF 56200 - Classic Foundational Literature: Creative Nonfiction (3)

This course is an intensive survey and analysis of foundational classic literary creative nonfiction and its authors, including study of literary criticism. Authors studied will include masters of memoir and the literary personal essay who have contributed important work to the history of the form, such as McCarthy, Hemingway, Conroy, and Thurber. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in Writing degree.

IMF 56300 - Classic Foundational Literature: Poetry (3)

This course is an intensive survey and analysis of foundational classic literary poetry and its authors, including study of poetic literary criticism. Authors studied will include masters in the field of poetry who have contributed important work to the literary canon, such as Donne, Shakespeare, Blake, Keats, Woodsworth, Eliot, and Yeats. This course is highly recommended for students declaring a Poetry emphasis for the MFA in Writing degree.

IMF 56500 - Writing for Publications (3)

Researching and writing short news accounts, brights, and traditional features for newspapers and magazines are the goals of this course.

IMF 56600 - Narrative Journalism (3)

In this course, students will gain practice in the art of literary feature writing, and the use of fiction and storytelling techniques to write nonfiction articles, profiles, and documentary narrative.

IMF 56700 - Readings in Narrative Journalism (3)

This course is a survey of the evolution of journalism traditions, ethics, history, and technology.

IMF 57300-57399 - The Literary Novel (3)

This literature course explores the machinery of the literary novel, including narrative arc, theme, character, style, and point of view. Critical discussion and study will include focus on the way each component is employed in

long fiction. Students will analyze works from both a literary analysis perspective and a writer's perspective.

IMF 57400-57499 - Literary Novel Workshop (3)

This craft and workshop course focuses on creation and discussion of original long fiction with a focus on thematic purpose and the creative process. Students simultaneously increase their proficiency as fiction writers and deepen their critical responses to the work of peers. Workshop sessions will focus on individual novel chapters, as students work toward completing and polishing a full literary novel.

IMF 57500 - Scriptwriting Workshop (3)

This course serves as a discussion of original film and television scripts and their essential elements. Students learn to develop a script in a professional format.

IMF 57600 - The Narrative Arc in Film (3)

This course includes a focus on dramatic development in scriptwriting and film, including important narrative elements such as suspense, confrontation, and resolution.

IMF 57700 - Script Analysis (3)

This course is an exploration of the three-act film and two-act television sitcom structure. Students will analyze well-known examples of exposition, script beats, dialogue, conflict, character, and scene creation.

IMF 57800 - Advanced Scriptwriting (3)

This course is an advanced discussion of original film and television scripts and their essential elements. Students learn to develop a script in a professional format.

IMF 58000 - Advanced Script Analysis (3)

This course offers further study of the three-act film and two-act television sitcom structure. Students will analyze well-known examples of exposition, script beats, dialogue, conflict, character, and scene creation.

IMF 58100 - Contemporary Foundational Literature: Fiction (3)

This course is an intensive survey and analysis of foundational contemporary literary fiction and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging fiction writers currently publishing important works, as well as contemporary masters in the field of literary short fiction and the novel, such as Tobias Wolff, Alice Munro, Joyce Carol Oates, John Updike, and Toni Morrison. This course is highly recommended for students declaring a Fiction emphasis for the MFA in Writing degree.

IMF 58200 - Contemporary Foundational Literature: Creative Nonfiction (3)

This course is an intensive survey and analysis of foundational contemporary memoir and literary personal essay and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging creative nonfiction writers currently publishing important works, as well as contemporary masters in the field of literary creative nonfiction, such as Karr, Didion, Wolff, and Angelou. This course is highly recommended for students declaring a Creative Nonfiction emphasis for the MFA in Writing degree.

IMF 58300 - Contemporary Foundational Literature: Poetry (3)

This course is an intensive survey and analysis of foundational contemporary literary poetry and its authors, including the study and practice of close-reading techniques. Authors studied will include emerging poets currently publishing important works, as well as contemporary masters in the field of poetry, such as Gluck, Shihab Nye, Forche, Simic, Laurentiis, and Shaughnessy. This course is highly recommended for students declaring a Poetry emphasis for the MFA in Writing degree.

IMF 58999 - Graduate Thesis (3)

The graduate thesis is required for the final three credit hours of the MFA in Writing program. Students receive instructor feedback and guidance during the quarter as they produce a 50-page final creative portfolio in their chosen genre (fiction, poetry, or creative nonfiction)

IMF 59500-59599 - Special Topics I (3)

IMF 59600-59699 - Special Topics II (3)

IMF 59700-59799 - Special Topics III (3)

ADMINISTRATION

John R. Porter (2019)

President
BS, Evangel University; MBA, Washington University-
St. Louis

Marilyn S. Abbott (1997)

*Provost and Vice President for Academic and Student
Affairs*
AB, Indiana University; PhD, Purdue University

Deb Ayres (2008)

Vice President for Human Resources
BS, Missouri State University; MS, University of
Missouri-St. Louis; EdD, University of Missouri-
Columbia

Lisa O'Brien Enger (2018)

Vice President for University Relations
BS, William Jewell College; MA, Webster University

Diane Moore (2016)

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

TJ Rains (2015)

*Vice President for Information Technology and Chief
Information Officer*
BS, Emporia State University; MS, Capella University

Frank Sanfilippo (2017)

Vice President for Fiscal Affairs/Chief Financial Officer
BS, University of Missouri-Columbia

Brad Wachler (2016)

Vice President for Intercollegiate Athletics
BA, University of Michigan; MA, Indiana University; JD,
Wayne State University

Terry Whittum (2017)

Vice President for Enrollment Management
BS, Plymouth State University; MS, Capella University

Molly Hudgins (2003)

Associate Provost, Curriculum and Experiential Learning
BS, Southern Illinois University-Carbondale; MS Florida
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Chanda Jackson (1995)

Assistant Vice President, Procurement and Payables
BS, Washington University; MPA, Lindenwood
University

Terry Kapeller (1993)

Assistant Vice President, Business Office
BA, Tarkio College; MBA, Lindenwood University

Erin I. Mann (2012)

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Kate O'Neal (2001)

*Assistant Vice President for Development and Alumni
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Greg Phelps (2013)

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John Plunkett (2013)

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Christie Rodgers (2009)

*Associate Vice President for Student and Academic
Support Services and Student Ombudsman*
BA, MS, EdD, Lindenwood University

Breanne Simkin (2017)

Associate Vice President for Enrollment Management
BS, University of North Florida; MS, University of
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Sara Wiedman (2008)

Assistant Vice President for Enrollment Management
BA, University of Missouri-St. Louis

Shane Williamson (2007)

*Associate Vice President for Student Life and Dean of
Students*
BSBA, MS, Shippensburg University; MBA, Lindenwood
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David W. Wilson (2014)

*Chief Assessment Officer and Associate Vice President
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BS, Kansas State University; MS, PhD, Iowa State
University

Oran Woodworth (2015)

Assistant Vice President for Fiscal Affairs/Controller
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FACULTY

Acker, Lawrence E. (2013)

Professor of Health Management

BA, Saint Louis University; MHA, Washington University; PhD, University of Missouri-St. Louis

Afful, Stephanie (2014)

Associate Professor of Psychology

BA, Drury University; MS, PhD, Saint Louis University

Alameda, Annie (2007)

Professor of Physical Education

BS, Illinois State University; MS, Saint Louis University; EdD, Lindenwood University

Albee, Alison J. (2013)

Associate Professor of Biology

BS, Purdue University; PhD, University of Wisconsin-Madison

Aldridge, Amanda (2012)

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BS, University of Missouri-Columbia; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Allen, Robert (2008)

Professor of Management and Assistant Dean, Plaster School of Business and Entrepreneurship

BS, Missouri Valley College; MBA, University of Missouri-Columbia; DBA, Nova Southeastern University

Alsobrook, Joseph A. (2004)

Dean, School of Arts, Media, and Communications

BA, Southwestern Oklahoma State University; MA, EdD, Lindenwood University

Anderson, C. Gregory (2010)

Associate Professor of Biology

BA, University of Missouri-Columbia; PhD, University of Tennessee

Anderson, Mary (2015)

Assistant Professor of Writing

BS, University of Texas; MFA, University of Missouri-St. Louis

Arendt, Brian (2012)

Assistant Professor of International Relations

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

Arns, David H. (1999)

Associate Professor of Marketing and Faculty Athletics Representative, NCAA Sports

BS, Southern Illinois University-Carbondale; MS, Southern Illinois University-Edwardsville

Aubuchon, Gregory P. (2015)

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Badra, Mazen (2015)

Assistant Professor of Marketing

BA, Birzeit University in the Holy Land; MBA, Amberon University; DMgt, Colorado Technical University

Bagley, Sara (2015)

Associate Professor of Psychology

BA, Westminster College; MSR, PhD, Saint Louis University

Banerjee, Gaurango (2013)

Professor of Finance

BS, MSc, Birla Institute of Technology and Science, India; PhD, University of Alabama

Barr, John (2016)

Assistant Professor of Physics

BS, MS, University of Missouri-Rolla; PhD, University of Missouri-Rolla

Barudin, Jeffrey (2012)

Associate Professor of Music

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

Beane, Robbie (2010)

Associate Professor of Mathematics

BS, MS, University of Missouri-Rolla; PhD, Missouri University of Science and Technology

Binz, Sara (2013)*Assistant Professor of Chemistry*

BS, Loras College; MS, PhD, University of Iowa

Biri, Colleen (2003)*Professor of Psychology*

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

Blum, Erica (2008)*Assistant Professor of Interactive Media and Web Design*

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Blythe, Stephen A. (2009)*Associate Professor of Computer Science*

BS, University of Delaware; MS, PhD, Rensselaer Polytechnic Institute

Bosnick, James A. III (2017)*Assistant Professor of Accounting*

BS, JD, West Virginia University; MBA, LL.M., MSBA, Washington University

Bradley, Donna (2017)*Assistant Professor Criminal Justice*

BA, Brown University; MS, Columbia College; JD, Howard University; PhD, Capella University

Brickler-Ulrich, Kimberly K. (2003)*Associate Professor of Accounting*

BS, Truman State University; MBA, Saint Louis University; CPA

Boamah, Dominic (2016)*Assistant Professor of Information Technology and Assistant Dean, IT Programs Division*

AS, Kwame Nkrumah University of Science and Technology; MS, Jyväskylä University; PhD, Capella University

Brown, David (2000)*Professor of Philosophy*

BA, Gordon College; MA, University of Houston; PhD, University of Toronto

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BA, Temple University; MA, Middlebury College; PhD, The Graduate Center, City University of New York

Bushur, Lisa (2017)*Instructor of Accounting*

BS, MAcc, University of Missouri-St. Louis; PhD, Northcentral University

Canan, Bruce (2010)*Assistant Professor of Human Resources*

BS, Bowling Green State University; JD, Capital University

Carlos, Peter (2004)*Professor of Digital Cinema Arts*

BA, University of Missouri-St. Louis; MA, Middlebury College; MFA, Lindenwood University

Carnes, Jeremy (2013)*Associate Professor of English*

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Cawly, John (2008)*Assistant Professor of Biology*

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

Cintel, David (2014)*Instructor of English*

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Coble, Kyle (2012)*Associate Professor of Marketing*

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Cohen, Theodore W. (2014)*Assistant Professor of History*

BA, Yale University; PhD, University of Maryland, College Park

Coleman, Steven (2011)*Associate Professor of Accounting*

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Collier, Darren (2003)*Associate Professor of Graphic Design*

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Cooper, Benjamin (2014)*Assistant Professor of English*

BA, Davidson College; MA, Northwestern University; MA Washington University; PhD, Washington University

Cooper, Dennis (2015)*Assistant Professor of Educational Leadership and Assistant Dean, Southwest Extension Sites*

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Cote, Robert (2015)

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Daly, Shelly (2011)

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Daniels Jr., James (2015)

Instructor of Information Systems

BS, Western Illinois University; MBA, University of Phoenix

Dasovich, Steve J. (2010)

Associate Professor of Anthropology

BA, University of South Dakota; MS, Florida State University; PhD, University of Missouri-Columbia

Delgado, Ricardo A. (2006)

Dean, School of Sciences and Professor of Chemistry

BS, Texas A and I University; MS, PhD, University of Missouri-St. Louis

DeMartino, Darrell (2017)

Assistant Professor of Paramedicine

BS, Utah Valley University; BS, MS, Syracuse University; MEd, University of Houston; BS, MS, MSN, Excelsior College

DeVore, Sherry (2008)

Assistant Professor of Educational Leadership

BS, MA, EdS, Missouri State University; EdD University of Missouri-Columbia

Dill, William (2010)

Assistant Professor of Athletic Training

BS, McKendree University; MS, Ohio University; EdD, Lindenwood University

Donovan, Heather (2017)

Assistant Professor of Criminology and Criminal Justice

BA, Pepperdine University; MS, University of New Haven; JD, Washington University in St. Louis

Durbin, Nancy (2001)

Professor of Foreign Languages

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

Elder, Robyne (2016)

Assistant Professor, Educational Leadership

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

Ellis, Roger (1997)

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

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

Elmes, Melissa (2016)

Assistant Professor of English

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

Engleking, Charlene (1995)

Professor of Writing and Assistant Dean, School of Accelerated Degree Programs

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

Estlund, Amy (2017)

Assistant Professor of Public Health

BS, Marquette University; MPH, Emory University; PhD, Saint Louis University

Ezvan, Mira (1984)

Professor of Information Systems

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

Farooqi, Javeria (2015)

Assistant Professor of Finance

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

Ferguson, Rachel (2005)

Professor of Managerial Philosophy and Director, Liberty and Ethics Center

BA, Lindenwood University; PhD, Saint Louis University

Ferrarini, Tawni (2017)

Professor of Economics and Director, Center of Economic Education

BA, Southern Illinois University-Carbondale; MA, PhD, Washington University in St. Louis

Firestine-Scanlon, Jennifer (2003)

Professor of Chemistry and Division Chair, Physical Sciences

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

Fleitz, Elizabeth (2013)

Assistant Professor of English

BS, MA, PhD, Bowling Green State University

Flicek, Tracy (2013)

Instructor of EPP and ESL

BA, MA, Lindenwood University

Flippin Wynn, Monica (2016)

Associate Professor of Communications

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

Ford, Yvonnda L. (2012)

Associate Professor of Health Management

BS, MS, JD, Saint Louis University

Frazier, Andrea (2010)

Assistant Professor of Health Management

RN, St. Mary's College; BS, Sterling College; MS, MBA, EdD, Lindenwood University

Foushee, Rebecca (2016)

Associate Professor of Psychology

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

Ganahl, Gina (2014)

Dean, School of Accelerated Degree Programs and Assistant Professor of Marketing

BS, University of Illinois-Urbana; MEd, PhD, University of Missouri-Columbia

Gietschier, Steven P. (2009)

Associate Professor of History and Faculty Athletics Representative, SLS Sports

BSFS, Georgetown University; MA, PhD, The Ohio State University

Gismegian, Mary (2001)

Assistant Professor of Teacher Education

BS, Southern Illinois University; MA, Lindenwood University

Glover, Kyle S. (1998)

Professor of English and Assistant Dean, Humanities

BA, Oklahoma Baptist University; MA, Baylor University; PhD, University of Missouri-Columbia

Godar, Tom (2003)

Associate Professor of Athletic Training; Assistant Dean, Health Sciences

BS, Southern Illinois University-Carbondale; MS, Lindenwood University

Golik, Wojciech L. (2001)

Professor of Mathematics and Associate Dean, Natural Science and Mathematics

BS, MS Poznan University of Technology, Poznan, Poland; MS, PhD, New Mexico State University

Gossett, Rachael (2013)

Associate Professor of Criminology and Criminal Justice

BA, MA, PhD, The Ohio State University

Grooms, Pamela (2007)

Associate Professor of Music

BA, Central Missouri State University; MA, University of Missouri-St. Louis

Grover, Kathy (2014)

Assistant Professor of Educational Leadership

BS, MS, Missouri State University; EdS, EdD, Lindenwood University

Gupta, Nikhil (2016)

Assistant Professor of Mathematics

BS, Princeton; PhD, Indiana University

Gustafson, Susan (2017)

Instructor of Health Sciences

BS, Fontbonne University; MS, Southern Illinois University-Edwardsville

Hafer, Rik (2016)

Professor of Economics and Director of the Center for Economics and the Environment

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

Hantak, Kelly (2015)

Assistant Professor of Education

BS, Southwest Missouri State University; MEd, University of Missouri-St. Louis; EdD, Lindenwood University

Hargate, Jon Grant (1983)

Professor of Studio Art

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

Harris, Shenika (2014)

Assistant Professor of Spanish

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

Harrod, Amanda (2017)

Instructor of Public Health

BA, Washington University in St. Louis; MPH, Saint Louis University

Hasty, Scott (2014)

Assistant Professor of Chemistry

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

Hauck, John (2004)

Associate Professor of Physics

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

Hayes, Latrell (2017)

Assistant Professor of Human Resources

BS, Columbia College; MA, Lindenwood University; EdD Maryville University

Heidenreich Jr., Donald (2000)

Professor of History

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

Heinen, Rebecca (2017)

Instructor of Mathematics

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

Hendrix, Evelyn K. (2007)

Associate Professor of Human Resources

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

Herrell, Katherine (2012)

Associate Professor of Music and Assistant Dean, Undergraduate Programs

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

Heyn, Hollis Carolyn (1996)

Associate Professor of English

BA, Lindenwood University; MA, Southern Illinois University

Highly, Shannon (2007)

Associate Professor of Marketing

BA, BS, MBA, Southern Illinois University-Edwardsville; MA, Lindenwood University

Holden, Angela D. (2009)

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

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

Hollis, Stuart (2014)

Assistant Professor of Theatre and Technical Theatre Director

BFA, Shenandoah College and Conservatory of Music; MFA, Southern Methodist University

Hoormann, Matthew (2014)

Assistant Professor of Music

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

Hosto-Marti, Barbara J. (2013)

Assistant Professor of Political Science

BA, Illinois College; MPA, Southern Illinois University-Edwardsville; MA, PhD, University of Missouri-St. Louis

Hudgins, Molly (2003)

Associate Provost, Curriculum and Experiential Learning, and Professor of Sports Management

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

Hurst, Spencer (1999)

Associate Professor of English

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

Hutcheson, Jill (2013)

Associate Professor of Initial Teacher Education and Associate Dean, School of Education

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

Hutson Jr., James Lee (2010)

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

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

Ibele, Michael E. (2011)

Associate Professor of Chemistry

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

Johnson, Debra L. (2003)

Associate Professor of Social Work

BSW, Southeast Missouri State University; MSW, Washington University

Johnson, Emilie Wright (1999)

Professor of Teacher Education

BS, MS, Missouri State University; PhD, Saint Louis University

Johnston, Christopher (2006)

Professor of Mathematics

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

Johnston, Gail (2003)

Professor of Biology

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

Jones, Emily (2010)

Associate Professor of Theatre

BFA, Midwestern State University; MFA, University of Arkansas

Kamm, Judy K. (1996)

Associate Professor of Economics

BS, MA, University of Missouri-St. Louis

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Associate Professor of Counseling

BA, MA, PhD, Saint Louis University

Kerksick, Chad (2015)

Associate Professor of Exercise Science

BS, Truman State University; MS, University of Memphis; PhD, Baylor University

Kerksick, Jo Ellen (1997)

Professor of History

BS, MA, Northwest Missouri State University; PhD, University of Kansas

Kichkha, Areerat (2013)

Associate Professor of Economics

BBA, Rhamkhamhaeng University, Thailand, MBA, Webster University; MS, Southern Illinois University-Edwardsville; PhD, Southern Illinois University-Carbondale

Killingbeck, Elizabeth (2014)

Instructor of English Preparedness

BA, MA, Southern Illinois University-Edwardsville

King, Marilyn Denise (2013)

Assistant Professor of Social Work

BS, Tennessee State University; MSW, Howard University; PhD, University of Maryland, Baltimore

Kussman, Justin (2015)

Instructor of Interactive Media and Web Design

AAS, East Central College; BA, MA, Webster University

Leavitt, Lynda (2009)

Professor of Educational Leadership

BS, Central Missouri State University; BS, University of Missouri; MEd, National Louis University; EdD, Saint Louis University

Lerman, Mark D. (2008)

Associate Professor of Human Resources

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Professor of Interactive Media and Web Design and Associate Dean, School of Arts, Media, and Communications

BS, Howard Payne University; MBA, Tarleton State University; PhD, Nova Southeastern University

Londono, Ana (2015)

Assistant Professor of Earth Sciences

BEng, Universidad Nacional de Colombia; MS, PhD, University of Cincinnati

Longo, Patrick (2016)

Instructor of Advertising and Public Relations

BA, MA, Lindenwood University

Loughlin, John (2010)*Associate Professor of Finance*

BS, BA, University of Missouri-St. Louis; MBA, PhD, Saint Louis University

Mack, Jennifer (2010)*Associate Professor of Accounting and Assistant Dean Plaster School of Business and Entrepreneurship*

BS, MGE, University of Central Oklahoma; PhD, Walden University

Manjounes, Cindy (2006)*Professor of Business*

BA, University of Missouri-St. Louis; MS, EdD, Lindenwood University; PhD Walden University

Marhanka, Darren (2004)*Associate Professor of Criminology and Criminal Justice*

AAS, Florissant Valley Community College; BA, MS, MBA, Lindenwood University

Marsh, Meredith (2009)*Associate Professor of History*

BA, Calvin College; MA, PhD, University of California-Santa Barbara

Martin, Erin Haller (2017)*Associate Professor of Mathematics and Program Director, Mathematics and Natural Sciences*

BS, Missouri University of Science and Technology; MS, PhD, University of Arkansas

Marzano, Michael P. (2009)*Associate Professor of Management and Assistant Dean, Plaster School of Business and Entrepreneurship*

BS, Southern Illinois University-Edwardsville; MBA, Saint Louis University; MIM, Washington University; DMgt, Webster University; CPIM, CSCP

Mason, Michael M. (1991)*Professor of Religion*

BS, Iowa State University; MA, Loras College; MDiv, University of Dubuque Theological Seminary; DMin, San Francisco Theological Seminary

Mathea, Michael (2010)*Assistant Professor of Economics*

BS, St. Norbert College; MA, University of Houston

McCoy, Lauren (2016)*Assistant Professor of English*

MA, University of St. Andrews; MA, PhD, Washington University

McKinney, Brandon (2012)*Assistant Professor of Mass Communications and Production Manager of LUTV*

BA, MFA, Lindenwood University

McMaken, W. Travis (2011)*Associate Professor of Religion and Assistant Dean, Humanities*

BA, Wheaton College; MDiv, PhD, Princeton Theological Seminary

Mead, Beth (2004)*Professor of Writing and Program Director, MFA in Writing*

BA, MFA, University of Missouri-St. Louis

Miller, Nicholas (2016)*Assistant Professor of Paramedicine*

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

Millians, Andrew (2014)*Assistant Professor of Digital Cinema Arts*

BA, University of Georgia; MFA, Florida State University

Morris, Edward L. (2002)*Professor of Finance*

BA, Washington University; MBA, University of Pennsylvania; PhD, Saint Louis University

Mueller, Carla (1998)*Professor of Social Work*

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

Najjar, Annette Juliana (2001)*Professor of Economics*

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

Nasser, Jr. Roger "Mitch" (2016)*Assistant Professor of Educational Leadership*

BA, Saint Louis University; MS, Western Illinois University; PhD, Saint Louis University

Neely, Joshua (2016)*Assistant Professor of Biology*

BS, Humboldt State University; MS, University of Illinois; PhD, Washington State University

Nicolai, Deborah (1993)*Associate Professor of Mass Communications*

BA, MA, Lindenwood University

Nohara-LeClair, Michiko (2002)*Professor of Psychology*

BS, University of Toronto; MAsc, University of Waterloo; PhD, University of Connecticut

Northcott, Donna (2007)*Associate Professor of Theatre*

BA, Saint Louis University; MA, Northwestern University

Nunez-Betelu, Maite (2008)*Professor of Spanish*

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

O'Banion, Patrick John (2010)*Associate Professor of History*

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

Panagos, Rebecca Jean (1996)*Professor of Teacher Education*

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

Parrish, Gillian (2017)*Assistant Professor of Writing*

BA, George Mason University; MFA, Washington University

Pas, Justine (2010)*Associate Professor of English and Associate Dean, Humanities*

BA, MA, California State University-Fullerton; PhD, University of Michigan

Patterson, Marilyn Miller (1992)*Professor of Psychology*

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

Patterson-Mills, Sarah (2010)*Associate Professor of Counseling*

BA, University of Missouri; MA, PhD, Saint Louis University

Patzius, Billi J. (2007)*Professor of Criminology and Criminal Justice and Associate Dean, Social Sciences*

BA, BS, MA, University of Missouri-St. Louis; MA, Lindenwood University; PhD, Saint Louis University

Peluchette, Joy V. (2013)*Professor of Management*

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

Pennington, Heather (2010)*Assistant Professor of Physical Education*

BA, Samford University; MA, University of Alabama

Plate, Daniel (2004)*Associate Professor of English*

BA, Taylor University; MFA, University of Arkansas; MA, Washington University; PhD, Washington University

Poertner, Tim (2008)*Professor of Theatre and Theatre Lighting Director*

BA, University of Missouri-Columbia; MFA, University of Texas-Austin

Pomianek, Christina (2012)*Associate Professor of Anthropology*

BA, Truman State University; MA, PhD, University of Missouri-Columbia

Powell-Jia, Darla (2010)*Associate Professor of Chemistry*

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

Qualls, Melissa (2002)*Assistant Professor of English*

BA, MA, Truman State University

Quiggins, Larry (2002)*Associate Professor of Theatre*

BA, MFA, Lindenwood University

Quinn, John (2013)*Instructor of Accounting*

BS, University of Missouri-Columbia; LLM, University of Missouri-Kansas City; MBA, Washington University in St. Louis; JD, St. Mary's University

Ralston, Neil (2013)*Professor of Journalism*

BA, BS, Northeast Missouri State University; MA, The Ohio State University; PhD, University of Missouri

Randolph, Jessica (2009)

Assistant Professor of Exercise Science and Assistant Dean, Health Sciences

BA, Carthage College; MS, Logan University; EdD Lindenwood University

Rankins, Michael (2008)

Associate Professor of Counseling and Assistant Dean, Counseling and Social Work

BPsy, MEd, PhD, University of Missouri-St. Louis

Ratican, Jeremiah (2014)

Assistant Professor of Digital Media

AA, East Central College; BA, Webster University; MS, University of Advancing Technology

Reighard, Richard (1987)

Associate Professor of Mass Communications

BA, MA, Lindenwood University

Rice, Saint (2015)

Assistant Professor of Criminal Justice and Assistant Dean, Professional and Technical Programs

BA, MS, Lindenwood University; EdD, Maryville University

Richmond, Scott (2016)

Assistant Professor of Exercise Science

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

Rodermund, Robert (2009)

Assistant Professor of Finance

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

Rodriguez, Robin (2014)

Assistant Professor of Earth Sciences

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

Romero Ghiretti, Gabriela (2012)

Associate Professor of Spanish and Department Chair of Foreign Languages

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

Rosenwasser, David (2011)

Associate Professor of Marketing

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

Ruettgers, Mary (2014)

Assistant Professor of Teacher Education and Assistant Dean of Teacher Education

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

Schneider, Karolina (2011)

Associate Professor of Management

BA, BS, MBA, EdD, Lindenwood University

Schneider, Nancy (1999)

Associate Professor of Teacher Education

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

Schnellmann, Ana (1995)

Professor of English

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

Scholle, Benjamin A. (2002)

Professor of Digital Cinema Arts

BA, Washington University; MFA, American University

Schroeder, Cynthia A. (2010)

Dean, School of Health Sciences and Professor of Exercise Sciences

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

Scribner, Christopher (1995)

Professor of Psychology

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

Sharp, Chryssa (2008)

Associate Professor of International Business

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

Sherblom, Stephen (2008)

Associate Professor of Educational Leadership

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

Shoff, Catherine (2016)

Assistant Professor of Public Health

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

Singer, Robert A. (2009)*Professor of Accounting*

BS, MBA, PhD, Saint Louis University; CPA

Shostak, Grant J. (2012)*Associate Professor of Criminology and Criminal Justice*

BGS, JD, University of Missouri-Columbia; MS, University of Central Missouri

Smith, Andrew (2011)*Assistant Professor of Communications*

BA, MA, Webster University

Smith, Jeffrey (1996)*Professor of History*

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

Smith, Kris Runberg (2002)*Professor of History*

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

Steffes, Bob (2016)*Assistant Professor of Educational Leadership*

BA, Truman State University; MA, EdS, PhD, University of Missouri-Columbia

Steineger, Joseph (2014)*Assistant Professor of Philosophy*

BA, MA, University of Kansas, MA, PhD, University of Chicago

Stoelting, Suzanne (2015)*Associate Professor of Sociology and Division Chair, Sociology and Psychology*

BA, MA, PhD, Southern Illinois University-Carbondale

Strzelec, Janet (1998)*Associate Professor of Dance*

BS, Southern Illinois University-Edwardsville; MFA, Lindenwood University

Stuhler, Eric (2006)*Professor of Management*

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

Sweeney, Daniel (2014)*Associate Professor of Sport Management*

BEd, McGill University; MHK, University of Windsor, Ontario Canada; PhD, Florida State University

Talbott, F. Robert (2007)*Assistant Professor of Information Systems*

BS, Southern Illinois University-Edwardsville; MBA, Lindenwood University

Tessmer, Kathryn (2012)*Professor of Exercise Science and Associate Dean, School of Health Sciences*

BA, Blackburn College; MEd, Southern Illinois University-Carbondale; PhD, University of Pittsburgh

Thies, Jeanie (2007)*Professor of Political Science*

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

Thomason, Andrew (2004)*Associate Professor of English*

BA, Lindenwood University; MA, MLA, Washington University

Torbitzky, Nichole (2016)*Assistant Professor of Religion*

BA, Truman State University; MDiv, Pittsburgh Theological Seminary; PhD, Claremont Graduate University

Townsend, Maryann (1995)*Associate Professor of Information Systems*

BA, MS, MBA, EdD, Lindenwood University

Trawick, Chajuana (2012)*Endowed Chair, Fashion Design*

BS, MBA, MFACS, Fontbonne University; PhD, University of Missouri-Columbia

Troy, John (2002)*Professor of Studio Art*

BFA, Washington University; MFA, Temple University

Tucciarone, Krista (2014)*Professor of Advertising and Public Relations*

BA, University of Missouri-St. Louis; MA, Lindenwood University; PhD, University of Missouri-St. Louis

Turner, Julie (2007)*Professor of Nonprofit Administration*

BA, Hope College; MA, Michigan State University; PhD, University of Missouri-St. Louis

Vahle, William B. (2004)*Associate Professor of Management*

BS, Purdue University; MBA, University of Michigan

Van der Graaf, Vanessa (2008)

Associate Professor of Teacher Education

BS, University of Missouri-St. Louis; MEd, EdS, EdD, Lindenwood University

Van Dyke, C. Renee (2001)

Associate Professor of Computer Science

BS, Towson State University; MS, Midwestern State University

Voss, Edward (2006)

Assistant Professor of Mass Communications

BA, University of Missouri; MA, Webster University

Wagener, Donna (2014)

Assistant Professor of Teacher Education

BA, MA, University of Missouri-St. Louis; EdD, Maryville University

Wall, Howard (2011)

Professor of Economics and Director, Hammond Institute

BA, State University of New York at Binghamton; MA, PhD, State University of New York at Buffalo

Walton, C. Dale (2012)

Associate Professor of International Relations

BA, University of New Mexico; MS, Missouri State University; PhD, University of Hull, United Kingdom

Weber, Abigail (2008)

Instructor, Sports Management and Head Coach, NCAA Women's Golf

BA, MBA, Lindenwood University

Wehmer-Callahan, Laura (2012)

Instructor of English and Director of English Preparedness for Business

BS, MA, Southern Illinois University-Edwardsville

Weir, Graham (2009)

Professor of Educational Leadership

BA, Principia College; MA, Truman State University; EdS, PhD, Saint Louis University

Welsh, Chad T. (2010)

Assistant Professor of Biology

BS, MS, Middle Tennessee State University; PhD, University of Louisville

Whaley, Michael J. (2002)

Professor of History

BA, University of Missouri-Columbia; MA, University of Missouri-St. Louis; PhD, Southern Illinois University-Carbondale

Whitacre, Michelle (2016)

Assistant Professor of Teacher Education

BA, University of Notre Dame; MA, University of Notre Dame Australia, MAT, Webster University; EdD, University of Missouri-St. Louis

Willbrand, Kim (2017)

Instructor of Accounting

BS, University of Missouri; MBA, Lindenwood University

Winslow, Kevin D. (2011)

Professor of Educational Leadership

BA, Biola University; MEd, George Mason University, PhD, George Mason University

Wintz, Nicholas J. (2011)

Associate Professor of Mathematics

BS, MA, Marshall University; PhD, Missouri University of Science and Technology

Wisdom, Sherrie (2009)

Professor of Educational Leadership

BSE, Truman State University; MEd, University of Missouri-Columbia; MA, University of Missouri-St. Louis; EdS, Webster University; EdD, Lindenwood University

Witherspoon, Pernell (2005)

Professor of Criminology and Criminal Justice

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

Wood, Matthias (2017)

Instructor of Mathematics

BS, Lindenwood University; MS, Missouri University of Science and Technology

Woltz, J. Megan (2015)

Assistant Professor of Biology

BS, North Carolina State University; PhD, Michigan State University

Wright, Paul (2007)

Professor of Physical Education

BS, MS, Clemson University; PhD, University of Utah

Zweier, Tricia (2011)

Associate Professor of Dance

BS, Richard Stockton College of New Jersey; MS, MFA, University of North Carolina-Greensboro

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Collinsville, IL 62234

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(Formerly Our Lady of Fatima School)
4500 Washington Street
Florissant, MO 63033

South County
12224 Tesson Ferry Road, Suite 200
St. Louis, MO 63128

Old Post Office
815 Olive Street, Suite 20
St. Louis, MO 63101

Wentzville (at the Southern Air)
1102 East Pitman
Wentzville, MO 63385

Westport
12000 Building
11960 Westline Industrial Drive, Suite 260
St. Louis, MO 63141

Education – Extended Site Locations

Aurora School District
305 West Prospect
Aurora, MO 65605

Carrollton R-7 School District
Carrollton Administration Building
103 East 9th Street
Carrollton, MO 64633

Forsyth School District
Forsyth Administration Offices
178 Panther Street
Forsyth, MO 65653

Hollister School District
Hollister District Office
1014 State Highway BB

Hollister, MO 65672
Florissant Center
302 North 4th Street
Florissant, MO 63033

Missouri Valley College
500 East College Street
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Neosho School Administration
511 Neosho Boulevard
Neosho, MO 64850

Ozark School District
Ozark School Administration Offices
302 North 4th Street
Ozark, MO 65721

Ozark Technical Community College – Branson
10698 Historic Highway 165
Hollister, MO 65672

Ozark Technical Community College – Springfield
1001 East Chestnut Expressway
Springfield, MO 65802

Ozark Technical Community College – Waynesville
200 Fleetwood Drive
Waynesville, MO 65583

Parkway School District
Parkway Southwest Middle School
701 Wren Avenue
Manchester, MO 63021

Poplar Bluff School District
District Administrative Offices
1110 North Westwood Boulevard
Poplar Bluff, MO 63901

Riverview Gardens School District
Riverview Gardens District Office
10101 Lewis and Clark
St. Louis, MO 63101

Rockwood School District
Crestview Middle School
2730 Valley Road
Chesterfield, MO 63005

Rolla School District
Rolla Middle School
1111 Soest Road
Rolla, MO 65401
Southwest Missouri
909 East Republic Road
Springfield, MO 65807

Warsaw School District
Warsaw School District Offices
20363 Lane of Champions
Warsaw, MO 65355

Washington School District
202 Locust Street
Washington, MO 63090

Webb City School District
411 North Madison
Webb City, MO 64870

West Plains School District
West Plains South Central Career Center
407 Thornburg St.
West Plains, MO 65775

Williard School District
District Administrative Offices
500 E Kime Street
Willard, MO 65781

Wright City School District
90 Bell Rd
Wright City, MO 63390

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LINDENWOOD
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